Promotion for Clinician Educators

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Critical Care Medicine and Surgery
School of Medicine
University of Pittsburgh
Why

You deserve it!!!

The trick is to make it just complicated enough so that you are the only who is capable of fixing it when it crashes...

PunditKitchen.com
Transition As A Continuum

Medical Student

Resident

Fellow

Junior Faculty

Senior Faculty

Exemplary Care

Cutting-edge Research

World-class Education
You and the world
Understand your Department’s Goals

✧ Why did you join
✧ Talk to colleagues
✧ Talk to chief/chair
Understand Your Department/Institution

- Education committees
- Education leadership
- Opportunities to participate
- Look outside primary specialty
Understand your strengths

- Education leader
- Clinical scientist
- Collaborator Facilitator
- Basic scientist

Dept goals

- Exemplary Care
- Cutting-edge Research
- World-class Education
Learn to say yes (maybe)
Define your goals

- Bedside
- Administrator
- Researcher
- Local leader
- National leader
Attaining Your Goals Can Be A Risky Business
Success strategies

- **Mentor(s)**
  - Internal
  - External
Success strategies

Define an area of excellence
- Timely topics
- Niche areas
- Unusual within your specialty but common elsewhere
- Education
Success strategies

Support your interest with evidence of success or impending leadership

- National organization Fellowships
- Local meeting organization/hosting
- Invited speaking engagements at non-physician meetings
- Hospital based committee work, esp PI work
- Implementation of new program, esp educational activity
Generate A Plan

Next Year

3-5 years

10 years
Annual Performance Review

UPSUM and UPP
Faculty Performance Evaluation

ANNUAL REVIEW (April 1, 2010 – March 31, 2011)
ACADEMIC PLANS AND MEASURABLE OUTCOMES (April 1, 2011 – March 31, 2012)
PROGRESS REPORT (April 1, 2011 – September 30, 2011)
“Teaching Walk Rounds”
2-5 students, 2-3 hours 5-6 times every 8 weeks 2000-2009
As academic medicine has evolved, particularly on surgical services, students seem to have little opportunity to present and discuss cases with faculty. Bedside teaching seems rare. I therefore began walk rounds with students during which 4-6 students round with me at a time. They are tasked with presenting one of their patients to the group at the patient’s bedside.

“Trauma Simulation”
12-14 students, 1.5 hours, twice every 8 weeks 2004-present
To give students a hands-on experience in the initial assessment of trauma patients, I developed several cases for them to manage using full scale simulation at the Winter Institute for Simulation Education and Research. I have 3-4 students at a time act as the “trauma team” as they evaluated and manage the simulated trauma patient. The entire group watches and then we discuss the team’s performance and the critical points for management of that type of patient.
Teaching Portfolio

Teaching philosophy

- Discuss your personal philosophy of teaching.
- Your personal theory regarding learning.
- Your view regarding the role of the teacher.
  - Fill in the sentence: “The top three characteristics of a good teacher are….”
- Your view regarding the role of the learner.
  - Fill in the sentence: “Excellent teachers recognize that students are…”
- Personal objectives for teaching.
  - Fill in the sentence: “My primary goal in teaching can be summarized as…”
- How have you tried to accomplish these objectives?
- How have they changed over time?
- How effective are you by these criteria?

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Teaching Portfolio

Roles and Responsibilities

Students

- Instructor for course
- Course director
- Clerkship director
- Participation in student committees
- Advisor for students

Residents/fellows

- Rotation director
- Residency/fellowship director
- Committees
- Advisor

GME committee

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Teaching Portfolio

Roles and Responsibilities

- CME
  - Course director
  - Lecturer
  - Workshop leader
  - Education of allied health personnel
- Regional/national educational activities
  - Participant
  - Organizer
  - Committees

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Committee Activities

✧ Just show up

✧ Get involved

✧ Gain leadership
Teaching Portfolio

👀 Educational contributions

👁 Publications
  ✤ Reviews
  ✤ Chapters
  ✤ Online materials

👁 Lectures
👁 Workshops
👁 Educational activities outside department or school
👁 Local, regional, national educational activities
👁 Curriculum development

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👀 Exemplary Care  ✤ Cutting-edge Research  ✤ World-class Education  ✤
Teaching Portfolio

 représenative teaching materials

- Syllabus materials
- Videotapes/DVDs/CD ROMs
- Lists of attendees at workshops
- Web sites
- Published articles on teaching
- Educational materials related to the presentation of a particular topic and its evolution over time.

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Teaching Portfolio

- Evidence based teaching

- Evaluations and honors
  - Evaluations of teaching
  - Letters from students, peers, supervisors
  - Awards (or nominations)

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Teaching Portfolio

Achievements of students
- Educational, administrative, clinical role
- Publications of students
- Scores on standardized tests
- Effect of your courses on students career choices
Teaching Portfolio

Activities to improve teaching

- Attendance at teaching workshops
- Attendance at national educational meetings
- Review of materials related to education
- List books and educational journals regularly read
- Review of teaching by a senior faculty member involved in education
Are you ready?

✦ Self
✦ Chief
✦ Too early
✦ Too late
Tenure?

Guaranteed employment regardless of productivity or opinion (dissenting)

- Reflect prior productivity and worth
- Salary, office, and support
- Scholarly activity
- Time-limited opportunity

Guarantees relative
Pathways

Exemplary Care  Cutting-edge Research  World-class Education
### Guidelines (www.medfaculty.pitt.edu)

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>Evidence of consistent, significant contributions to the School of Medicine or departmental educational goals and objectives (greater than 5 years; evidenced by letters).</td>
<td>Evidence of continued significant contribution to School of Medicine or departmental educational goals and objectives (10 to 12 years; evidenced by letters).</td>
</tr>
<tr>
<td>Contributions to the design, organization, and instruction of course or clinical programs.</td>
<td>Leadership role in educational mission (e.g. Program Director).</td>
</tr>
<tr>
<td>Demonstration of ability to evaluate and counsel medical or graduate students.</td>
<td>Leadership role in the design and implementation of educational programs.</td>
</tr>
<tr>
<td>Participation in postgraduate courses.</td>
<td>Leadership in program initiatives.</td>
</tr>
<tr>
<td>Contributions to chapters and books.</td>
<td>Contributions to books and teaching materials.</td>
</tr>
<tr>
<td>Evidence of mentorship and serving in the preceptor role.</td>
<td>Invited lectureships at major universities and lead scientific societies.</td>
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<td></td>
<td>Leadership in the development and presentation of CME</td>
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<td>Invited panelist.</td>
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<td></td>
<td>Teaching award(s).</td>
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Promotions Committee

✦ How does it work

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Dossier

⊙ Chair and candidate

⊙ Contents
  ⊙ CV
    ⊙ Internal (inside and outside your Department)
    ⊙ External (leaders in your field, not your friends)
  ⊙ Executive summary
  ⊙ Chair letter
  ⊙ Teaching portfolio
  ⊙ Papers
  ⊙ Suggested referees
Sales pitch

- Be specific
- Be inclusive
- Avoid
  - “prestigious”
  - Who’s who
Process

1. Receive dossier from department
2. Review by subcommittee
3. Seek referees outside department
4. Subcommittee reviews
   - May talk to chair or division chief
5. Full committee review
Excellence and Contributions

✧ Individual

✧ Programmatic
Examples of problems

ائها Busy clinician
- PBL facilitator
- Good evals from students and residents
- A few papers

ائها Excellent teacher, develop courses, many awards
- No external exposures or publications

ائها Good teacher, some responsibility
- ?not a pure educator by chair’s assessment

ائها Researcher who does no teaching
Challenges for the Committee-Metrics

Education
- Committees
- Programs
- Lectures
- Advising

Research
- Mentoring
- Presentations
- Grants
- Papers

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Challenges for the Committee

Referees

- No recognition outside the institution
- Hard to find “peers”
- Referees have trouble with metrics
- “at my institution…”
Ultimate power

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References

Mission Critical - Integrating Clinician-Educators into Academic Medical Centers
[Sounding Board]

Levinson, Wendy; Rubenstein, Arthur.
Recommendations

- Discuss educational interests with chair and educators in department and school
  - Find mentors
- Get involved in programmatic development
- Keep track of everything you do
  - Save trainee evaluations
  - Save course materials
- Get some exposure outside
  - Publications
  - Programs
  - Talks
- Don’t mislead
Promotions committee

✧ Want you to succeed

✧ Exemplary Care ✧ Cutting-edge Research ✧ World-class Education