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00:00:04.310 --> 00:00:21.930

Trish Kritek (she/her): So welcome everyone. My name's Trish Kritek. I'm the Vice Dean for faculty affairs, and it's my pleasure to welcome you to this workshop on the road to becoming an associate professor, which I'm confident that all of you will get to that destination and want to talk with you about how to do that with success. So

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00:00:22.650 --> 00:00:42.490

Trish Kritek (she/her): our plan for today is that I'll talk a fair amount about the details of the promotion process as we go feel free to put questions in the chat, and I'll talk about that more in a second. and then, we have the pleasure of having Dr. Karen Stout join us. She is the current chair of the school and Medicine A in appointments and Promotion council, so she'll talk a little bit about what happens at the school level.

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00:00:42.510 --> 00:01:17.369

Trish Kritek (she/her): We often have somebody from the Provost office join us. But that's not the case today. But I will add in a couple of thoughts from Hilaire Thompson from the Vice Provost Office. and then the best part of the day is, we'll talk to a cohort of folks who were recently promoted, and hear about their journey, and what they learned along the way, and any advice they have for you. So, as you can see, we'll have Dr. Joshua Jauregui, Dr. Zoe Parr, Dr. Rashmi Sharma, and Professor Elia Tait Wojno as part of that panel that will be in the second half, and then we'll go into breakout rooms so you can ask them individual questions if you want

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00:01:17.370 --> 00:01:25.400

Trish Kritek (she/her): so that's our plan for the day, and I like to start off always by saying, thanks. So, thanks to all of you, for making the time to think about

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00:01:25.400 --> 00:01:53.409

Trish Kritek (she/her): your promotion and show up on a Tuesday morning, a special thanks to Kat McGhee Drummond, who we wouldn't have this workshop without for all our organization and getting

things coordinated, and a very special thanks to Jennifer Mercado, who is the senior manager for promotions and faculty affairs, and is really the point person behind the scenes at the school level for a lot of people's promotions. And so Jennifer is here, cause she's an expert in this space. I'm gonna ask her to be part of the responding in the chat

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00:01:53.490 --> 00:02:04.780

Trish Kritek (she/her): space, and also to chime in and clarify anything as we go along. So, Jennifer, thank you so much for joining us, and thank you for all the work you do to help so many people get promoted. It's deeply appreciated.

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00:02:05.560 --> 00:02:12.030

Trish Kritek (she/her): Okay. Now, I'd like to understand, we'd all like to understand who's in the room. So I'm gonna use a tool called Slido.

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00:02:12.120 --> 00:02:21.840

Trish Kritek (she/her): grab your smartphone, scan the QR code. And I'm going to ask 3 questions just so that we have a sense of who's joining today. So the first question is, What department are you in

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00:02:21.960 --> 00:02:28.060

Trish Kritek (she/her): share with us? What department? What's your department? And we should be able to see all of your answers on the screen.

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00:02:31.910 --> 00:02:36.859

Trish Kritek (she/her): medicine and peas. a lot of medicine impedes and surgery

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00:02:36.910 --> 00:02:39.809

Trish Kritek (she/her): and pathology and radiology

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00:02:40.120 --> 00:02:55.649

Trish Kritek (she/her): and lab medicine and pathology, comparative medicine. So we have microbiology. So we have both biomedical research and clinical departments represented pathology, psychiatry, aid division in the department of medicine cardiology, a division in the department of Medicine

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00:02:56.520 --> 00:03:08.020

Trish Kritek (she/her): great. So we see pharmacology. So we have people who are working in lots of different spaces. Lot of people in some of our bigger departments, peds and medicine.

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00:03:08.610 --> 00:03:11.330

Trish Kritek (she/her): surgery, radiology? Great? Thank you.

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00:03:11.470 --> 00:03:22.960

Trish Kritek (she/her): My second question for you is, what's your current rank? What's your title right now? Are you an assistant professor? Are you an acting instructor, acting assistant, Professor Clinical assistant Professor?

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00:03:23.550 --> 00:03:26.950

Trish Kritek (she/her): Tell us, tell us a little bit about what your rank is

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00:03:31.100 --> 00:03:40.299

Trish Kritek (she/her): acting assistant Clinical Assistant Assistant, WOT. Okay, without tenure, due to funding, which is a phrase that we use a lot which we'll talk about as we go.

18

00:03:41.150 --> 00:03:49.529

Trish Kritek (she/her): Great. Let's see if there's any other folks who are in the room, and I know there's a couple of people here to learn to guide people who might be a more senior rank, which is fine.

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00:03:49.700 --> 00:04:07.529

Trish Kritek (she/her): It's great to have you okay. So the majority of folks are assistant professors, but also some folks in the acting title as well as clinical assistant professors. Great last one. How many years have you been in rank? So tell us, tell me how long? Tell us all how long you've been an assistant professor or an acting assistant professor.

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00:04:08.140 --> 00:04:12.409

Trish Kritek (she/her): Usually we have people here who are early in their

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00:04:12.440 --> 00:04:35.409

Trish Kritek (she/her): frank and also people who are right on the cusp of wanting to get promoted. So I like to see the difference. Okay, I don't know who's 35 years in rank, but that is very exciting, and I do not think that you're waiting to get promoted. But I appreciate that you're here, and I can't wait to learn from you. Same with the 18 again. I think there's some people here learning how to be a support for people as they get promoted. But I'm super excited about 35 years in rank.

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00:04:35.410 --> 00:04:45.220

Trish Kritek (she/her): So a lot of people who are, in the early phase, 2 years less than a year, and then a bunch of people who are on the cusp of getting promoted the 6 years. 5, 5, 6 years. Okay.

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00:04:45.350 --> 00:04:51.310

Trish Kritek (she/her): thank you for that. It just helps us kind of set set the stage for what we're gonna talk about. So

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00:04:51.380 --> 00:05:02.540

Trish Kritek (she/her): with all that in mind, I'm gonna jump into what we're gonna discuss, what I'm gonna discuss. And that is just to make sure we're all clear on the language we use about the different academic pathways, what the criteria are, and the timeline is for promotion.

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00:05:02.600 --> 00:05:17.440

Trish Kritek (she/her): and then we'll spend most of our time talking about how you put your promotion packet together, and I'll sprinkle in some general advice along the way before I hand over to Karen, who will also do kind of the same thing about what's gonna happen when your your packet makes it to the school level, and

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00:05:17.520 --> 00:05:21.340

Trish Kritek (she/her): so her her and the Council's advice at that phase.

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00:05:21.650 --> 00:05:38.420

Trish Kritek (she/her): So I asked you about kind of where what your title is, and I just wanna make sure we all speak the same language because I think it's actually quite confusing. So we do have acting titles. Some of you aren't an acting title. Some of you may have been in an acting title before. These are titles that are use usually

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00:05:38.540 --> 00:05:48.779

Trish Kritek (she/her): before you're appointed as an assistant professor, either on a tenure track pathway or without tenure track due to without tenure due to funding, and those are temporary

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00:05:49.140 --> 00:06:02.150

Trish Kritek (she/her): titles. They're titles that you can stay in total no more than 6 years, and they're places where an academic clock, where we say there's only 6 years that you can say as an assistant professor before you need to be promoted. The clock is not running

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00:06:02.390 --> 00:06:08.710

Trish Kritek (she/her): they don't require a national search. Unlike our assistant, Professor WOT. Or tenure track

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00:06:08.820 --> 00:06:22.459

Trish Kritek (she/her): and I think they're designed to let you kind of get the ball rolling on your academic career. I'll also say sometimes it feels like people feel like they get stuck in those titles, and we're trying to make sure that's less and less the case in our school. So

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00:06:22.520 --> 00:06:35.219

Trish Kritek (she/her): if you are, if you are in this title, you're not yet in the phase where you have to be moving to become and promoted. You actually need to get appointed as an assistant professor, as a next phase, or a clinical assistant professor for some of you before you move into that.

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00:06:36.470 --> 00:06:51.019

Trish Kritek (she/her): Now that's for some of you, and maybe that's been the case for for a year or 2, or something like that, and then you will transition into one of these many, many titles, so as an assistant professor, you could be on a 10 year track

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00:06:51.210 --> 00:06:58.390

Trish Kritek (she/her): pathway. That's mostly in our biomedical research departments, like pharmacology and microbiology that we're comparative medicine

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00:06:58.420 --> 00:07:06.340

Trish Kritek (she/her): where people are predominantly doing research, there's a teaching requirement. And at the end they're going to be getting tenure when they become an associate professor

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00:07:06.590 --> 00:07:20.969

Trish Kritek (she/her): for many people in our clinical departments. They are assistant professors, and we call them WOT. Without tenure due to funding. But the protections of tenure are similar for faculty in those positions, and in some departments we divide those into physician scientists or clinicians, scientists.

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00:07:20.990 --> 00:07:23.750

Trish Kritek (she/her): or a clinician, teacher or clinician scholar.

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00:07:23.770 --> 00:07:31.979

Trish Kritek (she/her): which have slightly different sets of requirements, some of you in some departments there are no Pat, there are none of those distinctions. You're just

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00:07:32.060 --> 00:07:42.409

Trish Kritek (she/her): assistant, Professor WOT. For the departments that have those distinctions. They they distinguish between people who are spending more of their time doing research, the physician scientist

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00:07:42.470 --> 00:07:44.020

Trish Kritek (she/her): still with a teaching commitment.

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00:07:44.080 --> 00:07:54.720

Trish Kritek (she/her): and maybe do some clinical work versus somebody who's doing more education and teaching and and some scholarly work. There's a scholarly, scholarly requirement for folks in that pathway.

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00:07:55.640 --> 00:08:11.569

Trish Kritek (she/her): and both of those are going to be on an academic clock where you need to be promoted within 6 years. Contrasting that some of you. I didn't see anyone say this, but we have research assistant professors and teaching assistant professors. Those are multi-term appointments. There's not a clock on them in the same way.

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00:08:11.590 --> 00:08:23.970

Trish Kritek (she/her): The research folks are doing 100% research. They may teach, but they don't have to teach, and they have to obviously do scholarship and related to their research work. and teachers are focusing on teaching assistant professors are focusing on teaching.

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00:08:24.130 --> 00:08:51.470

Trish Kritek (she/her): Again. They have to do scholarship. It doesn't have to be papers or publishing. It could be curricula that develop novel strategies for teaching. And again, it's a multi year appointment. And then some of you in the room are full time. Clinical faculty, clinical assistant professors, where the responsibility is predominantly around doing clinical work, and things like teaching may contribute to the promotion criteria in your department. You may do some scholarly work, but it's not required, and that is an annual appointment year to year.

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00:08:51.580 --> 00:08:59.420

Trish Kritek (she/her): I will mention that we have a new title, Professor of Clinical Practice Assistant Professor of Clinical Practice Associate Professor of Clinical Practice.

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00:08:59.490 --> 00:09:05.729

and we're still working with the Provost and the school to say exactly. How is that gonna be played out in our in our

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00:09:05.740 --> 00:09:14.099

Trish Kritek (she/her): world of the school of medicine? So more to come on that in the future. But it is a title that you'll be hearing about more, as it is a multi-year

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00:09:14.240 --> 00:09:21.689

Trish Kritek (she/her): multi-year term, and it allows people to vote in the Faculty Senate, and in in other voting spaces. So

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00:09:21.810 --> 00:09:30.880

Trish Kritek (she/her): Oh, and let me clarify, Jennifer said this, there is a clock for the research. Folks! And I didn't say that out loud, and I should have said that.

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00:09:32.620 --> 00:09:34.560

Trish Kritek (she/her): Okay. Now.

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00:09:36.460 --> 00:09:48.719

Trish Kritek (she/her): officially, everyone who's an assistant professor should be meeting with your chair annually. That's actually not officially, the rule for everyone. Who is an acting size. But it should be what's happening. You should be meeting with your

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00:09:48.770 --> 00:10:08.029

Trish Kritek (she/her): your department chair or their proxy, so it might be your division head. It might be a vice chair for a faculty affairs. It might be a vice chair for promotions, something in your department where you're meeting annually to talk about your career trajectory and talk about the things we're going to talk about today, because I'm going to say this. Now I'm going to keep saying it.

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00:10:08.030 --> 00:10:20.030

Trish Kritek (she/her): Every department has their own unique promotion criteria. They're guided by what we say at the school level, and what we actually say at the university level in the faculty code. But every department has the ability to define things themselves. And so.

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00:10:20.040 --> 00:10:42.050

Trish Kritek (she/her): having conversations within your department is really important and understanding your departmental criteria is really important. So for everybody in this space, except for the person who said 35, and 18 years that they've been at rank. You should be meeting annually with somebody in your department to talk about your career development as you get more senior. Those requirements of meetings become less and less frequently less and less frequent.

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00:10:42.400 --> 00:11:05.540

Trish Kritek (she/her): And my biggest piece of advice here is that you need to be able to manage up, you should come with a set of questions. You should come with a set of things that you think you need to succeed in your career pathway and move towards promotion. And if you're thinking about, you're one of those people who's at 4 or 5 years, and you're wondering about promotion. Those meetings are a perfect time to ask questions about what are the next steps, or how do I move forward towards promotion?

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00:11:05.920 --> 00:11:16.680

Trish Kritek (she/her): At the end of that meeting your your chair should send you a summary of that meeting. You can read it over and give any edits, and and make sure that it resonates with you as well. Okay. So

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00:11:17.220 --> 00:11:26.039

Trish Kritek (she/her): I say this because we're going to talk today. But really these are going to be local conversations that are going to get you to the place where you get promoted more often than not.

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00:11:26.690 --> 00:11:50.149

Trish Kritek (she/her): So let's talk about what those promotion criteria are. And, as I said at the beginning, I'm gonna say it here a second time. Each department has its own specific criteria. We have all the departments criteria that we get in collaboration from Jennifer on the faculty website. Kat will put that link in the chat right now, and you should take a look at it and make sure that you understand what the criteria are for your department, and peds, or

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00:11:50.150 --> 00:11:57.189

Trish Kritek (she/her): comparative medicine, or pharmacology, or lab medicine, whatever it is. Take a look at your specific criteria.

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00:11:57.250 --> 00:12:10.259

Trish Kritek (she/her): and there are some things that are J, generally the same for everybody across the school. So for promotion, for most tracks. And I said, Not for every track. So like you have to Kater them based on the track. The the title that you're appointed to

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00:12:10.760 --> 00:12:16.610

Trish Kritek (she/her): most tracks have a requirement for teaching, with the exception of research and full time clinical scholarship

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00:12:17.130 --> 00:12:19.249

Trish Kritek (she/her): most do again. Not all

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00:12:19.320 --> 00:12:41.809

Trish Kritek (she/her): clinical care. If you're in a clinical department, professionalism, everybody administration in some degree of service, we look for service for everybody, and then for most people going from assistant to associate means going from having a local reputation to having a regional reputation for some people it's already moving into a national space. But the requirement is that people start to know you for what you do

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00:12:41.810 --> 00:12:51.829

Trish Kritek (she/her): outside the walls of the University of Washington, and that's going to be the place that I think is going to be really important to be thinking about as you start putting things together for your promotion.

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00:12:52.070 --> 00:12:56.920

Trish Kritek (she/her): Let's talk about these a little bit more, and please, as I go, feel free to put questions into the chat.

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00:12:57.760 --> 00:13:07.669

Trish Kritek (she/her): So for the vast majority of people in the room. Teaching is going to be something that matters for your promotion, and you need to be evaluated by your learners and by your peers. So

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00:13:07.750 --> 00:13:26.680

Trish Kritek (she/her): your learners can be lots of different people. It could be undergraduate students if you teach undergraduates could be grad. Students could be medical students could be residents and fellows. If you do a lot of clinical teaching, it could be postdocs who kind of were learners. Occasionally we have advanced practice providers who are learners who are filling out evaluations. We need evaluations from learners.

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00:13:26.720 --> 00:13:36.529

Trish Kritek (she/her): and we need evaluations from learners every year that you're at rank for you to go up for promotion. So this is a really important thing to be collecting in collaboration with your department along the way

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00:13:36.670 --> 00:13:44.880

Trish Kritek (she/her): for many of you. You'll put them all together in a teaching portfolio, not for everybody. For some people. You'll just have the series of evaluations that are part of your promotion packet.

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00:13:46.420 --> 00:14:05.509

Trish Kritek (she/her): if you don't know if they're being collected for you by your department. This is a good thing to check in with your department about. Now, if you need forms to use to get teaching evaluations on the faculty website, we have a variety of different options to use. And your department may. So, for example, the Department of Medicine has a form that they use for teaching evaluations that

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00:14:05.610 --> 00:14:12.620

Trish Kritek (she/her): you could use. They have a structured approach. Actually, all of our gme has a structured approach that they use through.

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00:14:13.080 --> 00:14:20.490

Trish Kritek (she/her): meded. No what is it called? Not the learning hub spacing on what it's called?
Someone remind me what the Gme

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00:14:21.110 --> 00:14:22.310

Trish Kritek (she/her): collector of

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00:14:23.400 --> 00:14:26.869

Trish Kritek (she/her): evaluations is called anyway.

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00:14:27.300 --> 00:14:29.929

Trish Kritek (she/her): Thank you. Thank you.

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00:14:31.110 --> 00:14:39.599

Trish Kritek (she/her): it. Those evaluations may be being collected, but either way, you need to have them forever. In addition to that, you need to have peer teaching evaluations. Someone

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00:14:39.910 --> 00:15:02.739

Trish Kritek (she/her): who's similar rank or senior to you, who's watched you teach and written down their thoughts on your teaching. That could be that you're giving a lecture, and there's peers in the room. It could be that you teach a course of undergraduates, and you have a colleague. Come and sit in on your course. It could be that you have somebody shadow you on rounds and give feedback, but somehow you need to have peer teaching evaluations, and you need them in the second and fifth years at rank

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00:15:02.980 --> 00:15:13.680

Trish Kritek (she/her): at least ideally, you have it every year, but if not, those 2 are the requirements. And you need at least 2 evaluations, not just a single person watching you, chief. So

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00:15:13.690 --> 00:15:19.849

Trish Kritek (she/her): teaching evaluations are super important in terms of promotion. For the vast majority of tracks we talked about.

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00:15:20.080 --> 00:15:20.910

Trish Kritek (she/her): Now.

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00:15:21.180 --> 00:15:31.840

Trish Kritek (she/her): some people, some departments, will require a teaching portfolio, not all departments. So, for example, the Department of Medicine requires people to give a put things together in a teaching portfolio.

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00:15:32.200 --> 00:15:38.449

Trish Kritek (she/her): and this is an opportunity for people who spend a lot of their time teaching to share more richly what it is they do.

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00:15:38.620 --> 00:15:45.830

Trish Kritek (she/her): I think it allows you to talk about your teaching philosophy. It allows you to share your evaluations in a little bit more

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00:15:46.880 --> 00:15:54.719

Trish Kritek (she/her): nuanced way. It allows you to talk about what you've done to become a better teacher, and it's a more flexible way to tell your story. As an educator.

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00:15:55.190 --> 00:15:56.330

Trish Kritek (she/her): I will add.

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00:15:56.780 --> 00:16:16.810

Trish Kritek (she/her): this is a place where we're thinking about doing some revisions, because one of the challenges is, you want it to tell your story, and you want it to not be so long that nobody will read it. So somewhere between those 2 is really important. And so if it gets really really long, nobody's going to read it. So we need to be focused, but also allow you to have some flexibility to to talk more about it. If some samples

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00:16:16.810 --> 00:16:27.229

Trish Kritek (she/her): on the website always happy to talk to people about this, I think the key thing is to distill down to the really important stuff in that teaching portfolio, and I'll just make a side note because it came up the other day.

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00:16:27.230 --> 00:16:45.259

Trish Kritek (she/her): You don't wanna put in this like all the pictures of a slide deck of a talk you gave you. Wanna tell us the evaluations that I talk. You might give a few representative comments that were really important and meaningful. You might show your trajectory and how you've gotten better as a teacher, or what you've done to get better as a teacher, but we don't need everything you've ever taught.

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00:16:45.650 --> 00:17:00.110

Trish Kritek (she/her): The other thing, I don't think makes its way into a teaching portfolio, or, you know. Thank you. Notes. You don't need to put all your thank you notes into your teaching portfolio. You're

gonna distill it down to tell your story again for some departments, not all departments, but a great opportunity for people who spend a lot of their time teaching.

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00:17:00.170 --> 00:17:20.519

Trish Kritek (she/her): and as Kat has put in the chat. We have examples of this, and this is an example from Andy Lux's teaching portfolio, where tells a little bit more about what it means to be running a course in the medical school, and shows how he got better as a teacher over time. His evaluations went up over year to year. I think those are things that are helpful.

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00:17:20.609 --> 00:17:22.359

Trish Kritek (she/her): and he chose a

92

00:17:22.700 --> 00:17:29.360

Trish Kritek (she/her): I an example quote. He didn't give every single quote that ever was written about him to tell his story

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00:17:29.670 --> 00:17:34.869

Trish Kritek (she/her): more details and and a recording of his workshop on teaching portfolios on the website.

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00:17:36.710 --> 00:17:43.309

Trish Kritek (she/her): For most of you there's a risk. There's a requirement for scholarship, and that evolution of your reputation from being local

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00:17:43.450 --> 00:17:48.580

Trish Kritek (she/her): to being regional, or, as I said, national or eventually international, for many of you.

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00:17:48.860 --> 00:17:59.550

Trish Kritek (she/her): for folks who are biomedical researchers in our biomedical research departments, or folks who are physician or clinician scientists. That's really gonna be the scholarship of discovery. It's the research that you do, and

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00:17:59.750 --> 00:18:01.330

Trish Kritek (she/her): you starting to publish it.

98

00:18:01.380 --> 00:18:13.070

Trish Kritek (she/her): and showing that you are starting to become an independent in your work, that you're starting to distinguish yourself from your mentor or mentors, and starting to have that niche of work that you do that is yours alone.

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00:18:13.410 --> 00:18:27.399

Trish Kritek (she/her): Now many people are part of team science, and we understand that you'll have an opportunity to explain how you're part of a team and team science when you put together your packet, and I'll talk about that more in a second. But what we're looking for is people getting independent funding.

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00:18:27.440 --> 00:18:49.160

Trish Kritek (she/her): We're looking for people being leaders in in studies. We're looking for evolution. First offer author moving to senior author in your packet, you're being invited to speak at national meetings or to give a research talk as a visiting professor, or you're invited things like Aspen conferences, where there's focus on very specific things relevant to your science.

101

00:18:49.320 --> 00:18:53.250

Trish Kritek (she/her): That's what we're looking for people in terms of scholarship and reputation

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00:18:53.640 --> 00:18:56.609

Trish Kritek (she/her): for people who are more likely educators and scholars.

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00:18:56.740 --> 00:19:08.190

Trish Kritek (she/her): it's often the scholarship of integration. So in this space publication of you know, peer reviewed articles, and Po. You know, papers are still very valuable, and

104

00:19:08.290 --> 00:19:18.829

Trish Kritek (she/her): you might write a book chapter about your area of expertise. Maybe you're an expert in congenital heart disease. And so you have 3 book chapters about the management of

105

00:19:19.060 --> 00:19:25.589

Trish Kritek (she/her): I don't even can't think of anything. Co-actation. Karen's looking at me like, come on, you can come up with one thing.

106

00:19:25.890 --> 00:19:37.669

Trish Kritek (she/her): or you might be an expert in something in eduCation. Maybe you're an expert in giving feedback. You've written a review paper about how to give feedback, or you've written book chapters about how to give feedback. All of that is the scholarship of integration.

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00:19:37.770 --> 00:19:55.020

Trish Kritek (she/her): You might edit a book. Show Mukherjee, who is the new director of Clime, has written a book about how to teach in the clinical settings, and that editorship is part of his scholarly work as well. It's how he has defined himself as an educator outside the space of the University of Washington.

108

00:19:55.210 --> 00:20:08.820

Trish Kritek (she/her): Maybe you've developed curricula. I read some someone's portfolio the other day where they've developed curricula for the Acme to teach all trainees about something around professionalism. Or maybe you've created some curricula that are used by multiple

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00:20:09.020 --> 00:20:21.069

Trish Kritek (she/her): cohorts of medical students. Whatever those things are, it's a broader definition of scholarship with intentionality, so that we can see all the work that you're doing to develop yourself. Your reputation.

110

00:20:21.900 --> 00:20:33.730

Trish Kritek (she/her): So one of the questions that came up is so it doesn't imply that without an ro, one or equivalent. One doesn't fulfill the grant funding requirement, and the answer to that is no in many departments there is an expectation to get to the to an ro one.

111

00:20:33.800 --> 00:21:01.789

Trish Kritek (she/her): or it's equivalent, like a va equivalent before being promoted. But a number one that's not that is not a written requirement to get promoted to it varies from department to department, and 3 most of the time we wanna see that people are on that trajectory. But I will say you should ask your own department, because each department thinks about it slightly differently in terms of grant funding. And that is kind of the goal. Right? You're moving towards independence. There's some gray there, but that's where you're moving towards.

112

00:21:02.020 --> 00:21:03.529

Trish Kritek (she/her): Thank you for that question.

113

00:21:05.810 --> 00:21:25.670

Trish Kritek (she/her): Lot of times people ask, how many publications do I need? And so I'm going to also say, there's some gray here. You'll see there are ranges, and it's going to differ from department to department. So you can see that in the department of medicine the average number of publications for a research scientist is the highest followed by a physician scientist, followed by a clinician teacher.

114

00:21:25.850 --> 00:21:32.999

Trish Kritek (she/her): and the median is variable because there are people who have a lot of publications, and there are some people who have smaller publications

115

00:21:33.030 --> 00:21:49.879

Trish Kritek (she/her): that could be because of the type of impact. So if you have a handful of papers that are published in the New England Journal of Medicine, that's different than a lot of smaller a lot of papers in smaller journals. Similarly, if you look at the bottom and the biochemistry numbers, you'll see that the media number is a lot lower. And that's because people doing

116

00:21:49.990 --> 00:22:03.180

Trish Kritek (she/her): bench science, biomedical research may spend much longer to get to the point where they're publishing something in nature or cell, or something like that. So each department is going to have different thresholds. And this is a great thing to ask your chair

117

00:22:03.200 --> 00:22:08.749

Trish Kritek (she/her): or the chair of your promotion committee about what's the what's the range for our department?

118

00:22:09.320 --> 00:22:22.739

Trish Kritek (she/her): I see that Corey Simpson asked question on the Department of medicine TV. There's a separate invited talks and conference talks are those value differently? I don't think they're valued differently. I think they just. It's easier for people to assess

119

00:22:22.990 --> 00:22:35.419

Trish Kritek (she/her): what you've done if they're part partitioned out and can see them more clearly. But I think if you're giving a talk at a conference which you were invited to. I think that carries a fair amount of weight, and if you're get invited to be of a visiting

120

00:22:35.590 --> 00:22:38.440

Trish Kritek (she/her): lectureship or visiting scholar.

121

00:22:38.660 --> 00:22:46.640

Trish Kritek (she/her): that actually also carries me. So both are important. They're slightly different. So they're just trying to get you to depict them slightly differently. Okay.

122

00:22:47.020 --> 00:22:49.170

Trish Kritek (she/her): so publications.

123

00:22:49.510 --> 00:22:59.469

Trish Kritek (she/her): important part of moving forward, no absolute numbers. But there are arranges for each department that you might want to talk with your department about, to understand kind of the lay of the land.

124

00:23:00.190 --> 00:23:02.970

Trish Kritek (she/her): and you can always reach out to me to talk about that as well.

125

00:23:04.670 --> 00:23:05.970

Trish Kritek (she/her): Click over here.

126

00:23:08.070 --> 00:23:16.650

Trish Kritek (she/her): How do you demonstrate your regional reputation? Well, you do it in the way that we were just talking about. You get invited to give a talk somewhere, for sure, and I think both of those spaces count.

127

00:23:16.660 --> 00:23:29.160

Trish Kritek (she/her): If you're a scientist, you get invited to be on An and Nih study section. you might be invited to be on an editorial board or become an associate editor for a journal. I think reviewing articles is moving in that direction. But editorial boards

128

00:23:29.250 --> 00:23:36.189

Trish Kritek (she/her): associate editors, those are roles that are. Gonna say, yes, you're known in this space in this space as an expert.

129

00:23:36.430 --> 00:23:54.030

Trish Kritek (she/her): you might. And this is true particularly for people who are more commonly clinician scholars get a bigger role in a national society. So I'm a member of the American Thoracic Society. I've been the chair of various committees, the Committee for members, and training and transition was the first one that I chaired. But I've been

130

00:23:54.040 --> 00:23:57.180

Trish Kritek (she/her): part of task force. I've been a part of

131

00:23:57.440 --> 00:24:18.650

Trish Kritek (she/her): different initiatives within my society for people who don't have a natural outlet to be outside of our space because of their research. I think societies are a really good space to start to develop your reputation outside of Udub, as well as meet people who eventually will write letters for you for your promotion. So I encourage you to think about that with your mentor or your mentoring committee

132

00:24:18.710 --> 00:24:21.810

Trish Kritek (she/her): as an opportunity for you to develop that reputation.

133

00:24:21.900 --> 00:24:33.099

Trish Kritek (she/her): And then, obviously, if you're doing research as I talked about before. If you're engaged in team science or you're doing collaborative research across multiple sites, whether that's education, research. clinical research bio, you know, bench science.

134

00:24:33.300 --> 00:24:38.309

Trish Kritek (she/her): All of that also speaks to your reputation outside the walls of this institution.

135

00:24:38.800 --> 00:24:51.940

Trish Kritek (she/her): So there's many ways to do this, and this is going to be something that your promotion committee within your department, the A. and P. Council at the school and the Provost will definitely be looking for many of these tracks as you move towards promotion.

136

00:24:52.960 --> 00:24:59.959

Trish Kritek (she/her): I mentioned that. Not. All things are true for everybody in this room, so for those of you who are clinical

137

00:25:00.210 --> 00:25:30.150

Trish Kritek (she/her): in clinical departments, you will get clinical peer evaluations as part of your. You will include clinical peer evaluations as part of your packet, and they're needed in the second and fifth years of your promotion time this is these are things that usually your department or division will do for you, where you might say, here's a handful of peers that I'd like you to reach out to, to comment on me as a clinician, and then the your colleagues will fill them out. I think most of the most departments and divisions do this for you, but you could check in. On this.

138

00:25:31.640 --> 00:25:48.390

Trish Kritek (she/her): Everyone will be assessed in terms of professionalism. And Karen's going to talk about this more when she talks about the A. And P. Council. I would like for us to be asked. You know, aspiring to how people show us their professionalism. And a lot of times. This is a space where the there's the need for an absence of issues around professionalism.

139

00:25:48.510 --> 00:26:00.999

Trish Kritek (she/her): And I'm gonna say, really, clearly, if anything has come up in your path towards promotion where there's been it questions about professionalism. You explaining it when you get the opportunity to write about, your story will be really important, and

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00:26:01.010 --> 00:26:08.540

Trish Kritek (she/her): your department chair or division head writing about it will be important just to explain what happened, what you learn from it, how you're moving forward.

141

00:26:09.440 --> 00:26:11.810

Trish Kritek (she/her): For for all of us! Things like

142

00:26:11.880 --> 00:26:28.569

Trish Kritek (she/her): evaluations from our learners about professionalism will fit in here evaluations from our peers about professionalism. Our engagement as a citizen in the larger community is all part of our professionalism, and so those things are part of what every level of your assessment will look at

143

00:26:28.760 --> 00:26:30.440

Trish Kritek (she/her): as you move forward.

144

00:26:32.570 --> 00:26:37.480

Trish Kritek (she/her): 2 more administration and administration and service. So

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00:26:37.830 --> 00:26:54.739

Trish Kritek (she/her): we do expect people to be part of the community, and serve in a variety of ways that could be locally serving on committees within your department, within your division, in a hospital that you work in. It could be arranging your your research seminar could be working with grad students and having a role in the graduate student program.

146

00:26:55.450 --> 00:27:00.160

Trish Kritek (she/her): It could be that you have a title within your department where you're helping facilitate

147

00:27:00.300 --> 00:27:16.190

Trish Kritek (she/her): various things could be that you have a role in a national society. All of those things are service. I think that we're looking for people to not spend all their time doing service, but doing some contribution, and that can happen locally, regionally or nationally.

148

00:27:16.270 --> 00:27:21.099

Trish Kritek (she/her): and some of that service, if it's happening outside of U dub helps towards your national reputation as well.

149

00:27:21.280 --> 00:27:26.129

Trish Kritek (she/her): I think we want to be in a community with people who are contributing to the greater community.

150

00:27:26.190 --> 00:27:36.840

Trish Kritek (she/her): And so I think that that's an important part of what we do? I missed a question. Are all those are those only first, last author publications, or any publications.

151

00:27:37.650 --> 00:27:40.140

Trish Kritek (she/her): And I saw that the plus one on that. So

152

00:27:40.280 --> 00:27:45.189

Trish Kritek (she/her): if you are and have the scholarship of investigation where you're a

153

00:27:45.340 --> 00:27:58.660

Trish Kritek (she/her): biomedical researcher or clinician, scientist, physician, scientist. it will be important to be evolving from first author to senior author, and that matters, I will say, for people who are more commonly in a clinician

154

00:27:59.120 --> 00:28:06.700

Trish Kritek (she/her): scholar, clinician, teacher, or really their excellences around the the scholarship of integration that is less

155

00:28:06.860 --> 00:28:24.780

Trish Kritek (she/her): a a metric that we pay attention to, but important to to evolve over time. The numbers that I shared with you are all publications, not just the ones that are first and senior author. But I do think that you're trying to move towards showing that you are an expert in a field. So that starts to matter more and more as you become more and more senior.

156

00:28:25.560 --> 00:28:27.929

Trish Kritek (she/her): I saw the second question

157

00:28:29.410 --> 00:28:42.190

Trish Kritek (she/her): about is that total publications or publications that rank. So the numbers that I gave you were total publications. However, it is important to know that it does matter what matters is what you do at rank. So you might do some stuff

158

00:28:42.210 --> 00:28:48.859

Trish Kritek (she/her): acting assistant Professor. But what the various communities are going to look at is what you did at rank and

159

00:28:49.110 --> 00:28:58.780

Trish Kritek (she/her): at rank matters. Now the other stuff is part of your story. It tells the story of what you've been doing and how you got to where you are, so I don't think it's not important. But when we think about

160

00:28:58.810 --> 00:29:11.450

Trish Kritek (she/her): assessing you in terms of what you've accomplished so far, it's going to be predominantly what we see at rank. So when you gotta point as an assistant professor forward. Okay. sorry for missing those earlier apologies and

161

00:29:11.600 --> 00:29:17.500

Trish Kritek (she/her): and other people looking at the chat, and feel free to chime in in the chat and answer as I go. If I miss something

162

00:29:19.790 --> 00:29:26.679

Trish Kritek (she/her): in the last several years, everyone, every department has included, because it's at the university level.

163

00:29:27.820 --> 00:29:33.349

Trish Kritek (she/her): depicting in your Cv. The work that you've done in terms of equity, diversity, and inclusion, and that could be

164

00:29:33.400 --> 00:29:40.309

Trish Kritek (she/her): work in scholarship. It could be work in teaching, it could be work in service for some people. It's a lot of what they do

165

00:29:41.190 --> 00:29:56.800

Trish Kritek (she/her): each department has included in in how you depict it in your Cv. It's in the format for the unit for the school in terms of your Cv. Some departments are becoming more nuanced and helping you share what you're doing in terms of equity, duration, and inclusion. I think you can write about this as well.

166

00:29:56.800 --> 00:30:24.700

Trish Kritek (she/her): We are working hard to value appropriately all the work that many of our faculty are doing to create an environment that is more inclusive for our learners, for our trainees, for our patients and their families, and for each other. So I strongly encourage you to pull this out, and and I would say, in some departments people have been promoted really predominantly on their edi work. I can think of some examples in multiple departments. And so this is a place where we're evolving, and we want to see more of this in your packet as you move forward.

167

00:30:26.540 --> 00:30:27.520

Trish Kritek (she/her): Alright.

168

00:30:28.530 --> 00:30:39.850

Trish Kritek (she/her): This is a busy slide, and I use it not to give you every last detail of this. And I will say Jennifer is way more an expert on this than I am, so I'm looking at her as I say this, but let me give you some big picture stuff

169

00:30:40.150 --> 00:30:50.109

Trish Kritek (she/her): when you get appointed. There are 2 big landmark times that are important for you to know. At 3 years after getting appointment appointed at one of our wot or tenure track positions.

170

00:30:50.470 --> 00:30:52.450

Trish Kritek (she/her): and we you will

171

00:30:52.680 --> 00:31:10.089

Trish Kritek (she/her): need to be reappointed at 3 years. Let's say, are you doing okay? Are you on track? In staying in this appointment title? I'd say, for the vast majority of faculty. This is a no-brainer, and people get reappointed. But you should know that that is a process that has to happen, and the faculty vote on it. You get reappointed.

172

00:31:10.230 --> 00:31:28.380

Trish Kritek (she/her): and then you have 3 more years until your mandatory time clock says you should be promoted so that you're moving to be promoted at year 6. That is the expectation. There are ways to prolong that clock. There are people who get promoted and a non mandatory time, and Karen's gonna talk more about non mandatory promotions when she talks. But

173

00:31:28.690 --> 00:31:33.730

Trish Kritek (she/her): that is the average clock, and, as you can see on this on the screen, if

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00:31:33.850 --> 00:31:35.090

Trish Kritek (she/her): if you are

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00:31:35.320 --> 00:31:49.260

Trish Kritek (she/her): gonna get promoted in July of 2024, you would have started working on it like way before that. It takes more than a year to get to the point where you actually get promoted. And that's because there's lots and lots of things that happen along the way.

176

00:31:49.410 --> 00:31:50.350

Trish Kritek (she/her): There is

177

00:31:50.450 --> 00:32:00.570

Trish Kritek (she/her): discussion at your division, and if you're in a big department, and for sure everybody at the Department level by an appointments and promotion committee within the department

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00:32:00.670 --> 00:32:14.519

Trish Kritek (she/her): that will then go on. If you're voted forward from there to the A. And P. Council for the school, and Karen will tell you more about that. And then, with a lot of work in your department and at the school level your packet will eventually go up to the upper campus.

179

00:32:14.570 --> 00:32:20.310

Trish Kritek (she/her): to the Provost, to be reviewed and voted for, you know. Yes or no.

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00:32:20.610 --> 00:32:31.949

Trish Kritek (she/her): Each of those has a voting spot, and there's some other spots along the way where the Dean and the Medical School Executive Committee. Bless your promotion as well, but that's the pathway, and it takes a fair amount of time.

181

00:32:32.950 --> 00:32:47.079

Trish Kritek (she/her): If you are on a pathway for mandatory promotion. You will know by March of that year. If you are on non-mandatory promotion, you will hear a little bit later, and that's because we prioritize the mandatory promotions and making sure that people hear about those promotions.

182

00:32:47.160 --> 00:33:02.140

Trish Kritek (she/her): We can talk about more details of the timing, and you also have to work within your department, because every department does it a slightly different tempo because of the number of people who might need to be promoted within that department. And so again, it's important to check in with your department about the details of this.

183

00:33:02.810 --> 00:33:03.610

Trish Kritek (she/her): Now

184

00:33:03.780 --> 00:33:13.959

Trish Kritek (she/her): I saw that many of you said you were year 6, and that is the year where people are generally being promoted. If they're on a W. Of T or tenure track appointment.

185

00:33:14.960 --> 00:33:25.519

Trish Kritek (she/her): know that there are ways to either stop the clock or postpone the clock. Stop in the clock as you've made made a choice to pause your clock because of things like

186

00:33:25.900 --> 00:33:37.120

Trish Kritek (she/her): you took Fmla. or you're on parental leave. or you've reduced your ft. To a certain threshold beyond the scope of today. You can talk about that with your department

187

00:33:37.560 --> 00:33:38.480

Trish Kritek (she/her): or

188

00:33:38.950 --> 00:33:42.009

Trish Kritek (she/her): some other big change has happened in your life

189

00:33:42.370 --> 00:33:43.620

Trish Kritek (she/her): in general.

190

00:33:43.650 --> 00:33:56.419

Trish Kritek (she/her): Unless you're on leave for a really long period of time, you're going to need to request stopping the clock that includes requesting stopping the clock for Covid, which may have impacted many of you in your science, in your scholarship, in your national reputation.

191

00:33:56.680 --> 00:34:01.389

Trish Kritek (she/her): So this is a request to say I'm putting my clock on hold for a year.

192

00:34:01.510 --> 00:34:10.099

Trish Kritek (she/her): so my mandatory clock won't sound at 6 years. It will sound at 7 years or 8 years, you could have a couple of years of this, etc.

193

00:34:10.190 --> 00:34:23.679

Trish Kritek (she/her): These are things to talk about. If you think you're not on track to get promoted at 6 years. But this should be in collaboration with your department chair, your promotion committee chair, the folks within your space. This is something I'm always happy to talk with people about. If you're contemplating this

194

00:34:24.130 --> 00:34:25.540

Trish Kritek (she/her): now, sometimes.

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00:34:26.920 --> 00:34:34.530

Trish Kritek (she/her): Do, you actually are in a place where, despite your best efforts, you're not ready to move forward, and

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00:34:34.560 --> 00:34:36.490

Trish Kritek (she/her): the clock has come to an end.

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00:34:36.679 --> 00:34:41.050

Trish Kritek (she/her): and there is an opportunity, when you're not voted forward, to be promoted, to postpone

198

00:34:42.170 --> 00:34:46.750

Trish Kritek (she/her): that clock is extend, you get a post moment. This is a rare occurrence.

199

00:34:47.050 --> 00:35:07.399

Trish Kritek (she/her): and only happens in the year of your mandatory review, and it has to be with a plan for what you're going to do in that time period that's going to get you across the threshold to get you promoted. This is a place where you should be having lots of conversations with your department chair or your division head, and really strategizing on if this is something that's realistic to get there or not.

200

00:35:07.420 --> 00:35:14.989

Trish Kritek (she/her): This is a tiny minority of our faculty, but it's an important thing to talk about, because it's going to be required, really thinking through and planning.

201

00:35:15.620 --> 00:35:16.350

Trish Kritek (she/her): Okay.

202

00:35:17.740 --> 00:35:20.329

Trish Kritek (she/her): thanks, Karen, for answering the question as we go.

203

00:35:21.900 --> 00:35:34.310

Trish Kritek (she/her): If this is something that's a reality for you, or you're worried about it, please reach out. I'd be happy to talk to you about it, but I think, start with your in your department and ask those questions of the people who know the answers locally and then reach out.

204

00:35:36.060 --> 00:35:42.739

Trish Kritek (she/her): The last thing that I'm going to touch on before I hand off to Karen is putting together your promotion package which I'm just going to say up front.

205

00:35:43.020 --> 00:35:57.549

Trish Kritek (she/her): You're going to partner with people in your department or division, and they are awesome administrators who are going to really work with you to make this happen. We couldn't do this without all the administrative teams behind each of us in putting together these promotion packages.

206

00:35:57.670 --> 00:35:58.480

Trish Kritek (she/her): So

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00:35:58.590 --> 00:36:17.310

Trish Kritek (she/her): your department administrator is your key ally and an expert, you need to partner with them, listen to them, ask them questions, and then respond to the feedback that you get other people who are really important to talk about are people I've mentioned before your Promotion Committee, chair, Senior Faculty in your department, your mentor, your your chair.

208

00:36:17.370 --> 00:36:30.540

Trish Kritek (she/her): and also people who've done this recently. They're a great resource. We're going to use that resource later today. So talk to people who have lived through this and have come on the other side to help you with some strategies to make it through it.

209

00:36:30.980 --> 00:36:41.930

Trish Kritek (she/her): The things that you're gonna put together are your Cv. And if you're not for all those people who said they're here for, like one or 2 years in rank great, this is something you should be building as you go. It is really hard to build. Later

210

00:36:42.540 --> 00:36:58.479

Trish Kritek (she/her): you will identify your top 5 papers that you want to highlight to the people who are viewing your packet. You will need the learner evaluations which may be in the form of a teaching portfolio for some of you. You'll need the peer evaluations, both clinical. If you're in a clinical space and teaching. If you're

211

00:36:58.520 --> 00:37:01.249

Trish Kritek (she/her): position that a title that requires teaching.

212

00:37:02.110 --> 00:37:12.720

Trish Kritek (she/her): and then you're going to have your written self assessment, which I'm going to spend some more time talking about, as well as letters of recommendation, which currently is at 6 total, which will include someone, your chair or your division head.

213

00:37:13.290 --> 00:37:27.710

Trish Kritek (she/her): at least one letter from within your department, and then 3 that are what we call at arm's length, meaning they're not your past mentor. They're not a current collaborator. They're not a close friend. They're someone who knows you. But you haven't worked on stuff with them, or they haven't mentored you in the past.

214

00:37:27.820 --> 00:37:34.199

Trish Kritek (she/her): And that's why doing those things where you're developing your natural national reputation will help you find these people.

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00:37:35.850 --> 00:37:36.620

Trish Kritek (she/her): So

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00:37:37.720 --> 00:37:43.690

Trish Kritek (she/her): things that you're going to be working on are understanding your promotion criteria, keeping your Cv. And your bibliography up to date.

217

00:37:43.730 --> 00:37:50.420

Trish Kritek (she/her): If you have a teaching portfolio. I'm gonna encourage you to start to create it early, because if you try to do it all at the last minute, it's really hard to do

218

00:37:50.530 --> 00:37:56.300

Trish Kritek (she/her): be proactive about getting your peer teaching evaluations. Create your self-assessment.

219

00:37:56.330 --> 00:38:01.179

Trish Kritek (she/her): and I'll talk about that in a minute, and then keep those Pdfs of your 5 most important papers

220

00:38:02.060 --> 00:38:21.939

Trish Kritek (she/her): the Cv. Should be in school of Medicine format. There's a link to the School of Medicine Format on our website which you can use. I strongly encourage you to ask someone you trust, who are seen, or a few people who are senior to look at it. You may be under selling yourself. You may have stuff in the wrong spaces. There may be better ways to highlight what you're doing. So ask for people to review

221

00:38:22.170 --> 00:38:24.990

Trish Kritek (she/her): what you've put there and take credit for all that you do.

222

00:38:25.910 --> 00:38:39.969

Trish Kritek (she/her): We talked about your teaching portfolio. This is an important thing to ask in your department. If that's something you need to do or not, and if so, if there's a specific format, some of our departments have different ideas on how this should look, and so I encourage you to check in with your department.

223

00:38:40.580 --> 00:38:52.199

Trish Kritek (she/her): And then, most importantly, you're gonna write your self assessment. This is you telling your story about your journey from being appointed to getting promoted. What you had in mind of what you wanted to accomplish, what you did

224

00:38:52.290 --> 00:39:15.989

Trish Kritek (she/her): and where you plan to go next, and I would say, these are great if you talk about your strengths, but also acknowledge the challenges, the bumps in the road, the places where you might have stumbled, and how you learn from it, and move forward, or the spaces where there were challenges, and you had to reroute and come up with a new pathway. This is you telling your story to the people who are looking at your packet, and I think this is a place where you should spend the most time

225

00:39:16.070 --> 00:39:30.189

Trish Kritek (she/her): and putting together your promotion materials again. A great thing to have somebody else take a look at. Now you're doing all that work, and your department does a lot of other stuff. They'll get your letters or recommendation for you. You'll give them some names. They'll reach out.

226

00:39:30.250 --> 00:39:45.479

Trish Kritek (she/her): They should get the peer evaluations, your clinical work. If you're a clinician again, they should be partnering with you on your teaching evaluations. They'll pull everything out of Medhub. Thank you. I for the person who told me that earlier. And then they're gonna put everything together again. Why, you're gonna be partnering with them.

227

00:39:45.640 --> 00:39:48.759

Trish Kritek (she/her): When you're thinking about outside letter writers

228

00:39:49.320 --> 00:40:17.839

Trish Kritek (she/her): think of people who know your work, if at all possible, and and brainstorm that with your mentors they're great people to think through. Who could write you. There's a question about. Should you contact the Independent letter writers yourself, and in general I would say, no, that's not what you should do. You should give the list to your department, and then, if you want to send a blanket, thank you to everybody you put on the list, you you could send a blanket. Thank you to all of those people, but you're not supposed to be part of that process. They're supposed to be independently assessing you. Okay.

229

00:40:19.980 --> 00:40:20.700

oops.

230

00:40:21.980 --> 00:40:25.510

Trish Kritek (she/her): And the last thing that I'll say before I stop is to say

231

00:40:25.760 --> 00:40:45.979

Trish Kritek (she/her): everything I said. And a lot more is on our website. Kat has put a bunch of different spaces in the website. And I encourage you to take a look there, if there's something you need that's not there. Ask the reason. We have all the promotion criteria. There is cause people kept asking for it. So they're there for you. So you can see your departments. They're probably also on your departmental website somewhere.

232

00:40:46.510 --> 00:41:07.870

Trish Kritek (she/her): the final thing that I'll add is this is my email address. I meet with lots of people to talk about promotion. I will be happy to meet with you. Simply reach out, and we'll find a time to talk about it more, and I feel really confident that the vast majority for you this will be some work, but it's really a celebration of all that you've done, and in advancement to this next chapter which is really exciting. So

233

00:41:08.150 --> 00:41:15.600

Trish Kritek (she/her): a lot to do a lot to think about. But it's part of this great pathway towards where you're going in your academic career.

234

00:41:15.900 --> 00:41:22.850

Trish Kritek (she/her): And with that I'm gonna look at the chat and see any other questions that I didn't address. I'm gonna stop my share. So Karen can pull her slides up.

235

00:41:22.890 --> 00:41:45.949

Trish Kritek (she/her): I might answer the other ones in the chat and say, it's my pleasure to introduce you to Dr. Karen. Stout Karen is professor of medicine in the division of cardiology, and she is the chair of the A. And P. Council for the School of Medicine, which is a really important responsibility, and, to be frank, a fair amount of work. And so it's my pleasure to have her here to talk a little bit more about what happens at the A. And P. Council

236

00:41:46.290 --> 00:41:47.070

Trish Kritek (she/her): care

237

00:41:50.030 --> 00:41:51.160

Trish Kritek (she/her): you're muted.

238

00:41:51.330 --> 00:41:57.270

Karen Stout: Oh, wouldn't be a zoom without somebody doing that. Thanks, Trisha. Really appreciate it.

239

00:41:57.420 --> 00:42:02.380

Karen Stout: And let me get these flags up.

240

00:42:02.990 --> 00:42:29.010

Karen Stout: or at least get them into the presentation thing. So I will say that on the surface this would seem like literally one of the most boring talks you could possibly listen to. Because who cares about a

council somewhere in the School of Medicine? So what I've tried to do is really distill this down to as a person going up for promotion, or considering promotion, or everything else. What is it that's important to know about this. And a lot of this is, what did I learn being on this committee?

241

00:42:29.080 --> 00:42:39.359

Karen Stout: So what did I learn in the first couple of years I was on it, and one of my fast track learning now that I am on it, I am one of the first things to revisit. What Trish said is

242

00:42:39.470 --> 00:42:48.790

Karen Stout: Jennifer. Mercado knows all the rules. She knows all the things Trish knows the things. Ask the people. This is of this as you go along. It's

243

00:42:48.830 --> 00:42:52.819

Karen Stout: to be a combination of rule-based, but then nuances.

244

00:42:53.300 --> 00:43:11.029

Karen Stout: And so why care about this Council? It actually is a key step in the promotion process when I went up for promotion, I remember being told, oh, yeah, as soon as you get out of your division or department, everything else is essentially a rubber stamp, and I want to emphasize that is Katergorically not true school of medicines. A and P. Council is not a rubber stamp.

245

00:43:11.030 --> 00:43:27.430

Karen Stout: What it is thankfully for us who get to see all the amazing things that the faculty in school medicine do is a step where the vast majority of people have been voted positively by their departments. And so you're already getting the folks who sort of met criteria. So it's not a rubber stamp

246

00:43:27.460 --> 00:43:33.950

Karen Stout: but it absolutely can have circumstances where you end up

247

00:43:34.010 --> 00:44:01.929

Karen Stout: with questions or concerns. I also think that understanding this process can kinda give you a little bit more agency on your own promotion process and for those of you on the on the session who are looking to mentor others. I think it's important to understand it, to be able to mentor and then just to make it a little bit more transparent. It's not. It doesn't need to be in deep, dark secret, and it's not a cabal, and it isn't a club that you're being voted into or not. This is not the Greek system or a golf club.

248

00:44:02.010 --> 00:44:06.989

Karen Stout: This is something where the people on the Council want to see everybody promoted

249

00:44:07.070 --> 00:44:19.430

Karen Stout: and are looking to make sure that they meet those criteria. So the part that I'm gonna address here is the part in yellow. But what I wanna kind of highlight of of what Trish said, from what I've seen

250

00:44:19.580 --> 00:44:36.659

Karen Stout: is if you have a division within your department. So I'm in the Department of Medicine. The Department of Medicine has over 1,300 faculty. The division of cardiology alone counts 140 faculty and that makes us bigger than some quite a few departments, just our division.

251

00:44:36.690 --> 00:44:53.800

Karen Stout: whereas Odolar and Galat Gallery, for example, meant of 40 faculty. So in many cases there is not a division. There is a department, and, oddly enough. In some cases there may be small enough departments that there actually isn't an A. And P. Council, because you can't. You don't have enough people to do that.

252

00:44:53.800 --> 00:45:11.250

Karen Stout: whereas our division actually could have its own A and P. Council. It doesn't per se. But each division is gonna start out by reviewing your Cv. In your evaluation, so do it in different ways, and then deciding whether to move you forward for promotion.

253

00:45:11.280 --> 00:45:23.750

Karen Stout: If your division decides to do that. It then goes to your department. If you don't have a division, it goes to your department. An. A. And P. Council in that setting. So for the Department Medicine Department of Pedes. Absolutely. They have one. They're big enough.

254

00:45:23.930 --> 00:45:35.820

Karen Stout: They'll have a separate counsel that will review everything and vote on the proposed proposed promotion. I think the thing that's important to realize about those steps are those are the people who a probably know you fairly well.

255

00:45:35.880 --> 00:45:47.949

Karen Stout: Especially if it's in a division. They may know you quite well. But if it's a small enough department, these are people, you know, which in general is going to work to your favor because they're rooting for you. They also are going to know your work.

256

00:45:47.960 --> 00:46:12.789

Karen Stout: So I am an adult congenital heart disease cardiologist, and outside of cardiology, the idea that that's a niche. Well, first of all, it sounds like a niche. There's too many words. And most people haven't heard of it. But, secondly, like, how impactful is that for our division, our department, that I do that thing that's much more evident to the cardiologists. I don't have to explain as much about what I do to my division.

257

00:46:12.850 --> 00:46:30.300

Karen Stout: Once I move to the department. Obviously Trish can only come up with one congenital heart disease. For God's sake I need to be able to explain better what it is that I do and why it's important or how I've had impact. And that is really true. Once you get to the A. And P. Council.

258

00:46:30.390 --> 00:46:37.399

Karen Stout: we review all promotions for all departments, and that is up to.

259

00:46:37.540 --> 00:47:06.880

Karen Stout: you know all 31, I think soon to be 32 departments, which means that even I'm a clinician. And so, and I've been at like my whole career. And so I kind of feel like I know all these things. And then I was reviewing nuclear medicine, and I was like, Wait, there's such a thing as a medical physicist, and their faculty like you really get. Oh, my God, I don't know this thing. And if you're looking at a basic science department, although that a lot of that's familiar. What P. You start getting into the language that I certainly don't understand, and vice versa.

260

00:47:06.880 --> 00:47:30.269

Karen Stout: So when you're going through this process recognize much like either delivering clinical care or teaching an audience. You have to be able to explain it to both the experts who know what you're talking about. Know it well, and also know when you're calling Bs on the importance of something but also be able to explain it to people who have no idea what you do, and be able to couch the importance of that in obvious terms.

261

00:47:30.430 --> 00:47:38.159

Karen Stout: So for some of the questions that came up about. You know how many first and last author publications, I would say amidst all of this.

262

00:47:38.420 --> 00:47:50.150

Karen Stout: it's it's really valuable to know, and you have to get this counsel from your mentors and your chairs is, when is your path like on the straight and narrow inside the usual boundaries for your department?

263

00:47:50.160 --> 00:47:55.139

Karen Stout: And when is what you do? A little bit more unusual, and therefore going to require a little bit more explanation.

264

00:47:55.150 --> 00:48:03.179

Karen Stout: So if you're you know, you've got 4 RO. Ones, and you've got a hundred publications, and half of them are first author and a half of them are senior author. That's really traditional.

265

00:48:03.230 --> 00:48:18.430

Karen Stout: If you've rocked it, and you have every teaching award known to mankind. That's pretty traditional like. But if you started to stray outside that you want to know that because you want to be able to tell your story well, and you want the other people who are telling your story to understand it as you do, and to be able to sing your praises.

266

00:48:18.460 --> 00:48:37.839

Karen Stout: The Medical School Executive Council, which is all the chairs will vote on the packet, and then it goes to the Provost the Dean, and then the Provost, historically, the Provost was a rubber stamp, and the provost has not been a rubber stamp for 10 years, so none of that is to cause fear. It's just to make sure that you've got everything pretty well buttoned up.

267

00:48:38.340 --> 00:48:48.870

Karen Stout: so what exactly is our committee. So the committee does a couple of things. One is that we vote on by vote on all of promotions and appointments.

268

00:48:48.890 --> 00:48:59.500

Karen Stout: Based upon the criteria that are set by a given department. So every department's. as Trish said many times, every department's promotion criteria are different.

269

00:49:00.010 --> 00:49:15.899

Karen Stout: but they have to be boundary by faculty code and by school of medicine guidelines. So there are some commonalities to all of them. and there's a common statement, and all these other things. But then the specifics can be quite different, like one department can assign points for different

270

00:49:16.210 --> 00:49:25.329

Karen Stout: publications in different journals, and they can give 1 point for one of the big name journals and point 2 points for one of the lesser name journals, and then you have XX number of points

271

00:49:25.370 --> 00:49:47.069

Karen Stout: others may be, have different tracks. Medicine has different tracks. Pete's has different tracks, clinician, scholar, physician, scientists. Those names may flex researcher, but others just may say, here's the 4 components of an academic career. You have to excel it, too, and you have to be outstanding at the other 2. Demonstrate your excellence demonstrate your outstandingness. So each criteria, each promotion

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00:49:47.230 --> 00:49:59.190

Karen Stout: criteria, are different. Those criteria, though, do have to be voted on by the A. And P. Council. So we get to see them before they're put into action, because we have to approve them, and the school of Medicine has to prove them as well.

273

00:49:59.410 --> 00:50:04.850

Karen Stout: And the other thing that's really relevant to this new clinical faculty track

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00:50:04.860 --> 00:50:23.740

Karen Stout: is that, historically, if you're full time clinical faculty, you do not vote on any of this. This is all for the voting faculty or regular faculty. So somebody who does not have clinical in front of their name with the new track. Those faculty will be counted as more regular faculty and have opportunity to vote on some things.

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00:50:23.820 --> 00:50:28.069

Karen Stout: although Estrus said, that's still being sorted out. So call that a work in progress.

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00:50:28.690 --> 00:50:32.640

Karen Stout: So how does this actually go?

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00:50:32.910 --> 00:50:40.889

Karen Stout: division regular associate full professors, but on so so make sure that you know that it is

278

00:50:41.730 --> 00:51:01.609

Karen Stout: only those people at the rank to which you are being proposed, and higher, who get to vote on your promotion. So if you're being proposed to associate Professor, it's the associate and full professors that vote under promotion. It is not your your colleague, assistant professors, so it's only the rank to which you are being promote essentially the rank above you who are going to get

279

00:51:01.670 --> 00:51:03.360

Karen Stout: promoted on.

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00:51:03.400 --> 00:51:10.470

Karen Stout: So then it lands with us on the Amp committee, and I'll tell you who we are shortly. And

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00:51:10.640 --> 00:51:19.499

Karen Stout: all of this is just a revision revisiting of what I said a minute ago. In general, you want to move ahead. If the department votes are positive.

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00:51:19.670 --> 00:51:37.020

Karen Stout: faculty code allows people to move ahead, no matter what. If they're bent on doing that. But I will tell you that at each step along the way, if there are negative votes, for if there's a lot of them, and I'll get to this in a bit, or if they are disproportionately negative, that becomes a point of conversation.

283

00:51:37.120 --> 00:51:42.100

Karen Stout: So be be aware of that phenomenon.

284

00:51:42.470 --> 00:52:03.299

Karen Stout: So what is the Council things I learned once I was elected to it, but I didn't know beforehand. So it's a Governance Council. So the Governance Councils are those that actually can make rules. And it does make make rules or helps vote on rules or that sort of thing. Everybody on the committee is a professor, and nobody is a department chair nor division heads, I think.

285

00:52:03.420 --> 00:52:10.179

Karen Stout: You cannot have more than one department, so I am the member for the Department of Medicine.

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00:52:10.220 --> 00:52:19.530

Karen Stout: all 1,300 of us, and another department that has 30 faculty could also have one member. So there's one member per department.

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00:52:19.560 --> 00:52:25.940

Karen Stout: and there are both clinical and basic science departments represented, and both clinical and basic science people represented

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00:52:26.300 --> 00:52:51.130

Karen Stout: and it is fundamentally serving as the Peer Review for the School of the School of Medicine that is outside of the Home Department. You can have ex officio non voting members, and Trish is a non voting member who's elected each year, and she's been. We turns out we like her. We like having her on there, and it's super helpful. She can give a little bit of voice sometimes she doesn't vote but she'll give voice to things, and it allows her to be even more effective in the role that she's in.

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00:52:51.130 --> 00:52:56.950

Karen Stout: All the communications of the Council are by faculty code confidential.

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00:52:57.970 --> 00:53:16.909

Karen Stout: And so what are we actually looking at? This is where we don't know you for the most part. Sometimes people do know one another, but and can say, Oh, yeah, I work with this person clinically, and they're amazing. Like, you know, I was like, Oh, yeah, I work with Zoe. She sees all my patients, and she's done an amazing job taking care of them like. That's the sort of thing that could come up. But really, what we're looking at

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00:53:16.940 --> 00:53:28.040

Karen Stout: is we're taking your packet, and it is the whole thing and looking at your department departmental promotion criteria. And again recognizing one of the things about this process is that we cannot.

292

00:53:28.270 --> 00:53:35.690

Karen Stout: We. You have to recuse yourself from your own department, so I cannot be a part of the Department of Medicine Promotions at this stage.

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00:53:35.710 --> 00:54:00.559

Karen Stout: So these are truly people who do not necessarily know your department. If I'm reviewing somebody from pedes, it's really familiar to me because those criteria look very similar when I start reviewing somebody from nuclear medicine. I was completely confused. So we look at the promotion criteria, and we try to make sure that as we interpret the packet, it meets the promotion criteria, and that there's also not any strang from either school medicine guidelines, or faculty code that's pretty darn rare.

294

00:54:00.710 --> 00:54:12.159

Karen Stout: There are 2 different faculty who review this the packet? There's a primary who's gonna write up a review template, and that actually becomes a formal part of the template

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00:54:12.170 --> 00:54:35.730

Karen Stout: or part of your packet, which Jennifer had to remind remind me when I was saying something like, this person's a bad ass, and she's like, you know, this is going to the provost. And I'm like, Okay, fine. I'll change that language. So that becomes a formal part of the the packet. It's a Review. Summary. It highlights what's in there? And it is done by the Primary Reviewer and the secondary reviewers doing, reviewing all the same information. She's not writing it up.

296

00:54:35.850 --> 00:54:47.219

Karen Stout: And this is the sort of stuff that's in there. A lot of it's super generic, hey? It's your name. And what department you're in, what track you're in. If it's pro, if it's appropriate what promotions being proposed, it actually does include the faculty vote.

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00:54:47.600 --> 00:54:49.829

Karen Stout: And so that's one of the places where?

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00:54:49.870 --> 00:55:04.289

Karen Stout: If there's a lot of negative votes, it'll stand out. I will tell you right now, if you have 1, 2, or 3 negative votes depending on the size of your department. That seems to be absolutely the norm. There's always some crabby person who either didn't read the instructions right or just decided. I haven't had enough coffee today. Nope.

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00:55:05.180 --> 00:55:11.450

Karen Stout: and those are just like, alright. So there's a couple of notes. It's really when it's a more meaningful chunk that you kind of raise an eyebrow.

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00:55:11.460 --> 00:55:37.549

Karen Stout: Educational background, which is, is to some extent, for Heaven's sake, you're being promoted to associate, Professor, where you went to medical school should be largely irrelevant at this point, but some of that is actually catching some people's really interesting educational backgrounds that have sent them into a trajectory from their career that's really unique and really defining. And you see that in a lot of different of the kind of these hybrid clinical research spaces that are really cool

301

00:55:37.550 --> 00:55:55.689

Karen Stout: so that may get called out there. And then you go through the traditional. What is your research? What do you do. Who do you do it with? How is it funded if you're a researcher that becomes super important. The question was asked about the type of funding this gets back to the are you in the traditional? Everybody knows what it looks like, or are you a bit unusual? So

302

00:55:55.710 --> 00:56:05.239

Karen Stout: in our division we have some folks who are, you know. They've got 4 or 5 RO. One's one of our faculty. Just got a huge, A. JA.

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00:56:05.300 --> 00:56:23.259

Karen Stout: 20 million dollars, Grant. Those are really straightforward. Everybody knows what those mean, but we've also got faculty who have big chunks of money from the Gates Foundation. Well, that's not an RO. One do the RO. Ones carry a little bit more weight, and you know maybe maybe not. But if what you're looking for is somebody who has a track record of

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00:56:23.260 --> 00:56:42.869

Karen Stout: their science is valued enough that they're able to continually get funded. And if that means from different sources, that's fine, the more it's industry funding and not federal or more kind of peer reviewed funding, the harder it might be to to have that be equivalent, because it's not necessarily equivalent. But that's one of those things you need to talk with your mentors about.

305

00:56:43.020 --> 00:56:51.299

Karen Stout: Teaching. Trish talked about that a lot. I will tell you that the person, the people who review these packets look at everything.

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00:56:51.320 --> 00:56:54.869

Karen Stout: including all of your teaching evaluations, which turns out to be

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00:56:54.950 --> 00:57:20.930

Karen Stout: as I had to review one brutally difficult when you actually are reviewing a packet for, like one of the college faculty, or somebody who does a ton of teaching in their department, like of medical students or undergraduates, because now, suddenly, there's like 500 teaching evaluations you have to read. So this is another one where you are very well served to know what is in your evaluations, you should not find something that we find

308

00:57:21.080 --> 00:57:23.940

Karen Stout: you should know it's there, because if you had

309

00:57:23.980 --> 00:57:50.510

Karen Stout: some negative evaluations, we don't necessarily get super bent out of shape about negative evaluations in isolation. Everybody has somebody they don't quite resonate with who doesn't like the message and shoots the messenger, whatever that might be. We all know that's the case. But if we see a trend of negative evaluations, either numerically or in the narrative comments, recognizing a lot of people put bad numbers and they don't back it up with the narrative comments.

310

00:57:50.510 --> 00:57:55.510

Karen Stout: So when you start getting that sort of disconnect? We pay attention to that, and we try to find why

311

00:57:56.080 --> 00:58:23.450

Karen Stout: is there a why in here that matters? They were wearing a blue shirt that day, and it turns out that everybody in the room really wanted red, and so they skewered them for that. You know, I don't like people who wear ties, you know. You start seeing something superficial like that. You can blow past it. But if you get things like was disrespectful, didn't provide feedback, and that's a consistent theme. Then you've got to sort of figure out. Did that person work to get better? And what was the plan for getting better, and did it get better.

312

00:58:23.470 --> 00:58:43.709

Karen Stout: So as I'm going to get to in a bit, trajectory really matters. So you're allowed to not brush it on day one as long as you continue to improve, and if you've got teaching evaluations that weren't awesome, and then they clearly improve over time because you've addressed the thing that's fantastic, and the detail will be read and noticed.

313

00:58:43.740 --> 00:59:01.750

Karen Stout: And occasionally you can just see in the the teaching evaluations that somebody butted heads with somebody, and and that just can happen. But you are looking for trends. We are looking for trends, so you ought to do the same. There's, you know. Make sure you know what's in your own packet, and that either you or somebody else can account for including

314

00:59:01.780 --> 00:59:08.490

Karen Stout: you know I started out my my East Coast style really didn't jive with these West Coast

315

00:59:08.630 --> 00:59:20.359

Karen Stout: folks who are just so delicate and don't take direct feedback and so I had to modify my style, and I did. And now everybody loves me. Fantastic, great. We all know that we all know that experience.

316

00:59:20.420 --> 00:59:25.860

Karen Stout: Clinical work is judged in a variety of different ways.

317

00:59:25.910 --> 00:59:49.980

Karen Stout: productivity hasn't really been a key part part of it, although I suspect that that's gonna start getting to be included a little bit more. But it really is more about what's your clinical value to the

institution? What do you uniquely bring? How well do you do it. And what are the metrics of that success? So some of that is your peer clinical evaluations. Some of it is and we'll pay attention to those. Some of it may be top box and that sort of stuff.

318

00:59:49.990 --> 00:59:51.729

Karen Stout: So

319

00:59:51.820 --> 01:00:09.769

Karen Stout: then there's the letters of evaluation, equity, and kind and inclusion, professionalism, and then we make an assessment recommendation. So Trish already talked. All about those letters of evaluation have to be at the rank you're being proposed for, or higher. So you can't have other assistant professors do those letters

320

01:00:10.600 --> 01:00:33.110

Karen Stout: the Council itself. We do a lot. We're gonna do 190 promotions this year we read, every one of them, the vast vast majority. What I want you to take away from this is well. Over 90% are slam, dunk, they meet the criteria, and we just get to be like, Oh, my God! Look how cool this thing is! There are a minority that require discussion, and they're challenging. But then another key piece. What do we mean by challenging

321

01:00:33.330 --> 01:00:52.510

Karen Stout: a significant number of no votes, and significant is deliberately vague. It varies by department. But if you have a decent chunk of no votes that's got to be accounted for in some way. if you're referees, and you won't know this because you don't have the letters. If there's unfavorable referee letters, you would hope that somebody would simply say No, I'm not going to write it, but if they crop up unfavorable that can Katch everybody's eye.

322

01:00:52.530 --> 01:01:01.090

Karen Stout: Poor evaluations that don't have improvement. If anybody has raised professionalism concerns, that is a point of conversation, and it needs to have been addressed

323

01:01:01.100 --> 01:01:08.149

Karen Stout: somewhere in either your letter or a cheers letter or somebody's letter has to explain what that was about and why it got better

324

01:01:08.280 --> 01:01:33.949

Karen Stout: first researchers clearly demonstrated independence. And so sometimes, if you are the person who does the thing from which all of the other research can't happen, then maybe you aren't independent, but they can call out how unbelievably critical what you do is, but otherwise you're trying to develop your own independent research portfolio or independent teaching, or whatever that independence is. You want to be starting to demonstrate that you can do that.

325

01:01:34.230 --> 01:01:40.340

Karen Stout: If there's a bunch of variability through the packet. Somebody thinks you're amazing, and somebody doesn't like kind of account for that. Some

326

01:01:40.430 --> 01:01:54.880

Karen Stout: a big one for us is that the promotion criteria may not be met, and quite frankly, that tends to fall most commonly in either the amount of teaching somebody does if they're in the teaching profiles, or if they are.

327

01:01:54.980 --> 01:01:56.260

Karen Stout: not

328

01:01:56.870 --> 01:02:08.880

Karen Stout: the the scholarship frankly, just doesn't meet, whatever the criteria are. So some of that's about how you tell your own story, and some of that's about how your division head department chair tell your story as well.

329

01:02:08.910 --> 01:02:34.939

Karen Stout: So you know the I only have 10 publications. But they were all in nature and science, and they changed the practice of medicine. Oh, okay, never mind, we'll carry on. And so that sort of thing becomes super important, and then a general trajectory. The idea of the acting series, as Trish said, is that it's it's essentially a runway, and if you happen to be a Gulf Stream 5, and you take off super fast and a short runway. Your trajectory will be upward.

330

01:02:34.970 --> 01:02:44.229

Karen Stout: and that'll be super important that we can see that you are continuing to get better in everything you're doing get better in whatever it is. Your job was

331

01:02:44.280 --> 01:02:52.270

Karen Stout: and so it generally takes time to demonstrate that the acting series can give you a longer runway, but it doesn't necessarily per se count

332

01:02:52.320 --> 01:03:13.679

Karen Stout: when we are reviewing reviewing everything at rank. So the question was raised about the promotion or the the publications. The typical presentation goes something like this. This person has 30 promoters, 30 publications, 28 of them are at rank. 10 are as first author, and the most recent 8 have been at senior off. That sounds great. This person has 30 publications.

333

01:03:13.680 --> 01:03:33.329

Karen Stout: 5 are at rank the prior 15 were when they were a Ph. D. Candidate before they switched to being a clinician. So that's a very different beast. So that whole time to demonstrate your trajectory is important, which is why the non-mandatory promotions the Council's opinion, the school's opinion, most people's opinion is that that should be unusual

334

01:03:33.380 --> 01:03:53.830

Karen Stout: and not the expectation, I will say, in a lot of clinical departments it's become the expectation that you go up early, and that's kind of a shifting sand. So a non mandatory promotion. So one that's going up early really has to have such a clear trajectory and sometimes that's that just happens to be that that's the thing that you chose to do. Your

335

01:03:53.910 --> 01:04:06.479

Karen Stout: clinician scholar, who happens to have a highly unique subspecialty. That was me, frankly, a highly unique subspecialty where you get a lot of opportunities early on versus physician, scientists who take longer to get their their

336

01:04:06.660 --> 01:04:25.699

Karen Stout: research up and running to get their ro ones to get their funding to get their publications. So don't consider the early promotion to be the norm. It should be unusual, and make sure that your trajectory is headed that way. Oh, I hit 20 now I can plateau that will be noticed, and that will be discussed. There has to be a reason for it. If that's what happened.

337

01:04:26.220 --> 01:04:34.799

Karen Stout: The playoff, Trish's slide here. Tell us about your career. We genuinely are gonna have no idea what you do the majority of the time?

338

01:04:34.850 --> 01:04:50.120

Karen Stout: And so you, in your personal statements, can really explain what it is you do what's unique about it, what your successes were what your failures were, and what you learned from them, and how you're gonna continue forward. So it is hard sometimes to be celebratory of ourselves.

339

01:04:50.490 --> 01:05:11.710

Karen Stout: Try to. If you have to get somebody else's voice to help you do that. Do that because what we need to understand is what you do for those of you in the call who don't know a darn thing about adult congenital heart disease, or what I've done in the field. I've got to be able to tell you that, and you can't rely on other people necessarily to exclusively do it for you. There are some folks who are really good about writing their own letters for the Nobel Prize, and that's not me

340

01:05:11.710 --> 01:05:24.209

Karen Stout: but make sure that you you really explain what it is you do, and why cause we do read those on the Council as will other folks. That'll be a first, a chairs letter in a personal statement, or often a very first thing that people are gonna look at

341

01:05:24.210 --> 01:05:51.139

Karen Stout: in order to understand you and what you're doing. And then don't assume we know what you're talking about. Some alligators gonna grow up to 15 feet, but most only have 4. You have to pause for just a second there to be like. Oh, wait a minute. That thing that looks so obvious in the first thing turned out not to be so obvious. In a second, try to minimize abbreviations, or at least explain them. There's a lot of the abbreviations or a lot of the things you take as a knee jerk. Everybody in my field understands this.

342

01:05:51.140 --> 01:05:57.420

Karen Stout: that I, in cardiology, won't. Ours is just a pump with an electrical system. Assume that I don't know most of what you're doing.

343

01:05:57.420 --> 01:06:09.019

Karen Stout: So you you wanna explain it not fully in layman's terms, but try to make sure that your audience is not the people who do what you do. The P. It's the people who don't do what you do to some extent, and so try to make sure to make that clear.

344

01:06:09.290 --> 01:06:34.030

Karen Stout: And if you've got non traditional scholarship, this is courtesy of Anne Bennett, who is the chair, who is prior to me? Make sure to call that out. So in this case conference proceedings and informatics are actually a big deal in medicine, we would be like, Yeah, blah blah blah. But in this case that's got a ton of citations, because that's a mechanism for something that's super important in their field, so you should call it out, and you should also be encouraging, if you need, to

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01:06:34.030 --> 01:06:52.139

Karen Stout: your division, head and or chair to call it out. I will say they should be very well versed in doing that, because they're largely quite good at it. demonstrating independence. It's not necessary in everything. This is when we spend a lot of time talking about mostly in the interdisciplinary work, and I think people are getting more so, more facile with it.

346

01:06:52.240 --> 01:06:57.200

Karen Stout: Call it out for yourself, call it out for other people. And

347

01:06:57.630 --> 01:07:20.779

Karen Stout: really make sure that if your if yours is non traditional, that that's obvious. Like, you know, there's some folks who demo they created the database that allowed 400 million dollars of research to happen. They created the platform to be able to do Covid testing, for which a bazillion dollars and other articles happened. That sort of thing. Call it out. It does matter. It's just that. It's

348

01:07:20.780 --> 01:07:37.830

Karen Stout: when it's not super obvious. By the traditional pathway. We need to have it explained to us and all the usual things of independence. If you're on study section, that's great. If there's other markers of independence that you got elected to something independently. That isn't as obvious how big a deal it is, explain it, and make sure somebody else does it for you.

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01:07:37.990 --> 01:07:43.179

Karen Stout: And then this. You do not have control over the letters that are written for you.

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01:07:43.250 --> 01:08:10.599

Karen Stout: But if you feel like the folks that are writing your letters need to know something about you, make sure they give you that. You give that perspective, because we can look at yours to see what you think of yourself. But it's ideal. If the letter writers are echoing parts of that as well, they don't have to echo all of, but they have to echo some of it, including your chair, so try to make sure that you are communicating with your division, head, or chair. You cannot communicate with your your external letter writers. They're gonna have to do it based solely on your contract.

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01:08:11.190 --> 01:08:24.839

Karen Stout: But then, last up. How do you help yourself? Use your mentors? Talk to your chair, division, head! Whoo! Whoever it might be, and understand the criteria where you're meeting them and where you're not. And I think one thing that's really helpful is to understand

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01:08:24.920 --> 01:08:30.209

Karen Stout: when you're kind of coloring outside the lines, if you will, so that you can explain why your picture is beautiful.

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01:08:30.350 --> 01:08:46.099

Karen Stout: So make sure that we understand how unique what you're doing is, or whatever those contributions are that may not stand out in a traditional fashion. Know what's in your packet. Know your

teaching evaluations. Do not assume everybody else is looking at this, for you. You need to be doing that because we will look at it.

354

01:08:46.120 --> 01:09:07.600

Karen Stout: and we will be able to tie it. Talk about it. If you've got weaknesses, man, own them and explain them. And then just really go back to reassuring yourself that once you get to the school, A. MP. Council, the vast majority of people get through. And the vast majority of time we get to just talk about how amazing they are, which is really, really fun. Cause we have a bunch of amazing faculty, and that's easily been the funnest part of the whole job.

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01:09:09.279 --> 01:09:23.140

Trish Kritek (she/her): Aaron. That was a tour de force. Thank you so much. First of all. Thank you for your service on this committee, because on this Council, because it is a really really important part of the school's function, and for sharing so much wisdom. And and really, I think the mystifying. What happens

356

01:09:23.240 --> 01:09:29.719

Trish Kritek (she/her): in a way that I think is helpful for folks. I'll encourage people if they have other questions for Karen to put them in the chat.

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01:09:29.790 --> 01:09:45.110

Trish Kritek (she/her): because I'm you may. And the same with me. I'm gonna transition. Since we're on Zoom, I'm going to encourage you to stand up. Stretch if you need to, while I have our panelists all come forward. So I see Zoe and I see Joshua, and I'm looking for

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01:09:45.180 --> 01:09:53.400

Trish Kritek (she/her): Rashmi and Aliyah great. So we have 4 outstanding faculty members who are all associate professors or clinical associate professors

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01:09:54.240 --> 01:10:07.209

Trish Kritek (she/her): and I really wanna thank all 4 of them for coming to talk about their promotion pathways, and I think it'll actually be better for you to introduce yourselves with a line or 2 about what you do in your promotion pathway, and then I'll start off with questions.

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01:10:07.390 --> 01:10:23.560

Trish Kritek (she/her): I have, you know, 2 or 3 questions that I'll start off with. And then, if there's people in the audience who want to ask questions, please throw them in, and I think we'll still kind of break out into breakout groups at the very end. So, Zoe, would you like to introduce yourself? I, by the way, I told everyone at the beginning. But I'm gonna have you tell your little bit better.

361

01:10:24.160 --> 01:10:26.860

Zoe Parr (she/her): Yeah, sure. Thank you.

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01:10:27.110 --> 01:10:38.520

Zoe Parr (she/her): I should admit that I actually never attended one of these. And I should have, because it was awesome. So, thanks to both you and Karen.

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01:10:38.860 --> 01:11:00.890

Zoe Parr (she/her): I I'm a general surgeon predominantly working out of the Mont Lake campus. I run the emergency general surgery service. With like 5 other colleagues I started in 2011 on the non clinical tract, and I have kind of an unusual

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01:11:00.940 --> 01:11:14.010

Zoe Parr (she/her): course I switched over to clinical probably about 6 years in and I also went part time. So my pathway, I think, is a bit unusual, and I think

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01:11:14.180 --> 01:11:29.349

Zoe Parr (she/her): perhaps was a little bit more challenging to navigate without a lot of mentors in the Department of Surgery. But thanks to some fabulous cheerleaders eventually did go through the promotion process couple of years ago.

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01:11:29.370 --> 01:11:34.429

Trish Kritek (she/her): and you are in a clinical associate professor, which is wonderful. Thank you.

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01:11:34.680 --> 01:11:35.790

Trish Kritek (she/her): Joshua.

368

01:11:37.090 --> 01:11:55.029

Joshua Jauregui: Good morning, everyone. Thank you for inviting me. Trish. I'm an emergency physician. I work at Harborview. I joined the faculty in 2015, and was promoted to associate Professor July 2022. So my second year now as associate, professor.

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01:11:56.150 --> 01:11:59.030

Trish Kritek (she/her): Thank you. And you are a clinician.

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01:12:00.040 --> 01:12:10.130

Joshua Jauregui: Thanks for reminding me. I feel like the second word changes so much. I'm not really sure so

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01:12:10.440 --> 01:12:12.230

Joshua Jauregui: awesome. Oh, yeah.

372

01:12:14.210 --> 01:12:18.080

Elia Tait Wojno: Hi, there! Sorry.

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01:12:18.280 --> 01:12:32.330

Elia Tait Wojno: I am an associate professor in the Department of Immunology. So I'm a bi-medical sciences, researcher. I do know, clinical work. I also, I guess, like. So we have a little bit of

374

01:12:32.710 --> 01:12:57.709

Elia Tait Wojno: unique track to getting here. I actually started my lab and and research career at Cornell University in 2015, starting there as a tenure track associ Assistant Professor and before I went up for tenure there. I jumped ship and came here to to u dub also as an assistant and so I think Karen brought up the non mandatory

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01:12:57.710 --> 01:13:22.149

Elia Tait Wojno: promotion process. And how that looks. So I actually did go up as a non mandatory because I didn't want to start all over again as an assistant when I came here to you. Dub so. Li did go up early successfully, and and can certainly speak to that if anyone's in in a more unique situation like that. But yes, thank you very much. For the opportunity to chat with everybody.

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01:13:22.310 --> 01:13:29.360

Trish Kritek (she/her): Thank you so much for joining, and and alias are one person on this panel who's on a tenure track, as she said in the tenured associate professor.

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01:13:29.490 --> 01:13:30.670

Trish Kritek (she/her): and then rush me.

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01:13:32.470 --> 01:13:55.589

Rashmi Kumar Sharma: Everyone. I have a cold. So pardon the frog voice. Yeah, good that we're on zoom. So my name is Rashmi Sharma. I'm a palliative care physician. So clinically, I see patients on our Mont Lake campus, and I'm a physician scientist so most of my time spent on research around in equities in care for patients with serious illness.

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01:13:55.600 --> 01:14:03.720

Rashmi Kumar Sharma: And so I can definitely speak to the promotion process as a physician, scientist, and and that pass.

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01:14:04.190 --> 01:14:29.219

Trish Kritek (she/her): Thank you all very much. So I'm gonna start off with a few questions and I'll be watching the chat for questions for the whole group. And if there's things that you are asking, Karen. She'll answer as we go. But so I'm gonna start with you. And I think you know you just heard you said, I didn't go to this thing, which is great honesty. I appreciate that. I think most people don't so one thing that I'm gonna ask everybody is, if there was one thing that you wish you had known before you started

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01:14:29.520 --> 01:14:39.429

Trish Kritek (she/her): the process of moving towards promotion, what would that be? Something that you'd like to have known earlier, because I think all of you have a lived experience of working through the process of promotion. What was yours?

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01:14:40.980 --> 01:14:42.629

Zoe Parr (she/her): I mean, I think

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01:14:43.960 --> 01:14:53.919

Zoe Parr (she/her): I had a lot of anxiety about promotion from non clinical perspective. And

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01:14:54.370 --> 01:15:02.949

Zoe Parr (she/her): you know, when I transition to the clinical tract I think I wish there had been a clearer

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01:15:04.270 --> 01:15:16.079

Zoe Parr (she/her): sort of outline of how, of how to move through that process. And I actually don't know that it still really exists in the department of surgery. And I just wish

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01:15:16.640 --> 01:15:32.230

Zoe Parr (she/her): that had been a little clearer, and I don't think it is at this point, and that may be an area within the Department of Surgery that can be focused on in the future. Because it wasn't clear, and it wasn't as hard as I thought it was

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01:15:32.710 --> 01:15:43.179

Zoe Parr (she/her): and it took a cheerleader to help me, you know. Move to that step, and I don't know how many people are in my situation within the surgical faculties. But

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01:15:43.780 --> 01:16:07.899

Trish Kritek (she/her): I think that's actually true in a lot of departments, not just in surgery. So I appreciate you raising that. And it's something that we're working on at the school level. And I think it's one of the reasons this new title will be important as we think about clarifying these things. So I don't

think you're alone. And maybe one of the key things is to find those people who are going to be champions and mentors in those situations to try to push forward also feel free to reach out here.

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01:16:07.970 --> 01:16:12.130

Trish Kritek (she/her): Okay, thank you. Totally appreciate that. Joshua, how about you?

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01:16:13.290 --> 01:16:22.980

Joshua Jauregui: I must say 2 things if that's okay. The first: In the first thing that was mentioned that Karen and Trish both mentioned over and over again. But I just want to emphasize is that it's a story

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01:16:23.090 --> 01:16:40.320

Joshua Jauregui: I really feel like. I hesitated to think about my promotion because I felt like it's like, just, you know, some busy work that I didn't wanna do or like talking about myself that I feel uncomfortable with or I just wanted to do the work. I didn't wanna document the work but thinking about it as a story and

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01:16:40.340 --> 01:16:43.520

Joshua Jauregui: helped me realign the fact that this helps me

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01:16:43.550 --> 01:17:13.249

Joshua Jauregui: figure out what is the target I wanna hit with my career. What are the things that are important to me? And how do all the things I say yes to. And more importantly, how do all the things I say? No. To fit within that story for me to really like, create the career that I want to and have the impact that I want to, and that will automatically like fit into the story that the promotion committees end up looking at. So I feel like that realignment, although more of like a paradigm shift, really was something I wish I would have known earlier on cause it would have given me more intrinsic motivation, I think.

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01:17:13.250 --> 01:17:29.040

Joshua Jauregui: And then the second thing is just that you have so much help. So much help. One example. We have packets of people who've recently been promoted available to us in our department, and that helped me so much to understand, like, what is an example of something that has been successful in the past.

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01:17:30.170 --> 01:17:33.890

Trish Kritek (she/her): both very valuable. Thank you for both those aliyah. How about you?

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01:17:35.130 --> 01:17:58.899

Elia Tait Wojno: Yeah. I might also say 2 things. One is yeah. Sorry. So 1 one is that if you are sort of going through. And maybe this echoes back to Zoe's comments a little bit. But if you are on a track that does not look like somebody else, or the average that usually goes through your your department.

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01:17:58.900 --> 01:18:23.210

Elia Tait Wojno: I think I just didn't realize that I needed to be asking more questions about how to tell that story, because I kinda knew what average, what a what a standard package would look like. And there were additional things that I needed to address in mind because I was going in a path that was a little bit outside of the ordinary, and I think Karen spoke to this as well. So I kind of wish I knew that I realized.

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01:18:23.670 --> 01:18:51.850

Elia Tait Wojno: not too late, I think, and and was able to work with my department chair to to put together my package in a way that would be successful and highlight my trajectory. But that was something that I did wish I knew ahead of time. And then there, there's a couple of udub specific things like how to access your teaching evaluations, for example, they are, in fact, all kept in one place like. I did not need to do the work of

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01:18:52.180 --> 01:19:02.459

Elia Tait Wojno: keeping each one individually. It is in a system. So as you begin to you know, you should be putting together your materials as you go.

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01:19:02.660 --> 01:19:28.220

Elia Tait Wojno: and I'm sure that will come up again in this conversation like, do not wait until the end to do it. But as you do that ask about resources to help you even in your first or second, or or you know, early on in your career as prior to going up for promotion, because there are people in resources who can help with that administrative burden right off the bat. And oftentimes people don't realize until they

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01:19:28.220 --> 01:19:36.049

Elia Tait Wojno: go up. They're like, Oh, 4 years ago there was a system to support this. So there! There's help there. All the way along the way.

402

01:19:36.280 --> 01:19:53.879

Trish Kritek (she/her): Appreciate, appreciate both both pearls, and I think this kind of theme of ask your department what resources there are there? Sample packets are, is there clarity in the promotion, part criteria? Are they gathering data for you that you don't have to do extra live work? All really good questions rush me.

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01:19:56.040 --> 01:20:01.880

Rashmi Kumar Sharma: The 2 things I would say one would be, I'm gonna have to go back to zoom.

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01:20:02.210 --> 01:20:27.570

Rashmi Kumar Sharma: I feel like there's a lot of variability between the support that you get from your division, or department, so I can speak to Gim which is a really large division, and has very few physician scientists. So I think, I felt like I didn't actually see any examples of a physician scientist packet

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01:20:27.570 --> 01:20:43.380

Rashmi Kumar Sharma: until I was putting mine together. We had clinician scholar packets in our division. So I wish I had actually seen a physician scientist packet much earlier. So that would be

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01:20:43.420 --> 01:21:09.750

Rashmi Kumar Sharma: that would be, I think, one piece, and then given that there's so much variability between divisions. I found it really helpful to reach out to colleagues who were in divisions, where they seem to have like a nice structure around this, because they did indeed have more resources. And so sometimes I think it actually can be helpful to reach out. If you're in a division where maybe you feel like you're missing some resources.

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01:21:10.780 --> 01:21:17.690

Trish Kritek (she/her): Appreciate all, all of those thoughts. So did you have another thing that you wanted to share, since everybody else gave to

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01:21:17.960 --> 01:21:48.149

Zoe Parr (she/her): No, I don't think so. I think someone had brought up a question about being part time. I don't know if you want me to answer, I mean, I don't. I actually was gonna ask you or or Karen. I don't know if the part time changes the clock. I mean as a clinical faculty. I don't think there is any clock, if you and I believe that's correct from one you know, one

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01:21:48.340 --> 01:22:08.119

Zoe Parr (she/her): area to the next and so yeah, I would have to defer to to you about for the non clinical faculty. If going part time changes that I don't know, for, as you said correctly, for clinical faculty, part time doesn't change it because it's a year to year appointment and anything that's a multiple

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01:22:08.120 --> 01:22:30.729

Trish Kritek (she/her): single or multiple year appointment. That's not gonna be an impact. But for for folks that have a promotion clock being part time does change the clock, and it's adjusted based on. If someone's working half time, they'll get 2 years for that period of time. So the clock is adjusted, based on people's part time status. And that's a great thing to talk about with the the administrator in your division or department. If that's if you're on a

411

01:22:30.750 --> 01:22:36.159

Trish Kritek (she/her): WOT. Or 10 year track worth having that conversation, and because there's

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01:22:36.170 --> 01:22:41.970

Trish Kritek (she/her): nuances to how that plays out, and it'll be worth understanding it. So thank you for raising that question that was in the chat.

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01:22:42.180 --> 01:22:48.799

Karen Stout: Can I hop in with one thing. Yes, please. So I everybody gave raise the, you know.

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01:22:48.860 --> 01:23:10.499

Karen Stout: get some examples which I think is an awesome idea, and definitely, can be really really helpful. Partly because the way people organize things or explain things you can be like. Oh, my! Oh, that makes a ton of sense. I will. I don't know if any of you guys have this experience. It can also be fairly daunting and terrifying because some of your colleagues are like ridiculously well accomplished, and I think one thing to

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01:23:10.500 --> 01:23:23.989

Karen Stout: it's a little hard to get away from sometime is you are not necessarily being compared to another person in your division in your department when you're going up. Your promotion is based on your accomplishment against your promotion criteria.

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01:23:24.040 --> 01:23:42.490

Karen Stout: But there's sometimes you'll look at something, and you can be like, Gosh, I feel like I it's an early promotion. Am I? Really? These guys are giving me this advice that maybe I should go? Maybe I shouldn't. And you start seeing some of the examples of some of the accomplishments of other people who got through. And you can be like, Oh, okay. Now, I feel like I'm I'm kind of in the same space. Or, Wow, okay, I see that I need

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01:23:42.490 --> 01:24:04.360

Karen Stout: some more leadership. Nationally, I need some more. This I need some more that so I think it can also be educationally helpful in that path even earlier on. For what pro successful promotions end up looking like, and some of the activities that they do that are more familiar with things you're doing. And then the clock stops or the clock slows are definitely, Esther said, just something to talk about with your local leadership.

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01:24:05.140 --> 01:24:06.739

Trish Kritek (she/her): Yeah, I think.

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01:24:07.050 --> 01:24:32.289

Trish Kritek (she/her): both of those messages are useful, seeing a template and seeing what people have done is helpful, and everybody has their own story and their own path. And so what they've done does not mean that's what you have to do. It's gonna look different for each of us. But someone just knowing what the chunks are and what they look like is valuable. I think the self assessment. If someone's willing to share their self assessment with you. That's really helpful to see. Cause I think it. It helps you kinda think about how to write those.

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01:24:32.600 --> 01:24:37.299

Trish Kritek (she/her): Okay, a lot of what I talked about was keeping track of stuff.

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01:24:37.690 --> 01:24:51.630

Trish Kritek (she/her): And that means like maintaining your Cv. And various other things for some of you making a teaching portfolio? So I'm curious how you kept track of stuff and what were any good strategies. So, Joshua, I'm gonna start with you on this one. What did you do to keep track of stuff?

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01:24:52.280 --> 01:25:07.180

Joshua Jauregui: Yeah. First off I'd say, schedule yourself first pay yourself first. What I did is I? Every 3 months I had like a timetable yeah, probably 2 h where I would work on this because it wasn't my most fun thing, and if I didn't schedule it didn't happen.

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01:25:07.180 --> 01:25:37.050

Joshua Jauregui: Secondly, I found the evaluations, the faculty evaluations peer evaluations for our department, and I made a QR. Code, and I put it in the last slide of every presentation I gave locally, regionally, nationally. So that was just automated, and it links to the the online form that went to our administrator. So I didn't even have to deal with that just like was tracked every time and was easy to get people to do and I think, lastly, is, when I do do those 2 h every 3 months. I use outlook

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01:25:37.050 --> 01:25:54.019

Joshua Jauregui: calendar for all my stuff. So then, it just like it reminds me of what I did this really easy to forget what you did. And then dump it in my Cv. Or dump it in my teaching portfolio, and then that 3 months is done, and just my future self always thanks my current self. If I do that. So those are my X

425

01:25:54.160 --> 01:26:00.009

Trish Kritek (she/her): excellent strategies rush me. How about you? What do you have anything to add in terms of keeping track of stuff.

426

01:26:00.330 --> 01:26:06.100

Rashmi Kumar Sharma: I love the QR code. I'm gonna have to do that. My future talks.

427

01:26:06.290 --> 01:26:11.850

Rashmi Kumar Sharma: I update my Cv regularly. So after I give a talk. I just

428

01:26:12.160 --> 01:26:20.550

Rashmi Kumar Sharma: kind of pop into that document so that it happens regularly. And then I did have an Excel document that I'd use to track

429

01:26:20.800 --> 01:26:32.719

Rashmi Kumar Sharma: talks, I will say for a physician scientist, because there's a lot of emphasis on our publications. Again, a place where I'd be updating that in my Cv. And on getting grants.

430

01:26:32.770 --> 01:26:41.820

Rashmi Kumar Sharma: I think more time went towards those activities than tracking some of these other things, but the excel spreadsheet was kind of my path.

431

01:26:42.320 --> 01:26:45.229

Trish Kritek (she/her): Nice. That's excellent, aliyah. How about you?

432

01:26:46.150 --> 01:26:49.730

Elia Tait Wojno: Yeah, I would say, I'm

433

01:26:50.730 --> 01:27:04.130

Elia Tait Wojno: just the way I work. I found myself to be more successful like the moment I did something like, said yes to a committee, had a publication accepted. I just sort of always have my Cv. Open which

434

01:27:04.660 --> 01:27:29.360

Elia Tait Wojno: is sometimes kind of like, oh, why am I doing this? But but I found that to be the most helpful way, just instantaneously. Anytime I did something that would be Cv. Worthy just to go in plug in that information. And then, if there was any other documentation that needed to be filed away. You know I had a place to do that cause I find myself being not very successful at all when I schedule chunks of time for tasks

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01:27:29.360 --> 01:27:41.010

that I'm not excited about. I get to that chunk of time. I'm like, Oh, I'm gonna do something else with that. So I'll have much more success, with just sort of doing it as I go along. But that's

436

01:27:41.010 --> 01:27:48.400

Elia Tait Wojno: both ways, I think, can work beautifully well, and that just involves you knowing yourself and and how best to get done some of those administrative tasks.

437

01:27:48.710 --> 01:27:55.570

Trish Kritek (she/her): I appreciate the different perspectives, and I think somewhere in between probably works for some people as well. Zoe, how about you? What's your strategy?

438

01:27:56.130 --> 01:28:17.249

Zoe Parr (she/her): Yeah, I don't. I don't think I have a lot different from what's already been mentioned, I kept a folder in my email. And so anything, especially more on the clinical side, because it's not so much about publications and things, but more about, especially on the teaching side of things. That's where I would put things.

439

01:28:17.320 --> 01:28:34.479

Zoe Parr (she/her): And I really I've forgotten about the outlook, because I remember going back. And you know, putting in a word. And I it would pull back all the things I done with teaching, or, you know, technical labs, or what have you? So? That's a good reminder. Cause that was great for that.

440

01:28:34.810 --> 01:28:55.590

Trish Kritek (she/her): Yeah, I think everybody here, I think, having a strategy. They're different strategies, which is great. Think, having a strategy is important because trying to resurrect 6 years of contributions at the point that you're going for promotion is really hard, and I promise you will forget things, and you'll drive yourself insane, trying to find all the things that you did so, whether it's, you know.

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01:28:55.730 --> 01:29:06.799

Trish Kritek (she/her): the different models that you heard. I have a outlook folder where everything just gets slid into that outlook folder, and then periodically, I go to the Outlook folder and put it in my Cv. But somehow, having a system.

442

01:29:06.990 --> 01:29:17.200

Trish Kritek (she/her): lots of different examples shared, I think, is really important, and if you already are several years in ranked and catching up sooner as opposed to later, is a really good idea, so that you don't get further along in that

443

01:29:17.490 --> 01:29:27.209

Trish Kritek (she/her): I'm gonna pivot to some of the questions from the group. And I I'm gonna take this one. Can you talk? Can anyone talk? And I'll let you unmute. If you want to be the first to step into this.

444

01:29:27.250 --> 01:29:52.040

Trish Kritek (she/her): can someone talk about the line between checking boxes and actually doing work that brings joy in regard to time and energy management. So we've talked about the things you need to do to get promoted. And we're doing this because we choose to do this, and hopefully that it does bring us joy. So how has that played out for you as an individual in terms of of feeling like you're doing things that need to check boxes versus you're doing the things that bring you joy.

445

01:29:54.590 --> 01:30:00.950

Trish Kritek (she/her): I want to pause for a second. I guess I would say that at least, when I'm counseling to panel. By the way.

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01:30:01.370 --> 01:30:05.140

Trish Kritek (she/her): Oh, yeah, sorry. No panel.

447

01:30:05.600 --> 01:30:12.629

Karen Stout: I was. Just gonna say, make sure you're in the right track cause the track you're in. If you've got a track, choice, should align with the things that bring you join

448

01:30:12.800 --> 01:30:17.699

Karen Stout: if you're supposed to be giving a lot of talks, and you don't like giving talks. Then don't be in the place where you have to give a lot of talks.

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01:30:17.850 --> 01:30:21.810

Trish Kritek (she/her): That was the only thing I was gonna say, whilst to nobody had unmuted.

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01:30:22.010 --> 01:30:25.830

Trish Kritek (she/her): that's good. They were getting some time to say with how they're balancing it.

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01:30:26.930 --> 01:30:55.600

Elia Tait Wojno: I guess I can say just briefly, I think it's important to know what boxes must be checked and where you have room to tell your own story and do the things that bring you joy and make that part of the story you tell in in your package. You know a certain amount of teaching. Yes, is a box to be checked, and it must be checked. You have to do it in order to fulfill those promotion criteria but then, where you choose to spend

452

01:30:55.600 --> 01:31:01.010

time, especially around service, I think, or teaching extra courses.

453

01:31:01.010 --> 01:31:25.709

Elia Tait Wojno: or, you know, doing things whether it's departmental or or university. I think th those are areas where you have more flexibility, and you can choose and tell your story around that. But I think it is important to have a clear conversation with your chair or administrative body in some way to know what boxes really do have to be checked in order for your colleagues to vote. Yes.

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01:31:27.220 --> 01:31:33.319

Trish Kritek (she/her): I appreciate that. And I think that that those are important things, and I think it's relevant to what Karen was saying, too like, if

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01:31:33.420 --> 01:31:46.360

Trish Kritek (she/her): the capital is also publications for whatever pathway you're on for promotion you're going to need to publish. And so you're going to need to do that work. And if it's not something you like to do. Then it might be something that is important to reconsider.

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01:31:46.590 --> 01:31:47.520

Trish Kritek (she/her): And

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01:31:47.720 --> 01:31:55.839

Trish Kritek (she/her): hopefully, these are things that bring you joy as you do them. Otherwise you might be on the wrong in the wrong title, and those are worth having. Conversations about. Rush me.

458

01:31:56.520 --> 01:32:25.259

Rashmi Kumar Sharma: You use this idea, though, about what what I've defined is kind of my purpose, right in the work that I do as a way to vet opportunities. So which committee I choose to be a part of which talks I choose to give for me. They need to be connected, then to to my purpose, and the work that I want to do so. That's the way in which I think about it and try to be selective, so that there's alignment

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01:32:25.260 --> 01:32:32.630

Rashmi Kumar Sharma: between these things that you need to do, and the aspect that gives you joy and brings you meaning.

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01:32:33.190 --> 01:32:42.460

Trish Kritek (she/her): I like that. And I think all of us having that kind of personal mission, or that description of what our values are and what our hopes are for our career are great guiding principles.

461

01:32:43.080 --> 01:32:48.879

Joshua Jauregui: Hmm. Off of that cause. I think one of the challenges I experienced was.

462

01:32:49.090 --> 01:33:11.809

Joshua Jauregui: there's the scholarship, the teaching, and the service piece of things like in terms of if you're gonna boil down to big buckets, and I feel like you don't have infinite amount of time. And so you have to do a balance of all of those things. And so if you sign up for all the committees, you're then kind of cheating yourself in these other areas in terms of the box checking. And what I really liked about what Raj me just said is.

463

01:33:12.260 --> 01:33:37.770

Joshua Jauregui: what did each of these buckets help a lot align for you, and that they all fit within. What you've decided is what you want to do for your career is important to you, and how can they inform each other? Cause? I have found that if you choose scholarship that informs the type of teaching you do. That informs the type of, you know, clinical educator. You are at the bedside that informs the committee you're on, it'll help give you ideas in all the different spaces.

464

01:33:37.950 --> 01:33:54.339

Joshua Jauregui: I think one of the things I wish I would have been better at is saying no to things when I was too much in one bucket. So too much committee work, or too many pro scholarly projects where I felt like I wasn't able to do them, because then you're taking from other buckets that you don't want to be like your family or personal time

465

01:33:55.760 --> 01:34:04.529

Trish Kritek (she/her): very much appreciate that, and I think a check in on yourself. Also check with your mentors about this. If those are good folks to kind of bounce this off. Zoe.

466

01:34:05.500 --> 01:34:09.010

Zoe Parr (she/her): Yeah, I think. I guess a

467

01:34:09.150 --> 01:34:16.989

Zoe Parr (she/her): couple of thoughts one is, I think, early on there was a lot of yeses to a lot of things. And then, as

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01:34:17.040 --> 01:34:35.750

Zoe Parr (she/her): you know, I went through time or through years, you start realizing that that wasn't a good commitment for me, or you know, I'm not adding any value and feeling okay, to say no, or passing it along to another colleague whose interest may better align. Was helpful.

469

01:34:36.280 --> 01:34:53.029

Zoe Parr (she/her): I also think I am someone that started in the, you know, in the Non Clinical Assistant, Professor Tract. And that ended up creating a lot of anxiety for me, and you know, with the support of my division head department head.

470

01:34:53.030 --> 01:35:08.719

Zoe Parr (she/her): I transition to the clinical tract. And and you know, obviously there was lots of things outside of work that contributed to me, then moving to part time as well. And if anyone needs to, you know, need someone to talk to you about that journey

471

01:35:09.260 --> 01:35:20.890

Zoe Parr (she/her): I can. I had to be very honest with myself, and thankfully I had a supportive department that allowed me to move in that direction, but still be a part of

472

01:35:21.170 --> 01:35:28.580

Zoe Parr (she/her): the faculty, and and contribute in the way that I am able to and am most strong at.

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01:35:29.330 --> 01:35:37.530

Trish Kritek (she/her): I appreciate that. Appreciate your your generous offer to talk with people more about it. And I think I really appreciate normalizing that

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01:35:37.800 --> 01:35:45.670

Trish Kritek (she/her): things evolve over time and life changes, and you might make different decisions as you move forward. And that's a normal and good. And so

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01:35:45.720 --> 01:35:55.459

Trish Kritek (she/her): and you're a successful clinical associate, professor, which is wonderful. there's a bunch of questions about taking stuff out of your Cv, which I'm just gonna turn into

476

01:35:55.560 --> 01:36:03.930

Trish Kritek (she/her): oral as opposed to written for a second. I do think you know, Karen, comment Karen, you can comment if you want in a second. Il think.

477

01:36:05.070 --> 01:36:21.779

Trish Kritek (she/her): as you get more senior, there are some things that probably can fall off your Cv. Like the words that you got in college are probably okay to take off your list of awards at some point time you might have gotten something in college that you want to keep telling everyone about, but if they're smaller things you might start to pair them back, or

478

01:36:21.780 --> 01:36:48.879

Trish Kritek (she/her): when I started off, as in my career, I wrote down everything I did in terms of teaching, and as I've gotten old I have consolidated some of those things that I do in terms of teaching, instead of delineating every last thing that I did. And so some of that consolidation becomes helpful as you become more and more senior. But there's some things that you're never gonna consolidate like your list of publications are gonna just continue to to be built upon over time or your previous funding or your current funding. Obviously, you're gonna keep present.

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01:36:48.880 --> 01:36:55.250

Trish Kritek (she/her): So I think it kind of depends on the spaces that you're talking about. I do think you want to see V. That's readable.

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01:36:55.260 --> 01:37:10.830

Trish Kritek (she/her): And you also want to take credit for the things that you've done so, you know. Another one for me is that I don't necessarily list every app abstract that I have submitted any longer, and instead, I have a little bit of a summary in that space. So Karen, you want to share your thoughts because I think you originally responded.

481

01:37:11.000 --> 01:37:28.210

Karen Stout: Yeah, I mean, I agree with everything, Trish said. I think that the idea of deleting has to be really because not because you're trying to differentially highlight things, because that that gets a little can probably go a little sketchy after a while, but because it's just kind of no longer relevant. So I would say, for most people the delete like.

482

01:37:28.320 --> 01:37:48.220

Karen Stout: Do we care that you won some minor award in high school? No. Do we care that you got a Olympic gold medal when you're in high school, probably. Yes. So somewhere in there some of those older accomplishments can fall by the wayside and be deleted. The idea of the specific question here about teaching, removing some of the old teaching and mentoring relationships.

483

01:37:48.220 --> 01:37:59.239

Karen Stout: I think, particularly if you were calling A. We sat down over coffee and talked about career ideas, a mentoring relationship which some people do. And the person who you mentored is gonna say, really.

484

01:37:59.240 --> 01:38:21.050

Karen Stout: I mean, that's fine to get rid of that. But I think that trajectory again go back to trajectory. What are you trying to demonstrate here, and your trajectory of your story should be that you were mentoring a few people. And now you're mentoring more. So I think it's fair to leave those in there as long as when you reflect back on them like mentoring relationship or teaching relationship, that it really meets that criteria as you feel it now.

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01:38:21.050 --> 01:38:50.800

Karen Stout: Because when you're just when you're a cardiology fellow having coffee with a resident actually feels impactful. But now that your faculty yeah, maybe that isn't so much so. I think that most Cvs are gonna stay pretty much as they are. Until you're solidly into Professor Range, where you start dropping stuff. The idea of the the Jill brought up of limiting things to the last 5 years. That actually is not something that has really taken hold at all in our promotion process or anything else.

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01:38:50.890 --> 01:39:09.610

Karen Stout: What you are really, you do need to be mindful of what's on there that is at rank. You're not deleting everything that came before. But you're you gotta be mindful of what's on there that's at rank, so you can call it out. There is some conversation about shortening some things. For the last 5 years. We

have not done that yet, so I wouldn't take a preempted strike because trying to add them back would be like.

487

01:39:10.200 --> 01:39:26.079

Trish Kritek (she/her): Yeah, I'll just say save multiple iterations of your Cv, I have, like so many different versions of my Cv, and I date them as to when I've updated them. So I can keep track of that. Yeah, we have not gotten to that point, and I think it comes back to what Joshua and others have said.

488

01:39:26.380 --> 01:39:48.299

Trish Kritek (she/her): Cb is imperfect way to tell your story. So you want to have the context of what's happened before and and how you've evolved. And obviously, when you tell your story in your self assessment. You're gonna give that context as well. So you know, if you're thinking about taking stuff out, I'm say I would suggest as you're getting moving towards associate, Professor. There's not a lot that you need to be starting to take out. And then.

489

01:39:48.330 --> 01:39:58.890

Trish Kritek (she/her): once you get to Professor, as as Karen said, which I have the hopes that all of you will be in the future. Then you start to maybe pair things back to make it more manageable over time.

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01:39:58.970 --> 01:40:09.610

Trish Kritek (she/her): But always ask your mentor. Ask me, or ask Karen, or ask one of the folks in the room. I'm gonna ask one more question before we break out into small groups, and I think you probably many of you touched on this. But

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01:40:09.760 --> 01:40:17.529

Trish Kritek (she/her): if there was, if there was a challenge in the moment of this process, whether it was early or late, anything along the way?

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01:40:17.660 --> 01:40:21.169

Trish Kritek (she/her): Is there something that you wanted to reflect on? That was a challenge just

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01:40:21.740 --> 01:40:28.880

Trish Kritek (she/her): and what kind of how you navigated it, or or what you learned from it. So rush me. I might start with you. Were there any specific challenges for you in the process.

494

01:40:30.940 --> 01:40:40.240

Rashmi Kumar Sharma: For me. I struggled the most with the structure piece, like I felt pretty good about content, and I knew I felt like I had a very clear story to articulate

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01:40:40.330 --> 01:40:52.800

Rashmi Kumar Sharma: but the actual like I saw people had like different ways to structure their cover page. And I don't know like the template aspect, and just the structure

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01:40:52.840 --> 01:40:55.499

Rashmi Kumar Sharma: felt very

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01:40:56.200 --> 01:41:04.229

Rashmi Kumar Sharma: like it could be, whatever which I found kind of hard. And I think that's where I did rely a lot on sample packets.

498

01:41:04.430 --> 01:41:24.969

Trish Kritek (she/her): So I wish that part had felt a little easier. I appreciate that, and I think there is a school, A and P. Guide which helps with some of that. But it's imperfect. And so I think, asking people for examples is a really good one, and know that some of this is intentionally gray to allow you the ability to tell your story the best you can, which can sometimes also be frustrating

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01:41:25.240 --> 01:41:29.180

Trish Kritek (she/her): Zoey any challenge specific challenge in the process?

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01:41:29.910 --> 01:41:31.390

Zoe Parr (she/her): I think.

501

01:41:31.840 --> 01:41:58.989

Zoe Parr (she/her): as I had mentioned before, for the clinical tract of the Department surgery, there just isn't a lot of guidance compared to the, you know, I think, what people are more typically used to, and that actually creates for me. And I think an opportunity to then work with the Department on that for my colleagues that are coming through after and I think, just having the confidence that I was ready to go forward without, you know, the the timeframe

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01:41:58.990 --> 01:42:13.410

Trish Kritek (she/her): of the 6 years. That was a big hurdle mental hurdle for me. I thank you for both of those, and I think you're not alone again, and the kind of clinical promotion criteria not being as transparent, which is something we need to work on all across the school.

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01:42:13.780 --> 01:42:15.799

Trish Kritek (she/her): Joshua challenge.

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01:42:17.240 --> 01:42:21.850

Joshua Jauregui: I think one of the challenges I had was not realizing

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01:42:22.110 --> 01:42:36.599

Joshua Jauregui: how some of the responsibility is on you as the faculty member to share with your division, chief or department chair kind of what you have cooking. What's going on? Where, where, what are you thinking about what's your future like? And I say that because

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01:42:36.700 --> 01:42:53.890

Joshua Jauregui: I was probably on acting too long and had more of that like upward trajectory that Karen was talking about, and I think if I had realized early on that, I should be disclosing and having more of those conversations I would have been taken off acting sooner than that.

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01:42:53.920 --> 01:43:17.390

Joshua Jauregui: And so just recognize that people don't know everything you're doing, or what may be coming up. And so think about how like, you know, you're probably 2 or 3 publications ahead, or invitational talks to next year. And so thinking about that, to get yourself off acting. If you are being productive. Because you obviously want to be promoted. If you deserve it. So that was a challenge for me.

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01:43:17.830 --> 01:43:27.550

Trish Kritek (she/her): Yeah, thank you. And I think if you are in an acting title, and you're not sure if you've been there too long, come, reach out. I'm happy to talk with you more about that. It is something that we're thinking about more and more.

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01:43:27.580 --> 01:43:30.540

Trish Kritek (she/her): Alia, any specific challenge that you wanted to share.

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01:43:31.330 --> 01:43:56.480

Elia Tait Wojno: I think maybe just playing off something that Karen said is coming to the realization that success looks different for different people, and that you are not being compared to perhaps other assistant professors in your department. Your accomplishments are being compared to what those criteria are, and there is intentional grayness in there to allow for people to have their own stories and for success to be different, and

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01:43:56.480 --> 01:44:22.140

Elia Tait Wojno: someone might have had great success with grant funding who may get tenure, whereas somebody who may have had less success in that area, but has been super well published. You know both of those folks get tenure, and it's fine to be both of those people, because it's it's valuable to the institution in in different ways. So just kind of wrapping your head around that reality, I think for me was a little bit

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01:44:22.380 --> 01:44:29.729

challenging. And you know, once I did that it was it was very liberating, actually, and made the process less stressful.

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01:44:30.150 --> 01:44:40.179

Trish Kritek (she/her): Thank you, and thank you to all of you for sharing, because I think there are challenges along the way. And we're going to. I'm going to reiterate what I've said. And Karen has said, and I think everybody said, and for the vast majority of people

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01:44:40.700 --> 01:44:50.840

Trish Kritek (she/her): you get there and you become associate professors, you get a 10% raise. You go into the next chapter of your career. It's great and and everyone will do it on their own unique pathway.

515

01:44:50.880 --> 01:45:16.310

Trish Kritek (she/her): With that in mind, I first of all want to say thank you to all of the panelists for sharing and for being so open and talking about new ideas that I see were resonating with people in the chat. I want to answer one question that's in the chat, and say you can get evaluations from your mentees. Those can be submitted as part of your learner evaluations, and I strongly encourage people who spend a lot of their time mentoring people in the lab to do that.

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01:45:16.490 --> 01:45:29.519

Trish Kritek (she/her): I also want to give everyone opportunity to ask some individual questions. So we are going to let you choose. If you want to go and talk a little bit more with Joshua or Leah, or rush me or Zoe in a small group. You can go off and do that.

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01:45:29.550 --> 01:45:40.829

Trish Kritek (she/her): And we're not gonna bring you back here. So I'm gonna take this opportunity to say, thank you to our panel. Thank you to Karen. Thank you to Kat and Jennifer. And I'm gonna ask Kat to put the evaluation tool into the chat right now.

518

01:45:40.830 --> 01:46:07.560

Trish Kritek (she/her): because we do these workshops over and over and over again, and the way they get better over time is that you give us feedback on how we can do this better for the future. Most of everything that we said is on the website, and more so in addition to whatever we said, we will share the slides. There will be a recording of this, and there's more material all on the websites. So I don't know if that evaluation tool went into the chat or not, I can't see it. Did it go in

519

01:46:09.290 --> 01:46:16.359

Trish Kritek (she/her): my Internet is still, but it will go in just a moment. Okay, so with that, I see Karen unmuted. Karen, would you like to say something?

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01:46:16.590 --> 01:46:24.469

Karen Stout: No, that was not on purpose, but I will. I guess I would. I would leave with the encouraging things. Unlike medical school, where there's only so many spaces.

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01:46:24.490 --> 01:46:43.960

Karen Stout: and you're competing against other people to get in. In this case the institution wants you to get promoted. Everybody wants you to get promoted. It may not always feel that way, but people are on your side, and they want you to get promoted. It's an it's reflection of the success of the institutional investment, and there is room for more than just one.

522

01:46:43.980 --> 01:46:58.180

Karen Stout: This isn't one of those spaces, and there's more than just one of whatever it might be. So if you just kinda know that the Institute choose institution really does have your back. The humans have your back. The criteria may seem weird at times, but

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01:46:58.220 --> 01:47:05.579

Karen Stout: people want you promoted and I think that actually helps kind of get through a process that can be feel a little pejorative at times.

524

01:47:06.010 --> 01:47:26.649

Trish Kritek (she/her): I appreciate that sentiment, and I would just say I consider them. Part of my personal job is to try to get you all promoted, so reach out. Let me help you if I can help in any way, and I think there's lots of other people who are rooting for you and want that to happen. So evaluation link is in the in the chat. You're gonna see a small group options pop up right now.

525

01:47:26.650 --> 01:47:38.099

Trish Kritek (she/her): I'll say in advance, thanks to everyone again, and I look forward to just hearing more about your promotion as you move forward. Thanks to everybody again. Click on whoever you'd like to join.