New Faculty Orientation

Medical School Office of Faculty Affairs
Thursday, February 21, 2019
Welcome

Jakub Tolar, MD, PhD
Dean of the Medical School
Vice President for Clinical Affairs
Welcome!

PAST, PRESENT...YOU

Jakub Tolar
Dean, Medical School
Vice President for Clinical Affairs
RESEARCH
EDUCATION
PATIENT CARE
COMMUNITY
LEGACY

27
Departments

17
Centers

70%
of MN's physicians
trained at U of M Medical School
Research
Faculty Publishing 2017

5% from 2016
11% from 2015

First/last Authored 2017

6% from 2016
13% from 2015

Blue Ridge Ranking
Blue Ridge Institute for Medical Research

#30
From #33 in 2017

NIH Funding

<table>
<thead>
<tr>
<th>Millions</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td>$125</td>
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<tr>
<td>$145</td>
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</tbody>
</table>
Education
Incoming 2018

Twin Cities
9.0% acceptance
511.8 avg MCAT

Duluth
8.8% acceptance
506 avg MCAT
Community

Medical Discovery Teams

Optical Imaging & Brain Science
Addiction
Biology of Aging
Rural & American Indian Health
Minnesota is perhaps the first state in the Union that may fairly be considered to have solved the most perplexing problems connected with medical education and practices except as to osteopathy. It has indeed still to realize its plans for an adequate clinical establishment of modern character; but there is little doubt that this is only a question of time—and of a short time, at that. Meanwhile medical education has,
Be kind. Pursue excellence. Make a difference.
HR & University of Minnesota Physicians Overview

~ Michelle Morrisey | HR Director, Medical School
University of Minnesota
68,000 Students, 4,700 Faculty, 15,700 Staff

Office of Human Resources – OHR
Provides Shared Services (Position Classification, Compensation, Benefits, Payroll)
Sets Direction for University as a Whole

Medical School
5000 Faculty & Staff

UMN Medical School
- 26 departments organized into one of eight Administrative Centers
- Admin Centers provide HR, Finance, Payroll
- 6 Centers have Clinical Functions & CP Faculty
- 28 HR Professionals supporting the Medical School

898 Common Paymaster Faculty
235 UMP-Only Physicians

UMP
- Practice in 100 Specialty & Sub Specialty Areas
- Own and Manage 50 Specialty Clinics & 5 Family Medicine Clinics
- 68 Locations
- 1600 Health Professionals & Staff
- 25 HR Professionals

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA PHYSICIANS
**University of Minnesota**  
68,000 Students, 4,700 Faculty, 15,700 Staff

**Office of Human Resources – OHR**  
Provides Shared Services (Position Classification, Compensation, Benefits, Payroll)  
Sets Direction for University as a Whole

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5000 Faculty & Staff

**UMN**  
**Medical School**

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- 1600 Health Professionals & Staff
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**898 Common Paymaster Faculty**  
235 UMP-Only Physicians
Medical School Employees

Influences: Tenure Code, UMN Provost, AAMC, Office of Faculty Affairs

Influences: UMN Student Affairs, Temp/Casual Policies

Influences: Contracts, Civil Service Rules, P&A renewal cycles

Influences: ACGME, Specialty accrediting bodies, post doc policies

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA PHYSICIANS
Resources for New Faculty

Medical School HR

HR Director – Michele Morrissey
Administrative Center HR Managers:
  ALRT: Troy Stevermer
  CNC: Anne Ehrenberg
  FOD: Christina Steere
  Medicine: Cindy Livon-Shragg
  OP: Lavon Anderson
  SAC: Eric Laubach

Clinical HR – UM Physicians

Vice President, Human Resources – Nick Nyhus
Sr. Director, Human Resources – Judy Paul
Benefits Manager – Val Bock

Many Resources on campus, including:
Office of Conflict Resolution: OCR provides formal and informal conflict resources services to University faculty who are experiencing employment-related conflicts. www.ocr.umn.edu


Disability Resources Center: works with faculty, students, and staff to eliminate and minimize barriers and facilitate inclusion on campus. www.diversity.umn.edu/disability/home

Aurora Center for Advocacy & Education: provides a free and confidential space for members of UMN community who are victims, survivors, or concerned people of sexual assault, relationship violence, or stalking. www.aurora.umn.edu

Bias Response & Referral Network: contributes to a campus climate that is welcoming, inclusive, and respectful for all by responding to reports of bias incidents. www.bias-response.umn.edu
Supporting the Vision

• One Mission, One Practice

• Excellently trained and compassionate physicians

• Scientists with the courage & expertise to pursue life-changing discoveries
History of UMPhysicians

• UMPhysicians has deep roots in the U of M’s Medical School

• In 1997, 18 separate practice groups of physicians united to form UMPhysicians

• UMPhysicians exists to support the Medical School’s research and education priorities through clinical care, education, and financial support
Where We Provide Care
Clinics & Partnerships

**UMP Owned Clinics**

Family Medicine Clinics
- Bethesda
- Broadway
- Phalen Village
- Smiley’s

Mill City Clinic (Primary Care)

Specialty Clinics
- Center For Clinical Imaging Research
- Center for Sexual Health
- Minneapolis Eye
- MINCEP

Health Sciences Clinics
- Dental Clinic
- Pediatric Dental Clinic
- Nurse Practitioner Clinic

**Clinical Partnerships**
Partial list of other health systems where UMP provides services
- Fairview
- CentraCare
- Health East
- Hennepin County Medical Center
- North Memorial Medical Center
- Park Nicollet
- Regions Hospital
- Veterans Memorial Medical Center
- Essentia Health
- Saint Luke’s - Duluth
- Children’s Hospital of Minnesota

**UMP managed Health Partners-owned**
- Regions Hospital Orthopaedics/Trauma

**UMP managed Park Nicollet-owned**
- TRIA

**UMP partnerships with MN GI and CRSAL**
- Minnesota Endoscopy Center
UM Physicians partners with M Health

M Health is an academic medical center, which harnesses the combined strength of University of Minnesota Physicians, the University of Minnesota Medical School and Fairview

• Co-management of all M Health activities toward common strategic vision, priorities, bottom line

• The teaching and research missions are as important to Fairview as they are to UMP and the Medical School

• The clinical mission is as important to the Medical School, as it is to UMP and Fairview
INPATIENT SERVICES
- University of Minnesota Medical Center, including University of Minnesota Masonic Children’s Hospital
- Other University-related services at Fairview sites (e.g. NICUs, tele-ICUs)

SERVICE LINES
- Heart
- Cancer
- Mothers’ & Children’s

SPECIALTY CLINICS
- Campus Clinics (UMP Managed, Fairview Owned)
- Maple Grove Specialty Clinics
- Imaging Center – East & West Bank
- Mill City Clinic - Minneapolis
- MINCEP Epilepsy Care – St. Louis Park
- Nurse Practitioners Clinic – Minneapolis
- Pediatric Specialty Clinic – St. Paul
- Radiation Therapy Clinic – Wyoming
- Smiley’s Family Medicine – Minneapolis
- Specialty Clinic for Children – Burnsville
- Sports Medicine Clinic - Minneapolis

ACADEMIC HEALTH CENTER
- Medical School
- Pharmacy
- Nursing
- Dentistry
- Veterinary Medicine
- School of Public Health

UMP CLINICAL PARTNERSHIPS*
- Allina
- CentraCare
- Hennepin County Medical Center
- Park Nicollet
- Regions Hospital
- Veterans Memorial Medical Center

*Partial list
Resources for New Physicians

Clinical HR – UMPhysicians:

• Vice President, Human Resources – Nick Nyhus
• Sr. Director, Human Resources – Judy Paul
• Benefits Manager – Val Bock
• Leadership Effectiveness & Coaching – Rosie Ward, PhD

Additional Benefits & Services Available beyond U of M:

• **Vision Insurance (optional)** – only available to select during UMPhysicians open enrollment (November)

• **Identity Theft Protection (optional)** – available via IDWatchdog and available any time

• **Back-up Child/Elder Care (optional)** – available anytime via https://clients.brighthorizons.com

• **401(k) & 457(b) Retirement Plans** – [www.ump401k.com](http://www.ump401k.com)

Resources for New Physicians

Clinical HR – UM Physicians

- Vice President, Human Resources – Nick Nyhus
  612-884-0721 – nnyhus10@umphysicians.umn.edu

- Sr. Director, Human Resources – Judy Paul
  612-884-0852 – jpaul10@umphysicians.umn.edu

- Benefits Manager – Val Bock
  612-884-0788 – vbock10@umphysicians.umn.edu

- Leadership Effectiveness & Coaching – Rosie Ward, PhD
  612-884-0933 – rward10@umphysicians.umn.edu

Additional Benefits & Services Available beyond U of M:

- **Vision Insurance (optional)** – only available to select during UMPhysicians open enrollment (November)

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Clinical and Translational Science Institute (CTSI)
Education Programs Overview

~ Michelle Lamere, MPA, ACC | Assistant Director for Education Programs, Clinical and Translational Science Institute
CTSI Education Programs

Overview

Michelle M. Lamere, MPA, ACC, CDWF-Candidate
Our mission...

To train the next generation of diverse, multidisciplinary biomedical scientists and leaders, and the workforce conducting clinical and translational research to improve the health of populations.
Career development – open to all

• Write Winning Grants – daylong grant writer’s seminar (January 15th)

• Monthly Career Development Seminars & Workshops

• Optimizing the Practice of Mentor – online mentor training

• Guidance on forming research mentoring teams
Programs for research intensive junior faculty

Our motto, “High Challenge – High Support”

- **Pre-K** Discovery Scholars Program
- **KL2** Career Development Program
- **K-R01** Transition to Independence Program
- “Bonuses” – multidisciplinary mentoring teams; tuition support; exclusive seminars and retreats; biannual reviews; paid external reviews of major grant applications; other career development focusing on communication, leadership, and more
Pre-K Program

- Director = David Ingbar, MD, Professor Pulmonary Medicine and Critical Care
- Target: new junior faculty
- Goal: Submit K award (and get it funded)
- Requires:
  - > 50% protected research time
  - Translational research project with multi-disciplinary mentoring team
- Provides $50K award, 2 year program & career development training
- Devoted exclusively to URM junior faculty
KL2 program

• Director = Kelvin Lim, MD, Professor Psych
• Target: early Assistant Professors
• Goal: CTS training and research success, moving towards independent major grant funding
• Must apply for individual NIH K within 12 months
• Requires:
  – > 75% protected research time
  – Translational research project with multi-disciplinary mentoring team
K-R01 Program

• Transition to Independence Award
• Director = Esam El Fakahany, PhD, Professor & Dean of Faculty Affairs, College of Pharmacy
• Target: Assistant Professors with K award
• Goal: Generate addition & publications to increase success of funding of NIH R01 and other major grants
• Requires:
  – > 50% protected research time (post K award)
  – Translational research project with multi-disciplinary mentoring team
• Provides $50K award, 2 year program & career development training
Visit CTSI website for more about our programs and other support for clinical & translational researchers

WWW.CTSI.UMN.EDU
Center for Women in Medicine and Science (CWIMS) Overview

~ Kait Macheledt, Program Specialist | Center for Women in Medicine and Science, Program Coordinator, Building Interdisciplinary Research Careers in Women’s Health (BIRCWH)
Introductions

Jerica M. Berge, PhD, MPH, LMFT, CFLE
Associate Professor and Vice Chair for Research
Department of Family Medicine and Community Health
Director, Center for Women in Medicine and Science (CWIMS)
Director, Healthy Eating and Activity across the Lifespan (HEAL) Center
Co-Program Director, Building Interdisciplinary Research Careers in Women’s Health (BIRCWH)

Kait Macheledt
Program Specialist, Center for Women in Medicine and Science (CWIMS)
Program Coordinator, Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) Program
CWIMS Structure

Nominations by Department Chairs & past WIL members

Working in Four Action Groups (monthly meetings):
  • Recruitment/Retention
  • Mentoring
  • Salary, Resource, Leadership Equity
  • Strategic Collaborations and Communications

Addressing the 17 WIL recommendations
Center for Women in Medicine & Science

**Recruitment and Retention**
- Increase recruitment of senior and mid-career women faculty (1)
- Increase representation of women on search committees (7)
- Measure job satisfaction and conduct exit interviews (9)
- Compare and promote equitable salary and start-up packages (10)
- Develop and disseminate Department Chair Metrics to measure leadership, resource, and salary equity (13-15)
- Advertise and expand Sick Child Care (UM Physicians)
- Build a faculty welcome packet
- Steward recognition process for CWIMS Annual Retreat
- Climate: Work/family balance
  
  WIL Recommendations: 1, 7, 9, 10 13-15

**Strategic Collaboration and Communications**
- Disseminate results relating to measuring leadership, resource, and salary equity (14-15)
- Connect and collaborate across UMN, Minnesota community and professional associations
- Build and disseminate monthly newsletter
- Prepare publications on CWIMS related initiatives
- Presentation at national conferences
- Philanthropy efforts
- Build networking databases of faculty expertise to promote collaborations and publications
  
  WIL Recommendations: 2, 3, 11, 12, 4

**Salary, Resource and Leadership Equity**
- Build capacity for the appointment of women to leadership positions and equal rates of promotion (2, 3)
- Educate about implicit bias (4)
- Conduct annual salary equity study (11)
- Work to correct salary equity disparities (12)
- Build implicit bias training into all search committees
- Develop and disseminate needs assessment survey

**Mentoring**
- Provide resource to existing women leaders to facilitate ability to role model (5)
- Increase exposure of faculty to female role models (6)
- Individual consultations
- Facilitate mentorship and leadership trainings (8)
- Retreat, seminars, workshops (e.g. negotiation skills seminars, CWIMS Annual Retreat)
- Collaborate with the Master Mentoring Program

  WIL Recommendations: 5, 6, 8
Areas of Focus

- Increase recruitment of senior and mid-career women faculty (1)
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**WIL Recommendations:** 1, 7, 9, 10, 13-15
Mentoring

Areas of Focus
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**WIL Recommendations : 14-15**
Center for Women in Medicine & Science

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Recent Events | Fall Retreat on September 27th
Next Steps...

• Developmental steps!

• CWIMS action groups—designing initiatives, carrying out recommendations
  • Talk to your Dept. Chair for nominations to CWIMS

• Spring meeting in May
Overview of Promotion and Tenure Process | Tenure and Academic Tracks

~ Linda McLoon, PhD | Promotion and Tenure Committee Co-Chair, Professor, Department of Ophthalmology and Visual Neurosciences
~ Paul Mermelstein, PhD | Promotion and Tenure Committee Co-Chair, Professor, Department of Neuroscience
Promotion and Tenure Overview

Linda McLoon, PhD
Co-Chair, Medical School Promotion and Tenure Committee
Professor, Department of Ophthalmology and Visual Neurosciences
mcloo001@umn.edu

Paul Mermelstein, PhD
Co-Chair, Medical School Promotion and Tenure Committee
Professor, Department of Neuroscience
pmerm@umn.edu

George J. Trachte, PhD
Co-Chair, Medical School Promotion and Tenure Committee
Professor, Department of Biomedical Sciences
# Faculty Appointment Types

<table>
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<tr>
<th>TRACK</th>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>Tenured</td>
<td>7.12 statement</td>
</tr>
<tr>
<td>Tenure Track (Probationary)</td>
<td>7.12 statement</td>
</tr>
<tr>
<td>Academic Track</td>
<td>Academic Track statement</td>
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</table>

Make sure you know what track you are on, and make sure you have a copy of the track statement.
Expectations for Promotion

• Scholarship
  • Peer-reviewed scholarship
    • Journal publications
    • Peer-reviewed curriculum accepted at other medical schools, etc.

• Teaching
  • Didactic teaching
  • Mentoring
    • This refers mainly to one-on-one mentoring. Do not include every resident and fellow in your program.

• Service
  • International/National
  • Regional/Local
Expectations for Promotion

• Tenure/Tenure Track:
  • Professor: International Reputation
  • Associate Professor: National Reputation

• Academic Track:
  • Professor: National Reputation
  • Associate Professor: Regional Reputation

• What do we use to assess this?
  • External “arms-length” letters
  • Service on international/national/regional organizations
  • Serving as a reviewer for grants and journal submissions, going on site visits, etc.
Promotion and Tenure Timeline

*Internal Deadline
- Department review - dossiers complete

Mid September - October
- OFA reviews dossiers for compliance
- Any issues identified sent back to department
  - Timeline for corrections is short!

Mid October - Mid January
- Medical School P&T Committee reviews dossiers

Mid October - Mid January
- Dean reviews split votes

*Please keep in mind: Your department has earlier deadlines.
Promotion and Tenure Timeline

January - Mid February
• Appeals

January - Mid February
• Dean reviews appellate cases

February 12 (Tenured/Tenure Track only)
• Dossiers sent to Provost's Office for review

May 15
• All decisions conferred by Board of Regents or Provost's Office

July 1
• Promotions become effective
What Goes into your Promotion Dossier

New items as of January 2019 are highlighted.

1. **Cover Sheet** *(Tenure-Track and Tenured Faculty Only)*
2. **7.12 Statement or Track Statement** *(Tenure Track, or Academic Track)*
   a. Memorandum of Understanding (MOU): Applies **only** to Tenured or Tenure-track faculty
3. **Curriculum Vitae** *(Medical School Format or WORKS format)*
4. **Teaching Experience and Effectiveness**
5. **Candidate’s Narrative Statement**
6. **Departmental Recommendations**
7. **Record of Vote**
8. **External Review and Evaluation**
9. **Internal Review and Evaluation**
10. **Candidate Statement of Assurance**
11. **Selected Reprints**
12. **Annual Appraisals (Including current year)**
KEEP YOUR C.V. CURRENT

CURRICULUM VITAE
LINDA K. MCLOON, Ph.D.

PROFESSIONAL ADDRESS
Department of Ophthalmology and Visual Neurosciences
University of Minnesota
373 Lind Research Building
2001 6th Street SE
Minneapolis, MN 55455
(612) 626-0777 (office)
(612) 626-0778 (laboratory)
(612) 626-0783 (fax)
mcloon001@umn.edu

IDENTIFYING INFORMATION

Education

Degree Institution
B.S. State University of New York at Binghamton, New York
Ph.D. University of Illinois at the Medical Center, Chicago, Illinois
[Advisor: A. LaVelle]
Anatomy
Postdoctoral Fellow
[Advisor: R.D. Lund]
University of Washington, Seattle, Washington
Department of Biological Structure
Postdoctoral Fellow
[Advisor: R.D. Lund]
Medical University of South Carolina, Charleston, South Carolina.
Anatomy and Neuroscience
Postdoctoral Fellow
Medical University of South Carolina, Charleston, South Carolina.
Research Affiliate, Department of Ophthalmology

Publications

Peer-Reviewed Publications

Curriculum Vitae

REQUIREMENTS

❖ Use Medical School CV template or WORKS Format Template
❖ Complete CV (should not be abbreviated)
❖ Number pages
❖ Items must be in reverse chronology (with most recent listed first). Education is the only exception to this requirement.
❖ Create appropriate headers for unique information.
Curriculum Vitae

REQUIREMENTS

❖ Remove any bracketed (italicized) instructions found under headers in the Medical School CV template.

❖ List and number publications, grants, presentations, book chapters, etc. **CVs that do not have sections in a listed format will be returned.**

❖ Use standard formatting, with an 11-12 point font and one inch margins. Choose a font that is easy to read (Times New Roman or Arial).

❖ Carefully proof for errors or format inconsistencies.
Curriculum Vitae

Example from Required Template - Education

PROFESSIONAL ADDRESS
Masonic Cancer Center
Department of Laboratory Medicine and Pathology
University of Minnesota
Mayo Mail Code 806
420 Delaware St. SE
Minneapolis, MN 55455
Tel: (612) 625-1504

IDENTIFYING INFORMATION

Education

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<th>Institution</th>
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<tr>
<td>B.Sc.</td>
<td>University of Saskatchewan</td>
<td>1998</td>
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<tr>
<td></td>
<td>Saskatchewan, Canada</td>
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<tr>
<td>Ph.D.</td>
<td>University of Saskatchewan</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>Saskatchewan, Canada</td>
<td>Keith Bonham, Ph.D., Advisor</td>
</tr>
</tbody>
</table>
Curriculum Vitae

Example from Required Template - Appointments

Academic Appointments

Associate Professor with tenure
University of Minnesota Medical School, Twin Cities
1993-present

Assistant Professor
University of Minnesota Medical School, Twin Cities
1987-1993

Academic Administrative Appointments

Senior Associate Dean for Undergraduate Medical Education
University of Minnesota Medical School, Twin Cities
2011-present

Associate Dean for Students and Student Learning
University of Minnesota Medical School, Twin Cities
2006-2011

Clinical/Hospital Appointments

Staff Physician
University of Minnesota Medical Center
1986-present

University of Minnesota Medical School, Twin Cities
Example from Required Template - Grants

External Sources (federal {NIH, NSF, DEO, etc.} or state grants, foundation awards, etc.)

- Role: Investigator status (Principal investigator, Co-PI, Co-investigator)
- Name of PI (if not the candidate):
- Grant Number (If Applicable):
- External Granting Agency
- Grant Title:
- Project Dates:
- Direct Costs Per Year:
- % Effort/Salary Support

Current External Sources

1. Role: Principal Investigator
   Grant Number: CIN 13-406
   Agency: Department of Veterans Affairs Health Services Research and Development
   Title: Center for Chronic Diseases Outcomes Research, VA HSR&D Center of Innovation
   Dates: 10/01/2013 – 09/30/2018
   Direct Costs Per Year: $4,000,000 in Core Center funds over five years
   Effort/Salary: 50%

New this year:

- Indicate whether or not the candidate is a single-PI, multiple-PI, or a contact-PI (see NIH Guidelines for definitions).
Curriculum Vitae

Publications

Peer-Reviewed Publications
Author(s). Article title. Journal title. Year; Volume (issue - if applicable): Page numbers (e.g., 225-243).(Indicate the candidate’s role in multi-author papers) (Papers accepted for publication can be listed in this section)

❖ Do not include papers that are “in preparation.”
❖ “Submitted” papers are acceptable, but should be listed under a separate category. (Papers accepted or “in press” can be listed under the main publications list).
❖ Put in numbered list format and make sure the candidate’s name is in bold for easier identification.

New this year:
• Bibliography can also be in APA style format.
• Mark mentees and/or trainees with an asterisk(*) within publication listings.
Publications

❖ Perform the Citation Index and Impact Factor analysis as close to the due date as possible. These numbers can change a lot in the course of months.

❖ Use Manifold when possible.
  ❖ Always indicate if Google Scholar was used

❖ h-Index (the “Hirsch” number)
  ❖ Automatically calculated from ISI citation report or Google Scholar
Impact Analytics Grid

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<tr>
<th>h-Index</th>
<th>h(fl)-Index</th>
<th>Total Publications</th>
<th>First/Last Author Publications</th>
<th>Total Citations</th>
<th>First/Last Author Citations</th>
</tr>
</thead>
</table>

**Go to Manifold:** [http://z.umn.edu/manifold](http://z.umn.edu/manifold) **to obtain the above information.**

❖ You can also set this up in Google Scholar. Make sure only your references are included.

*H(f/l)-index is not applicable for faculty at affiliate locations, however, the h-index must be derived and notated from Google Scholar.*

**Peer-Reviewed Publications**

*Author(s). Article title. Journal title. Year; Volume: Page numbers (e.g., 225-243). (Indicate the candidate’s role in multi-author papers) (Papers accepted for publication (in press) can be listed in this section)*
Curriculum Vitae

- **Manifold** provides a central clearinghouse for reporting on Medical School scholarship and includes the ability to download publication data, generate a list of publication citations in the required Medical School CV format, and quickly retrieve salient impact measures like faculty h-index, among other features.
- It is not always up to date. If you find errors, please contact them to correct and update this.
## Citation Counts – Using Manifold

<table>
<thead>
<tr>
<th>Title</th>
<th>Cover Date</th>
<th>Journal</th>
<th>Authors</th>
<th>Scopus Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing muscle function with sustained glial derived neurotrophic factor treatment of rabbit extraocular muscle</td>
<td>August 2018</td>
<td>PLoS ONE</td>
<td>Fitzpatrick, Krysta R.; Cucak, Anja, McLoon, Linda K.</td>
<td>0</td>
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<tr>
<td>Composition, architecture, and functional implications of the connective tissue network of the extraocular muscles</td>
<td>January 2018</td>
<td>Investigative Ophthalmology and Visual Science</td>
<td>McLoon, Linda K.; Vicente, André; Fitzpatrick, Krysta R.; Lindström, Mona; Pedrosa Domellöf, Fatima</td>
<td>1</td>
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<tr>
<td>Muscle Satellite Cell Cross-Talk with a Vascular Niche Maintains Quiescence via VEGF and Notch Signaling</td>
<td>2018</td>
<td>Cell Stem Cell</td>
<td>Verma, Mayank; Asakura, Yoko; Murakonda, Bhavani Sai Rohit; Pengo, Thomas; Latroche, Claire; Chazaud, Benedicte; McLoon, Linda K.; Asakura, Atsushi</td>
<td>1</td>
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<tr>
<td>Effects of retinoic acid signaling on extraocular muscle myogenic precursor cells in vitro</td>
<td>1 December 2017</td>
<td>Experimental Cell Research</td>
<td>Hebert, Sadie L.; Fitzpatrick, Krysta R.; McConnell, Samantha A.; Cucak, Anja; Yuan, Ching; McLoon, Linda K.</td>
<td>0</td>
</tr>
</tbody>
</table>

Click “generate citations” to prepare report that can be cut and pasted into CV.
Curriculum Vitae

Finding citations & h-Index on Google Scholar

Always indicate if Google Scholar was used to derive metrics.

For help with Google Scholar Citation count, please visit: https://scholar.google.com/intl/en-US/scholar/citations.html
Curriculum Vitae

Journal Impact Factor

❖ Publications must be annotated to include the journal impact factor (from ISI Web of Knowledge).

❖ It is best to use the most recent year available (2016 for example) for ALL journal impact factors.

1. Improvement of Eye Alignment in Adult Strabismic Monkeys by Sustained IGF-1 Treatment
   Published: Nov 2016

   − Click here for Impact Factor

   − Creates Pop out
Examples from Required Template – Publication Roles

Publications [Note if these are published electronically with a URL if appropriate]

Number the publications under each heading. Each publication should include the complete list of Author(s) (bold your name). Article title. Journal title. Year; volume(issue - if applicable): page numbers (e.g., 225-243). To be considered for promotion and/or tenure, the faculty member must insert at the bottom of each item a notation that includes: impact factor of the journal, times cited, and the contribution of the faculty member for each multi-authored article or collaborative project.

Please use Manifold to determine number of times cited and Web of Knowledge for journal impact factor. If you are unable to find your article on Manifold, you may use Google Scholar or Web of Knowledge to list your times cited. Please indicate when either is used.

- Guarantor of integrity of entire study
- Developed study concept
- Developed study design
- Defined intellectual content
- Conducted literature research
- Conducted experimental studies
- Data acquisition
- Data analysis
- Date interpretation
- Manuscript preparation
- Manuscript editing
- Manuscript review
Examples from Required Template – Publications

   Impact Factor: 0.55; Sum of Times Cited: 0. Dr. Allen contributed to developing study concept, manuscript preparation, and editing. Co-authored with community partners.
Examples from Required Template – Presentations

Presentations

International Invited Oral Presentations (International Professional Meetings)

National Invited Oral Presentations (Invited Seminars and National Professional Meetings)
1. “Differences in Muscle Stem Cells in Extraocular Muscles”, Invited Speaker, Vail Summit on Regenerative Medicine, Vail, CO. August 2016.
Curriculum Vitae

Example from Required Template – Teaching and Curriculum Development

TEACHING AND CURRICULUM DEVELOPMENT

Umeå University, Sweden

Head and Neck Anatomy to Medical Students (a total of 16 lectures over 2 years)
2012-2014

University of Minnesota

NSci8321: Career Skills Discussion Co-leader, “What advisors expect from advisees” Graduate Program in Neuroscience 2012-present

NSci1100: Extraocular Muscles and Ocular Motor Control of Eye Movements 2012-present

3062W: Research Paper for Physiology Majors, Research mentor, Physiol
2010, 2013

Research mentor - Biol. 2960H: Explorations in the Biological Sciences 2010-2011

Structured Cranial Nerve Review, Board Preparation Review for the Dental Students, Dental School 2005

Lecturer, Theory of Therapeutic Exercise, School of Allied Health 1999
Curriculum Vitae

Example from Required Template – Advising and Mentoring

ADVISING AND MENTORING
Research Advising
Undergraduate Students (current position; * indicates publication(s) resulted from their work in my laboratory)

1. James Staats (Senior, University of Minnesota) 2015-present
2. Lindsay Page (OD student, Ohio State University) 2014-2016
4. Tanisha Ronnie (Senior, University of Minnesota) 2012-2014
5. Joseph Navratil (Senior, University of Minnesota) 2013
6. Eric Homan (HHMI Support; Senior, University of Minnesota) 2012

New this year:
For advising and mentoring sections, candidates need to have an extensive / defined relationship with their mentees. One meeting with an individual does not qualify as extensive experience. This information also applies to the Mentoring Table as well.
Example from Required Template – Service

PROFESSIONAL SERVICE AND PUBLIC OUTREACH

Service to the Discipline/Profession

Books Edited and/or Reviewed for Publishers


Co-editor, *The Ocular Periphery and Its Disorders*, Elsevier. 2010

Associate Editor, Orbit Section, *Elsevier Encyclopedia of the Eye*, 20 chapters, assigned all authors, edited all versions of chapters 2008-2010

Clinical Oriented Anatomy Edition IV, Moore and Dalley 2008

LWW Atlas of Anatomy, Tank and Gest 2008
Record of Vote

Promotion and Tenure Vote:
Record of vote of the faculty members of the (department) _________ regarding the proposal for the promotion of (candidate's name) _________ from the rank of (current rank) _________ to the rank of (proposed rank) _________ and, if applicable, for the granting of tenure from tenure-track regular faculty to that of tenured regular faculty.

__________ Total eligible members*
__________ Voting yes
__________ Voting no
__________ Abstaining
__________ Total ballots returned
__________ No ballot received

Date: ____________________________
Department Head's Signature

*NOTE: Ballots voting "yes," plus ballots voting "no," plus number listed under "abstaining," plus number listed under "no ballot received" should equal the number of "total eligible members."

New this year:

Faculty members with dual appointments should include a copy of the memorandum of agreement (MOU) between the primary and secondary appointments. The secondary department does NOT provide a separate vote on the promotion of the faculty member.

Must be signed and dated
Department ballots for faculty votes should include a section for optional faculty comments and voting rationale.

- This is essential for the Department Head letter and report – both must address the majority and minority viewpoints (when applicable and given).

Departments should encourage a minimum of 51% of eligible faculty to participate in the discussion and vote of a proposed candidate. It is to the candidate’s advantage to have the majority of eligible faculty vote on the promotion.
External Review and Evaluation

❖ 6-9 letters required. It should be clear that the candidate has not worked with the letter writer.

❖ No more than two (2) of the letters from people who have had a professional relationship with the candidate (i.e. Not Arm’s-Length).

➤ **DO NOT SOLICIT MORE THAN 2 NON-ARM’S LENGTH LETTERS.**

❖ Request must be made by Department Head or designated faculty member. *Requests should not be addressed by staff.*

❖ Do not request letters from individuals with a personal relationship with the candidate.

❖ If the tenure-clock was stopped during any year, a statement to that effect MUST be made in the request letter.
External Review & Evaluation cont.

❖ **A numbered list** (1-9) of each letter requested in the following order:
  ➢ Arm’s Length
  ➢ Non-Arm’s Length (Professional Relationship)
  ➢ Letters Not Received.

❖ Reviewers need to have, or have had, a position within academia. Exceptions can include those who are NIH staff or international experts in niche areas. Any question regarding external reviewers can be directed to OFA.

❖ Faculty (reviewer must be equal to the rank or above for which the candidate is being considered).

❖ Templates are available online to help create solicitation letters; Departments can modify as needed.

❖ The candidate should never **contact** the reviewer/s.

**Review** [External Review and Evaluation Procedures, and Definition of External Reviewers](#) for more information and sample relationship statements.
Candidate Statement of Assurance

This must be signed by the candidate after they have reviewed ALL MATERIALS* in their dossier.

It is the candidate’s responsibility to make sure they have read the entire dossier. The candidate is encouraged to provide a rebuttal to anything to which they disagree.

*Includes Department report, vote, and any comments
Selected Reprints

This section should include:
❖ A list of candidate-selected reprints.
➢ The reprints selected should reflect significant contribution(s) of the candidate
■ NOTE: In the case of multiple authorships, the contribution of the candidate to the project must be clearly established and reported within the CV.
❖ Three (3) reprints SHOULD BE INCLUDED IN THE PDF DOSSIER, AND BOOKMARKED.
Annual Appraisals

❖ Include all annual appraisals.
  ➢ Form 12, 12a or Summary of Annual Evaluations (previously “Form 12a”)
❖ Forms should be in reverse chronology (with most recent listed first).
❖ Tenured and non-tenure track faculty might be missing appraisals – include what you have.
  ➢ Probationary faculty MUST include appraisals for each year.
❖ If the tenure-clock was stopped during any year, the “Extension of Probationary Period” form must be attached to the appropriate Form 12.
  ➢ If personal information regarding illness is included on the extension request, please redact this information.
Office of Faculty Affairs

Amanda Termuhlen, MD
Associate Dean of Faculty Affairs
atermuhl@umn.edu

Heather Dorr, M.Ed
Director, Office of Faculty Affairs
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Executive Assistant, Office of Faculty Affairs
612-624-5442 | walkerd@umn.edu | ms-ofa@umn.edu

All materials can be found at http://hub.med.umn.edu/faculty-affairs
Equal Opportunity and Affirmative Action (EOAA) Overview

~ Sofia Andersson-Stern | Associate to the Director of Equal Opportunity and Affirmative Action
EOAA addresses reports of sexual misconduct (including sexual harassment, sexual assault, stalking and relationship violence), discrimination, harassment, nepotism, and related retaliation through formal investigation and informal problem solving.

We are the Twin Cities campus Title IX office. University of Minnesota employees are required to report possible sexual misconduct that they learn about to their campus Title IX office.
NIH Proposal Proposal Preparation Program (P3) Overview

~ Matt Kushner, PhD | Faculty Director of the NIH Proposal Preparation Program, Professor, Department of Psychiatry and Behavioral Sciences
Proposal Preparation Program ("P3")
Mentors

• Matt Kushner, Ph.D. (Psychiatry) (P3 PD)
• Diane Treat-Jacobson, Ph.D., RN (Nursing)
• Subree Subramanian, Ph.D. (Surgery)
• John Grabowski, Ph.D. (OFA-Psychiatry)
• Kris Hogquist, Ph.D. (Laboratory Medicine)
• Scott Crow, M.D. (Psychiatry)

- Served as NIH PIs
- Served on NIH Scientific Review Group
- Mentored junior faculty who have successfully obtained NIH funding
P3 Program Goals

PRIMARY

• **Produce** a full NIH grant body (12 pp.)

• **Submit** application in first NIH submission cycle following P3

SECONDARY

• **Review** peers’ grant

• **Expose** yourself to other research areas and grant funding mechanisms
## NIH Funding is Competitive!

<table>
<thead>
<tr>
<th>Institute</th>
<th># Apps</th>
<th># Awards</th>
<th>$ Awards</th>
<th>% Success</th>
<th>Year</th>
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<tr>
<td>FIC</td>
<td>78</td>
<td>23</td>
<td>$4,382,136</td>
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<tr>
<td>NCATS</td>
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<td>$12,127,365</td>
<td>27.7%</td>
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<tr>
<td>NCI</td>
<td>339</td>
<td>47</td>
<td>$18,056,858</td>
<td>13.9%</td>
<td>2016</td>
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<td>NEI</td>
<td>1,294</td>
<td>332</td>
<td>$131,075,481</td>
<td>25.7%</td>
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<tr>
<td>NHLBI</td>
<td>281</td>
<td>72</td>
<td>$110,307,824</td>
<td>25.6%</td>
<td>2016</td>
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<tr>
<td>NIA</td>
<td>2,742</td>
<td>624</td>
<td>$525,306,267</td>
<td>22.8%</td>
<td>2016</td>
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<tr>
<td>NIAAA</td>
<td>903</td>
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<td>NIAID</td>
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<td>1,452</td>
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<td>NIAMS</td>
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<td>NICHD</td>
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<td>NIDA</td>
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<td>$150,818,694</td>
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<td>NIDCD</td>
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<td>NIDDK</td>
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<td>NIEHS</td>
<td>1,154</td>
<td>164</td>
<td>$62,973,166</td>
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<td>NIGMS</td>
<td>3,915</td>
<td>1,159</td>
<td>$476,881,584</td>
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<td>NIMH</td>
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<td>NIMHD</td>
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<td>NINDS</td>
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<td>2016</td>
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<tr>
<td>NINR</td>
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<td>56</td>
<td>$25,619,819</td>
<td>9%</td>
<td>2016</td>
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<tr>
<td>NLM</td>
<td>123</td>
<td>16</td>
<td>$5,665,829</td>
<td>13%</td>
<td>2016</td>
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<td>OD Common Fund</td>
<td>1,226</td>
<td>154</td>
<td>$176,015,669</td>
<td>12.6%</td>
<td>2016</td>
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<tr>
<td>OD ORIP-SEPA†</td>
<td>69</td>
<td>13</td>
<td>$4,794,994</td>
<td>18.8%</td>
<td>2016</td>
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<td>FY Totals</td>
<td>54,220</td>
<td>10,372</td>
<td>$5,025,523,010</td>
<td>19.1%</td>
<td>2016</td>
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</tbody>
</table>
P3 Participants Have an Edge!

- 43% funded for P3 Who Submitted
- 31% funded for P3 Total Average
- 19% funded for NIH 2016

AHC P3: Kushner, 2017
How Do We Do It?

- 10 intensive sessions
- Detailed mentor and peer reviews each session
- Significant revisions between each session
- New section added every two sessions
- NIH Mock Review by independent expert
- Highly motivated and talented participants
Mock NIH Review

Our final P3 session is a Mock NIH Review

This is the only P3 session in which we involve external (to P3) content experts

You will be expected to identify an appropriate reviewer who is a:

- Content expert in your research area
- Current or past NIH funded researcher
- UMN faculty
- Not your primary mentor or a key collaborator
How to Apply

P3 Sessions
- Winter (January to May)
- Summer (May to September)
- Fall (September to December)

Applications Require:
- Completed NIH Biosketch
- Completed 1-page Specific Aims
- Completed application questionnaire

Application info found in OFA newsletter
Master Clinician Track Overview

~ Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
Master Clinician Track (MCT)

A promotion pathway recognizing faculty members contributing to **excellence** of the University of Minnesota Medical School primarily through clinical expertise and excellence, education, training, and mentoring.

MCT faculty members must contribute to the academic missions:
- no mandated protected time
- no requirement for peer-reviewed publication, although dissemination of new knowledge is encouraged
MCT Dossier Template

CV in University of Minnesota Medical School Template or WORKS format

Four external letters (2 arm’s length and 2 non-arm’s length) solicited by Department

Sections:

Service - Clinical

Clinical time (% effort) in direct patient care, administration or education related to clinical service

Description of patient care and related clinical service (<250 words)

Description of how candidate meets department metrics (<250 words)

Service - Non Clinical % effort (activities described in CV)
MCT Dossier Template

Sections:

- **Education** - no change from P&T dossier; includes teaching/lecture evaluations and table of mentees

- **Candidate’s Statement** - 2 pages ideally (3 absolute max), focus on clinical expertise and contribution to excellence at the Medical School; includes educational philosophy and contributions to teaching and mentoring; future plans
Review Process

- After department approval, dossier submitted to OFA
- Rolling acceptance starting Sept 1, ending February 1 of academic year
- ACGME Competency mini-360 evaluations
  - Department will generate list of contacts
  - Random, anonymous survey
  - Includes peers, trainees/reports, senior colleagues
  - Evaluates ACGME competencies not elicitable from CV, teaching evaluations, or letters
  - Done at the Medical School level; given to Medical School MCT Promotion committee
After MCT Committee review

- Candidate is notified of approval at department and Medical School committee level
- Sent to Dean’s office for approval
- Sent to Provost’s office
- Appeals process if denied by the Medical School MCT committee:
  - An appeal letter/packet can be submitted to the Office of Faculty Affairs. Contact OFA for more information about this process.
New Appointments on MCT

**Assistant Professor** - department submits Rank/Track request, current CV (any format) to OFA; OFA approves Rank and Track request

**Associate Professor or Professor** - department submits Rank/Track request, current CV (any format) to OFA for approval prior to issue of offer letter; *abbreviated dossier* must be completed and reviewed **prior to appointment start**
Advanced appointments on the MCT Track

Abbreviated MCT Dossier includes:
- CV (any format, convert to medical school or Works by first annual review)
- 4 external letters (2 arm’s and 2 non-arm’s length)
- Teaching/lecture evaluations and mentee list
- Candidate’s statement- 2 pages
- Letter of support from the department chair

Abbreviated MCT dossier reviewed by two members of MCT Promotions Committee
Overview of Faculty Advisory Council (FAC) and Faculty Assembly

~ Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
FACULTY ADVISORY COUNCIL
Faculty Advisory Council (FAC)

- **Who we are..**
  - committee of the Faculty Assembly
  - elected by peers
  - meet quarterly (+)
  - 3 year commitment
  - attend UMN Senate Meetings
Responsibilities

- Advise the Dean on faculty affairs, finance and planning as they relate to research, education or clinical programs in the Medical School.

- The Council may develop subcommittees or task forces as needed for specific tasks.
Subcommittees/Task Forces

- Salary Equity Study
- Excellence in Research
- Diversity and Inclusion

- Update/clarify the CONSTITUTION and BYLAWS OF THE UNIVERSITY OF MINNESOTA MEDICAL SCHOOL.

- Identify tactics and strategies to insure success in academic medicine.
FACULTY ADVISORY COUNCIL
Professionalism, Code of Conduct Overview

~ Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
professionalism

(prəˈfeSHənlˌizəm)

noun
1. the competence or skill expected of a professional.
Learning Objectives:

• Define professionalism

• Define disruptive behavior

• Recognize disruptive behavior

• Identify the benefits of addressing disruptive behavior

• Prevent and address disruptive behavior
What is professionalism?

“Doing the right thing when nobody is watching”

Multidimensional
- Personal behavior
- Relationships and communications with others
- Conduct in professional clinical services provided
- Conduct in research
- Conduct in teaching

Derived from our profession - education, training, expectations, and trust
What behaviors are considered disruptive?

I disagree with you…
I don’t see eye to eye on major issues…
I call you stupid on rounds…
I deride you for asking me a question or for your answer to my question …
I threaten you if you don’t do what I tell you to…
I physically move every time you try to talk to me…
I hear you bad-mouthing other specialties or other people….
I hear you swear at others and use foul language in the conference room…
I see you on your phone throughout the entire meeting…
I see your social media posts making fun of…
Disruptive behavior

Interferes with effective work

Creates a hostile environment

Creates a situation that others find stressful

Center for Patient and Professional Advocacy 2009
Vanderbilt University, Hickson G.
What does disruptive behavior produce?

- Medical errors
- Lawsuits
- Poor clinical outcomes
- Unsatisfied patients and families
- Failure to retain colleagues
- Non-productive time
- Burnout
Most faculty members don’t come to work to be disruptive. What triggers disruptive behavior?

**Personal**
- Burnout
- Learned behaviors
- Not enough resources
- Stressful environment
- High expectations
- Psychological distress
- Fatigue
- Documentation/EMR
- Loss of control

**Interpersonal**

**Situational**
For you personally, what averts a trigger becoming behavior? What have you seen work for others.
University Code of Conduct

- act ethically and with integrity
- be fair and respectful of others
- manage responsibly
- protect resources
- ethically conduct teaching and research
- avoid conflict of interest
- promote a culture of compliance
- preserve academic freedom
- manage public, private, and confidential information
- promote health and safety at work
No tolerance for disruptive behavior

Learn to recognize and avert your own triggers from becoming behavior

Promote your own well-being and the well-being of those around you

Intervene or report if you witness disruptive behavior

Most incidents are one time and 80% of physicians exhibiting disruptive behavior will improve
Faculty and Academic Affairs Overview

~ Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
Faculty and Academic Affairs Mission

Our office fosters a university culture that welcomes, encourages, supports, and sustains a diverse faculty as they achieve excellence in research, teaching, service.
Priorities

• Ensure a Robust Faculty Review/Promotion and Tenure Process
• Initiate and Support Faculty and Leadership Development Opportunities
• Enhance Respectful and Equitable Academic Cultures
• Liaise with Faculty Governance and Faculty Leaders
• Advance High-Quality Teaching and Learning

Connect the power of the faculty and administration to advance inclusive excellence.
Mentoring Matters!
Ten Tips for Mentees

~ Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
Objectives

Background:

Definitions

Types of mentoring

How to be a great mentee!
Background: Definitions

• Mentoring dynamic, reciprocal relationship aimed at fostering personal and career development within the framework of a profession
• Mentor one who teaches, guides, advises in the traditions, practices of a profession
• Coach focus on specific skills, remediation, confidante, tutor
• Sponsor promotes publicly, provides introductions, protects
Types of mentoring

• **Formal (assigned/structured)**
  – Pairs
  – Group/Team
  – Speed Mentoring
  – Learning Communities
  – Peer Based
  – Didactic
  – Other

• **Informal (mutual interest; not initiated, managed or structured by the organization)**
  – Networking opportunities
Relevance: Mentored faculty members have...

• Higher career satisfaction
• Increased likelihood of promotion
• Improvement on research, teaching, and clinic skills on annual evaluations
• More publications and grant funding
  
  Sambunjak, JAMA 2006

• Significant reduction in time to promotion
  
  Morrison, Medical Teacher, 2014

• Informal/formal mentoring – increased satisfaction and productivity
  
  Shollen, Academic Medicine, 2014
How do you build successful mentoring relationships for career development?
#1 Know where you are going

Establish goals

Visioning exercise

Assess and reassess
PROCEDURE

Procedures for Reviewing Candidates for Tenure and/or Promotion:
Tenure-Track and Tenured Faculty

- Promotion and Tenure guidelines
- Trends: focus, productivity, impact, reputation
#3 Confidentiality and trust

Key items

Set mutual expectations
#4 ASK!

Have an introductory discussion

Brief meeting over lunch or coffee

Be specific on the goals/expectations of the mentorship

“Could you mentor me on...

writing my specific aims, a clinical protocol, a paper,

navigating an operational issue, moving into a cooperative group?

my career plans?”
#5 Advocate

Advocate for what you need to succeed from your mentor - the world lacks mind readers...

Ask for help when you need it
#6 Be accountable

Given an opportunity - shine!

Be responsible for meeting deadlines on projects

**FINISH PROJECTS**

Make a time commitment for mentor meetings

Come prepared with an agenda of what you want to discuss

If life happens and you can’t meet deadlines/expectations, let your mentor know and you will live for another opportunity...
#7 Have multiple mentors

One person cannot be all
#8 Listen to your mentor

Be willing to learn

Accept feedback - good and critical

You don’t have to do everything you mentor suggests, but listen closely and be open to new ideas
#9 Be aware

Power differential

Dependence vs. independence

Gender/Ethnic/Racial differences

Generational culture

Ceil Wioczewski, 7/28/14: Cross-Generational Mentoring BLOG
#10 If it is not working out or it is done, exit with grace!
Summary:

1. Know where you are going
2. Know the rules
3. Respect confidentiality and develop trust
4. Ask
5. Advocate for what you need
6. Assume Accountability
7. Have multiple mentors
8. Listen to your mentor
9. Be aware in the mentoring relationship
10. Exit gracefully when not working or done
Resources

P3

Master Mentor Program

CTSI

Office of Faculty Affairs

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Departments - mentoring champions
Master Mentoring Program
Medical School Office of Faculty Affairs

Iris Borowsky, MD PhD
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Master Mentoring Program
https://hub.med.umn.edu/master-mentoring-program

**Individual faculty short-term consultations**
For individual faculty, at any career stage: Master Mentors will engage in short-term consultations to provide guidance in areas of need, including:

- building a community of mentors
- identifying and accessing resources integration
- overcoming professional challenges and cultural barriers
- increasing scholarly output

- expanding networks
- establishing a desired level of work-home integration
- career advancement opportunities

**Departmental support for assessing, creating, and expanding mentoring models, including:**

- Consultations
- Mentor training tailored to department’s needs
- 2-stage internal grant review (interdepartmental mock study sections)
- Writing groups

**Development support for the Office of Faculty Affairs**

- Obtain data on efficacy of individual mentoring and group mentoring programs across the Medical School
- Determine strategies for refining mentoring programs and make recommendations to the Office of Faculty Affairs
- Develop and disseminate centralized mentoring/professional development resources for faculty and departments
Rethinking Mentoring

Do you get this?

If not, register at:

https://www.facultydiversity.org/join
NCFDD Core Curriculum

Strategic Planning:
- Every Semester Needs a Plan
- Develop a Daily Writing Practice
- Manage Stress & Rejection

Healthy Relationships:
- Engage in Healthy Conflict
- Cultivate a Network of Mentors & Sponsors
- The Art of Saying "No"

Work-Life Balance:
- Master Academic Time Management
- Align Your Time with Your Priorities

Explosive Productivity:
- Overcome Academic Perfectionism
- Move from Resistance to Writing

Thriving in the Academy
Re-Think Mentoring

- Substantive Feedback
- Professional Development
- Emotional Support
- Intellectual Community
- Access to Opportunities
- Sponsorship
- Accountability for what REALLY Matters
- Role Models
Ask: What do I need? How do I get it?

- substantive feedback
- professional development
- emotional support
- intellectual community
- access to opportunities
- role models
- sponsorship
- accountability for what really matters
- other needs

This is mentoring!
RE-THINKING MENTORING

Each step on the academic ladder is a new game, with new rules (written and unwritten), new questions, and new challenges to navigate...

The most efficient way to make a transition is to build a network of mentors, sponsors, and collaborators that meet new rank-appropriate needs.
Books and Research on Writing

- Silvia P (2007) *How to Write a Lot*
- Furman R & Kinn J (2012) *Practical Tips for Publishing Scholarly Articles*
- *National Center for Faculty Development & Diversity (NCFDD)* z.umn.edu/NCFDD
Boice Maxim

Brief Regular Sessions of Writing

“Start before you are really ready
Stop before you are really done
Repeat”
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