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

<table>
<thead>
<tr>
<th>Trainee (Dates)</th>
<th>Project Title (My role)</th>
<th>Degree (Date)</th>
<th>Funding, Awards</th>
<th>Presentations &amp; Publications</th>
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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.
Since 2001, 24 medical residents and fellows have taken this course. I have included the written course objectives and syllabus, along with course evaluations and the results of pre- and post-tests in my teaching portfolio.

In May, 2006 I presented an abstract describing this innovative course at the Western Group on Educational Affairs of the AAMC.

- 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
  - COMI RB 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)

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<th>Other Peer</th>
<th>All Peer</th>
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Other promotion topics

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