

WEBVTT

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00:00:03.320 --> 00:00:14.710

Trish Kritek (she/her): Welcome. My name is Trish Kritek. I'm the Vice Dean for Faculty Affairs in the School of Medicine, and I'm a professor in the Department of Medicine, the division of pulmonary critical care, and sleep medicine.

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00:00:14.830 --> 00:00:22.800

Trish Kritek (she/her): and it's my pleasure to join you today to talk about the path to Associate Professor. So with no further ado, I'm going to share my screen

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00:00:23.890 --> 00:00:26.170

Trish Kritek (she/her): and begin this conversation.

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00:00:27.050 --> 00:00:28.360

Trish Kritek (she/her): So

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00:00:29.600 --> 00:00:49.830

Trish Kritek (she/her): our goals today are to kind of talk through the process to promotion, and really, hopefully demystify the details of that promotion process. So I'm going to start off talking a little bit about promotions. and then we have 2 other specific guests to talk about the promotion process after you leave your department or your division, and then your department, and the first of those will be Dr. Ian Bennett. He's a professor in the department of

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00:00:49.830 --> 00:01:19.190

Trish Kritek (she/her): family medicine and psychiatry, adjunct and global Health, and he is the current chair of the School of Medicine, A&P Council. So Ian will talk a little bit more about what happens at the school level when we think about promotion, and then, for the first time ever actually in our workshops. It's my pleasure to welcome Dr. Hilaire Thompson, who's a professor in the School of Nursing and the Associate Vice Provost for academic personnel. And so she's going to talk about what happens when you get to the provost level. So we're going to kind of hit all the different levels

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00:01:19.330 --> 00:01:21.150

in terms of the promotion process.

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00:01:21.250 --> 00:01:41.110

Trish Kritek (she/her): And then we're going to transition to a panel which I think is often everyone's favorite time which, where we'll talk about what talk with for folks who've been recently promoted to associate professor and their names are on the screen. I'll reintroduce them later, but they include Dr. Carlos Delgado, who is a clinician scholar or clinician educator in anesthesia and pain medicine.

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00:01:41.110 --> 00:01:48.490

Trish Kritek (she/her): Dr. Barbara Norquist who is a gynecologic oncologist and associate professor in the Department of Obstetrics and Gynecology.

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00:01:48.630 --> 00:02:07.000

Trish Kritek (she/her): Dr. Santiago Neme. He is a clinical associate professor in the Department of Medicine division of allergy and infectious diseases, and Andrew Wills, who's an associate professor at tenure track in the department of Biochemistry. So more to come, and hopefully someone who for each of you

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00:02:07.000 --> 00:02:15.160

Trish Kritek (she/her): we'll fit into a path that that is relevant to you. And with that in mind it's great for us to know who's in the room. So i'm going to ask a few questions. I'm going to ask

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00:02:15.380 --> 00:02:20.050

Trish Kritek (she/her): ask you to grab your smartphone or you can log on, and i'm gonna do something called slido in a second

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00:02:20.210 --> 00:02:23.800

Trish Kritek (she/her): before I do that, though the most important thing that happens is that

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00:02:23.890 --> 00:02:43.870

Trish Kritek (she/her): some there's a lot of behind the scenes work. So I want to pause and say, thanks. I want to say, thanks to Kat McGhee Drummond, who is the person who coordinate all the administration for this workshop, and thank all of our speakers for the time, their wisdom, and their investment in the futures of the next generation of people who are going to become Associate Professor. So thank you all in advance.

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00:02:43.870 --> 00:02:46.120

Trish Kritek (she/her): Okay. Now get to learn about you.

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00:02:48.030 --> 00:02:53.900

Trish Kritek (she/her): The first question that i'm going to ask you is. what rank are you now? What is your current rank?

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00:02:54.000 --> 00:03:07.030

Trish Kritek (she/her): And you can scan the QR code and share with us what your current rank is. What if you know what your title is. That would be great, and I think we'll get a sense of who's in the room with us.

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00:03:10.310 --> 00:03:25.910

Trish Kritek (she/her): and love to hear from everyone, if at all possible. So some folks who are in an acting state, and some folks who are assistant professors, our Research Assistant Professor, Assistant teaching Professor. So this is good. We're starting to see that there's a lot of different titles that people can be in and be thinking about promotion.

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00:03:25.910 --> 00:03:36.020

Trish Kritek (she/her): So more people at the Assistant Professor rank than other things. When we see Clinical Assistant Professors Research Assistant Professors folks in the Acting Assistant Professor title

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00:03:36.140 --> 00:03:39.090

Trish Kritek (she/her): as well, this is really helpful.

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00:03:39.400 --> 00:03:46.490

Trish Kritek (she/her): Okay, I see one more person typing. I'm gonna give it a second. Okay, Clinician Teacher: Track: yeah. So I actually I think that's

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00:03:46.850 --> 00:04:06.760

Trish Kritek (she/her): my last question. But next question is, what do? What's your department? Let's see the spectrum of folks. So we have 31 departments in the School of Medicine, of which 18 are clinical departments, and 13 are biomedical research departments. So let's see where a few folks are working, and I suspect maybe some people in the room didn't know that we had 31 departments so strong presence from pediatrics and medicine.

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00:04:06.760 --> 00:04:13.180

Trish Kritek (she/her): But we also see some of our biomedical research departments like microbiology and biological structure.

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00:04:13.880 --> 00:04:25.250

Trish Kritek (she/her): We see people in different the divisions of the department of medicine, family, medicine, ob radiology, rehab medicine, ortho sports, medicine, neurosurgery, psychiatry, neurology.

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00:04:25.450 --> 00:04:31.890

Trish Kritek (she/her): anesthesiology. Wow! We have an outstanding representation across our departments. This is really great to see.

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00:04:31.910 --> 00:04:38.890

Trish Kritek (she/her): and I I like to see that we have both our clinical and our on our biomedical research departments. Right? Really.

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00:04:38.950 --> 00:04:47.000

Trish Kritek (she/her): really broad range. And I think it's great, because I think there's people to match up with everyone here. Okay, I see 2 more people typing. So i'm going to wait and

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00:04:47.060 --> 00:04:50.150

Trish Kritek (she/her): not sure. Future Assistant Professor. Okay, Great.

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00:04:50.240 --> 00:04:57.210

Trish Kritek (she/her): All right. And then the last one is. if Your department has tracks, and not every department has tracks, but some do.

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00:04:57.290 --> 00:05:06.400

Trish Kritek (she/her): Some have tracks for like position scientists or a clinician teacher. Some folks have tracks for tenure and other people who are W or without tenure track.

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00:05:06.600 --> 00:05:10.980

Trish Kritek (she/her): and it's just nice to have an idea of the the distribution of folks in the room.

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00:05:18.760 --> 00:05:34.710

Trish Kritek (she/her): Okay, so Wt. Stands for without tenure, which is what a lot of our clinical faculty are appointed to. And then tenure track is what a lot of our biomedical research folks are appointed to. And then I I like clinician question. Mark that's a good one. A clinician, scholar, collision educator.

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00:05:34.910 --> 00:05:39.190

Trish Kritek (she/her): Those are kind of the same category represented different ways

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00:05:39.780 --> 00:05:45.920

Trish Kritek (she/her): unsure. I love that answer. That means it's good that you're here at this this workshop. That's great

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00:05:46.050 --> 00:05:52.830

Trish Kritek (she/her): full time clinical faculty. We call that a lot of different things in different apartments. We call it clinician clinician, which I always think it sounds kind of weird

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00:05:52.870 --> 00:05:58.510

Trish Kritek (she/her): teaching track. That's great. Thank you. Really helpful for all of us to know kind of who's in the room

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00:05:59.240 --> 00:06:04.130

Trish Kritek (she/her): all right. So i'm going to just pause, because I see some people still typing.

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00:06:05.930 --> 00:06:24.840

Trish Kritek (she/her): What we're gonna talk about today is first of all, what are these different academic pathways? What are the criteria for promotion? And what are the timelines for them, and then really go through the nuts and bolts of putting together your promotion packet, as well as hit on some general advice and resources, and i'll do some of that, and then you'll get more and more advice as we go on and kind of think about

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00:06:24.840 --> 00:06:30.440

Trish Kritek (she/her): the pathway. So just so. We all speak the same language. Let's talk about these academic pathways as a starting point.

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00:06:30.620 --> 00:06:31.520

Trish Kritek (she/her): so

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00:06:31.790 --> 00:06:46.820

Trish Kritek (she/her): we have lots of different pathways that you could be on it could be appointed to. So most of the people are in. Our biomedical research. Departments are basic scientists, and many are for prison. Scientists are appointed in a way that most of their work is research.

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00:06:46.820 --> 00:07:00.340

Trish Kritek (she/her): They all have a commitment to do teaching. So everyone in those tracks needs to teach and show that they're teaching and have teaching evaluations. We'll talk about that more. Our physician scientists commonly also have some clinical work, whereas our biomedical researchers are basic scientists generally, Don't.

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00:07:00.810 --> 00:07:19.760

Trish Kritek (she/her): We have folks who identify as clinician teachers there's usually those are people who are appointed without tenure, and for the most of those people. They're spending about 80% of their time doing clinical care, and about 20% of their time doing something scholarly which can be defined in a lot of different ways. The Department of Medicine has changed that title to clinician scholar from Clinician teacher

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00:07:19.760 --> 00:07:24.550

Trish Kritek (she/her): in their individual promotion criteria, but that that's all the kind of same bucket.

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00:07:25.050 --> 00:07:43.970

Trish Kritek (she/her): We have research faculty. You heard about the research faculty speaking up, saying they were here. And those are folks who are a 100% research. And they're one of the few categories of faculty who have no teaching requirement. And so that's what they do now. Many of them teach as well, and many, many are also mentors.

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00:07:43.970 --> 00:07:46.690

Trish Kritek (she/her): But the really job is a 100% research.



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00:07:46.740 --> 00:08:03.040

Trish Kritek (she/her): And then we have lots of folks who are full time clinical. We actually have a lot more people who are full time clinical, and the full time clinical faculty who are paid here in Seattle are 100% clinical, and then often they'll have administrative leadership roles. They might even have teaching roles. They do a variety of different things to support

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00:08:03.070 --> 00:08:15.030

Trish Kritek (she/her): our community, and their their appointments are slightly different, their year to your appointments, though most people are annually appointed, and there's no official scholar requirement, though some of our departments look for that as part of their

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00:08:15.110 --> 00:08:16.480

Trish Kritek (she/her): promotion packets.

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00:08:18.290 --> 00:08:36.620

Trish Kritek (she/her): I'll add, and I should have updated this, that a lecturer has been changed to teaching Assistant professor, associate Professor and and I. I need to update my title. But you saw that there's some folks in our room who are who are predominantly teachers. That might be in the didactic space, or or lecture, and small group or seminar related.

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00:08:36.620 --> 00:08:42.500

Trish Kritek (she/her): And then you heard that some people were in this acting face. So you can be in acting rules for a total of 6 years.

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00:08:42.539 --> 00:08:55.120

Trish Kritek (she/her): or of those can be as an acting instructor, and then you can move up to acting assistant professor, or you just be acting a system, Professor. You can only be 4 years in one of each of those for a combined amount of time of 6 years.

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00:08:55.170 --> 00:08:55.990

Trish Kritek (she/her): and that

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00:08:56.350 --> 00:09:09.190

Trish Kritek (she/her): status was designed to allow people the time to begin the scholarly work that they would need to get to the point of being promoted at 6 years, if they're in a ten-year track or a without tenure wot track position

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00:09:09.230 --> 00:09:16.270

Trish Kritek (she/her): because we have a rule that says you need to get to the to the threshold of being promoted to associate Professor. Within those 6 years.

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00:09:16.530 --> 00:09:33.150

Trish Kritek (she/her): I will say that there we in the school have had a challenges with people being in those acting rules for quite a while at times. And what's one thing that we're trying to do is not leave people in the acting role for too long, but also to take advantage of that time if needed. Okay, i'm happy to talk about that more as we go on.

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00:09:33.330 --> 00:09:36.810

Trish Kritek (she/her): Now what everybody in some way

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00:09:36.890 --> 00:09:54.260

Trish Kritek (she/her): one big bucket is that people are assistant professor to our system Professors, there's certain things that we think are important in the tenure track and the wot track all of those who have to have been appointed by competitive search. And sometimes that's why we use an acting status to start with, because we aren't prepared to do a national search. Quite yet.

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00:09:54.460 --> 00:10:01.550

Trish Kritek (she/her): You need all of you should be getting an annual review. You will get re-appointed at 3 years, and then you were going to need to be

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00:10:02.120 --> 00:10:08.740

Trish Kritek (she/her): promoted by 6 years. It's 6 year mandatory promotion. It's not true for a clinical faculty and other tracks. But it is true. Here

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00:10:08.980 --> 00:10:15.260

Trish Kritek (she/her): we have some rules in the school about switching from the from physician scientists to clinician teacher tract, and that is a

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00:10:15.390 --> 00:10:30.050

Trish Kritek (she/her): you need to actually ask permission, and you need to do it in a certain period of time. And then the last thing i'll talk about in terms of term. Language is that as Ian alluded to, you can be joint, meaning you're in 2 different departments. You have a primary one and a secondary one, and

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00:10:30.170 --> 00:10:45.130

Trish Kritek (she/her): you're going to need to meet the promotion criteria for both of those departments to get promoted, or you can be adjunct where you're going to get promoted in your Primary Department, and the other group has to other department has to agree with that process as opposed to meeting the promotion criteria for both departments.

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00:10:45.280 --> 00:10:53.050

Trish Kritek (she/her): So for those of you who are joint, it's important to understand that you need to look at the promotion criteria for both of your departments if you're jointly appointed.

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00:10:53.150 --> 00:10:53.850

Trish Kritek (she/her): Okay.

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00:10:55.260 --> 00:11:03.230

Trish Kritek (she/her): Last thing that i'm going to say kind of big picture stuff, and that is one of the things that's most important and thinking about this promotion process is

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00:11:03.550 --> 00:11:13.100

Trish Kritek (she/her): you understanding kind of what's going on in your department, and you understanding what the expectations are, so know that the X in the Faculty code. It says that if you're an assistant professor.

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00:11:13.130 --> 00:11:32.720

Trish Kritek (she/her): or in our school, if you're an acting in acting, you should be meeting with your division head or your department chair, depending on how big a department it is every year to talk about your progression and your pathway to promotion as well as just like what what you're doing, and how you can thrive in the role that you're in Once you get to associate, Professor, it's required every other year.

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00:11:32.830 --> 00:11:35.670

Trish Kritek (she/her): and once you're a professor, it's required every 3 years.

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00:11:36.140 --> 00:11:55.760

Trish Kritek (she/her): and this is an opportunity for you to advocate for the things that you need to succeed in your job, and also to have joy in what you're doing. So this is a place for that. I like to encourage all our faculty to manage up to come with things that you need in order to succeed in the role, and also to hear what your chair, or chief, or your chair or division Head says, are the things that are going to be needed to move forward?

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00:11:56.150 --> 00:12:09.290

Trish Kritek (she/her): Some departments will also have the P. Folks be with the chair of their promotion committee. That's another thing that happens quite often. But what's required is that you meet with your the department chair or your division head in this sequence. And then, if you get a letter that says, here's what we talked about.

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00:12:09.370 --> 00:12:12.640

Trish Kritek (she/her): and these are the you know expectations, and here are the next steps.

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00:12:12.670 --> 00:12:23.550

Trish Kritek (she/her): So if that's not happening, let me know or reach out to your chair to to make sure that that does happen, because it's an important part of your professional growth to make sure that those meetings are happening.

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00:12:23.750 --> 00:12:28.830

Trish Kritek (she/her): Okay. that kind of that's like the lay of the land. Of what are the kind of

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00:12:29.290 --> 00:12:33.590

Trish Kritek (she/her): categories that we think about, and and and the expectations of support for you.

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00:12:34.140 --> 00:12:49.500

Trish Kritek (she/her): Now let's talk about the nitty Gritty start to get into the Nitty gritty about the promotion process, and I will defer some of this up about the Amp Council and the Provost to our later speakers, but starting with promotion criteria. If there was one thing I'm going to say, this is the most important thing that I can say to you

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00:12:49.700 --> 00:12:59.330

Trish Kritek (she/her): in the School of Medicine. Every department has their own promotion, criteria, and every department does it slightly differently. So you need to know what your department does.

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00:12:59.950 --> 00:13:06.100

Trish Kritek (she/her): and for most people the chair or the Chairable Promotion Committee, or

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00:13:06.180 --> 00:13:24.140

Trish Kritek (she/her): some of the administrative leaders in your department can help you with this, but everyone should be able to know this. Now we've just recently put on our website a link to all 31 promotion, criteria. So you can go to the School of Medicine Faculty affairs website. And look there. But you could. I'm going to encourage you to also

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00:13:24.140 --> 00:13:26.930

Trish Kritek (she/her): interact with people in your department because they are going to be your

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00:13:26.950 --> 00:13:35.380

Trish Kritek (she/her): strongest partners and allies in the promotion process. And you need to understand the the kind of rules in your small microcosm.

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00:13:35.850 --> 00:13:48.220

Trish Kritek (she/her): Okay, i'm going to say that probably 3 more times that you have to know what's going on locally. That being said when we look at people getting promoted for most of our promotion tracks, these are the things we look at teaching

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00:13:48.720 --> 00:14:02.410

Trish Kritek (she/her): for most, but not all. I talked about that earlier, not research, and not necessarily our clinical faculty scholarship, which can be defined broadly, and people do define it broadly, particularly in our clinician educator track folks.

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00:14:02.730 --> 00:14:11.240

Trish Kritek (she/her): If you're in a clinical department, your clinical care goes into being assessed for your promotion. If your clinical faculty, it's a big part of what you're being assessed in terms of your promotion.

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00:14:11.710 --> 00:14:17.750

Trish Kritek (she/her): every single person in our faculty is going to be assessed on professionalism. and we'll talk about that more.

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00:14:18.020 --> 00:14:24.300

Trish Kritek (she/her): There is an expectation of service, and we also want to hear about your administrative rules in your promotion package.

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00:14:24.630 --> 00:14:28.850

Trish Kritek (she/her): and then, as you move from assistant to associate to professor

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00:14:29.070 --> 00:14:40.830

Trish Kritek (she/her): your reputation, an emerging reputation going from local when you're an assistant professor to a regional when you're an associate professor to national or international, when you're a professor, is the expectation

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00:14:40.860 --> 00:14:45.290

Trish Kritek (she/her): and demonstration of that is going to be one of the really important things to think about

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00:14:45.560 --> 00:14:56.500

Trish Kritek (she/her): as you transition into the kind of moving towards promotion. So let's talk through these a bit more, and I I will. I have to admit I had didn't have

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00:14:56.700 --> 00:14:57.750

Trish Kritek (she/her): my

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00:14:58.930 --> 00:15:06.410

Trish Kritek (she/her): chat open, but feel free to put questions in the chat as we go, and i'll be watching it, and if I don't answer them as we go in the flow

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00:15:07.500 --> 00:15:10.950

Trish Kritek (she/her): we'll, we'll add to it. Okay.



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00:15:11.800 --> 00:15:15.460

Trish Kritek (she/her): teaching. So this is another one that's a big one

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00:15:15.510 --> 00:15:18.430

Trish Kritek (she/her): in order for you to be promoted. You need to have

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00:15:18.440 --> 00:15:23.370

Trish Kritek (she/her): peer teaching evaluations for every year that you are at rank. So.

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00:15:24.750 --> 00:15:31.120

Trish Kritek (she/her): starting it the first year that you're appointed as an assistant professor every year you need to have peer teaching evaluations

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00:15:31.240 --> 00:15:39.530

Trish Kritek (she/her): for folks who teach in the classroom predominantly. Those are often a peer that actually looks at your curriculum, and sits in your teaching, and gives you a full evaluation of your course.

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00:15:39.620 --> 00:15:58.230

Trish Kritek (she/her): for many of us who are in clinical spaces is people coming to classes? You teach or lectures. You give an evaluating view as a teacher, but that's an important part of it. The other part is evaluation of you as a as a teacher by your learners. And those learners could be undergrads, graduate students, medical students, residents, fellows.

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00:15:59.220 --> 00:16:06.820

Trish Kritek (she/her): post Docs peers. Oh, not here. Sorry I, you, said Peers, before learners, people who are learners in your spaces

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00:16:07.030 --> 00:16:11.600

Trish Kritek (she/her): for those of us who define ourselves as educators. That would be, including me.

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00:16:12.870 --> 00:16:28.400

Trish Kritek (she/her): One of the advantages that we have is the requirement for our teaching portfolio for all faculty, but particularly for people who define themselves as educators. It's a way to more richly describe the teaching activities you do, and we'll talk about more. We'll talk briefly more about teaching portfolios in a little bit.

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00:16:28.520 --> 00:16:39.920

Trish Kritek (she/her): But the goal of that is to really reflect all that you do as a teacher. That being said, everybody needs to have teaching evaluations. If you're on a track that includes teaching as one of the promotion criteria.

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00:16:39.940 --> 00:16:40.620

Trish Kritek (she/her): Okay.

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00:16:41.720 --> 00:16:51.220

Trish Kritek (she/her): And i'll ask our panel a little bit, but having a process to make sure you're getting your teaching evaluated is a really important thing for all of us to consider. Some departments. Do that

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00:16:51.340 --> 00:16:57.830

Trish Kritek (she/her): with you, and some do less supported. And so we want to make sure that everybody feels like they have the ability to get teaching evaluations.

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00:16:58.520 --> 00:17:09.630

Trish Kritek (she/her): Okay, if you taught somewhere else prior to you, Dub. How do you recommend handling those emails? I think, in general, general, a summary because you're going to need to show teaching at rank here. So you're going to.

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00:17:09.630 --> 00:17:21.859

Trish Kritek (she/her): What's gonna be. Even more important is the teaching that you do here. You do so you can include some summary in your teaching portfolio about what you did prior to coming. And you're going to need teaching evaluations here, teaching nurse practitioners and PA's.

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00:17:23.050 --> 00:17:37.340

Trish Kritek (she/her): We have generally included those in our learners category, which I think is a little bit of an interesting space, but particularly for folks where their earlier career nurse practitioners. And we consider those folks learners and those evaluations are important as well.

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00:17:37.450 --> 00:17:40.910

Trish Kritek (she/her): And then what was this other thing that I saw?

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00:17:41.900 --> 00:17:42.590

Trish Kritek (she/her): Okay.

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00:17:42.730 --> 00:17:59.750

Trish Kritek (she/her): what about teaching Cme: Either in terms? Yeah. So teaching Cme is going to be more about peer evaluations, and those evaluations are good as well, and they can be part of your teaching portfolio for many of us. That's a big chunk of what we do. So all of that teaching could be part of what you do see me will count towards peer teaching evaluations.

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00:18:01.260 --> 00:18:13.830

Trish Kritek (she/her): All the other learners are going to control your learner evaluation. So all of those are good, and I appreciate that. And if you have what you do to see me, and they already get evaluations. Get those include hold on to them. We'll talk about keeping track of things in a little bit.

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00:18:14.400 --> 00:18:17.520

Trish Kritek (she/her): Okay next category.

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00:18:17.820 --> 00:18:26.710

Trish Kritek (she/her): and I mean next point of this. So I said I would briefly touch on teaching portfolio. As I said, this is an opportunity for you to highlight what you do again challenge.

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00:18:26.820 --> 00:18:28.980

Trish Kritek (she/her): All of our departments have slightly different

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00:18:29.140 --> 00:18:40.530

Trish Kritek (she/her): approaches to teaching portfolios. However, in the school a. And P. Guide, there is a template that's highlighted here that came out of the Department of Medicine, and is the one that we default to as a recommendation for your teaching portfolio.

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00:18:40.740 --> 00:18:47.020

Trish Kritek (she/her): I again would check with your department. But you can see that in the teaching portfolio that's highlighted in the Amp Guide.

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00:18:47.360 --> 00:18:54.960

Trish Kritek (she/her): There's more than just teaching evaluations. There's also information like your philosophy on teaching a one-page summary of kind of how you think about teaching

121

00:18:55.160 --> 00:19:14.010

Trish Kritek (she/her): it it allows you to get more nuance about your teaching, so you can tell more of a story of who you are as a teacher. It can talk. You can talk about how you gain skills as an educator. Maybe you did the teaching scholars program. Maybe you went and did the Macy program. Maybe even other University level career development work in teaching. All can be highlighted here.

122

00:19:14.070 --> 00:19:32.890

Trish Kritek (she/her): and and then there's some things that are also in your Cv. And so one of the things we're doing is at the school level, thinking about how we might refine this to make it a little bit easier for for faculty to complete, but also be flexible as a way to for you to tell your story as an educator, because we want to make sure that folks who are predominantly in those spaces can show us all that they do.

123

00:19:33.370 --> 00:19:36.340

Trish Kritek (she/her): There's a whole workshop that we do on teaching portfolios.

124

00:19:36.370 --> 00:19:48.170

Trish Kritek (she/her): and Andy Lux runs that this is a piece out of his teaching portfolio where you can see it's not. It's more than you would see on a Cv. Here. He explains kind of what his role is in the course

125

00:19:48.300 --> 00:19:59.500

Trish Kritek (she/her): he talks about what he did, and he reflects his evaluations, and interestingly reflects him over time. So you can show improvement as an educator as well as in this case it compared to his peers.

126

00:19:59.680 --> 00:20:09.210

Trish Kritek (she/her): and it's a place where you could have select quotes from learners, but not, like all the quotes of every learner on every evaluation you have. Again, it's trying to tell a story.

127

00:20:09.550 --> 00:20:20.450

Trish Kritek (she/her): and on our website sounds like we're having troubles with the one link. But on the website. This one, I think I'm pretty sure it does work. You can go and make sure that, and see a handful of other model

128

00:20:20.530 --> 00:20:23.330

Trish Kritek (she/her): teaching portfolios. That's something that you're working on

129

00:20:24.980 --> 00:20:31.550

Trish Kritek (she/her): next big bucket of things that you you need to show is the scholarship and reputation. And to be honest, if there were things that people.

130

00:20:31.780 --> 00:20:38.930

Trish Kritek (she/her): It takes people most time to get there to be ready for promotion. It's around their scholarship and their reputation. So.

131

00:20:40.460 --> 00:20:46.680

Trish Kritek (she/her): going to talk about people who are predominantly researchers, basic scientists and physician scientists. We're going to talk about clinician educators, scholars.

132

00:20:47.730 --> 00:21:00.160

Trish Kritek (she/her): I think it's a little bit easier and more kind of direct to understand that the science that the scholarship you're going to see here for basic scientists and physician scientists is the scholarship of discovery. It's

133

00:21:00.210 --> 00:21:19.940

Trish Kritek (she/her): the science you do the research you do, and then showing that you're getting funding to do it. So you're moving towards getting an ro one or an equivalent. And what I'm going to say is, some departments have put a priority on having ro one funding to get promoted to associate Professor, and some departments have not done that. It varies from department to department. So you need to understand kind of your local spaces.

134

00:21:19.950 --> 00:21:30.330

Trish Kritek (she/her): But usually we need to see your emerging to that level where you can be independently funded. and that you're starting to be an independent investigator, that you're starting to separate from your mentor in terms of

135

00:21:30.370 --> 00:21:48.460

Trish Kritek (she/her): publishing. So it's becoming your body of work, your expertise. And again, that you're starting to be known outside the walls of this institution as an expert in the space. So you're being invited to give a seminars at other institutions. Or you're being invited to be a visiting professor, or maybe you're being invited to study section for the Nih. But you're starting to develop that

136

00:21:48.750 --> 00:21:55.640

Trish Kritek (she/her): independent body of work funding that supports it. publications that support it. And then reputation that started to support it.

137

00:21:56.180 --> 00:22:05.630

Trish Kritek (she/her): I think, for our collection scholars. It's more flexible, and it also seems more challenging. But this is usually the scholarship of integration where you're putting pieces of the puzzle together. So you again need to publish.

138

00:22:05.760 --> 00:22:24.680

Trish Kritek (she/her): But the definition your your spectrum of things you can publish is a little bit broader. So book chapters on an area of clinical expertise or an area of education review papers making online modules that are used for education, particularly if they're seen and and evaluated by other people.

139

00:22:24.800 --> 00:22:43.330

Trish Kritek (she/her): putting together resources for people to learn how to teach, because it also includes the scholarship of teaching. So for me some of the work that I've done and published on how to get feedback or how to teach, not using Powerpoint things like that that are more scholarship around education, so videos can count. Educational resources can count

140

00:22:44.170 --> 00:22:51.310

Trish Kritek (she/her): again have to develop that reputation outside of the boundaries of the you know this local space. So

141

00:22:51.350 --> 00:22:55.940



Trish Kritek (she/her): it might mean that you're then doing things like becoming involved with national societies and getting

142

00:22:56.150 --> 00:23:05.280

Trish Kritek (she/her): a role on a committee or starting to work on guidelines at a national level, so that you're starting to stretch beyond the local environment in terms of your reputation.

143

00:23:05.880 --> 00:23:08.550

Trish Kritek (she/her): So what is independent work?

144

00:23:08.580 --> 00:23:19.260

Trish Kritek (she/her): So 2 things I would say independent means that you're starting to be able to define yourself as having a unique body of work. That being said, team, science is very much real.

145

00:23:19.260 --> 00:23:37.530

Trish Kritek (she/her): and one of the things that you can do when you and I'm going to tell you about what you write as part of your promotion package and a little bit, and your chair can do is explain if you are part of team science where it's always going to be a large group. But you have an important role in that large group that you explain how that works, because there are some people who will never be the first author, because all of their work is

146

00:23:37.690 --> 00:23:44.890

Trish Kritek (she/her): exceedingly collaborative. still need to be able to tell the story of how you're defining yourself. So there's some latitude there.

147

00:23:45.300 --> 00:23:52.120

Trish Kritek (she/her): and the other part of that is like moving into getting, funding, moving into being on a study, section, etc. So that you can start to

148

00:23:52.160 --> 00:23:55.450

Trish Kritek (she/her): to define yourself, even if what you do is always team science.

149

00:23:55.580 --> 00:23:56.250

Okay?

150

00:23:58.110 --> 00:24:17.240

Trish Kritek (she/her): A lot of the questions that I get one on one is how many publications do you need, and what this slide is not to give you the absolute benchmarks. And these are actually slightly older data. But I think the point of it is to say it's going to differ, depending on the world you're in. So in many of our clinical departments the mean and meetings are higher, and generally they're a little bit higher

151

00:24:17.300 --> 00:24:19.000

Trish Kritek (she/her): for our research scientists

152

00:24:19.540 --> 00:24:32.440

Trish Kritek (she/her): next down our physician scientists, and then our clinician teachers or clinician scholars. So you can see in the Department of medicine. the means for a research scientist, or higher than those for a clinician teacher. Same with our meetings. Okay.

153

00:24:33.010 --> 00:24:42.620

Trish Kritek (she/her): they can have a really broad range kind of depending on the quality and type of publication as well. Right so where you publish matters in addition to just numbers of publishing.

154

00:24:42.860 --> 00:24:46.040

And then, when you look down here at the numbers for for biochemistry.

155

00:24:46.500 --> 00:24:55.820

Trish Kritek (she/her): in a place where it takes years to do the body of work to get to a publication, and maybe those publications are being, you know, are in things like nature and cell.

156

00:24:56.020 --> 00:24:57.640

Trish Kritek (she/her): The numbers are smaller.

157

00:24:57.730 --> 00:25:12.040

Trish Kritek (she/her): There we're looking at the quality and the quantity of work that goes into a single publication is different than in many of our clinical departments. So there's no school level benchmarks on these. There's no even benchmarks on these there are. These are guidelines

158

00:25:12.040 --> 00:25:26.970

Trish Kritek (she/her): for each department, and some of our departments have these online. I know the Department of Medicine now post their kind of mean and meeting online. So this is another thing to talk about with your the chairs of your promotion committee, or with your chair in your department to get an idea of what's the range in your department?

159

00:25:27.330 --> 00:25:36.650

Trish Kritek (she/her): These are these numbers are referring to. Being. An author does not necessarily mean that you're a first author on all these, and certainly not that you're a corresponding author, and all these

160

00:25:36.670 --> 00:25:37.770

Trish Kritek (she/her): so.

161

00:25:37.840 --> 00:25:49.070

Trish Kritek (she/her): and what 10 point I assume, and so that this is at the point of promotion at the point of promotion. So when they're going up promotion, these are the numbers that people have. Okay, Thank you for asking those clarifying questions.

162

00:25:49.640 --> 00:26:01.940

Trish Kritek (she/her): I've talked about this a little bit already, but the big, you know one of the next places that we're going to be working on is getting that national regional at for a system for associate professor and the National, Eventually reputation.

163

00:26:02.420 --> 00:26:21.880

Trish Kritek (she/her): And I've talked about study sections and invited lecture to visiting professorships getting involved in guidelines or society committees doing that Collaborative research actually also build your your network of folks that helps you to establish that reputation. Becoming an associate editor for a journal. Those kinds, and that's more than really doing

164

00:26:22.150 --> 00:26:26.040

Trish Kritek (she/her): reviews. Peer Review, but really developing a role on an editorial board.

165

00:26:26.100 --> 00:26:42.400

Trish Kritek (she/her): All of These are ways to start to establish that reputation at a regional and the national level. And you know, when I talk to more senior people, and as you evolve to being more senior people. This is a place where we can help sponsor people to get out into the spaces that are beyond the walls of you dub so that they can begin to

166

00:26:42.400 --> 00:26:50.770

Trish Kritek (she/her): develop this regional and national reputation. And this is where, again, you know, asking for that sponsorship is something that we want to help partner with you to do to get into these

167

00:26:50.800 --> 00:26:52.340

Trish Kritek (she/her): on to these stages

168

00:26:54.620 --> 00:27:05.640

Trish Kritek (she/her): for folks who are do clinical work, and particularly for our clinical faculty. Clinical peer evaluations are an important component of what's assessed in terms of getting promoted? So

169

00:27:05.770 --> 00:27:09.550

Trish Kritek (she/her): things like, how much do you do? How do you do it?

170

00:27:09.590 --> 00:27:20.060

Trish Kritek (she/her): How are you with patients and families? How how do people feel about your kind of interpersonal interactions with patients and families? All of that is part of your clinical peer evaluations.

171

00:27:20.070 --> 00:27:31.820

Trish Kritek (she/her): Most departments will obtain these for you. They'll ask you for some peers to complete these. We do these on a regular basis, and it's going to be an important con part of the packet for you if you're a clinician

172

00:27:32.010 --> 00:27:48.180

Trish Kritek (she/her): in any capacity, whether you're a physician, scientist, a clinician teacher or a full-time clinician. You're going to need pure clinical evaluations. And and generally it's nice to have people who aren't all within your department. But beyond the walls of your department as well to show your

173

00:27:48.350 --> 00:27:51.250

Trish Kritek (she/her): your impact across the institution.

174

00:27:51.960 --> 00:27:58.740

Trish Kritek (she/her): I mentioned that everyone will be assessed in terms of professionalism. I'd love for this to be something where we're actually showing that people are

175

00:27:58.850 --> 00:28:07.520

Trish Kritek (she/her): demonstrating their professionalism in a positive way. And, to be frank, frank, I think often. This is something where we're looking for an absence of issues with professionalism.

176

00:28:07.610 --> 00:28:16.090

Trish Kritek (she/her): And if you have had an issue where something was raised where there were concerns about professionalism. It's going to be really important to explain when you go for promotion.

177

00:28:16.330 --> 00:28:35.140

Trish Kritek (she/her): how you responded to that, what you did to remedy it, or what you learn from it, or how you grew through that and what's different now, it's something that our promotion committees take actually, quite seriously, and I want to just raise your awareness that it's not something that can stop you ultimately from getting promoted, but is definitely something that you're going to need to talk about and address.

178

00:28:35.140 --> 00:28:39.350

Trish Kritek (she/her): if it's been an issue. No, I love it. When people show their

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00:28:39.360 --> 00:28:44.340

Trish Kritek (she/her): community sense the ways that they support professionalism, the ways that they

180

00:28:46.470 --> 00:29:00.400

Trish Kritek (she/her): demonstrate this in their evaluations from their learners. Gme. As this regularly. Medical students asked us regularly, so they they positive is the best, and i'm saying that the issues around challenges are going to be things to talk about an address in in the future.

181

00:29:02.320 --> 00:29:05.670

Trish Kritek (she/her): Finally, administration, not. Finally.

182

00:29:06.310 --> 00:29:13.390

Trish Kritek (she/her): I mentioned earlier administration and service, so. having some service, is going to be a requirement of almost all promotion pathways.

183

00:29:13.410 --> 00:29:29.670

Trish Kritek (she/her): and that can be in the role of being on a committee for your department or at the school level or at the University level. It could be a role leading a clinic running your research seminars. It could be that you are a clinic service line director. It could be you. Somebody like me who has a School Level administrative role

184

00:29:29.740 --> 00:29:39.700

Trish Kritek (she/her): could be that you're part of a research collaborative. There's lots of different ways to show that that service, and it is something that you'll need to demonstrate as part of your promotion package.

185

00:29:39.790 --> 00:29:55.330

Trish Kritek (she/her): And then finally, I want to highlight that I took the words right directly out of the code and on the bottom. I have School National Medicine Promotion guide on the area of equity, diversity, and inclusion work. What I would like. You know what i'd like us to get to is how we're really fully

186

00:29:55.850 --> 00:30:03.300

Trish Kritek (she/her): valuing all the Edi work that a lot of the folks in our our school do, and each of our departments is working on how to make that more tangible

187

00:30:03.360 --> 00:30:04.470

Trish Kritek (she/her): and more

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00:30:04.850 --> 00:30:11.890

Trish Kritek (she/her): effective in demonstrating the outstanding contributions that many members of our community do in this space.



189

00:30:12.970 --> 00:30:15.710

Trish Kritek (she/her): The Cb. Now has a space for you to represent that

190

00:30:16.430 --> 00:30:35.900

Trish Kritek (she/her): some of our departments are really trying to figure out better ways to represent the Edi work than many of folks do. That's really a through thread and all of the work that they do. And I think there are places for you to really make that shine, and we want you to make a shine, because we're really trying to make sure that we value this work in a way that it hasn't been valued in the past.

191

00:30:37.890 --> 00:30:40.620

Trish Kritek (she/her): I'm going to briefly touch on the promotion timeline.

192

00:30:40.660 --> 00:30:45.500

Trish Kritek (she/her): and I'm gonna let other folks talk more about it as we move forward. But the short version is.

193

00:30:45.710 --> 00:30:49.830

Trish Kritek (she/her): if you get appointed, and I'm. This is old now, 2,018,

194

00:30:50.550 --> 00:31:05.080

Trish Kritek (she/her): about 2 and a half years later. You're going to be coming up for for reappointment, and you need to be appointed at 3 years. That's usually a low stress situation. But if things are really off the track, we want to make sure we get things on track, so that over the subsequent 3 years

195

00:31:05.080 --> 00:31:12.120

Trish Kritek (she/her): you know that by the time that you're 6 years in rank, and look how much farm like almost a year and a half before that time

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00:31:12.180 --> 00:31:25.830

Trish Kritek (she/her): that you start to work on your promotion packet, so that by 6 years in a rank you're promoted to associate, Professor. That's true for folks in our wot, and 10 year track path, and and it has a lot more latitude in our clinical faculty

197

00:31:25.910 --> 00:31:35.210

Trish Kritek (she/her): in general. That timeframe is something that we're striving to be around the same for clinical Faculty Research Faculty. As well know that this starts with

198

00:31:35.380 --> 00:31:37.040

Trish Kritek (she/her): a vote at your division

199

00:31:37.290 --> 00:31:41.940

Trish Kritek (she/her): if you have a big department, and then Department, everybody has to have a vote at the department level.

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00:31:41.980 --> 00:31:47.130

Trish Kritek (she/her): then goes to the Amp committee at the school level for folks on our W. And tenure track

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00:31:47.300 --> 00:31:52.520

Trish Kritek (she/her): for other for for clinical faculty. It's really just the the department, and then the school

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00:31:52.730 --> 00:31:56.800

Trish Kritek (she/her): administration, and then up to the Provost and upper campus.

203

00:31:58.610 --> 00:32:08.720

Trish Kritek (she/her): I'll mention that you have the ability to extend your clock particularly. This is important for the people who are on a promotion pathway where you have a mandatory promotion. And so, if you are

204

00:32:08.730 --> 00:32:19.460

Trish Kritek (she/her): on leave for 6 months or more, you're going to get an automatic stop the clock, or if you have a permanent reduction in your ft, you're going to get an automatic. Stop the clock, and you can ask to stop your clock for

205

00:32:19.600 --> 00:32:35.150

Trish Kritek (she/her): parental leave, birth, or adoption of a child or other things that might be going on, that you are going to make up a argument that you really can't be effective and productive in the time that's going on. Now that you can't be moving towards that promotion, you can request to stop the clock.

206

00:32:35.240 --> 00:32:50.490

Trish Kritek (she/her): It requires approval, the chair and a plan for for what's going on. But you can do that. Everybody has the ability to start their clock for Covid if you were at, you know, if you were in a

system for both professor during the early phases of the pandemic, and can be stopped a couple of years for Covid.

207

00:32:50.920 --> 00:33:01.840

Trish Kritek (she/her): and in the school we're trying to make sure that people have the latitude to use that. But don't necessarily slow down their progress if they don't need to use it. So it's something to talk about with your department chairs or your promotion committees.

208

00:33:02.150 --> 00:33:09.620

Trish Kritek (she/her): When I just briefly mentioned that if you are coming up a mandatory promotion and you do not get voted to go forward for promotion.

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00:33:10.010 --> 00:33:13.400

Trish Kritek (she/her): then you can have a post moment of the clock, and

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00:33:13.400 --> 00:33:30.090

Trish Kritek (she/her): and Hillary is better expert on this than me, I know for sure. But the short version of this is, it will be a one year for postponement. It's something that you should. You're gonna need a plan for how you're going to be able to get to being able to be ready for a mandatory promotion on the time comes, and it's going to need to have approval at multiple levels.

211

00:33:30.250 --> 00:33:46.940

Trish Kritek (she/her): But there's a way to do that. So if you are coming up on your mandatory promotion, and it doesn't look like you're going to be promoted promotable. Yet, because of whatever is going on. There is a pathway to postpone the clock for a year, and if anybody's in that space, and this curious about it wants to talk about it more i'd be happy to meet with them and talk about it.

212

00:33:48.990 --> 00:33:57.500

Trish Kritek (she/her): Yes, and I I would just want to reiterate what I see in the chat. Yeah birth of a child is a request of stopping the clock, not an automatic. Stop the clock.

213

00:33:57.970 --> 00:34:15.820

Trish Kritek (she/her): Okay, and the last little bit of time before I hand over to Ian and then to Hillary. I want to just talk about Premiere preparing your promotion packet, and you're going to hear from people who have been promoted, and here about the process of preparing it. And i'm telling you all this. I'm hoping some of you are early in in your PE tra trajectory, so that we can

214

00:34:15.969 --> 00:34:18.580

Trish Kritek (she/her): help you plan ahead. So

215

00:34:20.350 --> 00:34:31.840

Trish Kritek (she/her): said this before you got to talk to your department to understand your promotion criteria, and you got to talk to the administrator in your department, who is going to help you put together your packet. They are a key, partner and ally, and making all this happen

216

00:34:31.909 --> 00:34:44.980

Trish Kritek (she/her): and understand who's on the Promotion committee? Who are your go to people to kind of talk this through Talking to your peers is not a bad idea, either, as well as someone senior who can give you a a a critical eye on the materials. As you're putting them together.

217

00:34:45.159 --> 00:34:45.960

Trish Kritek (she/her): so

218

00:34:46.340 --> 00:34:59.220

Trish Kritek (she/her): use your resources. I am always available and happy to meet with you if you're wondering about promotion, and I will say that again at the end of this this workshop. But i'd much rather You come and ask and try to flaw through it on your own, and not know what's going on.

219

00:34:59.620 --> 00:35:13.900

Trish Kritek (she/her): So what's going to go into the packet. Well, you're going to have a Cv. You're going to highlight your top 5 papers. You need your teaching portfolio. You need your peer evaluations both clinical and teaching teaching for everyone with the teaching requirement. Clinical folks who do clinical work.

220

00:35:14.660 --> 00:35:18.030

Trish Kritek (she/her): Number 5 is a really important one, which i'll mention more in a little bit, but

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00:35:18.040 --> 00:35:22.770

Trish Kritek (she/her): you get to write your own self-assessment, which is kind of like your personal statement about

222

00:35:22.840 --> 00:35:28.200

Trish Kritek (she/her): where you are your road there, and where you're going in the future, and then you need a series of letters.

223

00:35:28.300 --> 00:35:34.050

and what it currently is in the school. Medicine is 3 internal and 3 external.

224

00:35:34.060 --> 00:35:49.660

Trish Kritek (she/her): those needing to be, at least to which are what we call arms length. People who are have not been your mentor have not been your close collaborator. That does not mean you don't know them at all, because you might have met them through some society work or something like that, but not people who you're on a paper together, or things like that.

225

00:35:50.670 --> 00:35:55.830

Trish Kritek (she/her): I think we are going to adjust this in the near future to a slightly lower numbers. But we're not there yet.

226

00:35:56.280 --> 00:35:59.820

Trish Kritek (she/her): So what are the things you need to do? Well.

227

00:35:59.860 --> 00:36:10.570

Trish Kritek (she/her): you need to know your promotion criteria that a bunch of times you got to keep your Cb. And your bibliography up to date, and I think that's the best best practices to do that as you go. Not at the end.

228

00:36:10.700 --> 00:36:16.270

Trish Kritek (she/her): Same with the teaching portfolio, starting to put together things and hold on to things to create your teaching portfolio.

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00:36:16.330 --> 00:36:22.170

Trish Kritek (she/her): You need to make sure you're getting peer teaching evaluations. And then you're going to spend some time writing that self assessment

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00:36:22.270 --> 00:36:23.900

Trish Kritek (she/her): as well as identifying

231

00:36:25.700 --> 00:36:42.220

Trish Kritek (she/her): Pdf. Of 5 most important papers. I saw the question. There is a chair, arm's length, and I kind of depends on what your relationship with with the chair in general. I'm going to say most of the time. No, but could be that they were a chair for a little bit of time, and then they locked in, so that you know you never had a really close relationship. But

232

00:36:43.460 --> 00:36:52.250

Trish Kritek (she/her): you know, I think probably for many people that's not the case. But for some it could be, and I think it's worth talking through with your current promotion committee and current chair about that.

233

00:36:53.240 --> 00:36:54.020

Trish Kritek (she/her): Okay.

234

00:36:54.280 --> 00:37:13.160

Trish Kritek (she/her): Cb: Use the school medicine format. There's a template for it on the website. You can go there, have someone else. Look at it. Make sure it really, for those of you who are minimizers of all that you do make sure, really highlights all the great stuff that you do, and also don't say anything that you didn't do, obviously, but take credit for all that you do, and this is an example of mine

235

00:37:13.490 --> 00:37:29.150

Trish Kritek (she/her): you're teaching. Probably we've talked about it before, but this is worth particularly for the people who want to highlight all the teaching that they that you do. This is a place to



kind of. Make your story richer, and I encourage you to spend some time. There's a whole hour long workshop on this that Andy does, and there's a recording of it on our website.

236

00:37:29.920 --> 00:37:31.940

Trish Kritek (she/her): and then i'm going to pause here.

237

00:37:31.990 --> 00:37:45.590

Trish Kritek (she/her): This is a really important part, your self-assessment. And and this is for your ability for you to talk through kind of what your goals were, what you did, and where you're going next, and if there have been bumps in the road to talk about those bumps in the road and explain them.

238

00:37:45.930 --> 00:37:50.580

Trish Kritek (she/her): Or if there' been challenges that you've surmounted. Tell the story. This is your ability

239

00:37:51.340 --> 00:37:56.740

Trish Kritek (she/her): to talk through kind of who you are in your academic roles, and how you got there, and where you're going.

240

00:37:56.870 --> 00:38:07.780

Trish Kritek (she/her): and and this is a this is a place where I think you can really add some nuance and and depth to your promotion packet. So this is something that's worth also getting some input on as you work on it.

241

00:38:08.860 --> 00:38:28.760

Trish Kritek (she/her): The department's going to do a bunch of stuff while you're doing all that they're going to get your letters or recommendation. You're going to say who you they want to request, but they're going to request them for you. They're going to get your peer teaching evaluations. They're going to bring you. If you're a clinician who teaches residents and fellows are going to get your online evaluations from your your trainees.

242

00:38:28.780 --> 00:38:36.690

Trish Kritek (she/her): and then they're going to put it on to a single file to submit. So you're going to be partnering with them. You're going to bring some stuff. They're going to bring some stuff. Okay.

243

00:38:38.420 --> 00:38:41.220

Trish Kritek (she/her): And I'm saying all of this stuff.

244

00:38:41.330 --> 00:39:02.120

Trish Kritek (she/her): and i'm sure that some of it's taking some of it's not seeking. So i'm going to reiterate that almost everything I've said, and probably a lot more is on our website on the promotions page. There's a timeline, there's resources or school mess and format for the Cv. There's teaching portfolio resources. There's lots of stuff there, so use your resources. Take advantage of it.

245

00:39:02.640 --> 00:39:05.110

Trish Kritek (she/her): See what's there. If you can't find something like.

246

00:39:05.340 --> 00:39:10.340

Trish Kritek (she/her): or or maybe, if you can't get the link to work, we have to work on our links. Then then let us know.

247

00:39:10.450 --> 00:39:11.150

Trish Kritek (she/her): But

248

00:39:11.550 --> 00:39:18.930

Trish Kritek (she/her): I'm going to end by saying, Don't hesitate to ask for help, and I would really offer that. I'm happy to help any of you as you think about

249

00:39:19.000 --> 00:39:24.810

Trish Kritek (she/her): your promotion, and I want to thank Ian for answering some of these questions as we go along the way.

250

00:39:25.020 --> 00:39:31.010

Trish Kritek (she/her): i'm going to pause there. I know there's been a bunch of questions as we've gone, and I appreciate those as we've had them.

251

00:39:31.220 --> 00:39:36.320

Trish Kritek (she/her): I'm going to stop my share. I'm going to encourage you to keep putting questions in the chat.

252

00:39:37.710 --> 00:39:39.970

Trish Kritek (she/her): and i'm going to bounce over and say.

253

00:39:40.050 --> 00:39:51.550

Trish Kritek (she/her): for the sake of time, I'm going to hand off to Ian now so that we can fit in everything as we go. So thank you and I'm going to now reintroduce Dr. Ian Bennett, who is going to be our next speaker.

254

00:39:52.970 --> 00:39:55.800

Trish Kritek (she/her): and if you want to put more questions in the chat, i'll be watching it as we go.

255

00:39:56.470 --> 00:39:57.810

Trish Kritek (she/her): And are you there?

256

00:40:00.830 --> 00:40:01.550

Trish Kritek (she/her): Maybe

257

00:40:05.250 --> 00:40:13.000

Ian Bennett UW (he/him): all right. They My zoom is having some trouble, but i'll be there in just a sec. I hope.

258

00:40:13.720 --> 00:40:15.330

Ian Bennett UW (he/him): Can you guys see my screen.

259

00:40:16.100 --> 00:40:20.160

Trish Kritek (she/her): Yes, you're not projecting your sides yet, but it Yes, we can see it.

260

00:40:20.420 --> 00:40:22.980

Ian Bennett UW (he/him): It's trying

261

00:40:27.610 --> 00:40:30.110

Trish Kritek (she/her): those look like it's thinking, I give you that

262

00:40:33.220 --> 00:40:36.340

Ian Bennett UW (he/him): there you go. Okay. all right. Great.

263

00:40:36.480 --> 00:40:51.280

Ian Bennett UW (he/him): Well, Hi! Everybody so great to be able to talk to you. I, as Trish was saying, I am the outgoing, actually chair of the Ant Council. I've been on for about 2 years now, and

264

00:40:51.340 --> 00:41:00.330

Ian Bennett UW (he/him): really have enjoyed that, and especially being able to add to the transparency of this process and help

265

00:41:00.450 --> 00:41:13.120

Ian Bennett UW (he/him): for our faculty, Our junior faculty, moving forward, understand what the requirements are, and how to move forward, that with that in, and to avoid surprises, you know, as we go along

266

00:41:13.190 --> 00:41:25.500

Ian Bennett UW (he/him): these slides, I just want to give credit to previous and P Council members who have really developed the basics here, and I've developed. I've moved forward with it.

267

00:41:25.790 --> 00:41:39.720

Ian Bennett UW (he/him): So the goal is to really make sure that you have a good understanding of the andp process at this School of Medicine to help you prepare, and to identify where to go when questions arise.

268

00:41:39.980 --> 00:41:53.560

Ian Bennett UW (he/him): As was mentioned as Dr. Critic mentioned, we're start at the departments with where you create your packets and have meetings to get feedback. You want to make sure you're proactive about that, and

269

00:41:53.560 --> 00:42:08.740

Ian Bennett UW (he/him): and getting me feedback annually. There will be a a formal review at the third year. And so that is an in critical point right there. And all these other things we're really already mentioned, there will be a voting

270

00:42:08.810 --> 00:42:23.280

Ian Bennett UW (he/him): department faculty of equal or higher rank, a committee within your within your department, which will vote on whether to recommend you going up to your to for promotion

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00:42:23.280 --> 00:42:32.260

Ian Bennett UW (he/him): so, and that vote will be included in the packet, as it is reviewed by the Amp Council for the School of medicine

272

00:42:32.530 --> 00:42:39.530

Ian Bennett UW (he/him): when we get it. The reviews we look at the packet, and results of the review are added to the packet.

273

00:42:39.580 --> 00:42:55.660

Ian Bennett UW (he/him): The that it then goes on to the Dean at this school of medicine for review and approval, and then on to the Provost office for review and approval, and then the promotion is finally approved.

274

00:42:56.890 --> 00:43:07.820

Ian Bennett UW (he/him): There are some resources here, the Faculty Code, the Uw. School of Medicine and P. Guide, and these slides will be available to everyone by the way.

275

00:43:08.150 --> 00:43:26.330

Ian Bennett UW (he/him): and that a. And P. Guide includes material that is different from the foundational Faculty code, which is for the whole university. So there are some things that it can't go against the code, but it does have some

276

00:43:26.330 --> 00:43:38.490

Ian Bennett UW (he/him): finesse points in particular around some of the good examples where that's true is has to do with non mandatory promotions which we'll talk more about in a moment.

277

00:43:38.710 --> 00:43:50.870

Ian Bennett UW (he/him): There's a there was this COVID-19 voluntary clock stoppage, which may is some of you may have been of, taken advantage of or not depending on where you are in your

278

00:43:50.920 --> 00:43:55.520

Ian Bennett UW (he/him): promotion process. And then there is the Faculty promotion website.

279

00:43:55.680 --> 00:44:09.210

Ian Bennett UW (he/him): So make sure you're taking a look at those I mentioned that each department has an committee, or or it is this all the faculty depending on the size of the faculty within the particular department.

280

00:44:09.410 --> 00:44:16.920

Ian Bennett UW (he/him): It uses the criteria that are based in the department itself. As was mentioned, each department has

281

00:44:16.950 --> 00:44:24.030

Ian Bennett UW (he/him): its own criteria, which have to be consistent with the faculty code of the University.

282

00:44:24.070 --> 00:44:34.440

Ian Bennett UW (he/him): But is there's quite a bit of variation in there, so it is definitely important to keep an eye on that, and those are all available online

283

00:44:34.530 --> 00:44:49.310

Ian Bennett UW (he/him): There will. Then, if the committee is separate from all faculty, there's a second. All faculty vote well of among the voting faculty who are relevant to that particular rank.

284

00:44:49.460 --> 00:44:58.870



Ian Bennett UW (he/him): And yeah, so that that, as I said, goes on, so the School of Medicine, a. And P. Council that i'm. The current

285

00:44:58.910 --> 00:45:04.000

Ian Bennett UW (he/him): chair of is one of several governance councils from the School of Medicine.

286

00:45:04.020 --> 00:45:22.790

Ian Bennett UW (he/him): and it's composed of professors, full professors who are not department chairs, and that changed few years ago. You may have, may hear about it being chairs, and that is no longer the case. The the chairs are excluded from this particular council.

287

00:45:23.250 --> 00:45:41.420

Ian Bennett UW (he/him): So it is a review by peers, that is, of course, they are at the professor level, but they are folks who have gone through that process that you are going through, but not from the same department. So there are. They are anyone from the same department.

288

00:45:41.420 --> 00:45:59.580

Ian Bennett UW (he/him): either the primary or secondary. If you're co-appointed, although if you are, have an adjunct faculty a appointment, then they can be vote. They can vote for. You but those would be excluded from any voting if they're voting. If they're from the a primary secondary.

289

00:46:00.250 --> 00:46:17.760

Ian Bennett UW (he/him): There may also be observed observers at ex officio non voting members folks who are around the school. Sometimes chairs from other departments will sit in in order to get a better sense of what's happening.

290

00:46:17.760 --> 00:46:32.500

Ian Bennett UW (he/him): An important role of the a. And P. Council is to make sure that there's more and more consistency and understanding of the process across the departments in the School of medicine. And so that's an important part of that. We we feel

291

00:46:32.750 --> 00:46:39.220

Ian Bennett UW (he/him): we do bring together those all 31 department, criteria, guidelines and reviews.

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00:46:39.230 --> 00:46:55.890

Ian Bennett UW (he/him): We are looking for reviews of consistency within the school of medicine, the Uw Faculty code and harmonizing that full process. All of those reviews are confidential, though the first reviewer's comments that become

293

00:46:55.890 --> 00:47:06.910

Ian Bennett UW (he/him): added to the packet, although the reviewer themselves is not identified. so that that becomes part of the public record which goes on to the

294

00:47:06.950 --> 00:47:11.170

Ian Bennett UW (he/him): the the

295

00:47:11.780 --> 00:47:13.940

Ian Bennett UW (he/him): on through the rest of the process.

296

00:47:14.080 --> 00:47:28.170

Ian Bennett UW (he/him): Okay. So just in general, the Council reviews about 100 2,150 promotions per year. The majority of packets. The committee is really spends its time celebrating the success of the faculty faculty member, and

297

00:47:28.170 --> 00:47:39.020

Ian Bennett UW (he/him): it's really quite a enjoyable process to be on the on the Council, because it really is amazing to see everyone doing such awesome work.

298

00:47:39.160 --> 00:47:50.950

Ian Bennett UW (he/him): When you are promoted to Professor, please consider volunteering to be part of that. It's. It is an elected position, but it is really enjoyable. So you have that to look forward to.

299

00:47:51.030 --> 00:48:00.270

Ian Bennett UW (he/him): So more than 90% of packets are either outstanding or more routine promotions, and do not require a deep discussion.

300

00:48:00.510 --> 00:48:10.970

Ian Bennett UW (he/him): and it's a small percentage, really 7% or less. We're challenging and require more discussion and take a you know, a larger proportion of the effort of the Council

301

00:48:11.730 --> 00:48:22.640

Ian Bennett UW (he/him): in terms of non-mandatory promotions. That's what we what we mean by that is, when someone goes up, either before their mandatory year.

302

00:48:22.650 --> 00:48:38.040

Ian Bennett UW (he/him): and that can be either. If there are no clock stoppages, then it's at the 6 year you go up, and that's the mandatory year, or if there are clock stoppages, then you know that that would be

303

00:48:38.040 --> 00:48:53.990

Ian Bennett UW (he/him): extended, although it is Well, we'll. We'll talk a little bit more about people, take clock savages, and then end up going early or earlier than they need to. Non mandatory based on that clock stoppage

304

00:48:53.990 --> 00:49:09.760

Ian Bennett UW (he/him): for any, anyway, for assistant professors going up before the sixth year is a non mandatory. We are not using that term early anymore, so I i'm sorry I should have removed that from there. It's really just non mandatory.

305

00:49:09.790 --> 00:49:24.970

Ian Bennett UW (he/him): and I just want to make the the point that it's normal to go up and on the usual timeline, and going up earlier before mandatory really should be unusual in our view of the the a. And P Council.

306

00:49:24.970 --> 00:49:44.060

Ian Bennett UW (he/him): Now it's, and that's really related to the feeling that early promotion, if that becomes common, it really changes the expectations of what is normal. And then because we're all often such competitive people that ends up, adding a a level of

307

00:49:44.070 --> 00:49:55.230

Ian Bennett UW (he/him): of competitiveness which you know, we we feel that is not really necessarily very constructive within the university setting.

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00:49:55.270 --> 00:50:12.410

Ian Bennett UW (he/him): But anyway, there are times when it is. It is fine, and certainly the the University code does not in any way block the idea of a non mandatory promotion. So from the University's codes point of view, it's

309

00:50:12.410 --> 00:50:18.910

Ian Bennett UW (he/him): perfectly fine to go up in a non-mandatory year. But within the school of medicine.

310

00:50:19.220 --> 00:50:30.010

Ian Bennett UW (he/him): There is the view that it is really important that there be a strong trajectory while in rank, you know, which generally requires some time.

311

00:50:30.010 --> 00:50:45.500

Ian Bennett UW (he/him): and to exceed departmental, the minimum departmental criteria. So you know it. It should be thought of that. That criteria that you will see within your department should be thought of as a minimum criteria. Not a

312

00:50:45.510 --> 00:51:00.280

Ian Bennett UW (he/him): you know, meaning that it's, and which is all that's needed to go be promoted. But it shouldn't be thought of. As you know, something that's necessarily an aspiration. The aspiration may be much greater than that, and

313

00:51:00.280 --> 00:51:10.380

Ian Bennett UW (he/him): generally people are well above that minimum criteria when they are at their mandatory, and certainly when they're at their non mandatory promotion stage.

314

00:51:10.420 --> 00:51:27.320

Ian Bennett UW (he/him): so some examples of showing real real trajectory would be getting an ro one as a pi, you know, getting a a paper that is, in a highly competitive journal, such as science or nature, etc.,

315

00:51:27.320 --> 00:51:35.610

Ian Bennett UW (he/him): is not really necessarily enough it can be. It depends also on the track that you're in.

316

00:51:35.650 --> 00:51:49.960

Ian Bennett UW (he/him): So discussing with this. Your with your chair is important. These. But we again want to say that these are relatively unusual. I do not want to say, though, that they can't be done, because that's not the case.

317

00:51:51.060 --> 00:52:04.370

Ian Bennett UW (he/him): All right. So how do we review the these packets? Each packet has a primary and secondary reviewer. Only the primary of yours review is actually included in the packet Going forward

318

00:52:04.370 --> 00:52:12.570

Ian Bennett UW (he/him): we use a template which makes it more standard. There will have the basic information about the candidate.

319

00:52:12.630 --> 00:52:31.420

Ian Bennett UW (he/him): the department faculty vote. So we know, for example, if some members of the of your faculty, and we are particularly concerned about, You know, higher percentages of faculty who vote against it, even if the majority vote for if there's a substantial number

320

00:52:31.420 --> 00:52:48.350

Ian Bennett UW (he/him): who vote against it, and then that's raises some concerns. There are some departments where that are just so enormous. I won't mention any but very large departments. So faculty where there just seem to be a little, a a few curmudgeons out there, who.

321

00:52:48.350 --> 00:52:58.130

Ian Bennett UW (he/him): you know, one or 2 will vote against most. We don't know who they are, but there's one or 2 negative votes, and those do not, you know, cause problems. But

322

00:52:58.520 --> 00:53:00.980

Ian Bennett UW (he/him): if there are a higher percentage. That's an issue.

323

00:53:01.170 --> 00:53:19.890

Ian Bennett UW (he/him): So we then go through the educational background, their research teaching, clinical and service categories. To understand that I I will add a little bit to what was mentioned before about service. It's important for folks going up in who are in the Assistant.

324

00:53:19.950 --> 00:53:36.750

Ian Bennett UW (he/him): and especially acting Assistant professor acting clinical instructor roles that services really not should not be something you spend a lot of time on. If you should be turning down opportunities

325

00:53:36.750 --> 00:53:56.400

Ian Bennett UW (he/him): most of the time. If it helps you with your research, then absolutely being on an editorial board could be great. Being on a study section could be great, because it really helps you be ready to get more grants in addition to, because you learn about you know what the proposal process is like.

326

00:53:56.540 --> 00:54:12.760

Ian Bennett UW (he/him): but you know a lot of the departmental committees. You should feel it be quick to turn them down, because that's really more appropriate for the unexpected in the associate level, and certainly even more at the professor level.

327

00:54:12.830 --> 00:54:17.060

Ian Bennett UW (he/him): As you go forward, not to say you shouldn't do any. But be careful about that.

328

00:54:17.510 --> 00:54:34.960

Ian Bennett UW (he/him): Your letters of evaluation, which were mentioned earlier, have a lot of weight, contributions to equity, diversity, inclusion. I've written optional here, I we're we're actually have decided to take that off of our criteria. Or to

329

00:54:34.960 --> 00:54:48.350

Ian Bennett UW (he/him): you know, I take that that we're off because, you know, there are many things that are optional within the your TV. And so calling it out that way doesn't make sense to us. We are.

330

00:54:48.350 --> 00:55:02.990

Ian Bennett UW (he/him): We want to just honor any. Is any kind of work in that area, whether it's service or research or other areas that it is important to recognize. And



331

00:55:02.990 --> 00:55:13.060

Ian Bennett UW (he/him): they are. It is absolutely a relevant and appropriate target for our research teaching and service kinds of work.

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00:55:13.410 --> 00:55:20.130

Ian Bennett UW (he/him): Professionalism was mentioned earlier. If you end up finding yourself at having

333

00:55:20.160 --> 00:55:38.380

Ian Bennett UW (he/him): questions called up about your professional professionalism, then it's really important to have a in a some kind of process of addressing it, recognizing it. And that can come from your clinical work. It can come from your teaching.

334

00:55:38.380 --> 00:55:53.940

Ian Bennett UW (he/him): They could. For example, if you have learners or or members of the clinical team who feel that you are being acting in an unprofessional way, and that ends up in some sort of

335

00:55:53.940 --> 00:56:11.380

Ian Bennett UW (he/him): review. Then, really and understanding that as a moment to learn professionally moving forward, and then having time to show that that has really been engaged in a meaningful way that you're moving forward with your skills.

336

00:56:11.380 --> 00:56:30.850

Ian Bennett UW (he/him): That is all really critical to document in the the Chairs letter, for example, in your self assessment, so that it, and then it becomes a non issue the it so while it's important, you know and and critical, that those that

337

00:56:31.020 --> 00:56:38.900

Ian Bennett UW (he/him): those things be recognized. They are not. It's really about growing and moving beyond that. That's really important for promotion.

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00:56:39.450 --> 00:56:40.280

Ian Bennett UW (he/him): Okay.

339

00:56:41.080 --> 00:56:54.580

Ian Bennett UW (he/him): So let's see. It's important to recognize that you don't have to be equally excellent in all domains. The primary domains of teaching research and clinical work, if you're in a clinical department.

340

00:56:54.580 --> 00:57:12.080

Ian Bennett UW (he/him): though those are all domains that, depending on your particular job description and the track you're in it's important to make sure that the reviewers understand what it is that, and recognize your your unique position, because it can be unique to you.

341

00:57:12.080 --> 00:57:29.030

Ian Bennett UW (he/him): and that why it is that your particular packet reflects the the opportunity or the why it's appropriate to move up to the next rank in, based on those domains. And

342

00:57:29.030 --> 00:57:46.810

Ian Bennett UW (he/him): you know. Certainly we're not. If you are, if you're doing, teaching and your teaching. Scores are very low, then that would be a problem for sure. On the other hand, having enough time for them to it's not uncommon to see initial lower teaching scores.

343

00:57:46.810 --> 00:57:57.870

Ian Bennett UW (he/him): but then a steady increase and a recognition of that in the in the packet, and seeing that that is really no longer an issue is is absolutely perfect.

344

00:57:58.550 --> 00:58:00.520

Ian Bennett UW (he/him): All right.

345

00:58:01.570 --> 00:58:02.530

Great

346

00:58:02.960 --> 00:58:17.030

Ian Bennett UW (he/him): things to watch out for definitely the No votes I mentioned before. If there are a lot of them get more than one unfavorable referee letter. These are things that your your department will be primarily

347

00:58:17.030 --> 00:58:37.000

Ian Bennett UW (he/him): managing and determining whether it's necessary to seek additional letters in some cases, especially if you have time. Let's say it's a non mandatory promotion you may decide to, you know. Move it to another year. If things are not quite where they need to be.

348

00:58:37.120 --> 00:58:40.810

Ian Bennett UW (he/him): poor teaching reviews and without a sign of improvement.

349

00:58:40.850 --> 00:58:55.940

Ian Bennett UW (he/him): I mentioned these other things about unprofessionalism, lack of demonstrating independence within research. So that is really focused on their research faculty tracks. And when people have moved from

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00:58:55.940 --> 00:59:13.220

Ian Bennett UW (he/him): being a graduate student or a postdoc in a lab and are moving forward, and the work is really indistinguishable from their mentor. Then that is where that's a problem. So it's not going to be relevant for everybody, and

351

00:59:13.220 --> 00:59:18.500

Ian Bennett UW (he/him): and it's not absolutely necessary for full independence by the Associate

352

00:59:19.400 --> 00:59:32.670

Ian Bennett UW (he/him): Faculty position. But it is important for that to be. It' be clear that you're heading in that direction. Some kind of unexplained variability in in something in the packet, you know, if there's

353

00:59:32.680 --> 00:59:47.820

Ian Bennett UW (he/him): some sign of you know, some of the reviews are not so good, or things are not so great, and it are really not good in some which are important for your your particular track, and that's an issue.

354

00:59:49.410 --> 01:00:01.040

Ian Bennett UW (he/him): Okay, strong letter from the chair, making sure that it tells your story in a great way that's really important, something about nontraditional scholarship. If that's a big part of your particular packet.

355

01:00:01.110 --> 01:00:13.090

Ian Bennett UW (he/him): If you are just at the criteria, but not, you know strongly over it, then it's it's more and more important. If there's some some

356

01:00:13.300 --> 01:00:29.630

Ian Bennett UW (he/him): issues that came along in your that need to be addressed. The the Chairs letter really is an important place for that to happen, and calling out specific strengths that should be highlighted. What's special about you? That's very important, and helpful

357

01:00:30.010 --> 01:00:37.890

Ian Bennett UW (he/him): also this self-assessment. It was really already mentioned. So you know I I'd say that

358

01:00:38.230 --> 01:00:54.650

Ian Bennett UW (he/him): you know that we don't need to dig too much into that. Make sure that you tell a story. It shouldn't be, in general more than 3 pages long. It can be shorter than that, depending on how you tell your story, but it is an opportunity for you to to

359

01:00:54.650 --> 01:00:58.740

Ian Bennett UW (he/him): make everyone aware of what's unique about you, so take advantage of it

360

01:00:59.950 --> 01:01:12.860

Ian Bennett UW (he/him): in terms of forms of scholarship. Certainly it can be non traditional in a field, and the for a particular track. Things like conference proceedings and informatics are really.

361

01:01:12.860 --> 01:01:32.350

Ian Bennett UW (he/him): you know, end up being full journal papers. You really can't even submit a abstract, you know. An abstract is really the length of a full paper in several fields, so that, and gets published that way. So it really depends on your particular field, or it can depend

362

01:01:32.490 --> 01:01:52.150

Ian Bennett UW (he/him): it can. Also. There are some examples of things like, you know, having been cited more than a 1,000 times which can be called out in the building. The story of this smaller number of of papers, for example, but they're very high impact on the field.

363

01:01:53.870 --> 01:02:13.410

Ian Bennett UW (he/him): I mentioned the independence. I don't think I need to go on that anymore. And so I guess I just remind everyone that most candidates are promoted with you. If any issues spend time, your self assessment, be clear about your strengths, acknowledged, your weaknesses include something about your future plans.

364

01:02:13.410 --> 01:02:30.700

Ian Bennett UW (he/him): You know how do you see yourself after becoming associate, Professor, Where are you going to go with your career? And it is important to remember that promotion is. It is the universities affirmation of your learn long term value and potential

365

01:02:30.700 --> 01:02:50.160

Ian Bennett UW (he/him): to the University and to Academy more broadly. So you know. That is the that's really the way you should be thinking about it is, you know you are. You have a value so in a in a value that is appropriate for that rank. And so.

366

01:02:50.440 --> 01:02:56.400

Ian Bennett UW (he/him): being able to tell that story is really critical. All right, I think i'll stop there.

367

01:02:56.810 --> 01:03:06.080

Trish Kritek (she/her): Thank you so much, and I appreciate it, and if you don't mind hanging out for a few minutes and seeing if anyone asks any other questions in the chat, i'd really appreciate it. But as always, I appreciate

368

01:03:06.160 --> 01:03:25.180

Trish Kritek (she/her): your time and the role for the Amp Council and all of that you've shared. As I said at the beginning today for the first time, actually, we have Hillary Thompson, who is a professor in the department, and the school of Nursing, and our associate Vice Provost for academic personnel, who is going to in a, in the

369

01:03:25.180 --> 01:03:32.340

Trish Kritek (she/her): in a parsimony of slides. Talk about what happens at the Provost level. So, hillary! Thank you so much for joining us today. I really appreciate it.

370

01:03:32.370 --> 01:03:51.790

Hilaire J Thompson (she/her/they): Thanks. Trish for the invitation. So I we hear a lot that what happens when it comes up to the Provost level for review. It's a black box, and so trying to demystify that a little bit. And I think a lot of what Ian said about what happens at Council level is also really true. At the provost level, too.

371

01:03:51.790 --> 01:04:05.000

Hilaire J Thompson (she/her/they): I think one of the things that is surprising to folks is that we get over between 600 750 promotion packets that come up to us every year. And so part of it is just a time factor

372

01:04:05.000 --> 01:04:14.380

Hilaire J Thompson (she/her/they): of making our way through those, and we start with the mandatory promotions for obvious reasons, and because also, the deadline is a little bit sooner

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01:04:14.380 --> 01:04:41.780

Hilaire J Thompson (she/her/they): and work forward through it actually goes through 3 levels of review. When it comes to us. The first is our academic human resources. Partners will review the dossier that comes up just to make sure it's complete, or the teaching evaluations, or the pure clinical evaluations in the packet, if they're not, was it explained why there's one was missing for a year, or those sorts of things. So there's a more kind of practical review. They might be reaching out to your unit and asking for additional things.

374

01:04:41.780 --> 01:04:49.390

Hilaire J Thompson (she/her/they): Then it comes. Once a packet is ready for a review, it goes to the Vice Provost, or associate Vice Provost for Error view

375

01:04:49.390 --> 01:05:18.420

Hilaire J Thompson (she/her/they): where we much like the peer evaluation that gets done at council. We also review it, summarize it, look for things. Is it consistent with code? Are there other concerns about the arm's length of a letter that might come up, that didn't get caught coming up. So we look for those activities, and doesn't meet the bar of the University of Washington standards and faculty code, using what happens at the department level very seriously, because that's setting your threshold.

376

01:05:18.680 --> 01:05:32.590



Hilaire J Thompson (she/her/they): And then, after we've done our initial review, then we present the case to the provost. The provost actually is the one who makes the decision on promotion, and also to kind of reinforce Ian's earlier point.

377

01:05:32.590 --> 01:05:38.820

Hilaire J Thompson (she/her/they): You know, 90% of cases sale through and have very clear cut decisions. We.

378

01:05:38.820 --> 01:05:55.420

Hilaire J Thompson (she/her/they): the provost calls them, slammed on cases. So most of them come through. When we spend a a little bit more time on ones that maybe are more problematic. Maybe their concerns about it. Did it follow the process? We look really carefully at, Was the process followed because there might not be

379

01:05:55.420 --> 01:06:08.280

Hilaire J Thompson (she/her/they): any issues with yours. It might be a slammed on case, but occasionally, if a case does have problems later on they might pull your case to make sure that where it was the process fall. So we really do pay a lot of attention to the

380

01:06:08.280 --> 01:06:24.110

Hilaire J Thompson (she/her/they): to the process, where you notified in each step where you allowed to submit a response. So we look for those aspects within our review the Pro, the timeline for Provost Review. The mandatory letters just went out at the end of March.

381

01:06:24.110 --> 01:06:38.020

Hilaire J Thompson (she/her/they): and we are working our way through the non mandatory promotions at this point, and hope to have those by either the end of April or a very early part of May. And so those notifications will be coming out

382

01:06:38.030 --> 01:06:49.580

Hilaire J Thompson (she/her/they): as well, but it's it's sorted to let you know that it's not necessarily a black box. It's that we've got 750 black boxes with us, and just a a timeline process for for moving them through.

383

01:06:49.580 --> 01:06:58.420

Hilaire J Thompson (she/her/they): We get weekly time with the Provost and and go through and give everybody their their due diligence

384

01:06:58.420 --> 01:07:12.600

Hilaire J Thompson (she/her/they): and in presentation, so that he can make his decision, but also to reinforcing his point. I think it's one of the best parts of my job is associate vice provost, to hear about the really amazing things that everybody is doing clinically with their research, with their scholarship

385

01:07:12.600 --> 01:07:30.560

Hilaire J Thompson (she/her/they): and really innovative teaching ideas. I I leave every cycle with a book list, and and also articles that I want to read or teaching strategies that I'd like to try to implement because it's just amazing stuff going on at the University of Washington and within the School of Medicine. So that's what I have. Thanks.

386

01:07:30.850 --> 01:07:42.170

Trish Kritek (she/her): And Hilaire, Thank you from us for me and from all of us for for you serving in that role because it's obviously essential to the promotion of so many people in our school and across the university, so we really appreciate it.

387

01:07:42.170 --> 01:07:54.890

Trish Kritek (she/her): I know you have another meeting, but if you have a couple of minutes, people have any questions they could throw in the chat that would be great and otherwise. We can always follow them, too. So thank you for thank you for reaching out to join us, and and being willing to to share it, really appreciate it.

388

01:07:56.310 --> 01:07:59.260

Trish Kritek (she/her): All right. So with that, i'm going to ask the 4

389

01:07:59.370 --> 01:08:05.570

Trish Kritek (she/her): folks who are here for our panel to turn their cameras on. Hi, Andrea! Hi, Barb, by Santiago!

390

01:08:05.610 --> 01:08:07.590

Trish Kritek (she/her): I'm looking for Carlos, Who? I?

391

01:08:07.730 --> 01:08:35.569

Trish Kritek (she/her): Oh, there he is, all right. You gotta either stand up or turn your camera down, because always see his happier face. There you go, nice. all right. So, as I said before. I'm. Really appreciative of 4 folks who've been. And I put recently in quotes because you know what's a recent been promoted and different pathways in our school. So again to tell you who folks are. Carl Still, Goto is a position in the department of Anesthesia and pain medicine, and he's a Clinician educator.

392

01:08:35.630 --> 01:08:44.750

Trish Kritek (she/her): and and the question scholar, and depending on how you talk about it in your department. I think it's clinician, teacher, maybe an anesthesia

393

01:08:44.760 --> 01:08:48.810

Trish Kritek (she/her): barb. Norquist is a gynecologic, oncologist, physician, scientist.

394

01:08:49.170 --> 01:09:02.439

Trish Kritek (she/her): Santiago, aneme department of medicine, allergy, and immunology. He is a full time clinician, also where the had is a significant clinical administrator as the Associate Medical director for

395

01:09:02.540 --> 01:09:04.939

Trish Kritek (she/her): you of them see focus in Northwest.

396

01:09:05.060 --> 01:09:24.750

Trish Kritek (she/her): and then Andrew Wills is a 10 Year Track associate professor in the department of Biochemistry, one of our biomedical researchers. So we have a spectrum of different things that folks do. And so, first of all, thank you. I'm going to tell the everyone in the audience. You can start thinking about questions you might want to ask, and I think we'll have time to go into a breakout for like at least 10 min, where you can maybe ask

397

01:09:24.750 --> 01:09:26.420

Trish Kritek (she/her): books based on track.

398

01:09:26.680 --> 01:09:40.229

Trish Kritek (she/her): But i'm going to start by asking everyone a few questions, and the first question I want to ask everyone i'm going to ping you in different orders is if there was one thing that you wish you had known before you went up for promotion and started to do this work or putting together your packet.

399

01:09:40.630 --> 01:09:45.350

Trish Kritek (she/her): What would that one thing be that you're like? I wish I had known that.

400

01:09:47.149 --> 01:09:55.830

Trish Kritek (she/her): So i'm going to start with you, Carlos. Is there one thing that you wish you had known about the promotion process that you didn't know that you're going to say, yeah, that would have been good to have known.

401

01:09:58.260 --> 01:10:19.670

Carlos M Delgado Upegui: Well, I not necessarily. I I want to probably say in terms of logistics and making my process easy when it's time to submit the packet, I think, and I and I actually learned this way late and into the process, because another we. We had a conference in one of our anesthesia meetings about it.

402

01:10:19.670 --> 01:10:26.330

Carlos M Delgado Upegui: It's how to keep my Cv. Updated in real time. I normally rely on my memory

403

01:10:26.330 --> 01:10:44.270

Carlos M Delgado Upegui: to, you know. Put a lot of the things that I've done and you tend to forget. So so this person basically said, hey, create a live document. You know all the Microsoft office has like those documents that auto update all the time, and just keep it in your desktop, and every time you do something. Put it in, and then and then it's gonna be super easy. So

404

01:10:44.270 --> 01:11:03.950

Carlos M Delgado Upegui: so that's the one thing that I would. I would probably that that the one tip that I would say so I keep track of everything you're doing, because because we all do amazing things, and and sometimes we we forget that very little things if you start out in the mop, and if you present it in certain way, are gonna are gonna, you know, highlight the the impact that you have in your own program. So

405

01:11:03.950 --> 01:11:23.560

Trish Kritek (she/her): keeping that updated was, I think, for me. I think that is a huge piece of advice based on looking at other people's spaces. I'm sure they agree that somehow, having and as people talk, you can share what you use some way to keep things up to date, because the going back to look at your Outlook calendar and trying to remember when you gave that talk is a very painful way to update your, your.

406

01:11:23.560 --> 01:11:30.800

Trish Kritek (she/her): your Cv: so thank you for that. And you are not unique in saying that, Barb. How about you? What was what's your one thing?

407

01:11:31.190 --> 01:11:42.000

Barb Norquist (she/her): Yeah, I think, for me was so. I was giving a lot of talks early on in my career, but they weren't necessarily things that received evaluations. And so.

408

01:11:42.030 --> 01:11:43.380

just

409

01:11:43.540 --> 01:11:59.220

Barb Norquist (she/her): very early on like get a blank evaluation form, you know, so that you can send it to a few colleagues who might have attended whatever talk you were giving, so you can start collecting those evaluations, and I I didn't. I did a lot of those like

410

01:11:59.220 --> 01:12:13.930

Barb Norquist (she/her): a year or 2 after I had given the talk, and that's also incredibly painful to track down later. So I think it's in real time if you can get evaluations, and your department should have like a blank form that you can

411

01:12:14.110 --> 01:12:25.620

Barb Norquist (she/her): that you can request, and then you can just send that to colleagues, and when I get one of those I just fill it out immediately, and it's very easy. You can write in the talk title and the date and stuff for them, so that it's less annoying.

412

01:12:25.830 --> 01:12:31.620

Barb Norquist (she/her): and then hopefully have either a folder or an admin person who can keep track of those for you.

413

01:12:31.940 --> 01:12:47.500

Trish Kritek (she/her): Yeah, I think getting teaching evaluations is such an important thing, and having a proactive process. Departments do this differently. Many have a form some will have like a little QR. Code you can put into your talks that people can scan at the end to to send evaluations.

414

01:12:47.500 --> 01:12:57.770

Trish Kritek (she/her): We have some sample forms for evaluations on our website as well, but I would check locally first, and if you don't have something local, you can do something else. There's no like official. This is the only way you can do this.

415

01:12:57.770 --> 01:13:09.120

Trish Kritek (she/her): which also allows you to use outside people's forms if they're doing it for you so but yes, having a system and some place to put them in some way to start bringing them together is really important. That's a great one, Andrea. How about you?

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01:13:10.430 --> 01:13:19.540

Andrea Wills She.Her: Yeah, I very much echo what Carlos said about updating your TV constantly and keeping it as a live document. And I think, just in general.

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01:13:19.550 --> 01:13:35.960

Andrea Wills She.Her: getting started as early as possible, right like you can start making at least document headings for all of these things of like. Here's the folder where i'm going to put all of my teaching emails. If they start to come in Here's the folder where I'm going to like. Keep a list of like. Oh, I had a great interaction with that person. Maybe they would write me a letter, you know

418

01:13:35.960 --> 01:13:47.020

Andrea Wills She.Her: all all, or they invited me to do a cool thing, and and maybe I could not specify them as a letter, but mentioned that I've had a great interaction with them, and maybe then my Amp committee could request a letter from them.

419

01:13:47.090 --> 01:14:01.810

Andrea Wills She.Her: I think all of these things. You have these ideas as one-offs over the course of right 5 years, and and if you're thinking of them as they may fit into your 10 year packet from the beginning. Then you kind of slot them into place as you go, which I think

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01:14:01.860 --> 01:14:10.590

Andrea Wills She.Her: you know the fact that everybody's here means that everybody is thinking ahead. I don't think it's ever too early to start thinking ahead, because the time seems to go by quickly.



421

01:14:11.170 --> 01:14:26.390

Trish Kritek (she/her): I love that, and I think, having some folder where you drop stuff, whether it's in your email or in your like share files or wherever it is. So you just kind of keep the dummy in there, and I really like your point about keeping track of the people who might be letter writers for the future is a great thought as well, and I think

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01:14:26.390 --> 01:14:38.680

Trish Kritek (she/her): that's a place that I My sense is a lot of people get kind of anxious trying to figure that out at the last minute. So building that, as you go is a really nice thought. Excellent Santiago! How about you? Anything you wish you had known, or what you wish you would know.

423

01:14:38.740 --> 01:14:50.660

Santiago Neme: Hi, everyone. Yeah, for me. I think it was a bit of keeping track of the timelines, because, for instance, I sat on the

424

01:14:50.770 --> 01:14:58.190

Santiago Neme: that clinical instructor position for years for like 6 years, and didn't really kind of got.

425

01:14:59.520 --> 01:15:12.410

Santiago Neme: you know, very involved in the clinical piece to the administrative piece, but not necessarily the academic piece, and it's not like I wasn't doing stuff. It's just I wasn't really having the conversation with with my division in my department.

426

01:15:12.620 --> 01:15:30.780

Santiago Neme: Now I feel like it's gotten better. And then the other thing for clinical faculty is that the criteria have changed over time, and have been more inclusive in terms of what constitutes promotional criteria. So I would say, staying up to date

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01:15:30.780 --> 01:15:42.630

Santiago Neme: as to what the criteria is because it has changed, and it's it's it's gotten better. And then the other thing I would say is exactly the Cv. I

428

01:15:42.810 --> 01:15:54.720

Santiago Neme: I was like, mentally like Carlos like thinking, okay, this talk needs to make it to the Cv. But then I realized that just a simple note on my iphone like one of the the the No. But on the iphone. I would just

429

01:15:54.720 --> 01:16:11.870

Santiago Neme: write some key things about the talk to remind me of that. And then, when I had 3 or 4, etc., then I would go to the Cv. Make sure it's the right form and the right info, etc. Sometimes it's kind of overwhelming to go into the Cv. And and and keep all the formatting correctly.

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01:16:11.870 --> 01:16:22.420

Santiago Neme: So I I like to do that a bit later, when once I have a few entries and then I just check them off. That's that's been my yeah, I think bundling them is the next one I I want to amplify the

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01:16:22.590 --> 01:16:38.430

Trish Kritek (she/her): If you are a clinical faculty, member, it can be that the thoughts about promotion Don't get triggered in the same way, and and I think, being proactive and asking about this, and managing up in this space is a really nice piece of advice from Santiago, because

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01:16:38.540 --> 01:16:40.120

Trish Kritek (she/her): we had.

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01:16:40.390 --> 01:16:58.410

Trish Kritek (she/her): I think we're really working on enriching the space and moving folks towards promotion and clarifying how to do that stuff that we're working at the school level and actually in the University level as well. So it's a space of work, and I want to empower you to to speak up and ask about getting promoted. So thank you for for highlighting that I really appreciate it.

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01:16:58.440 --> 01:17:05.500

Trish Kritek (she/her): I I saw one question from an audience member, which i'll ask in a second about how you chose people to write your letters. But before I do that

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01:17:06.580 --> 01:17:18.020

Trish Kritek (she/her): I I just want to ask like it. Was there something that was like stressful or hard, or things that you worried about as you were kind of thinking about promotion, putting stuff together, getting ready for motion like we.

436

01:17:18.020 --> 01:17:29.150

Trish Kritek (she/her): What were the things that you were kind of thinking about, that we're like? I'm not so sure about this, or I wonder about this. Are there things that you you could share about that? So, Barbara, i'm gonna start with you if that's okay.

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01:17:30.440 --> 01:17:44.780

Barb Norquist (she/her): Oh, I was just. I was reflecting on that while you were talking, and I was thinking, Gosh! I was worried about every aspect of it. Initially, I was worried. I wouldn't have a sufficient, you know, teaching portfolio because I was doing more research.

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01:17:44.780 --> 01:17:52.790

Barb Norquist (she/her): But then I realized actually a lot of my what I think of his research related activities. We were actually education.

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01:17:52.800 --> 01:18:01.540

Barb Norquist (she/her): and, you know, like an invited talk at a national meeting. That's an education talk at Cme events. That's education, you know.

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01:18:01.690 --> 01:18:13.750

Barb Norquist (she/her): Speaking it as patient forum, you know that's patient education, is. There's a lot of creative ways that you can sort of leverage all the things that you're doing to fit all of these different categories.

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01:18:13.850 --> 01:18:29.410

Barb Norquist (she/her): But I was worried about not having enough publications. I was worried about not teaching, not having enough service like you. You just worry about all the things. But I think that's where regular check-ins with your division director department share

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01:18:29.450 --> 01:18:40.870

Barb Norquist (she/her): mentors. They can kind of keep you level headed about that by reviewing your progress and seeing what areas you do actually need to be pop or areas where you're doing fine.

443

01:18:41.340 --> 01:18:55.290

Trish Kritek (she/her): Yeah, I really appreciate that kind of normalizing that it can be stressful, and I appreciate that. And I really like, Use the people around you to try to mitigate some of those structures, because it would be normal to feel like, is this going to be good enough? And

444

01:18:55.310 --> 01:19:13.910

Andrea Wills She.Her: often we're more critical of ourselves than we need to be. Andrea, how about you? What was there stuff that caused you stress as we went? Yeah, maybe I I assume this is probably true to some degree for everybody. But I think, especially in the basic sciences, where there's no clinical component, you know you're relying so much on the body of work that you publish and right, and your independent work

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01:19:13.910 --> 01:19:31.940

Andrea Wills She.Her: has a little bit of a lag base. Right? You come into your lab, you set everything up. You know that it's going to be maybe 3 years before all of that work starts to pay off in the form of publications, and that might be even longer, you know, depending on the kind of work that you do. So it's very easy to get quite anxious in that third year, when projects are just beginning to mature, and they haven't come out yet.

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01:19:32.240 --> 01:19:42.720

Andrea Wills She.Her: So let's see, as a somewhat of an anxious person, I had a couple of small projects that I tried to like really drive through to publication real quick. Just so. I knew I had points on the board.

447

01:19:42.720 --> 01:20:00.830

Andrea Wills She.Her: but the other part is just as as Bar said. I think you know frequent meetings with my chair, and then I got a lot of sort of peer mentorship. I was fortunate to join a department that had a lot of junior faculty slightly older than me. So I had a lot of role models that had just gone through this, you know, one year, 2 years, 3 years ago.

448

01:20:00.830 --> 01:20:04.150

Andrea Wills She.Her: and I could check in with them and be like this is where i'm at is that all right.

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01:20:04.250 --> 01:20:23.050

Andrea Wills She.Her: It's also just very difficult, I think, to suppress the urge to be an overachiever in all things right. I think so. You know you've got the suite of criteria, and you want to try and stack each of those criteria, and you cannot do. You can't over achieve in all of them. And so it's nice to know where you have flexibility.

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01:20:23.050 --> 01:20:32.890

Andrea Wills She.Her: If you do more of this and less of that is that it's going to be all right. So you know your pure role models in your department share and your amp chair, if you have one, are very helpful.

451

01:20:33.000 --> 01:20:48.050

Trish Kritek (she/her): I I really appreciate that, and I wanna. I want to repeat. You don't have to be, you know, knocking out of the park and everything that you do that's not normal. And so I think that you know having the places where you're going to shine, and then having the places where you're explaining. This is like

452

01:20:48.050 --> 01:20:53.900

some stuff I do. But it's not the place where I put in. All my energy is a great thing to to pay attention. I really appreciate also the

453

01:20:54.070 --> 01:20:55.070

Trish Kritek (she/her): here

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01:20:55.100 --> 01:21:10.860

Trish Kritek (she/her): guidance and support and camaraderie. Santiago. How about you? Things that you're worried about, or things that we're anxiety so initially I was worried about asking. And that's 1 one lesson that I that I got, unless you ask sometimes in clinical faculty.

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01:21:10.970 --> 01:21:21.100

Santiago Neme: the the Department may not be thinking about you just just because there are other people who have those like, you know, intervals of 6 years, etc. That need to

456

01:21:21.440 --> 01:21:31.700

Santiago Neme: in a in a mandatory way get promoted right. But clinical faculty at initially. I just hadn't asked. It was i'm part of the and and then I started asking.

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01:21:31.700 --> 01:21:49.500

Santiago Neme: and and I think it's important for them to hear that, and if the answer is, no, it's no, and but it might be next year, maybe in 2 years, and it's better for your preparation. What Andrea said really resonated with me. It's like I had significant, I would say gaps in my.

458

01:21:49.500 --> 01:22:06.250

Santiago Neme: You know how this Cv. Has all these areas, and i'm not part of any journal. I'm not. You know I i'm not editing or or etc. So it's like for me. I felt like that was gonna be a big blow. But at the same time I had a lot of administrative

459

01:22:06.290 --> 01:22:17.350

Santiago Neme: work, or even community work or education work, because I have been. I have been in a teaching institution for a very long time, and in a clinic to that teaches so. Anyway, it's just.

460

01:22:17.350 --> 01:22:34.040

Santiago Neme: And then the nomenclature, as as Barb said. Sometimes you think that you're gonna fit it into this category. But by talking to the Department sometimes you realize that it could fulfill the different areas in a in a slightly misleading way for me. It was like, oh.

461

01:22:34.040 --> 01:22:41.040

Santiago Neme: then I you know. And then I started populating this Cv. A bit differently. Anyway, that's that's some of my.

462

01:22:41.110 --> 01:22:51.020

Trish Kritek (she/her): I think that's great, and I I want to say to all the people who didn't like, maybe on a less traditional pathway. It's often normal to feel like maybe I don't have the stuff that I need to get promoted. And

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01:22:51.240 --> 01:23:01.030

Trish Kritek (she/her): you're probably doing lots of good stuff that fits into the package to get promoted, and it's kind of talking it through with other folks. I appreciate all the advice about the be thoughtful about how it could.

464

01:23:01.170 --> 01:23:08.130

Trish Kritek (she/her): that into different spaces, not to be disingenuous, but because you can look at things from different angles, and that's helpful. Okay, Carlos, how about you?

465

01:23:08.620 --> 01:23:23.570



Carlos M Delgado Upegui: I think I can identify 2 specific moments of stress. The first one was kind of like through the whole 6 year timeline not being sure if I was gonna have the number of publications that I I needed.

466

01:23:23.600 --> 01:23:26.310

Carlos M Delgado Upegui: and and I think I

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01:23:26.700 --> 01:23:32.350

Carlos M Delgado Upegui: 1 one thing that that when when I talk with my junior colleagues that I try to emphasize a lot is.

468

01:23:32.380 --> 01:23:45.890

Carlos M Delgado Upegui: I mean, try to start planning early, and and if within your department division there's kind of like different groups of of of different lines of research, or via clinical outcomes, or or basic risk, or whatever.

469

01:23:45.920 --> 01:23:48.900

Carlos M Delgado Upegui: If if you're kind of like, you know, trying to to

470

01:23:48.900 --> 01:24:08.480

Carlos M Delgado Upegui: play with with, or or be part of of those groups. That's that Collaboration is gonna help out when it's time to publish things. So I think planning early on, although it's a very fine line of of of trying to do a lot, and then then over committing yourself and then going. Chris, you have so many deadlines.

471

01:24:10.090 --> 01:24:27.480

Carlos M Delgado Upegui: and then the second moment of stress was what it was time to submit the packet. Because I and i'm trying to change this about myself. I I perform well under extreme pressure, and I am a big procrastinator. So so I just left it until the very end which

472

01:24:27.940 --> 01:24:44.900

Carlos M Delgado Upegui: can work. But it's definitely your your You know you're going against the clock, and and it's funny, you know. I I I think Santiago mentioned this. I I still have it here. I'm going to show it to you because I have it in which is a a list of of all the deadlines that I had. I don't know if you can see it, but it says.

473

01:24:44.900 --> 01:25:00.980

Carlos M Delgado Upegui: identify referees by March Eighth. You need 5 external for internal. Get your CD. By March 8. Get your publications by this day Get your self assessment by this day. So I I I kind of put that to to force myself to do things, because otherwise I was gonna end up doing

474

01:25:00.980 --> 01:25:11.720

Carlos M Delgado Upegui: things the the week before, having to submit the packet. So it was the constant str as a publication throughout. But then the the, the the impending doom of having to submit the packet.

475

01:25:12.270 --> 01:25:27.520

Trish Kritek (she/her): I really appreciate that, and I think you cannot be the only person in the room who works towards a deadline. I think that's probably lots of people, and maybe the the the hidden in there. There's a lot of stuff that goes into your packet, and it's gonna take some time to put it together. So

476

01:25:27.520 --> 01:25:39.940

Trish Kritek (she/her): if you wait to the very last minute, it could be more stressful than it needs to be for you. So I love that kind of Here's some that self deadlines to get to the deadline of of getting your packet together. I think

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01:25:39.940 --> 01:25:52.450

Trish Kritek (she/her): I I think you all played off kind of each other on all of those, and I think they probably resonate with people in the room. I'm gonna kind of go back to a question that came up in the chat a second on which you kind of 2 and one. So the first

478

01:25:52.590 --> 01:26:09.130

Trish Kritek (she/her): I i'm gonna read next question out loud, just because the part the end part. Is it worth saying a lot for choosing the arms length? External letter writer? Should they be big shots in the field? Should you be? Should they be someone who has met you before? Are you allowed to provide them with request for the letter like

479

01:26:09.150 --> 01:26:16.450

Trish Kritek (she/her): you might have read my paper in 2,004 Nature Superstar, and which I revolutionized everything. Are you supposed to avoid biasing them.

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01:26:16.620 --> 01:26:28.430

Trish Kritek (she/her): So i'm going to answer part of that. And i'm going to ask folks about how they chose the people that they put in for request for for letters which could be external. And then for some people it's just internal letters. But you can kind of

481

01:26:28.780 --> 01:26:34.070

Trish Kritek (she/her): give some thoughts on. I think, the place for most people get hung up as arm's length. And what does that mean?

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01:26:34.130 --> 01:26:35.630

Trish Kritek (she/her): But

483

01:26:36.010 --> 01:26:44.000

Trish Kritek (she/her): the answer is, your department should be asking people for the letters, not you, and so you should be figuring out the people that they want to ask

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01:26:44.030 --> 01:26:54.500

Trish Kritek (she/her): you. Can, you know, when you know people say, oh, I might be going for motion. You know blah blah blah you kind of trigger that they might be getting a letter, but the request should come from your department, and it's supposed to be unbiased.

485

01:26:54.500 --> 01:27:13.850

Trish Kritek (she/her): and it definitely doesn't have to be someone you've never met before it that that that is not the case. It can be people that you know. So that's fine, and my opinion is they don't have to be all you know, superstars, but they have to be people who can reflect on kind of your body of work, and and and how you would be viewed. For you know, when they look at the promotion criteria.

486

01:27:13.910 --> 01:27:14.790

Trish Kritek (she/her): how

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01:27:14.800 --> 01:27:20.890

Trish Kritek (she/her): are you stacked up against those promotion criteria, and we provide those to people when they when they write the letters. Sometimes

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01:27:20.970 --> 01:27:29.460

Trish Kritek (she/her): people were reflecting whether or not you get promoted at their institution. That's not really what we're we're asking about. We are caring about which you get promoted at our institution, based on their review of the materials.

489

01:27:29.510 --> 01:27:38.500

Trish Kritek (she/her): So that's a start to the answer. But i'm going to ask people about kind of their letter writers, and how they went about picking them and where they had challenges. So, Andrew, i'll start with you this time.

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01:27:39.730 --> 01:27:58.220

Andrea Wills She.Her: Yeah, for sure. So I think all of the people that I've put on my list of suggested letter riders are people that I did know personally. In most cases it was people who had invited me to do things. So it was people who had invited me to give talks in their departments, or people who were chairing panels, or, you know, symposia within a conference.

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01:27:58.220 --> 01:28:01.790

Andrea Wills She.Her: and and then it divided me to give a talk in that in that panel

492

01:28:01.800 --> 01:28:11.880

Andrea Wills She.Her: I do a lot of external teaching outside of you, Deb. But I teach at Cold Spring Harbor, and I teach at Mbl. And so course directors for for those courses. And then

493

01:28:12.090 --> 01:28:23.640

Andrea Wills She.Her: I got this advice. I'm going to go ahead and trish and say this advice that I got, and perhaps you can weigh in on whether it's it's it's good advice. But from my an P. Chair she pointed out that

494

01:28:23.640 --> 01:28:42.980

Andrea Wills She.Her: you know they need some potential letter writers that are experts in your field that you didn't suggest as letter writers, and so well, those courses have usually 2 directors, so I would put one down as a suggested letter writer, and I would mention in my CD. That I, you know, had been invited to teach in this course, and the directors were Professor so and so and so

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01:28:42.980 --> 01:28:52.540

Andrea Wills She.Her: and so then my my Amp committee knew other, You know specialists in my field who had invited me to do these things. But we're not people who I had specified as potential letter writers.

496

01:28:53.530 --> 01:29:02.290

Trish Kritek (she/her): Yeah. Every department does the I I don't think I think that's nice, and I think you kind of subtly suggested your connections to these people, which is a nice thing, and

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01:29:02.310 --> 01:29:06.650

every Department does it slightly differently, particularly for going to Professor. Sometimes

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01:29:06.670 --> 01:29:25.320

Trish Kritek (she/her): departments have used like people who you don't know, knowing you. That's not the case for associate, professor. But sometimes people will say like, I want to know if this some some promotion. You may want to know the people that aren't in this person's orbit know about them, and know about the work that they do. So that's a way to kind of get some of those names out there.

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01:29:25.320 --> 01:29:27.450

Trish Kritek (she/her): I think we're trying to move less.

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01:29:27.700 --> 01:29:42.770

Trish Kritek (she/her): you know, away from that, probably because there's implicit bias baked into the ways that we kind of solicit people whether they know folks, but we definitely still do that, and I think it's one of those things we're we're thinking about. So I don't think it's bad advice.

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01:29:42.900 --> 01:29:45.770

Trish Kritek (she/her): and I appreciate a lot what you said, which is like

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01:29:46.100 --> 01:29:51.920

Trish Kritek (she/her): people you who asked you to come, teach, or speak, or you worked with on a committee. Those are all good thoughts.

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01:29:52.250 --> 01:29:55.740

Trish Kritek (she/her): Carlos, how about you? How did you find people to write letters for you?

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01:29:56.210 --> 01:30:09.550

Carlos M Delgado Upegui: I I took advantage of my subspecialty society. I'm pretty active in it, and I do belong to several subcommittees. So

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01:30:09.920 --> 01:30:27.570

Carlos M Delgado Upegui: so I it was, of course, people that I know, but pro I have not published with them, or I don't work directly with them. But if we are in the Education Subcommittee, they I I would feel they they would be able to to tell the story of you know

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01:30:27.570 --> 01:30:56.250

Carlos M Delgado Upegui: how I behave in those meetings, and and and and see my contributions and my Cv. In the light of that. So that's how I chose most of my referees, and then you know, and I also have a couple of mentors that I uniformly said, hey, you might be getting a letter. You just have to tell them this. There might be a conflicted letter just because they're Mentor, and they, you know they did support you. But I also wanted those letters because I I think they had, you know, good things to say, and and I think it was gonna

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01:30:56.250 --> 01:31:13.520

Trish Kritek (she/her): it was going to be a a, a, a, a good, a contribution to the packet overall. Yeah. And and some of the letters are unconflicted or or conflicted, really or not, at Arm's length, and that's part of the packet as well. So yeah, I think societies particularly for clinician scholars

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01:31:13.540 --> 01:31:19.370

Trish Kritek (she/her): who might not have some of the other ways to develop a reputation outside the walls. Institution are great

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01:31:19.590 --> 01:31:38.340

Trish Kritek (she/her): committees on societies or assemblies, or working groups in this, in societies are good ways to to meet folks and and take it into that. I definitely did. When I was kind of coming up. I worked at a lot of stuff in the American dress society and got to know lots of people, and for those of you who are not engaged with your national societies and or

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01:31:38.470 --> 01:31:44.240



Trish Kritek (she/her): default to being an Introvert. This is the place to kind of go outside your comfort zone and get to know a few people

511

01:31:44.390 --> 01:31:54.770

Trish Kritek (she/her): because it's going to be important for you. As you move forward you don't have to know everyone. You don't have to run for president of the Society what! You start to find a microcosm and get to know people. I think that's a really nice illustration.

512

01:31:54.840 --> 01:31:58.840

I think you had different requirements in terms of your letters. So what did you do with that.

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01:31:59.190 --> 01:32:23.130

Santiago Neme: So? Yeah, there's a lot more flexibility, I think, and the clinical faculty, environment, and what I've always done is kind of go back to some of my kind of older senior, clinical mentors or administrative mentors, not people that I'm friends with like a personal friendship, but people who have known me since I've been that you've since internship and 2,005.

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01:32:23.130 --> 01:32:29.800

Santiago Neme: There's a few people that that I have really talked to throughout the years, and have taught me

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01:32:29.910 --> 01:32:40.620

Santiago Neme: a bunch of things. And and I I just typically we would request those or people who are very familiar with my Qi work or my administrative work as well.

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01:32:41.060 --> 01:32:59.320

Trish Kritek (she/her): Yeah, I like for folks who are clinical faculty find those people who can talk about the multiple multiple dimensions of what you contribute is a really good strategy, and I think that's a good thing to consider. And for people who are on other the other tracks that we've been talking about, you need somebody from your department to write to a letter, and again, somebody who can be broad in the way that they

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01:32:59.320 --> 01:33:03.490

Trish Kritek (she/her): know you is helpful and kind of crafting that story again.

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01:33:03.600 --> 01:33:05.810

Barb: how about you Letters?

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01:33:07.840 --> 01:33:20.360

Barb Norquist (she/her): Yeah. I think you know it's you have to participate in things to to meet these people, and that's tough for me, because, you know, I have little kids during this time. So it's tougher to travel to conferences, and

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01:33:20.440 --> 01:33:36.160

Barb Norquist (she/her): i'm a little more on the Introverted side, you know. But if you're presenting your research at at meetings, you have to be your sub special team meetings like Carlos was talking about, and you engage with people at the meeting and talk with them like you make connections

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01:33:36.160 --> 01:33:44.200

Barb Norquist (she/her): in that way, and if you can get on any sort of multi disciplinary committees through those contacts, you know. Just

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01:33:44.330 --> 01:34:01.670

Barb Norquist (she/her): cultivate those relationships with the people, remember who you are, and that they know you. And so I was able to, you know, identify some people that I knew externally, but hadn't, you know, directly collaborated with, so that they could be arm's length, and

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01:34:01.880 --> 01:34:10.120

Barb Norquist (she/her): that was really helpful. And a lot of that came honestly from mentors in my department really like sponsoring me and getting me places.

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01:34:10.690 --> 01:34:27.690

Trish Kritek (she/her): Yeah, that I appreciate that as well. Okay, I'm going to answer a question that's here that I'm going to ask all of you one more question. See if anyone else has questions for the whole group before we break into smaller groups of people want to ask smaller group questions of folks with their specific pathway. So there was a question about what

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01:34:27.690 --> 01:34:34.700

Trish Kritek (she/her): what would happen if your application for mandatory promotion from assistant to associate is denied, and I I appreciate that.

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01:34:34.780 --> 01:34:43.630

Trish Kritek (she/her): I'm hoping that that isn't an issue for everyone, anyone but what can happen at that point? There can be a plan made for a postponement, a one year postponement

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01:34:43.680 --> 01:34:56.780

Trish Kritek (she/her): that can be happen at that denial. It kind of any level. At the end of the day the Provost has to approve that postponement plan, and it's something You're gonna work on with your department chair or your division head and department chair

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01:34:56.780 --> 01:35:12.980

Trish Kritek (she/her): that says, here's what i'm gonna do in the next year. That's gonna get me past the threshold of whatever the domain is that kept you from being promoted in that situation. And it's the job of the the chair and collaboration with the Promotion committee or the people the senior mentors, and your

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01:35:12.980 --> 01:35:24.450

Trish Kritek (she/her): department to work with you to think through what that is. So let's say it's there wasn't enough presence in publications like, what are they going to be? Those collaborative efforts to help you get across the line in terms of enough publications.

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01:35:24.500 --> 01:35:25.650

Trish Kritek (she/her): or if it's

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01:35:25.680 --> 01:35:38.320

Trish Kritek (she/her): national, I mean, regional reputation has been mentioned by people here. How are we going to sponsor this person to get out onto a stage where they can start to develop more of that regional reputation. And and then, you know, i'll just say out loud.

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01:35:38.410 --> 01:35:47.150

Trish Kritek (she/her): there's many, many challenges. I came with this pandemic, and one advantage is, it is easier easier to do

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01:35:47.380 --> 01:35:50.130

Trish Kritek (she/her): talks outside of the state of Washington

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01:35:50.740 --> 01:36:10.060

Trish Kritek (she/her): nationally and internationally, when they're zoom and and it is, counts as a talk in another place, if you're standing in your living room, pre preferably not in your pajamas, but in you know your nice clothes, and giving a talk about your science or your scholarship or your clinical expertise. The people in Florida

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01:36:10.890 --> 01:36:28.660

Trish Kritek (she/her): that counts as a as you know, developing that regional and national reputation. So take advantage of zoom in those situations. But anyway, the whole point is that though you will make a plan, and it can happen if the promotion is denied at any of those levels, Really, very few of our promotions that are being denied

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01:36:29.200 --> 01:36:48.960

Trish Kritek (she/her): at the provost level. The place where people have the most problem is going to be at their departmental level. Those are your toughest judges, and they're the people who understand the work. You do the best, and they're going to also, partner, they should partner, and your chair will partner to think about what would be the plan that were the case. So I want to answer that question that I saw come up and again invite any other broad

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01:36:48.960 --> 01:36:58.480

Trish Kritek (she/her): questions. But before we break up i'm going to ask everyone one quick round, Robin, if there was any one last piece of advice that you would want to give to folks as they think about this.

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01:36:58.700 --> 01:37:10.680

Trish Kritek (she/her): because I I think I want to reiterate. Both Hillary and Ian said: the vast majority of people have no problems getting promoted, and yet I know that there is a lot of anxiety and stress that goes into this space regardless. So.

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01:37:10.800 --> 01:37:15.620

Trish Kritek (she/her): Santiago, do you have one last pearl? You'd get people when they're thinking about promotions.

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01:37:16.120 --> 01:37:30.290

Santiago Neme: Yeah. For clinical faculty. It's easy to forget about it, but know that it matters. It also can impact your salary and it impact your reputation, your personal professional fulfillment. So Don't, let it

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01:37:30.320 --> 01:37:36.190

Santiago Neme: go by. Just Just keep track of that timeline and and make sure you're doing what you need to do.

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01:37:36.450 --> 01:37:38.950

Trish Kritek (she/her): Awesome. Thank you. Barb. How about you.

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01:37:40.030 --> 01:37:55.800

Barb Norquist (she/her): Yeah, like like Carlos, I am also a a big procrastinator, but I think it's important with this process to think about like, which things can you procrastinate on. And which things do you need to do in advance, and like the things you need from other people like, do those first, you know, get those

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01:37:55.890 --> 01:38:15.170

Barb Norquist (she/her): figure out your letter writers find your evaluations. You know all those things that you need. Other People's help with like, Get those done as quickly as you can, or as on track as you

can, and you can write your teaching. Assess your teaching portfolio very quickly, assuming you've done the activities, your self assessment, you know, like this is just

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01:38:15.520 --> 01:38:30.650

Trish Kritek (she/her): the summary of your career like that's the stuff you can do last minute not to recommend that or anything. Yeah, trying to resurrect 6 years of teaching evaluations of the last minute is a really hard task. So this is a proactive space for sure Andrea last pearl

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01:38:31.240 --> 01:38:41.040

Andrea Wills She.Her: strong, plus one to Barbs advice about whatever whatever you need help from others with. Ask first, so that you keep those relationships positive.

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01:38:41.320 --> 01:38:49.180

Andrea Wills She.Her: and it's probably all gonna be okay, right, like I I found it helpful to get lots of examples from other people and be like, oh.

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01:38:49.260 --> 01:38:56.670

Andrea Wills She.Her: all right, all right. I I think I can. I think I can do something in this. You know suit of examples. It's probably gonna be okay.

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01:38:57.420 --> 01:39:00.800

Trish Kritek (she/her): Thank you. I very much appreciate that perspective.

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01:39:01.050 --> 01:39:03.110

Trish Kritek (she/her): Carlos, One more.

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01:39:04.030 --> 01:39:15.550

Carlos M Delgado Upegui: Well, I'm. I'm probably going to re-emphasize andreas it's it's going to be okay and and just to to to highlight. What you just said, Trish. Your department

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01:39:16.130 --> 01:39:36.040

Carlos M Delgado Upegui: has you like they? They it's in their best interest that you get promoted, so so they will they. They will fight for you, or and they will definitely try to come up with ideas to to try to to help you if there's something missing, I I

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01:39:36.040 --> 01:39:45.320

Carlos M Delgado Upegui: I filled in as as Interim chief for some time, and I attended one of these meetings that go in the department, and I saw the conversation, and and it was always okay.

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01:39:45.320 --> 01:40:03.300

Carlos M Delgado Upegui: this person has this number of publications. How can we get them here? Who can we connect them with like it's Really, everyone is is working on your favor. So it is stressful. I was stress, and and and it's probably going to be pointless to me, saying, don't be stressed because you will be stressed, but but it's going to be okay.

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01:40:03.420 --> 01:40:11.570

Trish Kritek (she/her): I appreciate that. I think all the spirit is great so real quickly. I saw Jason's question. I want to respond to that. So

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01:40:11.660 --> 01:40:22.630



Trish Kritek (she/her): we didn't say this as much, and maybe I heard I and say, what we're really looking for is your body of work at rank. So the numbers of publications are what you've done in your current rank as an associate Professor, that being said.

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01:40:22.860 --> 01:40:37.920

Trish Kritek (she/her): the some total body of the publications you have tells the story of what you've done. So they all matter. Those numbers are numbers that rank. So that's something that people are thinking about. So if you had to like, you know, 3 or 4 papers as a postdoc. And now you have 10. You're around the

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01:40:38.240 --> 01:40:42.280

Trish Kritek (she/her): mean or median for some of our biomedical research departments.

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01:40:42.430 --> 01:40:52.080

Trish Kritek (she/her): If you have 20 as a postdoc and 3, and at rank that's going to be more of an issue. So you're looking for productivity and that trajectory at rank. So you gotta do stuff while you're at rank.

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01:40:52.140 --> 01:41:12.100

Trish Kritek (she/her): and that means that if you're a postdoc, it doesn't count. And that also means, if you're in an acting role. Those are part of your story. They're part of the work you did. But we're going to be looking particularly at the things that you do at rank. So once you are an assistant professor, and you might say, Well, why would I, in the acting status before that, and

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01:41:12.100 --> 01:41:30.440

Trish Kritek (she/her): that's part of the reason why we're asking questions about that more often. But really it's like if you're starting your science, and it's going to take you a year to get your science up and running. You're not really publishing You're in that range so that by the time you become an act, you

know, an assistant professor. You're starting to translate that into publications. So mostly things that are going to matter. Most of them are going to matter a rank.

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01:41:30.610 --> 01:41:31.420

Trish Kritek (she/her): Okay.

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01:41:31.620 --> 01:41:50.940

Trish Kritek (she/her): we're going to break out into this 2 groups. If you're interested in talking a little bit more and i'm going to send you off in just a minute before I do that I'm going to ask you to click on the link in the chat. That gives us an evaluation because one of the things we do is modify this every time we do it. So you know, inviting Hillary is different than we've done before, and there's some things that you know.

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01:41:50.940 --> 01:41:57.130

Trish Kritek (she/her): we here are really positive, and we want to keep doing, and there's things we could do to make it even better next time we ask for your feedback.

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01:41:57.660 --> 01:42:15.400

Trish Kritek (she/her): and we're not going to come back to the main room after this. But in case you want to ask a few questions of folks who are in similar pathways as you. We're going to break out into a room that has folks who are clinical faculty. Or maybe, if you have a big administrative role, because I think both of those things are true for Santiago. What you can go with Santiago if you're a

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01:42:15.440 --> 01:42:18.750

Trish Kritek (she/her): physician scientist, and I would add like.

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01:42:18.860 --> 01:42:22.110

Trish Kritek (she/her): Sometimes our our proceduralists are surgeons

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01:42:22.330 --> 01:42:35.810

Trish Kritek (she/her): often have different challenges in the both promotion pathway. I'm going to send you to Barb. If you're a biomedical researcher, a basic scientist, or somebody who's a research professor or on that pathway. I'm going to send you with Andrea.

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01:42:35.820 --> 01:42:58.380

Trish Kritek (she/her): And if you're a clinician teacher, Clinician scholar. I'm going to send you with Carlos, or if you're like, I just want to talk more with Andrea because she seemed like she was really insightful, and i'm gonna go her group. You don't have to be a biomedical researcher to go to her group. But those are the kind of buckets of the the breakout that we have. I'm gonna end by saying thank you to all of the panel for all of your wisdom and for being really really willing to talk about

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01:42:58.380 --> 01:43:07.710

Trish Kritek (she/her): the challenges, and really affirming of everyone that it's going to be okay. I really appreciate that, and feel very lucky to have all of you as as associate professors in our community.

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01:43:07.760 --> 01:43:23.240

Trish Kritek (she/her): and and think our earlier speakers and cat again. So with that i'm going to ask Kat to open up the breakouts. I'm going to send you off to breakout rooms, if you want, please don't forget to click on the chat, the chat, link for feedback, and thank you and good luck. The invitation stands to come by and talk with me more on the future.