



Breakout Session 1: Health Programs & Non-Prefix

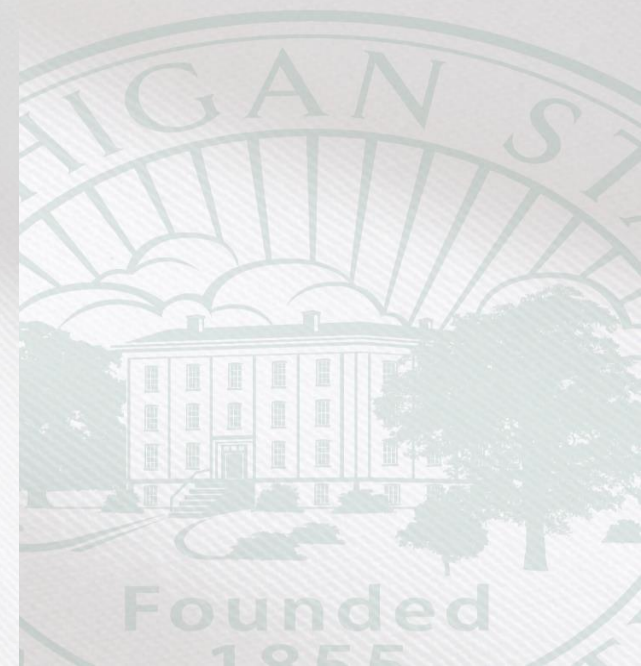
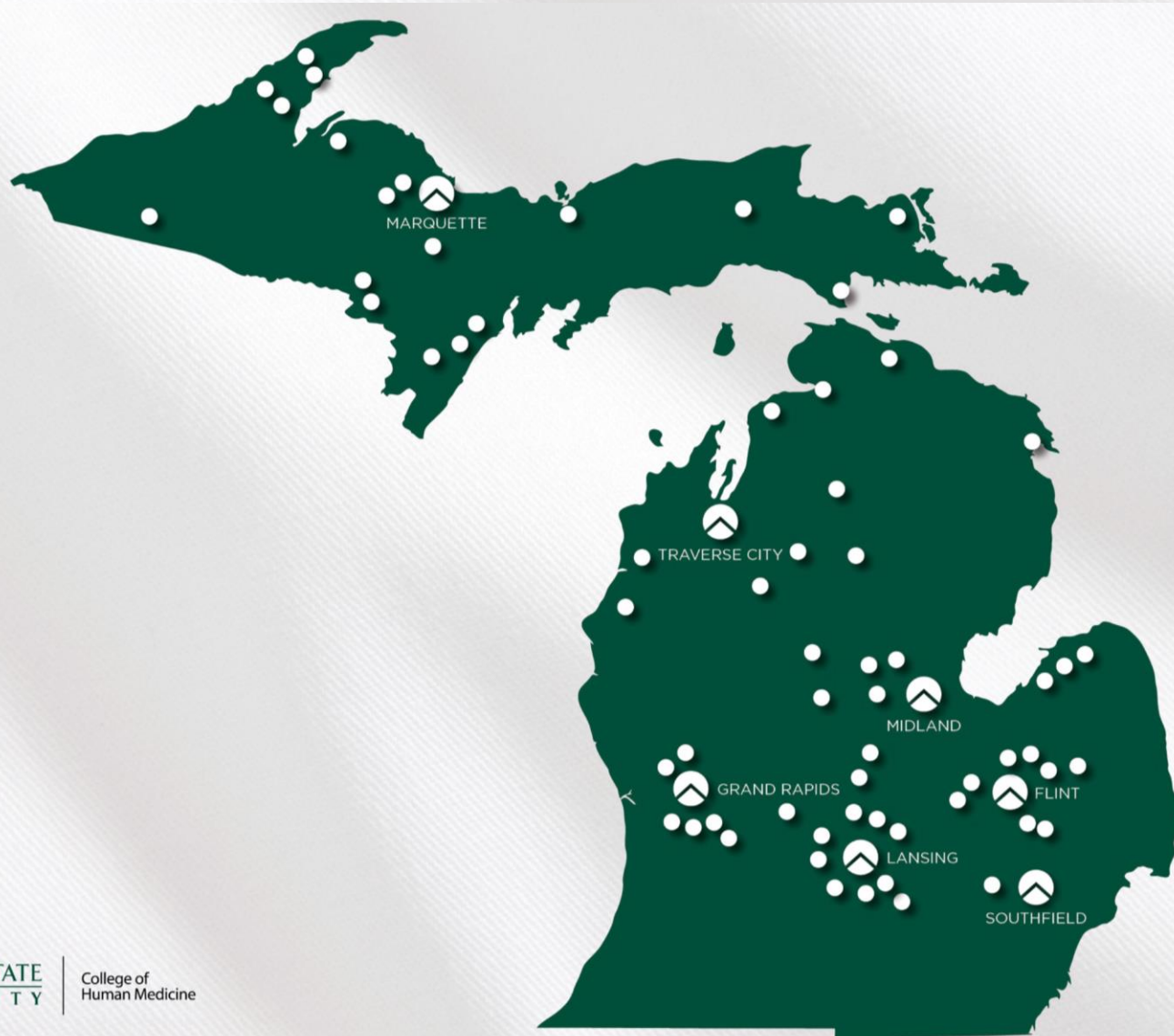
> Faculty Promotion Expectations

All CHM faculty are expected to work toward academic promotion.

Expectations for promotion vary by appointment system.

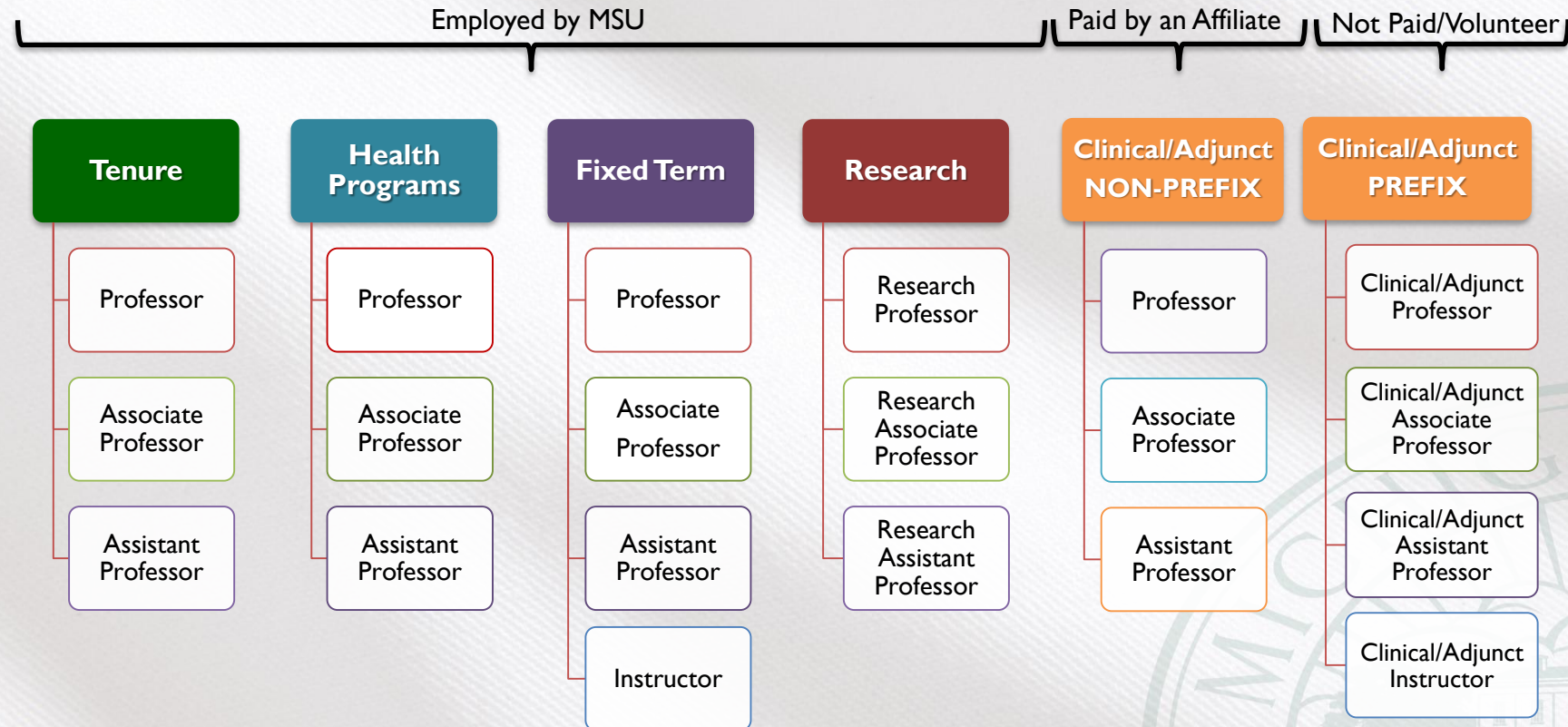


> Community-Based Medical School



Faculty Appointment Systems

MSU/CHM Appointment Systems



Multi-Level Review Process

REVIEWS ALWAYS BEGIN AT THE DEPARTMENT LEVEL

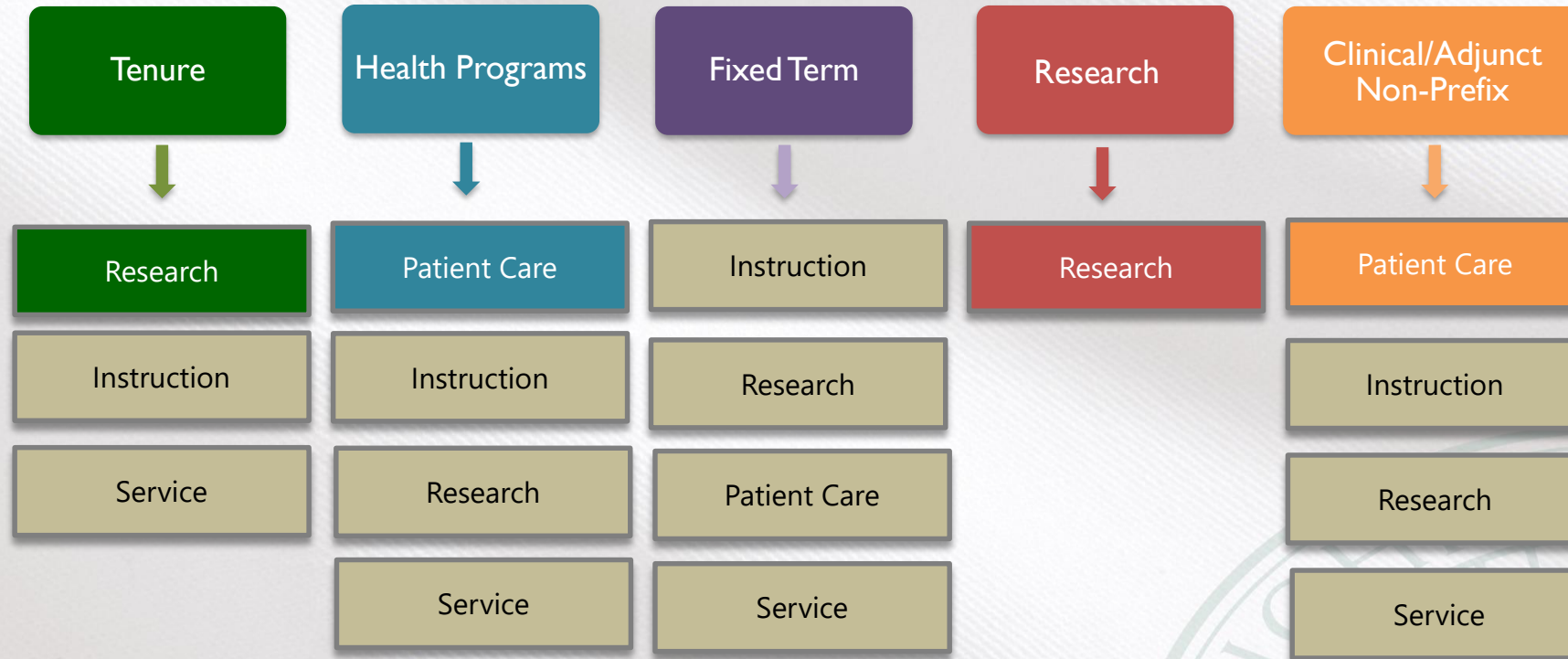


FINAL DECISIONS ARE MADE AT THE UNIVERSITY LEVEL



Expectations by Appointment System

All faculty are expected to demonstrate excellence in all areas of review



To Associate Professor - all basic criteria in all areas of review and one or more of the distinguishing in at least two of the four areas

To Professor - all basic criteria in all areas of review and the majority of the distinguishing in three of the four areas

Challenges in the Review Process

- Not meeting expectations in all areas of review
- Unorganized promotion packet (limit 500 pages or less)
- Lack of documentation in the academic portfolio
- Inappropriate selection of referees for letters of reference
- Poor reflective essay
- Outdated curriculum vitae (CV)
- Failure to communicate standards of excellence in discipline



Sample Departmental Review Timeline

May-June

- Notify faculty of promotion review timelines and process



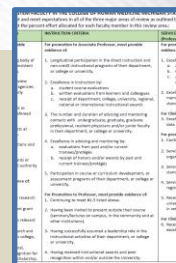
October

- Department RPT Committee Meets
- Review Individual Faculty



July

- Provide link to promotion criteria and forms
- Meet with interested faculty



November

- Candidates has opportunity to CONFER with department RPT committee
- Department RPT Committee Submits Recommendation to Chair



August

- Chair Selects Referees
- Solicit of Letters of Reference



December

- Chair Completes Form D or Summary Letter with Recommendation
- Department Prepares Electronic Submission to College



September

- Faculty Submits Form D and Academic Portfolio to Department




















January

- Promotion packets Due to College
- First working day in January



Final Promotion Packet .pdf

Bookmarks	
 HP-D Promotion Application	
 HP-D Chairs Summary & Ratings	
 HP-D Deans Section	
 HP-D III A - E Chairs Sections	
 HP-D IV Applicants Sections	
 HP-D IV Courses	
 HP-D IV Advising/Mentoring	
 HP-D IV Research/Scholarship	
 HP-D IV Service	
 HP-D IV Grants/Funding	
 REFLECTIVE ESSAY	
 CURRICULUM VITAE	
 ACADEMIC PORTFOLIO EVIDENCE	
 Patient Care Evidence	
 Teaching Evidence	
 Scholarly/Research Evidence	
 Service Evidence	

FORM HP-D - I Last update - 01/2014

MICHIGAN STATE UNIVERSITY
Office of the Provost

HEALTH PROGRAMS RECOMMENDATION FOR PROMOTION

Name: Date:

Present Rank Appointment Basis ☐ AY or ☐ AN

Primary Department Name Second Department Name Other Dept. Name

Primary College Name Second College Name Other College Name

Years of full-time MSU Health Programs service as of next July 1 as:

ASSISTANT PROFESSOR HP

ASSOCIATE PROFESSOR HP

Years of full-time faculty experience as of next July 1 (MSU & other)

Highest Degree Institution Date:

Additional Training/Education/Certifications/Licensure

Reflective Essay/Narrative Statement

Tells your story to reviewers not familiar with you or your academic career

Explains what you were hired to do

Reflects on your view of your career, and the significance of what you have done

Should be no more than 2 to 3 pages (single spaced)

Make the most of your reflective essay



➤ Curriculum Vitae

- Faculty are required to submit an up-to-date curriculum vitae (CV)
- There is no one format for the CV, however, we recommend the AAMC Format

First Name Last Name, M.D., Ph.D.
Street Address
City, State zip code
(Area code) phone number
(Area code) fax number
email@address.com
[Right click and scroll down to "Edit Hyperlink" to include your email address]
You may want to include both your professional address and personal contact information. If you include personal contact information, you should create a heading (Personal contact information) and include your address, telephone number and email address. If you are using a cover letter, you should specify your preferred contact address e.g. worksite or personal.

Education

Fellowship, Your University, City, State	Years
Residency, Your University, City, State	Years
M.D., Your University, City, State	Years
B.S. in Discipline (magna cum laude), Your University, City, State	Years

Current Position

Director, Center for Whatever Your medical school or university City, State	Year-present
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Professional Experience *[Note: in reverse chronological order]*

Director, Center for Whatever Your medical school or university City, State	Years
Chief Resident Department of Your University City, State	Years

[Note: include only if it is an appointed position requiring an extension of the residency]

Academic Appointments *[Note: in reverse chronological order]*

Associate Professor Department of Your University City, State	Years
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> AAMC CV DO'S

Rank

- “Clinical” Assistant Professor (2000-2007)
- Assistant Professor (2007-2016)

Teaching

- Include Course Number

Scholarship

- List peer-review publications and presentation

Service

- Include committee, administrative, professional service
 - MSU/CHM
 - Residency
 - Hospital
 - Local
 - National





AAMC CV Don'ts

The following are AAMC CV tips for what should not be included:

- Photo
- Social security number
- Age, gender, race
- Religion or political affiliation
- Marital/parental status
- Disability or national origin
- DEA numbers
- Salary history

- Don't overstate your accomplishments



Academic Portfolio

The **Curriculum Vitae** documents the quantity of the your work.

The **Academic Portfolio** is a collection of documents that demonstrates the quality of your academic work in all four areas of review.

1. Patient Care Service
2. Teaching
3. Scholarly Productivity and Research
4. Institutional Service

Guidelines for “Developing an Academic Portfolio”

http://www.chmfacultyaffairs.msu.edu/documents/Developing_and_Academic_Portfolio.pdf



Provide Evidence for Each Criteria

Patient Care Service Basic Criteria	Clinical and Pre-Clinical Teaching Basic Criteria	Scholarly Productivity and Research Basic Criteria	Institutional Service Basic Criteria
<p>1.1 <u>Basic Criteria are:</u></p> <p>1.1.1 Participates as a member of a clinical practice, an affiliated residency practice or departmental/college group practice.</p> <p>1.1.2 Achieves or exceeds practice expectations as defined by the unit</p> <p>1.1.3 Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses</p> <p>1.1.4 Participates in local professional societies</p> <p>1.1.5 Contributes as a faculty member in the operation, development and improvement of the department or college patient care services</p> <p>1.1.6 Participates in quality assurance programs and/or other peer review activities related to patient care</p> <p>[CHM ADDENDUM]</p> <p>1.1.7 <i>Demonstrates satisfaction by patients/clients</i></p>	<p>2.1 <u>Basic Criteria are:</u></p> <p>2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities</p> <p>2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion</p> <p>2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis</p> <p>2.1.4 Participates in postgraduate educational activities</p> <p>[CHM ADDENDUM]</p> <p>2.1.5 <i>Engages in two or more of the following:</i></p> <p><i>a. Presents a series of lectures</i></p> <p><i>b. Coordinates a course</i></p> <p><i>c. Primary instructor for a course</i></p> <p><i>d. Teaches in a laboratory or small group session</i></p> <p><i>e. Advises students/post-doctoral fellows/residents</i></p> <p><i>f. Teaches as attending physician (inpatient or outpatient settings)</i></p> <p><i>g. Organizes seminars, journal clubs, or continuing education programs</i></p> <p><i>h. Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions)</i></p>	<p>3.1 <u>Basic Criteria are:</u></p> <p>3.1.1. Provides evidence of participation in research and scholarly activities related to the mission of department and college</p> <p>3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community</p> <p>3.1.3 Participates in professional groups and/or organizations appropriate to research field</p> <p>3.1.4 Publishes in refereed journals</p> <p>[CHM ADDENDUM]</p> <p>3.1.5 <i>Evidence, through letters of support from outside the university, or recognition by senior colleagues for independent and original thinking.</i></p>	<p>4.1 <u>Basic Criteria are:</u></p> <p>4.1.1 Participates as appointed or elected member of department, or college committees</p> <p>4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities</p>

Distinguishing Criteria

Patient Care Service Distinguishing Criteria	Clinical and Pre-Clinical Teaching Distinguishing Criteria	Scholarly Productivity and Research Distinguishing Criteria	Institutional Service Distinguishing Criteria
<p>1.2 Distinguishing Criteria are:</p> <p>1.2.1 Demonstrates a scientific and scholarly approach to a major field of clinical medicine</p> <p>1.2.2 Serves as Chair, Lead or Director of Section</p> <p>1.2.3 Demonstrates cost-effective practices in the delivery of high quality patient care</p> <p>1.2.4 Demonstrates excellence as a clinician in the provision of high quality patient care services in the chosen specialty of the faculty member</p> <p>1.2.5 Coordinates and/or actively participates in activities directed at maintaining or enhancing clinical skills</p> <p>1.2.6 Demonstrates satisfaction by patients/clients</p> <p>1.2.7 Participates and/or collaborates in clinical studies/research sponsored externally</p> <p>1.2.8 Provides leadership on committees of the department, the college, or other committees that deal with patient care issues</p>	<p>2.2 Distinguishing Criteria are:</p> <p>2.2.1 Is assessed to be an effective teacher by learner evaluation</p> <p>2.2.2 Is assessed to be an effective teacher by colleagues and other faculty</p> <p>2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature</p> <p>2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design</p> <p>2.2.5 Provides evidence that he/she is requested as a teacher in college-level programs</p> <p>2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice</p> <p>2.2.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.</p> <p>[CHM ADDENDUM]</p> <p>2.2.8 Mentors and trains students/fellows who go on to become highly-regarded in their own fields</p> <p>2.2.9 Develops and delivers innovative and highly-regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops</p> <p>2.2.10 Receives awards and honors for mentoring and teaching excellence</p> <p>2.2.11 Participates in credit and/or non-credit instructional activities such as CME, certificate programs, community programs or extension programming with high ratings</p> <p>2.2.12 Participates as an instructor at national or international professional meetings</p> <p>2.2.13 Invitations from other institutions to be visiting professor/lecturer or to share course materials</p> <p>2.2.14 External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation</p>	<p>3.2 Distinguishing Criteria are:</p> <p>3.2.1 Participates in the development of research proposals for external funding</p> <p>3.2.2 Publishes texts, reference materials, monographs or instructional materials which receive favorable review</p> <p>3.2.3 Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations</p> <p>3.2.4 Serves as principal investigator (or co-PI) on funded research projects</p> <p>3.2.5 Has significant publication record in a defined area of work</p> <p>3.2.6 Demonstrates lead authorship in his/her curriculum vitae</p>	<p>4.2 Distinguishing Criteria are:</p> <p>4.2.1 Leads or chairs department, or college projects, committees</p> <p>4.2.2 Is appointed for major administrative position in the department or college</p> <p>4.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level</p> <p>4.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations</p> <p>[CHM ADDENDUM]</p> <p>4.2.5 Involvement in external peer review organizations and processes (e.g., study sections, editorial review boards, journal manuscript reviewer)</p> <p>4.2.6 Represents Department, College or University to outside agencies, hospitals, or other institutions</p>



Letters of Reference

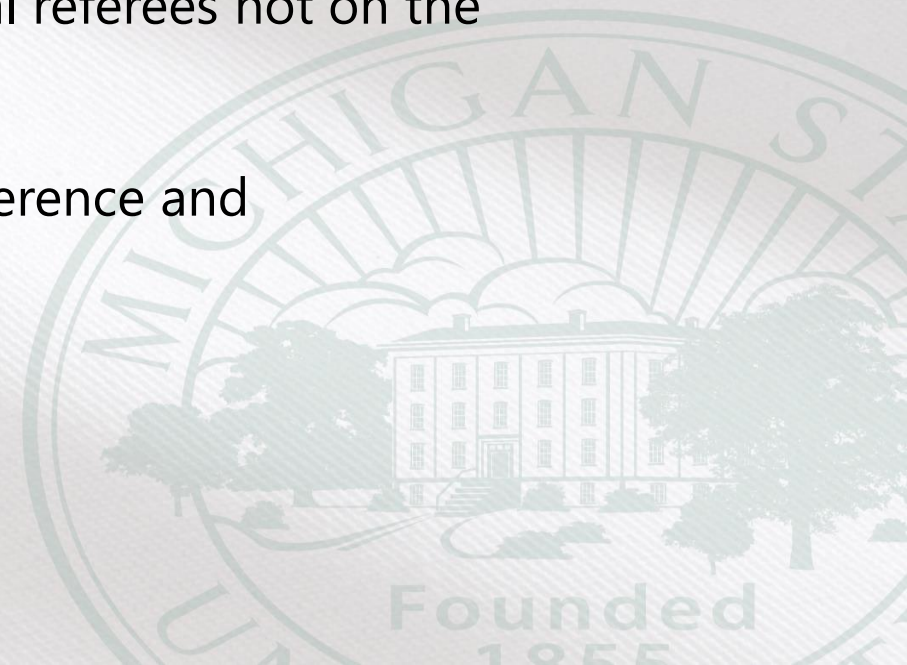
Applicant provides department with a list of potential external and internal referees:

- external letters must be faculty outside the MSU appointment system
- must at least hold the academic rank for which the applicant is being considered
- must not discuss case with prospective or actual evaluators at any stage of the review process

The Department Chair will add at least two additional referees not on the applicant's list.

Department is responsible for soliciting letters of reference and providing:

- Promotion Criteria
- Applicants CV
- Applicants Reflective Essay
- Sample of Most Relevant Publications



Faculty Interested in Promotion

- Discuss your interest in promotion with your supervisor and/or department chair.
- Familiarize yourself with the
 - department and college review timelines
 - department and college promotion criteria
 - application form and procedures
- Begin assembling your promotion packet and academic portfolio



➤ Promotion Criteria Exercise

10 Minutes

Review the SCHOLARLY PRODUCTIVITY AND RESEARCH criteria

Check off each of the basic criteria that you feel you have met

Check off one or two of the distinguishing criteria that feel you have met

5 Minutes

- What questions do you have?



Pearls from a recent candidate
for Associate Professor

REGRETS

Not going for promotion
sooner! Didn't plan properly

COMMON PITFALLS

Publications (First-author and peer-reviewed/indexed journal)

Grants (Any kind, Co-PI works)

CREATE A DUMP BASKET

Any kudos (patients, hospital administration, students/residents, peers, PD, chief/chair) - COMPILE

DO NOT HIDE/SHOW YOUR FACE

Specifically for College level committees
(trust me - College values your
contribution to UME > GME when it
comes to promotion - and this is universal

LEADERSHIP

Don't shy away from responsibility when opportunity comes - just cranking up clinical productivity isn't sufficient

Add on responsibility - go extra mile - don't always look for immediate reward

SEEK MENTORSHIP AND DIRECTION

Happy to guide, thank you for your
attention!

Academic Portfolio

START NOW

Update as you go, DON'T wait until the end

Keep any/all documents that could demonstrate value to the institutions you work for

Plan ahead

- Solicit feedback and assessment

Create a folder system for key documents

- Do what works for you, but keep it organized

Track and keep all possible evidence and documents

Use your academic portfolio in your annual review

Remain committed to your portfolio

- It is value over time



Lessons Learned from Successful Faculty

1. Knew Evaluation Criteria

- Annual review/promotion criteria
- Relative importance of categories & activities
- Knew evaluation process & timelines

2. Had & Used a Mentor(s)

- A more senior faculty member at the institution (or elsewhere)
- Sponsor, resource person, coach, devil's advocate
- Provided guidance and advice



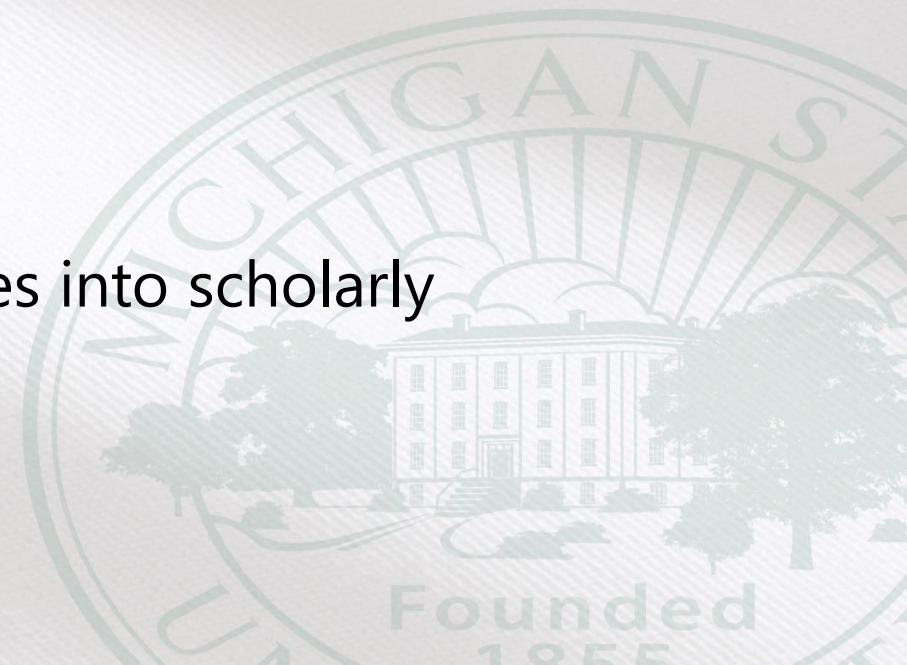
Lessons Learned from Successful Faculty

3. Developed an Area of Expertise

- Got good at something
- Clinical, educational, research, advocacy, etc.
- Consistent with their background & interest
- Planned series of activities, studies, presentations and publications

4. Made Things Count Twice

- Leveraged assigned responsibilities into scholarly projects and products



Lessons Learned from Successful Faculty

5. Sought Out Feedback

- Outside formal review period
- Willingness to self-disclose weaknesses
- Sources: mentor, supervisors, professional colleagues, experts

6. Sought Out CME & Faculty Development

- Strengthened areas of weakness & expertise
- Strengthened areas of interest: clinical, research and education



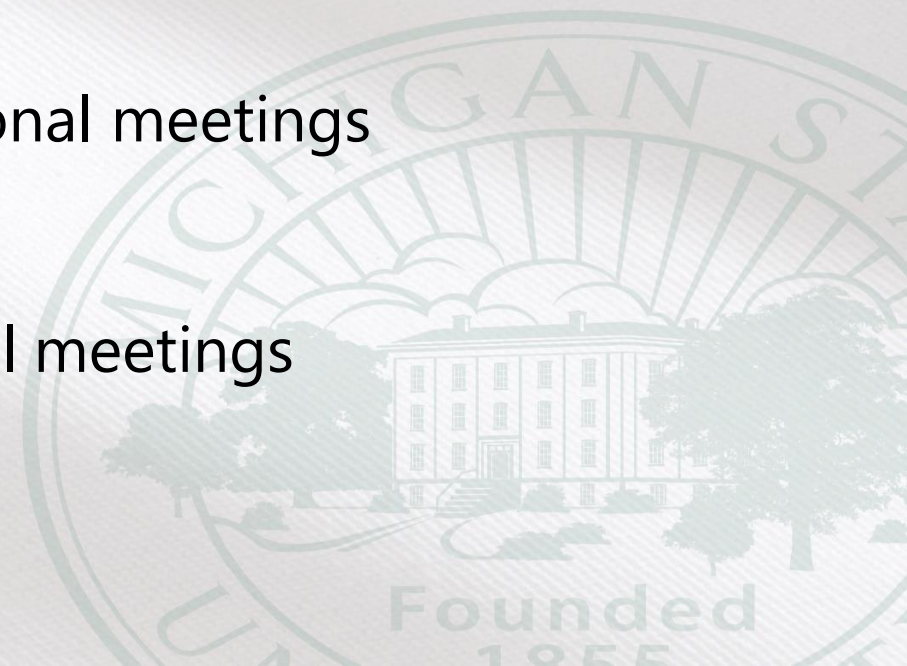
Lessons Learned from Successful Faculty

7. Established Effective Work Habits

- Disciplined schedules
- Learn to say “no”
- Created/located a productive work environment
- Knew their “productive times”

8. Maintained an External Focus

- Join/attended the “right” professional meetings
- Know/met leaders in their area
- Keep current on literature
- Disseminated work at professional meetings



Lessons Learned from Successful Faculty

9. Maintained an Academic Portfolio

- Longitudinal file of accomplishments
- Used for annual review/promotion
- Teaching evaluations, presentation handouts, publications, NOGAS, service products, letters

10. Had a Written Career Plan

- Written 5-year plan
- Goal-oriented
- Used during evaluation/negotiation periods



Thank you!





Questions?