Moving up the academic ladder:
Understanding the process, learning the criteria,
and establishing successful strategies

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Distribution of HMS Faculty

• 10,900 Faculty members
  – Full-time: 7,224
  – Part-time: 2,866
• Rank by percentage
  – Instructor: 52%
  – Assistant Professor: 22%
  – Associate Professor: 15%
  – Professor: 11%
Understanding the Process

• The criteria for promotion are published
• The Departmental Promotions Committee is available for consultation
  – E.g., on letters of recommendation from inside and outside of HMS, and from peers, collaborators, supervisors, and an impartial person (not needed for longer service promotions)
• A series of committees need to review each application in sequence
  – Appointments and Promotions (A&P)
    • Harvard Psychiatry Executive Committee
  – Promotions and Reappointment (P&R)
    • Harvard Medical School Committee
      – Proceedings are confidential
Appointments at HMS

- **Instructor**
  - 1 year term; recommended by Department Head
- **Assistant Professor**
  - 3-year term; recommended by P&R Committee
- **Associate Professor**
  - 5-year term; recommended by P&R Committee
- **Professor**
  - Permanent; recommended by Subcommittee of Professors (SOP)
Identifying your Track

• Old Criteria
  – Investigator
  – Clinician-Teacher
    • Full-time
    • Part-time
    • Longer service

• New Criteria
Assistant Professor: Investigator

• Identifiable research focus
  – “Demonstrated promise”
  – “Trajectory towards independence”
• Publication of first author papers that contribute new knowledge
  – Not case reports or reviews
• Invitations to speak about his/her research locally
• Usually has obtained funding
  – Funding may be foundation, industry, institutional, or federal (e.g., K award)
• Evidence of teaching
Assistant Professor: Clinician-Teacher

- Scholarship
- Teaching
- Reputation/Leadership
Assistant Professor: Clinician-Teacher

• Scholarship
  – Participation in clinical research
  – Publication of original articles
  – Publication of reviews and chapters or clinical manuals
    • that synthesize and convey clinical knowledge
Assistant Professor: Clinician-Teacher

• Teaching
  – Evidence of active involvement as a teacher
    • Of students, residents, fellows, and/or colleagues
  – Development of curricula, syllabi, teaching materials
    • Adopted by the hospital/medical school
  – Recognition of excellence in teaching
    • Teaching awards
    • Repeated invitations to teach in courses
    • Excellent evaluations
  – Leadership role in teaching
    • Residency of fellowship director
    • Significant role in an HMS clerkship or course
Assistant Professor: Clinician-Teacher

- Reputation/Leadership
  - Invitation to teach/lecture on a clinical area in courses run by local/regional societies outside your department
  - Invited participation in local/regional professional organization
  - Development and implementation of innovative applications of technology or programs that impact clinical service
  - Development of practice guidelines that are adopted by the institution
Associate Professor: Investigator

- “Promise realized”
  - Independence from mentors; productive since last appointment
- First and senior author publications
  - Of original investigations in high impact journals
- Invitations to speak nationally
- Ongoing research funding
  - Funding usually federal as principal investigator
- National reputation
  - E.g., editorial boards, grant review committees, NIH consensus conferences, research awards
- Evidence of teaching
  - Mentorship of trainees
Associate Professor: Clinician-Teacher

- Scholarship
- Teaching
- Reputation/Leadership
Associate Professor: Clinician-Teacher

• Scholarship
  – Participation in clinical research
  – Publication of original articles that influence practice
  – Editor of a textbook or journal
  – Publication of authoritative reviews and chapters that influence practice
  – Publications that impact educational methods or policies
Associate Professor: Clinician-Teacher

- Teaching
  - Evidence of active involvement, excellence, and innovation as a teacher
  - Strong regional/national recognition as a teacher
    - Invitations to speak regionally/nationally
    - Service on regional/national committees
  - Development of curricula, syllabi, teaching materials
  - Recognition of excellence in teaching
    - Teaching awards
    - Repeated invitations to teach in courses
    - Excellent evaluations
  - Leadership role in teaching
    - Director of an HMS clerkship or course
Associate Professor: Clinician-Teacher

• Reputation/Leadership
  – National authority in a clinical field
  – Invitation to teach in courses and other institutions nationally
  – Leadership role in regional/national courses and/or organizations
  – Introduction of innovative approaches or protocols that impact care beyond MGH
  – Member of national committee that sets standards for patient care or evaluate policy
  – Leadership role in the department of hospital
    • E.g., Division chief
Part-Time Appointments

- Assistant Clinical Professor
- Associate Clinical Professor
Assistant Clinical Professor

- Successful performance as clinical instructor for ≥ 2 years, with major commitment to clinical service, teaching, and academic service
- Evidence of high level of clinical competence
- Recognition by peers and patients as an outstanding clinician
- Contribution to authorship of published works
- Dissemination of clinical knowledge through syllabi and professional communications
Associate Clinical Professor

• Service as assistant professor with record of excellence in clinical service, teaching, and academic service
• Recognition by peers and patients as being among the best as a clinical teacher at the local and regional level
• Development of a regional reputation for excellence in clinical practice
• Leadership role in health care setting or hospital and in regional professional organization
• Continuing dissemination of clinical expertise in written works
Assistant Professor: Longer Service

- Ten years of meritorious service
- Evidence of continued substantial contributions
- Growth as a teacher and clinician at the instructor level
Establishing Successful Strategies

• Think about how you want to be identified
  – E.g., investigator or clinician-teacher

• If you want to be promoted be mindful of the steps required to progress
  – Learn the criteria
    • www.hms.harvard.edu/fa
  – Get involved and excel
Prepare for Success

• Keep your CV and portfolio up-to-date
  – Use ecommons
  – [http://ecommons.med.harvard.edu/](http://ecommons.med.harvard.edu/)
  – Access to FIRST (electronic CV)
    • Write narrative (500 words) without embellishment
    • Include “in press” not “submitted” articles

• Obtain consultation from others
  – Consult with the Department’s Promotion Committee
  – Consult with the Office for Faculty Affairs: 617-432-1106
  – Put yourself in the right position
    • To publish, to participate, and to lead
      – But… be prepared for a lengthy process