

Faculty Development in the DOM

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Professor of Medicine



Overview

1. Promotion and Tenure

- Process, time line, supports, and CV

2. Annual Review

- How and when to prepare; DOM “Metrics”

3. Mentoring in the DOM

- DOM Mentoring Plan

4. Et cetera...

- CME funds, questions?

Reappointment & Promotion

UVM College of Medicine Promotions Pathways:

Tenure Pathway: Appropriate doctoral degree with an independent research program. Makes significant contributions to the teaching and administrative missions of the COM. Significant independent achievements in research, service and teaching form the major basis for appointment and promotion.

Clinical Scholar Pathway: Appropriate doctoral degree with primary efforts in clinical medicine. These faculty make significant contributions to teaching and scholarship, publications, funding and outstanding clinical service.

Research Scholar Pathway: Appropriate doctoral degree with research contributions of such quality that contribute to the COM academic mission. Primary effort is in the research setting. Capable of independently conducting research projects, as evidenced by publications and funding.

Education Scholar Pathway: Appropriate doctoral degree with primary efforts in teaching of learners in a classroom, seminar, lecture, tutorial, laboratory or clinical setting and serve as course director as well as taking a scholarly approach to teaching activities.

Volunteer Pathway: Appropriate doctoral degree, non- salaried faculty in the community or at affiliate sites whose primary activity for the COM is teaching medical students.

Faculty Pathways at COM



Terms of Appointment:

(years between reappointments/promotion)

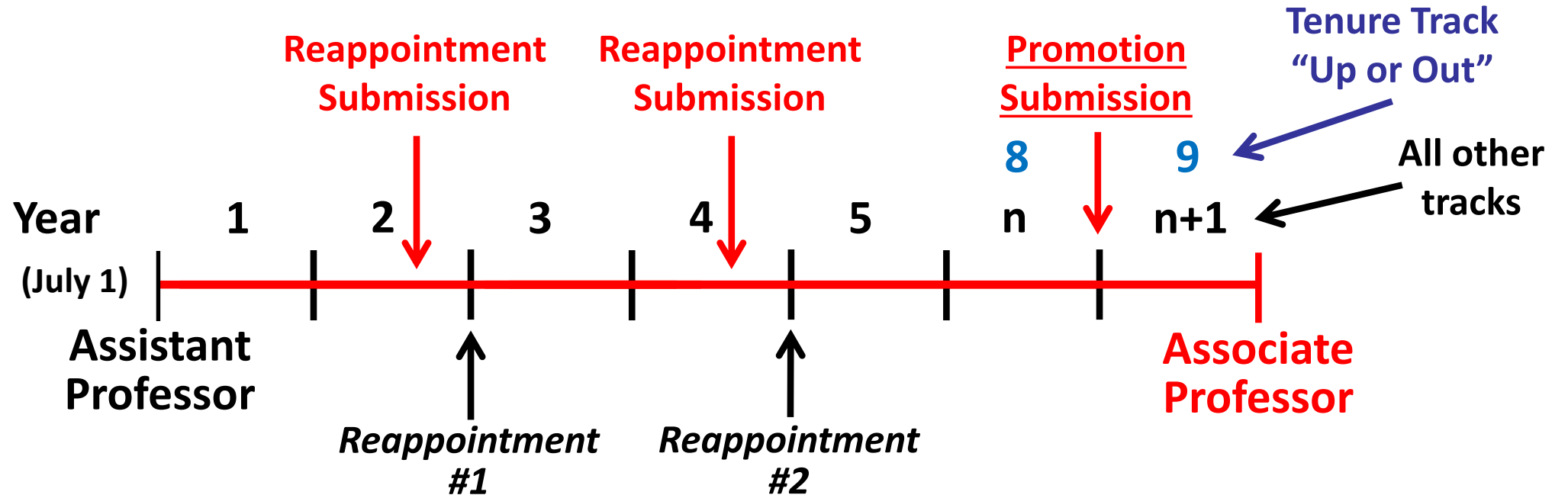
	Clinical Scholar	Research Scholar	Education Scholar	Tenure
Professor	6	6	6	NA
Associate	4	4	4	2, 2, or NA
Assistant	2	2	2	3, 3, 3
Inst. /Res A	1	1	1	NA

Remember that dossiers for each appointment/promotion must be submitted to the DOM *6 to 9 months prior* to planned appointment.

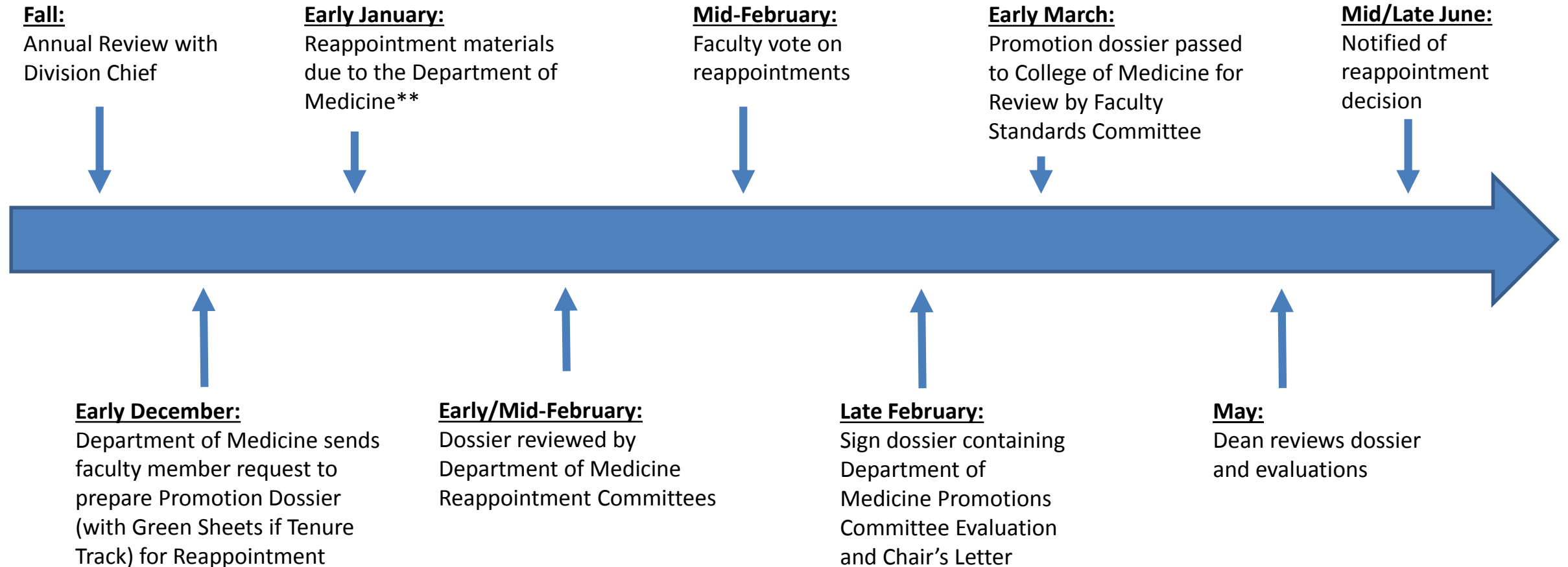
Understanding *(and anticipating)* the Promotion Cycle



Understanding *(and anticipating)* the Promotion Cycle



TIMELINE OF REAPPOINTMENT: A FACULTY MEMBER'S PERSPECTIVE



** Completed CV (+/- Green Sheets) and teaching evaluations since last reappointment.

Department of Medicine
Reappointment Committee Evaluation

Proposed Action:

Teaching:

Mentorship:

Research and Scholarship:

Service:

Dual Appointments:

Summary:

Recommendation:

Preparation for Promotion:

Finding Teaching Evaluations...

- Med School Preclinical Teaching/Lecture: **COMET**
- Med School Third Year Rotation: Lou Polish/admin
- Med School AI/subspecialty Rotation: Garth Garrison/admin
- Graduate Student Teaching/Lecture: Contact program admin
- Undergraduate: Rate My Professor
- **REMEMBER:** YOU ARE RESPONSIBLE FOR GETTING THESE!

TIMELINE OF PROMOTION: A FACULTY MEMBER'S PERSPECTIVE

May-June:

- Discuss promotion with Division Chief
- Consider names for letters of reference

Late August:

Promotion materials due to the Department of Medicine**



Early-Mid July:

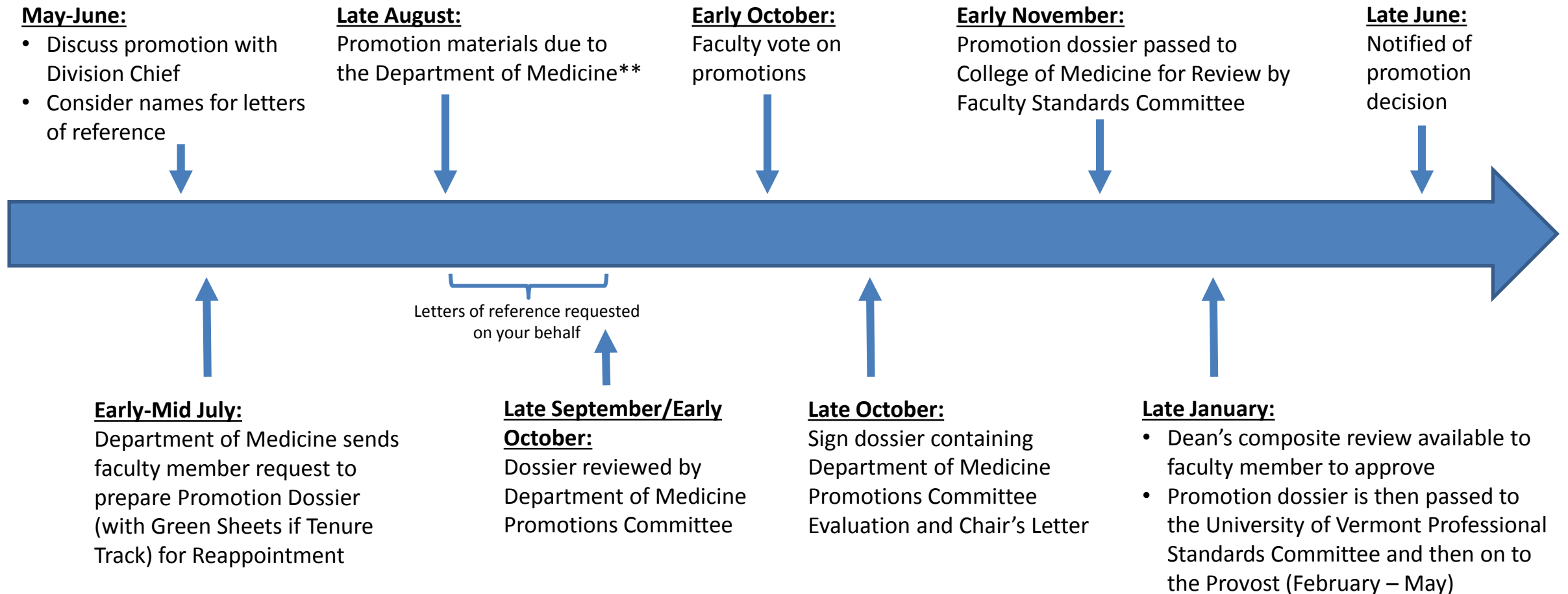
Department of Medicine sends faculty member request to prepare Promotion Dossier (with Green Sheets if Tenure Track) for Reappointment

** Completed updated CV (+/- Green Sheets), **contact information for letters of reference**, teaching evaluations since last reappointment

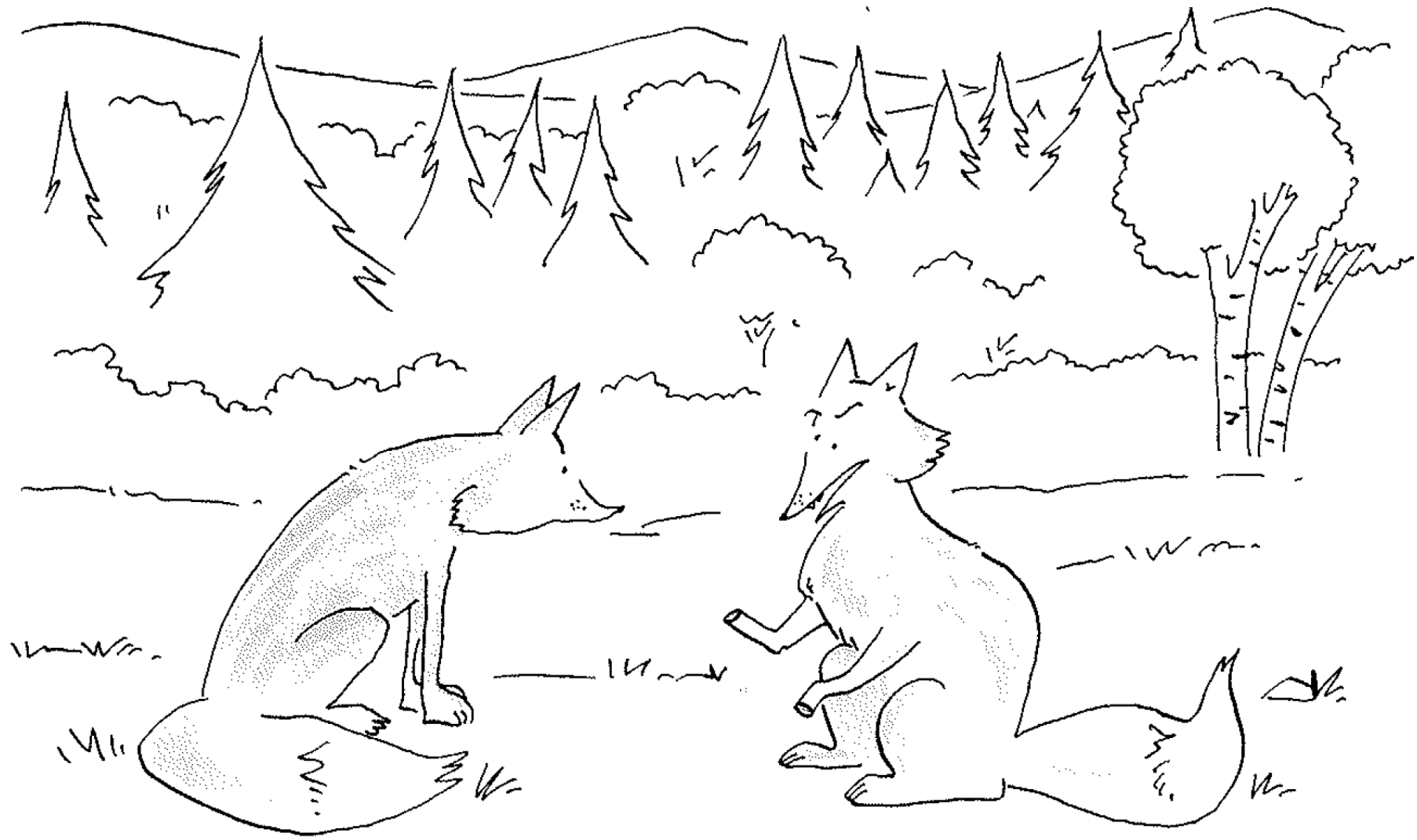
The “Arm’s Length” Letter

- Acknowledged scholars and practitioners in the discipline of the candidate at other institutions, nationally or internationally.
- Of academic rank equal to or above the rank of the promotion sought.
- Not compromised in his or her ability to provide an objective evaluation of the professional performance and reputation of the individual being evaluated. E.g. no one who has/is:
 - Acted as the thesis or dissertation advisor for the candidate
 - Been a faculty or student colleague at a previous institution
 - Been a co-investigator on grants, a co-author on publications or a co-inventor of intellectual property
 - Related to the candidate by birth or marriage
 - A financial partnership or consulting arrangement with the candidate

TIMELINE OF PROMOTION: A FACULTY MEMBER'S PERSPECTIVE



** Completed updated CV (+/- Green Sheets), **contact information for letters of reference**, teaching evaluations since last reappointment



Shanahan

"I chewed the left one out of a trap. This one was pure nervous energy"

Curriculum Vitae

YOUR NAME
CURRICULUM VITAE

Position: Title
 Department of

Address: Building and Location
 Department of
 College of Medicine
 University of Vermont
 Burlington, VT 05405
 Voice: (802) 656-
 email: @uvm.med.edu
 website: <http://www.>

EDUCATION

LICENSES, CERTIFICATION

FACULTY POSITIONS HELD

OTHER POSITIONS AND MAJOR ADMINISTRATIVE POSITIONS HELD

HONORS AND AWARDS

KEYWORDS/AREAS OF INTEREST

SUMMARY OF PROFESSIONAL ACTIVITIES - OVERALL

SUMMARY OF ACCOMPLISHMENTS

TEACHING

FORMAL SCHEDULED CLASSES

POSTGRADUATE AND OTHER COURSES

PREDOCTORAL STUDENTS SUPERVISED OR MENTORED

DISSERTATION/THESIS COMMITTEE MEMBERSHIP

POSTDOCTORAL FELLOWS AND RESIDENTS DIRECTLY SUPERVISED OR MENTORE

INFORMAL TEACHING

FACULTY MENTORED

OTHER VISITING FACULTY SUPERVISED

TEACHING AIDS

TEACHING AWARDS AND NOMINATIONS

SUMMARY OF TEACHING ACTIVITIES

RESEARCH AND SCHOLARLY ACTIVITIES

RESEARCH AWARDS AND GRANTS

Ongoing Research Support

Completed Research Support

Pending

Selected Unfunded Grant Submissions

SCHOLARSHIP

Peer Reviewed Publications

Original Research

In Review

In Preparation

Non-Peer Reviewed Publications and Other Creative Activities

Review Articles

Books and Chapters

Other Scholarly Publications

Abstracts

Patents Issues for Pending

Other Creative Activities

Quality Improvement and Patient Safety Activities

SUMMARY OF SCHOLARLY ACTIVITIES

INVITED PRESENTATIONS

Regional

National

International

Annual Review

DOM Annual Review

UVM COLLEGE OF MEDICINE

ANNUAL FACULTY REVIEW

I. General Information and Expectations: To be completed by Department Chair or designee

Date of Evaluation:

Faculty Name:

Department/Division:

Faculty Rank and Pathway:

Date of next UVM Reappointment/Consideration for Promotion:

Effort Distribution

Current year: 2014-15

Research			
Teaching			
Clinical activity			
Service			
Administrative			
Total (should be 100%)			

“Percentages”

For next year: 2015-16

Research			
Teaching			
Clinical activity			
Service			
Administrative			
Total (should be 100%)			

Faculty's Summary of Accomplishments

A. Teaching:

- A. List teaching and development of courses for *undergraduates, medical students and graduate students* including individual or group supervision.

- B. List teaching activities (include information on time spent) related to residents and fellows in individual or group supervision, including clinical preceptorship.

- C. List any other teaching activities during the last year, including CME, or other presentations; outreach or community education, honors/awards.

- D. Current mentoring or advising activities, including student (undergraduate, medical school, graduate) advising, students, residents or fellows who conducted research under your direction, postdoctoral fellows, staff and faculty.

- E. Attach all available evaluations of your educational activities or other evidence of your teaching effectiveness.

Faculty's Summary of Accomplishments

B. Scholarship:

- A. Published articles, books, monographs, editorials and reviews (include exact reference with full title, publisher, dates and inclusive pagination).

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- B. Works submitted for publication (indicate status: under revision, accepted).

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- C. Active (during reporting period) grants, contracts and clinical trials (identify: agency, title, entire project dates, salary percentage, amount funded, and position on project).

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- D. Pending grants, contracts and clinical trials (identify: agency, title, entire project dates, salary percentage, amount funded and position on project).

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- E. Invited presentations, presentations at professional meetings (include date and institution or place and name of meeting and abstract reference if appropriate), visiting professorships

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- F. Other research and scholarly activities (e.g. patents, peer review of articles, editorial boards and editorships, honors/awards)

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Faculty's Summary of Accomplishments

C. Service: Include assignment, dates, specific roles/responsibilities in each category

A. Describe leadership/administrative roles.

B. Describe clinical practice and specialized clinical skills, including patient population/location.

C. Service activities for the department and division (e.g. committees, quality initiatives, resident/fellowship applicant interviews, etc.)

D. Service activities for UVM, the College of Medicine, UVMMG, FAHC (e.g. governing and standing committees (e.g. Admissions, Faculty Senate, FAHC Quality Committee)

E. External service activities for regional, national and international committees and professional organizations (including NIH, FDA, NSF, specialty professional societies) and honors/awards for service

Faculty's Summary of Accomplishments

D. Professional Development: Note: Professional development includes, but is not limited to, activities that enhance/improve skills in clinical practice, teaching, leadership, research, and personal development (e.g professionalism)

List any professional development activities in which you participated (including courses locally, regionally or nationally, lectures, faculty meetings, professional society meetings/sessions related to faculty development)

Who is your current faculty mentor at UVM COM?

Please list any faculty mentors you have outside of UVM COM

Faculty's Summary of Accomplishments

E. Goals and Self-Assessment

A. List your goals and objectives for this year:

B. Provide a **brief** self-assessment narrative summarizing performance during this year: highlight what you consider your most significant accomplishments and indicate areas where you were not able to reach your goals.

C. Goals for next year- Include in this section your plans for faculty development, and, where applicable, for reappointment/promotion. Identify the resources needed to achieve your goals including mentorship.

DOM Academic Metrics

- Publications (final publication during academic year (July 1-June 30)
(Publications should be counted only once for each faculty)
 - Research Abstract/Presentation at a regional or national meeting (1)
 - Chapters, invited reviews, peer reviewed publications (Impact factor <5) (2)
 - Peer Reviewed publications (Impact Factor 5-10), Associate Editor of book (3)
 - Peer Reviewed publications (Impact Factor >10), Editor of book (4)
- Clinical Trials (n)
 - Investigator
 - Member of
 - National Le
- Investigator Initiated
 - Co-investigator on active study (1)
 - Principal Investigator on active study (2)
- Investigator Initiated Grant Preparation
 - Local grant submission (PI) (1)
 - National Grant submission (co-I) (1)
 - National Grant Submission (PI) (2)
 - PI on Awarded National Grant (year awarded) (3)
 - PI on Multi-year National Grant (R01, PPG or equivalent, year awarded) (4)
- Research Recognition
 - Manuscript peer reviewed during year (1)
 - Journal editorial board (2)
 - Associate Editor of Journal (3)
 - Editor of a Journal (4)
 - Ad hoc grant review (1)
- Education Recognition
 - Award for teaching in division or department (1)
 - Committee Membership teaching national organization (1)
 - Award for teaching by College/University (2)
 - Leadership position national organization (3)
- Invited Lectures
 - Local academic based talks (such as grand rounds) (1)
 - Regional society meetings or other academic institution (2)
 - National or international society based meetings (3)

The average academic productivity of each FTE in a division should be ≥ 3 . Maximum contribution by single FTE is 6. Division metric is defined by multiplying faculty FTE by 3. Variable will be distributed as a percentage of metric achieved.

DOM Citizenship Metrics

The average citizenship productivity of each faculty member in a division should be ≥ 2 . Division metric is defined by multiplying faculty by 2. Variable will be distributed as a percentage of metric achieved.

Activity	Points	My Points	Event
Committee Participation, includes departmental, hospital, and college/university	1 for each committee		Chair, Fac Devo Committee; member UVMMG ACE Committee; Member UVMMG R&E committee; Member UVM COM Basic Science Strategic Planning Committee
Attend $\geq 50\%$ of monthly division faculty meetings	1		
Attend $\geq 50\%$ of Department meetings	1		
Active participation in fellowship selection - interview $\geq 25\%$ of fellow applicants	1		
Active participation in resident selection - serve as primary interviewer	1		
Regular attendance at medical grand rounds - attend $\geq 50\%$ of medical grand rounds	1		
Deductions will be taken for the following:			
Less than 100% completion of time studies, vacation forms, and signing/compeing charts	-1		
Lack of timely completion of requirements for medical staff reappointment, medical school reappointment, promotion application	-1		

Should I do this?

1. Is this something I find interesting, exciting?
 2. Does this advance my career?
 3. Is this service to my Division, Department, Institution, Field or Discipline?
- If #1 = 'no', do you have time?
 - If 1 & 2 = 'no', are you the only one who can?
 - If 'no' x 3, **don't do it.**

What happens if 1 is often 'yes'?

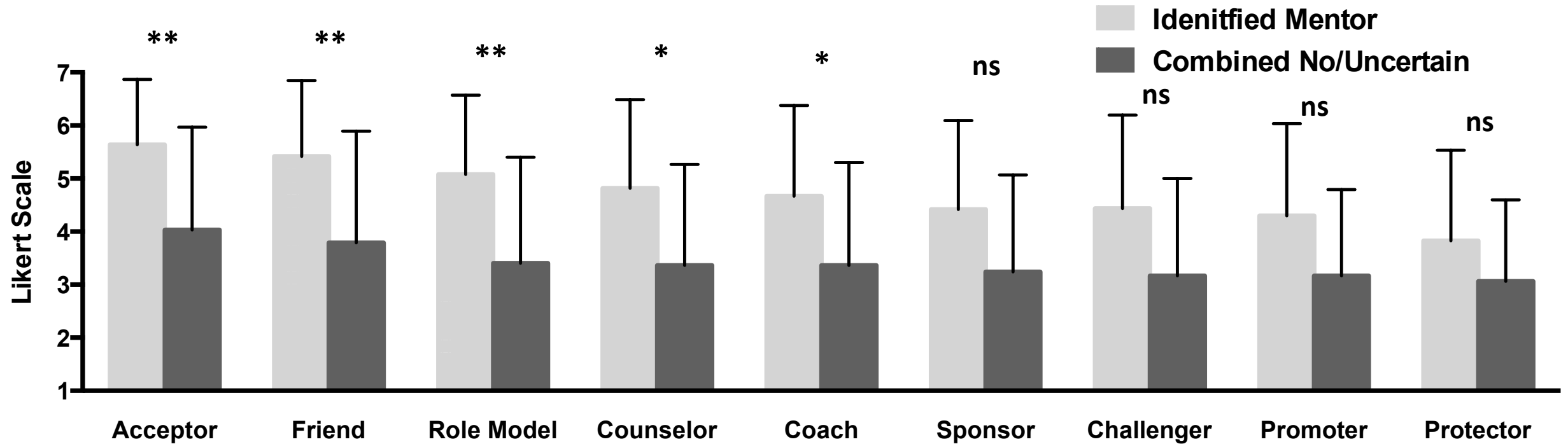
Remember your percentages...

For year: 2017-18

Research	20		
Teaching	20		
Clinical activity	70		
Service	10		
Administrative	5		
Total	should be 100%	125!	

DOM Mentoring Program

Identified Mentors: Social Domain vs. Career Development



Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Junior Faculty Mentoring: Priorities

- All junior faculty in the DOM should have at least one identified mentor:
 - **‘Primary Mentor’** - overarching objective of facilitating mentee academic promotion and successful career development
 - **‘Competency Mentors’**
- Primary Mentors should meet at least twice with mentee prior to Annual Review to discuss:
 - Short-term and long-term goals and strategies to achieve them
 - CV review
 - Promotion timeline and positioning
 - Annual Review Form
- Mentee should **prepare** for mentor meetings
- **DOM Mentoring Plan Worksheet**

Who do you want to be when you grow up?

KNOW YOURSELF

Spend some time understanding your own internally defined “true north.” For instance, you might work on answering these questions:

What activities give you energy?

*example: I love teaching medical/graduate students in small group settings.
I love talking to colleagues about new research questions.*

What activities take energy away from you and leave you feeling sapped?

*example: Public speaking wipes me out.
Starting the grant writing process leaves me cold.*

GET YOUR STORY STRAIGHT

Imagine that you just stepped onto the elevator with your dean. She turns to you and says, “tell me what you do at UVM.” What is your 2-3 line answer?

Who does the UVM currently expect you to be?

KNOW YOUR “PERCENTAGES”

What you do will naturally follow what you are paid to do. Although this is self-evident, many faculty do not know or understand how their effort is supposed to be distributed. This can lead to confusion and discontent. If you don't know these, find them and enter them below (your division chief should have access to these). Knowing these percentages gives you a good idea what the expectations are from your division and department. For more about “Percentages,” what they mean, and how to make them work, click [here](#).

Research	%	\$ amount salary externally funded	% effort externally funded
Teaching	%	FTARS if available	
Clinical activity	%	RVUs if available	
Service	%		
Administrative	%		
Total (100%)	%		

How do you get where you want to go?

ARTICULATE GOALS

Prior to meeting with your mentor, take some time to think about and write down your [professional goals](#). You may want to articulate one-year goals and five-year goals. For example, a short-term goal might be “to give lectures in the medical school curriculum” and a long-term goal might be “to develop a teaching portfolio that will support election to the Teaching Academy and promotion to Associate Professor.” For a more detailed Goals Sheet [click here](#).

Short-term Goals (next year)	Long-term Goals (next 3-5 years)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

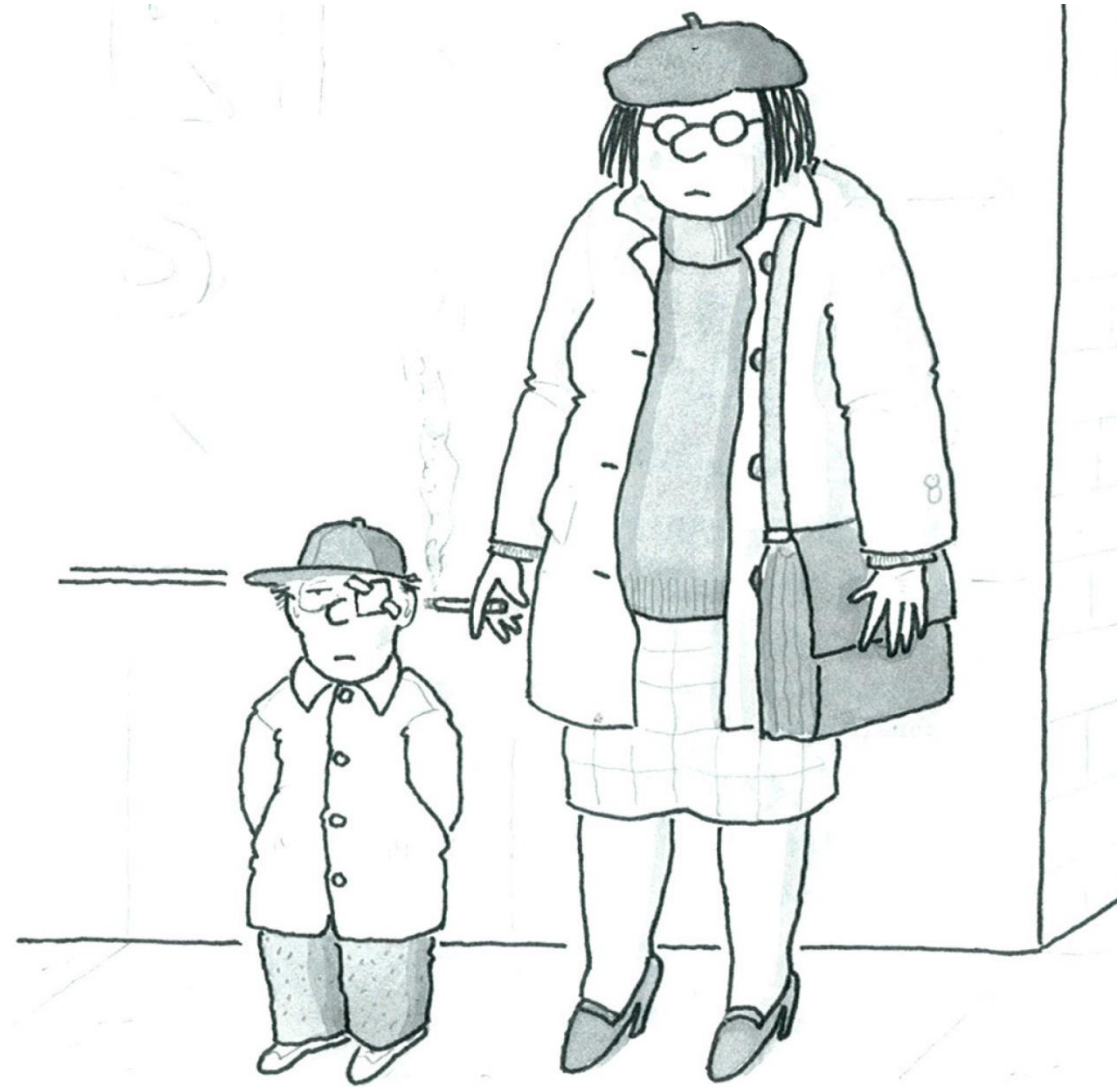
What additional skills do you need?

IDENTIFY MENTORSHIP NEEDS

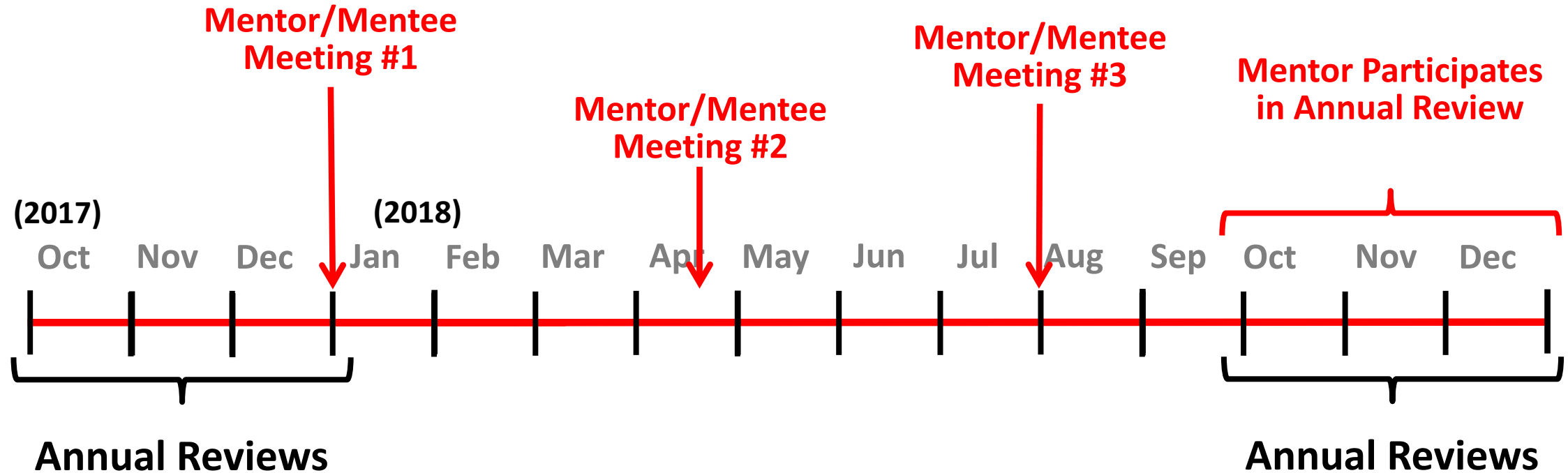
Identify competencies that you will need to gain expertise in. A [competency grid](#) is included on the last page to help you organize your thoughts. Put your initial thoughts down on paper and then discuss it with your mentor. Revise the grid as the mentoring relationship changes.

- Navigating institution
- Finding resources
- Speaking before groups
- Leading teams
- Designing research
- Managing data
- Writing grants
- Finding funding
- Hiring personnel
- Evaluating literature
- Writing manuscripts
- Teaching effectively
- Developing curricula
- Assessing students
- Giving feedback
- Mentoring others
- Cultural competence
- Managing time
- Managing budgets
- Managing staff
- Managing care
- Managing conflict
- Collaborating effectively
- Networking
- Medical Informatics
- Organizational dynamics
- Managing your career
- Establishing goals
- Knowing career paths
- Preparing for promotion

The “Bad Mentor”



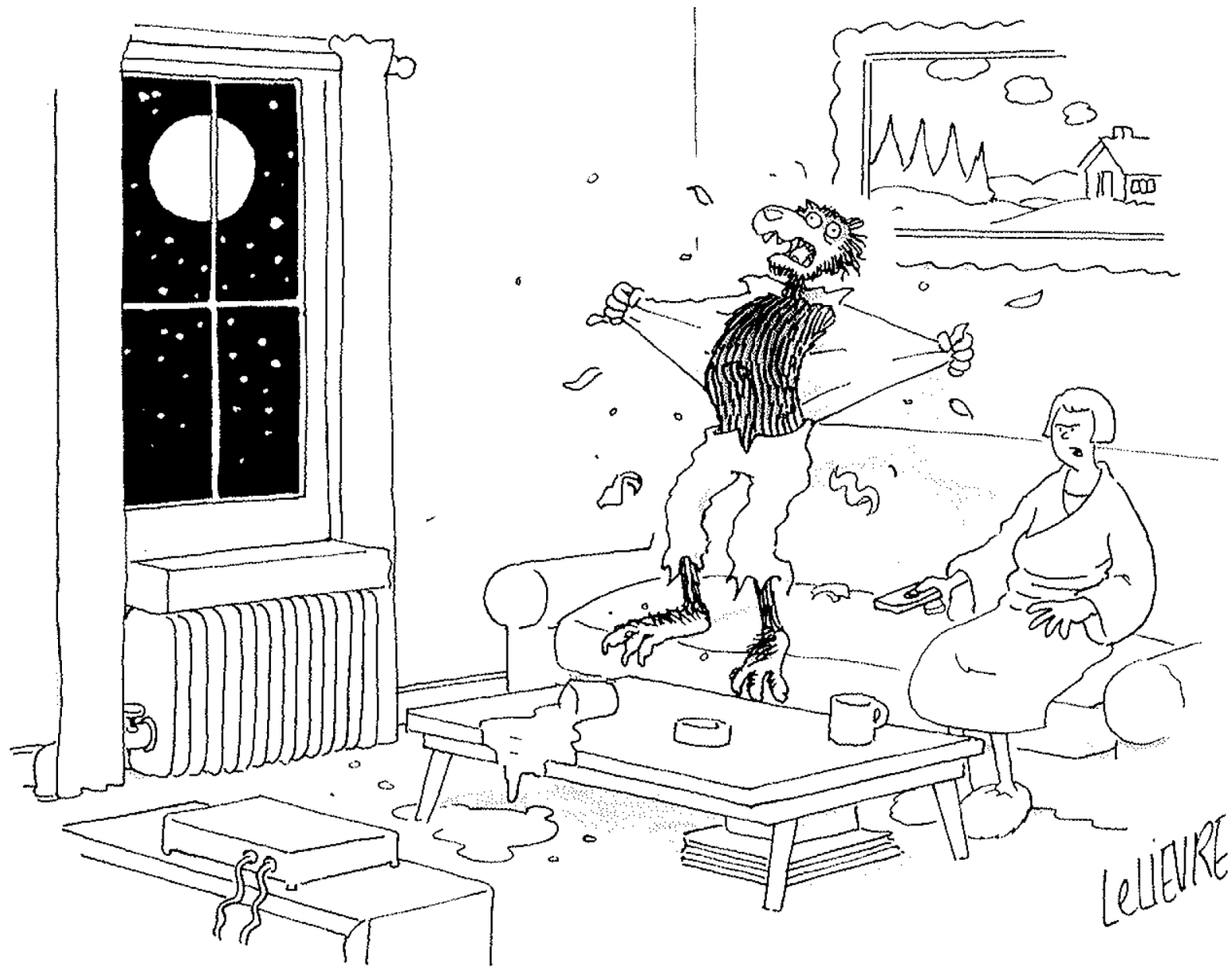
DOM Mentoring Plan: Timeline



Support tools for mentees/mentors:

- Pre-review checklist to flesh out goals, plans, and promotion timeline/assessment
- CV template; workshops
- Teaching, Service, and Scholarship opportunities
- Upcoming RPT and career development meeting/events
- Resources available at: [DOM Academic Affairs Website](http://www.med.uvm.edu/medicine/subspecialty/Academic-Affairs/academicaffairs)

<http://www.med.uvm.edu/medicine/subspecialty/Academic-Affairs/academicaffairs>



“You’re lucky. I’m turning into my mother.”

CME Expenses

\$8,000/FY (Oct 1 – Sept 30). The full time allocation will be prorated for part time physicians with a floor of \$3,000 annually for any physician with a minimum of 20% or more total effort

- Intended to cover all professional expenses including travel, dues, licenses, cell phones, computers, and any professional related expense that meets the current accounts payable guidelines. (except VMS & out of state – covered otherwise)

CME funds can be used for the following types of expenses:

- Medical education – including travel, meals, lodging, registration & course materials
 - Professional development - including travel, meals, lodging, registration & associated materials
 - Professional journal subscriptions & books
 - Professional dues
 - Professional re-certification and/or licensing
 - Software purchases related to educational needs
- <http://med.uvm.edu/medicine/subspecialty/Academic-Affairs/cme-resources/>

CME funds cannot be used for the following types of expenses:

- Gifts to department staff (including flowers)
- Incidental items such as movie rentals, health club charges, golf or tennis fees, beauty or barber shop costs, or other incidentals of a personal nature incurred while traveling
- Internet access for computers located outside of UVMMC facilities
- Travel/meal expenses for a spouse accompanying a physician on a business trip
- Reimbursement for UVM Parking fees

All computers and cell phones must be purchased through the UVMMC Information Services Department regardless of the source of funds. Individuals will not be reimbursed for purchases they make outside of the UVMMC IS process. Medical equipment (e.g. stethoscope) also need to be placed via preferred vendor.

Requests for travel reimbursement should be submitted to your administrator or Concur **as soon as the physician has returned, and no later than 45 days from the dates of travel.**

Cell Phone Software for DOM Faculty:

- Email: Outlook – UVMMC and UVM COMIS
- VIP Access/Duo Mobile
- Cortext
- Haiku
- PowerMic Mobile
- Others: Amion, etc.

Burnout...

What is it?

“A syndrome of emotional exhaustion, loss of meaning in work, feelings of ineffectiveness and a tendency to view people as objects rather than as human beings”

What does it impact:

1. Individuals and their families
2. Quality and safety of care provided
3. Patient satisfaction
4. Physician turnover: Within 10 years of joining an academic medical faculty, 5 out of 10 leave, and four leave academic medicine entirely.

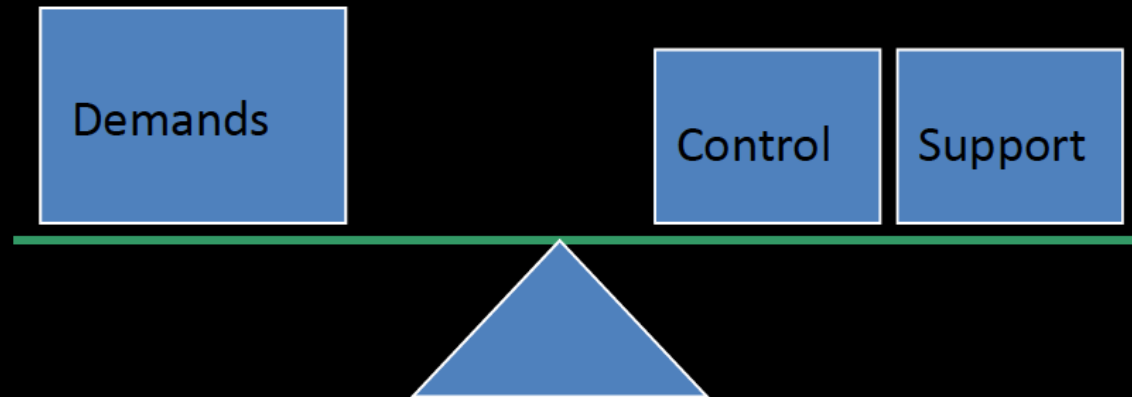
Faculty Burnout

- 54% of U.S. physicians are experiencing physician burnout
 - Emotional Exhaustion
 - Depersonalization
 - Low personal accomplishment
- Predictors of burnout:
 - High Stress
 - Lack of control
 - Non-alignment of values
 - Chaotic work environment
- Demand/Control model

Demand-Control Model of Job Stress

- Demands balanced by control
- Stress increases if demands rise or control diminishes
- Support can facilitate impact of control
- Bottom line... support and control can reduce stress

Karasek et al. *Am J Public Health*
1981;71:694-705



Faculty Burnout

- Three potential targets:
 - Demands
 - Control [Resources on the DOM Academic Affairs Site!](#)
 - Support
- Much of physician burnout is related to workflow issues
 - Directly influences Demand and Control
- Role of the EMR
- Support & Recognition

Questions?

