Medical School Academic Overview

Nancy C. Raymond, MD
Associate Dean for Faculty Affairs
Professor,
Departments of Psychiatry,
Family Medicine & Community Health
WELCOME!
WELCOME!
AGENDA

Part I—Overview of the Medical School
  – Organizational Structure
  – Faculty
  – Office of Faculty Affairs

Part II—Overview of academic advancement
  – Faculty Tracks
  – Promotion and Tenure
  – Career Development

Part III—Track specific discussions
  – Divide into groups by track and discuss criteria specific to your track
The University of Minnesota Medical School Mission

Committed to innovation and diversity, the Medical School

• educates physicians, scientists, and health professionals

• generates knowledge and treatments

• and cares for patients and communities with compassion and respect.
Medical School Organizational Structure

Brooks Jackson, MD
Dean, Medical School
Vice President for Health Sciences

Basic Science Department Heads
Affiliated Hospital Heads
Clinical Department Heads

Mark Paller, MD
Senior Associate Dean
Nancy Raymond, MD
Associate Dean of Faculty Affairs
Pete Mitsch
Chief Financial Officer
Mark Rosenberg, MD
Vice Dean for Education
Bobbi Daniels, MD
Vice Dean of Clinical Affairs, CEO UMP
Tucker LeBien, PhD
Vice Dean for Research
TBD
Regional Campus Dean Duluth
Medical School Administrative Centers

• Provide administrative services for all academic departments, centers and institutes
• Services include:
  – Financial and programmatic planning
  – Grant and non-sponsored accounting
  – Budgeting, reporting and analysis on all University, MMF and UMP accounts
  – Purchasing, reimbursements and vendor payments
  – Contract administration, including residencies and physician services
  – HR, payroll, faculty compensation plans
  – Oversight of educational program compliance and accreditation
Office of Faculty Affairs Mission

To establish and sustain a culture that promotes

– the career-long development of faculty

– the continual growth of effective leaders

– and the overall vitality of the University of Minnesota Medical School
Office of Faculty Affairs Domains

- Maintain medical school policies, procedures, promotion criteria
- Manage the annual review / promotion/tenure process
- Faculty development
  - Support Mentoring Programs
  - New Faculty Orientation
  - Topical Lectures and Workshops
  - Grant Writing Seminar/Publication Workshop
- Faculty grievances
- Faculty diversity and climate
OFA Website

• Policies and Information
  – MS Policies / Appointments / BOR / Reviews

• Promotion and Tenure
  – Track Statements / Templates / Forms

• Faculty Development
  – Development Leaves / MEDS / Conferences / ELAM / OFA Awards

• Governance
  – Faculty Assembly / Faculty Advisory Council (FAC)

• Career Mentoring Resources
  – Templates / Outside Resources / Publications

• Calendar of Events
Research Training Programs
Internal K awards

• CTSI-KL2 Program
  – Contact Person: Michelle Lamere (612-624-0619)
  – Faculty Lead: Jas Ahluwalia, MD

• BIRCWH K12 Program
  – Contact Person: Mikow Hang (612-626-1125)
  – Faculty Lead: Nancy Raymond, MD

• Pediatrics Translations Research K12 Program
  – Faculty Lead: Mark Schleiss (612-626-9913)
# Faculty Appointment Types

<table>
<thead>
<tr>
<th>Track</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Tenure Track (N)</td>
<td>7.12 Statement</td>
</tr>
<tr>
<td>Tenured (P)</td>
<td>7.12 Statement</td>
</tr>
<tr>
<td>Clinical Scholar, Annual Term (I)</td>
<td>Clinical Scholar Statement</td>
</tr>
<tr>
<td>Teaching Track, Annual Term (K)</td>
<td>Teaching Track Statements</td>
</tr>
<tr>
<td>Research, Annual Term (W)</td>
<td>Research Track Statements</td>
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## Snapshot of the Faculty

<table>
<thead>
<tr>
<th>Category</th>
<th>U of M</th>
<th>Affiliate</th>
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</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>369</td>
<td></td>
</tr>
<tr>
<td>Tenure Track (probationary)</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Clinical Scholar</td>
<td>420</td>
<td>502</td>
</tr>
<tr>
<td>Research Track</td>
<td>101</td>
<td>300</td>
</tr>
<tr>
<td>Teaching Track</td>
<td>85</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1064</strong></td>
<td><strong>927</strong></td>
</tr>
</tbody>
</table>

*(Total as of August 2014 = 1991)*
“Know Your Track and Collect Data Early”

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The Medical School Faculty Model

The stool vs. the table

20 → 21st Century paradigm shift
Annual Term Appointments

- Clinical Scholar (I), Teaching (K) and Research Tracks (W)
- Now requires 1 peer-reviewed publication per year
- Less emphasis on alternative scholarship
- Grant funding is a plus
- Publication can be topic area, methods or program evaluation (e.g. education or QI)
- Track statement will be changing in the next year
Tenure Track

• Heavily weighted on independent research
• National/international reputation
• Must also excel in teaching and service
• The maximum probationary period
  – 6+1 for Basic Sciences (may be changing)
  – 9+1 for Clinical Departments
  – Extension of Probationary Period allowed for: New Parent, Caregiver or Medical Illness/Injury, Other
• Departmental review for promotion and tenure prior to the final year of the probationary period
• Can go up early but most go up in 6th or 9th year
Clinical Scholar Track (I)

- Career track focused primarily on clinical service with research/scholarship
- First or last-authored peer reviewed publications are required for ascent in rank
- One other accomplishment required:
  - Grants
  - Clinical treatment/technique/device
  - Other
- Teaching and Service are also necessary
Research Scholar Track (W)

- Career track focused primarily on research
- First or last-authored publications are required for ascent in rank
  - NOTE: fewer first-authored papers required than for tenure track
- Co-investigator on grants
- Less emphasis on independence
- Supports the other (educational and clinical) missions
  - Teaching – graduate student and post-doctoral levels
  - Service committees
Teaching Track (K)

- Career track focused primarily on educational scholarship in six domains:
  - Teaching
  - Curriculum
  - Mentoring/advising
  - Learner Assessment
  - Educational Leadership
  - Clinical education

- First or last-authored peer reviewed publications are now required for ascent

- Other peer-review of educational products in non-standard formats helpful

- Service is also necessary
What’s New with Track Statements

• Tenure Track (26)
  – Medical School Preamble
  – All departmental—new 7.12 statements approved in 2011/12

• Clinical Scholar (19) and Teaching Track (16)
  – New Medical School Preambles approved in 2013
  – Departments can accept track statement as their departmental statement as is or add a departmental addendum for approval

• Research Track (9)
  – There is a medical school statement but never voted on by the faculty
Annual Reviews

• Annual appraisals must happen every year
  – NEW: Summary of Annual Evaluation (All faculty)
  – Form 12 (probationary faculty only)
• Done by Department Head, Division Head or Departmental Promotion and Tenure Committee
• You will be asked to submit a form detailing progress +/- CV
• Bring track statement with you
• Request feedback on progress toward promotion and suggestions about future directions
Promotions – Yearly Cycle

Departmental Review – Dossier complete

Dossiers in Office of Faculty Affairs — OFA check

Medical School P&T Committee review

**Appeals** — If applicable, Department Head informed; may add materials

Dean’s Evaluation

Provost review

Board of Regents review

July 1 – Actions become effective
Practical Points: What to Start Doing NOW!

- Start planning for promotion (± tenure) NOW!!
- Learn the rules for P&T at U of MN
- Obtain your track statement and learn what is in it
- Document ALL activities IMMEDIATELY
- CONTINUOUSLY update your CV. Use Medical School Format on OFA website.
- Keep every piece of paper/e-mail with positive feedback
- Set goals during your annual reviews with departmental leadership
Planning your Career Development

To be successful you must:

• Learn the rules
  – Written
  – Unwritten
  – Process

• Understand the criteria
  – What is measured?
  – What is good for you? The institution?
  – What will get you promoted?
Planning your Career Development

• Fulfill the criteria
  – Prioritize
  – Careful selection: activities, committees
  – Annual check up

• Make your work apparent
  – What they don’t know can hurt you
  – Present at local and national meetings
  – External/Internal reviewers
Planning your Career Development

• Don’t assume the system will take care of you
  – Who is the system any way?
  – Working hard and doing a good job does not guarantee promotion
General Concepts Concerning Promotion

Research Activities:

Keep track of anything you do in the scholarly arena

- Acceptance letters for papers
- Role on papers
- Notice of Grant Awards
- Abstracts
- Requests to collaborate on a research project
- Presentations
Planning your Career Development

Teaching:

Keep track of:

- Teaching hours
- Preparation time
- Courses taught
- Number of students
- Evaluations received from students and peers
- Additional evaluative materials

Note: Do not forget the time you spend teaching in the clinic, on rounds, in the OR, etc.  It all counts.
Planning your Career Development

Teaching venues to include:

- Course lectures
- Small group sessions
- Grand rounds
- Advising, mentoring
- Designing curriculum
- Evaluating students
- Clinical venues (clinic, on rounds, in the OR, etc.)

Mentoring/Advisor information:

- Keep phone numbers, addresses, emails of your advisor(s)
Planning your Career Development

Service:

• Keep track of every committee, task force, planning group, etc., on which you serve
• Community service activities

Clinical Service:

• Letters/compliments that reflect your:
  – Expertise as a consultant
  – Expertise as a clinician
  – advocate for your patients
• Program development
• Leadership positions
• Quality Improvement
Planning your Career Development

Honors/Kudos:

• A student thanking you for your advice
• A patient telling you what a great doc you are
• Formal evaluations
• Awards
Planning your Career Development
Mentoring

• Meet with your assigned mentor (in offer letter)
• Consider selecting your own mentor or more than one
  – Content/research mentor
  – Clinical mentor
  – Departmental/career mentor
  – Peer mentor
• Regular meetings
• Develop a plan with vision and goals by year (5 to 7 year plan)
• Needs to be someone you trust with your best interest in mind
• Contact division head, department head, or Faculty Affairs if you need assistance!
Office of Faculty Affairs

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