

How To Prepare For Promotion

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Part of Dalhousie's Bicentennial Celebrations

Session Outline

- What is Academic Medicine?
- Understanding the 2013 Promotion Criteria for Clinical Faculty
- Am I Ready to Apply for Promotion?

Are you an academic?



(Arseno, 2012)

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Clinical & Academic Fields: Values

Clinical Field	Academic Field
Excellence in patient care	Generation of new knowledge
High-level clinical skills (incl. procedural, diagnostic, communication & management)	Innovation
Service to the profession	Peer review & critical appraisal
Compassion & caring	Dissemination, recognition & influence
Altruism	

Scholarly Activities: Dalhousie Promotion Criteria

- Scholarly activities, whether discovery, integration, application, or teaching, should meet certain standards:
 1. Clear goals
 2. Adequate preparation
 3. Appropriate methods
 4. Significant results
 5. Effective presentation
 6. Reflective critique

• (Dalhousie University, Faculty of Medicine, 2013, p. 2)

Do I want to be an Academic?

Arguments Against	Arguments in Favor
Academic physicians typically don't make more money than non-academic, may make less due to lost billing time	Adds variety, intellectual stimulation to clinical work
Competition and rejection – grants, presentations, articles	Sense of accomplishment
Academic activities may not have capital in your environment	Meet new colleagues, collaborate on interesting projects
Not all students are eager and appreciative	Academic activities may be a source of prestige
	Teaching can be rewarding, improve your clinical practice

Promotion 101

- **Levels of academic appointment**
 - Lecturer (if you have MD with CCFP or FRCPC, you bypass this stage)
 - Assistant Professor
 - Associate Professor
 - Professor (sometimes referred to as 'full Professor')
- **Eligibility**
 - When you and your Head believe you meet the req'd criteria, but traditionally five years
 - Appointment type? more info from your Dept., or Janice Godin, HR, FoM

Review Process

- **Departmental Promotion Committee**
 - Made up of faculty from your clinical department
- **Department Head**
- **Faculty Promotion Committee**
 - Representation from various clinical departments
 - Reviews documentation including letters from Dept cttee, Dept Head
- **Dean of Faculty of Medicine**
- **President/Board of Governors**

What Should I do if I want to Apply for Promotion?

- Your **Department Head** is your best resource for discussing promotion – he or she should be able to provide feedback on your readiness for promotion, and recommend next steps
- It may also be appropriate to speak to the chair of your **Departmental Promotion Committee**
- Faculty at distributed sites (DMNB) may wish to initially contact the **Associate Dean for DMNB**, especially if they do not have a strong connection to their Halifax-based Department Head
- Informal discussions with others in your Department who have applied for promotion in the past can provide a useful perspective

Documentation

- **Candidate's statement**
 - Brief summary of career to date
 - Career path in which you are applying
 - Reasons why you meet criteria for promotion – make it easy for the reviewers!
- **Curricula Vitae and Resumes**
- **Teaching Dossier**
 - Concise and condensed version of the complete teaching record
- **Letters of reference vs. referees**
 - Understand the concept of arms-length, objective review

Why Maintain a Teaching Dossier?

- **Presents your teaching information fairly and fully to highlight your accomplishments**
- Vehicle for communicating success to those outside your immediate field
- **Provides a long term record of your teaching activities and development**
- Successful recording/reporting results helps obtain better conditions for greater achievement; a “developmental tool”
- **Required for promotion at Dalhousie University**

CLT resources: Creation of a Teaching Dossier

- Clarify teaching responsibilities
 - Describe your approach to teaching
 - Select items for the teaching dossier
 - Append exemplary materials
-
- O'Neil, C., & Wright, A. (1995). *Recording teaching accomplishment: The Dalhousie guide to the teaching dossier*.
 - Available from the Centre for Learning and Teaching
 - (Shore, B., Foster, S., Knapper, C., Nadeau, G., Neill, N., Sim, V., & Centre for Teaching and Learning Services, McGill University, 1986, as cited by Centre for Learning and Teaching, Dalhousie University, n.d.)

Faculty of Medicine Teaching Dossier Template

Adapted from the University of Ottawa, this is an optional way to organize teaching activities ranging from clinical supervision to scholarship.

Contact your Departmental administrator, or facdev@dal.ca to request a copy.

Do you Agree or Disagree?

- Students are experts on their own learning, and their voices should carry significant weight in determining what is taught at med school.
- Medicine is a science. Medical students need foundational scientific knowledge upon which to build skills in diagnosis and treatment.
- The most important tool we bring to teaching is ourselves.
- Our medical school should be socially accountable.
- The education of a physician should include inculcating moral and professional values such as altruism and honesty.
- We must help residents learn to balance their personal and professional lives.
- We do not provide formative feedback as we should; it is our failure when medical students do not meet expectations, not their failure.

Understanding and Applying Promotion Criteria

Continuing Appointment with Annual Career Development

- CAREER PATHS are the foundation
- Clinician Teacher
- Clinician Educator
- Clinician Researcher
- Clinician Administrator
- PhD Scientist

Continuing Appointment with Annual Career Development

- Promotion requires complete demonstration of any one of four scholarships, or demonstration of a composite of scholarships, which together exceed any single scholarship

Definition of Scholarship

- Application of Knowledge = Academic Practice
 - (Clinician Teacher)
- Transmission and Transformation of Knowledge = Academic Education (Clinician Educator)
- Discovery and Advancement of Knowledge = Academic Research (Clinician Researcher or Scientist)
- Integration of Knowledge = Academic Administration
 - (Clinician Administrator)

Criteria Formatting

- **Three sections:**

- Output
- Recognition (Internal/External)
- Infrastructure Commitment

- **Within each section:**

- Essential and Additional criteria
- Value is ordered within section

Definitions of Criteria Scope

- **Substantive**

- requires the fulfillment of all essential criteria, and some additional criteria

- **Considerable**

- the fulfillment of many essential and additional criteria, but failing to meet “substantive” within a single scholarship

Promotion as Clinician Teacher

1. Fulfill ALL essential Application of Knowledge (Academic Practice) criteria, and some of the additional criteria
2. If the above has not been met, then also fulfill MANY essential and additional criteria of Transmission and Transformation of Knowledge (Academic Education)

Promotion as Clinician Educator

1. Fulfill ALL essential Transmission and Transformation of Knowledge (Academic Education) criteria, and some of the additional criteria
2. If the above has not been met, then also fulfill MANY essential and additional criteria of Application of Knowledge (Academic Practice)

Promotion as Clinician Researcher

1. Fulfill ALL essential Discovery and Advancement of Knowledge (Academic Research) criteria, and some of the additional criteria
2. If the above has not been met, then also fulfill MANY essential and additional criteria of Application of Knowledge (Academic Practice)

Promotion as Clinician Administrator

1. Fulfill ALL essential Integration of Knowledge (Academic Administration) criteria, and some of the additional criteria
2. If the above has not been met, then also fulfill MANY essential and additional criteria of either Application of Knowledge (Academic Practice) or Transmission and Transformation of Knowledge (Academic Education)

Promotion as Scientist

- Fulfill ALL essential Discovery and Advancement of Knowledge (Academic Research) criteria, and some of the additional criteria

Ex: Clinician Teacher Promoted to Associate Professor

- Requires either:

- Demonstration of substantive Application of Knowledge scholarship (academic practice)

- OR

- Demonstration of considerable Application of Knowledge (academic practice) scholarship AND considerable Transmission and Transformation of Knowledge scholarship (academic education)

***Substantive* in Academic Practice | Output**

- **Essential Criteria:**

1. Regularly and consistently publishes case reports/case series/quality improvement/clinical reviews/expert consensus statements/evidence based guidelines/book chapters/invited editorials:
 1. Consistently as a primary author (first/second/last, or with explanation)
 2. In peer-reviewed regional/national/international professional journals
2. Teaches a variety of learners [undergraduate, graduate, postgraduate, peer, continuing or public education (including media interviews)]
3. Excellent role model for students and colleagues
4. Regularly and consistently presents clinical observations at regional/national/international meetings (platform or poster)

***Substantive* in Academic Practice | Output**

- **Additional Criteria:**

1. Excellent mentor for students
2. Contributes to the development of innovative and effective protocols or patient care services/pathways that are nationally recognized
3. Book author/editor (other non-peer reviewed)

Considerable in Academic Practice | Output

- **Essential Criteria:**

1. Regularly and consistently publishes case reports/case series/quality improvement/clinical reviews/expert consensus statements/evidence based guidelines/book chapters/invited editorials:
 1. Consistently as a primary author (first/second/last, or with explanation)
 2. In peer-reviewed regional/national/international professional journals
2. Teaches a variety of learners [undergraduate, graduate, postgraduate, peer, continuing or public education (including media interviews)]
3. Excellent role model for students and colleagues
4. Regularly and consistently presents clinical observations at regional/national/international meetings (platform or poster)

***Considerable* in Academic Practice | Output**

- **Additional Criteria:**

1. **Excellent mentor for students**
2. Contributes to the development of innovative and effective protocols or patient care services/pathways that are nationally recognized
3. Book author/editor (other non-peer reviewed)

Considerable in Academic Education

| Output

- **Essential Criteria:**

1. Regularly and consistently publishes **innovative educational research** or methodology:
 1. Consistently as a primary author (first/second/last, or with explanation)
 2. In peer-reviewed regional/national/international education journals
2. **Development of an innovative curriculum/program noted for its excellence as a learning environment by formal evaluation**
3. Regularly and consistently presents **educational observations**, research, program description at regional/national/international meetings
4. **Teaches a variety of learners [undergraduate, graduate, postgraduate, peer, continuing or public education (including media interviews)]**

***Considerable* in Academic Education**

| Output

- **Additional Criteria:**

1. Effectively mentors others in the conduct of education related activities.
2. Development of learning resources (e.g., textbooks, computer programs, etc.) which have been widely employed nationally or internationally.

SUMMARY: BASIC STEPS

1. Speak to your Dept. chair.
2. Determine which career path best fits your experience.
3. Review the promotion criteria for that path as outlined in the FoM Promotion Criteria.
4. Assemble your supporting documentation.
5. Download a worksheet to help you format your application.
6. Submit appropriate referee names (arm's length).
7. Be prepared to respond to questions or points of clarification.

Questions & Discussion

•References

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