

# The UT System Women Senior Leaders Network Best Practices Symposium

Founding of the Office of Women's Careers  
at UT Southwestern

Promotion & Tenure

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Associate Dean  
Office of Women's Careers  
UT Southwestern Medical Center

**OFFICE OF FACULTY DIVERSITY & DEVELOPMENT  
OFFICE OF WOMEN'S CAREERS**

**UTSouthwestern**  
Medical Center

**Here to support our faculty**

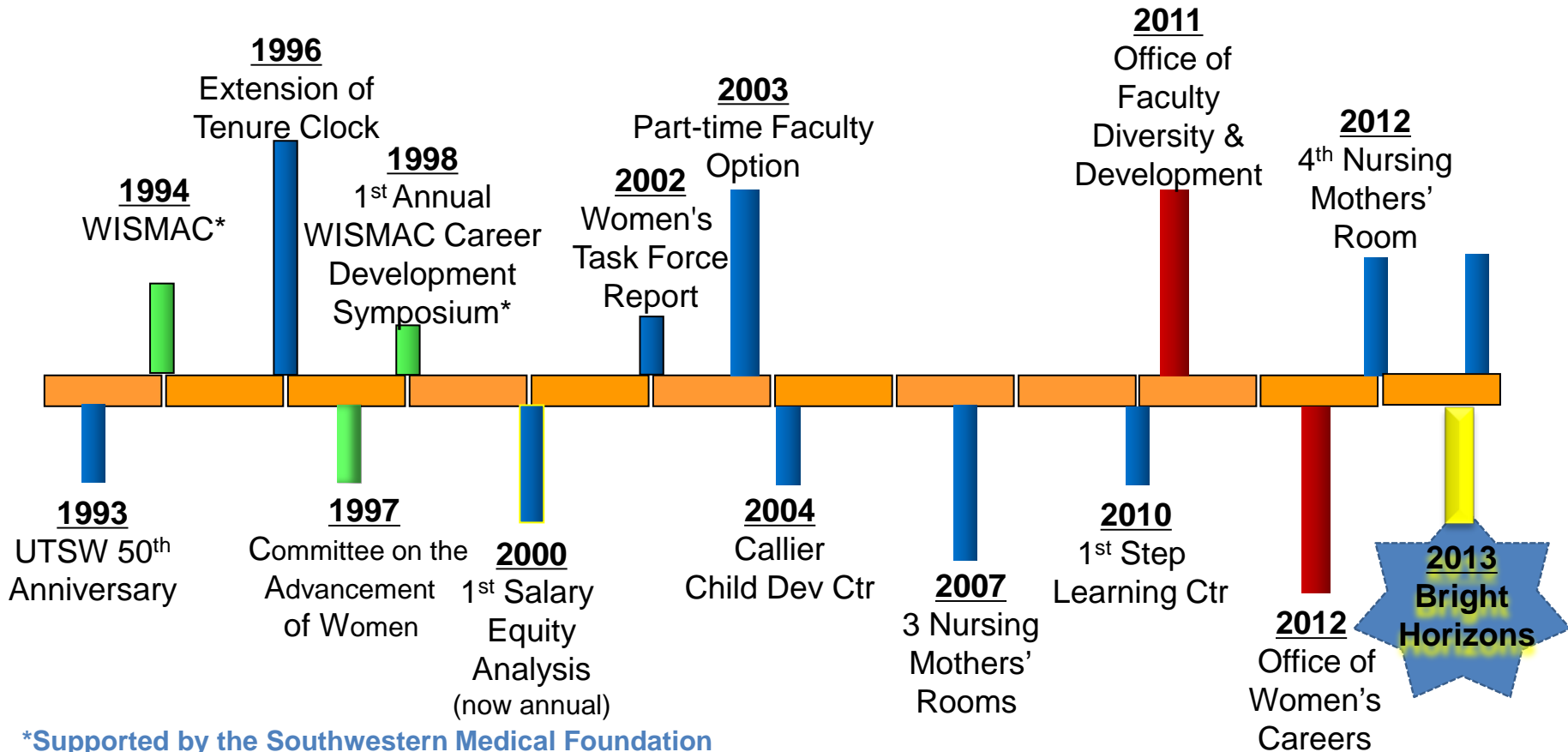
**Office of Faculty Diversity & Development  
Office of Women's Careers**

**UTSouthwestern**  
Medical Center

# The Organization Structure of the Office of Women's Careers

- A component of the Office of Faculty Diversity and Development. Byron Cryer, M.D. is the Associate Dean
- These two offices share financial and human resources
- Budget is approved annually by the President
- Personnel:
  - Two part-time associate deans (Yin and Cryer)
  - Staff:
    - ✦ Director
    - ✦ Program Coordinator
    - ✦ Two Administrative Associates

# Our History



\*Supported by the Southwestern Medical Foundation



# Bright Horizons at UT Southwestern



as of



## September, 2013



### Back-up Care. Your hero for the day.



**Register Now.  
Avoid Worry Later.**

Online: <http://backup.brighthouse.com>

User name: UTSWcare

Password: UTSW123#

Or call: 1-877-242-2737



Back-up care is a better way to start your day.

One call and you've got the highest quality child or adult and elder care available, when and where you need it. Because your family's well-being is what matters most.

Back-Up Care Advantage provides UTSW full-time benefits-eligible employees with services for up to 10 times per fiscal year (Sep-Aug). Center-based care for children has a co-pay of \$25 for the first child/\$45 maximum per family per use. In-home care for any age has a co-pay of \$8 per hour, with a 4-hour minimum and a 10-hour maximum counting as one benefit use. Medical care is not provided.

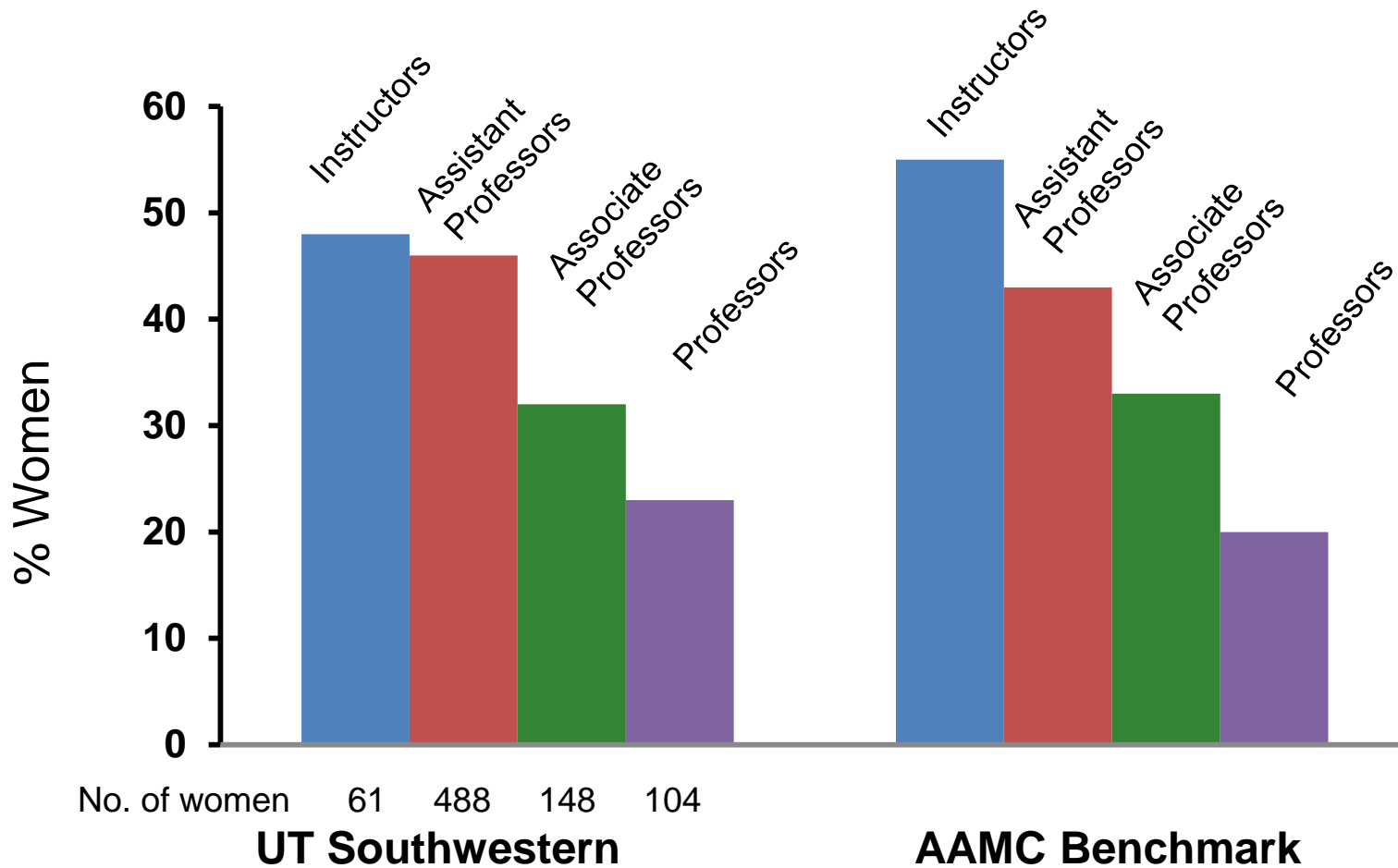
Use *Back-Up Care Advantage* when:

- Your regular caregiver is unavailable
- Your child's regular school is closed
- Your adult or elder relative needs care at home

**Family Care. Solved.**

Office of Faculty Diversity & Development  
Office of Women's Careers

# Distribution of Full-Time Women Faculty by Rank





# Gender Differences in Faculty Tracks at UT Southwestern Medical School

| Rank                | Track                  | Percent Women |
|---------------------|------------------------|---------------|
| Assistant Professor | Clinical Scholar       | 38%           |
|                     | Clinician Educator     | 50%           |
|                     | Research               | 55%           |
|                     | Tenure-Accruing/Tenure | 28%           |
| Associate Professor | Clinical Scholar       | 36%           |
|                     | Clinician Educator     | 35%           |
|                     | Research               | 27%           |
|                     | Tenure-Accruing/Tenure | 23%           |
| Professor           | Clinical Scholar       | 14%           |
|                     | Clinician Educator     | 28%           |
|                     | Research               | 46%           |
|                     | Tenure-Accruing/Tenure | 25%           |

# Sex Differences in Institutional Support for Junior Biomedical Researchers

Robert Sege, MD, PhD<sup>1</sup>; Linley Nykiel-Bub, BA<sup>1</sup>; Sabrina Selk, ScD. *JAMA*. 2015;314(11):1175-1177.

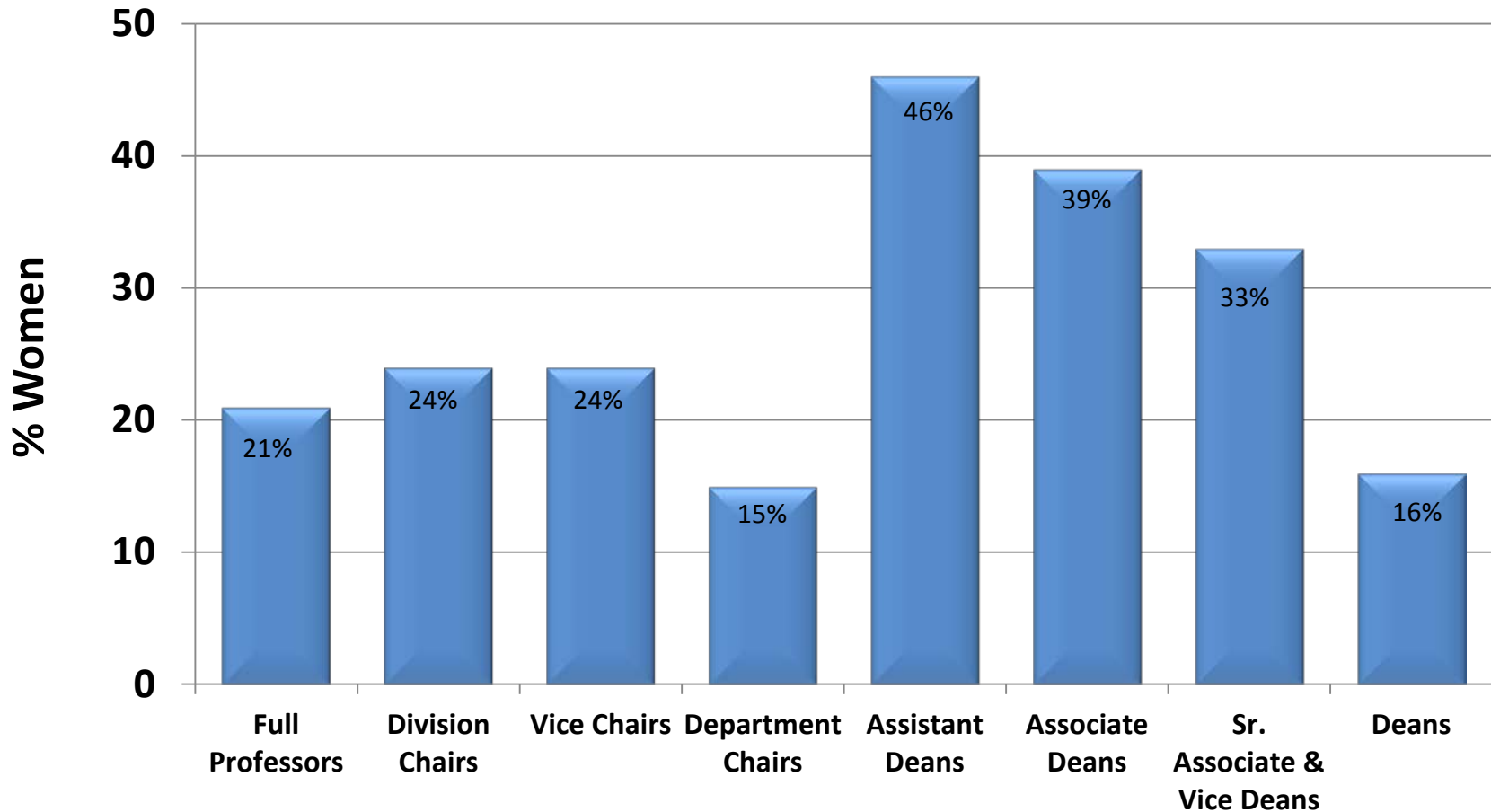
- Women are underrepresented in the biomedical research workforce
- Only 30% of funded investigators are women
- Junior faculty women have fewer peer-reviewed publications than men and are more often on clinician-educator (vs traditional) tracks
- One reason may be differences in early-career institutional support, which to our knowledge has not been previously examined



# Gender Differences in Institutional Support For Mid- and Senior-Level Faculty at UT Southwestern (based on Endowed Positions)

| Number of Endowed Positions         | Number of Faculty with Endowments | % of Endowed Positions Held by Women | % of Women Endowed vs. All Women | % of Men Endowed vs. All Men |
|-------------------------------------|-----------------------------------|--------------------------------------|----------------------------------|------------------------------|
| <b>Total</b>                        | 321                               | 17.4%                                | 16%                              | 24%                          |
| <b>Distinguished Chairs</b>         | 123                               | 13.0%                                |                                  |                              |
| <b>Chairs</b>                       | 78                                | 19.2%                                |                                  |                              |
| <b>Distinguished Professorships</b> | 19                                | 10.5%                                |                                  |                              |
| <b>Professorships</b>               | 101                               | 22.8%                                |                                  |                              |

# The State of Women in Academic Medicine AAMC 2013-2014



Source: *The State of Women in Academic Medicine: The Pipeline and Pathways to Leadership*, AAMC, 2013-2014

# “Women in the Workplace” Report

Sept 30, 2015

LeanIn.Org and McKinsey&Company



Women  
in the  
Workplace  
—  
2015



LEAN IN

McKinsey&Company

# Corporate-Talent Pipeline by Gender

LeanIn.Org, McKinsey&Co

GENDER REPRESENTATION IN THE CORPORATE PIPELINE

WOMEN ■ MEN ■



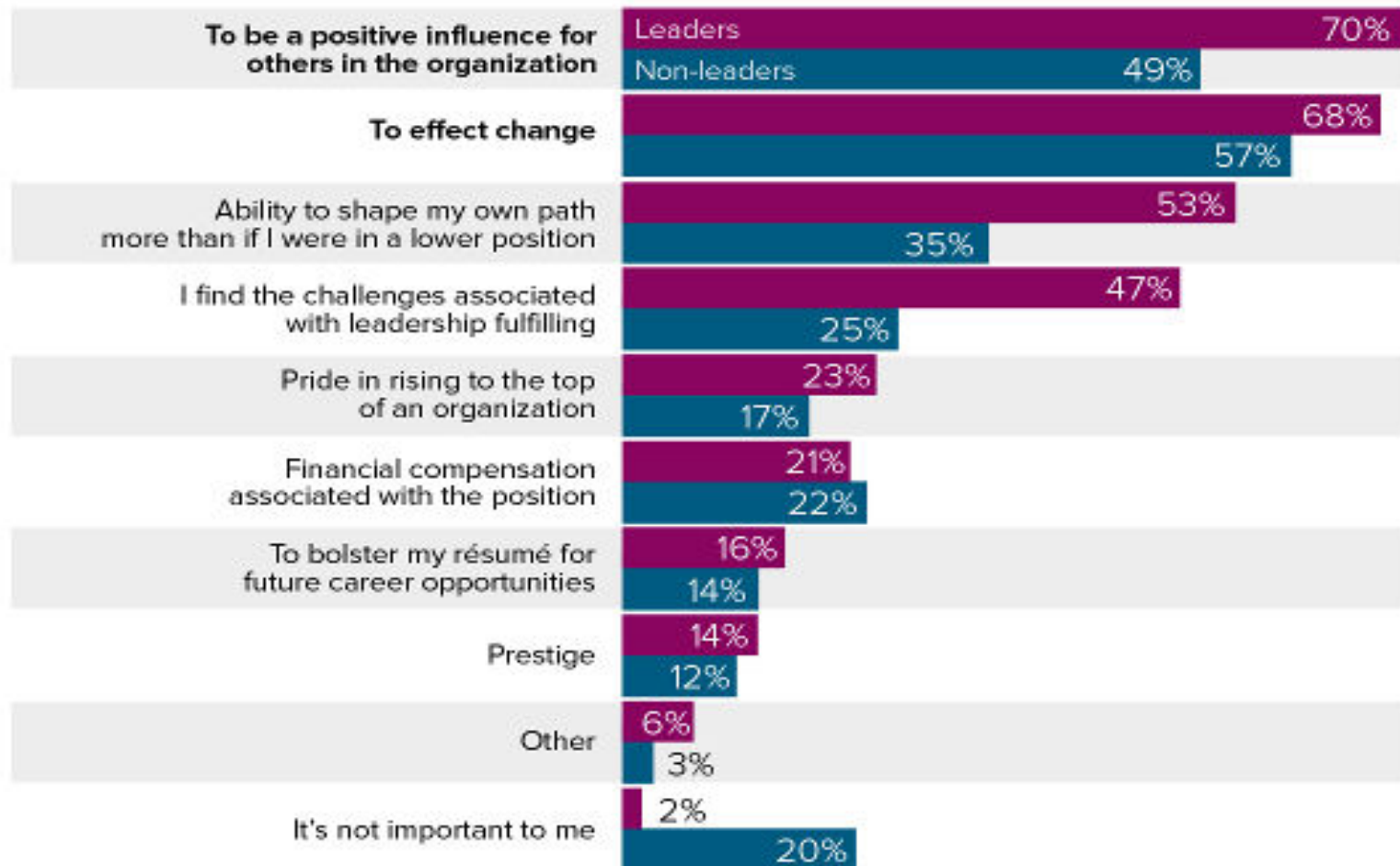
# MedScape Report

Sept 17, 2015



# The MedScape Report on Women Physicians

## Reasons for Pursuing Leadership



# Highlights of Some of Our Programs

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- Sponsorship for high potential women
  - Inaugural UT System Women Senior Leaders' Workshop
  - UT Southwestern Sponsorship panel discussion
- Leadership training
  - In house programs- grow our own
  - National programs
- Grantsmanship training
- Improve P&T guidelines, provide information sessions for faculty, individual consultations and CV reviews etc.



Helen Yin, Ph.D.  
Associate Dean, Office of Women's Career  
UT Southwestern Medical Center  
Chair, Sponsorship Workshop Organizing Committee

Sponsorship  
developing  
women  
leaders  
2015  
Workshop

The Women Senior Leaders Network

THE UNIVERSITY of TEXAS SYSTEM

*Nine Universities. Six Health Institutions. Unlimited Possibilities.*

Office of Faculty Diversity & Development  
Office of Women's Careers

UT Southwestern  
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# Leveraging Sponsors to Advance Careers

A Women's History Month symposium

## Discover more about sponsorship in academia:

- What is a sponsor?
- How to engage sponsors
- Building sponsor/protégé relationships

Thursday, March 19, 2015

11 a.m. – Noon

Eugene McDermott Plaza  
Lecture Hall D1.602

Everyone is welcome.

Lunch provided.

## Panelists



Deborah Diercks, M.D., M.S.  
Professor & Chair  
Department of Emergency Medicine



Susan Hernandez, M.B.A.,  
B.S.N., RN  
UTSW Chief Nursing Officer



Bruce Meyer, M.D., M.B.A.  
Executive Vice President  
Health System Affairs



Heidi Murray, CMD, CTA  
Chief Operating Officer  
Leadership Women Inc.



Sandra Schmid, Ph.D., M.S.E.L.  
Professor & Chair  
Department of Cell Biology

Hosted by the Office of Diversity & Inclusion and Equal Opportunity, and the Office of Women's Careers

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# Leadership Development Programs

| Career/Training Stage           | National Programs                                      | UT Southwestern Programs   |
|---------------------------------|--|--|
| Senior Faculty                  | AAMC<br>ELAM-Women                                     |  |
| Mid-career Faculty              | AAMC   |  |
| Junior Faculty                  | AAMC-Women<br>AAMC-Diversity<br>Professional Societies | LEAD (2013)  |
| Graduate Medical Education      | ACGME Common<br>Program Requirements                   | HEAL-URM (2013)<br>HEAL-Women (2014)   |
| Undergraduate Medical Education | AMSA   | SEALs-MSTP/MoDTS PhD (2014)<br>Leadership Now!-pilot medical students/URM (2015) |

# UT Southwestern Leadership Emerging in Academic Departments (LEAD)

- **Who?**
  - Junior faculty; started in 2013, 32 participants (competitive admission)
- **What?**
  - 10 modules; mix of didactic, small group work & role play (experiential learning), e.g.
    - ✦ Introduction to leadership
    - ✦ Personal leadership
    - ✦ Communication & influence
    - ✦ Situational leadership
    - ✦ Diversity, cultural competency & unconscious bias
    - ✦ Negotiation
    - ✦ Working as a Team
- **When?**
  - Yearlong, one Friday per month (1:00-5:00 pm)
- **Funding?**
  - Institutional funds



## LEADERSHIP EMERGING IN ACADEMIC DEPARTMENTS

JUNIOR FACULTY **LEAD** PROGRAM FOR  
PHYSICIANS & SCIENTISTS

*Accepting Applications for Class of 2013*

**UT SOUTHWESTERN**  
MEDICAL CENTER



# UT Southwestern Students Emerging Academy of Leaders (SEALs)

- **Who?**
  - MS/PhS and Translational Science PhD students
  - Organized by students
  - Started in Aug. 2014, 26 students in the inaugural class (16 MSTP; 10 MoDTS)
- **What?**
  - Inspired by the Vanderbilt MSTP leadership program & modeled after LEAD
  - Four modules
    - ✦ Personal leadership
    - ✦ Communication & influence
    - ✦ Negotiation
    - ✦ Mentoring
  - A mix of didactic, small group work and role play (experiential learning)
- **When?**
  - Year long, four 2 hour sessions (5:00-7:00 pm) with dinner
- **Funding?**
  - MSTP & MoDTS training grants







# UT Southwestern **SEALs**

## Module 4: Panel Discussion on Mentorship



### Panelists:

Beth Levine, M.D.

Sandra Schmid, Ph.D.

Michael Shiloh, M.D., Ph.D.

Student Moderator: Ying Li (MSTP)



# The “Successfully Obtaining an R” SOAR Grant Program

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- Offered jointly by
  - Center for Translational Medicine
  - Office of Faculty Diversity & Development/Office of Women’s Career
- Program goals:
  - To increase number of grant submissions
  - To increase grant success rates



# Crisis in the Biomedical Workforce

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- **“Rescuing US Biomedical Research From Its Systemic Flaws.”**  
Bruce Alberts, Marc Kirschner, Shirley Tilghman, Harold Vamas. PNAS (2014): 111, 5773-5777.
- **“Physician-Scientist Workforce Working Group Report.”**  
An NIH Report, published electronically in June 2014



# Transitioning From Mentored to Independent Investigator (K2R)



**SOAR**

# The Clinical and Translational Science Award (CTSA) Transition to Independence (K2R) Working Group

Perspective

## **Sustaining the Clinical and Translational Research Workforce: Training and Empowering the Next Generation of Investigators**

Helen L. Yin, PhD, Janice Gabrilove, MD, Rebecca Jackson, MD, Carol Sweeney, PhD, Alecia M. Fair, DrPH, and Robert Toto, MD, for the Clinical and Translational Science Award “Mentored to Independent Investigator” Working Group Committee  
*Acad Med* (2015) 90: 861-865

# Rationale for Offering SOAR

- Grant acquisition has become increasingly challenging
- The traditional approach
  - Informal learning through mentor guidance has worked very well in the past
  - Potential problems:
    - Most successful scientists & mentors cannot explain or deconstruct why they write the way they do and why it works
    - Mentors are increasingly faced with competing demands
    - Mentoring is sometimes ad hoc and inconsistent
- New approaches
  - Structured mentored to independent investigator transitioning
  - Grantsmanship: an essential skill that can be learned
  - Mock study sections

# Sept. 2015 Launch

## SOAR Successfully Obtaining an R Grant Program

UT Southwestern  
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The **Successfully Obtaining an R (SOAR) Grant Program** is jointly offered by the Center for Translational Medicine and the Office of Faculty Diversity and Development/Office of Women's Careers (FDD/OWC). It is supported by the NIH Clinical and Translational Science Award and by institutional funds.

### ▶ Program Goals:

SOAR is an institutional pilot program designed to:

- Increase grant acquisition success rates by junior faculty who conduct basic, translational, or clinical research
- Complement existing departmental support and mentoring

### ▶ Modules:

SOAR has four modules that can be customized according to individual needs and career development stages. These include:

- I. K2R Project Management Program (8.31.15 from 12-2pm):** invitation only program for early K-awardees, this tracking and accountability program includes monthly reporting for the duration of the K award through submission and acquisition of an R grant. Application due by 8/1/15. To obtain an application, please email [CTMeducation@UTSouthwestern.edu](mailto:CTMeducation@UTSouthwestern.edu).
- II. Kickoff Symposium (8.31.15 from 2-5pm, NG3.112):** introduces the art and science of grantsmanship for a wide audience. No registration required - all are welcome!
- III. Write a Winning Grant Boot Camp (9.01.15 from 8am-5pm, NG3.112):** intensive training for those who will be writing NIH R-series grants. Register by 8/1 at: [www.surveymonkey.com/r/SOARreg2015](http://www.surveymonkey.com/r/SOARreg2015).
- IV. Intensive K2R Writers Groups (Launching Jan. 2016):** workshops for faculty transitioning from mentored career development awards (e.g. the NIH K-series) to independent research awards (e.g. the NIH R-series).

REGISTER BY 8/1 FOR THE BOOT CAMP!

▶ [www.surveymonkey.com/r/SOARreg2015](http://www.surveymonkey.com/r/SOARreg2015)

For more information about SOAR:  
contact: [CTMeducation@UTSouthwestern.edu](mailto:CTMeducation@UTSouthwestern.edu)

For more details visit:  
[utsouthwestern.edu/soar](http://utsouthwestern.edu/soar)

UT Southwestern

Office of Faculty Diversity and Development  
Office of Women's Careers

Faculty Director: Helen Yin, Ph.D., Professor of Physiology, Associate Dean and Co-Director of the Center for Translational Medicine's Research Education and Career Development Program. Administrative Team: Amy Mackenroth, M.A. and Ed Jordan, M.Ed., Center for Translational Medicine.

UT Southwestern  
Center for Translational Medicine

Office of Faculty Diversity & Development  
Office of Women's Careers

UT Southwestern  
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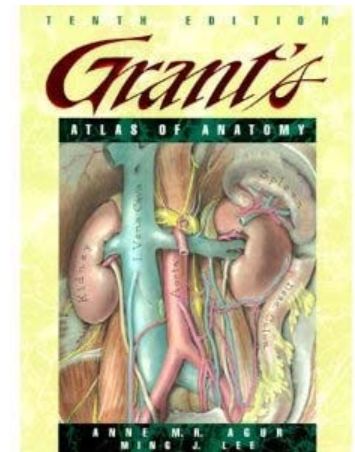
# The Successfully Obtaining an R (SOAR) Program

- **Approach**

- ✦ Demystify the NIH grant process
- ✦ Deconstruct the anatomy of an NIH R grant
- ✦ Empower you to use best practices for:
  - developing fundable grants
  - deploying grantsmanship

- **Modular and Customized**

- ✦ The Kickoff Symposium
- ✦ The Boot Camp “Write a Winning Grant”
- ✦ Additional components – to be rolled out in 2016



# The SOAR Target Audience: First NIH R-series Grant Applicants

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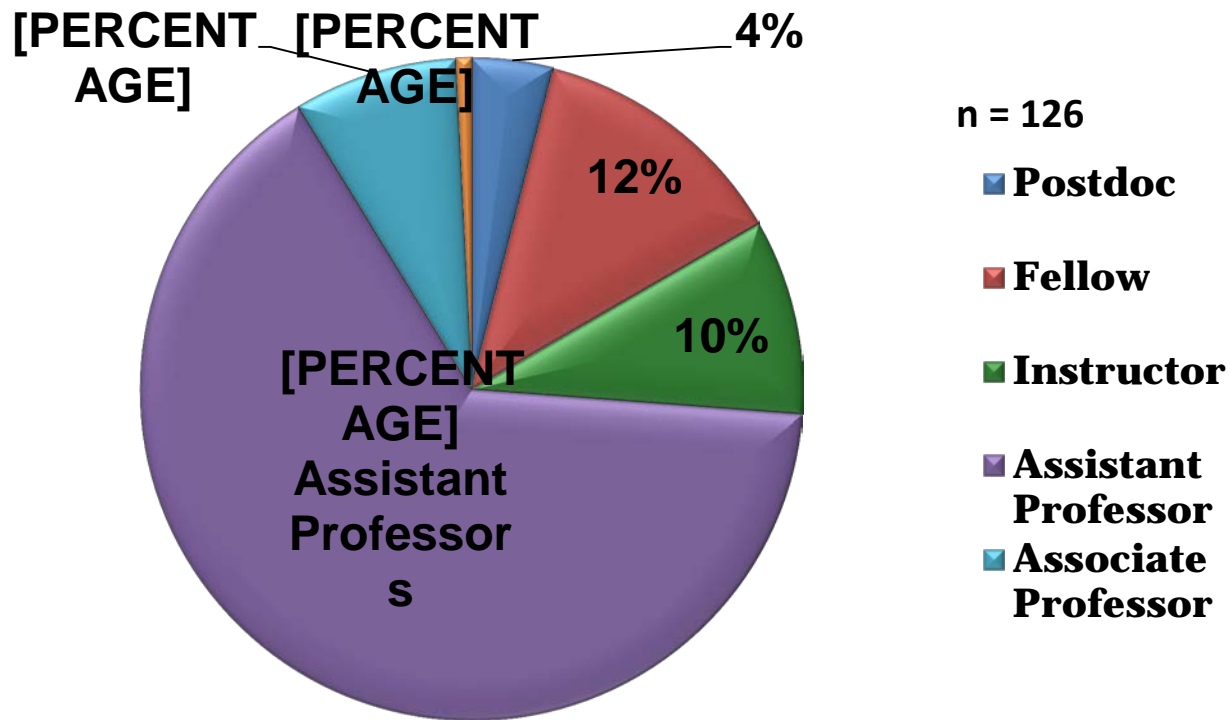
- Early career investigators engaged in basic, translational, or clinical research
- Those preparing to submit/resubmit their first R-series grants
  - NIH Mentored K awardees and equivalent nonfederal awardees (K2R)
  - Other early career investigators



# SOAR Anticipated Return on Investment

- Benefits to the individual faculty
  - Improve funding success rate
  - Improve first time submission success rate
  - Increase productivity
  - Decrease burnout
- Benefits to the Institution
  - Promote faculty success and retention
  - Recoup institutional investment in ALL faculty
  - Improve ranking as a research-intensive medical school
  - Increase income from indirect costs
  - Decrease administrative costs

# SOAR Boot Camp Attendees: Faculty & Trainees





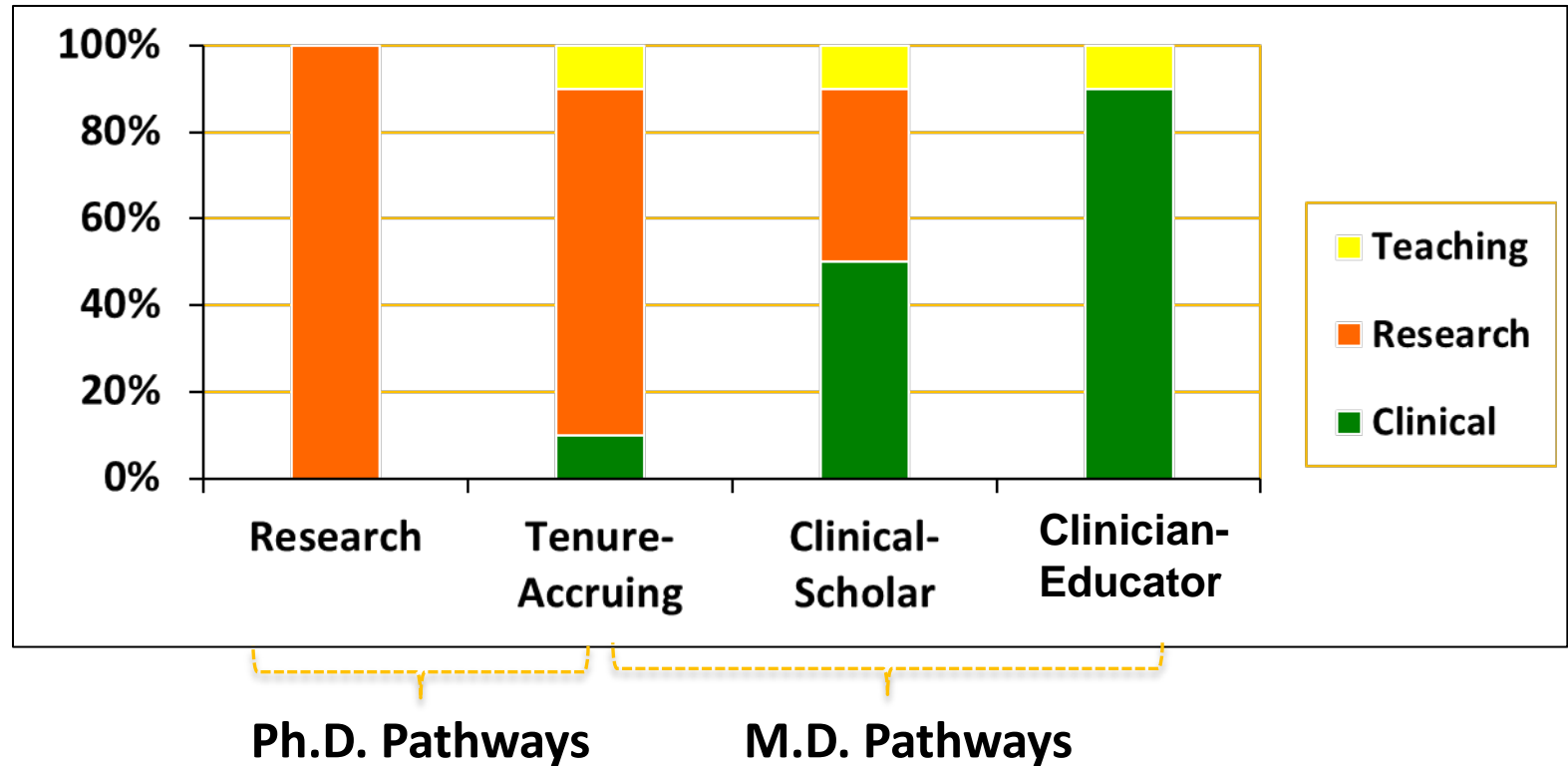
# Promotion & Tenure Process

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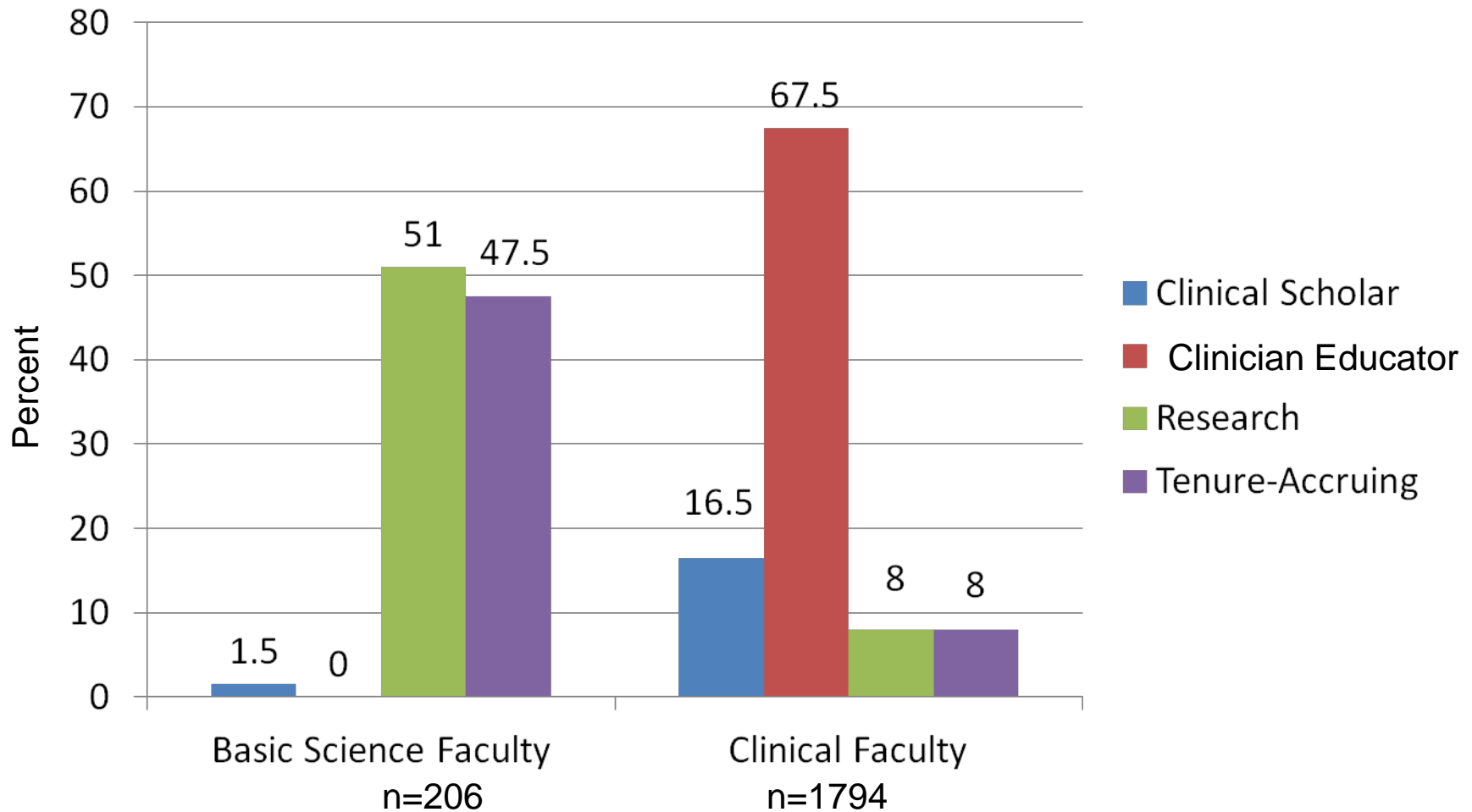
- UT Southwestern has four Faculty Tracks
  - Tenure-Accruing: promotion from assistant to associate professor is associated with granting of tenure; eight year up or out
  - Research: Supportive function, no possibility of tenure
  - Clinical Scholar: Tenure may be awarded at the Professor level
  - Clinician-Educator: Tenure may be awarded at the Professor level

# Division of Time by Faculty Tracks

Precise effort distribution for any **individual** faculty may vary from year-to-year, between departments, and between individuals based on various considerations, largely the faculty members' funding and clinical effort



# UT Southwestern Medical School Faculty Track Distribution (2014-2015)





# The Promotion Process

----- for all tracks



# Promotion & Tenure Committee Review Process

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- Each candidate is reviewed independently by two P&T members
- The 2 reviewers present their findings to the full P&T Committee
- The findings are discussed and P&T members votes by secret ballot electronically (Members from candidate's department participate in the review but do not vote)
- A majority of votes indicate a recommendation to the Dean for promotion
- The Dean makes the final decision

# Unique Features of the UT Southwestern Promotion Review Process

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- Use a standardized P&T CV format
- Packets are submitted/distributed electronically
- Candidates are reviewed exclusively through telephone interviews. Letter of recommendation not required

# Evaluation is via Phone Interviews of External and Internal Experts

The P&T member asks these questions and more:

- Do you know the candidate?
- Impact on the field?
- Comparison with others in the same field?
- Would the candidate be promoted at the reviewer's institution?

For local references:

- Teaching abilities?
- Clinical expertise?
- Would they refer a family member?

# Recent Changes in the P&T Process

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- “Stop the Clock” for tenure track faculty
- Mentoring activity considered in the teaching portfolio
- Team science recognized
- Excellent citizenship required in all tracks
- Timeline for promotion of part-time faculty made more equitable
- Research track faculty are appointed as P&T members
- Increased stringency for promotion from Associate Professor to Professor on the Clinician Educator track