



## *Promotion: Clinical Tracks*

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# Clinical tracks (Scholar, Series)

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- Are you on the right track?
- COM-T Promotion and Tenure Guidelines
  - Clinical Scholar (pg. 11-12)
  - Clinical Series (pg. 15-16)



# Clinical Series track

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- Clinicians involved in education/training of students & residents
- Promotion based on clinical excellence, service, and can include minimal scholarship (broadly defined)



# Clinical Scholar track

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- Clinicians with significant involvement in clinical research and scholarship
- Promotion based upon teaching, clinical excellence, leadership, and scholarship (5-10% research typical)



# Promotion process

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- You prepare dossier sections 2-6
- Department sends it to external evaluators
- Dossier reviewed by:
  - Department P&T Committee
  - Department Head
  - College P&T Committee
  - Faculty Affairs Dean
- Faculty Affairs Dean makes final decision



## Section 2: Workload

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- Critical to evaluating productivity in areas of assignment - informs reviewers of expectations
- Indicate percent time devoted to teaching, research & scholarly activity, and service; may vary by year



## Section 3: CV

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- Use this document as your guide: [CV Headings for Promotion Dossier](#)
- **NEW:** Time in rank at the College of Medicine – Tucson up to ten years: for 2023-2024, **2014** at the earliest
- Collaborators
  - **Last 5 years:** co-authors, grant collaborators
  - **Lifetime:** advisors, mentors, sponsors, supervisors, co-instructors, close coworkers



# Section 4: Candidate statement

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- 3 pages maximum
- Frame what it is that you do, focusing on impact
- Connect the different parts of your workload (e.g., teaching and service; clinician and educator) into one narrative to communicate total impact
- **Clinical Scholar:** include your plan for on-going scholarship
- **Clinical Series:** include your plan for excellence in clinical care





# Section 5: Teaching portfolio

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- Teaching setting (20 pages max):
  - Teaching philosophy
  - Syllabi/curriculum outline
  - Seminars/learning initiative
  - UME/GME/CME presentations (with evaluations)
  - Collabs/advising/mentoring/career counseling of students and trainees
- Teaching evaluations
  - Learner evaluations (student, resident, fellow, etc)
  - Peer teaching evaluations (minimum 1 within the year of promotion)
  - *Optional*: letters about your teaching excellence



## Extent of Teaching

2007 – Emergency Medicine Residency Core Faculty: *I give approximately three resident didactic lectures per year and teach clinically at the bedside. When I served as Associate Residency Program Director, I had increased didactic responsibilities. Resident lectures given while in rank:*

*7/5/16: Intern Orientation: Wellness, Consultations, Transitions of Care*

*2/14/17: Core Content Review*

*6/19-6/22/17: Intern Boot Camp (created, coordinated, and implemented this series as Associate Program Director)*

*7/25/17: Core Knowledge Series: Pneumonia*

*2/6/18: Core Knowledge Series: Dysrhythmias*

*2/20/18: Core Content Review*

*7/17/18: Core Knowledge Series: Aortic Dissection*

*2/19/19: Core Content Review*

*7/16/19: EM Foundations, core content facilitator*

*8/6/19: Emotional Intelligence, Communication and Professionalism Education (CoPE)*

*12/3/19: Crucial Conversations, Energy Leadership curriculum*

*3/4/20: Team Dynamics, Energy Leadership curriculum*

*4/7/20: EM Foundations, core content facilitator*

2017 – Mentor, The Societies Program/Doctor & Patient: Integrating the Art & Science of Medicine (MED 815A, MED 815B, and MED 815C): *The Societies Program is an integral part of the medical school curriculum, which teaches students key skills of the medical interview, physical examination, and professionalism. As a Societies Mentor, I teach students intensively every week for the first three semesters of medical school and continue to teach and mentor them throughout their training. I teach medical students over four years. I was selected as one of only 22 faculty mentors for this valuable and prestigious role. In this role, I also facilitate small group sessions during Transition to Clerkship and Intersessions 1 and 2, which are 1- to 2-week courses for students during their clinical years. Topics include professionalism, health disparities, ethics, and advanced clinical skills. (24 students per year, across 4 classes.)*

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## Individual Student Contact

### Collaborations with Undergraduates and Graduates on Research Projects

- 2015-2018      Using the Think Aloud Protocol to Validate Interprofessional Case-Based Learning Material: *I served as the faculty advisor for Maryam Gilpatrick's Medical Education Distinction Track Capstone Project at the University of Arizona College of Medicine, Tucson. The project involved creating a clinical case scenario to be used as an inter-professional education session. Maryam interviewed medical, pharmacy, and nursing students to validate the case as well as learning objectives to be implemented in an inter-professional case-based clinical thinking session.*
- 2016-2019      Communication and Professionalism Education (CoPE) for Emergency Medicine Interns: *I served as the faculty advisor for Martin Cisneroz's Medical Education Distinction Track Capstone Project at the University of Arizona College of Medicine - Tucson. The project involved creating and coordinating a didactic series for EM interns to deliver content and practice skills in difficult communication scenarios: difficult consultants, difficult patients, delivering bad news, and effective team leadership. We obtained IRB approval and assessed the interns' sense of confidence and level of comfort in each area before and after the session. This is now a required didactic series for all interns.*
- 2012 –          Residency Scholarly Project Advisor: *I have served as a faculty advisor for several emergency medicine residents' independent research under our*

## **Mentoring and Career Counseling**

- 2007 – University of Arizona Emergency Medicine Residency Advisor and Core Faculty: *In this role, I mentor and provide career counseling for my designated advisee as noted above as well as other residents that may not be assigned specifically as advisees.*
- 2015 – Medical Education Distinction Track Mentor: *I am a mentor for medical students who choose to pursue this distinction track. I am assigned one student per year on average. I provide mentorship for their capstone projects on this track.*
- 2018 – Emergency Medicine Specialty advisor: *I serve as a special advisor for third- and fourth-year medical students who have chosen to pursue emergency medicine. I mentor and advise them as they prepare their fourth-year rotations and residency applications. I have 2-3 medical students each year:  
Class of 2020: Casey Charlton, Steven Crabbe, Rom Rahmanian  
Class of 2021: Joseph Demirjian, Alejandro Sanoja.*
- 2018 – 2020 Leadership and Innovation in Healthcare Distinction Track Mentor: *I am a mentor for medical students who choose to pursue this distinction track. I am assigned one student per year on average. I provide mentorship for their capstone projects on this track.*

## **Contributions to Instructional Innovations and Collaborations**

### **Teaching Workshops Attended or Delivered**

- 2016-2017      *Learning to Lead: I was selected to participate in the Learning to Lead program, the leadership development program for the College of Medicine – Tucson. I was a member of the 2016 cohort, and now I coordinate and lead this program as the Assistant Dean of Faculty Development.*
- 2017            *American College of Emergency Physicians (ACEP): I attended the annual Scientific Assembly every other year on average. I attended October 2017 in Washington, DC. I plan to attend in October 2020 in Dallas, TX.*

### **Development of Online and other Course Materials**

- 2014 –            *Academic Life in Emergency Medicine (ALiEM), Approved Instructional Resources (AIR) Series: I am part of a team of emergency medicine physician educators from around the country that evaluate online free open access medical education (FOAM), create multiple choice questions on this content, and edit the final questions to be included in the AIR series. This platform is used widely across emergency medicine residency programs.*



# Section 6: Clinical portfolio

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- Document your excellence in patient care
  - Clinical metrics, reports
  - Letters attesting to clinical excellence
  - Patient satisfaction reports or letters
  - Research colleagues' letters of support
- Not sure if it fits? Ask your P&T coordinator



# Steps to take now

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- Document everything you do. Toss reports, thank you notes, evaluations, syllabi, etc. into a file
- Annual review (March – April), ask about:
  - Productivity expectations
  - Scholarship goals
  - Service opportunities
  - What's missing (if anything)



# Clinical promotion timelines

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	Effective <b>Jan 1</b>	Effective <b>Jul 1</b>
Department review	Jul – Sep	Sep – Feb
Dossier to Faculty Affairs	October 1	March 1
COM P&T review	Oct – Nov	Feb – Apr
Dean review	Nov – Dec	Apr – May
Faculty notification	December	May/June





# Resources

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- **Department P&T Coordinators have:**
  - College of Medicine P&T Guidelines
  - UA Guide to the Promotion Process
  - Promotion dossier guide sheets
  - CV Guidelines
- **Advice**
  - Department P&T Committee Members
  - Department Head
  - Mentors & other faculty who promoted!



# Questions? Feedback?

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