Office of Faculty Affairs
2018-19 End of Academic Year Report

This report includes data and activities tracked in the Academic Year of July 1, 2018 to June 30, 2019 unless otherwise specified.
Dear Colleagues,

Welcome to the “End of the Academic Year” report from the Office of Faculty Affairs (OFA). The goal of this report is to keep you updated on the “state of the faculty” and the activities within OFA.

Reflecting back on my first year as Associate Dean, the most rewarding experiences were having the honor of learning together with a terrific team of staff, all brand new in their jobs and committed to being responsive and accountable to those we serve; helping early career faculty members navigate the P & T process; and working with an outstanding Dean, Department Heads and Chairs, and Medical School leadership team. Sara Zimmer, PhD, Associate Professor in Biomedical Sciences, the inaugural OFA liaison in the Duluth Campus, added a new dimension to OFA, building bidirectional communication and sharing of ideas/programming between the two campuses. The Center for Women in Medicine and Science - wow! Under the leadership of Jerica Berge, PhD, MPH, LMFT, CFLE, Professor of Family Medicine and Community Health, the inaugural year was phenomenal in impact and accomplishment. I also can’t say enough great things about our close working relationship with Human Resources, Office of The General Counsel, the Vice Provost for Faculty and Academic Affairs, the Provost and other university offices whose support and collaboration are key to much of our daily work.

If I were to contextualize the Dean’s message, I would say at the end of this academic year:
**We are kind.** We are prioritizing respectful, professional interactions and salary and leadership equity. We are committed to preventing sexual misconduct. We are intentional in inclusion.
**We are excellent.** We are a top research institution. We are the top educators and providers of primary care to the diverse population of the state. Our tenure system and faculty governance are strong. We recognize the clinical masters (and aspirational masters) among us with a new pathway to promotion.
**We are making a difference** to each other, to our learners and trainees, to our communities and our state by thinking about systems and organizational approaches to wellbeing, about how people learn vs. how we teach, how we value education and community engaged research, and in unique, creative collaborations that truly move our respective fields forward.

There is a never-ending road ahead of us as we continue to build, grow, and learn together. Please continue to provide feedback and send ideas about how OFA can better serve the Medical School. Thank you to all for your outstanding work this past academic year!

Associate Dean for Faculty Affairs
Professor of Pediatrics
# Contents

Definitions .......................................................................................... 1  
Who We Are .......................................................................................... 2  
Faculty Demographics ................................................................................. 2  
Faculty at Affiliate Sites ............................................................................. 3  
Looking Back: 2017-18 Academic Year Faculty Demographics .................. 3  
Awards & Sponsorships ............................................................................. 4  
Diversity & Inclusion .................................................................................. 6  
Looking Back: Faculty Demographics 2012-2019 .................................... 6  
Implicit Bias Training ................................................................................ 8  
Recruitment & Hiring ................................................................................ 8  
CTSI & Medical School Early Career Research Award ............................... 8  
Faculty Start Dates by Month .................................................................... 9  
Hiring & Departures .................................................................................. 10  
Faculty Search Committees ..................................................................... 11  
Searches with Only One Candidate ............................................................ 12  
College Multicultural Access, Diversity & Equity (MADE) ......................... 12  
Salary Equity Review Committee (SERC) ............................................... 12  
What We Do .......................................................................................... 13  
Promotion & Tenure ............................................................................... 13  
Promotion & Tenure Trainings ................................................................ 14  
Promotional Educational Scholarship Portfolio (P-ESP) ............................ 14  
Developmental Educational Scholarship Portfolio (D-ESP) ....................... 14  
New Developments ............................................................................... 15  
New Faculty Orientation .......................................................................... 16  
Works CV Conversion .............................................................................. 16  
Center for Women in Medicine & Science Report .................................... 17  
Master Mentor Program .......................................................................... 19  
NIH Proposal Preparation Program .......................................................... 20  
Path to Publication ................................................................................... 21  
Rothenberger Leadership Academy ......................................................... 21  
MSTP Women in Science & Medicine ..................................................... 21  
Women’s Mentoring Program- AHC Duluth .......................................... 22  
Wellness Forums ..................................................................................... 23  
Health Equity Leadership and Mentoring Program ................................... 23
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
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.

Chicanx and Latinx
Historically documented in our data as Chicano and Latino, “Chicanx” will be used to represent Mexican Americans and “Latinx” will be used to represent a person of Cuban, Mexican, South or Central American origin as non-gender binary terms to be inclusive of all of our faculty members. In previous documents, they may have been noted as Latino, Latina or Latin@.

In addition, the Medical School’s data collection criteria do not differentiate race and ethnicity following the United States Census Bureau guidelines. We recognize that an individual may identify as Latinx and/or Hispanic ethnically and an additional racial identity. This data is dependent on how individuals self-identify.
Who We Are

Faculty Demographics—Academic Year 2018-19

By Appointment type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Faculty</td>
<td>1316</td>
<td>35%</td>
</tr>
<tr>
<td>Without Salary Faculty</td>
<td>923</td>
<td>25%</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>1518</td>
<td>40%</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>3757</td>
<td></td>
</tr>
</tbody>
</table>

Rank (paid faculty)

<table>
<thead>
<tr>
<th>Rank Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professors</td>
<td>706</td>
<td>54%</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>276</td>
<td>21%</td>
</tr>
<tr>
<td>Professors</td>
<td>334</td>
<td>25%</td>
</tr>
</tbody>
</table>

Track (paid faculty)

<table>
<thead>
<tr>
<th>Track Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>334</td>
<td>25%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>107</td>
<td>8%</td>
</tr>
<tr>
<td>Academic Track</td>
<td>838</td>
<td>64%</td>
</tr>
<tr>
<td>Master Clinician Track</td>
<td>37</td>
<td>3%</td>
</tr>
</tbody>
</table>

Gender (all faculty)

- Female: 1309
- Male: 2258
- Not Specified: 51

Ethnicity (all faculty)

- American Indian/ Alaskan Native (AI/AN): 16
- Asian: 465
- Black/ African American (B/AA): 72
- Chicanx/ Mexican American: 1
- Hispanic/ Latinx (H/L): 66
- Native Hawaiian/ Other Pacific Islander: 3
- White/ Caucasian: 2858
- Not Specified (NS): 276

![Gender and Ethnicity Pie Charts]
Faculty by Department Type and Affiliate Sites—
Academic Year 2018-19

Department type (paid and without salary faculty)
Clinical Departments 3519
Basic Sciences Departments 238

Faculty at Affiliate Sites (paid and without salary faculty)
Hennepin County Medical Center 278 + 19 Adjunct
Minneapolis VA Health Care System 193 + 41 Adjunct
HealthPartners Regions 122 + 7 Adjunct

Looking Back

Faculty Demographics—Academic Year 2017-18

By Appointment type
Paid Faculty 1308 36%
Without Salary Faculty 922 25%
Adjunct Faculty 1420 39%
Total Faculty 3651

Rank (paid faculty)
Assistant Professors 698 60%
Associate Professors 273 17%
Professors 337 23%

Track (paid faculty)
Tenured 334 26%
Tenure Track 108 8%
Academic Track 867 66%
Master Clinician Track Created in 2018
Awards and Sponsorships

Carole J. Bland Outstanding Faculty Mentoring 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. 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.

Big Ten Academic Alliance Academic Leadership Program (AAALP)
The Big Ten AAALP is an intensive professional development experience that develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and academic promise.

McKnight Presidential Fellowship
The McKnight Presidential Fellows Program is a three-year award given to the most promising individuals who have been granted both tenure and promotion to associate professor in an academic year. It recognizes recipients who are recommended by their college dean and chosen at the discretion of the executive vice president and provost based on excellence in research and scholarship, leadership, potential to build top-tier programs, and ability to advance University of Minnesota priorities.

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 health care environment, with special attention to the unique challenges facing women in leadership positions.

2019 Carol J. Bland Award Recipient
Jean Regal, PhD
Professor, Department of Biomedical Sciences

2018-2019 AAALP Participant
Anja Bielinsky, PhD
Professor, Department of Biochemistry, Molecular Biology and Biophysics

2019 McKnight Presidential Fellow
Annie-Laurie McRee, DrPH
Associate Professor, Department of Pediatrics

ELAM 2019-2020 Class of the Hedwig Fellow
Jerica Berge, PhD, MPH, LMFT, CFLE
Professor, Department of Family Medicine & Community Health
American Association of Medical Colleges (AAMC) Leadership Development Seminar Sponsorships

2019 Early Career Women Faculty Leadership Development Seminar
Britt Erickson, MD
Assistant Professor,
Department of Obstetrics,
Gynecology & Women’s Health

2018 Mid-Career Women Leadership Development Seminar
Michele Allen, MD, MS
Associate Professor,
Department of Family Medicine and Community Health
Maria Kroupina, PhD
Associate Professor,
Department of Pediatrics

2019 Minority Faculty Leadership Development Seminar
Karim Sadak, MD, MPH, MSE
Assistant Professor,
Department of Pediatrics
Snigdha Pusalavidyasagar, MD
Assistant Professor,
Department of Medicine

Newly established by the AAMC, applications for the Mid-Career Minority Faculty Leadership Seminar are currently being reviewed!

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 along the path to leadership in academic medicine and science. Each year the Office of Faculty Affairs sponsors 1-2 faculty members to attend.

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 Office of Faculty Affairs.

Minority Faculty Leadership Development Seminar
To develop academic medicine’s leadership pipeline, this three-day seminar of the AAMC is designed for junior faculty who are members of underrepresented racial and ethnic minority groups aspiring to leadership positions. Each year the Office of Faculty Affairs sponsors 1-2 faculty members to attend.

Mid-Career Minority Faculty Leadership Seminar
The Mid-Career Minority Faculty Leadership Seminar (Mid-Career MinFac) will address the specific needs of mid-career faculty from a culturally responsive approach offering skill building and strategies for pursuing career advancement in academic medicine.
Diversity & Inclusion

Looking Back: Paid & Without Salary Faculty Gender & Ethnicity Demographics 2012-2019

Academic Year 2012-13 vs. 2018-19
Total Faculty: Up 38.2%

Academic Year 2012-13: 1620
Academic Year 2018-19: 2239

<table>
<thead>
<tr>
<th>Gender</th>
<th>2012-13</th>
<th>2018-19</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>547</td>
<td>33.77%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Male</td>
<td>1072</td>
<td>66.17%</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

Female: Up 5.13%
Male: Down 5.77%
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2012-13</th>
<th>2018-19</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4</td>
<td>0.25%</td>
<td>11 0.49% Up 0.24%</td>
</tr>
<tr>
<td>Asian</td>
<td>249</td>
<td>15.4%</td>
<td>336 15% Down 0.4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>39</td>
<td>2.4%</td>
<td>46 2.05% Down 0.35%</td>
</tr>
<tr>
<td>Chicanx/Mexican American</td>
<td>1</td>
<td>0.06%</td>
<td>1 0.04% Down 0.02%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>33</td>
<td>2.03%</td>
<td>47 2.1% Up 0.07%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>1</td>
<td>0.06%</td>
<td>2 0.08% Up 0.02%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>1241</td>
<td>76.6%</td>
<td>1692 75.6% Down 1%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>52</td>
<td>3.2%</td>
<td>104 4.64% Up 1.44%</td>
</tr>
</tbody>
</table>

Percentage of Total Faculty

- American Indian/Alaskan Native
- Asian
- Black/African American
- Chicanx/Mexican American
- Hispanic/Latinx
- Native Hawaiian/Pacific Islander
- White/Caucasian
- Not Specified
Implicit Bias Training

The Office of Faculty Affairs worked with the Office of Equity and Diversity to customize an Implicit Bias Workshop designed to assist our faculty members in their role within search processes, search committees, promotion and tenure committees, or other activities within the Medical School. With 1 session in FY19, we had 36 attendees. We will offer this workshop twice annually.

Recruitment & Hiring

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Offer Letters Issued</td>
<td>141</td>
</tr>
<tr>
<td>Number of Accepted Offers</td>
<td>77</td>
</tr>
<tr>
<td>Number of Declined Offers</td>
<td>10</td>
</tr>
<tr>
<td>Offer Letters in the Pipeline</td>
<td>54</td>
</tr>
</tbody>
</table>

CTSI and Medical School Early Career Research Award

The 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 is for three underrepresented in medicine early career, research-oriented faculty each year, to be recruited to the Medical School into tenure-track faculty positions.

CTSI/MS Early Career Research Award Faculty

- David Haynes, PhD
  Assistant Professor
  Institute for Health Informatics
  Department of Medicine

- Stefani Thomas, PhD
  Assistant Professor, Department of Laboratory Medicine and Pathology
### New Faculty Members by Start Month

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paid</strong></td>
<td>54</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>19</td>
<td>134</td>
</tr>
<tr>
<td><strong>Without Salary</strong></td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>29</td>
<td>97</td>
</tr>
</tbody>
</table>

The table above shows the number of new faculty members by start month, divided into those paid and those without salary. The bar chart visualizes this data, with each month's bars segmented to show paid and unpaid faculty members. The total number of new faculty members is 134, with 97 of those being without salary.
231 new faculty members, 134 paid and 97 without salary, joined the Medical School in the last academic year. 84 faculty members departed* the Medical School in the last academic year.

Great Searches & Recruitment
Department of Neurology
Of their 4 faculty searches, they had a total of 14 candidates, of whom 5 identified as URM.

Departure by Rank
- Assistant Professors: 41
- Associate Professors: 16
- Professors: 27

Departure by Ethnicity
- American Indian/Alaskan Native (AI/AN): 1
- Asian: 12
- Black/African American (B/AA): 5
- Hispanic/Latinx (H/L): 3
- White/Caucasian: 62
- Not Specified (NS): 1

Departure by Gender
- Male: 55
- Female: 29

*Departures include retirement and death.
Faculty Search Committees

Note: The Office of Faculty Affairs search data spans 11/21/2018 - 6/30/2019 for Academic Track, Tenure Track and Tenured Faculty.

Tenure Track and Tenured Searches
Twenty-three of the 89 total searches between November 2018—June 2019 were for Tenure Track and Tenured appointments. Sixty-five percent of these searches utilized a search committee, which is a requirement of the Academic Appointments Policy.

Academic Track Searches
Sixty-six of the 89 total searches between November 2018—June 2019 were for Academic Track appointments. Of these searches, 43% had a search committee.

Searches for Academic Track, Tenure Track & Tenured Faculty

<table>
<thead>
<tr>
<th>Committee Chairs &amp; Members</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of searches employing a search committee</td>
<td>46%</td>
</tr>
<tr>
<td>Total committee members in searches</td>
<td>250</td>
</tr>
<tr>
<td>Search Committee Chairs who took implicit bias training</td>
<td>13%</td>
</tr>
<tr>
<td>Female Search Committee Chairs</td>
<td>22%</td>
</tr>
<tr>
<td>URM Search Committee Chairs</td>
<td>3%</td>
</tr>
<tr>
<td>Female Search Committee Members</td>
<td>42%</td>
</tr>
<tr>
<td>URM Search Committee Members</td>
<td>8%</td>
</tr>
</tbody>
</table>

Our goal is 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.
College Multicultural Access, Diversity & Equity (MADE)

The Office of Faculty Affairs worked with the Office of Equity and Diversity (OED) to bring together leaders in the Medical School and share metrics and updates about our activities for 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 advances the University of Minnesota to reach its ambitious diversity goals outlined in the strategic plan with data-driven approaches to increase representational diversity, improve campus climate and create partnerships to effect positive change. College MADE met on February 28, 2019 to review data and discuss priorities and goal setting for the Medical School. We will continue meeting twice annually to continue advancing our equity goals.

Salary Equity Review Committee (SERC)

The Medical School SERC was formed on behalf of the Vice Provost for Faculty and Academic Affairs. This committee examines salary data for paid faculty within basic science departments with ≥ 67% full-time equivalent and oversees salary equity review at the department level. They perform salary reviews on behalf of individual faculty members appealing departmental and Human Resources review (faculty members who are UMN-paid only, who receive no University of Minnesota Physicians compensation).
2018-19 was a record year for promotions!

89
Faculty Promoted

Promotion & Tenure
In the Medical School, 89 faculty members were successfully promoted this academic year.

The newly created Master Clinician Track was implemented, and we promoted 16 candidates the first year with 100% success. This track allows the Medical School to recruit and promote faculty members who exemplify clinical excellence, education and mentorship.

Promotions by Track

<table>
<thead>
<tr>
<th>Track</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Track</td>
<td>49</td>
<td>55%</td>
</tr>
<tr>
<td>Tenured</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Master Clinician Track</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>Probationary, Tenure Track</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>45%</td>
</tr>
</tbody>
</table>

Promotions by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant to Associate Professor</td>
<td>54</td>
<td>61%</td>
</tr>
<tr>
<td>Associate to Full Professor</td>
<td>35</td>
<td>39%</td>
</tr>
</tbody>
</table>

Promotions by Ethnicity

- Asians: 19
- Black/ African American: 1
- Hispanic/ Latinx: 2
- White/ Caucasian: 66
- Not Specified: 1

Promotions by Gender

- Female: 40
- Male: 49

55% Male
45% Female

22% Asian
1% B/AA
2% H/L
74% White

5% NS
Promotion & Tenure Trainings
The Office of Faculty Affairs holds interactive training sessions for faculty and staff on Promotion and Tenure dossier preparation. New requirements for each promotion period are shown. For staff, processing procedures are provided. A model dossier for those on the Academic, Master Clinician, Tenured, and Tenure Track is presented in depth, along with the Medical School’s Promotion and Tenure timeline and the committee’s expectations of dossier preparedness.

9 Training sessions were offered both face-to-face and online
73 Faculty members attended
40 Staff members participated

Promotional Educational Scholarship Portfolio (P-ESP)
The Office of Faculty Affairs and Medical Educator Development and Scholarship (MEDS) is piloting a Promotional Educational Scholarship Portfolio (P-ESP) for faculty members going up for promotion based primarily on educational scholarship (Academic Track - Education Focus).

Developmental Educational Scholarship Portfolio (D-ESP)
The Office of Faculty Affairs and Medical Educator Development and Scholarship (MEDS) has 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 Developments

1 Weekly Email

The Office of Faculty Affairs began weekly communications to reduce the quantity of messages that faculty receive. This newsletter highlights announcements, faculty development programming and resources.

65

Associate Dean for Faculty Affairs Amanda Termuhlen met with 65 faculty members consulting on issues of CV reviews, promotional trajectory and career planning.

Accessibility

All faculty development sessions are offered with a remote attendance option, and most are recorded and posted on our website afterwards. The Office of Faculty Affairs is beginning to do more technology focused delivery, for example podcasts with subject matter experts.
New Faculty Orientation

New faculty members are invited to attend the Medical School’s New Faculty Orientation sessions, held three times during the year. These sessions are facilitated by the Office of Faculty Affairs 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 2018-19 Academic Year
68 Faculty members attended
  62 Assistant Professors - 91%
  2 Associate Professors - 3%
  4 Professors - 6%

Of new, paid faculty attended New Faculty Orientation.
Our goal is to orient 100% of paid faculty.

51%

CVs are being converted to Works by the Office of Faculty Affairs

196

Works CV Conversion

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

The Office of Faculty Affairs worked closely with the Provost’s Office to customize a Medical School CV template within the Works system. We have supported the onboarding of 6 departments in the system, with 5 departments currently moving forward.

We are 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.
The Center for Women in Medicine and Science (CWIMS) is sponsored by the Office of Faculty Affairs to ensure the advancement of gender equity in academic medicine and science now and in the future. The center was newly created in May 2018 with specific aims to:

1) Advance policies and collaborations that support the recruitment and retention of a thriving, diverse faculty community
2) Build mentoring resources, networks and role modeling opportunities for both new and established faculty
3) Systematically address and ensure the equitable distribution of salary, resources and strategic leadership opportunities across faculty
4) Strategically communicate and collaborate across the University system, locally, regionally and nationally to disseminate best practices regarding gender equity in academic medicine and science
5) Carry out pioneering research on gender equity and women’s health issues.

CWIMS promotes professional, respectful and intellectually stimulating academic and clinical environments.

The Center is the direct result of the University of Minnesota’s recognition of the importance for gender equitable and diverse academic and clinical environments. It also promotes attainment of gender equity competencies required of future physicians to be successful in our exceedingly diverse healthcare systems.
CWIMS Events & Programming

Events Hosted by CWIMS

- 2018 Fall Retreat on September 26, 2018
- CWIMS Distinguished Women in Medicine and Science Visiting Scholar Reception: Elizabeth Métraux on May 24, 2019
- 2019 CWIMS Spring Workshop on May 30, 2019

Events Co-Sponsored by CWIMS

- 13th Annual Women’s Health Research Conference: Determinants of Health on October 1, 2018
- Ethics Grand Rounds: Preventing Sexual Harassment in Science, Engineering & Medicine on March 8, 2019
  Co-Sponsored presentation by Dr. Frazier Benya, a National Academic of Science, Medicine and Engineering representative
- Women in Neurology (WIN) Lecture: “Women as storytellers/communicators in the healthcare space and the unique challenges/opportunities vulnerability presents.” On May 24, 2019

Program Feedback

Faculty who participate in CWIMS organized career and leadership development programming are asked to rate satisfaction, programing importance and level of skill development. Programing is consistently (mean 4.26) rated as either extremely satisfying (5) or somewhat satisfying (4) (ranked on a 5 point scale). Participants consistently indicate (mean 4.43) that CWIMS events are overall either very important (4) or extremely important (5) to “the advancement of the University of Minnesota, Medical School mission/vision”. Similar results are reported for the level of skill development. For example, participants who attended the career development event focused on Speaking with Impact consistently (mean 4.30) responded to the following question: “Did the workshop provide you with new skills in: Powerful Speaking Voice” with either probably yes (4) and definitely yes (5).
Master Mentor Program

The Master Mentor Program (MMP) connects junior and senior faculty within departments. It is designed to provide additional support to faculty as they work to successfully pursue their intellectual passions, advance in their academic medicine careers and become future leaders at UMN.

Master Mentor Program Mentor Requests

- 25 Requests submitted
- 23 Assistant Professors - 92%
- 2 Associate Professors - 8%

Mentor Training Workshop

- 1 Workshop held in the 2018-19 Academic Year
- 36 Attendees
- 14 Early career faculty members - 39%
- 22 Mid-senior career faculty members - 61%

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
Margaret Semrud-Clikeman, PhD, Professor, Department of Pediatrics
Stanley Thayer, PhD, Professor, Department of Pharmacology
Kathleen Watson, MD, Professor, Department of Medicine
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
Kristina Hogquist, PhD, Professor, Department of Laboratory Medicine and Pathology
Scott Crow, MD, Professor, Department of Psychiatry and Behavioral Sciences

NIH Proposal Preparation Program | Past Participant Data

- 194 past participants were surveyed
- 44% response rate
- 88% submitted their P3 proposal to the NIH
- 74% of participants submitted proposals to the NIH in the first submission cycle following the conclusion of their participation
- 34% received funding for their submission
- 62% of participants obtained funding (NIH or equivalent) since participating
- $193 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 members 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.

2 Sessions held in the 2018-19 Academic Year
51 Total Attendees

Anne Weber-Main, PhD, Associate Professor, Department of Medicine
Faculty Director for the Path to Publication Program

Rothenberger Leadership Academy
The mission of the Rothenberger Leadership Academy is to build a community of physician leaders within the Medical School and University of Minnesota Physicians and UMMC capable of leading the organization.

4 Sessions held in the 2018-19 Academic Year
32 Faculty Participants

Tom Gilliam, RN, MBA
Director for the Rothenberger Leadership Academy

Medical Scientist Training Program (MSTP) Women in Science & 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.

4 Sessions held in the 2018-19 Academic Year
50-75 Total Attendees

Yoji Shimizu, PhD, Professor, Department of Laboratory Medicine & Pathology
Director for the Medical Scientist Training Program
Women’s Mentoring Program | AHC Duluth

The Women’s Mentoring Program has completed its 19th year of operation. The goal of the program continues to be to promote a supportive and positive environment for the career development of women faculty of 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 working to assist the participants in career development, as well as achieving balance of career and personal life. The program has one major component - events for women faculty. The individual mentoring of Assistant Professors is officially accomplished through the Medical School Duluth and College of Pharmacy Duluth mentoring policies within each unit. Peer group mentoring of women Assistant Professors remains vital and is accomplished in the context of the Women’s Mentoring Program’s events for women faculty. They ensure that all female faculty members, especially probationary faculty, have a good connection and do not feel isolated.

12 Events in the 2018-19 Academic Year
7 Events with visiting speakers
2 Remote viewings of Twin Cities events
• Average attendance of the 10 local events was 17.5 women per event with a range of 12-24 attendees

44 Total Attendees

Steering Committee
Faculty Director: Jean Regal, PhD, Professor, Department of Biomedical Sciences
Melissa Walls, PhD, Associate Professor, Department of Family Medicine & Biobehavioral Health
Wellbeing
Wellbeing has far-reaching effects on health, professional success, and overall happiness and additionally has been tied to the capacity for empathy and resistance to burnout. The Office of Faculty Affairs 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. A Wellbeing Working Group was established to meet and prioritize strategies for maintaining our community’s health.

- 3 Forums held in the 2018-19 Academic Year
- 212 Total Attendees

Wellbeing Working Group
Amanda Termuhlen, MD, Associate Dean for Faculty Affairs
David Rothenberger, MD, Senior Advisor for Physician Wellbeing
Kaz Nelson, MD, Vice-Chair of Education for the Department of Psychiatry and Behavioral Sciences, Associate Designated Institutional Official for Graduate Medical Education
Bryan William, MD, PhD, System Director for Provider Wellbeing and Integrative Health
Michael Kim, MD, Assistant Dean for Student Affairs
William Slattery, PhD, Director for Office of Learner Development
Maryanne Reilly-Spong, PhD, Postdoctoral Fellow Counselor
Colin R. Campbell, PhD, Associate Dean for Graduate Education
Anja Bielinsky, PhD, Professor, Department of Biochemistry, Molecular Biology, & Biophysics

Health Equity Leadership in Mentoring Program (HELM)
The Office of Faculty Affairs 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.

- 10 Sessions held in the 2018-19 Academic Year
- 13 Total Attendees

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

Junior faculty and postdoctoral trainees have been trained by HELM since its inception in 2014, with a faculty retention rate of 91%.
Office of Faculty Affairs
2018-19 End of Academic Year Report

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Professor of Pediatrics

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Director

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