



Understanding and planning for promotion to junior ranks

Rush University

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Rush Postdoctoral Society
November 14, 2022



- 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



of Career Planning

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.



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

Rank	Rank Category	Tenured/ non-tenured	Categories of Excellence for promotion: Teaching Research Clinical Service	Scholarly Activity Recognition/Reputation Criteria for promotion: Scholarly activity Local/Regional National/International Recognition/Reputation
Instructor	Junior	Non-tenured	First faculty rank appointment given after postgraduate training <u>Potential</u> for development in one area of excellence	Not Applicable
Assistant Professor	Junior	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	Evidence of Scholarly Activity

Requirements for Appointment/Promotion to Instructor rank in the CON

Educator/Clinical Practice	Educator/Research	Researcher/Clinical Practice
<p>Education Criteria</p> <ul style="list-style-type: none"> •Graduate degree in nursing •Experience in clinical specialty 	<ul style="list-style-type: none"> •Graduate degree in nursing or related field •Experience in clinical specialty 	<ul style="list-style-type: none"> •Graduate degree in nursing •Experience in clinical specialty
<p>Teaching</p> <ul style="list-style-type: none"> •Evidence of potential for creative ability as a teacher •Demonstrates a depth and breadth of clinical knowledge that can be communicated to students in a variety of learning environments •Facilitates positive learning climate 	<ul style="list-style-type: none"> •Evidence of potential for creative ability as a teacher •Demonstrates a depth and breadth of knowledge that can be communicated to students in a variety of learning environments •Facilitates positive learning climate 	<ul style="list-style-type: none"> •Demonstrates a depth and breadth of clinical knowledge that can be communicated to students in a variety of learning environments •Facilitates positive learning climate
<p>Clinical Practice, Research & Scholarship</p> <ul style="list-style-type: none"> •Actively engages in clinical practice with demonstrated clinical excellence •Uses research findings to update clinical practice •Identifies researchable problems •Assists with data collection 	<ul style="list-style-type: none"> •Begins to develop a researchable area of interest •Contributes to established research projects •Submits materials (i.e. articles, CAI, video) for peer review 	<ul style="list-style-type: none"> •Actively engages in clinical practice with demonstrated clinical excellence •Begins to develop a researchable area of interest •Contributes to established research projects •Submits materials (i.e., articles, CAI, video) for peer review
<p>College and Professional Service</p> <ul style="list-style-type: none"> •Participates on college committees or task forces •Active member of local professional associations •Shares expertise with community organizations 	<ul style="list-style-type: none"> •Participates on college committees or task forces •Active member of local professional associations •Shares expertise with community organizations 	<ul style="list-style-type: none"> •Participates on college and/or medical center committees •Active member of local professional associations •Active member of college

Requirements for Appointment/Promotion to Assistant Professor rank in the CON

Educator/Clinical Practice	Educator/Research	Researcher/Clinical Practice
<p>Educational Criteria</p> <ul style="list-style-type: none"> •Doctoral Degree •National specialty certification as appropriate 	<ul style="list-style-type: none"> •Doctoral degree in nursing 	<ul style="list-style-type: none"> •Doctoral degree in nursing •National specialty certification as appropriate
<p>Teaching</p> <ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Integrates state of the science literature into a variety of clinical teaching activities for students and other health professionals •Demonstrates growing competence in teaching •Contributes to the instructional program and curricular development and evaluation •Precepts graduate students in clinical and/or research activities
<p>Clinical Practice, Research & Scholarship</p> <ul style="list-style-type: none"> •Practice setting leader •Clinical consultant •Writes and presents practice oriented papers •Implements innovative client care programs 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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
<p>College and Professional Service</p> <ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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/he 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

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

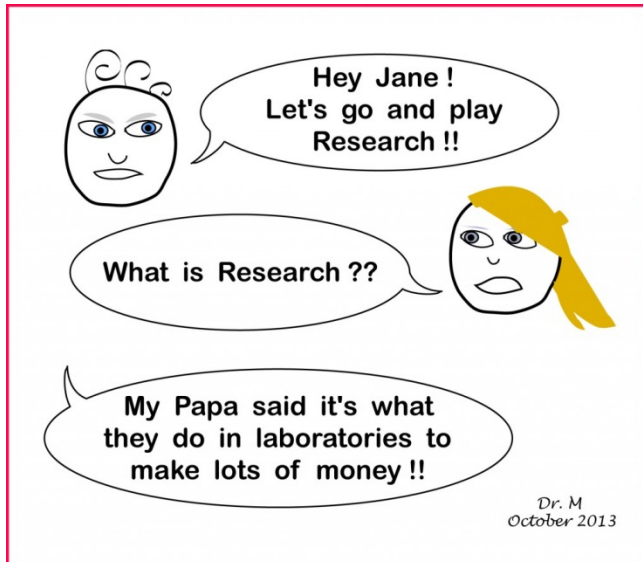
- Creation of educational exercise(s) that serve(s) as a model for other institutions
- Teaching via classroom didactics/lectures/educational sessions/medical rounds/simulation courses/bedside teaching
- Development/directorship of programs, courses, classes, or clerkships
- **Mentorship**: students/residents/fellows/trainees/peers
- 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



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



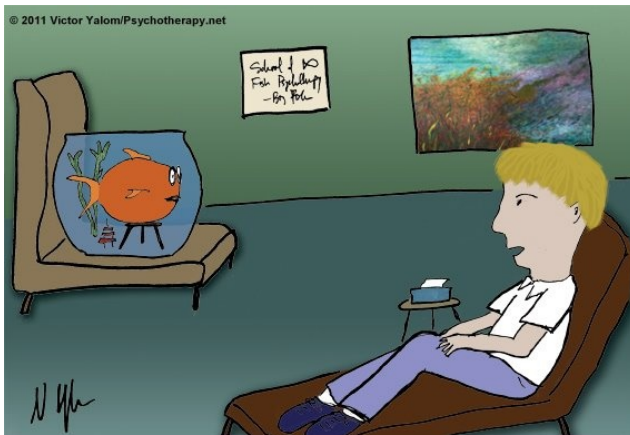
Could be **All** types of funded research:
Laboratory research
Clinical research
Educational research
QI

...

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



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

CON and CHS may have some additional/different requirements

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*



No matter your skills, there's something you can volunteer to do.

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Service is must!

Education – Research – Clinical - Service

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

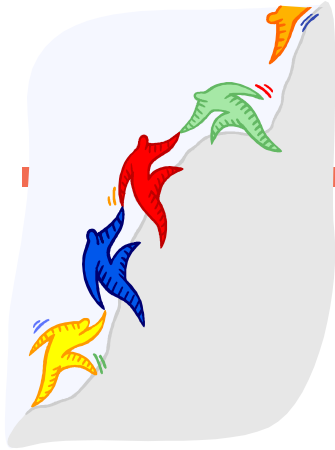




Thank you

Questions?

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