



How to Get Promoted and Mid-Career Promotion: Preparing Yourself for Success

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Case-Based Questions (please see page 4 for answers)

1.	A faculty member is somewhat shy and quiet and doesn't like to travel much. They find that online CME activities are a great way to get the needed CME without even needing to turn on their camera or talk to anyone, so they have not attended any professional society meetings since they began their career. The faculty member is coming up for promotion next year and they have numerous publications, have taught in the medical school curriculum, and serve on two key university committees. The section of the dossier that will be most difficult to fill in will be the
a.	Curriculum Vitae
b.	List of potential external reviewers
c.	Educational contributions
d.	Peer-reviewed publications
e.	Personal narrative

2.	You work in a department that affords you the autonomy to structure your time so that you can achieve your professional goals. You love teaching, so you take on more teaching responsibilities each year, now having 38 hours of teaching each year. Your student evaluations are stellar, and you received a teaching award last year. However, you don't like sitting in meetings and therefore avoid committee service at all costs. You have been a middle author on a case report that needed a histologic image of a tumor but have not had any other publications. You finally download the promotion requirements at the start of your fourth year since you learned that you should prepare at least a couple of years in advance. You read that you must "demonstrate excellence in two of the three mission areas: teaching, research, and service." After some initial panic, you decide to
a.	Add 20 more teaching hours to your schedule so you can demonstrate excellence in teaching
b.	Ask your chair to provide you with 15% protected research time for the next two years so you can demonstrate excellence in research
c.	Volunteer to sit on the curriculum committee and run for the faculty senate so you can demonstrate excellence in service

3.	An Assistant Professor is employed by the physician practice group at an academic medical center. As a condition of continued employment at this particular organization, it is a requirement to attain the rank of Associate Professor at the partnering university prior to or during the seventh year of employment. If the promotion in academic rank is not attained, the faculty member will be given a one-year contract extension designed to give the person enough time to find a new job. To best help the faculty member get promoted, the faculty member's Chair or mentor should provide
a.	10% protected time for research beginning in year one
b.	A list of potential mentors in the department after the faculty member has expressed a struggle in finding a mentor
c.	A check-in on dossier preparation in year six
d.	Current promotion and tenure guidelines for the University during onboarding
e.	Thirty contact hours of teaching for first year medical students starting in year two

Scroll to Page 4 for answers

Correct Answers and Rationales

Question 1 Correct Answer and Rationale: B. List of potential external reviewers

Rationale: Faculty members who focus all their activity within the walls of their own organization likely will find it difficult to provide potential “arms-length” reviewers at the time of promotion. Getting acquainted with people in the field will result in a group of people who know of you, but who have never worked with you or published with you. These relationships are essential to cultivating one’s local, regional, and national reputation. These connections can come in handy when putting together a list of potential external reviewers of your promotion packet. If you don’t know who to ask, you have a higher likelihood of having your Chair pick someone who doesn’t know you at all and only can speak to what they read in your CV and promotion packet.

Question 2 Correct Answer and Rationale: C. Volunteer to sit on the curriculum committee and run for the faculty senate so you can demonstrate excellence in service

Rationale: Identifying your gaps early on is critical to success in the promotion process. The individual in this case scenario loves teaching and objectively is great at it. Adding additional teaching hours will not add to the excellence already demonstrated in this mission area. Having a small percentage of protected research time for a couple of years might result in a few publications, but most organizations would not define a few papers as “excellence.” The best bet for the faculty member is to get involved in some service to the organization. Joining a committee or two is a great way to do this and being a valuable contributor can help you make your mark in a relatively pain-free way. Even if sitting in meetings isn’t your favorite thing, knowing that you will have to convince external reviewers as well as the promotions committee that you have shown excellence hopefully will provide the necessary motivation to pitch in and help. You may find that you enjoy contributing to how the curriculum is structured since you love teaching so much!.

Question 3 Correct Answer and Rationale: D. Current promotion and tenure guidelines for the University during onboarding

Rationale: Providing early mentorship regarding promotion and tenure criteria helps faculty know what the University values. This can help the faculty member strategically engage in activities that are professionally fulfilling and that align with the requirements for promotion. Addressing gaps often takes at least a year or two, so having a “dry run” of the dossier preparation should happen years before the document itself needs to be submitted.