

Achieving Promotion through the Clinical Expertise and Innovation Area of Excellence

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This activity is an Accredited Group Learning Activity (Category 1) as defined by the QCHP- Accreditation Department and is approved for a maximum of 1.75 hours



**Weill Cornell
Medicine-Qatar**



Speakers:

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- ✓ Have no relevant financial relationships to disclose
- ✓ Will not be discussing the off-label or investigational use of products

Robert K. Crone, MD

- ✓ Has disclosed that he owns Strategy Implemented Inc.
- ✓ Will not be discussing the off-label or investigational use of products

Objectives

Upon completion of this activity, participants will be able to:

- Summarize WCMC criteria and principles for the Clinical Expertise and Innovation Area of Excellence
- Recognize the importance of faculty development
- Develop an evidence based promotion dossier
- Identify requirements and resources (human and physical) for preparing for faculty promotion
- Plan and prepare goals for faculty promotion

Seminar Materials

- Guidebook for Faculty Appointment and Promotion
- CV Template
- Key Contributions Statement (narrative)
- Clinical Portfolio

Self Assessment

1. Faculty promotion is automatic. The faculty member does not have to apply for it – T/F
2. There is a direct relationship between the physician's hospital rank and the faculty rank – T/F
3. Promotion to Assistant Professor is based on years served as Instructor – T/F
4. WCMC has different promotion criteria for the New York and the Qatar faculty – T/F

Why seeking promotion?

- Career advancement in academic medicine
- Serve as a role model for students and trainees
- Obtain official recognition for accomplishment from the College
- Personal satisfaction
- Others?

When is the promotion review initiated?

When the faculty member asks to be reviewed for promotion

Fundamental Concepts of WCMC Promotion Criteria

1. Demonstration of **excellence** in the major area of academic activity by objective achievements
2. Requirement for **scholarship and teaching** activity at all ranks
3. There is a **link between rank of appointment** and the breadth of the candidate's **reputation and achievement** (not necessarily the rank at the hospital level)

How is my Area of Excellence determined?

If patient care and other clinical related activities constitute the unified theme for your academic activities and achievements, your area of excellence is...

Clinical Expertise and Innovation

Steps for Creating a Promotion Profile

Step 1

Identify an Area of Excellence



Investigation



Educational
Leadership

Step 2

Evaluate Teaching Activities

Step 3

Provide Additional Supporting Activities

Education of
Patients and Community

Clinical Expertise

Investigation

Administration
or Institutional
Service

Clinical Expertise and Innovation

**Recognition as a Clinical
Expert**



Influencing Clinical Practice



Written Scholarship

Clinical Expertise and Innovation

Contributions in the clinical setting **MUST BE** beyond the provision of direct patient care

Assistant Professors **MUST** demonstrate:

- Strong **local** reputation for activities that influence practice
- **Scholarship** in the area of clinical expertise
- **Teaching** in the clinical field

Local = “within the walls” of your hospital and the local community

Recognition as a Clinical Expert

Strong **local** reputation as an expert in the field (clinical/ leadership).

Specific Metrics:

- Invitations to speak on issues related to area of expertise
- Role in professional organizations related to area of expertise
- Service on committees developing guidelines/ protocols for quality improvement or management in area of expertise
- Peer-reviewing funding to support innovations that influence clinical practice
- Awards for contribution and/or innovations in the area of clinical expertise

Influencing Clinical Practice

Key role in the development or local adoption of innovative approaches to diagnosis, treatment, or prevention of diseases:

- Assisting in the development new clinical services
- Development or adoption of new methods of care delivery
- Development or adoption of new procedures for a given area
- Key role in the development and local implementation of practice guidelines for care to prevent medical errors

Written Scholarship

- Publication of **first author** original research, reviews, and/or chapters related to area of clinical expertise
- Development of guidelines and/or protocols for patient management that are **adopted locally**

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Clinical Innovation
& Expertise



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Evaluation for Teaching Activities

An Assistant Professor must show excellence in **1 of the 4 teaching categories** (as a minimum) on a continuous basis.

- Teaching includes:
 1. Didactic teaching of students, trainees, and peers
 2. Research training and mentorship
 3. Clinical teaching and mentorship
 4. Administrative teaching roles
- Contributions to teaching and education activities at WCM-Q and its affiliates (HMC, Sidra, PHCC, Aspetar, etc.)

Evaluation for Teaching Activities

Didactic Teaching:

e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials

Mentorship:

e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member

Clinical Teaching:

e.g., teaching in the clinic or hospital, including bedside teaching, teaching in the operating room, preceptor in clinic

Administration/Leadership Teaching Roles:

e.g., residency or fellowship director, course or seminar director or co director

Evaluation for Teaching Activities

Recognition Related to Teaching of Medical Professionals

- Invited presentations in the field of expertise (education)
- Contributions to professional educational organizations
- Leadership role in education / Service on education-related committees
- Awards for teaching, mentoring, or other education-related achievements

Scholarship Related to Teaching

- Development of educational materials (e.g., syllabi, curricula)
- Publications related to education

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Education of Patients & Service to the Community

- Development of material related to health conditions for use by patients
- Development of programs and material that improve health literacy and educate the public about biomedical sciences
- Writing for magazines, newspapers, health letters or websites on issues related to health
- Publication of books for the public that address important health issues
- Speaking to lay populations to educate them about important health issues
- Presenting information related to health through the media, including radio, television or podcasts
- Educating and mentoring pre-professional students
- Service to communities that improves the health of populations such as through improved delivery of care

Investigation

Defined role and/or independent conduct of research which may include:

- Clinical research
- Translational research
- Quantitative and social science
- Development of new methods/technologies and/or novel applications of existing methods/technologies

Metrics include:

- ✓ Invitation to speak about research
- ✓ Funding to conduct research
- ✓ Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals
- ✓ Service on committees related to research such as the IRB
- ✓ Leadership role in professional societies
- ✓ Awards for research and/or innovation

Administration and Institutional Service Metrics

- Service on committees of the Medical College such as admissions committee, IRB, faculty search committee
- Administrative management of a core laboratory or facility at Weill Cornell or an affiliated institution
- Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty

Key Concepts

- Promotion is an advancement to a higher academic rank
- Faculty are primarily responsible for the advancement of their own career
- WCM-Q follows WCMC policies for faculty promotion (<http://weill.cornell.edu/handbook/>)
- All faculty regardless of location (New York & Qatar) must meet the same WCMC criteria for promotion

Self Assessment Answers

1. Faculty promotion is automatic. The faculty member does not have to apply for it – **F**
2. There is a direct relationship between the physician's hospital rank and the faculty rank – **F**
3. Promotion to Assistant Professor is based on years served as Instructor – **F**
4. WCMC has different promotion criteria for the New York and the Qatar faculty – **F**

Coffee Break



How do I document my achievements?

Three crucial documents:

- Curriculum Vitae
- Clinical Portfolio (optional)
- Key Contributions Statement (narrative)

**What is the purpose
of the WCMC CV?**

The Purpose of the WCMC CV is to...

Demonstrate how you meet the
criteria for promotion in an
organized and easy to read way

WCMC CV Form

Sections A – F:

- Hold historical & demographic data (education, employment, licensure, boards, etc.)

Section G – L:

- Provide the opportunity for you to highlight your accomplishments in teaching, clinical care, administration, and research as well as your local, regional, national, and international status

Section G - Institutional Responsibilities

Past, Current, Anticipated

- **Teaching:** didactic & clinical teaching, mentorship, and administrative teaching roles
- **Clinical care:** activities (where, how often, for how many patients) and accomplishments. List the innovations and describe their influence / potential influence on care
- **Research:** research interests, activities, and career trajectory
- **Administration:** institutional only (administrative duties related to professional societies or other extramural activities go under a different section)

Section H - Research Support

- For past support, summarize award, dates, & roles
- For current support list:
 - source
 - amount
 - dates (month & year)
 - name of principal investigator
 - for multi-investigator grants indicate your role on the project (PI, site PI, project leader, core director, etc.)
 - your percentage effort

Section I - Extramural Professional Responsibilities

- Broadly defined category
- Very useful in demonstrating academic and service engagement outside the site of primary activity
- Demonstrates breadth of reputation
 - ✓ journal reviewer, editorial boards
 - ✓ member of grant review boards and study sections
 - ✓ **invited lectures / presentations**
 - ✓ consultancy
 - ✓ volunteer work
 - ✓ community service, etc.

**What is the difference
between an invited and
regular lectures/
presentations?**

Invited Lectures / Presentations

- You can include talks that are scheduled for future
- Include notation on sponsorship / funding
- Geographical scope:
 - ✓ Local = WCM-Q and affiliates
 - ✓ National and Regional (includes regional meeting held in Qatar)
 - ✓ International (includes international meetings held in Qatar)

Section J - Professional Memberships

- Key place to demonstrate the extent to which you participate in extramural activities as they relate either to service or leadership roles in your particular professional community
- Distinguish the different types of involvement with societies and other professional groups, e.g., as a Member or Officer, which would point to leadership roles

Section K - Honors and Awards

- Another key section for demonstrating one's reputation locally, regionally, nationally and internationally, among peers, students, patients, colleagues, and others
- Examples include teaching awards, patents, research awards, best-paper awards, book awards, membership in honor societies, etc.

Section L - Bibliography

- Complete this section carefully. Errors or incomplete information may cause confusion
- Follow the instructions regarding how to cite publications & what goes under each subsection:
 - Articles in professional peer-reviewed journals
 - Reviews
 - Books
 - Chapters
 - Other
 - Abstracts
 - Presentations
 - In review
- Do not use “et. al.” - list all authors

Annotate your Scholarship

Annotate your bibliography to highlight your contributions and/or the relevance of the study

- **e.g.:** You were the mentor of the primary author:
Smith S,** Broderick B, Neil Y, Henry J. Hand fractures in children. Pediatrics 2013;73:165-70.
** Denotes trainee for whom I served as primary mentor
- **e.g.:** Notable citations of scholarship:
Smith S, Broderick B, Neil Y, Henry J. Hand fractures in children. Pediatrics 2013;73:165-70.
 - Publication has been cited more than 1000 times
- Influencing clinical practice:
Smith S, Broderick B, Neil Y, Henry J. Hand fractures in children. Pediatrics 2013;73:165-70.
 - This study was the first to identify injury prevention.

WCMC CV Form Summary

- Follow the instructions exactly – do not reformat or delete sections
- If a category doesn't apply, indicate N/A
- Be consistent in direction of dates across CV (oldest to most recent)
- Each activity/role should be listed only once
- Include page numbers
- Avoid abbreviations known only to your subspecialty
- Your CV will be read by people outside of your department, hospital, field

Key Contributions Statement (1)

Your opportunity to highlight your unique combination of accomplishments

What should be included in the narrative?

- Describe major contributions and achievements; impact should be clear to those outside your department, hospital, field
- You need not reiterate your history of training, but explain unusual chronology
- Make clear the extent of your reputation and the key achievements for which you are known

Key Contributions Statement (2)

- Expand on accomplishments, including administrative leadership, teaching, etc.
- Opportunity to describe things that do not have another home (there is not a section to describe it within the CV)
- *Don't be shy, but don't overstate (don't say many if there are only 2)*
- You can include future goals and plans

Major Reasons for Delays, Disapprovals, Tabled Decisions

- Documentation does not provide sufficient clear evidence of meeting criteria
- Out-of-date CV
- Incomplete citations
- Poorly constructed CV and Key Contributions Statement
- Letters of evaluation not received in a timely manner

Managing your Academic Career

- Become knowledgeable about the WCMC criteria and the promotions process
- Develop an individualized development plan
- Develop promotion strategies

Developing Successful Strategies (1)

- Get involved & put yourself in the right position. Participate, lead, become a “go to” person
 - ✓ Hospital, medical college, & other committees
 - ✓ Specialty/subspecialty societies
 - ✓ Multidisciplinary groups
 - ✓ Community service
 - ✓ Other professional activities that interest you

Personal Development Plan

- Identify your strengths and skills
- Develop a learning plan for skills needed
- Set specific 1,2, and 3 year goals and plan
- Involve others in the process: your chair, mentor, peers, others
- Get feedback from chair, mentor, other senior or recently promoted faculty

Developing Successful Strategies (2)

- Expand the circle of people who know you and know about you
- Maintain networks of productive colleagues
- Present at meetings (local, regional, national, international)
- Publish

Top 10 Strategies for Preparing the Promotion Dossier

1. **Begin** on day one.
2. **Read** your college and university guidelines carefully.
3. **Listen** to the recommendations of senior faculty.
4. **Follow** your college/university's specific guidelines and rules for what should and should not be included.
5. **Work** persistently and consistently while moving through the process.
6. **Seek** out mentors.
7. **Demonstrate** transparency in your dossier.
8. **Show** consistency and accuracy across the different sections and parts of the dossier.
9. **Follow** the suggestions of the reviewers.
10. **Consult** at all stages of your dossier preparation.

Burnham JJ, Hooper LM, Wright VH at

<http://www.facultyfocus.com/articles/faculty-evaluation/top-10-strategies-for-preparing-the-annual-tenure-and-promotion-dossier/>

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