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ithsnav@uw.edu
206.221.1234
How to Get Appointed and Promoted in Academic Medicine

John K. Amory MD, MPH, MSc
Professor and Section Head, General Internal Medicine
University of Washington
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Talk Outline & Goals

- Part I: Understand Structure of Faculty Tracks
- Part II: Understand the difference between “Acting Instructor” and “Clinical Instructor”
- Part III: Understand the difference between appointment and promotion and the difference between Assistant Professor and Clinical Assistant Professor
- Part IV: Understand the criteria for Promotion to Associate and Full Professor in a given track.
- Part V: Test your knowledge!
Part I: Structure of Faculty Tracks

- Initially, individuals are “appointed” to the faculty (not promoted)
- Once appointed, then are promoted to higher ranks
- In the UW School of Medicine, there are three “tracks:

  - **Regular Faculty**
    - Clinician-teacher
    - Physician-scientist

  - "Pathways"

- **Full-Time Clinical Faculty** ("clinician/clinician")
- **Research Faculty**
Predominantly researcher & scholar

- Outstanding research accomplishments
  - >2-3 publications/year
  - First and last-authored publications
  - Original, peer-reviewed research articles
  - Grants

- Mentorship

- Clinical skills, leadership, citizenship
“Predominantly” clinician & teacher

- Outstanding clinical skills and
  - Excellent Peer and Trainee evaluation, especially for teaching in a variety of contexts

- Scholarship: broad definition (e.g. reviews, case reports, syllabi, co-authorship)
  - Average of 1-2 per year

- Leadership (e.g. administration)
Research Faculty

Usually PhDs in Clinical Departments

Expected to be nearly fully funded or work in a large group where funding is “shared”

Promotion times/publication expectations similar to Physician Scientists
Full-Time Clinical Faculty

Outstanding clinical skills
Excellent evaluations
No requirement for scholarship
Cannot be PI on grant
Annual Reappointment
Not voting faculty (promotions/appts)
Title “Clinical Instructor, Clinical Assistant Professor, Clinical Associate, Professor, Clinical Professor”
Part II: Acting Instructor vs. Clinical Instructor
Acting Instructor & Clinical Instructor

Acting Instructor
• Shows academic potential/teaching skills above average
• Some scholarly achievement
• Professionalism

Versus…..

“Clinical Instructor”

Same as above without requirement for scholarly achievement for promotion purposes
Acting Faculty—not yet part of the Regular Faculty

- These are 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 only

Advantages:
- Promotion clock does not start
- “Buys time” for faculty
Part III: Appointment vs. Promotion & Assistant Professor vs. Clinical Assistant Professor
Assistant Professor: Qualifications

- Requires a national search
- Requires $3$ years “solid” salary support (usually at least a K-award)
- Strong clinical, teaching, scholarly record
- Professionalism
- Usually minimum of $5$ scholarly works
  - Quantity and quality matter
  - Slightly different criteria for C/T & P/S pathway
Appointment to Assistant Professor

- Division Head submits request to Chair
  - Job description
  - Salary: requires source for 3 years minimum
  - Scholarship to date
- National search must be conducted
  - Search committee appointed by Chair
  - Advertisements
  - Interviews
  - Recommendation to Chair
  - 6-18 month process
Clinical Assistant Professor

This is usually a promotion from Clinical Instructor not an appointment.

Does not require national search

Strong clinical record, excellent teaching evaluations

Professionalism
Part IV: Understand the Criteria for Promotion to Associate Professor and Full Professor in a Given Track
Associate Professor: Promotion

C/T pathway
• Regional reputation for clinical, teaching and/or leadership
• Scholarship
  • >1-2 scholarly works/year

P/S pathway
• Grants (R01 or equivalent)
• Scholarship
  • >2-3 publications/year
  • Several 1st (or last) authored

Regional reputation for excellence=TALKS!
Fig. 1. Number of research articles (a) and articles per year (b) by K-scholars at the University of Washington by K-award type (2005–2010).

Years in Rank: Promotion to Associate Professor

Years in rank at time of promotion, 2008-13
Assistant to Associate Professor

- Clinician/Teacher (36)
- Physician/Scientist (49)
- Research (15)
Promotion to Associate Professor: Publications

Publications at time of promotion
Assistant to Associate Professor
2004-2018

Y-axis: Number Of Publications

Box & Whisker plot with outliers. Box shows the lower and upper quartiles. X is the mean.

CT = refereed journals, book chapters, books, videos and software
PS and RES = refereed journals

n = number of observations
Promotion to Professor

National reputation for excellence in field

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

P/S pathway
- Scientific independence
- Grants
- National reputation as scientist, scientific leader
Promotion to Professor: Years in Rank

Average YIR at promotion, associate to full, 1999-2018

n=189

Avg YIR by pathway:
CT=8.62
PS=7.25
RES=7.8
Promotion to Professor: Publications

Number of publications at time of promotion, associate to full, 1999-2018

CT=refereed journals, book chapters, books, videos and software
PS and Research=refereed journals

Box & Whisker Chart - Box shows the lower and upper quartiles and the median. X is the mean. Whiskers are maximum and minimum values. Dots represent outliers.
Your Curriculum Vitae (CV)

• This is your most important document!

• Maintain a complete, up-to-date CV & augmented CV

• Follow UW SOM format

• Ask an expert to review your CV
Part V: Discussion Cases
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
Research funding: none
Excellent teaching evaluations
Excellent clinician
Good citizen

What rank would Dr. Kardia be eligible for?
What advice would you give Dr. Kardia to improve his chances for Appointment down the road.
Dr. A. Veoli is in her 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). Research funding: Small foundation award Excellent teaching evaluations Excellent clinician -- expertise in lung transplant Good citizen

What faculty rank would she be eligible for?

What advice would you give to Dr. Veoli?
3rd Case

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)
Research funding: None
Excellent teaching evaluations
Excellent clinician
Good citizen

What advice would you give Dr. Rumatica to improve her chances for promotion?
Case #4

Dr. Din Ghee is an MD/PhD in her 2nd year of ID fellowship and is interested in pursuing academics as a physician-scientist.

CV: 11 publications; 4 first (1 in JCI!) -- all from her PhD
As a fellow: 1 abstract (research)
Research funding: small society award

Do her publications as a PhD count for promotion?

What advice would you give Dr. Ghee to improve her chances for promotion?
Case #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
Research funding: none
Teaching Evaluations: Average

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?
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?
Conclusions

• Promotion is track & pathway-specific, but…
  − Scholarship is always valued
  − “Niche” is useful
  − Citizenship matters
  − Teaching Matters, esp. for C/T
  − Leadership helps

• Annual review
  − Ask for specifics regarding progress toward promotion from your Section or Division head!

• Early faculty years are IMPORTANT
Thank You

What Questions Do You Have?
Online Evaluation Survey

UW (if you are already connected to the internet)

Go to your UW email, find email sent earlier and click on link to REDCap survey.

Non-UW

Connect to WiFi:

  **UW NETID:** TBD
  **Password:** TBD

Go to your email, find email sent earlier and click on link to REDCap survey.

After you’ve finished the survey, don’t forget to click on “Submit”

Candy available once you have completed the survey!