Evolutionary state of the UT Health San Antonio Promotion & Tenure (PTAC*) system

- Transitioning from All-campus PTAC to LSOM PTAC
- The PTAC role & perspective - Here’s looking at YOU!

The FACULTY role & perspective: Advance!

- Faculty member: Nitty-gritty of career planning, development/enrichment, advancement
- Effectively documenting & showcasing your career accomplishments, scholarship & citizenship

*Promotion, Tenure, and Appointment Committee = PTAC
SUMMARY:

- Long SOM Faculty Promotion & Tenure (PTAC)
  - Transition from the All-Campus Committee
  - PTAC calendar is the same.
  - PTAC Guidelines are almost the same. Clarified.
    - Faculty have been in the ‘career’ process for years & a surprise change of rules is not fair or funny.
    - Any changes/additions will be phased-in.
  - PTAC constitution aims for fair representation.

- Successful Faculty Career Development & Advancement - Whose perspective counts?
  - Match LSOM PTAC and department/faculty goals.
  - Faculty-Department teamwork is key!
PTAC operations and processes are governed by campus Handbook of Operating Procedures (HOP) which is governed by the UT System BORs’ Rules.

Report to/oversight by VP of Academic, Faculty and Student Affairs (AFSA), Dr. Jacqueline Mok, who reports to President Henrich, who reports to UTS.

Faculty from all campus schools comprised PTAC:
- 3-year service term; Only faculty members with tenure
- Campus Committee on Committees appointed

In-cycle vs. Out-of-cycle PTAC operations:
- Department/Academic Home generates faculty ‘packet’
- AFSA Guidelines & Tips, eTalus CV, FAF, Packet Checklist
‘OLD’ PTAC PATHWAY OPERATIONS

In-cycle:
- October to April operations:
  - Recommend Assoc. P/Prof faculty promotion &/or tenure
  - Confirm new faculty appointments at/above Associate Professor and 75% or more effort.
  - Confirm Emeritus honorific title packets

Out-of-cycle:
- Year-round operations for:
  - Confirm new faculty appointments at/above Associate Professor and 75% or more effort; Confirm tenure ‘ask.’
  - Confirm retention of rank for faculty appointed at/above Associate Professor increasing effort to 75% or more.
  - Confirm Emeritus honorific title packets
FY 2017 PTAC would include both Non-Tenure Track (NTT) faculty & faculty with Tenure.

By FY 2018, all-campus PTAC would transition to school-based PTAC.

- Transition team representing each school is now operating under Dr. Mok’s direction, so HOP is updated to reflect all changes & remain fair.
PTAC operations and processes are governed by campus HOP, governed by the UT System BORs’ Rules.

Report to/oversight by LSOM Faculty Life, ultimately advising the LSOM Dean who reports to President Henrich (via AFSA) who reports to UTS.

PTAC composition: Current plans...

- Equitable representation of all LSOM faculty:
  - Experienced in PTAC service; new members
  - Associate Professor, Professor rank LSOM faculty members
  - NTT faculty & faculty with Tenure; TT faculty not eligible
  - Basic science and Clinical Science faculty members
  - Diversity and inclusion considerations
NEWFANGLED FY2018+ LSOM PTAC:

- Probably use LSOM Faculty Assembly annual Committee Service Interest Survey to identify potential members.
- Probably add LSOM PTAC constitution to Faculty Assembly Executive Committee role, since similar to role in composing other LSOM standing committee.
- To submit positive Interest Survey response, must document Dept. Chair highly values and supports all LSOM PTAC service & meeting participation, likely such as every Wed. p.m. all or part of year.
- 3-year LSOM PTAC service term, can repeat once, then gap in service before can serve again.
‘NEW’ FY18+ LSOM PTAC OPERATIONS:

- **In-cycle:**
  - October to April operations:
    - Recommend Assoc.P/Prof faculty promotion &/or tenure
    - Confirm new faculty appointments at/above Associate Professor and 75% or more effort.
    - Confirm Emeritus honorific title packets

- **Out-of-cycle:**
  - Year-round operations for:
    - Confirm **new faculty appointments** at/above Associate Professor and 75% or more effort; Confirm tenure ‘ask.’
    - Confirm retention of rank for faculty appointed at/above Associate Professor increasing effort to 75% or more.
    - Confirm Emeritus honorific title packets
January: Dept. ‘calls for’ faculty prep for Fall PTAC

By about Feb - March: Dept. PTAC system is confirming and guiding those considering PTAC ‘now’

Summer: Dept. compiles packets, support letters

Oct 1: Final Packets submitted to LSOM PTAC review
  - No Faculty Life pre-review. Need Personal Statement.
  - Electronic system. One original. Bookmarked packets.

March 1? Desired AFSA deadline for final results

April: Results announced

Sept 1, Next FY: Effective
Accountability rises for:
- Department/Faculty member intentional career planning, building mentor relationships, etc.
- Department Chair communications
- Department PTAC operations, advocacy

Dept. PTAC operations: In-cycle vs. Out-of-cycle
- Department/Academic Home generates faculty ‘packet’
- Expect updates of HOP Guidelines, AFSA Packet Checklist now
- Eventual change: eTalus CV, AFSA Faculty Appointment Form, AFSA PTAC Tips - as process becomes increasingly electronic.
- All campus initial faculty onboarding/appointments now use Health Careers portal electronic system.
Report to & advise the Chair
  - Probable resource for dept. faculty PTAC & career advice
  - PTAC advice to faculty responding to ‘January’ call for interest. ‘It’s show time!’
  - Orchestrate final packet preparation.
    - Invite letters of support, providing guidelines.
    - Write semi-templated, detailed summary letter.
    - Chair writes separate letter.
    - Administrative assistant handles indexing, bookmarking
  - Inform about potential initial faculty appointments with PTAC issues: title, rank, track - to help Chair decide appropriate offer details - Health Careers portal system.
ASSOCIATE PROFESSOR (Non-Tenure Track):

**General Guidelines**

- A minimum of three years in the rank of Assistant Professor or equivalent.
- Academic credentials congruent with the expectations of the school and department.
- Developing reputation that is reflected by peer recognition within the institution.
- Significant scholarly accomplishments in at least one of the three academic activities: teaching, research, and service.
  
  **Note:** Scholarly or significant academic activity may include:
  - Development or dissemination of innovative protocols or treatment strategies.
  - Development of educational materials (such as course curricula, syllabi, web-based resources), or peer-reviewed publications.
  - Board certification or its equivalent, if pertinent.

**Teaching**

- Is effective as a teacher, evidenced by mastery of both content and method and documented by student and faculty evaluation.
- Is responsible for design, organization, coordination, and evaluation of a course or series of lectures.
- Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students and trainees. For example, documentation of clinicians whose one-on-one teaching fosters innovation in clinical care and management.
- Is effective as a supervising professor for M.S. or Ph.D. students.
- Publication of educational works in relevant journals and/or production and promulgation of algorithms, syllabi, clinical guidelines by clinical teachers. Demonstrates innovation in teaching methods and production of texts.
- Participates in student and trainee guidance and counseling.
- Responsible for the development of continuing education or other professional programs, or is an invited speaker.
- Interdisciplinary teaching. This may include teaching in formal courses outside of the candidate’s department or continuing education activities in other disciplines, as well as interprofessional teaching.

**Wentoring**

**Research**

- Demonstrates initiative, independence, and sustained activity in research.
- Publishes research findings and scholarly papers in professional journals; publications in refereed journals are considered more significant.
- Serves on thesis or dissertation committees or Health Science Center research review boards.
- Presents research and scholarly findings at professional meetings.
- Obtains grants or other monies for research or other scholarly activities.
- Collaborative team-based research activities.
- Technology Development (Patents)

**Wentoring**

**Service**

- Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented. Ex. letters written by HSC peers and/or leaders from affiliated institutions.
- Serves on committees within the department, school, Health Science center, and/or affiliated institutions.
- Provides consultation or service to other departments or schools within the Health Science Center.
- Local, State, regional, or national organizations that seek or benefit from the candidate’s expertise.
- Serves on extramural grant review committees or editorial boards of scientific or professional journals. This may include service as an ad hoc reviewer.
- Performs a key administrative role in patient care, research, or teaching activities within a department, division, or affiliated institution.
- Provides service as a health educator for the community that advances the mission of the university.
ASSOCIATE PROFESSOR (Non Tenure Track)

TEACHING

1. Is effective as a teacher, evidenced by mastery of both content and method and documented by student and faculty evaluation.
   A faculty member must clearly designate one area of scholarship strength and document the impact from and legacy of their scholarly accomplishments in that area of strength (as well as any others) over time. The area of scholarship strength is usually but not always the same area of accomplishment that formed the basis for promotion to Assistant Professor.

   Work unit shares responsibility for ensuring teaching can be measured and evaluated, so that quality and quantity can be documented and considered over time.

2. Is responsible for design, organization, coordination, and evaluation of a course or series of lectures.
   Demonstrates responsibility for specific aspects of teaching and/or education in any setting, and thus serves successfully in an increasingly responsible educational role, including an administrative educational leadership role.

3. Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.
   'Students' is a general term that includes any level or type of learner or trainee, including faculty, community learners or professional peers. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. What documents outstanding role modeling? How did role-modeling promote learning, professionalism, inspire the 'student' to take or sustain innovative steps in research, or hone particular clinical skills? Demonstrate recognition as exemplary.

   For example, faculty can provide outstanding role modeling through individual or small group teaching, creating and applying innovative educational products or research approaches, demonstrating clinical care skills and innovations, patient care management, etc. Any types of cross- or inter-disciplinary and inter-professional teaching and educational work and products are valued and should be documented.

4. Is effective as a supervising professor for M.S. or Ph.D. students.
   'M.S. or Ph.D. students' is a general reference that includes any level of any type of learner or trainee, such as resident or fellow. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. Demonstrate effectiveness.

5. Demonstrates innovation in teaching methods and production of texts, educational "software," etc.
   Educational scholarship includes documenting the impact, value and legacy derived from scholarly educational endeavors and accomplishments, such as but not limited to development and dissemination of innovation in curricula, materials and methods, of clinical guidelines, protocols or treatment strategies and policy development, institution and publication; accepted abstracts and manuscript publications, especially peer-reviewed and high impact, poster, platform and/or invited speaker presentations; grants and awards; honorific recognition.

6. Participates in student guidance and counseling.
   'Students' is a general term that includes any level of learner or trainee, including faculty. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.
Department PTAC directs letter-writers:
- Use LSOM PTAC criteria/Your CV, Personal statement
- How do they know you & your work quality?
- Give examples of your career excellence.

Outside & inside peers should be at (or even better) above the rank being requested.

Signed, on letterhead, respected affiliation

More than 10 - 15 letters is too many.

Blinded reviews are not generally the LSOM standard, although allowed. They must be set up with care, and Dept. is responsible for educating LSOM how it values these reviews.
PTAC PACKET PREP CHECKLIST

- Expect new and improved LSOM PTAC checklist, i.e. cover sheet for packet content order and bookmarking.

- Imperative for Administrative personnel to discuss eTalus sections with faculty member.
E-TALUS CV Sections

Listing shows the eTALUS Curriculum Vitae sections with possible sub-sections in the potential order of appearance.

- **GENERAL INFORMATION**
  - Personal Data: (CV should list - Name; Self Description; Office Address; Office phone, Office FAX)
  - Self Description: Delineate career focus. Highlight most meaningful aspect of your career trajectory, impact & legacy. Explain importance so detail clear to others. Limit: 3-2 pages.
  - Education/Degrees
  - Training: Clinical Fellowship; Postdoctoral Training; Internship; Postdoctoral Fellowship; Residency
  - Academic Appointments
  - Non-Academic Appointments
  - Certification and Licensure
  - Honors and Awards
  - Professional Development

- **TEACHING**
  - Course-based
  - Other Teaching/Non-Course-based: Group Instructions; High school/Junior High school Student Supervision; Individual Instruction; Master’s Thesis Directed; Membership on Supervising Committee; Ph.D. Dissertations Directed; Post Graduate Rotation Supervision; Post-Doctoral Student Supervision; Pre-Doctoral Student Supervision; Rotation Student Supervision; Undergraduate Student Supervision; Visiting Graduate Students.

- **RESEARCH**
  - Expertise
  - Projects: Clinical Research; Clinical Trials; Co-Investigator; Collaborative Research; Curriculum Development; Educational Grant; Exploratory Grant; Instructor; Investigator Initiated Project; Measurement Study; NIH/NCI Funded Project; National Presentation; Posters; Presentation; Research Article; Research Grant; Research Projects; Departmental Projects; Other; Pilot Research; Software Development Projects; Teaching Projects; University Projects
  - Publications: Abstracts; Book chapters; Books/Monographs; Editorials; Electronic/Web publications; Journal articles; Other; Papers submitted
  - Presentations
  - Research Grants: Federal; Private; State. List Role. Label Active/ Pending/ Completed.
  - Patents

- **SERVICE**
  - Administrative Responsibilities
  - Administrative Responsibilities – Staff Supervised
  - Other Service
  - Patient Care: Inpatient; Outpatient
  - Service to the Government: Federal; Local; State
  - Service to the Institution: Department; Hospital; School; University
  - Service to the Profession: International; Local; National; State
  - Service to the Public: Community; Health Education; Patient Care Community
  - Unknown
  - Grant Reviews
  - Professional Organizations
  - Committees [UTHSCSA Standing]: Department; School; University
  - Committees (Other): Department; Hospital; Other; School; University

**MENTORING** is not a separate eTALUS section under any area. List mentoring under the one or more heading(s) that best express the activity, most often under TEACHING/Other Teaching/Some Type of Supervision.
DOCUMENTING CAREER SUCCESS

- Documentation with sufficient detail to ensure what you do is understandable to your peers and across the diverse LSOM PTAC composition is the heart of the faculty promotion and/or tenure processes, i.e. faculty advancement.
The CV verification must be signed & dated the same date or later than the CV date.

Ensure PTAC cover sheet is complete.

Personal Statement now required. Separate from eTalus.

Document TEACHING & SERVICE in respective sections & describe: quantity, frequency, learner number & level, etc. Document MENTORING under ‘Teaching section’ suitable.

List range of encompassing years when repeating the same activity annually. DO NOT lump same role at different sites.

SERVICE documentation: (Academic vs. nonacademic appointments) Administrative Responsibilities. Patient Care. List provision of clinical CARE separate from clinical TEACHING. Committee roles. Moving into leadership roles.
Next..... let's look from another perspective
How well do you know yourself?
- Bias

Who are you?
- Professional identity formation

Mentoring - the mentee - Sponsorship

What happens in an academic context?

SMART goals: Let’s get real!

Mentor mapping: Let’s try that, too.
“THERE ARE THREE THINGS EXTREMELY HARD, STEEL, A DIAMOND, AND TO KNOW ONE’S SELF.”

BENJAMIN FRANKLIN
POOR RICHARD’S ALMANACK, 1750
What we are really talking about is...

THE **CULTURE** OF ACADEMIC HEALTH PROFESSIONS & THE **CONTEXT** OF YOUR CAREER!

Want to make a difference?

Join a group!
THE ‘ORGANIZED’ CULTURE!

Campus Leadership

School Leadership

School Leadership

School Leadership

Department

Department

Department

Department

Divisions

Divisions

Divisions

Versus

Campus Leadership

School Leadership

School Leadership

School Leadership

Department

Department

Department

Department

Divisions

Divisions

Divisions

Versus
SOM: 9 Basic Science & 18 Clinical Science depts.

Faculty: 942 plus 1,067 Adjunct faculty
(Adjunct = volunteer teaching faculty)
- 178 (regular) Faculty members Basic Sciences
- 764 Faculty members Clinical Sciences
- Women = 43% of all LSOM (regular) faculty
- About 15% of all faculty are Part-Time
- 23% have Tenure

60 = Aver. # LSOM PTAC submissions/yr.
Hiring you as a FACULTY member means:

- We welcome you to the TEAM! To our CONTEXT!
- ‘We’ are here to help you, but you are here to help us and to help yourself!

Why?

- You have great potential - the superstar of tomorrow!
- You bring enthusiasm and new ideas.
- You chose to join us and are now in ‘our’ context, becoming connected.
- We offer structure, expertise, community, guidance.
- You offer commitment to self and community.
NEEDS FOR FACULTY CAREER SUCCESS

- Strong community & culture of inclusion
  - Toward Relevance, Identity, Belonging, Teamwork, Communication, ‘Success’
- Transparency & mutual goals
- Effective promotion & tenure system
- Continuum of Work/Life balance & respect
THREATS TO FACULTY CAREER SUCCESS

- Mismatch of expectations, efforts & evaluation
- Ineffective communication
- Isolation
- ‘Chilly climate’
- Over-commitment
- Entrenched institutional ‘tradition’
LSOM = mandatory on-boarding & early career mentoring; on-going...
SMART-Goal focused Individual Career Development Plan (ICDP).
- Incorporates transition from on-boarding mentor to those more likely to be ‘forever’ mentor(s).
- Incorporates promotion/tenure planning.
Accountability: ICDP = Centerpiece of annual Faculty Evaluation. Mentoring is valued.
“I encourage all of you to seek out teachers and mentors that challenge you to think for yourself and guide you to find your own voice.”

RENEE OLSTEAD

A mentor empowers a person to see a possible future, and believe it can be obtained.

- Shawn Hitchcock

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

John Crosby
A WORD ABOUT MENTORING...

Mentoring means the ‘mentee’ is an active, engaged driving force in the relationship:

- What is your passion? Your career mission?
  - Set goals for your main focus & direction now.
- Become your own best advocate. Know thyself!
  - Do a personal SWOT analysis to identify needs.
  - Strengths, Weaknesses, Opportunities, Threats
- On-boarding is not forever.
- Multiple mentors meet multiple needs.

"A mentor empowers a person to see a possible future, and believe it can be obtained."
- Shawn Hitchcock
A WORD ABOUT SPONSORSHIP...

- = the public support by a powerful, influential person for the advancement & promotion of an individual within whom he or she sees untapped or unappreciated leadership talent of potential.

- A sponsor has the position & power at the leadership ‘table’ to advocate for others & influence decisions about high-profile, career-critical positions & activities.
What should a career show?
On-boarding and annual SMART goal-setting provide mutually agreed upon, contextual short- and long-term working objectives to focus EACH faculty member’s career efforts, development, mentoring and evaluations.

- Annual Faculty Evaluation about May.
  - Developmental analysis of each GOAL
  - Use to set, negotiate, sign SMART Goals annually, including INTENTIONAL, CONTEXTUAL ACTION PLAN for career development, promotion and/or tenure.
What time-frame?
- Short-term goals = 6 months - 1 year
- Long-term goals = 2 - 5 years

How many?
- 3-5 short-term and 3-5 longer term goals ONLY in the area(s) of scholarship strength

Ensure you and your goals are SMART.
S.M.A.R.T. GOALS

• **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)

• **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?

• **Achievable:** Stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?

• **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?

• **Time-bound:** Set 1 or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency)
“Any road will get you there, if you don’t know where you are going.”  Lewis Carrol

- Written goal, 20-50% more likely achieved
  - Forces clarity - a destination
  - Motivates action
  - Helps overcome resistance
  - Filter for other opportunities
  - Visible progress to celebrate!
Goals only 'held' mentally are more likely to be jumbled up with the other 1500 thoughts per minute that the average human being experiences.

Only 3% of adults write down their goals.

Sharing your goals with a 'confidant' increases your chances of achieving them.
What does a faculty member seek?

Write goals in reference to what?

- Your appointment/offer letter
- Your last FY’s ICDP SMART goals & critical analysis
- Your CV & the eCV section details
- Departmental XYZ compensation plan
- Institution’s Promotion & Tenure criteria:
  - Track, rank, timing, scholarship strength area(s)
Developmental analysis helps determine the evaluation outcome & career pathway.

- What facilitated goal achievement? Continuing?
- What were key barriers? Surmountable?
- SWOT analysis? Strengths, Weaknesses, Opportunities, Threats
- Write new goals to progress along pathway.

Was SCHOLARSHIP achieved and was it documented optimally?
‘Chessboard’ strategizing with leadership

MAPPING tool. Participatory citizen.

Build mass & momentum.

Demonstrate impact & legacy.

Write, negotiate, sign SMART goals for the next year.
= Your specific area of expertise that:

- Provides the UNIFYING THEME for all your academic activities and achievements.
- Is identified as Research, Service, or Teaching.
  - Specific & intentional: mass, momentum, impact, legacy
    - Document, document, document!
  - 1 area if Non-Tenure Track; 2 areas if Tenure Track/Tenure
  - ‘Non-strength’ work counts as supporting evidence when related despite ‘fitting’ best in a ‘non-strength’ CV area.
NON-TT FACULTY TITLES AND DETERMINATION OF SCHOLARSHIP STRENGTH

Is the appointee’s primary work activity RESEARCH funding productivity?

Yes

Appoint as:
- Rank/Research

Scholarship strength can only be RESEARCH.

No

Is the appointee’s primary work activity CLINICAL practice productivity?

Yes

Appoint as:
- Clinical Rank

Scholarship strength can only be SERVICE.

No

Is the appointee’s primary work activity other SERVICE and/or TEACHING?

Yes

Appoint as either:
- Rank/Clinical
- Rank/Research
- One of the Lecturer Titles * (or)
- Adjunct Rank with Pay

When NIT: Scholarship strength can only be SERVICE or TEACHING.⑧
When TT or with Tenure: Scholarship strength can be both SERVICE and TEACHING; however, when RESEARCH is one of the TT or T scholarship strengths, the second strength can only be SERVICE or TEACHING, not all three.⑨
TENURE TRACK FACULTY TITLES AND DETERMINATION OF SCHOLARSHIP STRENGTH

Is the appointee's primary work activity RESEARCH funding productivity?

If yes, scholarship strength can only be RESEARCH.

Is the appointee's primary work activity CLINICAL practice productivity?

If yes, scholarship strength can only be SERVICE.

Is the appointee's primary work activity other SERVICE and/or TEACHING?

If yes, scholarship strength can only be SERVICE or TEACHING.

Will tenure be requested at time of appointment?

If no, PTAC review required when appointment rank is above Assistant Professor.

Appoint as either:
- Assistant Professor, TT
- Associate Professor, TT (or)
- Professor, TT

If yes, PTAC review required.

Appoint as either:
- Associate Professor with Tenure (or)
- Professor with Tenure

When NTT, scholarship strength can only be SERVICE or TEACHING.
When TT or with Tenure, scholarship strength can be both SERVICE and TEACHING; however, when RESEARCH is one of the TT or T scholarship strengths, the second strength can only be SERVICE or TEACHING, not all three.
GOOD THINGS TO KNOW ABOUT TITLE, TRACK & SCHOLARSHIP STRENGTH:

- Scholarship strength area(s) is/are the area(s) of accomplishment being documenting with detail in your eCV. A specific & intentional record.
  - Mass, momentum, impact, legacy

- Faculty ‘productivity’ mostly means ‘funding’ whether Research, Service or Teaching.
  - For the SOM, RESEARCH scholarship strength means you are producing salary coverage at minimum:
    - 90% for NTT
    - 40% for TT
    - 50% for Tenured.
Maximize career PATHWAY, IMPACT & LEGACY.

Attract & sustain FUNDING:
  - Research, Teaching, Service

Your GOAL = Discovery, dissemination, then others adopt/emulate/adapt/collaborate/fund.
  - Grants/Contracts: role, source, $, ongoing, trend
  - NIH funding is fantastic, but try broadly: DOD, CTSA, PCORI, DSHS, private foundations, etc.
Your GOAL = Discovery, dissemination, then others adopt/emulate/adapt/collaborate/fund.

Cleverly tie your daily role into documentation.

Think ‘in reverse:’ How do I document my work? Am I alone in knowing what I do & that I do it so well?

- Projects: research, curriculum development, QI, CSE
- Presentations: type, authorship, audience or setting
- Publications: type, authorship role, peer-review, impact factor, etc.
- Committee service: type, venue, role & responsibilities, professional, peer-review, leadership, etc.
- Leadership roles; Mentoring (any level); Sponsorship
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Committee Charge</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Committee</td>
<td>To interview medical school applicants and communicate their evaluations to the Selection Subcommittee for final discussion and ranking. Decisions are then communicated to the Dean of the School of Medicine.</td>
<td>3 years</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>Curriculum Committee is the body that provides central oversight and makes recommendations to the dean and dean delegates, for the overall design, management and evaluation of a coherent and coordinated curriculum.</td>
<td>3 years</td>
</tr>
<tr>
<td>Student Promotions Committee</td>
<td>The Promotions Committee is charged with review of the academic progress and professional development of each student during all components of the four year medical education program, making recommendations to the dean and dean delegates.</td>
<td>3 years</td>
</tr>
<tr>
<td>SOM Faculty Assembly</td>
<td>The purpose and objectives of the Assembly are to foster, support, and maintain excellence in all aspects of medical education, research, and health service at the UT Health Science Center at San Antonio School of Medicine.</td>
<td>5 years</td>
</tr>
<tr>
<td>UTHSCSA Faculty Senate - SOM representation</td>
<td>Three major purposes for the Senate: 1) to contribute actively toward the goals and missions of the Institution for its ultimate benefit and improvement; 2) to provide a means for campus-wide communication among faculty of all the schools and departments, as well as between the faculty and the administration; and 3) to serve as the representative voice of the UTHSCSA faculty.</td>
<td>3 years</td>
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<tr>
<td>SOM Diversity Committee</td>
<td>Pending appointment of Vice Dean for Diversity.</td>
<td>3 years</td>
</tr>
<tr>
<td>Graduate Medical Education Committee</td>
<td>Emphasis is on establishing and implementing policies, as well as monitoring and advising on all aspects of residency education in sponsored GME programs.</td>
<td></td>
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<tr>
<td>Veritas Medical Student Advising Program</td>
<td>Faculty mentor medical students, providing consistent and personalized advising across all 4 years; help maintain student relationships with clinical faculty, other students within their class and in 3 other classes, and providing practical and moral support.</td>
<td>4 years</td>
</tr>
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<td>Committee Charge</td>
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<tr>
<td>Campus Health &amp; Wellness Com.</td>
<td>To serve as an advisory board to both Student Life and Human Resources in their efforts to promote and provide wellness-related programs/activities.</td>
<td>3 years</td>
</tr>
<tr>
<td>Chemical Safety Committee</td>
<td>To serve in an advisory and consultative capacity to the President and the Vice President for Research, and to advise the Environmental Health and Safety Office about safe receipt, use, storage, and disposal of hazardous chemicals.</td>
<td>3 years</td>
</tr>
<tr>
<td>Committee on Committees</td>
<td>The charge of the COC is to identify qualified members of the UTHSCSA faculty and staff for purposes of recommending their appointment to standing institutional committees for which there are vacancies, and to advise the UTHSCSA President.</td>
<td>2 years</td>
</tr>
<tr>
<td>Committee for the Advancement of Women and Minorities</td>
<td>To serve in a consultative and advisory capacity to the President and to advise the Vice President for Academic, Faculty and Student Affairs; to participate in the development of priorities, formulate and recommend plans; and facilitate actions that promote the professional development and advancement of women and minorities, faculty in particular, and all Health Science Center employees in general. UT System requirement.</td>
<td>3 years</td>
</tr>
<tr>
<td>Computing Resources Com.</td>
<td>To serve in a consultative and advisory capacity to the President and Vice President/Chief Information Officer and to advise and assist the Director of Computing Resources in making recommendations regarding Computing Resources services, technologies, policies, and standards.</td>
<td>3 years</td>
</tr>
<tr>
<td>Faculty Promotions Tenure and Appointments Committee</td>
<td>To make recommendations to the President and the Vice President for Academic, Faculty and Student Affairs on issues related to faculty promotion, tenure, and initial appointments; to review recommendations for faculty promotion, faculty appointments for tenure; and initial appointments at the levels of Associate Professor and Professor.</td>
<td>3 years</td>
</tr>
<tr>
<td>Infection Policy and Education Committee</td>
<td>To serve in an advisory and consultative capacity to the President and the Vice President for Research and to advise the Environmental Health and Safety Office in matters pertaining to heightened awareness by constituents of the risks, prevention, and treatment of illness caused by exposure to transmissible agents in the workplace and outside UTHSCSA.</td>
<td>3 years</td>
</tr>
<tr>
<td>Institutional Biosafety Com.</td>
<td>To advise the President, Vice President for Research, and Environmental Health &amp; Safety Officer in matters pertaining to hazards of a biological nature; review and approve research projects involving recombinant or synthetic nucleic acid molecules (rDNA) conducted at or sponsored by the institution and other projects of a biohazardous nature including assessment of the containment levels, facilities, procedures, practices, training and expertise of personnel.</td>
<td>3 years</td>
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<tr>
<td>Committee Name</td>
<td>Committee Charge</td>
<td>Term</td>
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<tr>
<td><strong>International Relations Committee</strong></td>
<td>To serve in an advisory and consultative capacity to the President and Vice President for Academic, Faculty and Student Affairs. To help disseminate and acquire information in the health sciences on an international level. To develop, promote, and coordinate (where requested) support, and to encourage contact between this Health Science Center and academic institutions in other countries. To foster international alliances and visibility on campus.</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Library Committee</strong></td>
<td>To serve in a consultative and advisory capacity to the President and Vice President for Academic, Faculty and Student Affairs and to advise the Director of Libraries in making recommendations to the President regarding Library practices and procedures. To review and advise in the development of priorities in the areas that have an impact on academic efficiency and effectiveness to ensure that the services provided by the Library reflect the needs and interests of the academic community.</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Parking &amp; Traffic Safety Com.</strong></td>
<td>To serve in a consultative and advisory capacity to the President and Executive Vice President for Facility Planning and Operations, to review issues regarding traffic safety and parking and recommend resolutions, and to serve as an avenue of appeal in cases of dispute and exception.</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Physical Safety Committee</strong></td>
<td>To serve in an advisory and consultative capacity to the President and Vice President for Research, and to advise the Environmental Health and Safety Office for matters pertaining to physical hazards; provide systematic review and prevention analysis of injuries and illnesses reported through the Workers’ Compensation Insurance Program.</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Presidential Clinical Excellence Award Com.</strong></td>
<td>The Presidential Clinical Excellence Award was established by the Executive Committee to recognize and honor current Health Science Center clinicians who have distinguished themselves by their exemplary and sustained clinical expertise and care for patients.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>President. Distinguished Senior Research Scholar Award Com.</strong></td>
<td>To recognize and honor current faculty who have distinguished themselves from their peers by their extraordinary, exemplary, and sustained scholarship in any of the following activities: discovery, integration, application, or teaching.</td>
<td>2 years</td>
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<tr>
<td><strong>Presidential Distinguished Junior Research Scholar Com.</strong></td>
<td>To recognize and honor current faculty who have distinguished themselves from their peers by their extraordinary, exemplary, and sustained scholarship in any of the following activities: discovery, integration, application, or teaching.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Presidential Teaching Excellence Award Com.</strong></td>
<td>To contact nominees, to solicit and collect letters of support from faculty, students, and appropriate administrators from a list of names provided by the nominee; then to review all letters and make not more than six recommendations to the President for the awards.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Radiation Safety Committee</strong></td>
<td>To serve in an advisory and consultative capacity to the President and the Vice President for Research and to advise the Radiation Safety Office; to review all license applications and authorize all licenses, appending special conditions as needed; to act as an avenue of appeal in cases of dispute and exception; and, to be responsible for policies and practices regarding license and use of radioactive materials and sources of ionizing and non-ionizing radiation at the Health Science Center.</td>
<td>3 years</td>
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<tr>
<td><strong>Radioactive Drug Research Committee</strong></td>
<td>To serve in an advisory and consultative capacity to the President and the Vice President for Research. To review and approve all research involving the use of radioactive drugs and/or agents with human subjects conducted at or by employees of the UT Health Science Center at San Antonio; the South Texas Veterans Health Care System; and the University Health System.</td>
<td>2 years</td>
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<tr>
<td><strong>Student Health Advisory Com.</strong></td>
<td>To serve in an advisory and consultative capacity to the President and Vice President for Academic, Faculty and Student Affairs. To evaluate the health needs of the student body and to make recommendations on policies, procedures, and programs necessary to address student health needs.</td>
<td>3 years</td>
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<tr>
<td>Sponsor</td>
<td>Due Date</td>
<td>Award Title</td>
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<tr>
<td><strong>UTHSCSA Level</strong></td>
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<tr>
<td>UTHSCSA SOM Dean</td>
<td>February</td>
<td>Master Clinician Award</td>
</tr>
<tr>
<td>Women’s Faculty Assoc.</td>
<td>Spring</td>
<td>Dr. M. (Sue) K. Hoppe Research Ethics Award</td>
</tr>
<tr>
<td>President’s Offices</td>
<td>June/July</td>
<td>Faculty Senate: Faculty Leadership Award</td>
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<tr>
<td>UTHSCSA President’s Off.</td>
<td>October</td>
<td>Junior Research Scholar</td>
</tr>
<tr>
<td>UTHSCSA President’s Off.</td>
<td>October</td>
<td>Senior Research Scholar</td>
</tr>
<tr>
<td>UTHSCSA President’s Off.</td>
<td>October</td>
<td>Teaching Excellence Awards</td>
</tr>
<tr>
<td>UTHSCSA President’s Off.</td>
<td>October</td>
<td>Clinical Excellence Awards</td>
</tr>
<tr>
<td><strong>Texas Level</strong></td>
<td></td>
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<tr>
<td>UT System Board of Regents</td>
<td>March</td>
<td>Regents’ Outstanding Teaching Awards (ROTA)</td>
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<tr>
<td>UT System Academy</td>
<td>October</td>
<td>Shine Academy of Health Science Education</td>
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<tr>
<td>Texas nonprofit foundation</td>
<td>November</td>
<td>Minnie Stevens Piper Foundation Programs: Piper Professor Award</td>
</tr>
<tr>
<td>Texas Medical Association</td>
<td>December</td>
<td>Texas Medical Association Award for Excellence in Academic Medicine</td>
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<tr>
<td><strong>National Level</strong></td>
<td></td>
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<tr>
<td>Wells Fargo Foundation</td>
<td>July 15th</td>
<td>Elizabeth Hurlock Beckman Award</td>
</tr>
<tr>
<td>Foundation for History of Women in Medicine</td>
<td>April 1st</td>
<td>Alma Dea Morani, M.D. Renaissance Woman Award</td>
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<tr>
<td>The Josiah Macy Jr. Fndtn</td>
<td>December</td>
<td>Macy Faculty Scholars Program</td>
</tr>
</tbody>
</table>
Compulsively compile documentation of all activities. Use file(s): paper &/or electronic.

- Keep name, contact, reason for potential letter-writers
- Regularly update your eCV:
  - Include a full page Personal Statement.
  - Leave no relevant sections blank.
  - Include quantity, frequency, adjectives.
  - Include brief explanatory detail for career clarity to others.

Create a personal PTAC Plan in your ICDP.

- Use eTALUS (eCV) sections, PTAC packet checklist, & PTAC criteria checklist ‘backwards’ to reveal incomplete areas
- Consider requesting departmental PTAC review.
- Stay aware of your PTAC time frame.
PTAC QUESTIONS