New Faculty Orientation

Medical School Office of Faculty Affairs
Thursday, October 17, 2019
Opening & Introductions

Amanda Termuhlen, MD
Associate Dean for Faculty Affairs
Professor, Department of Pediatrics
Welcome!

PAST, PRESENT...YOU

Jakub Tolar, MD, PhD
Dean, Medical School
Vice President for Clinical Affairs
tolar003@umn.edu
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 FY19

First/last Authored FY19

Blue Ridge Rank

NIH Funding
Areas of focus

NEUROSCIENCE  BIOENGINEERING  CANCER
Patient Care

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA

PHYSICIANS

HEALTH FAIRVIEW

Ranked #10 in Primary Care

U.S. News & World Report

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA
Education
Incoming 2019

Twin Cities
165 students
13.6% First generation students

10 MD/PhD students

Duluth
65 students
Community Medical Discovery Teams

Optical Imaging & Brain Science  Addiction
Biology of Aging  Rural & American Indian Health

Institute for Child & Adolescent Brain Health
Legacy...

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 practice 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,...
2018 YEAR IN REVIEW

Medical School Celebrates 130th Year

30th Anniversary of the MSTP Program

Launch of the Institute on the Biology of Aging and Metabolism

Master Clinician Track Approved

Minnesota Masonic Cancer Center Renews Five-year Cancer Center Support Grant

First Annual MD Student Family Weekend

Mortuary Science Program 110th Anniversary

HEALTH

University of Minnesota

M Health Fairview Definitive Agreement Approved

OVPR Announces 2018 Research Awards; 51% Granted to Medical School/Health Sciences

LCME Accreditation Kickoff

Health Sciences Education Center Groundbreaking

$42.6 Million CTSA Grant Awarded to CTSI

M Health Fairview Letter of Intent Approved

50th Anniversary of the First Blood and Bone Marrow Transplant

Fifth Annual Dean's Distinguished Research Lectureship

Governor Dayton Declares April 26, 2018, University of Minnesota Medical School Day

Marc Jenkins, PhD, Named UMN Regents Professor

MD Class of 2022 White Coat Ceremony

Memory Keepers Medical Discovery Team Awarded $1.5 Million from the National Institute on Aging
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

University of Minnesota Physicians

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

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 & Faculty
- 28 HR Professionals supporting the Medical School

UMP
898 Common Paymaster Faculty
235 UMP-Only Physicians

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

University of Minnesota Physicians
Medical School Employees

Influences: UMN Student Affairs, Temp/Casual Policies

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

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

Influences: ACGME, Specialty accrediting bodies, post doc policies
Resources for New Faculty

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

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

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA PHYSICIANS
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

Grand Rapids
Hibbing
Duluth
Princeton
St. Cloud
Wyoming
Blaine
New Brighton
Minneapolis
Woodbury
St. Paul
Burnsville
Mankato
Bloomington
Maple Grove
Edina

MEDICAL SCHOOL | UNIVERSITY OF MINNESOTA PHYSICIANS
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 – ipaul10@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)
  
- 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

Master Mentor Program
Overview

William Roberts, MD, MS | Professor, Department of Family Medicine & Community Health
Faculty Mentoring
University of Minnesota Medical School

Master Mentoring Program
Medical School Office of Faculty Affairs

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

Individual faculty short-term consultations to provide guidance in areas of need
• building a community of mentors
• expanding networks
• identifying and accessing resources
• establishing a desired level of work-home integration
• overcoming professional challenges and cultural barriers
• career advancement opportunities
• increasing scholarly output

Departmental support for assessing, creating, and expanding mentoring models
• 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 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
Thriving in the Academy Every Semester Needs a Plan

Manage Stress & Rejection

Develop a Daily Writing Practice

Engage in Healthy Conflict

Overcome Academic Perfectionism

Cultivate a Network of Mentors & Sponsors

Move From Resistance to Writing

The Art of Saying “No”

Align Your Time with Your Priorities

Master Academic Time Management

The Art of Saying “No”

The Art of Saying “No”

NCFDD Core Curriculum

Strategic Planning

Healthy Relationships

Explosive Productivity

Work-Life Balance

Medical School University of Minnesota
Re-Think Mentoring

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

- Substantive Feedback
- Professional Development
- Emotional Support
- Access to Opportunities
- Intellectual Community
- Sponsorship
- Accountability for what REALLY Matters
- Role Models
Mentoring Map

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

https://hub.med.umn.edu/master-mentoring-program

- Individual faculty short-term consultations
- Departmental support
- Development support for the Office of Faculty Affairs
Center for Women in Medicine and Science (CWIMS) Overview

Sade Spencer, PhD | Center for Women in Medicine and Science, Retention & Recruitment Action Group Member | Assistant Professor, Department of Pharmacology
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
Associate Director, Citizen Professional Center
Chair, Families and Health Section at NCFR

Kait Macheledt
Project Specialist, Center for Women in Medicine and Science (CWIMS)
Program Coordinator, Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) Program
Snigdha Pusalavidyasagar (Sagar), MD
Assistant Professor of Medicine, Division of Pulmonary, Allergy, Critical Care and Sleep Medicine
Mentoring Action Group Leader, Center for Women in Medicine and Science (CWIMS)

Alicia Kunin-Batson, PhD, LP
Assistant Professor, Department of Pediatrics
Salary, Resource and Leadership Equity Action Group Leader, Center for Women in Medicine and Science (CWIMS)
Center for Women in Medicine & Science

Rebekah Pratt, PhD
Assistant Professor, Department of Family Medicine and Community Health
Retention and Recruitment Action Group Leader, Center for Women in Medicine and Science (CWIMS)

Sara Zimmer, PhD
Assistant Professor, Medical School, Duluth Campus
Strategic Communications and Collaborations Action Group Leader, Center for Women in Medicine and Science (CWIMS)
CWIMS Structure

Working in Action Groups:
  • Recruitment/Retention
  • Mentoring
  • Salary, Resource, Leadership Equity
  • Strategic Collaborations and Communications

Addressing the 17 WIL recommendations
  • Monthly Meetings
  • Medical School wide events
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)
- Advertise and expand Sick Child Care (UMPhysicians)
- Build a faculty welcome packet
- Strengthen recognition process for CWIMS Annual Retreat
- Climate: Work/family balance
- Build implicit bias training into all search committees

WIL Recommendations: 1, 7, 9, 10

Mentoring
- Provide resources to existing women leaders to facilitate ability to role model (5)
- Increase exposure of faculty to female role models (6)
- Facilitate mentorship and leadership trainings (8)
- Retreat, seminars, workshops (e.g., negotiation skills seminars, CWIMS Annual Retreat)
- Collaborate with the Master Mentoring Program
- Promotion and tenure process mentoring for women faculty across rank
- Personal and career consultations
- Develop methods to incentivize and recognize mentoring

WIL Recommendations: 5, 6, 8

Strategic Collaboration and Communications
- Connect and collaborate across UMN, Minnesota community and professional associations
- Create communications to key stakeholders regarding diversifying the face of leadership
- 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
- Be an incubator for leadership opportunities (i.e., steward nominations of women for awards)

WIL Recommendations: 14-15

Salary, Resource and Leadership Equity
- Build capacity for equal rates of promotion and appointment of women to leadership positions (2, 3)
- Educate about implicit bias (4)
- Conduct annual salary equity study (11)
- Work to correct salary equity disparities (12)
- Develop and disseminate Department Chair Metrics to measure leadership, resource, and salary equity (13-15)
- Develop and disseminate needs assessments for survey
- Disseminate results relating to measuring leadership, resource, and salary equity (14-15)

WIL Recommendations: 2, 3, 4, 11, 12, 13-15

**CWIMS Strategic Collaborations**

**Women in Science Summit Across University**  
Collaborate to: align women in science initiatives, strengthen partnerships, increase impact while decreasing effort, provide positive female leadership role-modeling in academia for students, staff, etc.

**Research Across AHC and University**  
Collaborate to: develop a CWIMS research agenda, promote career development of junior faculty, maintain funding, publish manuscripts, and present at peer reviewed research conferences.

**National Associations**  
Join national associations to present at national meetings and conference, cement a national presence in women in medicine work, utilize national models, etc.

**University of Minnesota, Medical School Departments**  
Collaborate across the Medical School to: carry out CWIMS initiatives, support culture change across medical school departments, coordinate the SERC, etc.

**Midwest Consortium**  
Collaborate across the Midwest to: align CWIMS efforts, cement a local presence in women in medicine (WIM) work, increase impact while decreasing effort, strategize potential co-research/publications opportunities and presentations, carry out conferences, etc.

**Office of Faculty Affairs (+)**  
Collaborate across the Medical School to: carry out CWIMS initiatives related to recruitment and retention, salary/resource/leadership equity, mentoring, and strategic communications and collaborations.
Mission

CWIMS supports and facilitates leadership and professional development opportunities to achieve gender equity, diversity, and inclusion.
Vision

CWIMS creates supportive institutional collaborations and infrastructures to ensure gender equity now and in the future.
“A Medical School Dean’s Initiative”

“Incubators of Leadership”

“Action Oriented”

“Building Infrastructure so that Equity and Excellence can Prosper”

“Using Community-based Participatory Research methodology to inform program organizing”
Connect with us:

- Join CWIMS connect email address
  - Go to: z.umn.edu/cwims
- Attend upcoming events
  - TIME’S UP Healthcare with Dr. Choo on November 7
- Reach-out to our leadership team
- Look for our email!
CWIMS- Early Pathways to Success Program

- 2019 Pilot Cohort
- Consider Self-nominating to the 2020 Cohort
Save the Date
CWIMS IGNITES COLLABORATIVE ACTION FOR A SAFE AND RESPECTFUL ENVIRONMENT: TIME'S UP HEALTHCARE WITH DR. ESTHER CHOO

November 7, 2019 | 9 - 12
Thank you!

CWIMS Contact Information

Jerica Berge, CWIMS Director  Kait Macheledt, CWIMS Project Specialist
Email: jberge@umn.edu  Email: kmac@umn.edu

Website: z.umn.edu/CWIMS  Phone number: (612)-625-1850  Email: cwims@umn.edu
Overview of Promotion and Tenure Process | Tenure and Academic Tracks

Kristin Hogquist, PhD | Promotion and Tenure Committee Co-Chair | Professor, Department of Laboratory Medicine & Pathology
Promotion and Tenure Overview

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

Kristin Hogquist, PhD
Co-Chair, Medical School Promotion and Tenure Committee
Professor, Department of Laboratory Medicine and Pathology
hogqu001@umn.edu
## Faculty Appointment Types

<table>
<thead>
<tr>
<th>TRACK</th>
<th>CRITERIA</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</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

Promotions
- 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 Lister Research Building
2001 6th Street SE
Minneapolis, MN 55455
(612) 626-0777 (office)
(612) 626-0778 (laboratory)
(612) 626-0883 (fax)
mcloon003@umn.edu

IDENTIFYING INFORMATION

Education

Degree: Ph.D.
[Advisor: A. LaVelle]

Postdoctoral Fellow
[Advisor: R.D. Lund]

Postdoctoral Fellow
[Advisor: R.D. Lund]

Postdoctoral Fellow
[Advisor: R.D. Lund]

Institution:
University of Illinois at the Medical Center, Chicago, Illinois.
University of Washington, Seattle, Washington.
Department of Biological Structure
Medical University of South Carolina, Charleston, South Carolina.
Anatomy and Neuroscience
Medical University of South Carolina, Charleston, South Carolina.
Research Affiliate, Department of Ophthalmology

Publications

Published 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.
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

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date Degree Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc.</td>
<td>University of Saskatchewan</td>
<td>1998</td>
</tr>
<tr>
<td></td>
<td>Saskatchewan, Canada</td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Saskatchewan</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>Saskatchewan, Canada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keith Bonham, Ph.D., Advisor</td>
<td></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
  University of Minnesota Medical School, Twin Cities
  1986-present
Curriculum Vitae cont.

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.
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

<table>
<thead>
<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

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

<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><em>PLoS ONE</em></td>
<td>Fitzpatrick, Krysta R.; Cucai, Anja; McLoon, Linda K.</td>
<td>0</td>
</tr>
<tr>
<td>Composition, architecture, and functional implications of the connective tissue network of the extraocular muscles</td>
<td>January 2018</td>
<td><em>Investigative Ophthalmology and Visual Science</em></td>
<td>McLoon, Linda K.; Vicente, André; Fitzpatrick, Krysta R.; Lindström, Mona; Pedrosa Domellöf, Fatima</td>
<td>1</td>
</tr>
<tr>
<td>Muscle Satellite Cell Cross-Talk with a Vascular Niche Maintains Quiescence via VEGF and Notch Signaling</td>
<td>2018</td>
<td><em>Cell Stem Cell</em></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>
</tr>
<tr>
<td>Effects of retinoic acid signaling on extraocular muscle myogenic precursor cells in vitro</td>
<td>1 December 2017</td>
<td><em>Experimental Cell Research</em></td>
<td>Hebert, Sadie L.; Fitzpatrick, Krysta R.; McConnell, Samantha A.; Cucai, Anja; Yuan, Ching; McLoon, Linda K.</td>
<td>0</td>
</tr>
</tbody>
</table>
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
   By: M. Loon, Linda K., Christiansen, Stephen P.; Ghose, Geoffrey M.; et al.
   INVESTIGATIVE OPHTHALMOLOGY & VISUAL SCIENCE Volume: 57 Issue: 14 Pages: 6070-6076
   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
Curriculum Vitae

Examples from Required Template – Publications

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


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.
Record of Vote cont. (Faculty Ballots)

● 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
612-626-7371 | hdorr@umn.edu

Nick McArdle
Program Specialist, Office of Faculty Affairs
612-624-2653 | nmcardle@umn.edu

Zelealem Z. Mekuria
Administrative Associate, Office of Faculty Affairs
612-624-3182 | zmekuria@umn.edu

Sandie McClure-Howe
Executive Assistant, Office of Faculty Affairs
612-624-5442 | mcclu293@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.
10 MINUTE BREAK
NIH Proposal Preparation Program (P3) Overview

Matt Kushner, PhD | Faculty Director of the NIH Proposal Preparation Program, Professor, Department of Psychiatry and Behavioral Sciences
Medical School
Office of Faculty Affairs

Proposal Preparation Program ("P3")
Mentors

- Matt Kushner, Ph.D.  (Psychiatry) (P3 PD)
- Diane Treat-Jacobson, Ph.D., RN (Nursing)
- Subree Subramanian, Ph.D. (Surgery)
- 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

AHC P3: Kushner, 2017
<table>
<thead>
<tr>
<th>Institute</th>
<th># Apps</th>
<th># Awards</th>
<th>$ Awards</th>
<th>% Success</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIC</td>
<td>78</td>
<td>23</td>
<td>$4,382,136</td>
<td>29.5%</td>
<td>2016</td>
</tr>
<tr>
<td>NCATS</td>
<td>65</td>
<td>18</td>
<td>$12,127,365</td>
<td>27.7%</td>
<td>2016</td>
</tr>
<tr>
<td>NCCIH</td>
<td>339</td>
<td>47</td>
<td>$18,056,858</td>
<td>13.9%</td>
<td>2016</td>
</tr>
<tr>
<td>NCI</td>
<td>10,210</td>
<td>1,230</td>
<td>$513,170,359</td>
<td>12%</td>
<td>2016</td>
</tr>
<tr>
<td>NEI</td>
<td>1,294</td>
<td>332</td>
<td>$131,075,481</td>
<td>25.7%</td>
<td>2016</td>
</tr>
<tr>
<td>NHGRI</td>
<td>281</td>
<td>72</td>
<td>$110,307,824</td>
<td>25.6%</td>
<td>2016</td>
</tr>
<tr>
<td>NHLBI</td>
<td>4,052</td>
<td>979</td>
<td>$541,066,469</td>
<td>24.2%</td>
<td>2016</td>
</tr>
<tr>
<td>NIA</td>
<td>2,742</td>
<td>624</td>
<td>$525,306,267</td>
<td>22.8%</td>
<td>2016</td>
</tr>
<tr>
<td>NIAAA</td>
<td>903</td>
<td>170</td>
<td>$61,175,012</td>
<td>18.8%</td>
<td>2016</td>
</tr>
<tr>
<td>NIAID</td>
<td>6,058</td>
<td>1,452</td>
<td>$674,310,163</td>
<td>24%</td>
<td>2016</td>
</tr>
<tr>
<td>NIAMS</td>
<td>1,570</td>
<td>251</td>
<td>$88,771,455</td>
<td>16%</td>
<td>2016</td>
</tr>
<tr>
<td>NIBIB</td>
<td>1,593</td>
<td>233</td>
<td>$74,255,560</td>
<td>14.6%</td>
<td>2016</td>
</tr>
<tr>
<td>NICHD</td>
<td>3,492</td>
<td>462</td>
<td>$187,359,887</td>
<td>13.2%</td>
<td>2016</td>
</tr>
<tr>
<td>NIDA</td>
<td>2,002</td>
<td>308</td>
<td>$150,818,694</td>
<td>15.4%</td>
<td>2016</td>
</tr>
<tr>
<td>NIDCD</td>
<td>817</td>
<td>218</td>
<td>$81,767,496</td>
<td>26.7%</td>
<td>2016</td>
</tr>
<tr>
<td>NIDCR</td>
<td>866</td>
<td>172</td>
<td>$66,265,753</td>
<td>19.9%</td>
<td>2016</td>
</tr>
<tr>
<td>NIDDK</td>
<td>3,649</td>
<td>734</td>
<td>$401,737,851</td>
<td>20.1%</td>
<td>2016</td>
</tr>
<tr>
<td>NIEHS</td>
<td>1,154</td>
<td>164</td>
<td>$62,973,166</td>
<td>14.2%</td>
<td>2016</td>
</tr>
<tr>
<td>NIGMS</td>
<td>3,915</td>
<td>1,159</td>
<td>$476,881,584</td>
<td>29.6%</td>
<td>2016</td>
</tr>
<tr>
<td>NIMH</td>
<td>2,565</td>
<td>587</td>
<td>$274,785,377</td>
<td>22.9%</td>
<td>2016</td>
</tr>
<tr>
<td>NIMHD</td>
<td>290</td>
<td>56</td>
<td>$34,936,143</td>
<td>19.3%</td>
<td>2016</td>
</tr>
<tr>
<td>NINDS</td>
<td>4,247</td>
<td>842</td>
<td>$321,895,799</td>
<td>19.8%</td>
<td>2016</td>
</tr>
<tr>
<td>NINR</td>
<td>620</td>
<td>56</td>
<td>$25,619,819</td>
<td>9%</td>
<td>2016</td>
</tr>
<tr>
<td>NLM</td>
<td>123</td>
<td>16</td>
<td>$5,665,829</td>
<td>13%</td>
<td>2016</td>
</tr>
<tr>
<td>OD Common Fund</td>
<td>1,226</td>
<td>154</td>
<td>$176,015,669</td>
<td>12.6%</td>
<td>2016</td>
</tr>
<tr>
<td>OD ORIP-SEPat</td>
<td>69</td>
<td>13</td>
<td>$4,794,994</td>
<td>18.8%</td>
<td>2016</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
P3 Participants Have an Edge!

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

AHC P3: Kushner, 2017
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 (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.
Professionalism, Code of Conduct Overview

Amanda Termuhlen, MD | Associate Dean for Faculty Affairs | Professor, Department of Pediatrics
professionalism
(proʊˈfeʃənlˌizəm)

noun
1. the competence or skill expected of a professional.

Amanda M. Termuhlen M.D.
Associate Dean for Faculty Affairs
Professor Pediatrics
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 specialities 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
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 member 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

ms-ofa@umn.edu

atermuhl@umn.edu

Departments - mentoring champions