Objectives:

- Reflect on goal-setting
- Understand the promotion and tenure process in general
- Identify questions to ask at specific institutions
- Prepare to strategize based on promotion criteria in service, research, and education
- List tasks necessary to negotiate the P and T process

Know Your Job Description

- Clinical/Service
- Education
- Research

Setting Goals

<table>
<thead>
<tr>
<th></th>
<th>Short-term</th>
<th>Medium-term</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyzing Goals

- What is needed to achieve goal?
- Who can help?
- What is the task list?
- What is timeline?
- What are obstacles and distractors?
- How will success be measured?

Strategies

- Identify mentors
- Form beneficial professional relationships
- Go to skill-building workshops (including: negotiation, planning, conflict/resolution, etc.)
- Apply for career development awards
- Make connections in professional organization
- Collaborate across departments
- Develop a social network of colleagues
Strategies: Plan ‘B’ When Things Go Wrong

**Problem**
- Lack of funds
- Lack of infrastructure
- Time constraints
- Unhelpful colleague
- Supervisor not supportive

**Approach**
- Grants, collaborations
- Borrow some
- Prioritize, choose
- Negotiate, avoid, get help
- Move, within or outside

Why Get Promoted?

- Respect/credibility
- Money
- Open doors to other opportunities/achievements (seniority)

Understanding the Promotion System

- Know the terms
  - Ranks and titles
  - Terms of appointments
  - What tenure means
- Be familiar with institutional culture
- Understand the promotion process and criteria
- Find out who the decision-makers are

Ranks

- Instructor, lecturer, clinical associate, etc. 1-5 yrs
- Assistant Professor 5-8 yrs
- Associate Professor 5-10 yrs
- Professor Forever

Academic Tracks

<table>
<thead>
<tr>
<th>Tracks</th>
<th>Responsibilities</th>
<th>Source of Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical/clinician educator</td>
<td>Patient care and teaching</td>
<td>Clinical revenue</td>
</tr>
<tr>
<td>Clinical scholar</td>
<td>Clinical research, patient care, teaching</td>
<td>Clinical revenue, small grants</td>
</tr>
<tr>
<td>Tenure</td>
<td>Independent research (and patient care)</td>
<td>External peer-reviewed grants</td>
</tr>
<tr>
<td>Research</td>
<td>Collaborative research</td>
<td>Grants (often not PI) and contracts</td>
</tr>
</tbody>
</table>
Tenure

• Designed to protect academic freedom
• Associate or Full Professor
• For researchers (at some institutions)
• Some places have post-tenure review
• How much does tenure really mean?

The Promotion/Tenure Decision-making Process

• Section (unit) head initiates process
• Department P and T Committee
• School P and T Committee

Criteria for Promotion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clinical</th>
<th>Clinical Scholar</th>
<th>Tenure</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical work</td>
<td>Outstanding</td>
<td>Excellent</td>
<td>Good</td>
<td>N/A</td>
</tr>
<tr>
<td>Teaching</td>
<td>Outstanding</td>
<td>Excellent</td>
<td>Good or excellent</td>
<td>N/A</td>
</tr>
<tr>
<td>Publications</td>
<td>Few required</td>
<td>Multiple in good peer-reviewed journals</td>
<td>Lots in high-impact journals</td>
<td>Variable</td>
</tr>
<tr>
<td>Service</td>
<td>Committees, taskforces, advocacy</td>
<td>National committees, panels, advisories</td>
<td>High-profile national committees/ study sections</td>
<td>N/A</td>
</tr>
<tr>
<td>Reputation</td>
<td>Local</td>
<td>Regional to national</td>
<td>National/ international</td>
<td>Variable</td>
</tr>
</tbody>
</table>

Adopted from Sharon Andreoli IU P and T Workshop

Criteria for Service Excellence

Important:
• Unique area of clinical expertise
• Program Development
• Local/regional impact of your program
• Scholarship in your area of expertise
• Unique administrative contribution to health care
• Provision of essential element of core service

Also:
• Service to patients
• Service to students
• Service to the profession
• Service to the community
• Administrative service

Adopted from Sharon Andreoli IU P and T Workshop

Criteria for Excellence in Teaching

Important:
• Curriculum development/ assessment/etc.
• Teaching load
• Teaching awards
• Scholarship in area of expertise
• Education grants
• Leadership roles in professional education organizations

Also:
• Teaching evaluations
• Committee work
• Mentoring
• Peer review of teaching, etc.
• Self-improvement: attending workshops, etc.

Adopted from Sharon Andreoli IU P and T Workshop
Criteria for Excellence in Research

**Important:**
- Coherent research program
- Publications *Peer Reviewed*
- Funding
- National reputation

**Also:**
- Writing papers
- Writing grants
- Participating in multi-center trials

Adapted from Sharon Andread, IU P and T Workshop

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Forms of Scholarship

- Seeking, attaining, analyzing, formulating and communicating knowledge or expertise in an area or discipline
  - Journal publications
  - Book chapters
  - Invited reviews
  - Editorials
  - Videos
  - Retrievable forms of electronic media
  - CD ROMs
  - Educational materials
  - Web based documents

Adapted from Sharon Andread, IU P and T Workshop

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Boyer’s Types of Scholarship

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>Build new knowledge</td>
<td>• Publishing research in peer-reviewed forum&lt;br&gt; • Creating infrastructure for future studies</td>
</tr>
<tr>
<td>Integration</td>
<td>Interpreting/sharing knowledge</td>
<td>• Preparing a comprehensive literature review&lt;br&gt; • Writing a textbook chapter</td>
</tr>
<tr>
<td>Application</td>
<td>Bring knowledge to bear in addressing societal needs</td>
<td>• Developing practice standards&lt;br&gt; • Systematically assessing the effectiveness of different techniques</td>
</tr>
<tr>
<td>Teaching</td>
<td>Study teaching and learning processes</td>
<td>• Developing and testing instructional methods&lt;br&gt; • Designing, implementing and evaluating an educational program</td>
</tr>
</tbody>
</table>

Boyer, E.L. Scholarship Reconsidered, 1990. (slide from Emily Walvoord, MD)

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The Promotion Package or Dossier

- Promotion must be proposed
- CV (updated)
- Personal Statement
- Organized, catalogued evidence
- List of internal and external reviewers

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The Personal Statement

- Your only opportunity to speak to the committee
- Explain vision, strategy, context—your story
- Assess and explain accomplishments
Keep Your CV Up-to-Date in Real Time

- Awards
- Committee work
- Abstracts
- Publications
- Talks

External Letters

- Get letter writer’s info to administrator early
- Must be from the rank you are seeking or higher
- The external letters must be “arms length” and from individuals not vested in your promotion
- Can use previous mentors and collaborators, but these do not count toward the required number and are given little weight

Questions to Ask

- What are the rules at our institution?
- What are pros and cons for different tracks?
- What are avenues besides tenure?
- What is the time course and consequences of denial of promotion?
- Can you switch tracks?
- Can you take time “off the clock” or how does part-time affect your trajectory?

Summary

- Understand the P and T process at your institution
- Have a vision and a plan
- Figure out what you need to do to achieve your objectives
- Organize your documentation

Acknowledgements

- Sharon Andreoli, M.D., Chair of IUSM Promotion and Tenure Committee
- Kori Keppner, expert administrative support