

ECHO

Pearls of Promotion and Tenure

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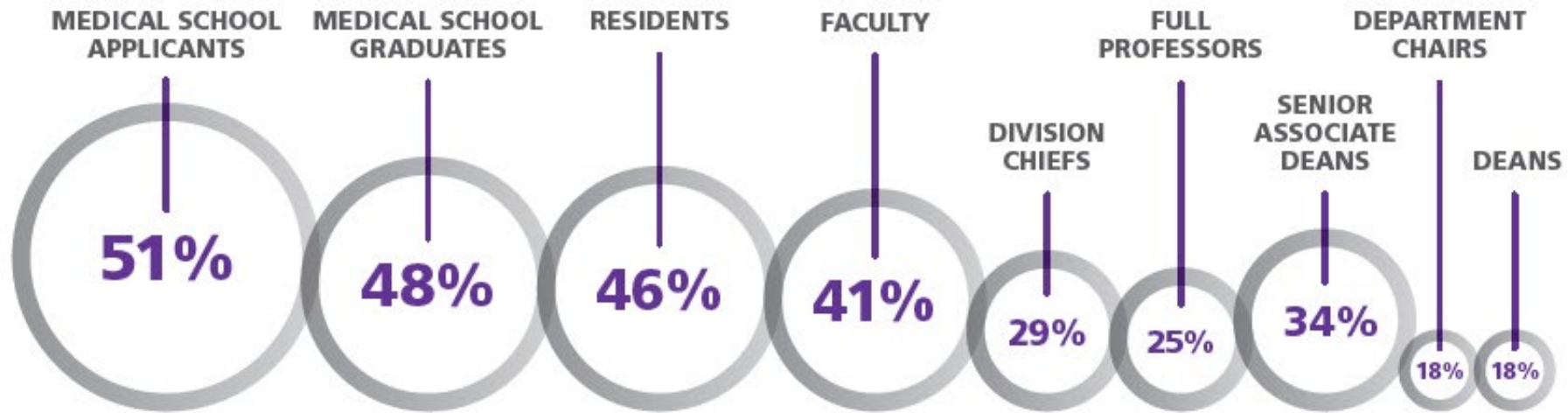
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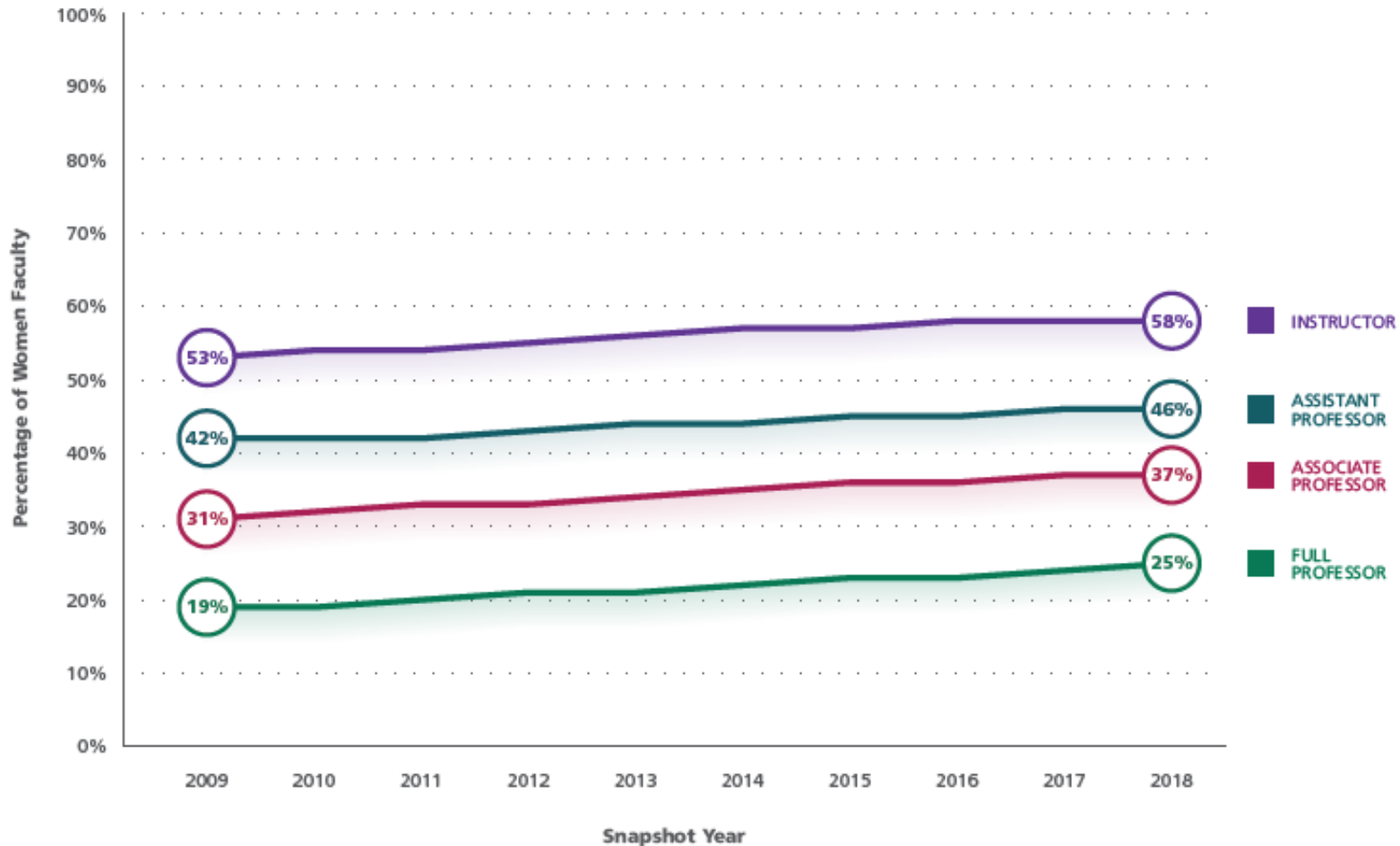
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Where are we with gender equity in promotion in academic medicine?

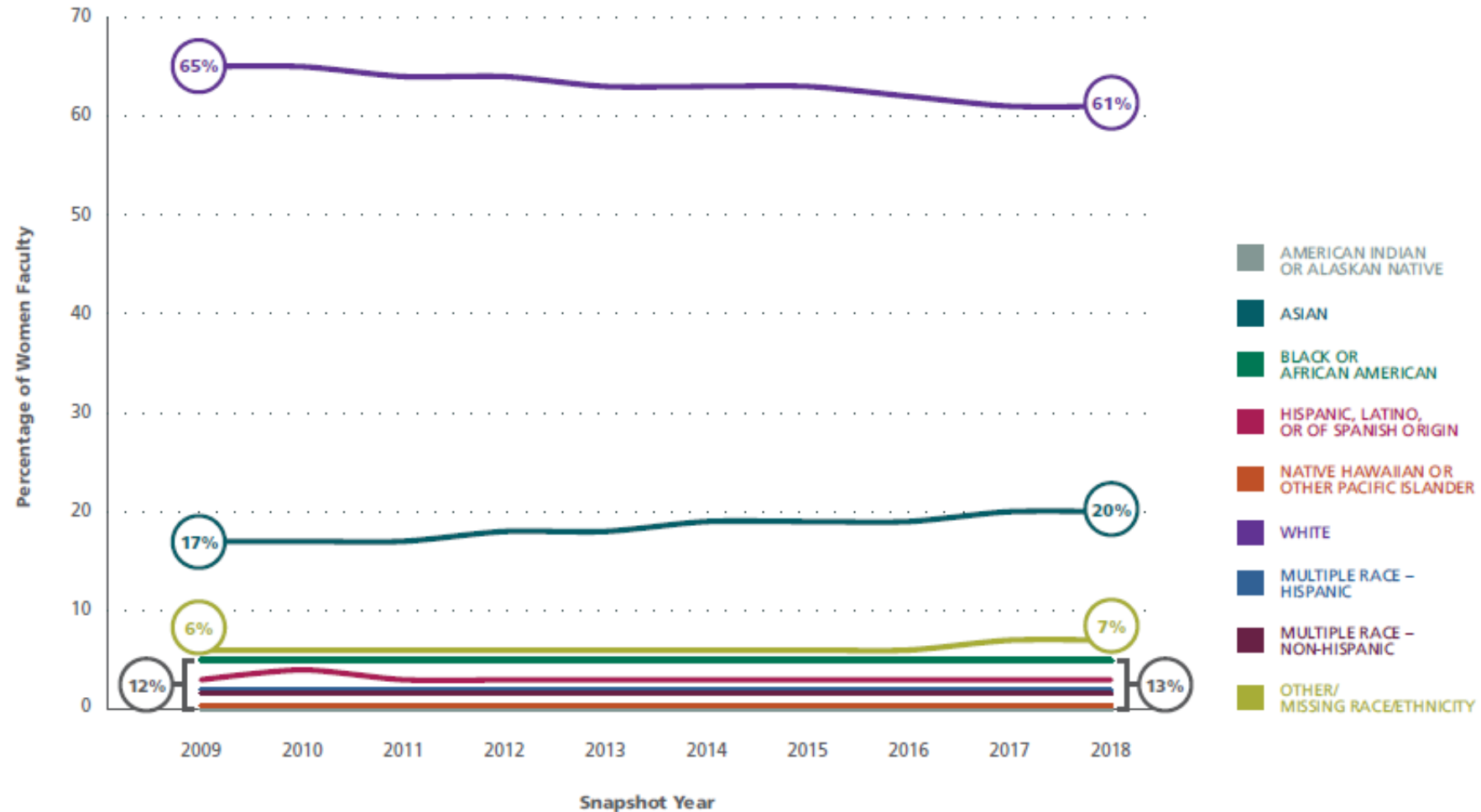
REPRESENTATION OF WOMEN IN ACADEMIC MEDICINE 2018-2019



Full time women faculty as a percentage of each rank, 2009-2018



Full-time woman faculty by race/ethnicity 2009-2018



Myths: Why are women not getting promoted?

- They don't work as hard as men.
- They take time off from work for family (children, elderly parents, etc)
- “Pipeline theory” There are not enough women in the system to have equal promotion.
 - Truth: We have 30%-50% women graduates for 2-3 decades now.
- “Leaky pipeline” They choose to leave academia in mid-career.
- They aren't as ambitious and don't care about promotion.

Obstacles to promotion for women

- More women are in clinical educator tracks where grant funding and scholarship are not emphasized but promotion committees still hold them to the higher standard
- Implicit bias of promotion committees
- Gender gap in authorship: implicit bias of reviewers, fewer women first or last author papers are accepted (if gender de-identified more are accepted)
- Lack of local, regional or national awards across most specialties due to lack of women on these committees
- Lack of invited talks or invited reviews. (Fewer women are on editorial boards or editors-in-chief)
- Gender bias in funding reviews (gender de-identified grant reviews are needed)
- Women are actually prevented from acquiring organizational qualifications to the same extent as men (e.g. lack of networking, off campus sporting activities, etc.)

Are you on the right pathway?

- The five faculty pathways in the OUHSC College of Medicine and their related faculty appointment types are:

<u>Pathway</u>	<u>Faculty Appointment Types</u>
• Basic Science Faculty	Tenured, Tenure Track, Consecutive Term, or Temporary
• Research Faculty	Temporary
• Clinician Scientist	Tenured, Tenure Track, Consecutive Term, or Temporary
• Clinician Educator	Tenured, Tenure Track, Consecutive Term, or Temporary
• Clinician	Temporary

Pearls of Promotion

- Know the guidelines for promotion for your track. Ask for written guidelines early and review each year.
- Is there a minimal or maximal time in rank?
- Know the hidden rules and traditions as well as the institutional philosophy of what it means to be a faculty member (talk to senior faculty early, people who have been on promotion committee).
- Take advantage of mid-cycle promotion review at 3-4 years.

Pearls of Promotion

- Know your institutional definition of *scholarship in your track*.
 - Abstracts (any, even local meetings), published abstracts (national societies), any publications, peer-reviewed publications, Educational materials, regional implementation of clinical protocols, media contributions.
 - Weighting of publications at your institution (first and last author vs middle-author)
 - Grants: Extramural funding. Do you have to be PI or is team science recognized?
 - Know your institution's submission calendar and pertinent policies for *your* track (your package may be required a year ahead of promotion).
 - Some promotion and tenure policies have absolute requirements and dossier review timelines, which must be known early in the planning process (e.g., if peer evaluations of teaching need to occur twice yearly for time in rank, this should be well-known among faculty).

Ask for what you need to build a national presence!

- Ask your network colleagues in other states to invite you to speak in person or by zoom (shows national presence)
- Volunteer or have a colleague nominate you for committees related to your national or local societies -much of this work is done by phone and zoom now.
- Volunteer to participate in national guideline committees, new membership committees, etc
- Use social media to promote your work
- Take advantage of Early Career Reviewer (ECR) Program for new Assistant Professors to participate in reviewing for NIH study sections

Keys to success with progress towards promotion



OUHSC FACULTY DEVELOPMENT & INTERDISCIPLINARY PROGRAMS

Creating a Teaching Portfolio

Planning Ahead for Academic Advancement

What is a Teaching Portfolio?

Ready for AIt is bringing together of a professor's most important teaching strengths and accomplishments. Start early. Tap into the scope and quality of a professor's teaching performance. The portfolio is to teaching what scholar and thlists of publications, grants, and honors are inside and outto research and scholarship; it can be used to community. Organprovide specific data about teaching effectiveness to those who judge performance or serious time inas a springboard for self-improvement. The easier start wipurpose for which the portfolio is to be used your superviscdetermines what is included and how it is the opportunitpresented.

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Peter Seldin (1990)

The Teaching Portfolio

The purpose of the teaching portfolio is to make your work as an educator clear to peers and colleagues whose teaching experiences

ulty member is involved. Therefore the quality of the teaching portfolio greatly depends on the faculty member's efforts to sort, index and assemble information that highlights particular benchmarks of their work while excluding other aspects.

An individual teaching portfolio is highly individualized. Components described here are examples of what may be included. This list is not comprehensive but offers guidance to begin the process.

Frame Your Educational Philosophy

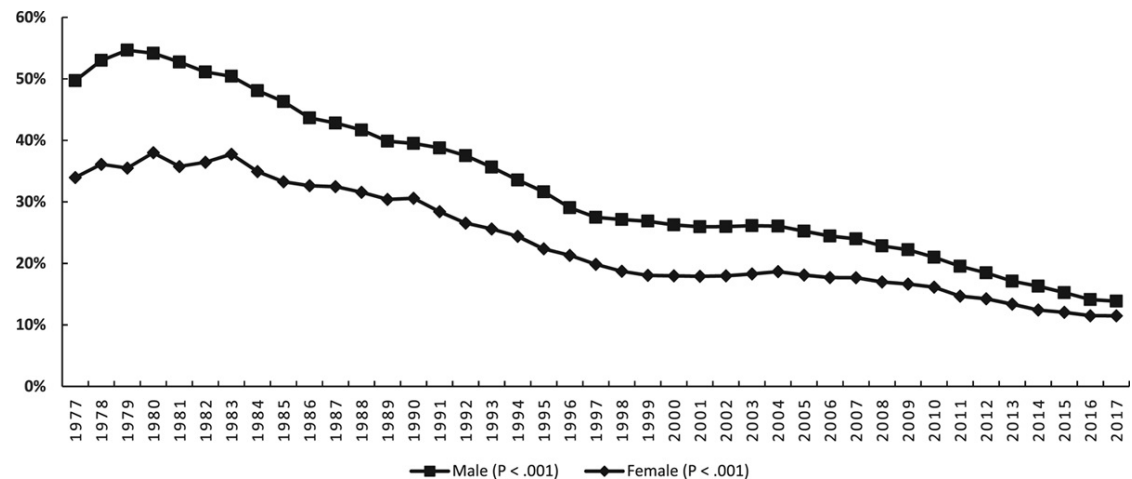
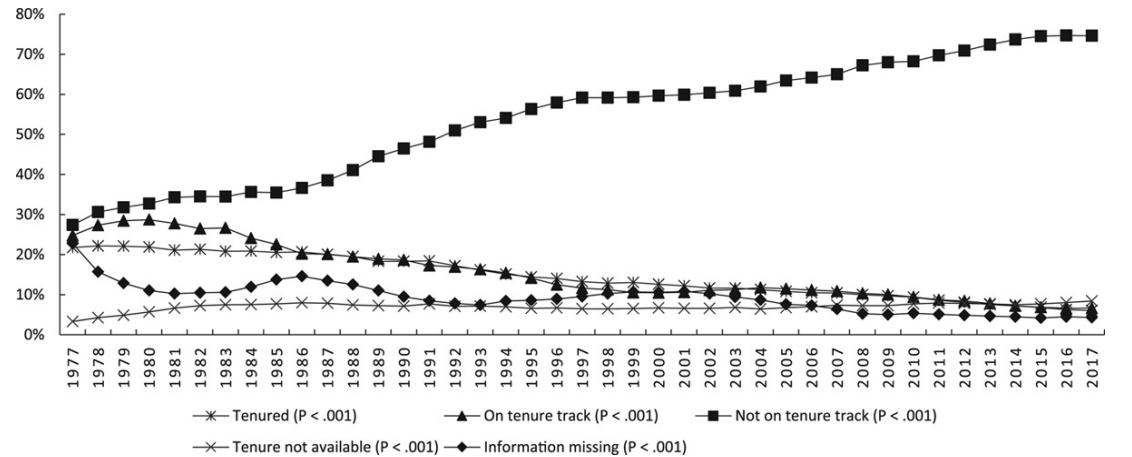
1. Describe your philosophy of education. What should the experience of learning entail for your students?
2. How should the teaching experience evolve for you individually and in your work with discipline colleagues as you share course or content responsibility?



At the University of Oklahoma Health Sciences Center the Faculty Handbook (2003) defines teaching as follows:

Why does Tenure matter?

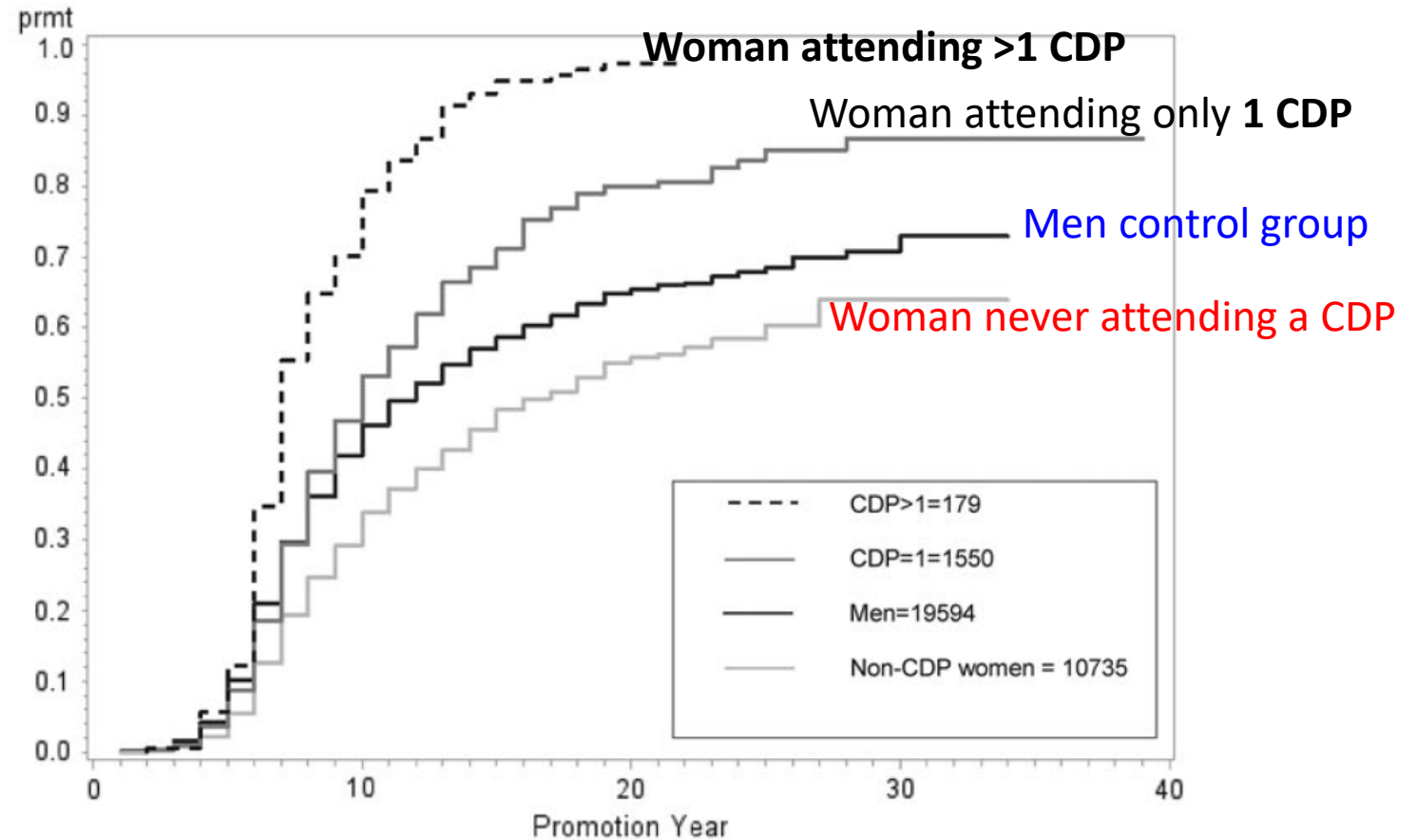
- Tenure= cannot be dismissed without cause and base salary is guaranteed (even if you have no clinical or research productivity)
- Tenure track is usually reserved for clinician scientists or basic research faculty
 - Often requires sustained substantial NIH funding like two R01s or renewal of a first R01
 - May not recognize team science as valuable
 - Usually requires high level of publications as first or last author, higher impact journals
- Steady decline in tenure track positions for both genders since peak in late 1970s
- If you are denied tenure, many institutions make you leave some will let you change tracks



Career Development Programs Work to Improve Promotion of Women to Associate Professor

	n (%)		
	<i>Non-CDP faculty</i>		
	<i>CDP faculty</i> n=2,719	<i>Women</i> n=12,865	<i>Men</i> n=26,810
	Assistant professors		
	n=1,729	n=10,735	n=19,594
Degree			
MD	1,417 (82)	9,646 (90)	17,839 (91)
PhD	212 (12)	967 (9)	1,320 (7)
MD/PHD	100 (6)	122 (1)	435 (2)
	Associate professors		
	n=990	n=2,130	n=7,216
Degree			
MD	767 (77)	1,828 (86)	6,452 (89)
PhD	167 (17)	268 (13)	616 (9)
MD/PHD	56 (6)	34 (2)	148 (2)

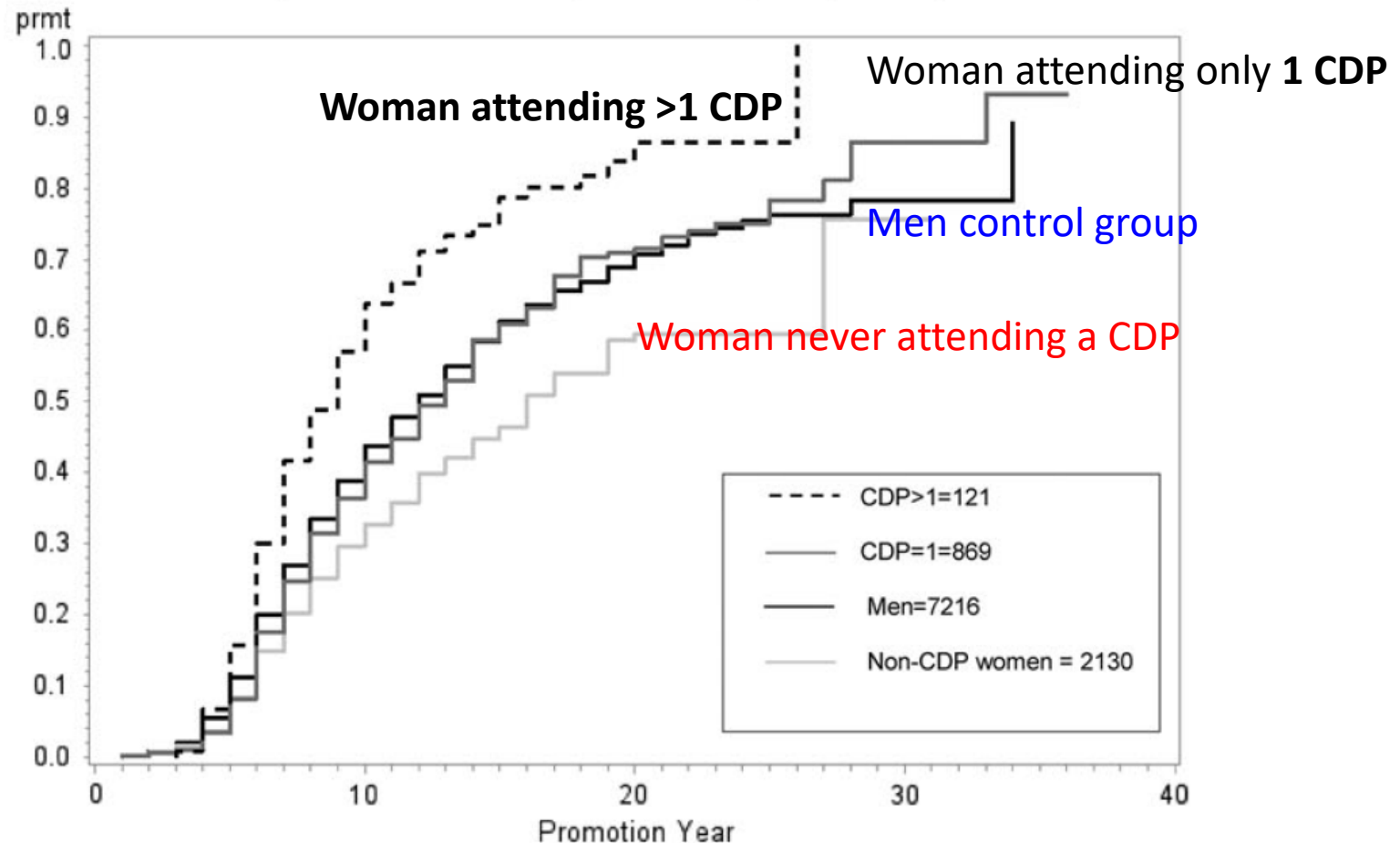
CDP, career development program.



Career Development Programs Work to Improve Promotion of Women to Full Professor

	n (%)		
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Career Development Programs

- The 4-day AAMC Early and Mid-Career Women Faculty Professional Development programs (EWIM and MWIM, respectively) aim to inspire and provide academic career skills for early and midcareer faculty. ~2K
- The yearlong Drexel University Executive Leadership in Academic Medicine (ELAM[®]) program aims to build capacity for individuals and institutions for leadership and increase the number of women faculty in leadership. Only 2 candidates per institution, nominated by Dean, \$16,000

Mentor(s) are invaluable in promotion

- Learn from their past experiences
- Specify you want help with local, regional, and/or national networking
- Provide a critical review your dossier yearly to identify strengths and weaknesses
- Provide a critical review prior to promotion to advise on moving forward or delaying promotion
- Role play with you when asking for raises, leadership opportunities, support to go to leadership training, etc.
- Mentor and mentee should write down and discuss goals and expectations of the mentoring relationship