

The Path to Associate Professor

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UW School of Medicine
4/8/26

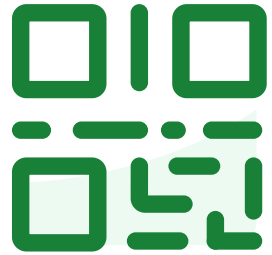
Objectives

1. Provide an overview of academic pathways, promotion criteria, and timelines
2. Explain (and demystify) the promotions process
3. Prepare you to put your promotion packet together
4. Spotlight the wisdom and advice of recently promoted faculty

Agenda

1. Titles, Tracks, and All Things Promotion (Sahar)
2. Demystifying the SoM A&P Council (Sarah Prager, MD, MAS,
Professor of Obstetrics and Gynecology, Chair of SoM A&P Council)
3. Q&A with Panel of Recently Promoted Faculty
 - Jennifer Ahn, MD, MS - *Associate Professor, Dept. of Urology/Pediatric Urology*
 - Sam Golden, PhD – *Associate Professor, Dept. of Neurobiology and Biophysics*
 - Amber Sabbatini, MD, MPH - *Associate Professor, Dept. of Emergency Medicine/Population Health*
 - Angad Singh, MD – *Clinical Associate Professor, Depts. of Family Medicine and Biomedical Informatics and Medical Education*

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How to change the
design



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What is your department?

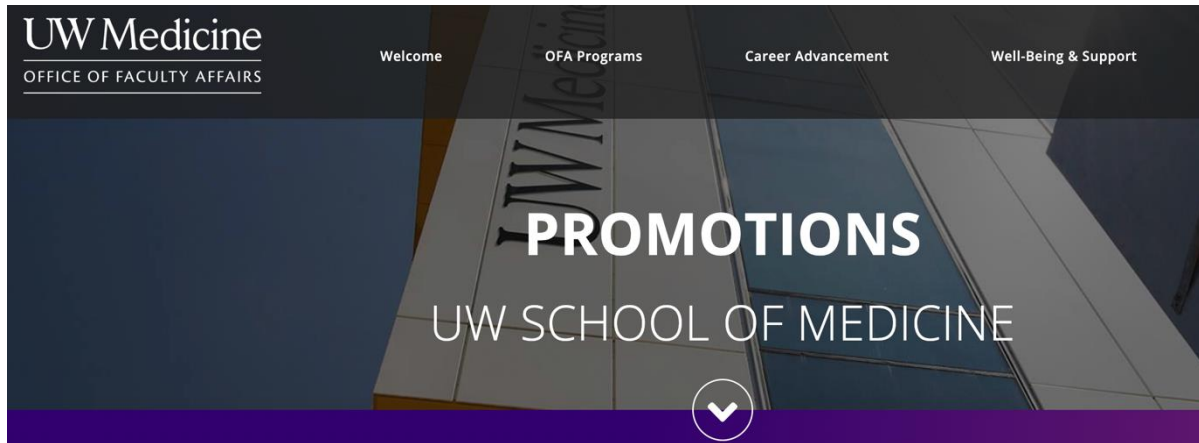


What is your current rank?



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

Key Resources: Promotions Website



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

DEPARTMENT PROMOTIONS CRITERIA

UW SCHOOL OF MEDICINE



Each department in the UW School of Medicine has specific promotion criteria. Some departments include separate criteria for particular tracks or appointment types. On this page, you will find that information for each department. Please contact your department administrator if you have questions about your individual promotion requirements.

You may also find more general promotion guidance including timelines and additional resources such as CV format and teaching portfolio examples on our [faculty promotions page here](#).

Anesthesiology and Pain Medicine



Biochemistry

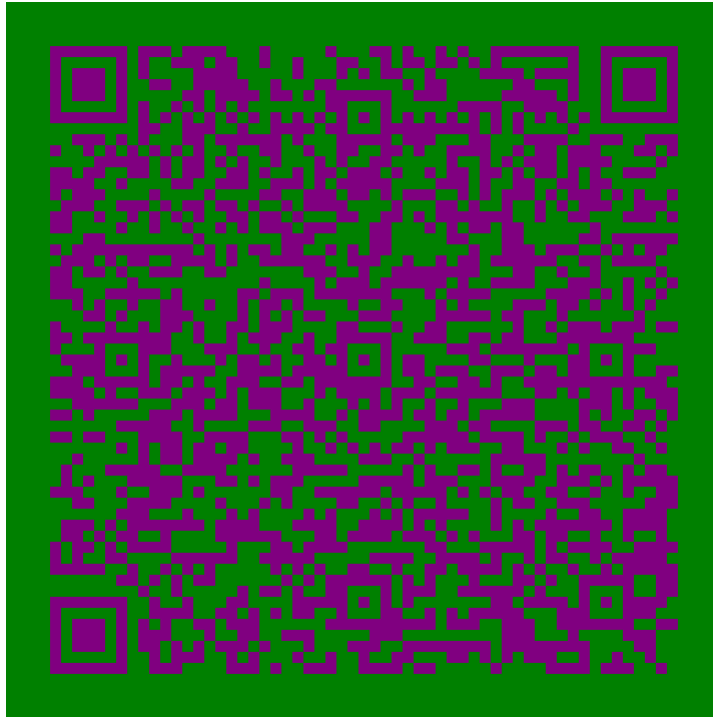


Bioengineering



<https://faculty.uwmedicine.org/department-promotions-criteria/>

For a Deep Dive: A&P Guide



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

“Clock-managed”: Reappoint at 3 years
Promote at 6 years

New title – Professor of Clinical Practice → clinical & teaching, multi-year terms, scholarship broadly defined

Meetings with Chair/Division Head

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

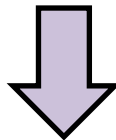
Ask for advice, support, discuss **next steps**

You should get a summary of the meeting

Promotion Criteria

Know Your Department's Criteria

Each department does things slightly differently

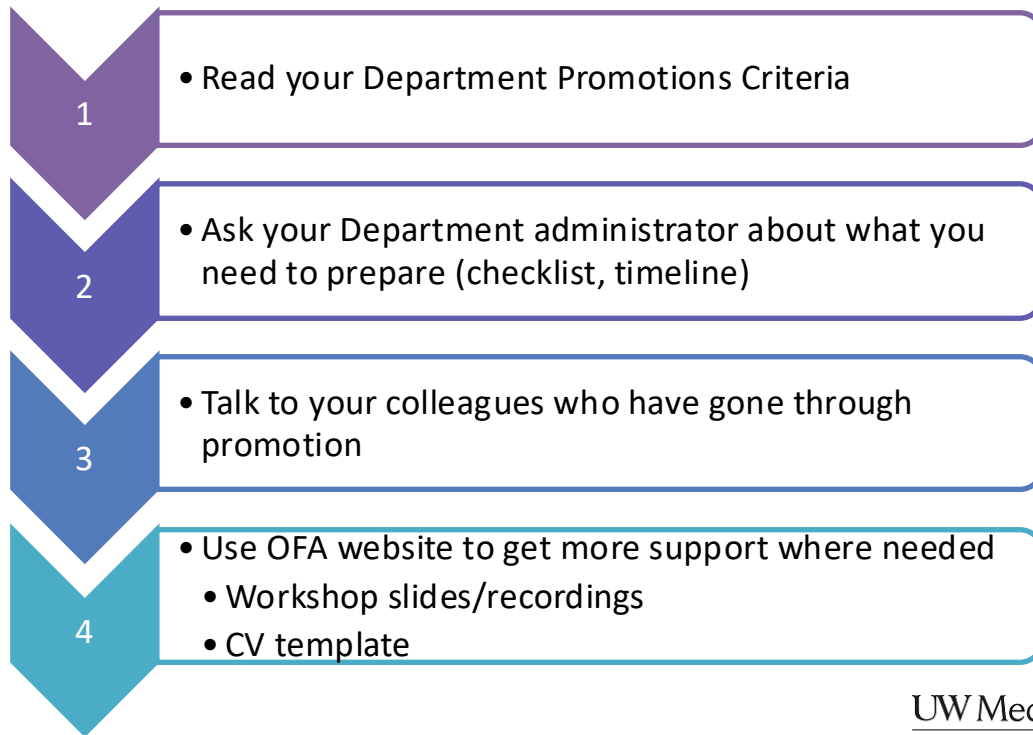


Talk to promotions leads in your department

Structured Approach to the Packet



Department Criteria



Categories for Promotion Can Vary

Teaching

Scholarship

Clinical care

Professionalism

Administration and Service

Reputation: local, regional, national, international

Teaching



- Evaluated by quality and value, effectiveness, innovation
- Can be from all types of learners
 - Undergraduates
 - Graduate students
 - Medical students
 - Residents and Fellows
 - Post-docs
 - APPs
 - Peers
- **Peer teaching evaluations: 2 evals/year, for every year in rank**

Collect teaching evals early and often!!

New Teaching Portfolio (effective AY '26-'27)

Areas of Contribution

1. Teaching Activities
2. Mentoring, Coaching, and Advising
3. Curriculum Development
4. Learner Assessment
5. Educational Leadership
6. Educational Research and Scholarship

- Faculty member provides focused summary in 1 or more Areas of Contribution
- Maximum 6 pages (including title page)
- **For most, the entire Teaching Portfolio will be 2-3 pages long**

The Many Forms of Scholarship

Biomedical Research/ Physician Scientist

- Scholarship of **Discovery**
- Original independent work
- Grant funding – RO1 or equivalent
- Participation in key parts of multi-center studies
- Study sections

Clinician Educator

- Scholarship of **Integration**
 - Book chapters and review papers
- Scholarship of **Teaching**
 - Curriculum development
 - Educational software/videos

Teaching Professor & Clinical Practice

- Scholarship **not limited to publications**
- Clin. Practice → quality improvement, clinical leadership, health care equity
- Teaching → education innovation, interdisciplinary teaching

Number of Total Publications

Department	Track	Mean	Median	Range
Medicine	Physician Scientist	26	30	
	Research Scientist	35	36	
	Clinician Teacher	18	24	
Pediatrics	Physician Scientist	48	48	30-92
	Clinician Scholar	32	28	14-87
Biochemistry	Biomedical Research		11	6-32

Regional and National Reputation

NIH study sections

Editorial boards

Invited lectures
(e.g., Grand Rounds, CME)

Society Committees

Collaborative research

Board Review and national courses

Guideline committees

Multi-site educational initiatives

Define your niche and share beyond our walls

Clinical Peer Evaluations

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



Professionalism

Evaluations from
learners and peers

Participation in
departmental activities

Timely
documentation/task
completion

Proactive response to
any concerns



Photo: "[Horizon](#)" by [enneafive](#) is licensed under [CC BY 2.0](#).

Administration and Service

Service on
committees

Co-leading an
affinity group

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: Zoomed-Out View

Appointment

July 1, 2020

July 2020 – Jan 1 2021



July 2020

Reappointment

February 2022

Review

July 2023

Re-appointment

Promotion

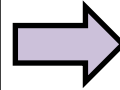
February 2025

Mandatory
consideration

July 2026

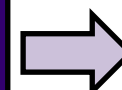
New rank

Division/
Department
vote



A&P Council
Review

October



Upper campus
(Provost)

December

Promotion Timeline: Zoomed-Out View

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July 1, 2020

July 2020 – Jan 1 2021



July 2020

Reappointment

February 2022

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Re-appointment

Promotion

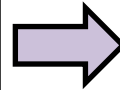
February 2025

Mandatory consideration

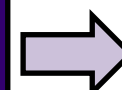
July 2026

New rank

Division/
Department
vote



A&P Council
Review



Upper campus
(Provost)

October

December

Mandatory promotion → hear in March

Non-mandatory promotion → hear in May

Extending/Stopping the Promotion Clock

Automatic

- Permanent reduction in FTE to a specific FTE threshold
- On approved leave of more than six months
- Federal policy changes (Opt **OUT**)

Request

- Birth or adoption of a child; parental responsibilities
- Personal or medical reasons impacting scholarly productivity when not on approved leave (approval of Chair)

[Information on Waivers \(updated 2026\)](#)

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 Packet

Preparing the Promotion Packet

Your department administrator is your key ally and the expert

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

Talk to others who have recently gone through this process

The Promotion Packet

1. Updated CV (UW School of Medicine format)
2. Your top 5 papers or other forms of scholarship
3. Learner evaluations
4. Peer evaluations – clinical and teaching
5. Teaching Portfolio
6. Your written self-assessment – similar to personal statement
7. Letter from Chair
8. Letters of evaluation – 4 total, all *higher in rank*
 - Internal (1) – one from within the department
 - External (3) – “arm’s length” review → not past mentor, current collaborator, close friend, family

Your CV

Page 2 of 17

Curriculum Vitae: Sahar Rooholamini, M.D., M.P.H.

Date last updated: 9/2/2025

FACULTY POSITIONS HELD

- 2013-2016 Clinical Assistant Professor (Full-time Clinical Faculty track), Division of Hospital Medicine, University of Washington School of Medicine, Seattle, WA
- 2016-2017 Acting Assistant Professor (Clinician Scholar track), Division of General Pediatrics and Hospital Medicine, University of Washington School of Medicine, Seattle, WA
- 2018-2023 Assistant Professor of Pediatrics (Clinician Scholar track), Division of Hospital Medicine, University of Washington School of Medicine, Seattle, WA
- 2023-present Associate Professor of Pediatrics (Clinician Scholar track), Division of Hospital Medicine, University of Washington School of Medicine, Seattle, WA

HOSPITAL POSITIONS HELD

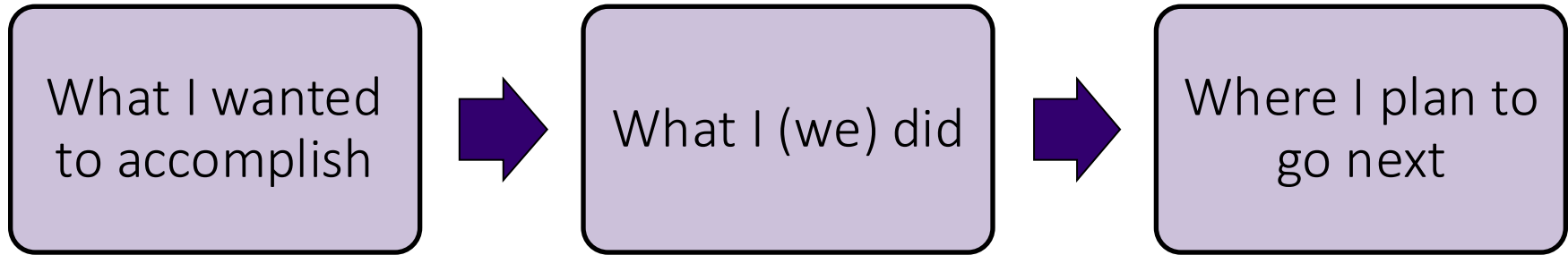
- 2011-2012 Attending Physician, Lucile Packard Children's Hospital at Stanford, Stanford, CA
Supervisor for medical students and pediatric residents in urgent care clinic and on general pediatric ward; attending in well-baby nursery
- 2011-2012 Attending Physician, Santa Clara Valley Medical Center, San Jose, CA
Supervisor for medical students and pediatric residents in urgent care clinic and on general pediatric ward
- 2013-present Attending Physician, Seattle Children's Hospital, Seattle, WA
General Medicine/ Medically Complex Child attending, Medical/Surgical Hospitalist

Use UW SoM format

Ask senior faculty to review it

Take credit for all you do!

Your Self-Assessment: *Tell Your Story*



Discuss your scholarship and your unique contributions

Emphasize your strengths & acknowledge the areas for growth

Things on Your To Do List



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

Your Department/Division's Responsibility

Getting letters of evaluation

Obtaining peer evaluation of clinical work

Peer teaching evaluations*

Collating the online evaluations (e.g., MedHub)

Submitting the packet in a single electronic file

You suggest outside
letter writers and
Department
requests them

*some departments ask faculty to obtain these –ask your department

We are here to help!
srooh@uw.edu



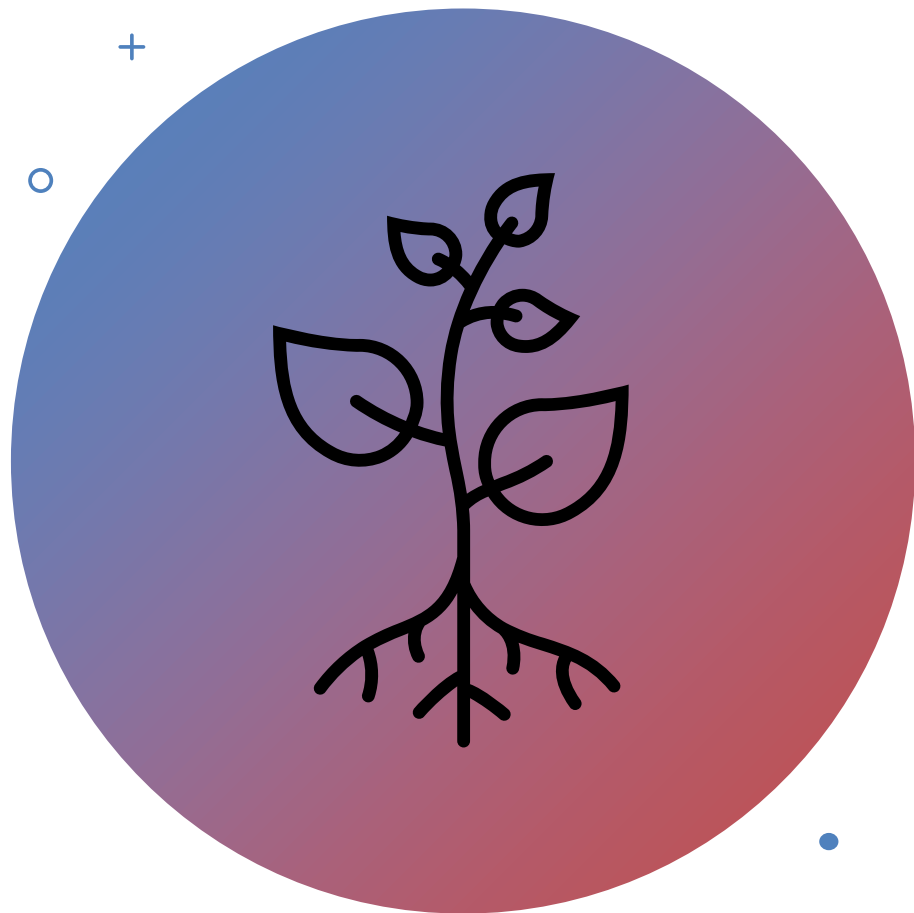
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Thank You

**Melissa Deabler-Urban and
the Office of Faculty Affairs
team**

**School of Medicine A&P
Council**

Short Feedback Survey



The UW School of Medicine Appointments and Promotions Council

Overview of process and What it means for you

SARAH PRAGER, MD MAS
PROFESSOR, DIVISION OF COMPLEX FAMILY PLANNING,
DEPARTMENT OF OBSTETRICS AND GYNECOLOGY
ADJUNCT PROFESSOR, DEPARTMENT OF HEALTH SERVICES
MEMBER, SCHOOL OF MEDICINE APPOINTMENT AND PROMOTIONS COUNCIL

Why care about the School A & P council?

Because to be promoted, it is a key step in the process

Understanding the process will help you navigate your promotions or provide counsel/mentorship to others

Add transparency and resources for questions

Promotion Process

Division (if applicable) votes on proposed promotion

Packet is prepared



Department votes on proposed promotion based on information in the packet and supporting letters



SOM A&P Council Reviews proposed promotions and votes
Review is added to the packet

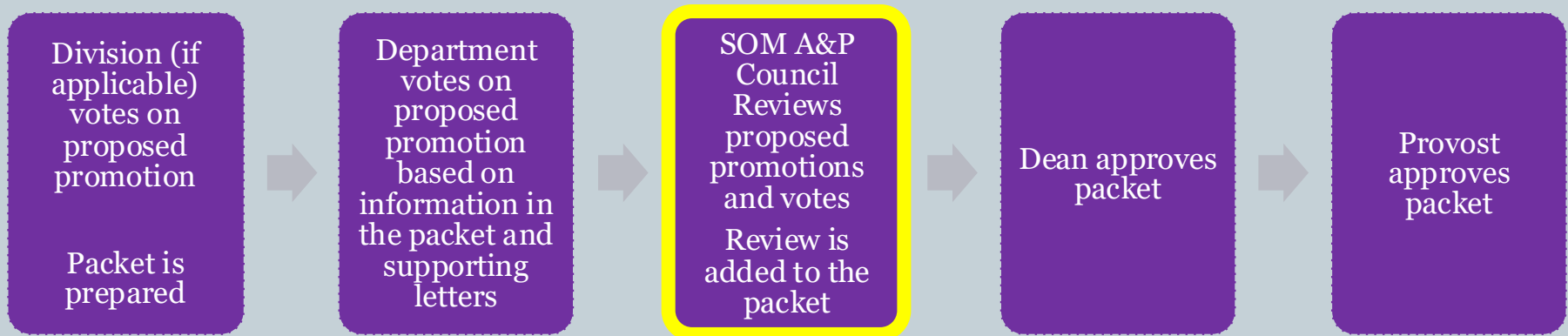


Dean approves packet



Provost approves packet

Promotion Process



Appointment and Promotion Committees

Departmental Appointment and Promotion Committees help define criteria for appointment and promotion

**Those criteria have commonalities as dictated by Faculty Code and the SOM
They are otherwise unique to the Department**

Are approved by A&P Council and the SOM

Working group to create unified criteria across departments

All Department voting faculty vote on appointments and promotions (based on rank)

School of Medicine A & P Council

One of a few “governance councils” in the SOM

Professors who are not Department chairs

not more than one per Department, regardless of Department size

Starting in 2026, there will be an Associate Professor council to review promotions to associate professor

Addition of Clinical Faculty Track adds too many additional promotions to review

It serves as peer review on behalf of the SOM, outside of the home Department

Is observed by ex-officio (non-voting) members

Communications are confidential

What do we look at?

Promotion criteria for 31 Departments, SOM Guidelines, UW Faculty Code

Individual faculty packets, including CV, letters, evaluations, personal statements

Each packet is reviewed by two members, one primary, one secondary

Review template filled out, will become part of the packet

Information in the Review Template

the review is DETAILED, everything is looked at

Candidate name and other basic information (dept., etc.)

Promotion being proposed

Departmental faculty vote

Educational Background

Research

Teaching

Clinical

Service

Letters of evaluation

Contributions to Equity, Diversity and Inclusion (optional)

Professionalism

Assessment and Recommendation

School of Medicine A & P Council

165 promotions last year, reviewed in fall/winter (24 mandatory, 138 non-mandatory)

The vast majority only celebrate the faculty member accomplishments

Over 90% of packets are clearly outstanding or routine, thus do not require in depth discussion (~99% of faculty promotions are approved)

<7% are challenging and require discussion

What do you mean by “challenging”????

Significant number of no votes in division or department

More than one unfavorable referee letter

Poor evaluations without evidence of improvement

Professionalism concerns

Lack of clearly demonstrated independence

Unexplained variability

Concerns that some aspect of promotion criteria are not met

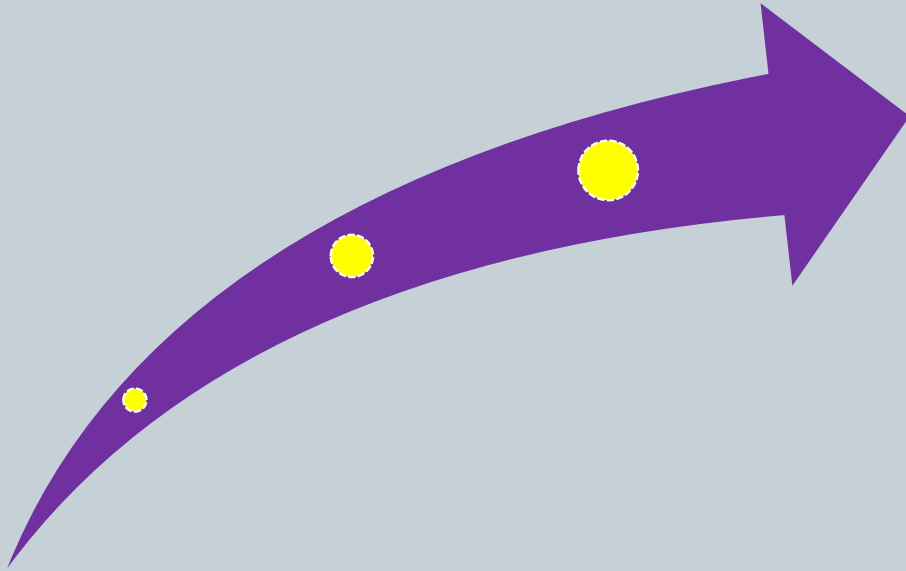
Trajectory

**SOME RELATIVELY COMMON ISSUES THAT ARISE
THAT HAVEN'T ALREADY BEEN DISCUSSED**



Trajectory Might Matter

And takes time to demonstrate



Non-mandatory = assistant to associate before year 6

Early should be unusual, not the expectation

Non-mandatory need evidence of a strong, obvious upward trajectory (which takes time)

Your Self-Assessment A & P Council

Tell us about your career as if we have NO IDEA about your specialty/expertise – because we generally don't!!!
It should add perspective to what will be in Chair's letter and outside referee letters

What I (we) did

Where do I
plan to go next

Emphasize your strengths & acknowledge the weaknesses

Forms of scholarship

Sometimes scholarship can be nontraditional in a field

For example, Conference Proceedings in informatics are full journal papers and can be significantly more competitive than journal papers

Indicate this in Self Assessment or Chair's letter

Pacific Symposium on Biocomputing 3:18-29 (1998)

REVEAL, A GENERAL REVERSE ENGINEERING ALGORITHM FOR INFERENCE OF GENETIC NETWORK ARCHITECTURES

SHOUDAN LIANG

SETI Institute, NASA Ames Research Center,
Moffett Field, CA 94035 (sliang@mail.arc.nasa.gov)

STEFANIE FUHRMAN, ROLAND SOMOGYI

Molecular Physiology of CNS Development, LNP/NINDS/NIH, 36/2C02, Bethesda, MD
20892 (<http://rsb.info.nih.gov/mol-physiol/homepage.html>);
sfuhrman@codon.nih.gov; rolands@helix.nih.gov)

[PDF] [Reveal, a general reverse engineering algorithm for inference of genetic network architectures](#)

[S Liang, S Fuhrman, R Somogyi - ... symposium on biocomputing, 1998 - lacim.uqam.ca](#) 

Given the imminent gene expression mapping covering whole genomes during development, health and disease, we seek computational methods to maximize functional inference from such massive data sets. Is it possible, in principle, to completely infer a complex ...

☆ [Cited by 1276](#) [Related articles](#) [All 19 versions](#) [Import into BibTeX](#) 

Demonstrating Independence

Required in some but not all pathways/tracks

Interdisciplinary work and “team science” make attribution of effort and the individual’s contribution more difficult

Clear enunciation of the candidate’s contribution and impact on a scientific program is essential

First and senior author publications are important, PI of grants, invites to give national seminars, etc. all good evidence of independence

Highlight in Self Assessment

Reviewers outside your Division/Department need context to understand success
Letters and personal statement provide context



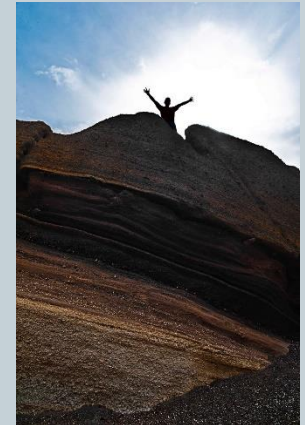
How can you help yourself succeed in the process?

Use your mentors! Talk to your Chair.

**Understand your story in the context of promotion
where it is 'usual' and where it isn't
make sure we understand your unique contributions!
What is your "path"?**

**Know what is in your packet (aside from letters)
highlight your strengths, own your weaknesses and your
plan for improving**

Know that most candidates are promoted with no issue



Q&A with Panel of Recently Promoted Faculty

Angad Singh, MD – *Clinical Associate Professor, Depts. of Family Medicine and Biomedical Informatics and Medical Education*

Amber Sabbatini, MD, MPH - *Associate Professor, Dept. of Emergency Medicine/Population Health*

Sam Golden, PhD – *Associate Professor, Dept. of Neurobiology and Biophysics*

Jennifer Ahn, MD, MS - *Associate Professor, Dept. of Urology/Pediatric Urology*

Please complete this short feedback survey

