Session Objectives

Participants will be able to:

• Reflect on their own academic identity, and develop a plan for academic career development

• List examples of materials that could be included in a teaching dossier

• Describe their own beliefs and values regarding teaching, and how they could be incorporated into a statement of teaching philosophy

• Apply the 2013 promotion criteria for clinical faculty
Are you an academic?

(Arseno, 2012)
## Clinical & Academic Fields: Values

<table>
<thead>
<tr>
<th>Clinical Field</th>
<th>Academic Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in patient care</td>
<td>Generation of new knowledge</td>
</tr>
<tr>
<td>High-level clinical skills (incl. procedural, diagnostic, communication &amp; management)</td>
<td>Innovation</td>
</tr>
<tr>
<td>Service to the profession</td>
<td>Peer review &amp; critical appraisal</td>
</tr>
<tr>
<td>Compassion &amp; caring</td>
<td>Dissemination, recognition &amp; influence</td>
</tr>
<tr>
<td>Altruism</td>
<td></td>
</tr>
</tbody>
</table>
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)
Scholarship in Medicine

Research
• Designing studies
• Applying for funding
• Conducting research
• Presenting results, publishing results
• Research service (e.g. peer review)

Education
• Teaching, supervising, evaluating
• Creating curriculum, programs, or examination materials
• Education service (e.g. committees)
# Do I want to be an Academic?

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

Dean of Faculty of Medicine

President/Board of Governors
What Should I do if I want to Apply for Promotion?

- The chair of your Departmental Promotion Committee and your Department Head are your best resources as they will understand your department’s culture.

- Faculty at distributed sites (DMNB) can initially contact the Site Medical Education Director or the Associate Dean for DMNB.

- It is a good idea to start planning a few years before you apply – the new Career Path Profiles may assist you with this.
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
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
Oh no, what did I do with those papers?
Keep it for now, sort it later!
Creation of a Teaching Dossier

- Clarify teaching responsibilities
- Describe your approach to teaching
- Select items for the teaching dossier
- Append exemplary materials


- 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.)
# Examples of Materials to Include

1. Student ratings of instruction  
2. Listing of units/blocks/courses tutored/lectured  
3. Description of course materials  
4. Activities to improve teaching  
5. Statements from teaching colleagues  
6. Innovations and their evaluation  
7. Student comments after courses  
8. Course/curriculum development  
9. Supervision of theses/projects  
10. Student/resident work  
11. Publications related to teaching/educational development
Determining your Philosophy

To what end?
• What are your main objectives as a teacher? Is it to develop socially conscious learners, clinician-scientists, critical thinkers, skilled surgeons?

By what means?
• Do you like to ask questions? Are you a mentor, or more hands off? Do you use the humanities to teach?

To what degree?
• How do you know when you have succeeded?

Why?
• Grand sweeping statements welcome.

(Haugen, 1998)
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.
Resources

Centre for Learning and Teaching:
• [Library Guide](#) under the administrative tab (Teaching Dossier resources)
• [Teaching Dossier Resources](#)

Faculty of Medicine:
• [Promotion Criteria](#)

Individual consultations available at: facdev@dal.ca
Revised Promotion Criteria
Continuing Appointment with Annual Career Development

New appointment for clinical faculty (July 1, 2014)

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

Mutual guide for clinical faculty members and their department/division heads/site chiefs at all sites in describing key academic/clinical roles

Linked to academic promotion application for promotion based on scholarship and excellence in faculty member’s specific area of academic concentration
Flexibility of promotion assessment assured through complete demonstration of any one of four scholarships, or demonstration of a composite of scholarships, which together exceed any single scholarship.

Four categories of scholarship recognized (Boyer)
- equate to career paths – see next slide
- many components similar to ‘old’ criteria

Effective July 1, 2013
- ‘Old’ or ‘new’ criteria were used for 2013-2014
- ‘New’ criteria must be used for 2014-2015 and beyond
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)
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 scholarship (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)
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)
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)
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.
References


References
