

Junior Faculty Development

Demystifying the P&T Process

For further information, visit

<http://facultyaffairs.arizona.edu/promotion>



The Promotion Process Starts with the Hiring Process

Department heads should

- Use annual reviews to help candidates set goals.
- Help candidates prioritize service commitments.
- Review teaching assignments to limit new preps and align teaching and research interests.
- Specify criteria and expectations.
- Be precise on areas needing improvement.
- Help candidates articulate their goals and needs.
- Keep good records.

Preparing for Your Promotion Review: Share Your Work with Colleagues

- Obtain and read promotion guidelines.
- Talk to senior faculty about expectations.
- Talk to colleagues about your work.
- Keep an eye out for external reviewers.
- Share your writing with colleagues in your department and contacts elsewhere.

Preparing for Your Promotion Review: Use Annual Reviews to Clarify Expectations

Ask your head about service expectations:

- Discuss your service interests.
- Suggest committees that build on your work.
- Prioritize commitments that “count.”
- Prioritize commitments that expand your perspectives and collaborators.
- Enlist support for setting limits.**

Preparing for Your Promotion Review: Use Annual Reviews to Set Benchmarks

Clarify what is expected in your research:

- What is meant by terms such as “impact”?
- Are you seen to have a coherent research program?
- Pay attention to any concerns, such as your “independence” from your Ph.D. advisor.

Clarify what is required in your teaching:

- Are you expected to teach a range of courses?
- How is teaching effectiveness assessed?

Preparing for the Review Process: Annual and Promotion Reviews Differ

Annual reviews may be considered during P&T/CS reviews, BUT positive annual reviews do not guarantee promotion. (See UHAP 3.10.02)

- Annual reviews focus on a shorter period.
- Annual reviews do not include external reviews.
- Annual reviews do not include assessments by faculty from beyond your discipline.

Preparing for the Review Process: Use Your 3rd Year Review as a Dress Rehearsal

- Get your materials in the correct format.
- Seek assessments of your teaching effectiveness.
- Seek input on your Professional Statement.
- Welcome frank assessments—ask for specifics.
- Discuss results to get recommendations.
- Set targets for next steps.

The Promotion Review Process

Three levels of peer and administrative reviews:

- **Department Committee/Department Head**
- **College Committee/College Dean**
- **University Committee/Provost**

Representing Your Work

- **Follow the required dossier format exactly.**
- Get models for CVs and Professional Statements.
- Inventory your service efforts, teaching contributions, and research achievements.
- Connect your teaching philosophy, research agenda, and service efforts in your Professional Statement.
- Demonstrate your strengths with specific benchmarks from your CV.
- Tell the story of your progress toward your goals.

Major Parts of the Dossier: The Workload Summary

Prepared by Department Head

- Use % and define meaning of each, norms
 - 40% teaching, which means ...
 - 40% research, which means ...
 - 20% service, which means ...
- **Must be DESCRIPTIVE, not evaluative.**
- Must be signed by candidate and unit head.

Useful Feedback is Essential!!

- PLAN IT: when, where, how often?
- Best when: systematic & agreed upon
 - Formative and summative
 - Formal and informal
 - Keep it positive and constructive: support & encourage
- Present as a gift



Major Parts of the Dossier: Evaluation of Teaching & Advising

Prepared Jointly by Head and Candidate

- List all courses taught in past 5 years.
- List awards, grants.
- Document advising and mentoring.
- Describe development activities.
- Include peer observation if available.
- **Summarize** TCEs.
(available at <http://oirps.arizona.edu>)

Selecting Outside Reviewers

Solicited by Department Head or Committee Chair

- MUST be independent and above candidate's rank.
- **Cannot collaborate on grants or publications.**
- Only head or committee chair should contact reviewers.
- **No more than HALF from candidate's list.**
- Document the selection process.
- Describe what is shown to referees.
- Include sample invitation.
- Include ALL solicited letters.
- Put unsolicited letters in separate section.

Protect the Integrity of the Peer Review Process

- Follow P&T guidelines.
- Base decisions on *stated criteria*.
- Make sure formats are followed.
- Make sure all reviewers are independent.
- Monitor the review process for fairness.
- Consult with your dean or the Provost's Office on procedural variations or questions.
- *Have committee members sign letters.*

Explain votes, recusals and abstentions.

Representing Your Teaching



Framing your teaching as an *exercise in scholarship* . . .

Before the Teaching Experience: Planning

- How do I want my students to think about this subject?
- What should my students learn? What are they capable of learning?
- How do I prepare for classes in ways that build upon these intentions?

During the Teaching Experience: Doing It

- What does my “typical” class look like?
- What strategies work well for me? for my students?
- How do I know when my students are (1) engaged in productive thinking? (2) progressing toward understanding of the concept?

After the Experience: Reflecting and Analyzing

- Did my teaching support student learning? How do I know?
- Were my planning decisions and in-class actions appropriate for these students and for the learning goals of the class/course?
- What changes might result in improved student understanding?

Caveats about using student ratings

- **Sample size is critical.** Check response rates within courses and the percentage of courses that have TCE data.
- **Fine distinctions among individuals cannot be made with assurance.** Department reports allow for a margin of error by comparing confidence intervals scores instead of frequencies or mean scores.
- **Adjustments may be necessary for special properties of individual courses** or sets of courses.
 - For example, online courses and new or substantially revised course .

"The Junior Faculty Development Program is a critical institutional investment in the future success of our faculty and Penn State Hershey."

Harold L. Paz, M.D., senior vice president for health affairs, Penn State; dean, Penn State College of Medicine; CEO, Penn State Milton S. Hershey Medical Center

The Junior Faculty Development Program

prepares faculty to achieve success in their academic careers. A comprehensive curriculum in professional development is coupled with a mentored project conducted under the guidance of a senior faculty member. Together, these elements combine to empower junior faculty to better manage their careers.

The Junior Faculty Development Program (JFDP) is designed for both basic scientists and physicians. An objective of the program is to encourage interactions and facilitate collaborations among the faculty.

The overarching goal of the JFDP is to nurture and cultivate junior faculty to become the next generation of academic leaders.



Penn State President Graham Spanier, Ph.D., conducts a town hall meeting with the JFDP class.

The Details

The program runs from September through May with two-hour sessions every Friday morning at 7:00–9:00 a.m. The expected time commitment is four hours per week, including class time, preparation for sessions, and work on projects. Department chairs must approve the faculty member's participation in the program and their proposed project through a written agreement.

For More Information

Program details and application materials are available on the Office of Faculty and Professional Development website: www.pennstatehershey.org/opd.

You may also contact:

Ann Ouyang, M.D.
Associate Dean, Faculty and Professional Development
aouyang@psu.edu

Sarah K. Bronson, Ph.D.
Co-director, Junior Faculty Development Program
sbronson@psu.edu

Milind J. Kothari, D.O.
Co-director, Junior Faculty Development Program
mkothari@hmc.psu.edu

Penn State College of Medicine
500 University Drive, Suite C1602, H117
Hershey, PA 17033
Phone: 717-531-1101 • Fax: 717-531-4852

CME

Penn State College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Penn State College of Medicine designates this educational activity for a maximum of 50 AMA PRA Category 1 Credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Junior Faculty Development Program

Empowerment

Mentoring

Success

PENNSTATE HERSEY



Faculty and Professional Development

Empowerment



The Curriculum

The JFDP provides junior faculty with the knowledge, skills and resources that are essential for a career in academic medicine. The sessions are led by senior members of the institution and involve interactive classroom and panel presentations, case discussions, group exercises, and skills workshops.

The curriculum covers the spectrum of career development, education, research, and clinical practice. Topics include:

- setting career goals
- mentor-mentee relationships
- promotion and tenure
- negotiation and conflict resolution
- performance review and compensation
- characteristics of excellent teachers
- presentation skills and small group facilitation
- clinical teaching and giving feedback
- curriculum planning and design
- navigate the NIH
- writing grants and manuscripts
- personnel administration
- the clinical enterprise
- doctor-patient communication

The Project

Each junior faculty member conducts a project under the guidance of a senior faculty mentor. Projects are chosen by the participants and approved by their department chair. Projects may involve research, education, clinical, or service activities.

Mentoring



Mentoring is a valuable component of the JFDP. Mentors are recruited and matched to each participant based on the project area and the expertise of the senior faculty member. Examples of projects conducted by JFDP participants include:

- research grant applications to NIH, private foundations and other funding agencies
- clinical research studies in children and adults
- curricula for medical students in core clerkships and clinical electives
- competency-based curricula for residents, incorporating innovative educational methods
- development of web-based teaching tools
- studies of clinical decision-making
- planning and implementing multi-disciplinary clinical services
- development of new techniques in patient care, such as motivational interviewing

"Being a mentor for the JFDP is a wonderful opportunity to give energetic, promising junior faculty members a hand-up. By sharing my experience with them, hopefully their path toward a successful project will be more direct, avoiding the potential detours and pitfalls. It has been very rewarding to follow the academic progress of these faculty members after their graduation."



Catherine S. Abendroth, M.D.
Professor, Chief, Anatomic Pathology



Milind J. Kothari, D.O., co-director, Junior Faculty Development Program; Ann Ouyang, M.D., associate dean, faculty and professional development; Sarah K. Bronson, Ph.D., co-director, Junior Faculty Development Program

Success

Junior Faculty

"The JFDP program gave me a unique opportunity to develop my knowledge and skills needed for a successful biomedical scientist and educator. In addition to the excellent curriculum, the program provided me a mentored project which was really helpful. In general, the program has made a significant impact on my academic development."



Jianxun Song, Ph.D.
Assistant Professor,
Microbiology and Immunology

"The JFDP provided an effective forum for imparting the knowledge and tools new faculty need to be successful. My participation in the program introduced me to physicians and scientists in departments across the institutional spectrum and led to an active and successful collaboration."



Mechelle M. Lewis, Ph.D.
Assistant Professor, Departments of
Neurology and Pharmacology