

The UC Davis School of Medicine Committee on Educational Policy (CEP) is seeking applications for the following important leadership and teaching positions in our new I-EXPLORE curriculum: Course Directors (IORs), Discipline Leaders, Area of Scholarly Concentration Mentors, and Problem-Based Learning Facilitators. Please review the [I-EXPLORE Executive Summary](#) and the provided diagram of educator involvement as you consider these opportunities. Faculty are eligible to serve in more than one educational role. **Applications are due Monday, March 22, 2021.**

Course Directors (IORs)

CEP seeks three co-Course Directors, one from each I-EXPLORE pillar, for each of the following courses:

- Human Architecture
- Molecular and Cellular Medicine
- Pathogens and Host Defense
- Hematology, Cardiology, Pulmonology, and Nephrology
- Endocrinology, Gastroenterology, and Reproduction
- Skin and Musculoskeletal Systems
- Brain and Behavior
- Clerkship Intersessions

Co-Course Directors collaborate in course administration, including scheduling, content organization and integration, assessment, and communication. Teaching within the course is strongly encouraged but not required. **Each co-Course Director will receive funding for 5% FTE.**

If applying to be a Course Director, you will be asked to self-declare an educational, clinical and/or scholarly focus in one of the 3 pillars of I-EXPLORE.

Biomedical science: Those science disciplines whose primary focus is the biology of human health and disease. Biomedical science areas include (but are not limited to): Anatomy and embryology, Biochemistry and molecular biology, Genetics, Histology, Immunology, Microbiology, Pharmacology, and Physiology.

Clinical science: The application of the biomedical and health system science to care for patients and their diseases. Clinical science areas include (but are not limited to): Anesthesiology, Dermatology, Emergency medicine, Family medicine, Internal medicine, Obstetrics and gynecology, Neurological Surgery, Neurology, Ophthalmology, Orthopedic Surgery, Otolaryngology, Pathology, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry, Radiation Oncology, Radiology, Surgery, and Urology.

Health systems science: A foundational platform and framework for the study and understanding of how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. Health systems science areas include (but are not limited to): Change agency, management, and advocacy, Clinical informatics and health technology, Epidemiology

and biostatistics, Health care policy and economics, Health care structure and process, Health systems improvement, Population, public and social determinants of health, Systems thinking, and Value in health care.

Discipline Leaders

CEP seeks Discipline Leaders for the disciplines listed in the table below. Disciplines generally correspond to individual courses or specialties in the legacy curriculum, such as anatomy, physiology, pharmacology, pathology, cardiology, clinical skills, etc., with additional positions in broader areas such as health systems science.

Discipline leaders organize their content across the entirety of the curriculum. They collaborate with course directors, thread leaders, and one another to ensure that their content is appropriately integrated and incorporated over all four years and **are the primary teachers for the content in their discipline.** Unless otherwise indicated, there is one leader for each discipline.

Discipline	FTE	Discipline	FTE
Anatomy	15%	Nephrology	10%
Biochemistry	10%	Neuroanatomy	5%
Bioethics	5%	Neuroscience	5%
Cardiology	5%	Nutrition	5%
Clinical Skills	Two to three positions to total 65%	Obstetrics/Gynecology	5%
Dermatology	5%	Oncology	5%
Endocrinology	5%	Ophthalmology	5%
Gastroenterology	5%	Otolaryngology	5%
Genetics	10%	Pathology	20%
Health Equity including anti-racism and LGBTQIA	One to three positions to total 30%	Pediatrics	5%
Hematology	5%	Pharmacology	15%
Histology	10%	Physiology	15%
Health Systems Science	Two to three positions to total 50%	POCUS	Two positions to total 20%
Immunology	5%	Psychiatry	5%
Longitudinal clinical experience	One to two positions to total 35%	Pulmonology	5%
Microbiology and Infectious Disease	10%	Radiology	5%
MSK	5%	Urology	5%

Areas of Scholarly Concentration (ASC) Mentors

CEP seeks Areas of Scholarly Concentration Mentors for the following areas:

- Health Care Policy/Advocacy
- Medical Education

ASCs are longitudinal elective experiences that include asynchronous online modules and projects for interested students. Mentors for the ASCs create a learning community around their content that spans all four years. ASC Mentors collaborate with other SOM educational leaders and committees to determine what topical curricular content should be required versus optional for students. **Each mentor will receive funding for 10% FTE.**

Problem-Based Learning (PBL) Facilitators

CEP seeks Problem-Based Learning (PBL) Facilitators.

In problem-based learning, small groups of students take ownership of their own learning. While studying a case, students select learning objectives, identify and study appropriate resources that contain relevant information, and teach one another learned content, while strengthening their communication and professionalism skills. Facilitators help guide group sessions through use of previously prepared cases and provide feedback to students on their teamwork, communication, and critical thinking skills. Facilitators do not serve as content experts in the cases.

An individual PBL facilitator will lead a group of approximately 6 students from each of the pre-clerkship classes throughout the pre-clerkship phase of their learning. As we transition into I-EXPLORE, in 2021-2022, PBL facilitators work with just the first-year class and will need to be available Monday 8-10am, Wednesday 8-9am, and Friday 8-9am beginning in late September 2021. **During 2021-2022, PBL facilitators will receive funding for 10% FTE.** In 2022-2023 and subsequent years, when working with both the first- and second-year classes, PBL facilitators will need to be available Monday 8am-12pm, Wednesday 8-10 am, and Friday 8-10am. **From 2022-2023 onwards, PBL facilitators will receive 20% FTE for this work.**

The Qualtrics application includes the following questions:

- Are you interested in becoming a Course Director?
 - If so, list the course(s) in which you are interested, in order of preference. Please consider listing more than one course to maximize our chances of placing you.
 - If so, which pillar(s) best align with your educational, clinical and scholarly work?
 - If you selected Health Systems Science above, please describe your experience with the Health Systems Science pillar.
- Are you interested in becoming a Discipline Leader?
 - If so, list the discipline(s) in which you are interested, in order of preference
- Are you interested in becoming an Area of Scholarly Concentration Mentor?
 - If so, select Medical Education or Health Care Policy/Advocacy
- Are you interested in becoming a PBL Facilitator?

- Please specify the maximum number of educator/leader positions you seek (e.g. one course IOR and one discipline leader, or two course IORs, or one discipline leader, etc.)
- Please state the maximum FTE you are interested in committing to undergraduate medical education (e.g., 25%)

- Highlight 2-3 examples of your experiences with health professions education and with education related to your positions of interest
- What most excites you about the I-EXPLORE curriculum and the leadership/teaching opportunity you seek?
- Share an experience in which you had to collaborate with someone from a different professional background on a project. What went well? What were some of the challenges and how did you approach them?
- Share an example of a time when you had to influence a large group of colleagues; how did you approach that situation, and what was the outcome of the idea you were proposing?
- What is something you have learned from teaching medical students or residents? How have you incorporated this knowledge into your teaching style?

- Please provide the names and email addresses of two references familiar with your teaching and leadership skills.