

Promotion in Academics: Mounting Jacob's Ladder Without Being Wrung

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Promotion: goals of fellowship and acting instructor years

- Firm foundation for future success

Develop:

- Excellent clinical knowledge base
- Excellent communication skills
- Demonstrate ability to complete tasks

Clinical goals of early years

- Read regularly
- Become facile with procedures
- Express your opinion
- Ask questions
- Become an expert/consultant

Pedagogic goals of early years

- Hone and teach physical exam skills
- Develop repertoire of teaching materials
- Hone public speaking skills
 - Journal clubs
 - Small groups
 - Formal lectures

Scholarly goals of early years

- Define scholarly success
 - Goals of early years
 - 1st year: 1 review (+ an abstract)
 - 2nd year: 1-2 papers (+ 1 abstract)
 - 3rd year & beyond: 1-2 articles annually
- Clinician-teacher vs. physician-scientist
- Learn the local standards

Faculty Tracks

- Regular Faculty
 - Clinician-teacher
 - Physician-scientist
- Clinical Faculty
- Research Faculty

Clinician-Teacher Pathway

“Predominantly” clinician & teacher

- Outstanding clinical skills
 - Peer evaluations
 - Clinical benchmarks? 360° evaluations?
- Scholarship: broad definition
 - 1-2 per year
- Leadership, citizenship
- Administration = leadership

Physician-Scientist Pathway

Predominantly researcher & scholar

- Outstanding research accomplishments
 - 2-3 publications/year
 - First and last-authored publications
 - Original, peer-reviewed research articles
 - Impact factor of journal
 - Grants
- Mentorship
- Clinical skills, leadership, citizenship

Acting Faculty

- Annually renewable appointment
- ≤ 4 yrs as Acting Instructor
- ≤ 4 yrs as Acting Assistant Prof
- ≤ 6 yrs Acting Instructor & Asst Prof combined
- No independent lab space
- PI on grant proposals by permission

Advantages

- Promotion clock does not start
- “Buy time” for faculty with tenuous salary

Acting Instructor

- Board eligible/certified in specialty
- Shows academic potential
- Some scholarly achievement
- Professionalism

Appointment to Acting Faculty

- Division Head submits request to Chair
 - Rank
 - Salary
 - Grants
 - Scholarship to date
 - Lab/work space
- No search process
- Begin appointment process
 - Division vote
 - Chair approval
 - Medical staff appointment
- 2-3 months

Asst Professor: qualifications

- Based on POTENTIAL
- Requires a national search
- Requires ≥ 3 years “solid” salary support
- Strong clinical, teaching, scholarly record
- Professionalism
- Usually minimum of 5 scholarly works
 - Quantity and quality matter
 - Different criteria for C-T & P-S paths

Appointment to Asst Professor

- Division Head submits request to Chair
 - Job description
 - Salary: requires source for 3 years minimum
 - Lab/work space
 - Scholarship to date
- National search
 - Search committee appointed by Chair
 - Advertisement
 - Interviews
 - Recommendation to Chair
 - 6-12 month process

Asst Professor: Offer Letter

- Offer letter from division head, chief of service and chair
- NEGOTIATION
- Acceptance letter
- Appointment process begins
 - Vote by A & P committee
 - Vote by DoM faculty
 - Medical Staff appointment
- 3-6 months (12-18 months total)

Case Study #1

Dr. Brad E Kardia is in his 3rd year of cardiology fellowship and is interested in pursuing academics as a clinician-teacher.

CV: 3 publications; 1 first-authored; 5 abstracts

Excellent teaching evaluations

Excellent clinician

Good citizen

What faculty rank would he be eligible for?

What advice would you give Dr. Kardia to improve his chances for promotion?

Case Study #2

Dr. Al Veoli is in his 4th year of pulmonary fellowship and is interested in pursuing academics as a physician-scientist.

CV: 8 publications; 4 first-authored; 1 in JAMA (1st author)

Excellent teaching evaluations

Excellent clinician -- expertise in lung transplant

Good citizen

What faculty rank would he be eligible for?

What advice would you give to Dr. Veoli?

Case Study #3

Dr. Polly Rumatica is in her 2nd year of rheumatology fellowship and is interested in pursuing academics as a clinician-teacher.

CV: no publications; 1 abstract (research)

Excellent teaching evaluations

Excellent clinician

Good citizen

What advice would you give Dr. Rumatica to improve her chances for promotion?

Case Study #4

Dr. Rota Vyrus is in her 2nd year of ID fellowship and is interested in pursuing academics as a physician-scientist.

CV: 11 publications; 4 first (1 JCI) -- all from PhD
As a fellow: 1 abstract (research)

Do her publications as a PhD count for promotion?

What advice would you give Dr. Vyrus to improve her chances for promotion?

Case Study #5

Dr. Earl E. Werk is in his 3rd year as Assistant Professor as a clinician-teacher. He spent 3 years as an acting instructor after completing a 4-year fellowship.

CV: 12 publications; none in the last 2 years

When would he be eligible for promotion to Associate Professor?

Why does he care?

What advice would you give Dr. Werk to improve his chances for promotion?

Case Study #6

Dr. Minnie Talence is in her 3rd year as Assistant Professor as a physician-scientist. She spent 3 years as an acting instructor after completing a 4-year fellowship.

CV: 12 publications; 5 original research (2 1st-authored), 3 review articles, 3 chapters, 1 website contribution

Funding: VA salary

When would she be eligible for promotion to Associate Professor?

What advice would you give to Dr. Talence?

“The Clash”: Should I stay or should I go?

- Moving to another institution

Benefits:

1. Might accelerate promotion to next rank
2. Negotiation
 - Salary & other funding
 - Space
 - Personnel

Detriments

1. Transition time
2. Emotional investment

Case Study #7

Dr. Noah Bell has completed a 4-year fellowship in Endocrinology, and he is interested in a career as a physician scientist at UW. He has been offered an acting instructor at UW. An outside institution has contacted him about a position as an assistant professor.

CV: 10 publications; 4 first (1 Nature)

Funding: K08 (1st of 5 years)

What should Dr. Bell do?

Associate Professor: Promotion

Based on ACHIEVEMENT

C-T pathway

- Regional reputation for clinical, teaching and/or leadership
- Scholarship
 - ~ 1-2 scholarly works/year

P-S pathway

- Emerging national reputation
- Grants (R01 or equivalent)
- Scholarship
 - ~2-3 publications/year
 - Several 1st (or last) authored

Full Professor: Promotion

National reputation for excellence

C-T pathway

- National reputation for clinical, teaching and/or leadership
- Scholarship

P-S pathway

- Scientific independence
- Grants
- National reputation as scientist, scientific leader

Value of CV

- This is your most important document!
- Maintain a complete CV & augmented CV
- Follow UW format
- Ask an “expert” to review your CV

Conclusions

- Promotion is track-specific, but...
 - Scholarship is always valued
 - “Niche” is useful
 - Citizenship matters, but...
 - Leadership helps, but...
- Annual review (fellow and faculty)
 - Ask for specifics re progress toward promotion
- Negotiate
 - Consider extramural opportunities
- Fellowship & early faculty years IMPORTANT