Faculty Development and Career Advancement

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Goals

• Understand the importance of faculty development
• Learn about the faculty track structure
• Learn about promotion policies and procedures
Faculty Development

• The Successful Faculty member:
  – Understand academic values, norms and expectations
  – Manages his/her career strategically
  – Maintains networks of productive colleagues

(Bland, Schmitz, Stritter, Henry, & Aluise, 1990; Morzinski, Simpson, Bower, & Diehr, 1994)
Faculty Development

• Successful Faculty members:
  – Understand the characteristics of successful faculty in the College of Medicine
  – Get to know the benchmarks by which the College measures academic success
  – Create a career development plan to meet the benchmarks
  – Identify and work with a mentor
Mentorship

• Benefits
  – Greater career satisfaction
  – Increased awareness of rigors and expectations for career advancement
  – Increased networking opportunities
  – Increased skill and productivity in teaching, patient care, and research
  – Increased ability to manage career
Career Management

- Learn about your institution
- Become knowledgeable about your promotions process
- Learn to negotiate for resources to include professional development time
- Understand your annual review
- Develop a individualized development plan
Individual Development Programs

- Designed to help you identify strategies for success
- Outlines your personal goals over time
- Should be done in conjunction with mentor or DEO/division head
- Can help when writing personal statements, organizing for promotion, or making decisions regarding career paths
Personal Development Plan

• Clarify and prioritize your values
• Identify your strengths and skills
• Develop a learning plan for skills needed
• Set specific 1,3, and 5 year goals
• Involve others in the process - chair, division director, mentor, peers
Faculty Appointment

• Offer letter with expectations of both parties
• Ranks
  – Professor/Clinical Professor/Research Professor
  – Associate Professor/Clinical Associate Professor/Research Associate Professor
  – Assistant Professor/Clinical Assistant Professor/Research Assistant Professor
  – Associate
• Started your job
**Tenure Track**

**MD/PhD Clinical Scientist**
- 4 years
- 4 years

**PhD Basic Scientist**
- 3 years
- 3 years

**Clinical Track/Research Track**
- 1-3 years
- 3-7 years
- Sequential

Promotion is **not** linked to the contract cycle
Annual Review Process

• All probationary faculty (regardless of track or rank)
  – Assistant Professors (CT) yearly for 9 years or until promoted; TT yearly for the probationary period (8 years for MD or PhDs doing clinical work; 6 years for PhD or MD scientists)

• Once promoted (CT)
  – Associate Professors every two years
  – Full Professors every five years
  – Does not necessarily occur with contract renewal cycle

• Once tenured (regardless of rank)
  – Yearly with full peer review every 5 years
Purpose of Annual Review

- Assess direction in core missions – teaching, scholarship/professional productivity, academic service and (where applicable) patient care
- Plan for the future
- Have realistic conversations about career choices
- Get feedback on progress to date
Procedure

- You provide an updated C.V. + personal statement
- Head prepares review, usually in consultation with senior faculty (committee or all)
- You meet with Head to discuss
- You receive a written copy for response and concurrence...
- ... the copy then goes “upstream” (dean’s office and Provost’s office)
- Reviews are not included in the promotion review process
Make Annual Review Effective

• Always prepare a personal statement that includes accomplishments and goals in core areas
• Invite specific feedback
  – Is your plan for next year reasonable?
  – Where should you improve?
  – What resources do you need to be successful?
  – Are you “on track” for promotion?
• Take all feedback seriously
Make Annual Review Effective

- Review your teaching file
- Make sure all teaching evaluations are in your file
- Use your personal statement to address any concerns raised in evaluations
- Review peer evaluations of teaching
How is a promotion review initiated?

• **Required** in the final probationary year of a tenure track appointment (year 8 for MD/PhD clinical scientists and year 6 for PhD basic scientists)

• **In all other cases:**
  – The Department recommends
  – The faculty member asks to be reviewed
Evaluation of Teaching Common to TT/CT

• Review of Teaching Materials
  – Course materials, Presentations, Lecture handouts

• Quantity relative to peers

• Quality relative to peers
  – Peer evaluations
  – Learner evaluations
Tenure Track Promotion

- Teaching as discussed
- Scholarship
- Academic service/citizenship
- Clinical Service, where applicable
- For Associate Professor, evidence that Professor will be attained
How is scholarship evaluated?

Quality / Impact
- external reviews; journals; funding

Focus
- Moving problem forward; themes

Independence/Directing
- Authorship order; funding as PI; external views

Sustained Productivity
- Lack of gaps; funding; progression
Academic Service

• Service to Department, College, or University
  – committees, mentoring

• Service outside the University
  – editorial work, boards, discipline society activities; grant reviews

• National, international service
Professor

Unmistakable evidence of recognition by peers at the national or international level

Sustained productivity over time

Appropriate teaching activities
Clinical Track Promotion

• Teaching – as previously noted
• Clinical Service – participation in the clinical programs of department
• Academic Service – committee work
• Professional Productivity
Expectations

Direct clinical care

Teaching in that context
Professional Productivity

- Activities outside the clinical setting that are IN ADDITION to routine activities and demonstrate CREATIVITY
- Can be in the realms of education, clinical activity or service
Professional Productivity (education)

- CME and/or Curriculum development
- Student, resident, or fellow advising and counseling
- Serving as a member/leader of education, curriculum, or admissions committees
- Organization of a new teaching program
- Development of better teaching techniques
- Development of teaching materials for any medium, including web based
Professional Productivity (clinical)

- Contributions in the clinical setting beyond the provision of direct patient care
  - Develop a new clinical service
  - Develop a new method of care delivery
  - Develop new procedures for a given area
Professional Productivity (service)

• Academic Service to Department, College, or University
  – leading committees, mentoring

• Academic Service outside the University
  – editorial work, boards, discipline society activities on a local, regional or national level

• Service to the community
  – Director of local boards that impact health care
Professional Productivity

• Written scholarship satisfies this requirement, but it **is not required for promotion** in this track.

• Written scholarship could include
  – high quality review articles
  – case reports, clinical commentaries
  – text book chapters
  – policy documents (for institution, discipline, state government, etc).
Clinical Professor

- Activities outside the institution that can be highlighted – can be regional or national
- May be accomplished through activities in specialty societies
Research Track

- Nontenure track appointment
- Appointment made for the length of funding available
- Incremental/independent funding expectations with higher rank
- No teaching expectations
- Possible to move to the tenure track
- More experience will better define the expectations for promotion
Ongoing Career Development

- Review your personal development plan and update progress, alter goals as needed
- Develop strong mentoring relationships
- Support the missions of the College
  - Teaching, service, research/professional productivity
- Prepare for promotion
  - Timing depends on track to some degree
  - Putting the pieces together
Ongoing Career Development

• This is a personal journey
  – Starts with appointment
  – Continues with annual reviews
  – Culminates in first promotion
  – Continues into next phase
  – Requires nurturing and attention
  – Allows for adjustments based on personal circumstances
How to get help…

• Your department
  – Department Head
  – Division director
  – Promotions committee member
  – Other senior or recently promoted faculty

• Office of Faculty Affairs and Development
  – Periodic workshops
  – Personal consultation

• Refer to the College Policies and Procedures
  – http://www.medicine.uiowa.edu/facultyaffairs/