

The Path to Associate Professor

Trish Kritek MD, EdM
Vice Dean for Faculty Affairs
September 19th, 2023

Plan for Today

1. Digging into the Details of the Promotion Process –
Trish Kritek MD, EdM
2. Demystifying the SoM A&P Council – **Karen Stout, MD**
- Chair SOM A&P Council
3. Panel of Recently Promoted Faculty
 - Joshua Jauregui, MD** – Associate Professor, Department of Emergency Medicine
 - Zoe Parr, MD** – Clinical Associate Professor, Department of Surgery
 - Rashmi Sharma, MD** – Associate Professor, Department of Medicine
 - Elia Tait Wojno, PhD** – Associate Professor, Department of Immunology

Thanks!!!

slido



What is your department?

ⓘ Start presenting to display the poll results on this slide.

slido



What is your current rank?

ⓘ Start presenting to display the poll results on this slide.

slido



**How many years have you
been in rank?**

ⓘ Start presenting to display the poll results on this slide.

What We Will Discuss



Academic pathways, criteria, and timelines

Putting together your promotion packet

General advice and resources

Academic Pathways

Acting Titles

Acting Instructor

- 4 years max
- No national search needed
- Academic clock not running

Acting Assistant Professor

- 4 years max
- No national search needed
- Academic clock not running

6 years total time in “acting” roles

Assistant Professors

Tenure-track

- Predominantly research
- Teaching requirement
- Tenure at Associate Professor

Physician Scientist (WOT)

- 50-80% research
- Teaching requirement
- Clinical work for most

Clinician Teacher (WOT)

- ~80% clinical
- 20% scholarly activity – includes publications

Research (often PhD)

- 100% research
- No teaching requirement
- Multi-year appointments

Teaching

- Focus on teaching
- Scholarship in education
- Multi-year appointment

Full-time Clinical

- 100% clinical
- Many also teach
- No scholarly requirement
- Yearly appointments

Reappoint at 3 years
Promote at 6 years

New title – Professor of Clinical Practice → more later this academic year

Meetings with Chair/Chief

| | | |
|--------------------------------|---------------------|---------------|
| Acting and Assistant Professor | Associate Professor | Professor |
| Yearly | Every 2 years | Every 3 years |

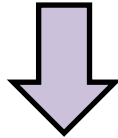
Manage Up → Ask for advice but also support

You should get a summary of the meeting

Promotion Criteria

Know Your Department's Criteria

Each department does things slightly differently



Start by talking to folks in your department

Categories for Promotion

Teaching

Scholarship

Clinical care*

Professionalism

Administration and Service

Reputation: local, regional, emerging national

* For clinical departments

Teaching



- Evaluated by quality and value, effectiveness, innovation
- Can be from all kinds of learners
 - Undergraduates
 - Graduate students
 - Medical students
 - Residents and Fellows
 - Post-docs
- Collate in Teaching Portfolio
- Peer teaching evaluations → 2 evaluations/year in for every year in rank

Start collecting evaluations now!!!

Your Teaching Portfolio (Sample from DOM – Clinician Scholar)

Opportunity for educators to highlight work not in CV

Need to be gathering data as you go (letters, evals, talks)

More flexible way to tell your story

Has to be readable by the A&P Council

1. Executive Summary
2. Personal Information
3. Teaching Philosophy
4. Teaching Activities and Role as an Educator
5. Professional Development in Education
6. Regional/National/International Recognition
7. Mentoring
8. Educational Administration and Leadership
9. Honors and Award in Education

Your Teaching Portfolio

Direct Teaching Activities

Medical Student Education

I have the following roles in medical student education:

- **HuBio 541: The Respiratory System:**
In addition to my current role as Co-Course Chair, I have two primary teaching responsibilities as part of this second year-medical student course on respiratory physiology and pathophysiology: I am a small group leader and also deliver a variety of lectures throughout the course.

Small Group Leader: Each year I serve as a small group leader during which I supervise and teach the students as they work through patient cases designed to increase their understanding of the course material. Numerical evaluations on a scale from 1 (poor) to 5 (exceptional) for my performance as group leader are as follows:

| Dimension | 2007 | 2008 | 2009 | 2010 |
|--------------------------|------|------|------|------|
| My Overall Effectiveness | 4.9 | 4.6 | 5.0 | 5.0 |
| Average Peer Scores | 3.7 | 4.2 | 3.9 | 4.2 |

A sample of written comments for my work as group leader include the following:

2009: "At this point in my educational career, I've had a lot of teachers. Dr. Luks ranks among the very top of those excellent educators. He did an AMAZING job of making something that can be quite confusing, very easy to grasp. His regard for the students, interest in the class, and willingness to put his time aside to teach was exceptional." "Dr. Luks was great! He was always very happy to answer questions and help with whatever students were struggling with. I really appreciated his kindness and all the time he put into helping us learn the material. He is one of the best professors I have had in medical school so far!!"

Description of your teaching role

Summary of numerical ratings

Sample of written comments

Scholarship and Reputation

Biomedical Research/ Physician Scientist

- Scholarship of Discovery
- Original independent work
- Grant funding – RO1 or equivalent
- Participation in key parts of multi-center study
- Invited lectures

Clinician Educator/Scholar

- Scholarship of Integration
- Book chapters & review papers
- Book authorship/editorship
- Scholarship of Teaching
- Curriculum development
- Education software and videos

Numbers of Publications

| Department | Track | Mean | Median | Range |
|--------------|---------------------|------|--------|-------|
| Medicine | Physician Scientist | 26 | 30 | |
| | Research Scientist | 35 | 36 | |
| | Clinician Teacher | 18 | 24 | |
| Pediatrics | Physician Scientist | 22 | 27 | 11-56 |
| | Clinician Teacher | 17 | 15 | 9-39 |
| Biochemistry | Biomedical Research | | 11 | 6-32 |

Regional and National Reputation

NIH study
sections

Editorial
boards

Invited
lectures

Society
Committee

Collaborative
research

Clinician Educators often need to be more creative

Clinical Peer Evaluation

Usually obtained by
your department/
division – need them
for years 2 and 5

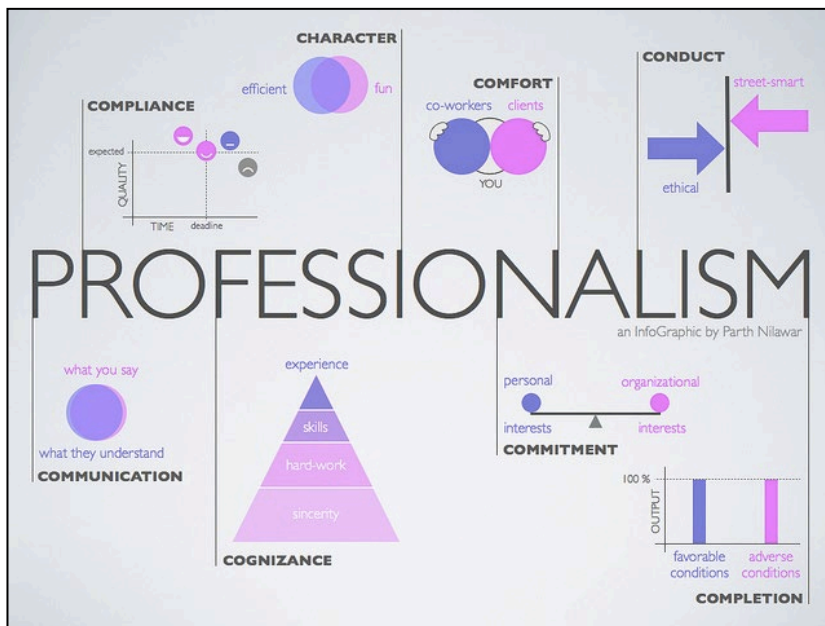


Professionalism

Evaluations from learners and peers

Participation in departmental activities

Absence of concerns/events



Administration and Service

Service on
committees

Leadership
role in the
department

Clinical service
director

Head of a
research unit

Chair of
society task
force

Can be done on a local, regional or national level

Equity, Diversity and Inclusion Work

Any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion

Promotion Timeline

Appointment

July 1, 2018

July 2018 – Jan 1 2019



July 2018

Reappointment

February 2020

Review

Re-appointment

July 2021

Promotion

February 2023

Mandatory
consideration

July 2024

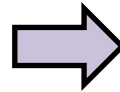
New rank

Jan 2 2019 – June 30 2019

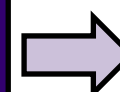


July 2019

Division/
Department
vote



A&P Council
Review



Upper campus
(Provost)

October

December

Mandatory promotion → hear in March

Non-mandatory promotion → hear in May

Extending the Clock – Stop the Clock

Automatic

- Permanent reduction in FTE so a specific FTE threshold
- On approved leave of more than six months

Request

- Birth or adoption of a child
- Personal reasons impacting scholarly productivity when not on approved leave (approval of chair)

COVID provision to stop the clock

Extending the Clock – Postponement

Year of
Mandatory
Review

- Lab space not ready/animals died
- Finalizing manuscripts for submission
- Awaiting results of funding submissions

One year postponement

Requires specific postponement plan

Need approval of Department/Dean's Office/Provost

Preparing the Promotion Package

Preparing the Promotion Package

Your department administrator is your key ally and also the expert

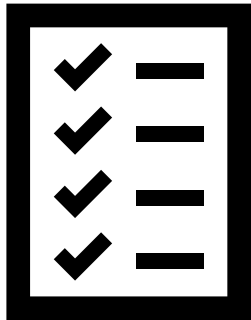
Other key folks – promotion committee members, senior faculty, your chair

Talk to other folks who have recently gone through this process

The Promotion Package

1. Updated CV (UW School of Medicine format)
2. Your top 5 papers
3. Learner evaluations (teaching portfolio)
4. Peer evaluations – clinical and teaching
5. Your written self assessment – personal statement
6. Letters of recommendation – 6 total
 - Chair, Division head, Service chief
 - Internal – one from within the department
 - External (3) – “arm’s length” review → not past mentor, current collaborator, close friend, family

Things on Your List



- Review the promotion criteria for your department
- Keep your CV and bibliography up to date
- Start early to create a Teaching Portfolio
- Be proactive about peer teaching evaluations
- Create a self assessment / personal statement
- PDFs of 5 most important papers

Your CV

March 2019

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
Curriculum Vitae

1. Personal Data

Name: Patricia A. Kritek, M.D., Ed.M.
Office Address: 1959 NE Pacific Street, Box 356522, Seattle, WA 98195
Phone/Fax: (206) 543-8660 Fax: (206) 685-8673
Work Email: pkritek@uw.edu
Place of Birth: Chicago, Illinois

2. Education

1992 B.A. History of Science/History of Medicine, Yale University, New Haven, CT
1998 M.D. University of Connecticut School of Medicine, Farmington, CT
2006 Ed.M. Specialized Studies, Harvard University Graduate School of Education, Boston, MA
2012 Certificate in Medical Management, University of Washington, School of Public Health

3. Postgraduate Training

Internships and Residency

07/98 – 06/99 Intern in Internal Medicine, Brigham and Women's Hospital, Boston, MA
07/99 – 06/01 Resident in Internal Medicine, Brigham and Women's Hospital
07/03 – 06/04 Chief Resident in Internal Medicine, Brigham and Women's Hospital

Clinical and Research Fellowships

07/01 – 06/03 Clinical Fellow, Harvard Pulmonary and Critical Care Fellowship, Brigham and Women's Hospital, Massachusetts General Hospital, and Beth Israel Deaconess Medical Center, Boston, MA
07/04 – 06/05 Research Fellow, Harvard Pulmonary and Critical Care Fellowship

Use UWSOM format

Ask senior faculty to review it

Take credit for all you do

Your Teaching Portfolio

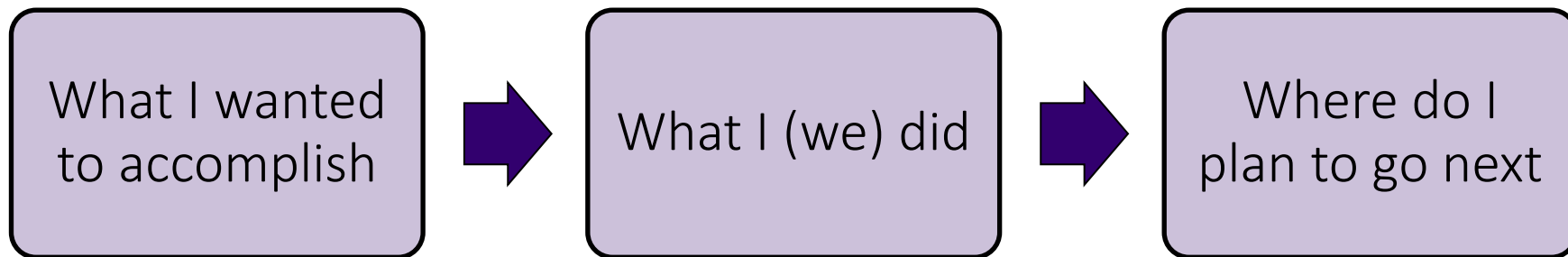
Opportunity for educators to highlight work not in CV

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Your Self-Assessment



Emphasize your strengths & acknowledge the weaknesses

Your Department/Division's Responsibility

Getting letters of recommendation

Obtain peer evaluation of clinical work

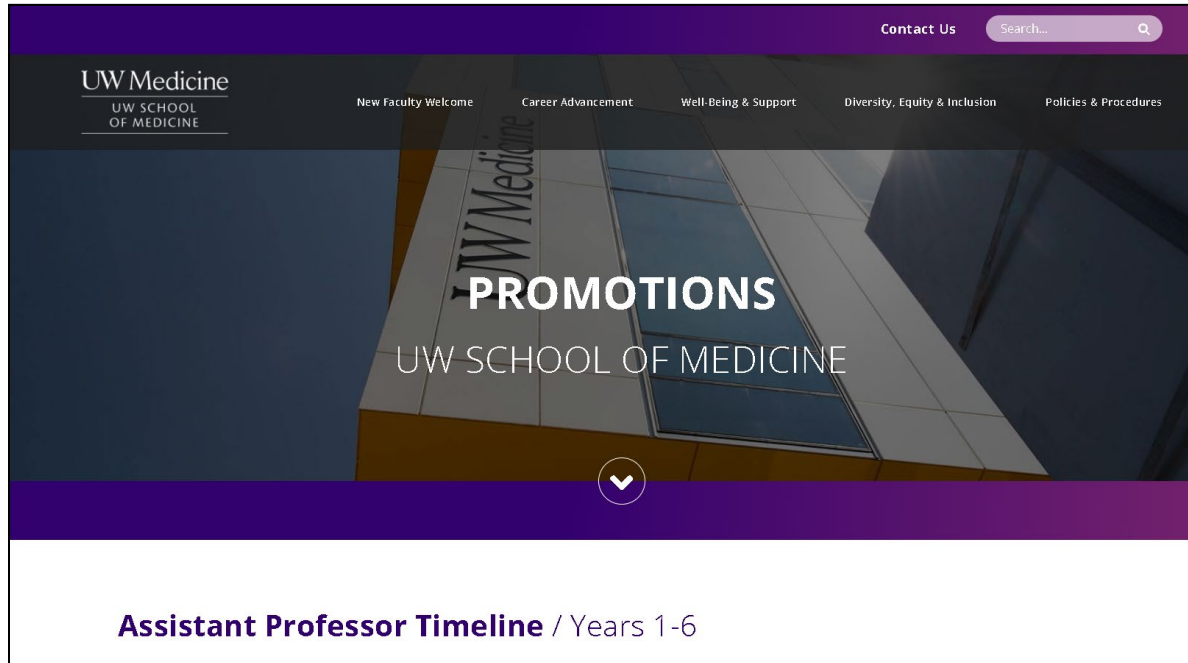
Peer teaching evaluations

Collating the online evaluations (Med Hub)

Submitting the packet in a single electronic file

Outside letter writers → suggested by you, know your work or your field

Use All Your Resources



The screenshot shows the top portion of the UW Medicine website. At the top right, there is a "Contact Us" link and a search bar with the text "Search...". Below this is a dark navigation bar containing the UW Medicine logo on the left and several menu items: "New Faculty Welcome", "Career Advancement", "Well-Being & Support", "Diversity, Equity & Inclusion", and "Policies & Procedures". The main content area features a large image of a building facade with the text "PROMOTIONS" in large white letters and "UW SCHOOL OF MEDICINE" below it. A white downward-pointing arrow icon is centered at the bottom of this image. Below the image is a purple horizontal bar, and at the very bottom, a white box contains the text "Assistant Professor Timeline / Years 1-6".

<https://faculty.uwmedicine.org/promotions/>

Don't Hesitate to Ask for Help

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