

2013 Department of Medicine Assistant to Associate Professor Promotion Evaluation Data

The process of promotion from assistant professor to associate professor generates considerable anxiety for many faculty members. In the University of Washington Department of Medicine, the vast majority of assistant professors succeed in promotion to associate professor. All assistant professors have been appointed after a national search, and they are selected for their outstanding achievements and potential to succeed in academic medicine. As a result, those assistant professors who continue their trajectory are highly likely to succeed in the clinical, scholarly, and teaching achievements necessary for promotion to associate professor.

Many junior faculty want to know what are the necessary clinical, scholarly, and teaching achievements for promotion to associate professor in the clinician-teacher and physician-scientist pathways of the regular track and in the research track. There is no simple formula. It is essential to earn a regional reputation for excellence to be promoted to associate professor, but each individual may earn that reputation for excellence by different routes. Nonetheless, promotion in both pathways of the regular track requires evidence of excellence in clinical, scholarly and pedagogic work. For the research track, promotion to associate professor requires excellence in research as defined by publications and grants.

Excellence is defined both by quantitative and qualitative achievement and there is no single benchmark. However, the Department of Medicine uses some quantitative data for assessing excellence in scholarly and pedagogic work. To offer some guidance to junior faculty, we provide the following data regarding faculty who were promoted to associate professor from 2007 to 2012.

For clinician-teachers, the median number of journal articles, book chapters, educational videos or software was 17. For physician-scientists, the median number of journal articles was 28. For research scientists, the median number of journal articles was 37. It is important to acknowledge that the number of publications is not the sole factor in determining excellence in scholarly work. The quality of the scholarly work is essential. In addition, there are scholarly contributions that are not represented in the above data. Other scholarly contributions include service on scientific advisory committees or grant review committees, syllabus contributions or development, editorial board duties, etc. If you have questions about your scholarly progress, it would be best to discuss with your division head.

For clinician-teachers, the median evaluation (from residents and fellows) for overall teaching effectiveness was 5.6 (scale 1-6). For physician-scientists, the median evaluation was 5.5 (scale 1-6). There are many other ways of assessing teaching excellence including the number of intramural and extramural presentations, the prestige of intramural and extramural presentations, numeric evaluations of presentations, student evaluations, and qualitative evaluations. If you

have questions about your teaching portfolio, it would be best to discuss with your division head.

Finally, professionalism is an essential attribute for Department of Medicine faculty. All faculty promoted to associate professor must demonstrate professionalism. We have gathered data for *all* Department of Medicine faculty who are on an inpatient service or outpatient service with trainees (n = 3251) from 2011-2012 for trainee responses to the following questions: 1) This faculty member is respectful toward me and 2) This faculty member is respectful toward others. On a scale of 1-6, the mean score for each question was 5.77 and 5.74, respectively. Only 2% of the evaluations received a score of 4, and less than 1% received a score of 3 or less on each question. If you have questions about your professionalism, it would be best to discuss with your division head.

None of these data are absolute benchmarks for promotion to associate professor and should not be applied strictly to evaluate an individual faculty member. These data are touchstones that might be useful for discussing your achievements and academic progress when you meet annually with your division head. Your division head can help identify what you need to focus on for successful promotion. Each faculty member has different professional responsibilities, talents and achievements. Some faculty members might also be eligible for promotion based on regional or national prominence as an administrative leader. The path to promotion to associate professor differs for individuals, but all must succeed in achieving a regional reputation of excellence in academic medicine.

Our junior faculty members of the University of Washington Department of Medicine are some of the best in the world. We expect them all to be promoted to associate professor and virtually all succeed.