Understanding and planning for promotion to junior ranks

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Rush Postdoctoral Society
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• Identify key areas of excellence/pathways for promotion

• Develop strategies for promotion to the next level

• Understand how to build an effective CV and create a personal statement/summary, if required
A  Your personal mission -
   Why did you choose this path?
   When I am 80...

Benchmark
   Who are my role models? Whose career do I want to emulate?
   How did they get there? Am I on a similar path?
   What does the institution expect of me?

Contemplate
   What success means to me?
   Am I doing what I need to be doing to be “successful”?
   What do I need to start doing?
   To stop doing?
Promotions are not granted simply as a consequence of time in service

- Start thinking about the next step as soon as you become Instructor or Assistant Professor

- Discuss your level of preparedness REGULARLY and AT LEAST at annual reviews with your chairperson/supervisor

- Preparation for the next step is a continuous process.
Information about promotions can be found on Faculty Affairs webpages

https://www.rushu.rush.edu/about/faculty-affairs

https://www.rushu.rush.edu/about/faculty-affairs/rush-medical-college-appointmentpromotion-and-tenure

https://www.rushu.rush.edu/about/faculty-affairs/college-nursing-appointmentpromotion-and-tenure

https://www.rushu.rush.edu/about/faculty-affairs/college-health-sciences-appointmentpromotion-and-tenure
Rush: All senior ranks are tenure (associate and full professor)

**CON: 3 tracks**
1. Research and Education/Teaching
2. Research and Clinical practice
3. Clinical practice and Education/Teaching
   - Service is part of all three tracks

**RMC: 1 track, 4 areas of excellence**
- Education
- Research
- Clinical excellence
- Service
  - Administrative
  - Leadership
  - Community
  - Global, etc

**CHS: 1 track, 4 areas**
- Education/Teaching
- Research/Scholarship
- Clinical
- Service
  - Education/Teaching and Research/Scholarly activities are critical to the mission of the majority of Institutions that have tenure!!!
# Requirements for Appointment/Promotion to Instructor or Assistant Professor rank in the RMC

<table>
<thead>
<tr>
<th>Rank</th>
<th>Rank Category</th>
<th>Tenured/ non-tenured</th>
<th>Categories of Excellence for promotion:</th>
<th>Scholarly Activity Recognition/Reputation Criteria for promotion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Junior</td>
<td>Non-tenured</td>
<td>Teaching, Research, Clinical, Service</td>
<td>Scholarly activity, Local/Regional, National/International Recognition/Reputation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>First faculty rank appointment given after postgraduate training Potential for development in one area of excellence</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Junior</td>
<td>Non-tenured</td>
<td>Appointment might be given as a first appointment to clinical faculty after fellowship training and Board certification Promotion from Instructor must display development in one area and demonstrate potential for development in two areas of excellence</td>
<td>Evidence of Scholarly Activity</td>
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</tbody>
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**Instructor**
- Non-tenured: First faculty rank appointment given after postgraduate training. Potential for development in one area of excellence.

**Assistant Professor**
- Non-tenured: Appointment might be given as a first appointment to clinical faculty after fellowship training and Board certification. Promotion from Instructor must display development in one area and demonstrate potential for development in two areas of excellence.
## Requirements for Appointment/Promotion to Instructor rank in the CON

<table>
<thead>
<tr>
<th>Educator/Clinical Practice</th>
<th>Educator/Research</th>
<th>Researcher/Clinical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Criteria</strong></td>
<td><strong>Teaching</strong></td>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td><em>Graduate degree in nursing</em></td>
<td><em>Evidence of potential for creative ability as a teacher</em></td>
<td><em>Demonstrates a depth and breadth of clinical knowledge that can be communicated to students in a variety of learning environments</em></td>
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<tr>
<td><em>Experience in clinical specialty</em></td>
<td><em>Demonstrates a depth and breadth of clinical knowledge that can be communicated to students in a variety of learning environments</em></td>
<td><em>Facilitates positive learning climate</em></td>
</tr>
<tr>
<td><strong>Clinical Practice, Research &amp; Scholarship</strong></td>
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</tr>
<tr>
<td><em>Actively engages in clinical practice with demonstrated clinical excellence</em></td>
<td><em>Begins to develop a researchable area of interest</em></td>
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</tr>
<tr>
<td><em>Uses research findings to update clinical practice</em></td>
<td><em>Contributes to established research projects</em></td>
<td><em>Begins to develop a researchable area of interest</em></td>
</tr>
<tr>
<td><em>Identifies researchable problems</em></td>
<td><em>Submits materials (i.e. articles, CAI, video) for peer review</em></td>
<td><em>Contributes to established research projects</em></td>
</tr>
<tr>
<td><em>Assists with data collection</em></td>
<td></td>
<td><em>Submits materials (i.e., articles, CAI, video) for peer review</em></td>
</tr>
<tr>
<td><strong>College and Professional Service</strong></td>
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<tr>
<td><em>Participates on college committees or task forces</em></td>
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<td><em>Participates on college and/or medical center committees</em></td>
</tr>
<tr>
<td><em>Active member of local professional associations</em></td>
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</tr>
<tr>
<td><em>Shares expertise with community organizations</em></td>
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<td><em>Active member of college</em></td>
</tr>
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## Requirements for Appointment/Promotion to Assistant Professor rank in the CON

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<th>Teaching</th>
<th>Clinical Practice, Research &amp; Scholarship</th>
<th>College and Professional Service</th>
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<tr>
<td>*Doctoral Degree</td>
<td>*Demonstrates growing competence in teaching</td>
<td>*Research co-investigator</td>
<td>*Participates on college committees/task forces and/or medical center committees</td>
</tr>
<tr>
<td>*National specialty certification as appropriate</td>
<td>*Contributes to the instructional program and curricular development and evaluation</td>
<td>*Focused area of research</td>
<td>*Serves on committees for professional or community organizations</td>
</tr>
<tr>
<td>*Integrates state of the science literature into teaching activities</td>
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<td>*Acceptance of co-authored data-based and scholarly peer-reviewed papers</td>
<td>*Provides professional consultation at the local level</td>
</tr>
<tr>
<td>*Serves as student advisor</td>
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<td>*Presents data-based and/or scholarly papers locally and regionally</td>
<td>*Participates on college committees/task forces and/or medical center committees</td>
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</tbody>
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### Educational Criteria
- Doctoral Degree
- National specialty certification as appropriate

### Teaching
- Demonstrates growing competence in teaching
- Contributes to the instructional program and curricular development and evaluation
- Integrates state of the science literature into teaching activities
- Serves as student advisor

### Clinical Practice, Research & Scholarship
- Practice setting leader
- Clinical consultant
- Writes and presents practice oriented papers
- Implements innovative client care programs
- Research co-investigator
- Focused area of research
- Acceptance of co-authored data-based and scholarly peer-reviewed papers
- Presents data-based and/or scholarly papers locally and regionally
- Practice setting leader
- Research co-investigator
- Focused area of research
- Acceptance of co-authored data-based and scholarly peer-reviewed papers
- Presents data-based and/or scholarly papers locally and regionally

### College and Professional Service
- Participates on college committees/task forces and/or medical center committees
- Serves on committees for professional or community organizations
- Provides professional consultation at the local level
- Participates on college committees/task forces and/or medical center committees
- Serves on committees for professional or community organizations
- Provides professional consultation at the local level
Requirements for Appointment/Promotion to Instructor Rank in the CHS

**Scholarship**

**CRITERION:** Participation in scholarly activities  
**EVIDENCE** may include:  
1. Presentations at local, state or national professional/scientific meetings  
2. Participation in research/scholarship development opportunities

**Teaching and Mentoring**

**CRITERION:** Participation in teaching and mentoring activities  
**EVIDENCE** may include:  
1. Inclusion as a guest speaker in formal courses or facilitator of seminars  
2. Formal designation as a course assistant (or higher level of responsibility for a course)  
3. Assignment as a practice (clinical, management, etc.) site preceptor or mentor for students  
4. Assignment as a career adviser for students  
5. Positive unsolicited comments about the individual from other faculty, clinicians, managers, students or alumni

**Professional Practice**

**CRITERION:** Involvement in professional practice for at least one year  
**EVIDENCE** may include:  
1. Positive unsolicited comments about him/her from physicians, patients, students and/or colleagues  
2. Recognition internally at Rush or externally by other health care organizations about his/her professional practice  
3. Initiation of new services for patients or colleagues (e.g. other employees)  
4. Service in professional practice educational programs as an assistant, or providing guest lectures concerning professional practice to students, faculty and other practitioners or colleagues

**Service**

**CRITERION:** Involvement in professional organizations, and institutional and community service activities  
**EVIDENCE** may include:  
1. Membership in one or more local, regional or national professional associations  
2. Attendance at one or more professional meetings each year  
3. Engage in service activities for the department, college or university
Requirements for Appointment/Promotion to Assistant Professor Rank in the CHS

Scholarship

**CRITERION:** Evidence of potential to become a scholarly leader in his/her field

**EVIDENCE** may include:

- Ongoing performance for the criterion at the level of Instructor, and
- Participation in research projects
- Presentation of scholarly work at regional, national or international professional/scientific meetings recognized by the profession
- Author or co-author of articles in refereed journals recognized by the profession
- Initiation of grant preparation and submission
- Development and organization of research panels, workshops or seminar sessions at professional/scientific meetings recognized by the profession
- Peer reviewer of in-house grant proposals
- Supervision of student research

Teaching and Mentoring

**CRITERION:** Evidence of potential to teach and mentor effectively at the university level

**EVIDENCE** may include:

- Past service as course assistant, guest speaker, mentor, adviser or other roles at the level of Instructor
- Service as a course director or co-director
- Student course evaluations which are above average and which show improvement over time
- Other teaching evaluations by peers, program directors, chairs or outside consultants are above average and show improvement over time
- Redesign or revision of existing courses
- Assignment as formal academic or career advisor for students
- Direction of student practice, service and/or research activities

Professional Practice

**CRITERION:** Active participation in areas of professional practice; Development of in-service programs or professional practice educational materials

**EVIDENCE** may include:

- Ongoing performance for the criterion at the level of Instructor, and
- Participation in clinical/operational and departmental committees focused on quality, patient care and satisfaction, evidence-based practices, service delivery, and employee engagement and satisfaction
- Participation in clinical/operational research, initiation of innovative clinical/operational programs/activities for patient, employees and or community
- Preceptor for student professional practice experiences
- Development of new materials or technological advances

Service

- **CRITERION:** Evidence of active participation in professional organizations, and institutional and community service activities

- **EVIDENCE** may include:

  - Membership in the major local, national or international professional organizations for his/her field
  - Participation, as a session presenter or moderator, at one or more professional meetings each year
  - Serve as an occasional peer reviewer for articles in refereed professional/scientific journals
  - Attend committee and business meetings of professional associations
  - Membership on a department committee
  - Provide expert advice/materials for governmental hearing, media events, etc.
  - Individual or committee work with community agencies or groups related to his/her field
Scholarly Activity

- **Defined as:**
  - *Synthesis* of knowledge to *convey* this knowledge to the local, regional, national, and/or international community.
  - Scholarly activity does NOT necessitate production of original research or research projects.
  - However, it does *require* the *dissemination* of synthesized ideas in a thoughtful and uniform approach both within Rush and beyond.

- **Expectation**
  - at least ONE of a candidate's scholarly work products/achievements is in the form of the written word:
    - peer reviewed publications
    - peer reviewed abstracts
    - book chapters
    - white papers
    - position statements
    - online educational modules
    - institutional guidelines and/or protocols
    - quality improvement protocols
    - safety guidelines, etc.
Scholarly Productivity

- Activity in professional societies: elected positions
- Elections to prestigious scientific societies via peer-review process
- Appointments as editor, reviewer, and referee
- Consulting activity
- Research funding (if applicable)
- Patents, procedures and methods
- Publications – peer-reviewed articles & book chapters, peer-reviewed abstracts
  - Your contribution, significance of work and publication impact factor
- Presentation of scholarly papers: invited, keynote, podium, posters at international, national, and regional conferences/symposiums, seminars
- Extramural review courses: taught, directed, developed

Note regarding electronic publishing:

*Burden of demonstrating quality and significance (judged by some criteria) is on you*
Areas of Excellence: Education

Evaluated based on:
• Quality
• Quantity
• Innovation
• Creativity
• Evidence of leadership in education

• Scholarly work is required!

Documentation:
• Quantitative
• Qualitative
• **Demonstrated impact**
• Derived work product

= CV
Examples of educational excellence

- Creation of educational exercise(s) that serve(s) as a model for other institutions
- Teaching via classroom didactics/lectures/educational sessions/medical rounds/simulation courses/bedside teaching
- Development/directorship of programs, courses, classes, or clerkships
- **Mentorship**: students/residents/fellows/trainees/peers
- Educational awards
- Visiting professorships at other academic institutions
- Invitation for educational lectureships/workshops
- Scholarly work in textbooks, review monographs, or reviews published in peer review journals re: educational work or educational research
- Development and/or execution of web based educational forums
- Publication of original papers in peer review journals re: education
- Development of novel educational resources
- Outline of achievements of former trainees and mentees
- Membership in national, international, or inter-institutional educational activities and educational societies
- **Interprofessional education** of students, trainees, mentees, or peers through course work, seminars, professional society meetings, lectures, etc.
- Original educational research supported by intramural or extramural funding
Areas of Excellence: Research

• Demonstration of proven record of creative, high quality, significant work
• Independence of research accomplishments
• Extramural funding to support independent research activities
• Patent and/or development of new or novel technology.
• Evidence of mentorship of trainees (students, residents, colleagues, post-doctoral students) and the types of projects, activities, research projects in which mentoring occurred.
• Lectures and presentations to educate students, colleagues, peers, etc. on one’s research endeavors

Could be All types of funded Research:
Laboratory research
Clinical research
Educational research
QI
...

Dr. M
October 2013
Research excellence

For postdocs and junior faculty:

• To be promoted based on research excellence you must be a PI on the project, unless statistician!!!

• While in training and towards the end of postdoctoral training, identify the areas of research independent from the research of your PI/mentor!

• You can continue collaborating with the mentor, but should become independent

Could be All types of funded research:
Laboratory research
Clinical research
Educational research
QI
...
Clinical Excellence/Professional practice

Faculty who are put forth for promotion under clinical excellence will be evaluated on the **QUALITY** and **IMPACT** of their clinical service and its accompanying **CONTRIBUTIONS** to advance health care quality, delivery, safety, and outcomes.

- Clinical Innovations
- Safety/Quality improvements
- Clinical Productivity
- Development of New Line of Patient Care/Clinic
- Clinical Research/Clinical trials

**CON** and **CHS** may have some additional/different requirements

“You don’t say much, but I’m told it’s the therapeutic relationship that counts.”
Service

Activities not directly related to teaching, research, or patient care...

You know what it is when you see it!

Examples:
- Leadership
- Management
- Committees
- Task forces
- Lay education
- Community incl. Global health
- Prof. organizations
- Faculty Service

Service is must!
Scholarship: work must be public!
AVOID!!!
Or academic pitfalls for junior faculty

• Too much service and clinical effort
• Commitments that do not support promotion
• Diffusion and confusion
• Lack of mentoring and guidance
• Exploitation by other faculty or mentor
• Inattention to academic integrity
• Lack of discipline and perseverance
Take-Home Message

• Understand college-specific policies & requirements

• Keep your CV up to date

• CV should clearly indicate areas of excellence you are being considered for appointment/promotion

• Plan your appointment/promotion in advance
Questions?

Thank you
Office of Faculty Affairs

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