

Promotion 101

Clinician-educators



University of Colorado
SCHOOL OF MEDICINE

Advancing Science
Improving Care.

Promotion 101



⌘ Share information about promotion

☑ Associate Professor

☑ Clinician-educators

⌘ Faculty Promotions Committee

☑ Who? What? How?

⌘ *Secrets of building effective dossiers*

Questions about promotion



⌘ What are your chances?

⌘ How many publications do you need?

⌘ Myths, mysteries and misinformation

☑ Street lore

☑ Pessimism

Promotion decision-makers

- ⌘ Departmental
Advisory Committee
 - ☒ *Initial review*
- ⌘ Chair
- ⌘ **FPC**
- ⌘ SOM Exec Committee
- ⌘ Provost
- ⌘ Chancellor
- ⌘ Regents (Tenure)



Faculty Promotions Committee



- ⌘ **15 members**
- ⌘ **Associate and full Professor**
- ⌘ **Tenured and not**
- ⌘ **University- and affiliate-employed**
- ⌘ **Balance:**
 - ☑ **Departments: 5 basic sciences, 10 clinical**
 - ☑ **Investigators & clinician-educators**

MAJORS & MINORS



MERITORIOUS* IN ALL

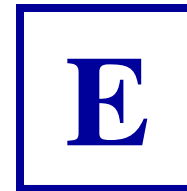
- ⌘ Teaching
- ⌘ Clinical/service
- ⌘ Scholarship



*Praiseworthy...
deserving of merit

EXCELLENT* IN ONE

- ⌘ **Teaching**
- ⌘ Research
- ⌘ **Clinical activity**



*Outstanding...of
exceptional merit

Meritorious vs. excellent



- ⌘ FPC determines “meritorious” vs. “excellent” based on
 - ☑ Information in the candidate’s dossier (including external letters and the portfolios)
 - ☑ **Specific reference to the matrices***

Meritorious vs. excellent

TEACHING

Active participation in teaching activities of the department, including (2 or more): presenting series of lectures, coordinating a course, advising students, attending on inpatient or outpatient service, mentoring students/fellows, seminar or laboratory group leader)...

Meritorious teaching evaluations
Development, revision of teaching materials for students, CME courses...

Invitations to present courses, lectures outside of department, give grand rounds

Greater than average share of teaching duties (e.g., course or fellowship director) ...

Consistently receives outstanding teaching evaluations or teaching awards ...

Develops innovative teaching methods, such as educational software, videotapes..

Provides educational leadership by writing syllabi, or assuming administrative roles

Consistent participation in national educational activities (RRC's, board examiner)

Invitations to be Visiting Professor

Meritorious vs. Excellent

CLINICAL PRACTICE

- ⌘ Active & effective participation in clinical activities of the unit
- ⌘ Board certification
- ⌘ Support from internal peers at practice site
- ⌘ Invitations to speak on clinical topics on campus
- ⌘ Participation on institutional clinical care committees
- ⌘ Development of **new** therapies or health care delivery systems that have improved health care
- ⌘ Active participation in evaluating effectiveness, access, utilization
- ⌘ **Recognition** of clinical excellence at regional or national level (through requests to write reviews, speaking invitations, awards, letters of reference)
- ⌘ **Clinical leadership** (practice director, head of inter-disciplinary team that creates and evaluates a pathway)
- ⌘ National **leadership** activities (e.g., chairing national meetings or committees, editorial role, officer of national organization)

Promotion Matrices



- ⌘ Specific, concrete examples to distinguish “meritorious” vs. “excellent” achievements
- ⌘ Promotion and career planning guide
- ⌘ Excellence:
 - ☑ Engage in many activities in area of focus
 - ☑ Demonstrate leadership in one or more
 - ☑ Document these accomplishments

No *splash-over*

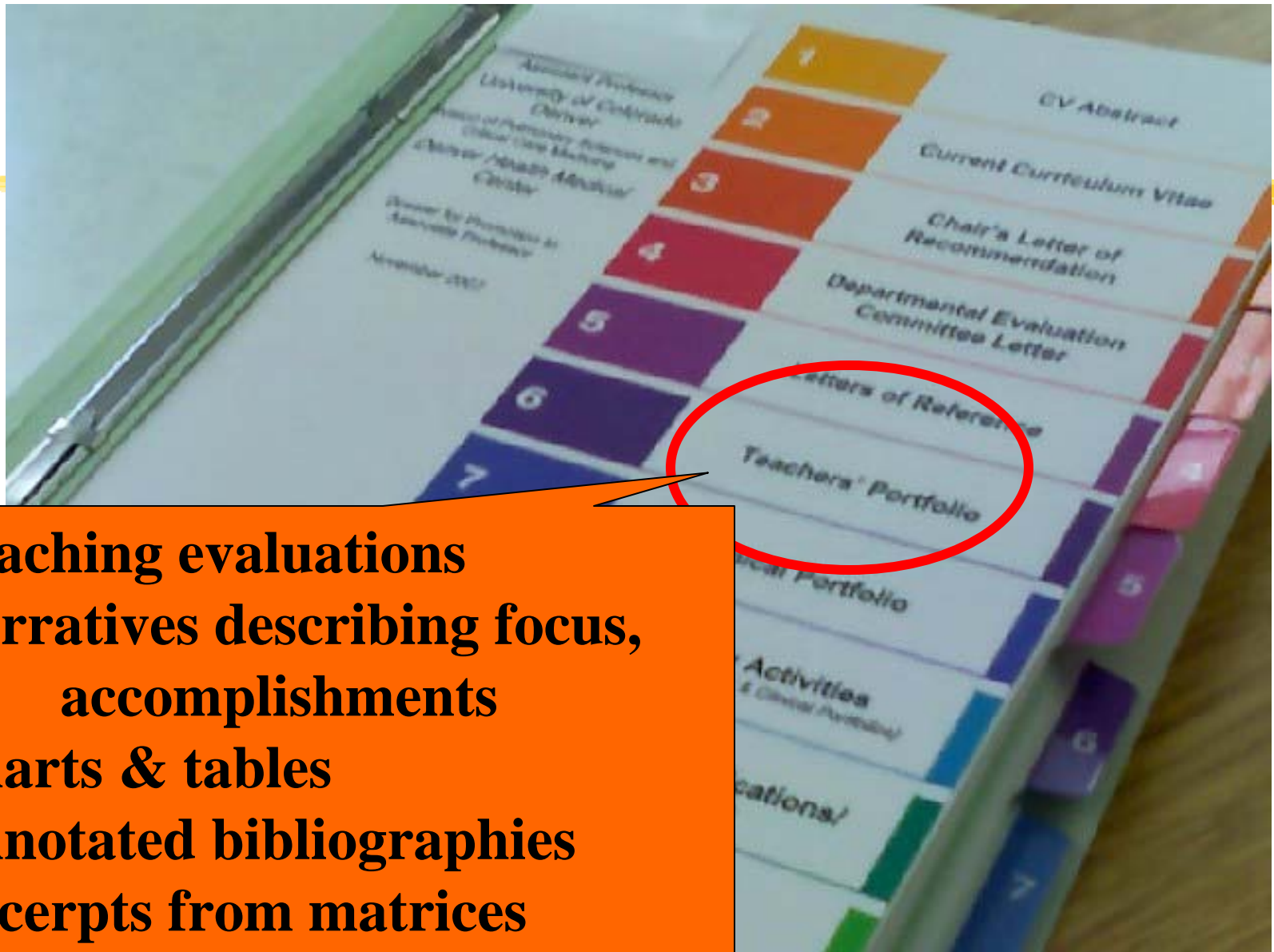


⌘ All faculty must teach

☑ Documented at “meritorious” level

⌘ All faculty must participate in scholarship

☑ Documented at “meritorious” level



- Teaching evaluations
- Narratives describing focus, accomplishments
- Charts & tables
- Annotated bibliographies
- Excerpts from matrices

Clinical & teaching portfolios



- ⌘ Describe what you do every day – to naïve audience
- ⌘ Take credit for achievements
- ⌘ Add weight and parity
- ⌘ Permits semi-structured evaluation
- ⌘ Match your activities to SOM rules

Teaching portfolio



- ⌘ Personal teaching goals
 - ☑ What and how do you teach?
 - ☑ What is unique
 - ☑ How do you assess learning
- ⌘ Classroom activities
- ⌘ Clinical teaching activities
- ⌘ Other didactic teaching
- ⌘ Teaching administration
 - ☑ Course leadership
 - ☑ National service (RRC, board examiner)
- ⌘ Evaluations by learners
- ⌘ Curriculum innovation/products
 - ☑ High quality syllabi, problem-based learning, patient simulations, CD-ROM's
- ⌘ Scholarship of teaching
 - ☑ Outcomes, learning, methods
- ⌘ Mentorship and advising
- ⌘ Self-study and improvement
- ⌘ Teaching awards, recognition

Teacher's portfolio: *What's inside?*



- ⌘ Learner evaluations
- ⌘ Peer evaluations
- ⌘ Letters of commendation from trainees
- ⌘ Charts and tables
- ⌘ "Bulleted lists and narratives"
- ⌘ References to the matrices

Excellence: Using the matrices



Teaching Excellence

⌘ *Provides educational leadership by writing syllabi or textbooks or assuming administrative roles*

- ⌘ Developed “Sports Medicine” module for residents
- ⌘ Wrote 84-page evidence-based syllabus
- ⌘ Developed 6 web-based patient encounters demonstrating knee examination and approach to common knee injuries
- ⌘ Co-director of multi-disciplinary CME course, “Sports Medicine for Primary Care Clinicians”
- ⌘ Co-chair, departmental Medical Student Education Committee

Mentorship Record

Trainee (Dates)	Project Title (My role)	Degree (Date)	Funding, Awards	Presentations & Publications
Mary A. Bartlett (2002-2004)	The role of acculturation factors in predicting high risk injury behaviors (Thesis supervisor)	MSPH June 3, 2004	Colorado Dept Transportation (Project # 2001-648- 98247)	Oral abstract presented at the 32 nd Annual meeting of ... Manuscript: xxxxxx

Narratives



- ⌘ I developed and directed a novel case-based, bench-to-bedside course for fellows and residents in Gastroenterology. This course emphasized basic principles of immunology, genetics and molecular science that apply to GI diseases, and it included a critical review of 12 recent, published articles illustrating common flaws in using animal models to simulate human disease.

Bench-to-bedside course



- ⌘ One effective teaching tool that I employed was to use quotations from textbooks of gastroenterology over the past 5 decades to illustrate how our understanding of basic disease mechanisms has changed with advances in cell biology, biochemistry and genetics.

Bench-to-bedside course



- ⌘ Since 2000, over 100 fellows have taken the course. I have written course materials along with course faculty and post-graduate fellows.
 - ⌘ In May, 2008, the American Society for Describing and Documenting Innovation in Education (ASDIE) published a book describing the course. The book is titled "Bench-to-Bedside: A Course for Post-Graduate Fellows" and is available at www.asdie.org.
- **Clear objectives**
 - **What need did course fill**
 - **Preparation**
 - **Background, literature**
 - **Development of content**
 - **Teaching methods used**
 - **Significant results (impact)**
 - **Who took it**
 - **Dissemination, presentation**
 - **Products that can be reviewed**
 - **Clear description of faculty role**

Clinical portfolios



⌘ Description of clinical activities

- ☒ Sites, numbers of patients, weekly calendar

⌘ Leadership

- ☒ Committees, practice director
- ☒ QI activities, patient care pathways that improve patient care

⌘ Innovative practices

⌘ Evidence of regional or national reputation

⌘ Quality measures:

- ☒ Letters from referring colleagues, RN's
- ☒ Studies of outcomes, quality of care
- ☒ Information from patients (letters, patient satisfaction surveys)

Narratives – Clinical work



- ☒ “The focus of my clinical work and scholarship has been the development and evaluation of tools to ensure that national guidelines for hypertension and diabetes care are adopted and adhered to in this indigent care internal medicine practice.”
- ☒ “As co-chair of the TCH “Effective Antibiotic Use Task Force,” I led efforts to develop the institution's evidence-based recommendations for management of coughs, colds and bronchitis in outpatient settings”

Annotated bibliographies



⌘ *The focus of my scholarship has been ...*

☒ *These 2 papers described the ...*

☒ *Our study demonstrated for the first time ...*

☒ *Added new information about ...*

☒ *Utilized a novel technique to elucidate the mechanism ...*

Mentorship letters



⌘ Statements by current or former trainees

⌘ Information about your impact

- ☑ Research methodology & experimental design
- ☑ Scientific communication (writing and presenting)
- ☑ Clinical ethics and professionalism
- ☑ Evidence-based practice
- ☑ Career counseling
- ☑ Serving as a role model
- ☑ Communication, humanism, public service

Scholarship: *Required by Rules*



- ⌘ *All faculty are required to participate in scholarship*
- ⌘ *The **products** of scholarship must be in a format that can be evaluated, which would normally mean in a written format*

Scholarship: *Broadly Defined*



- ⌘ Discovery, application, integration, teaching
- ⌘ Accommodates almost anything in medicine, science, writing, public health, ethics, quality improvement, education, health services, policy, community outreach, humanities
 - ☑ Matrices: 60 examples
 - ☑ Whatever interests you, brings career fulfillment

Scholarship: *Broadly Defined*



⌘ Not just research discoveries, publications

⌘ **Products** that can be reviewed:

☑ Publications, CDs, educational web sites, chapters, case reports, reviews, residency training manuals, policy “white papers,” clinical guidelines, evidence-based pathways

☑ COMIRB Service

Examples: Alternative scholarship



- ⌘ Design of electronic medical record for outpatient setting that facilitated detection of medical errors
- ⌘ Created national guidelines to improve rating and documentation of impairment in occupational medicine practice
 - ☑ Accepted by American College Occupational/Environmental Medicine
 - ☑ Used to develop CME program for physician certification

Examples: Alternative scholarship



- ⌘ Computer-based simulations used widely to teach and assess cricothyrotomy, thoracotomy & other procedural skills
- ⌘ Innovative care system for HIV patients that led to declines in morbidity, mortality and rates of hospitalization
- ⌘ Innovative, competency-based curriculum for residents focusing on end-of-life care, pain palliation and spirituality

Alternative scholarship



- ⌘ Educational manual for students, residents focusing on principles of caring for uninsured patients in homeless and indigent care clinics
- ⌘ Guidebooks and charts for patients, physicians and pharmacists used statewide to improve prescribing and reduce drug resistance in HIV
- ⌘ Computerized, 150-item self-assessment curriculum in chest radiology for community based radiologists (adopted by American College of Radiology)

Alternative scholarship




- ⌘ Series of “white papers” on early recognition of functional decline in geriatric patients for professional societies, HMO’s and national foundations
- ⌘ Guidebooks for migrants and new immigrants to Colorado, focusing on health care access, teen reproductive services, expanded mental health services, diabetes screening (in collaboration with Secretary of Health in Mexico)

Alternative Scholarship



- ⌘ Diabetes management practice guidelines disseminated in Palm Pilot® format
- ⌘ Series of videos (peer-reviewed) and patient and physician education booklets about emotional experiences and stages of recovery in children with burns

Promotion & Tenure Approval Rates 2002 - 2009



- ⌘ Associate Professor (n = 462): 97%
 - ☑ Clinician-educators (114; 2002-2005): 97%
- ⌘ Professor (226): 96%
- ⌘ Tenure (105): 88%

Publication Totals 2000-2005

Clinician Educators (Promotion to Associate Professor; n = 114)

	1 st /Sr. Peer	Other Peer	All Peer	Chapter, etc.	Total Publications
Minimum	0	0	0	0	1
Maximum	36	64	85	55	92
Mean	6.5	7.3	13.7	7.3	20.9
Median	4	5	11	6	18
25 th Percentile	2	2	5.5	2	10

Other promotion topics

- ⌘ Time clock:
 - ☑ Up-or-out at 7 years ?
- ⌘ "Early promotion"
- ⌘ Promotion to full professor
- ⌘ Tenure
- ⌘ Research professors

