

# Office of Faculty Affairs 2019-20 Academic Year Report





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## MESSAGE FROM DEAN TERMUHLN

Dear colleagues,

Welcome to the second “Academic Year” report from the Office of Faculty Affairs. The idea of an annual snapshot of “who we are” in terms of faculty composition, the outcomes of our hiring and promotion processes, our faculty achievements and reflecting on the year seems superfluous this year. Academic year 2019-2020 shook us to our core. We now have a much better idea of “who we are” - beyond the numbers. We rose collectively and yet each in our own way to respond to the pandemic. Confronted with the reality of centuries of structural racism and social injustice in a way we cannot ignore or diminish, we have the chance to deeply engage, with ourselves and with our communities, to build a work and learning environment that listens to, respects and includes all.



Members of the OFA team transitioned quickly to home-based work in March. Almost all of our processes for appointments, promotions and annual reviews were electronic prior to the “stay at home” order. One of the goals for OFA from last year was to “flip” the faculty development “classroom”. We are now fully flipped, including the very successful Proposal Preparation Program (P3) led by Professor Matt Kushner. New remote faculty learning sessions allowed us to learn from many faculty members working in different parts of the school. Thank you to those who contributed their expertise and who are participating in the learning sessions!

We continue to publish best practices to increase the diversity of medical school faculty and leaders, adding a tool kit for interviewing to our best practices for recruiting and search processes. Ninety-one faculty members earned promotions this year - a new record. I also must call out the Center for Women in Medicine and Science (CWIMS) for an exceptional year with the Ignite Collaborative Action Initiative / TIME'S UP Healthcare event last fall as a highlight. There are many other highlights contained within, as well as areas to continue to work on with renewed energy and dedication.

We will continue to build, grow and learn together. Please provide any feedback or input to OFA to help us serve you better!

Associate Dean Amanda Termuhlen



## DEFINITIONS

### **Paid Faculty**

All faculty members (job code 94xx, tenure-track, tenured, academic track, and master clinician track) with paid academic primary appointments funded through the University of Minnesota. These faculty members are referred to by the Medical School as regular or contract faculty.

### **Without Salary Faculty (also called Unpaid)**

All faculty members (job code 94xx, academic track, and master clinician track) not paid by the University of Minnesota, but paid by the affiliated teaching hospital. These faculty members are referred to by the Medical School as term faculty.

### **Adjunct Faculty**

All faculty members (job code 94xxA) with unpaid academic primary appointments at any percentage. These faculty members are referred to by the Medical School as adjunct faculty.

### **Affiliate Site**

A teaching hospital or clinic that has an affiliation agreement with the University of Minnesota.

### **Underrepresented in Medicine (URM)**

AAMC defines underrepresented in medicine as those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.

URM includes American Indian or Alaskan Native; Black/African American; Hispanic/Latinx; Native Hawaiian or Other Pacific Islander.

# WHO WE ARE

## Faculty Demographics - Academic Year 2019-20

By Appointment Type		
Paid Faculty	1,374	37%
Without Salary Faculty	904	25%
Adjunct Faculty	1,414	38%
<b>Total Faculty</b>	<b>3,692</b>	

Gender					
Male - 796	58%	Female - 578	42%	N/S - 0	
Male - 556	61%	Female - 333	37%	N/S - 15	2%
Male - 918	65%	Female - 455	32%	N/S - 42	3%
Male - 2,269	61%	Female - 1,366	37%	N/S - 57	2%

Rank (Paid Faculty)					
Assistant Professors	733	53%	Male - 370	Female - 363	N/S - 0
Associate Professors	281	21%	Male - 168	Female - 113	N/S - 0
Professor	360	26%	Male - 258	Female - 102	N/S - 0

Track (Paid Faculty)		
Tenure-Track	114	8%
Tenured	339	25%
Academic Tracks	855	63%
Master Clinician Track	66	4%

Gender (All Faculty)		
Female	1,366	37%
Male	2,269	61%
Not Specified	57	57%

Ethnicity (All Faculty)		
American Indian/Alaskan Native	15	0.4%
Asian	473	12.8%
Black/African American	75	2%
Chicano/Mexican American	>5	.02%
Hispanic/Latino	72	1.8%
Native Hawaiian/Pasific Islander	>5	.08%
Caucasian	2,781	75.6%
Not Specified	272	7.3%

## Faculty by Department Type and Affiliate Sites - Academic Year 2019-20

Department Type (Paid and Without Salary Faculty):

Faculty in Clinical Departments: 3453

Faculty in Basic Sciences Departments: 239

Faculty at Affiliate Locations (Paid and Without Salary Faculty):

Hennepin County Medical Center: 288 + 29 Adjuncts

Minneapolis VA Health Care System: 201 + 43 Adjuncts

HealthPartners Regions: 117 + 24 Adjuncts

# LOOKING BACK

## Faculty Demographics - Academic Year 2018-19

By Appointment Type		
Paid Faculty	1,316	35%
Without Salary Faculty	923	25%
Adjunct Faculty	1,518	40%
Total Faculty	3,757	

Track (Paid Faculty)		
Tenured	334	25%
Tenure Track	107	8%
Academic Track	838	64%
Master Clinician Track	37	3%

Rank (Paid Faculty)		
Assistant Professors	706	54%
Associate Professors	276	21%
Professors	334	25%

Gender (All Faculty)		
Female	1,309	36%
Male	2,258	62%
Not Specified	51	2%

### Ethnicity

- American Indian/Alaskan Native: 16
- Asian: 465
- Black/African American: 72
- Chicano/Mexican American: >5
- Hispanic/Latino: 66
- Native Hawaiian/Other Pacific Islander: >5
- Caucasian: 2858
- Not Specified: 276

### Department Type

- Faculty in Clinical Departments: 3519
- Faculty in Basic Sciences Departments: 238

### Faculty at Affiliate Sites (paid and without salary faculty)

- Hennepin Healthcare: 278 + 19 adjunct
- Minneapolis VA Health Care System: 193 + 41 adjunct
- HealthPartners Regions: 122 + 7 adjunct

Thank you to our Affiliate Site Associate Deans! The OFA appreciates the continued collaboration in supporting U of M faculty at affiliate sites.

- Meghan Walsh, MD, MPH, Hennepin Healthcare
- Kent Crossley, MD, Minneapolis VA Health Care System
- Felix Ankel, MD, HealthPartners Regions

## AWARDS & SPONSORSHIPS

### Carole J. Bland Award

The Carole J. Bland Outstanding Faculty Mentoring Award was created through the generosity of Dr. Bland's family and friends to honor her and to underscore the commitment of the Medical School to promote mentoring among faculty. Dr. Bland, a long-time faculty member in the Department of Family Medicine and Community Health, was the former assistant dean for Faculty Development, director of Clinical Research Fellowships and principal architect for mentorship programs at the Medical School.

The award is meant to recognize the process by which faculty serve as role models for each other, promote the professional development of others and create a supportive, positive working environment.



#### Susan Everson-Rose, PhD, MPH

Dr. Everson-Rose is a professor in the Department of Medicine, associate director of the Program in Health Disparities Research and director of the Health Equity Leadership and Mentoring (HELM) program at the U of M. She is trained in cardiovascular psychophysiology, behavioral medicine, stress mechanisms of disease, neuropsychology and cardiovascular and social epidemiology. Dr. Everson-Rose has over 25 years of experience as a funded investigator through the National Institutes of Health (NIH) and is currently funded as a co-investigator on several NIH-funded behavioral clinical trials, two National Cancer Institute-funded training programs and as a co-principal investigator on a study of MBSR with breast cancer survivors.



#### Harry Orr, PhD

Dr. Orr is a professor and the James Schindler and Bob Allison Ataxia chair of Translational Research in the Department of Laboratory Medicine and Pathology. Dr. Orr also directs the Institute of Translational Neuroscience and is a member of the Division of Molecular Pathology and Genomics. His research is focused on the molecular genetics of neurodegenerative diseases, principally the autosomal dominant form of spinocerebellar ataxia (SCA1).

### CTSI/Medical School Early Career Research Award

The Clinical and Translational Science Institute (CTSI)/Medical School Early Career Research Award was developed to increase the diversity of the University of Minnesota Medical School tenure-track faculty through dedicated funding. The award recruits underrepresented in medicine, early career, research oriented faculty into tenure-track faculty positions and can be awarded up to three times each year.

*No awards in 2019-2020*

## Executive Leadership in Academic Medicine (ELAM)

The Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) program is a year-long part-time fellowship for women faculty in schools of medicine, dentistry, public health and pharmacy. The program is dedicated to developing the professional and personal skills required to lead and manage in today's complex healthcare environment, with special attention to the unique challenges facing women in leadership positions.



### **Stephanie Terezakis, MD**

Dr. Stephanie Terezakis is a professor in the Department of Radiation Oncology. Dr. Terezakis is a leader within the Children's Oncology Group (COG) that develops and runs national clinical trials for children with cancer as well as multiple national committees that establish the standard of care for cancer treatment.

## Early Career Women Faculty Leadership Development Seminar

This seminar from the AAMC is designed to provide women physicians and scientists, at the assistant professor or instructor level, with the knowledge and skills necessary to advance their leadership in academic medicine and science. Each year, the OFA sponsors 1-2 faculty members to attend.



### **Manda Keller-Ross PhD, DPT**

Dr. Manda Keller-Ross is an assistant professor in the Department of Rehabilitation Medicine. Her research interests include the limitations in human performance in healthy individuals and exercise intolerance in those with cardiovascular and pulmonary disorders.



### **Jane Hui MD, MS**

Dr. Jane Hui is an assistant professor in the Department of Surgery. Her clinical interests include breast cancer, gastrointestinal cancers, melanoma and soft tissue sarcoma. Dr. Hui is also academically interested in research surrounding surgical outcomes, cancer outcomes and surgical oncology.



### **Roli Dwivedi, MD**

Dr. Roli Dwivedi is an assistant professor in the Department of Family Medicine and Community Health and chief clinical officer at the Community University health care center. Dr Dwivedi is involved with several leadership and quality committees across Minnesota and serves as director at large within the executive committee of Minnesota AFP.

## Mid-Career Women Faculty Leadership Development Seminar

The Mid-Career Women Faculty Leadership Development Seminar enhances knowledge and skill necessary to support progress along the path to leadership in academic medicine and science. Scholarships for up to 2 faculty members are available each year through the OFA.

*“The AAMC Mid-Career Women Faculty Leadership Development Seminar gave me tools to successfully navigate and further understand the organizational, cultural, political and financial dynamics within an academic institution. Having the opportunity to participate in this seminar with women from across the country who were in similar stages of academic leadership was invaluable.” - Melissa Geller MD, MS, Associate Professor, Department of Obstetrics, Gynecology and Women’s Health*



**Melissa Geller, MD, MS**

Dr. Melissa Geller is an associate professor in the Department of Obstetrics, Gynecology and Women's Health and also director of research for the Division of Gynecologic Oncology. Dr. Geller maintains clinical interests in the treatment of uterine sarcomas, endometrial cancer and minimally invasive surgery.

## Minority Faculty Leadership Development Seminar

To develop academic medicine’s leadership pipeline, this three-day seminar was designed for junior faculty who are members of underrepresented racial and ethnic minority groups aspiring to leadership positions.

**Liu Peng, PhD**

Dr. Liu Peng is an assistant professor in the Department of Neurology. His research interests include understanding the molecular mechanisms of Alzheimer’s disease pathology and behavioral function and the structural basis of caspase-2-mediated non-canonical cleavage of microtubule-associated protein tau.



**Evidio Domingo-Musibay, MD**

Dr. Evidio Domingo-Musibay is an assistant professor in the Department of Medicine. Dr. Domingo-Musibay has clinical interests in sarcoma, melanoma, and brain tumors. He has a special interest in personalized therapy approaches to cancer treatment. His research focuses on identification and translation of novel targeted therapies for cancer patients.

## Mid-Career Minority Faculty Leadership Seminar

The Mid-Career Minority Faculty Leadership Seminar (Mid-Career MinFac) uses a culturally responsive approach to address the specific needs of mid-career faculty, offering strategies and suggested skills for pursuing career advancement in academic medicine.

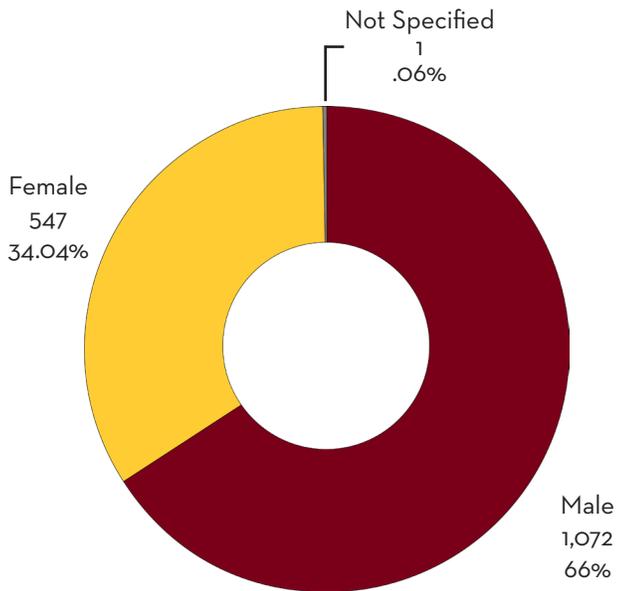
*No attendees for 2019-20*



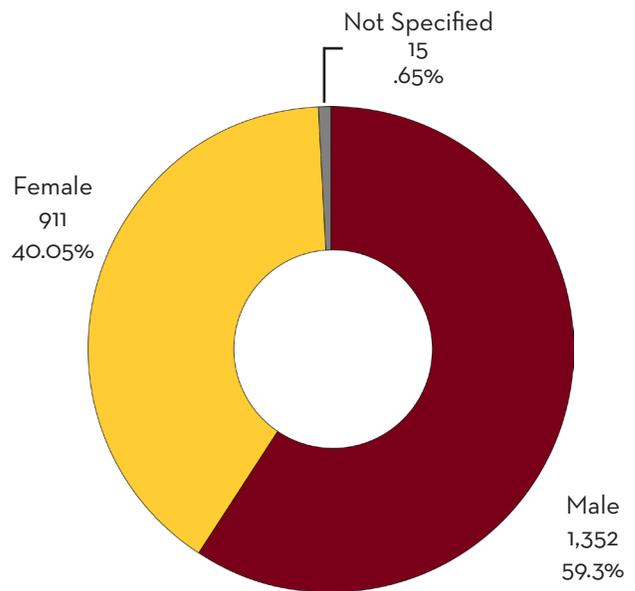
# DIVERSITY & INCLUSION

## Looking Back: Paid & Without Salary Faculty Gender & Ethnicity Demographics 2012-2020

Gender 2012-2013



Gender 2019-2020



Ethnicity 2012-2013		
American Indian/Alaskan Native	>5	.24%
Asian	249	15.3%
Black/African American	39	2.4%
Chicanx/Mexican American	>5	.06%
Hispanic/Latinx	33	2%
Native Hawaiian/Pacific Islander	>5	.06%
White/Caucasian	1,241	76.5%
Not Specified	52	3.2%

Ethnicity 2019-2020		
American Indian/Alaskan Native	11	.49%
Asian	349	15.3%
Black/African American	53	2.3%
Chicanx/Mexican American	>5	.04%
Hispanic/Latinx	47	2.06%
Native Hawaiian/Pacific Islander	>5	.08%
White/Caucasian	1,697	74%
Not Specified	118	5.2%

## **Implicit Bias Training**

The OFA worked with the Office of Equity and Diversity to customize an Implicit Bias Workshop designed to assist faculty members in their role within search processes, search committees, promotion and tenure committees, or other activities within the Medical School. OFA offers this workshop for faculty and staff twice annually and annually for our promotion and tenure committees.

**33**  
**ATTENDEES**

## **College Multicultural Access, Diversity & Equity (MADE)**

The OFA worked with the Office of Equity and Diversity (OED) to bring together leaders in the Medical School to share metrics and updates about activities enhancing diversity. The key purpose of College MADE is to foster agency and urgency for equity and diversity action within and amongst colleges. College MADE helps the University of Minnesota reach its ambitious diversity goals outlined in U of M the strategic plan by introducing data-driven approaches that increase representational diversity, improve campus climate and create partnerships to effect positive change.

## **Salary Equity Review Committee (SERC)**

The Medical School SERC examines salary data for paid faculty within basic science departments with greater than 67% full-time equivalent and oversees salary equity review at the department level. The SERC also performs salary reviews on behalf of individual faculty members appealing departmental and Human Resources (HR) review (faculty members who are UMN-paid only, who receive no University of Minnesota Physicians [UMP] compensation).

## **Medical School Diversity, Equity, and Inclusion Committee**

The Diversity, Equity and Inclusion Committee is a governance committee in its inaugural year with experienced faculty, staff, students and trainees. The DEI committee will address the recommendations in the Diversity and Climate Expert Panel (DCEP), report on goal deadlines and establish appropriate timelines for stated goals.

## **Diversity Statement and Policy**

This year, the Medical School updated the diversity statement and created a policy. Given the dynamic nature of the U of M Medical School community, the Medical School Diversity Statement and Policy will be reviewed biennially to ensure it is current and reflective of our priorities.

## Rapid Response Grants To Reduce Racial/Ethnic Disparities In Healthcare

In response to the death of George Floyd and the Medical School's efforts to reduce racism and bias in the Medical School community, the OFA developed a grant mechanism to fund small scalable projects directly impacting the health of our community. Some of these projects and their effects may include reducing the effects of structural and systemic racism, reducing health disparities, improving access to health care, or addressing gaps in healthcare in non-majority community members.



*Photo by Zelealem Mekuria, Program Coordinator, Office of Faculty Affairs*

## Medical School Diversity Activities Report

The OFA produced a report outlining activities addressing and advancing the diversity, equity and inclusion of faculty, staff, and students within the Medical School. The report presents a synopsis of the many activities and efforts within the Medical School, while partnering closely with the Office of Equity and Diversity (OED), Equal Opportunity and Affirmative Action (EOAA) and Human Resources on equity activities.

The report is limited in its capacity to capture all diversity efforts within departments and divisions in the Medical School and presents a synopsis of the work done directly throughout the Medical School, including the Dean's Office, the OFA, and the Office of Medical Education.

### Priority Areas Included:

- Medical Education
- Recruitment and Retention (Faculty, Staff, and Students)
- Faculty Development
- Medical School Diversity, Equity and Inclusion
- Masonic Cancer Center/Community-University Health Care Center (CUHCC)



# HIRING & DEPARTURES

250 new faculty members, 185 paid and 65 without salary, joined the Medical School in the last academic year.

107 faculty members departed the Medical School in the last academic year.

## Recruitment and Hiring

Total Searches: 125  
Number of Offer Letters Issued: 282  
Male: 146 Female: 129 Not Stated: 7  
Number of Accepted Offers (Asst, Assc, Full): 202  
Number of Declined Offers (Asst, Assc, Full): 8  
Offer Letters in Pipeline: 71

Phased Retirements Requested: 8  
Emeritus Requests: 7  
Joint Appointments: 2  
Memorandum of Understandings (MOUs) Requested: 4

## Advanced Rank Hires

Advanced rank hires are tenured, spousal and exceptional no search hires that are hired on at the associate or full professor rank. There were a total of 27 faculty in the Medical School who were advanced rank hires in the academic year 2019-20.

Track	Candidates	Gender
Academic Track	10	Male: 6 Female: 4
Indefinite Tenure	10	Male: 7 Female: 3
Master Clinician Track	6	Male: 3 Female: 3
Probationary, Tenure Track	3	Female: 3
<b>Total</b>	<b>29</b>	

Rank	Candidates	Gender
Professor	17	Male: 11 Female: 6
Associate Professor	12	Male: 5 Female: 7
<b>Total</b>	<b>29</b>	

Departure by Rank		
Assistant Professor	55	52%
Associate Professor	24	22%
Professor	28	26%
<b>Total</b>	<b>107</b>	

Departure by Ethnicity		
American Indian/ Alaskan Native	1	1%
Asian	21	20%
Black/African American	0	0%
Chicanx/Mexican American	0	0%
Hispanic/Latinx	0	0%
Native Hawaiian/ Pacific Islander	0	0%
White/Caucasian	79	74%
Not Specified	6	5%

Departure by Gender		
Male	62	58%
Female	44	41%
Not Specified	1	1%

## Faculty Search Committees

Note: The OFA search data spans 7/1/2019-6/30/20 for Tenure-Track, Tenured, Academic Track, and Master Clinician Track faculty.

## Tenure-Track and Tenured Searches

Thirty-one out of the 125 searches were for Tenure-Track and Tenured appointments. 24% of these searches utilized a search committee, which is a requirement of the Academic Appointments Policy.

## Academic Track Searches

Forty-seven of the 125 searches were for Academic Track appointments. Of these searches, 38% had a search committee.

## Master Clinician Track Searches

Forty-seven of the 125 searches were for Master Clinician Track appointments. Of these searches, 38% had a search committee.

## Searches in All Tracks

Percentage of searches employing a search committee:	49%
Total committee members in searches:	302
Search committee chairs who took implicit bias training:	11%
Female search committee chairs:	11%
URM search committee chairs:	0%
Female search committee members:	69%
URM search committee members:	5%

The OFA aims to have 100% of search committee chairs trained in implicit bias, 50% of search committee members and chairs be female, and to increase URM representation on search committees.

## Searches with One Candidate

Number of searches with only one applicant:	24%
Number of searches with only one interviewee:	7%

The Medical School is unable to hire people who aren't included in the candidate pool and interview process.

## **Promoting a Diverse Faculty: Search Process Toolkit**

The Medical School seeks to attain a diverse learning environment through the recruitment of faculty who are URM and who may also be underrepresented in Minnesota.

Recruiting and retaining diverse faculty members is critical to create the intellectual and inclusive environment necessary to fulfill our research, teaching, and clinical missions. With a diversity of viewpoints and identities within our departments, we'll be better positioned to address the next generation of challenges in medicine and continue our commitment to teaching and treating our increasingly diverse population.

The OFA created the Search Process Toolkit in the academic year 2018-19, to assist departments with best practices for hiring a diverse and inclusive faculty.

## **Best Practices for Interviewing Faculty Members and Leadership Position Candidates Toolkit**

In the academic year 2019-20, the OFA created the Interview Process Toolkit. The toolkit contains recommendations and resources that are broadly representative of recommended practices by peer institutions, the Office of Equity and Diversity and the Office of Human Resources; these resources will assist departments with best practices for hiring faculty members and leaders within the Medical School.

## WHAT WE DO

### Promotion and Tenure

Congratulations to the 91 faculty promoted in the academic year 2019-20.  
95 total promotional dossiers received.

#### Promoted Faculty - Gender Breakdown

Male	47-52%
Female	44-48%

#### Promoted Faculty - Rank Breakdown

Track	Rank	Total	Female	Male
Tenure	Associate Professor	12-13%	7-58%	5-42%
Tenure	Professor	8-9%	1-13%	7-87%
Academic Track	Associate Professor	28-31%	13-46%	15-54%
Academic Track	Professor	18-20%	10-55%	8-45%
Master Clinician Track	Associate Professor	20-22%	10-50%	10-50%
Master Clinician Track	Professor	5%	3-60%	2-40%
<b>Total Faculty Promoted</b>		<b>91</b>		

## Promotion and Tenure Training Sessions (Faculty and Staff)

- 6 training sessions offered (both face to face and online)
  - 40 Faculty
  - 37 Staff

Due to COVID-19, four training sessions were canceled.

## Promotional Educational Scholarship Portfolio (P-ESP)

In 2021 the OFA and Medical Educator Development and Scholarship (MEDS) will pilot a Promotional Educational Scholarship Portfolio (P-ESP) for faculty going up for promotion based primarily on educational scholarship (Academic Track - Education Focus).

## Developmental Educational Scholarship Portfolio (D-ESP)

The OFA and Medical Educator Development and Scholarship (MEDS) have developed a Developmental Educational Scholarship Portfolio based on the Education Scholarship Task Force Report (chaired by L. James Nixon MD, MHPE in 2016) and a growing body of work and initiatives nationwide on planning and presenting educational scholarship as part of the scholarly work of faculty members in academic medicine. This portfolio is designed to help plan and reflect upon one's career as an educator and to capture educational activities in one place.

## New Faculty Orientation

New faculty are invited to attend the Medical School's New Faculty Orientation sessions, held three times during the year. These sessions are facilitated by the OFA to share University of Minnesota and Medical School resources, faculty development, research and mentoring opportunities and information about promotion and tenure.

- 3 sessions held in the 2019-20 academic year.
- 50 faculty members attended
  - 40 Assistant Professors - 80%
  - 4 Associate Professors - 8%
  - 6 Professors - 12%



28% of new, paid faculty attended New Faculty Orientation. The OFA's goal is to orient 100% of paid faculty.

## Faculty Development Needs Assessment

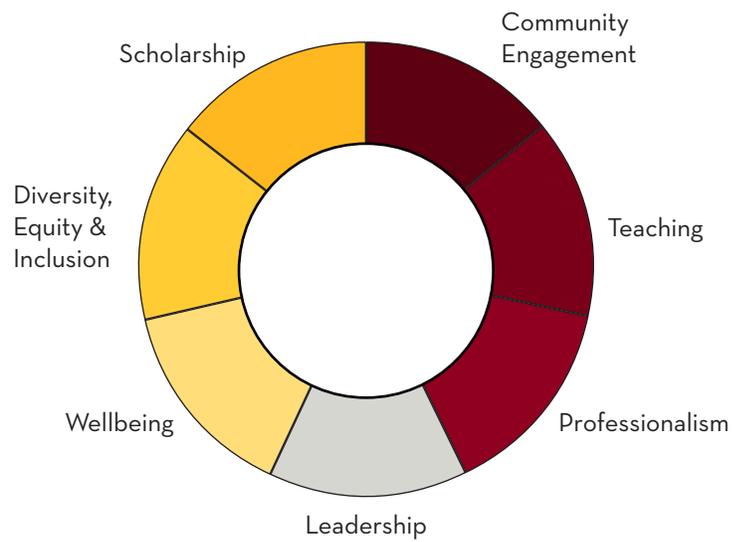
The Medical School OFA and the Medical Educator Development Scholarship (MEDS) collaborated on a faculty development needs assessment to establish a benchmark analysis of common competencies within academic medicine, evaluating current levels of expertise and desire to master. The assessment provided several topics within predetermined competencies related to the faculty lifecycle and asked faculty members to identify their current level of expertise and desire to master these topics. OFA used this information to identify how to leverage our own internal strengths to develop our faculty members in the future as well as identify gaps in our programming and development efforts. The needs assessment will continue to be offered every 1-2 years.

The faculty development core competencies included:

1. Scholarship
2. Teaching and Learning
3. Professionalism
4. Leadership
5. Well-Being
6. Diversity, Equity and Inclusion
7. Community Engagement

- Tools to develop competencies include: mentorship, coaching, faculty development, evaluation and feedback and communities of practice.

The competencies displayed are:



The goals of this assessment included:

- Establishing a benchmark for faculty development needs within the Medical School;
- Self-reflection of faculty members own development skills and needs;
- Aggregate data collection for faculty development strengths and gaps;
- Identify faculty developers of expertise within the college.

## Major Themes

Of the competencies queried, 5 areas provided the greatest areas for development and growth: Professionalism, specifically within

- Managing disruptive behavior
- Mentoring colleagues
- Mentoring trainees

Leadership

- Negotiation tactics and strategies
- Communicating vision and strategies effectively
- Influencing people and garnering support
- Conflict management
- Building and leading effective teams
- Providing regular feedback and coaching to team members
- Budgeting and financial literacy

Wellbeing

- Aligning time with priorities
- Time management of faculty responsibilities (research, teaching, service, clinical care, etc.)
- Stress management

## Diversity, Equity and Inclusion

- Cross-cultural communication

## Community Engagement

- Establishing and maintaining partnerships or collaborations
- Engaging with different campus and off-campus communities

## Works CV Conversion

Works is an online faculty activity reporting system for recording ongoing activities and accomplishments in teaching, research, service, awards and public and international engagement.

The OFA is also providing a centralized conversion for Assistant and Associate Professors who have been here for greater than 3 years. Works CV Conversion is of greatest benefit to these faculty members, as they will utilize the system for their future promotion activities.

OFA in collaboration with departments has converted 43% - 84 out of 197 CVs received from the CV conversion project.



## Works CV Conversion Training

The OFA collaborated with the Office of the Executive Vice President and Provost, and hosted multiple training sessions to assist departments in converting CVs to the works system. Works is used by departments and colleges to collect data and run reports to support processes such as annual activity reporting, accreditation and tracking faculty accomplishments. The training session participants learned how to convert CVs to the works system and run reports for their departments.

Six Works CV Conversion Training Sessions - 56 Staff Members and 2 Student Employees Trained in 17 departments.

During COVID-19, the OFA offered training sessions for departmental staff and student employees in Works CV conversion. This training was made available rapidly, and remotely, to provide an opportunity for staff and student employees to work on this project during the period of remote work.

## Works Community of Practice (CoP)

The OFA created a Community of Practice (CoP) for staff members in the Medical School working within the Works system. The purpose of the CoP is to share information, best practices, training materials, and resources between staff members. The group will meet quarterly.

## Wellness Resources for Physicians, Faculty, and Staff

Our office collected a number of resources such as mobile apps for meditation and wellness, physical exercises, curbside pick-ups, stress management during the pandemic and more.

## Resource Guide for Remote Work

The OFA created a guide with some project ideas for staff while being remote. The OFA recommended that staff members discuss the plan for these projects with their supervisor and decide together what the priorities will be during this time.

## Center for Women in Medicine & Science (CWIMS)

### Key Mechanism and Resources

- Share an Achievement
- Reading Corner
- Rapid Response



Photo by Zelealem Mekuria, Program Coordinator, Office of Faculty Affairs

**Mission Statement:** CWIMS supports and facilitates leadership and professional development opportunities to achieve gender equity, diversity, and inclusion.

**Vision Statement:** CWIMS creates supportive institutional collaborations and infrastructures to ensure gender equity now and in the future.



Overall CWIMS programing is rated: *Very important to "the advancement of the University of Minnesota, Medical School mission/vision"* by attendees

**CWIMS Publications/Abstracts (In progress):** 12

**CWIMS Presentations (Internal):** New Faculty Orientations, Alumni Relations, Departments

**CWIMS Presentations (External):** 2019 AAMC GWIMS/GFA, invited to 2020 AAMC GWIMS/GREAT

## CWIMS Four Action Groups Highlights

### CWIMS Mentoring Action Group

Fall Retreat held on Sept. 27, 2019 was a half day filled with crucial conversations touching on negotiation skill development, imposter syndrome, and gender equity.

- 125 registered to attend
- 4 presenters
- Q&A with Jakub Tolar, MD, PhD

Distinguished Women in Medicine and Science Visiting Scholar Award Program providing departments \$500 award for visiting scholar honorarium.

- Number awarded: 4 departments

### CWIMS Retention and Recruitment Action Group

CWIMS - Early Pathways to Success Program a year-long program for new faculty identifying as women to elucidate early pathways of academic success based on a conceptual-framework that values intersectionality.

- 2019 Cohort size: 12 faculty

Exit Interviews Review of peer institution best practices around equitable, informative and sustainable exit interview protocols.

## **CWIMS Salary, Resource and Leadership Equity Action Group**

Data Dashboard available to Dean Tolar and Department Heads including the following example metrics:

- Retention (rank, track) recruitment (search committees, chairs with implicit bias training), grants, publications

## **CWIMS Strategic Communications and Collaborations Action Group**

Experts@umn.edu Best Practices: Workshop on how to use it as a tool for career advancement and increased collaborations between scholars.

Nominated 4 individuals for prestigious awards, and 4 individuals for university boards/cabinets.

## **CWIMS Leadership Team**

Survey Development: Developing a faculty survey to explore the impacts of COVID-19 on work, life and academic productivity among health science faculty, with particular interest in understanding potential gender differences.



New Faculty Perspectives: captured CWIMS-Early Pathways to Success program faculty experiences/perspectives/concerns. Working to disseminate this information.

AAMC Community of Practice: Actively working to engage with colleagues nationally on latest research, and initiative around gender differences in the explicit and implicit impacts of COVID-19 on faculty success and wellbeing.

Reading Corner: curated a list of emerging research and resources relating to gender equity and COVID-19. Available on the website and in the OFA weekly emails sent to all faculty.

Gender-Equity Rapid-Response Mechanism: Created mechanism for individuals to submit timely gender-equity issues that they want CWIMS' support to address.

## **CWIMS Leadership Awards and Scholarships**

CWIMS Leadership Award for Advancing Gender Equity and Inclusion in Medicine and Science Fields to recognize CWIMS Action Group members who have made significant contributions to the advancement of gender equity and inclusion at UMN.

- 2019 Recipient: Sima Patel, MD

UMN WOMEN'S Leadership Institute Scholarships

**TIME'S UP Healthcare** held on November 7, 2019. The event included a stakeholder breakfast, an interactive speaking and panel presentation, and a stakeholder lunch addressing safety, dignity, and respect in the workplace. The event brought together stakeholders (i.e., Medical School leadership, faculty practice plan leadership) and community members (i.e., faculty members) to collaboratively address how to move towards a zero-tolerance policy for sexual harassment in the workplace.

- Registered to Attend: 289
- Stakeholders Present: 26

**CWIMS Publications Pilot** matching research faculty with clinical faculty for publications to increase scholarship outputs for improving clinical faculty promotion.

- 12 successful publication matches to date.

**External Collaborations** with National Academies of Science, Engineering, and Medicine (NASEM), TIME'S UP Healthcare, Midwest Consortium.

**Women in STEM Summit** held November 1, 2019. The Summit for student and faculty groups working to address gender equity in Science, Technology, Engineering, Mathematics and Medicine (STEMM) to come together in a collective and address key issues. [z.umn.edu/WomeninSTEMM](http://z.umn.edu/WomeninSTEMM)

**CWIMS External Advisory Board:** Consists of 6-8 leading administrators, academics, clinicians, and researchers from across the Nation who demonstrate a sustained commitment and extraordinary understanding of organizational advancement towards gender equity.

## Podcast Series

The Office of Faculty Affairs' podcast covers a series of topics, including faculty development, promotion and tenure, and other subjects of interest. Each podcast episode includes a conversation between subject matter experts. 6 Episodes were recorded prior to the COVID-19 pandemic.

- **Episode 1**, Dr. Amanda Termuhlen and Master Clinician Track Promotions Committee Co-Chairs Dr. Kim and Dr. Fischer discuss, "What is the Master Clinician Track and how can I prepare a dossier for promotion?"
- **Episode 2**, Office of Faculty Affairs team members, Heather Dorr and Zelealem Mekuria, discuss frequently asked questions on track transfers, external reviewers, national presentations and mentoring.
- **Episode 3**, Master Mentor Program Faculty Directors and Master Mentors Dr. Borowsky and Dr. Roberts discuss topics such as, What services does MMP provide to clinical and basic science faculty? What mentoring resources are available to new faculty? What do the department mentoring leads do?
- **Episode 4**, Our Duluth Liaison Sara Zimmer, PhD, and Associate Dean for Faculty Affairs Amanda Termuhlen, MD, discuss facilitating your development as a faculty member in a unique context such as challenges for faculty at a regional campus, a collaboration between campuses, leverage on doing scholarly work, and more.
- **Episode 5**, Dr. Amanda Termuhlen and Dr. Trachte, co-chair for the Promotion and Tenure Committee discuss writing a personal statement in case of a promotion dossier for faculty in the Basic Science Department.
- **Episode 6**, Dr. Amanda Termuhlen and Dr. Kim, co-chair for the Medical School Master Clinician Track Promotion Committee discuss writing a personal statement for a promotion dossier for faculty in a clinical department.



## NEW Remote Faculty Development Learning Sessions

During the period of remote work due to the COVID-19 pandemic, the OFA collaborated with the Office of Continuing and Professional Development (OCPD) to provide many remote faculty development opportunities beginning in April 2020.

- 15 sessions held so far
- 117 participants so far
- 77% Strongly Agree, I can apply what I learned in these programs to my work.
- 86% overall evaluation rated excellent.

### Sessions Offered Include:

- Strategic Career Planning, Amanda Termuhlen, MD, associate dean for Faculty Affairs, professor, Department of Pediatrics
- Tips for Early Academic Career Success, Amanda Termuhlen, MD, associate dean for Faculty Affairs, professor, Department of Pediatrics
- How to Publish Manuscripts using the Perspective Category, Michael Pitt, MD, associate professor, Department of Pediatrics
- How to Make an Effective Ask: Negotiation Basics, Amanda Termuhlen, MD, associate dean for Faculty Affairs, professor, Department of Pediatrics
- Re-imagining your 2020 Career Plans in a COVID World, Michelle Lamere, MPA, ACC, assistant director, Clinical and Translational Science Institute
- Conceptual Basis of Mentoring, Shailey Prasad, MBBS, MPH, professor, Department of Family Medicine and Community Health
- Could Engagement in Social Media Advance Your Academic and Advocacy Mission?, Kaz Nelson, MD, associate professor, Department of Psychiatry and Behavioral Sciences; Kristine Elias, communications director, University of Minnesota Medical School
- Leadership Tools: Appreciative Inquiry and Feedforward, Iris Borowsky, MD, PhD, professor, Department of Pediatrics
- "Menteeship": The Responsibilities of a Protege, Jonathan Braman, MD, associate professor, Department of Orthopedic Surgery
- Welcome to Minnesota: Navigating MN Culture for Transplants, Aaron Corfield, MD, DPM, assistant professor, Department of Orthopedic Surgery
- An Insider's Guide to NIH R-Series Study Sections: Everything You Wanted to Know but Were Afraid to Ask, Kristen Nielsen, PhD, professor, Department of Microbiology and Immunology

## NEW Virtual Short-Term Career Coaching

Whether stuck on something, having trouble with time management, or dealing with a difficult colleague coaching could help. Coaching is different from mentoring or advising in that a coach helps you think of different perspectives and works with you to identify potential solutions. OFA offers open hours each week for faculty members in need of coaching designed to tackle specific concerns that could be handled in a shorter time frame than typical coaching, which often lasts months to years.

Associate Dean Termuhlen is an ICF ACTP trained coach and offers time each week to coach faculty members on how to tackle specific concerns that can be handled in a short time frame. This has been in place since COVID-19.

## NEW Grand Rounds Series

The OFA collaborated with Dr. Christopher Warlick, Head of the Department of Urology, to offer three grand rounds sessions on topics including professionalism, implicit bias in patients, microaggressions and gender bias in patients in clinical settings. Sessions included:

1. Pursuit of Exceptional Professionalism, presented by Dr. Amanda Termuhlen, associate dean for Faculty Affairs, in November.
2. When Patients Are a Source of Harm: Understanding and Addressing Mistreatment from Patients, presented by Dr. Taj Mustapha, assistant professor, Department of Medicine, in February.
3. Foundational Understandings Gender Bias in Patient Provider Relationship, presented by Dr. Nissrine Nakib, assistant professor, Department of Urology, in May.

## Master Mentor Program

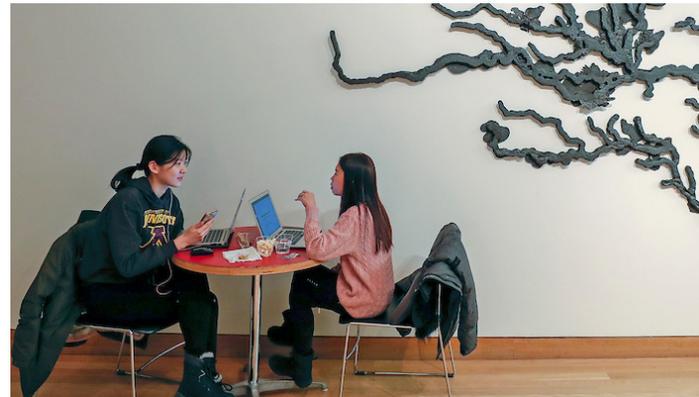
The Master Mentor Program (MMP) connects junior and senior faculty within departments. It is designed to provide additional support to faculty pursuing their intellectual passions, advancing in their academic medicine careers and becoming future leaders at the U of M.

### Master Mentor Program Mentor Requests

- 9 requests submitted
- 8 Assistant Professors - 89%
- 1 Associate Professors - 11%

### Mentor Training Workshops

- 1 Workshop held in the 2019-20 Academic Year
- 38 Attendees
- 8 Early career faculty members - 21%
- 30 Mid-senior career faculty members - 79%



### Faculty Master Mentors

*Faculty Director: Iris Borowsky, MD, PhD, professor, Department of Pediatrics*

*William Roberts, MD, MS, professor, Department of Family Medicine and Community Health*

## National Center for Faculty Development & Diversity (NCFDD) Faculty Success Program

The University of Minnesota, Twin Cities Campus is an institutional member of The National Center for Faculty Development and Diversity (NCFDD), which the Office of Faculty Affairs proudly supports. NCFDD is an independent professional development, training, and mentoring community of graduate students, postdoctoral scholars and faculty members. The Faculty Success Program is an intensive virtual boot camp offered through NCFDD that combines empirically tested methods, coaching, peer discussions and accountability tools to help academics thrive in their careers and achieve a healthy work-life balance. A session of the FSP runs in the spring, summer, and fall.

This virtual boot camp is intended for tenure-track and tenured faculty who want to do the following:

- Set achievable professional and personal goals and a realistic plan to meet them
- Establish a consistent and sustainable daily writing routine
- Develop a publication profile that exceeds the institution's promotion criteria
- Master best practices in academic time management
- Excel at collaborating effectively with colleagues and administrators
- Enjoy a full life beyond campus

Although most NCFDD online tools and courses are offered to members free of cost, the Faculty Success Program incurs additional cost. Faculty members can pay for this program on their own, seek departmental and/or collegiate support, or apply for support from Faculty & Academic Affairs in partnership with their college.

## Community-Engaged Scholarship

Community-engaged scholarship involves faculty members in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement.

Resources available include:

- **Review Committee on Community-Engaged Scholarship:** A new initiative of the Office for Public Engagement and the Vice Provost for Faculty and Academic Affairs, the Review Committee on Community-Engaged Scholarship is composed of tenured professors from diverse disciplines and professional fields who have agreed to review the dossiers of community-engaged scholars and submit to promotion and tenure committees a written evaluation that speaks to the quality and impact of scholars' engaged scholarship.
- **Community-Engaged Scholar Directory:** The Office for Public Engagement curates an online directory of community-engaged scholars in the University of Minnesota system. The directory is searchable by campus and college and includes scholarly bios and contact information. Participation in the directory is self-selecting and is based on the University's definition of public engagement.
- **Engaged Scholar Workshops:** Engaged Scholar Workshops are designed to help faculty take advantage of the benefits of publicly-engaged scholarship. Customized sessions offer strategies for conducting community-engaged teaching and research through discussions with experienced scholars, presentations and exercises involving best practices.
- **Grant Opportunities:** A variety of internal and external grant opportunities are available that support community-campus partnerships and community-engaged scholarship.
- **President's Community-Engaged Scholar Award:** Established in 2012, the University of Minnesota recognizes one faculty or P&A individual annually for exemplary engaged scholarship in their field of inquiry. The recipient exemplifies an academic career that embodies the University of Minnesota's definition of public engagement.

## NIH Proposal Preparation Program (P3)

The NIH Proposal Preparation Program (P3) is a program for early-career, assistant professor faculty members in the Medical School preparing their first K- or R-series NIH grant proposal. Each session requires participants to prepare drafts of their proposal sections and critique one another's written material.

- 3 Sessions held in the 2018-19 Academic Year
- 30 Total Attendees

### P3 Program Committee

Faculty Director: Matt Kushner, PhD, professor, Department of Psychiatry and Behavioral Sciences

Diane Treat-Jacobson, PhD, RN, FAAN, professor, School of Nursing

Subree Subramanian, PhD, associate professor, Department of Surgery

Kristin Hogquist, PhD, professor, Department of Laboratory Medicine and Pathology

Scott Crow, MD, professor, Department of Psychiatry and Behavioral Sciences

### P3 Testimonials:

- “Exceeded my expectations - great feedback, particularly with writing and grantsmanship. Forced me to address fundamental weaknesses I had previously ignored. Also forced me to put pen to paper and be accountable. Let me recognize other gaps in my research plan but as important shortcomings of my bio sketches.”
- “The ongoing feedback was invaluable! The mentors were fabulous, engaging, and provided extremely useful feedback. They were readily available and answered questions in a timely manner. I can't say enough positive comments about the P3 program!”
- “The P3 program exceeded my expectations by providing effective, direct feedback, advice, and active discussion. I found value in the reviews of my own grant but I may have gained more by applying the knowledge I gained each session to my classmates' grants. The expertise, time, and generosity of the mentors provide the key strength of the program.”
- “I have participated in numerous faculty development type courses in the past both at this institution and at MD Anderson during my fellowship. This course is, hands down, the best and most practical that I have ever participated in.”
- “The guidance on how to develop each section was particularly useful. The continuous cycle of reviews (both mentor and peer) provided excellent and timely feedback that helped the grant proposal evolve into a much better 'product'.”



### NIH Proposal Preparation Program | Past Participants Data

- **93** faculty members participated in the P3 program in the last 5 years
- **68%** submitted a grant proposal and obtained funding (NIH or equivalent) since participating
- **\$102 million** is the total amount of rewards received to date for P3 participants according to Sponsored Projects Administration (SPA)

### Path to Publication Workshops

This half-day, interactive workshop is designed for faculty who have minimal to moderate experience in writing for peer-reviewed journals. Topics include: journals, article types, publication ethics, micro- and macro-levels of writing, responding to reviewers and ways to maximize writing productivity. OFA transitioned to a new, hybrid version of the workshop with an online self-paced learning module followed by an interactive group session.

- 1 Session held in the 2019-20 Academic Year
- 11 Total Attendees

*Faculty Director for the Path to Publication Program: Anne Weber-Main, PhD, associate professor, Department of Medicine*

## **Rothenberger Leadership Academy**

The mission of the Rothenberger Leadership Academy is to build a community of physician leaders in the U of M Medical School, University of Minnesota Physicians group and University of Minnesota Medical Center capable of leading the organization.

- 3 Sessions held in the 2019-20 Academic Year
- 26 Faculty Participants

## **Medical Scientist Training Program (MSTP) Women in Science and Medicine**

This group works to inspire, encourage and enable women in the Medical Scientist Training Program (MD/PhD) to achieve their personal and professional goals as developing physician scientists through open discussion of potential career obstacles and interaction with successful female role models. The MSTP Women in Science and Medicine Group, in collaboration with the Office of Faculty Affairs, co-sponsors research seminar presentations by invited external women physician scientists.

- 2 Sessions held in the 2019-20 Academic Year
- 50-75 Total Attendees

*Yoji Shimizu, PhD, Professor, Department of Laboratory Medicine & Pathology  
Director for the Medical Scientist Training Program*

## **Duluth Women's Mentoring Program**

In its 20th year, the goal of the Duluth Women's Mentoring Program continues to be to promote a supportive and positive environment for the career development of women faculty at the University of Minnesota Medical School, Duluth Campus and College of Pharmacy Duluth. By providing opportunities to learn new skills, exchange ideas and advice, socialize and problem solve, the program is assisting participants in career development and supporting them as they balance their career and personal lives.

The program has one major component: events for women faculty. Officially, Assistant Professors are individually mentored through the Medical School, Duluth Campus and College of Pharmacy Duluth mentoring policies. Peer group mentoring of women Assistant Professors remains vital as it ensures that female faculty members, especially probationary faculty, feel connected.

- 10 Events in the 2019-20 Academic Year
- 6 Events with visiting speakers
- 4 Remote viewings of Twin Cities events
- Average attendance of the 10 local events was 17 women per event
- 141 Total Attendees

Steering Committee

*Faculty Director: Jean Regal, PhD, professor, Department of Biomedical Sciences*

*Michele Statz, PhD, Department of Family Medicine and Biobehavioral Health, Medical School Duluth*

## Wellbeing Working Group

The OFA is focused on wellbeing and is committed to addressing the wellness of faculty and providers as clinicians, educators and scientists across all locations and affiliates. The OFA is building a comprehensive Medical School methodology and/or platform for communications, interventions, and assessment from an organizational perspective that aligns with the efforts of the Wellbeing Alliance.

The working group collaborated with UME, GME, and Graduate Studies and completed three focus groups. The focus groups provided an opportunity to discuss, identify, and address wellbeing needs and will influence future programming to address burnout and wellbeing within the Medical School.

## Health Equity Leadership in Mentoring Program (HELM)

The OFA supports the Medical School's Health Equity Leadership and Mentoring (HELM) program. HELM was launched in 2014 to enhance the academic excellence and leadership capacity of diverse faculty and health disparities researchers at the University. The program addresses the challenges that trainees from minority and underrepresented groups, as well as other faculty whose research addresses health equity, may face.

- 20 Sessions held in the 2019-20 Academic Year
- 173 Total Attendees

74 Junior faculty and postdoctoral trainees have been trained by HELM since its inception in 2014.

### HELM testimonials:

- “I really appreciated how open and honest the other fellows were through this journey. I thought that was really helpful because so many of them had been in a similar place as I am and they helped to reaffirm my feelings, but also to help me talk through things and realize what I was feeling.”
- “Even though I'm still really junior, HELM and the other fellows really helped me to find my voice. I thought that this was incredibly helpful as I begin to seek out my next steps in knowing what to look for in a position. I know that my voice matters and that I can be a strong ally and advocate moving forward after this past year within HELM.”
- “I was gladly surprised at the diverse experiences and backgrounds from the participants. I am humbled to feel included among this cohort of successful leaders in health equity, including various professors.”

*Susan Everson-Rose, PhD, MPH, professor, Department of Medicine  
Program Director for the Health Equity Leadership in Mentoring Program*

## NEW Leadership Program Scan

The Dean's office, the OFA and Department sponsors the attendance of many internal and external leadership development programs for multiple faculty members. The program scan examined leadership programs available to Medical School faculty members within the University of Minnesota as well as other educational institutions and organizations around the nation. Variables examined included targeted audience, cost basis (both direct and indirect) per participant, contact hours and return of investment (ROI).

Competencies were mapped for the leadership programs available to Medical School faculty members that are supported by the Dean's office.

## **Faculty Advisory Council (FAC)**

The FAC for the Medical School provides guidance, support and advocacy for the medical school's research and clinical missions from representative faculty members to the Medical School Leadership.

## **Faculty Assembly**

The Faculty Assembly is comprised of all members of the Executive Faculty and all faculty from both campuses with term appointments. The responsibilities of the Faculty Assembly include all academic affairs and internal policies of the Medical School including entrance requirements, curricula, instruction, examinations, grading, degrees, and disciplinary matters not within the jurisdiction of the All-University Disciplinary Committee.

## **Special Faculty Advisory Committee (SFAC) on COVID-19 Response**

This committee of faculty representatives was called to strengthen the link between the FAC and the leadership team as the Medical School moved forward with the response to the COVID-19 pandemic. The committee is an ad hoc advisory committee able to work on behalf of the FAC in a timely manner to meet the need for advice and counsel in this rapidly evolving pandemic. The committee represents the Medical School as a whole: all mission areas, the clinical and basic sciences, the two campuses, and diverse ranks and tracks. The committee provides rapid feedback from broad and diverse perspectives.

## **Associate Dean for Faculty Affairs Faculty Consults**

Associate Dean Termuhlen has met with approximately 90 individuals, consulting with faculty on issues of CV reviews, promotional trajectory and career planning.



## NEW THIS YEAR

### **AAMC Pilot: Restorative Justice in Academic Medicine (RJAM)**

Restorative justice (RJ) is a supplemental/alternative process for academic health centers to build community and address mistreatment and misconduct. RJ is an approach that embraces the reparation of harm and healing of trauma. A central practice of RJ is a collaborative decision-making process that includes harmed parties, people who have caused harm and others who are seeking active accountability by:

1. Accepting and acknowledging responsibility for causing harm;
2. Repairing the harm caused to harmed parties and the community;
3. Rebuilding trust by showing understanding of the harm, addressing personal issues, and building
4. positive social connections;
5. Addressing root causes, systemic inequalities, and social injustices that creates the conditions in
6. which harm occurs.

The OFA submitted a proposal and was selected as one of five pilot projects with the AAMC RJAM program.

### **President’s Initiative to Prevent Sexual Misconduct, University of Minnesota**

Associate Dean for Faculty Affairs Dr. Amanda Termuhlen is a member of the Institutional Responsibility and Accountability subcommittee.

### **National Academies of Science, Engineering, and Medicine (NASEM) Action Collaborative on Preventing Sexual Harassment in Higher Education**

The University of Minnesota (UMN) is a signatory institution to the National Academies of Sciences, Engineering, and Medicine (NASEM) Action Collaborative Group with an institutional focus on preventing retaliation and reintegration of the target, the accused, and bystanders.

Associate Dean for Faculty Affairs Dr. Amanda Termuhlen serves on the Steering Committee and the Institutional Accountability Committee of the Presidential Initiative and is one of two University representatives to the NASEM Action Collaborative and the NASEM Restorative Justice Affinity group. Dr. Termuhlen links the national work of NASEM and the U of M’s work in the Presidential Initiative directly to the Medical School.

### **OFA Weekly Newsletter**

The OFA continues to send a weekly email newsletter to all faculty members in the Medical School, in an effort to reduce the burden of email message overload. The newsletter provides a weekly message from Associate Dean Termuhlen and guest faculty authors; it also includes highlights and announcements, faculty development offerings, and many faculty resources.

The open and read rate of these messages remains high, and the OFA encourages departments and faculty members to send updates to be included in future messages.

## NEW MEDICAL SCHOOL POLICIES & PROCEDURES

### **Adjunct Faculty Appointment Policy and Procedures**

The OFA consulted and collected feedback from departments to review and revise the new Adjunct Faculty Appointment Policy and Procedures. The updated policy helps to standardize adjunct appointments across departments and centralize the administrative processes.

### **Annual Review of Tenured Faculty and Post-Tenure Review Procedure**

The Medical School follows the expectation of annual review of tenured faculty members and post-tenure review, outlined in Section 7a of the Regents Policy on Faculty Tenure. The OFA updated the procedure to include the annual appraisal of probationary faculty, the promotional review of tenured associate professors and the annual review of tenured faculty (post-tenure review).

### **Leaves Procedure**

Recent modifications were made to the Provost's office faculty leave policies and the Medical School complies with these updated policies. Updates provided clarifications to faculty development leaves including single semester, sabbatical leaves, entrepreneurial leaves and unpaid personal leaves.

### **Emeritus / Emerita Procedure**

The OFA updated the emeritus/emera procedure to align with University guidelines and provide consistency in the Medical School. All tenured faculty members who retire from the Medical School under any circumstances, including a terminal agreement or completion of a phased retirement, after at least five years of employment at the University and at an age where retirement is allowable under University policy, are automatically granted the title of emeritus/emera.

## Office of Faculty Affairs

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