














Planning Your Promotion

Elizabeth Puscheck, M.D., M.S.
 Associate Professor
 Wayne State University

Promotion and Tenure

 Tenure Clock???	 Associate Professor	 More Better	 Invited Presentations	 Editorial Boards
 Current CV	START			 Professional Societies
 Document - OR				 Document - OR
Teaching 				 professor
 Research				 Clinical Activity

It's Your Move!

Lee Lee Doyle, Ph. D. University of Arkansas for Medical Sciences
College of Medicine

Planning Your Promotion

- Promotion is earned not given
- Make your promotion automatic
- Start working on your promotion as soon as you get on the faculty
- Keep pushing the door open for opportunities
- Let your productivity speak for itself -- excuses for lack of productivity generally do not help

Planning Your Promotion

- Set your goals
- Obtain necessary tools/develop yourself
- Read the P&T guidelines for your school
- Multiple mentors help
- Develop your timeline
- DOCUMENT YOUR TEACHING AND PRODUCTIVITY!!
- Tell people your plans and explain

Goal

- Clinician-Educator Track:
- What do I need to know?
- How do I need to develop myself?
- Who can help me?
- When do I need to get this done?
- Where will I do this (local, regional, national)?

ASK!!

- Chair wanted me to be Clerkship Director
- Opportunity:
 - Local effects
 - Medical school-wide — Asked to be nominated to the Executive Education Committee
 - Regional/National: Asked Chair to nominate me to national education committees
 - Asked to get training
- *Plan to be academic about education!*
- Chair can nominate but YOU must fulfill expectations!

Teaching and Educating

- Were you trained teaching in school?
- It's NOT innate!
- Get training!!!! Document training!
 - WSU: Center for Teaching and Learning
 - AAMC: Dr. Diane Magrane
(www.aamc.org/members/facultydev/)
 - Specialty Societies:
 - *APGO/Solvay Scholars Program (18 months)-Competitive application,*
 - Am Col of Surgeons (Surgicaleducation.com),
 - Council of Emerg Med Residency Directors (for Junior Faculty, cord@cordem.org),
 - Radiology (www.aur.org/awardsprograms.html),
 - Am Acad of Family Physicians (www.aafp.org),
 - Am Physiol Soc
 - Harvard Macy Program on Education
 - Masters in Education

Once Trained, Develop and Produce!

- Develop innovative programs
- Implement curricular design
- Conduct educational studies
- Contribute to/implement national standards
- Submit abstracts and present
- PUBLISH, PUBLISH, PUBLISH: Papers are your currency to promotion!

P&T Workshops

- AAMC Breakout sessions on career dev.
- Look at specialty society meetings
- Look locally
- Key points:
 - Know your P&T Guidelines
 - Get internal and external advisors/mentors
 - Plan your future

WSU ASSOCIATE PROFESSOR: Clinician-Educator Track

- Website: <http://www.med.wayne.edu/faculty%5Fsenate/>
- 1. **Minimum 5 years at Asst Professor, board certified,** professional organization memberships (Prof: >/=5yrs)
- 2. **Major teaching responsibilities and demonstrated teaching effectiveness** (undergrad, grad, postgrad, and/or CME)
- 3. **Appropriate scholarship** (pubs, clinical reports in peer-reviewed journals)
- 4. **Objective evidence of excellence** in prof/clinical activities
- 5. Some evidence of peer recognition as acad professional at regional level (Professor: National/International)
- 6. Willingness to accept and effectively assume admin and committee responsibilities

WSU Clinical Voluntary Faculty:

■ ASSISTANT PROFESSOR

- 1. Evidence of serious commitment to teaching of service as they relate to the School of Medicine.
- 2. High quality professional training and experience as evidenced by professional degree and board certification where appropriate.

■ ASSOCIATE PROFESSOR

- 1. In all but exceptional instances, a minimum of 7 years at the rank of Assistant Professor.
- 2. Significant teaching or service responsibilities.
- 3. Participation in community activities at the local and State level in the faculty member's field or professional area.

■ PROFESSOR

- 1. In all but exceptional instances, a minimum of 10 years at the rank of Associate Professor.
- 2. Exceptional teaching and service commitments.
- 3. Participation in community activities and a national reputation of excellence within the faculty member's discipline and professional societies.
- 4. Demonstrated scholarly activity

What do the P&T Guidelines really mean?

- Ask your chair
- Find out who is on your P&T committee (elected) and ask for guidance
- Are there unwritten guidelines?
- Get a mentor within and outside of the department for perspectives
- Get mentors outside of the school

Where am I?

- What are your strengths and weaknesses?
- How will you improve your weaknesses?
- How will you accentuate your strengths?
- Develop a TIME LINE!
 - *Tell others (Division head, chair) and stick to it!!!*

DOCUMENT, DOCUMENT, DOCUMENT!!!!

Where?

- C.V. - Follow the Wayne State U. format
- Teaching Portfolio
- Annual Activity Summary
- Ask for evaluations and tell others why you want them:
 - Improve your teaching
 - Help with P&T



Website: www.med.wayne.edu

- Go to “Faculty” drop-down menu
- Select “Faculty Senate”
- Look under topics:
 - SOM Guidelines and Policies:
 - Teaching Portfolio
 - Promotion and Tenure:
 - CV Format, grant format, Letters
 - AAUP-AFT Merit Program:
 - Annual Activity Summary

New CV Format:

- SCHOOL OF MEDICINE CV FORMAT
Revised December, 2008
- Date of Preparation: _____
- NAME _____
- Signature _____
- Office Address: _____ Home Address: (Optional)
- Office Telephone: _____ Home Telephone: (Optional)
- Office Fax Number: (Optional)
- E-mail Address: _____
- *For each category in the CV, list items in chronological order. Please indicate dates in entries when applicable. Eliminate any heading for which there is no entry.*
- EDUCATION
List name of institution, location, and date of degree
- *List internships, residencies, fellowships, etc.*
- FACULTY APPOINTMENTS, HOSPITAL OR OTHER PROFESSIONAL APPOINTMENTS
Limit to key appointments.
- MAJOR PROFESSIONAL SOCIETIES
- MEDICAL LICENSURE
- BOARD CERTIFICATION
Include certification number and date of expiration.
- HONORS/AWARDS

New CV format Continued.

■ SERVICE

■ *Indicate the activity and your role.*

- Consulting
- Scholarly Service
- Grant Review Committees
- *Indicate whether full member, ad hoc, or telephone reviewer*
- National/International
- Regional/Local
- Service for Peer-Reviewed Journals
- Editorship
- Editorial Board Membership
- Review of Manuscripts
- Other Scholarly Service (e.g., Institutional Review Board, Clinical Evaluation Committee, Data and Safety Monitoring Board, moderator for scientific session)
- Other Service

CV: Teaching

- **Years at Wayne State University (dates)**
- Years at other colleges/universities (dates; please list institutions)
- Teaching at Wayne State University
- *Under the categories below, list course number/title or type of teaching activity and your role. Indicate year(s) when taught.*
- Undergraduate students, Graduate students, Medical students, Residents/Fellows, Faculty
- Mentorship
- *Define and list name of mentees, e.g., student, resident, fellow, faculty.*
- Essays/Theses/Dissertations directed
- *List students by name, level, title of project. Indicate dates (years).*
- Course or curriculum development
- Visiting Professor/Lecturer (e.g., invited short courses or lectures plus interactions with students/trainees)

- **GRANTS, CONTRACTS, AND OTHER FUNDING**
- *Indicate role (PI, Co-PI, Co-I, etc.), title, source, total period of support, total direct costs.*
- Active National/International Grants and Contracts
- Active Other Grants and Contracts
- Pending National/International Grants and Contracts
- Pending Other Grants and Contracts
- Previously funded Grants and Contracts
- Previously submitted, not funded Grants and Contracts
- **CLINICAL TRIALS ACTIVITIES**
- *Include trials in which you have a major role; define your contribution, e.g., PI or co-PI, site PI for multi-center trial, protocol committee member.*
- **PATENTS**
- *Status, date, number, title, and role (e.g., indicate if primary inventor or co-inventor).*

CV: Scholarly Activity

- **Publications**
- Describe your role in each publication where it is not obvious (e.g., middle author). Possible roles: study conception, design, implementation (including patient recruitment), data analysis, manuscript writing. List only those papers published in 2008. Indicate with an asterisk any co-author who is a student or trainee.
- **Peer-Reviewed Publications**
- Include all formats, including articles in electronic-only journals.
 - Reports of Original Work
 - Case Reports
 - Review Articles
- Editorials/Commentaries
- Letters to the Editor
- Book Authorships, Editorships, and Chapters
- Abstracts
- Other (Please specify)
- **Invited Lectures/Presentations**
- **Grants, Contracts, and Other Funding**
- Indicate role (PI, Co-PI, Co-I, etc.), title, source, total period of support, total direct costs.
- **Clinical Trials Activities**
- Include trials in which you have a major role; define your contribution, e.g., PI or co-PI, site PI for multi-center trial, protocol committee member.
- **Patents**
- Indicate status, date, number, title, and role (e.g., indicate if primary inventor or co-inventor).
- **Recognition of Scholarly Attainment**
 - Honors
 - Awards
- **Other**

Wayne Samuel Underdog, MD (Created by Noreen Rossi)

Assistant Professor, Research Educator

Office address: Dept of Biochemistry
office, phone, FAX, email

Education

1984-1988 B.S., magna cum laude, Hungry College, Hamsville, Texas

1988-1993 Ph.D., Department of Biochemistry, Full of Hope School of
Medicine, Heartland, Ohio

Training

1979-1984 Technical Associate, Supervisor, Laboratory for Surgical
Research, Department of Surgery, Harvard Medical School
Boston, MA

1988-1993 Predoctoral graduate student, Biochemistry Program
Department of Biochemistry
University of Connecticut Health Center
Farmington, CT

1993-1995 Postdoctoral Fellow
Department of Cell Biology
University of Texas Health Science Center
Dallas, TX

???

1997-1998 Fellowship, IBH***, Harvard, Boston, MA

**Gaps in time need to be explained

***IBH-- No Abbreviations (Infectious basis of Humor)

Patient Care - none

???

Professional consultation - none

Journal/Editorial activity

???

Reviewer *Journal of Biochemical Aspects of Humor*

Reviewer *Infection and Humor*

Editorships/Editorial Boards - none

National and international boards/committees

2004 Humor and Humility Study Section, NIH, NIAID

Memberships/offices in public/professional agencies – none ???

State and local boards and committees

2002- present Michigan Society for Infection, Humor and Mental Health,
Treasurer, 2004-2005

WSU Committees

DMC Committees

Committees at Other Universities - none

???

What to include (or NOT) and how

- Annotate items
 - unique items whose significance not generally known
 - highly specialized foci
 - indicate time commitments

- Do NOT highlight your deficiencies

Part 3 of C.V.: Teaching

- Years at WSU
- Years elsewhere (list)
- Courses taught at WSU
- Essays/Theses/Dissertations directed
 - List student name, level, project, year
- Course or curriculum development
- Course materials (unpublished)

C.V.: Teaching

- **Years at Wayne State University**
- Affiliation with Wayne State University School of Medicine since 2001.
- **Courses taught at Wayne State University**
- 3rd Year Wayne State University Medical Student Advisor (1-3 students every 8 weeks)
- 3rd Year Wayne State University Medical Students OB/Gyn Core Lecture Series
- 3rd Year Wayne State University Medical Students on Clinical Rotation at University
- 4th Year Visiting Medical Students on Elective Rotation (one-on-one teaching)
- 4th Year Wayne State University Medical Students on Elective Rotation (one-on-one teaching)
- WSU OB/GYN Resident Clinical Rotation (one-on-one teaching)
- WSU OB/GYN Resident Gynecologic Ultrasound Training (one-on-one)
- WSU OB/GYN Resident Gynecologic Surgery Training
- WSU OB/GYN Resident Laparoscopy Training Laboratory (2000-2001)
- WSU OB/GYN Resident Mentor for 2 residents
- Visiting Residents for Clinical Reproductive Endocrine and Infertility Clinical Rotation (Providence Hospital, Down River, St John's, and North Oakland Residents)
- St. John's Hospital Rotating Resident Career Advisor (Cassie Laasch)- 2002
- Reproductive Endocrine and Infertility (REI) Fellows Lecture Series
- REI Fellow Gynecologic Ultrasound Training
- Allied Medical Health Teaching:
 - WSU Medical Genetics, Lecturer in MBG 7741 Course 2002, 2003
 - Nursing Students, University Women's Care-Southfield site 2001- Present
 - Medical Assistants, University Women's Care-Southfield site 2002- Present
- UWC Southfield Staff In-service Speaker & Coordinator 2002- Present
- **Course or curriculum development**
- Gynecologic Ultrasound Training for Residents and Fellows
- **Course materials**
- Problem-based learning cases for REI Core Lectures at WSU

C.V.

EDUCATIONAL MATERIALS (including computer programs):

1. PBL Cases for Hirsutism, Endometriosis, Climacteric, and Menopause for 3rd year WSU medical students. 2002.
2. **Puscheck, EE.** Everything You Wanted To Know About Infertility, But Were Afraid To Ask. Video for Abbot Laboratories' personnel training. 1998.
3. **Puscheck EE, et al.** Nutrition Clinician. Multi-disciplinary Demonstration video. Institute for the Learning Sciences, Northwestern University. 1998.
4. **Puscheck EE, et al.** Nutrition Clinician Computer Interactive Program. Institute for the Learning Sciences, Northwestern University 1998.

Part 4a: Grants; Part 4 b; Publications

■ Publications

- Original observations in refereed journals
- e-publications (distinguish refereed vs. not)
- Review articles
- Books and chapters
- Case reports (distinguish refereed vs. not)
- Educational materials (computer programs, other online)
- Patents

■ Published abstracts (refereed vs. not)

■ Other (e.g., unpublished abstracts)

Part 4: Publications

- Be complete
- Annotate roles if you are not first or last author
 - students
 - technicians
 - other trainees as co-authors
 - e.g., I was the only biochemist and ran all the lab assays (similar to role on grants as co-I)
- Area of focus
 - clarify in FAS if not apparent
 - clarify journal policies as to most important authors (PhD, generally first or last are senior; clinical journals often first 3 authors key)

Original Observations

1. Underdog WS, Smith JR, and Honcho, H. The development of a sense of the comic in infants: effect of vaccination. *J Pediatrics* 45: 456-461, 1998.
2. Melan-Cholia T, Underdog WS and Bliss RE. Woman with episodic ??? hilarity and hypertrophy of the amygdala. *Neuropsychiatric Radiology* 3:23-25, 2000.
3. Glad IM, Underdog WS, and Honcho H. Confocal localization of neurotransmitters mediating humorous stimuli within the amygdala. *Proc. Natl Acad Sci USA* 78:1245-1253, 2001.
4. etc.
12. Underdog WS. GABA agonists localized to the amygdala with PET scanning during laughter and giddiness. *J Humor* 4:34-43, 2004.

Review Articles

1. Underdog WS and Honcho H. The seventh sense: comic sense. *Psychiatry Reviews* 45:234-267, 2003.

Original Observations

1. Underdog WS, Smith JR, and Honcho, H. The development of a sense of the comic in infants. J Pediatrics 45: 456-461, 1998.
2. Glad IM*, Underdog WS, and Honcho H. Confocal localization of neurotransmitters mediating humorous stimuli within the amygdala. Proc. Natl Acad Sci USA 78:1245-1253, 2001.
3. etc.
11. Underdog WS. GABA agonists localized to the amygdala with PET scanning during laughter and giddiness. J Humor 4:34-43, 2004.

Review Articles (distinguish invited from not)

1. Underdog WS and Honcho H. The seventh sense: comic sense. Psychiatry Reviews 45:234-267, 2003 (invited review).

Refereed Case Reports

1. Melan-Cholia T*, Underdog WS and Bliss RE. Woman with episodic hilarity and hypertrophy of the amygdala. Neuropsychiatric Radiology 3:23-25, 2000.
*graduate student or resident (trainee) under direct guidance of WS Underdog

FAS and CV

Educational Materials

1. Static EX, Gloom DM, Underdog WS and Bliss RE. Interactive computer learning modules to teach assessment of humor, wit and comic sense. <http://www.comicmedicine.org>

(WS Underdog developed the course content and was integrally involved in implementation.)

Published Abstracts

1. Underdog WS, Glad IM, and Honcho H. Use of PET scanning for identifying active emotions. Soc. Emotions and Senses 32:147A, 2004

(presented in plenary session at international meeting)

Other

Unpublished abstracts, perhaps unrefereed case reports, etc.

Part 5: Presentations

- Invited or refereed international or national meetings
- Invited or refereed local/regional meetings
- Invited seminars or lectures (5 yrs)
- Other scholarly work

Invited Presentations

1. Animal models of humor and stress: confocal microscopy. Keystone Symposium Address, Steamboat Springs, CO. 2003.
2. Noninvasive monitoring of brain responses to humorous stimuli. Freud Visiting Professor, University of Vienna, Austria.

???

Invited Presentations

1. Animal models of humor and stress: confocal microscopy. Keystone Symposium Address, Steamboat Springs, CO. 2003.
2. Noninvasive monitoring of brain responses to humorous stimuli. Freud Visiting Professor, University of Vienna, Austria. Length, 2004

Teaching Portfolio

Website: <http://www.med.wayne.edu/faculty%5Fsenate/>

- Format is written
- Center for Teaching and Learning classes
- Part I: Summary- *This has changed!*
 - 1. Narrative Statement by Faculty Member
 - What you do: Introduce/explain your teaching responsibilities and roles, settings and scope of teaching
 - 2. Grid: Quantitative summary of faculty's teaching activities: Group by type
 - 3. Activities: Curriculum Development and Administration of teaching
 - 4. Table of teaching excellence and written evaluations (Learners can "bring to life" your numerical evaluations and help readers to get a clearer picture of you)
 - 5. Discuss, if you wish, the significance of the evaluation data
- Part II: Appendices— *Don't send in*

Teaching Portfolio (P & T only)

(No more than 20 pages in length)

- **What you do**
 - Narrative statement of roles and responsibilities in teaching
 - Table (“Grid”) summarizing your teaching activities (3 yrs.)
 - Description of involvement in curricular development and administration
- **How well you do it**
 - Summary of evaluations of your teaching, included on the “grid,” followed by representative evaluative comments
 - Optional discussion of significance of evaluation data
- **Appendix material optional (no more than 20 pages total for the entire Teaching Portfolio)**

1. New Narrative

- **Describe your teaching roles and responsibilities**
“the Landscape of your Teaching”
- **Who and what do you teach?**
 - Categories of learners
 - Large group, small group, individuals
- **Scope: Your role in teaching**
 - (course director, faculty development, lecturer, preceptor, etc.)
 - Some roles are less likely to get teaching awards
- **What percentage of time is devoted to teaching?**

Teaching Portfolio Prep: Old Part II (It's out, but it may be helpful!)

- Get a 3-ring binder
- Collect everything!
- Course syllabus
- Dates and numbers of participants
- Request evaluations
- Innovations
- Instructional guides and their use
- Curricular design
- Awards for teaching excellence

2. New Quantitative Teaching Summary

- Old was chronological

- **New:** List teaching activities
 - Use grid- Past 3 years for P&T, 1 year for Merit
 - Group teaching activities
 - By type of teaching
 - Type of learners
 - Greatest responsibility to least

Teaching Grid:

Type of Teaching Activity and Type of Learner	Your Role	Total # contact hours this year	Total # of hours in preparation this year	Total # of Learners	Evaluation: Mean, SD (if appropriate), Scoring scale

WSU SOM QUANTITATIVE TEACHING SUMMARY CLINICIAN EDUCATOR SAMPLE ITEMS (Jan 20XX through Dec 20XX)					
Type of Teaching Activity and Type of Learner (s)	Your Role	Total # contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation:
COURSE DIRECTION					
Physical Diagnosis – Clinical Medicine 2: MS 2 students	Course Director	250	15	292	Numerical scores not given "Strongly agree" and "Agree" 70-92% in all categories.
Self Study Modules - Physical Diagnosis: MS2 students	Author of modules Monitored student performance on BlackBoard	50	20	292	All students completed the modules (not graded)
Standardized Patient Program: Standardized patients	Design of session Demonstration, practice, and individual SP certification	80	15	18	
MedStart Coordinator (MedStart - WSU BS/MD program): Undergraduates	WSU-SOM Director of Program	40	10	60	

Teaching Grid Continued

LECTURES					
Pre Med Symposium: Undergraduates	Didactic	4	2	50	
Physical Diagnosis Didactics: MS2 Students	Orientation HEENT lecture PD exam review	40	5	290	
SMALL-GROUP INTERACTIVE INSTRUCTION					
MedStart Seminar- Talking to your patients: Undergraduates	Didactic followed by Small Group sessions	6	3	30	85% excellent 7% very good/good
PreMatriculation Program: MS1 students	Small Group	4	2	15	
CLINICAL INSTRUCTION					
Internal Medicine – Ambulatory Clinic: MS4 students	Clinical Preceptor	240	5	4	"Strongly agree" and "Agree" in all categories
Dept. of Medicine Teaching Rounds: Resident, interns, Sub- intern, students	Bedside teaching	80	5	6	8.6 (0.7), scoring scale 1- 10
Clinical Skills Center Physical Diagnosis: MS2 students	Preceptor for PD sessions	30	5	720	70% felt small group sessions were helpful
Ambulatory Internal Medicine Clinic: MS1 students	Individual clinical teaching	32	1	4	
MENTORING/ADVISING					
Residency program: PGYL, II, III residents	Academic advisor	36	4	6	All are making expected progress
Resident Research Month: PGY III resident	Mentor Research Project	15	5	1	4.8(0.9) on a scale of 1-5

Teaching Portfolio Continued:

Selected Student Comments:

Dept. of Medicine Teaching Rounds "Teaching us how to organize our thoughts made learning more manageable." "Best attending I've had." "Overall excellent teacher."

Physical Diagnosis Didactics: "Well organized. Very thorough slide use." "Perfect." "Lecture notes very helpful and explained things clearly."

Curriculum Development: Integrated Family Medicine Rotation
Designed, directed, implemented and evaluated six curricular components within the 3-year longitudinal curriculum. Involved integration of situated learning experiences for each of the 30 residents by level of training.

Educational Administration: Family Medicine Residency Program
Program Director. Provide oversight to the residency, responsible for program accreditation; faculty and resident recruitment; curriculum development; residency policies and procedures development and implementation; inpatient and outpatient services schedules; competency-based evaluation system.

3. Introduce Evaluations

- Introduce your evaluations
- Demonstrate quality of your teaching

For example:

- Teach mainly in the clinical setting as a preceptor so there are mainly individual evaluations
- Teach in the lab with research and here are representative samples of my evaluations
- Teach large groups (1st year core class)—individual lecturer versus course director

4. Evidence of Teaching Excellence

- Quantitative evaluations: group into summary tables.
- Describe the specific examples of evaluation forms used and what they mean (i.e. mean response numbers; i.e. 5 out of 7, 5 of 5, with 5 being best!)
- Include specific comments from learners that can "bring to life" your numerical evaluations and help readers gain a clearer picture of you as a teacher.
- Demonstrate excellence in teaching by characterizing success of those you advise/mentor.
 - Evidence could include trainee publications, presentations, awards, fellowships, and career placements, (success of your learners), for example.

P&T vs. Merit

P&T Packet:

- Promotion (every 5 yrs or longer in rank)
- Recommended personal statement
- Wayne State format C.V.
- Teaching grid for 3 years
- Full Teaching Portfolio (limit 20 pages)
- No Faculty Activity Summary
- (P&T committees, chair, outside evaluators ltrs)

Merit Review: Annual

- Different than P & T
- Affects Salary
- No personal statement needed
- Annual Activity Summary (Faculty Activity Summary)
 - List Scholarship, Teaching, and Service
- Teaching Grid
 - This year there is a new grid, similar to P&T.
 - *One year only*
- Dept recommendations
- Revision of Merit Review Packet Goals:
 - Streamline to make it easier for you (cut & paste)
 - Clearer to the reviewing committees

AAUP-AFT Selective Salary Adjustment Program
ANNUAL ACTIVITY SUMMARY (Jan 20xx through Dec 20xx)

- Name _____ Department (s) _____
- Rank _____
- Track _____
- Year of appointment/most recent promotion ____

- **I. SCHOLARLY ACTIVITY (Published in this year)**
 - A. Publications (authors, titles, citations-include in press or submitted)
 - B. Grants (source, title, PI, co-PI's, co-investigators, total period of support, total award, award this budget period)
- **II. TEACHING – Use Grid only for all information (1 year only)**
 - A. Formal Courses (course number, contact hours, number of students, role in development or supervision)
 - B. Student and Postdoctoral Supervision (names, period of tenure)
- **III. SERVICE (Same as CV)**
 - A. University Committees
 - B. UPG or Other physician plan (administrative not clinical)
 - C. Affiliate medical organizations
 - D. Professional
 - E. Community
 - F. Consulting
 - G. Scholarly Service H. Other

Teaching Grid (Merit Process only)

(No more than 10 pages in length)

- **What you do**
 - Table (“Grid”) summarizing your teaching activities (1 yr.), including involvement in curricular development and administration
 - No description needed in the Faculty Activity Summary
- **How well you do it**
 - Summary of evaluations of your teaching, included on the “grid,” followed by representative evaluative comments
 - Optional discussion of significance of evaluation data

The Grid: Quantitative Teaching Summary

Type of Teaching Activity and Type of Learners	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of Learners	Evaluation: Mean, SD (if appropriate and available; scoring scale; other evaluative/outcome data

Managing Your Promotion

- Keep pushing the door open for opportunities
- Be ready to accept new assignments – there is fine line between opportunity and obligation
- Let your division chief or department chair know of your interests
- Document, Document, Document!

When you go up for Promotion:

You prepare:

- Your C.V.
- Your Teaching Portfolio
- Your Personal Statement: Key to know where you fit in -- it tells us about you, your goals, and your accomplishments. Emphasize your achievements, your focus; don't focus on your flaws,
- Then, External Letters ("Arms Length")
 - You are asked for 6-8 names
 - The department or SOM solicits the letters

External Letters

- Absolutely critical for promotion in the Clin-Ed or Research-Ed tracks and for tenure
- You will be asked by your division director or department chair for **6-8 names**
 - Department chair requests letters from three
 - President of Faculty Senate Executive Committee requests from three (make sure these three are likely to give the strongest letters)

External Letters







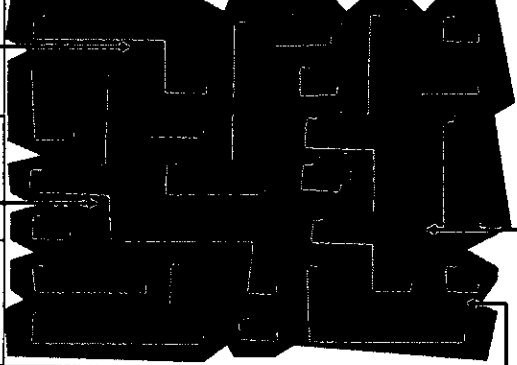










- Do NOT ask letters from relatives or those with whom you had close working relationships (e.g. mentors unless several years removed and those with whom you had multiple projects or publications)
- It is important the persons writing letters know you by your work or from prior scientific exchange. Make sure that these people will give you the STRONGEST letters
- It is OK to let them know that you have given their name (make sure they are not on sabbatical)
- The external reviewers will be asked, "Would this candidate be promoted at your institution?"

P&T Process

- Departmental P&T Committee
- SOM Exec. Committee (P&T) –
 - Materials due in Sept.
 - They meet in Nov/Dec
- Appeals in January
- WSU P&T Committee (Full university) -March/April
- Provost—Can overrule
- President
- Effective August 1 about 1 year after initial application
 - Apply now, go through process, effective August 2010
 - 5 years or more from the date it take effect.

- Be Aware of the TIME LINE
- KEEP UPDATING YOUR PORTFOLIO thru March!!!

Promotion and Tenure

 Tenure Clock???	 Associate Professor	 More Better	 Invited Presentations	 Editorial Boards
 Current CV				 Professional Societies
 Document - OR				 Document - OR
 Teaching				 Professor
 Research	 Clinical Activity	 Set Goals Plan route	 P&T Document KNOW IT! OR	 START

It's Your Move!

Lee Lee Doyle, Ph. D.University of Arkansas for Medical Sciences
College of Medicine

Elizabeth Puscheck, M.D., M.S.
epuscheck@med.wayne.edu
 313-993-4523