Faculty of Medicine Preparing for Tenure and Promotion Success

Faculty Human Resources

Faculty of Medicine

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Presenters

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Panel

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Why an effort should be made

› Promotion and tenure reviews are some of the most, if not the most, important decisions we make as an academic community in the Faculty of Medicine.

› As you prepare for your review for promotion and/or tenure, we want to provide you with some tools that will assist you in presenting the strongest possible case for success.

Topics

› Which CV template should I use?

› What are the sections of the CV?

› How do I find the right place?

› What are some common CV issues to avoid?

› How do I assemble my Teaching Dossier?

› How do I choose referees for my review?

› How long will the review process take?

› Where can I find further assistance?

Which CV template should I use?

FoM Annotated CV's

› Our unique templates allow you to better present your successes in the Faculty of Medicine!

› Your success in promotion & tenure relies heavily on your own record of your success.

› **Your attention to the details and formatting in your CV will help prevent unnecessary delays** in the review of your file.

› Two FoM Annotated CVs are available:

- **Professoriate** stream
- **Educational Leadership** stream (NEW)

› If you are applying for promotion to the rank of **Senior Instructor** or **Professor of Teaching** please use the FoM Annotated CV for the Educational Leadership stream.

› The FoM Annotated CV for the Educational Leadership stream is similar to the FoM Annotated CV for the Professoriate but includes extra sections and allows for more narrative.

› The FoM Annotated CVs can be found on MedNet.

What are the sections of the CV?

CV Sections:

› Demographic & Education

› Teaching

› Educational Leadership

› Scholarly & Professional Activities

› Service:

  ▪ to the University

  ▪ to the Health professions/health Authorities

  ▪ to the Community

› Awards and distinctions

› Other relevant information

Please Note:

Several sections start with subsection:

a) Areas of Special Interest and Accomplishments

› These subsections require a narrative form with a *maximum of 150 words.*

› For professional or blended cases only this maximum may need to be MODESTLY extended for the "service" of the CV.

› Include any relevant contextual factors.

Contextual Factors include:

› Protected time for research due to salary awards.

› Candidate's personal circumstances, if relevant.

› Delays due to set-up requirements for research or any other relevant information which may provide insight into timing issues.

› Discipline and context-specific opportunities.

Demographic & Education

› Name, Faculty, Department & Rank
› Post-secondary education & special designations

- *It is useful to include the Titles of Dissertations, and Research Supervisors*

› Employment Record

› Leaves of Absence

- *Do not omit as this information will help explain any gaps in your record, such as maternity or parental, study, medical or other leaves.*

Teaching

› Teaching includes all activities by which learners, whether in degree or non-degree programs sponsored by UBC, derive educational benefit.

› An individual's entire teaching contribution should be assessed within the context of the discipline & department norms. [SPROT/SAC's requirements of metrics…]

13

› *Types of teaching:*

› Lectures/seminars/lab instruction/simulation

› Clinical teaching/teaching associated with patient care (e.g. bedside teaching)

› Exam setting & marking

› Author of web-based material

› Supervision or co-supervision

Types of teaching:

› Continuing Education Activities
- (e.g. presenter/facilitator at CME or CPD courses (UBC and non-UBC)

› Visiting Lecturer
- (e.g. Presentations at ROUNDS, invited lectures given at a University or other institution; named lectures e.g. The Billy Brown Memorial Lecture)

› *Types of teaching:*

› Additional Teaching Related Activities
  - (e.g. Week or Block Captain, Case author/co-author or PBL Case Writer, Formal student mentoring, Course Coordinator, Program Director, PBL Training, OSCE Examinations, etc.)

› *Types of Trainees:*

› Undergraduates
  - (e.g. Medical/dental students; BMLSc, BSc, summer students, honours theses, Co-op, Directed Studies)

› Graduates
  - (e.g. MSc, MPH, MPT, MOT, PhD, Residents, etc.)

Types of Trainees:

› Postgraduates
  ■ (e.g. Postdoctoral Fellows, Clinical Fellows, etc.)

› Peers/Professionals
  ■ (e.g. CME/CPD)

› Research Staff
  ■ (e.g. Research Associates)

› *Evidence of quality teaching:*

› Student evaluations

› Peer evaluations

› Innovative contributions to curriculum development

› Teaching awards

Evidence of quality teaching:

› Outstanding record of trainee supervision

- ▪ (e.g. trainees receive external national awards, graduation & success in finding a full-time position; publications & presentations at international meetings)

Educational Leadership

› Curriculum development/renewal

› Pedagogical innovation

› Scholarship of teaching and learning

› Teaching and learning grants

› Formal educational leadership roles

› Innovations in use of educational technology

› Other educational leadership contributions

Scholarly and Professional Activities

› Scholarly activity means "research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity."

› Judgment of scholarly activity is based mainly on the quality and significance of an individual's contribution.

Scholarly and Professional Activities

› Evidence of scholarly activity varies among the disciplines. Scholarly activity can take three forms:

- traditional scholarship or scholarship of discovery;
- scholarship of teaching or education; and/or
- professional contributions.

› *Blended cases are possible*

› Cases can be based on one or a combination of these forms.

› The form of scholarly activity must be determined in advance in discussion between the Head and the candidate

› Appropriate criteria must be applied at all stages of the review.

› ***Evidence of Scholarly and Professional Activities***

› Grants and Contracts (competitive & non-competitive):

- Research or equivalent contracts, including funding for clinical trials

- Research or equivalent grants (e.g. Operating Grants, Team Grants, Group Grants, Equipment Grants, Infrastructure Grants, Training Grants, Other)

- Education innovation or development grants

- For multi-investigator grants, indicate your role & share of the funding

› ***Evidence of Scholarly and Professional Activities***

› Publications:

- Refereed publications (e.g. journals, conference proceedings, other) within well cited journals

- Non-refereed publications (e.g. journals, conference proceedings, other)

- Books (e.g. authored, edited, chapters)

› These are included in the Publication Record section of your CV.

› *Evidence of Scholarly and Professional Activities*

› Patents

- Special Copyrights

- Artistic Works, Performances, Designs

  - (e.g. audio-visual work, pamphlets, computer programs or similar works and designs)

› Other Works

Evidence of Scholarly and Professional Activities

› Invited Presentations

- Presentations related to original research activities given at scholarly meetings or at another institute by specific invitation, including lectures given as Keynote Speaker at a conference

› Invited Participation

- e.g. participation on a government or other organization panel

Evidence of Scholarly and Professional Activities

› Conference Participation
  - e.g. Organizer, Chair, Moderator, etc.

› Other Presentations
  - e.g. Presentations to public events organized by local funding agencies, charities, patient support group, high schools, etc.

› *Evidence of Scholarly and Professional Activities:*

› Other Scholarship of Education Activities

  ▪ Evidenced by factors such as:

    • originality or innovation,

    • demonstrable impact in a particular field or discipline,

    • peer reviews of scholarly contributions to teaching,

    • dissemination in the public domain, or

    • substantial and sustained use by others.

› *Evidence of Scholarly and Professional Activities:*

› Other Scholarship of Education Activities
  - For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching, whereas textbooks or curriculum revision of a routine nature would not.

› *Evidence of Scholarly and Professional Activities:*

› Other Professional Contributions
  ▪ evidenced by research or the creation of:
    • significant application of fundamental theory; or
    • significant forms and applications of professional or clinical practice or policy

› *Scholarly & Professional Activities*

1) Sample peer-reviewed publications
2) Evidence of scholarship of education & of professional contributions

- Government reports or policy

- Letters from industry or government where served as an external consultant confirming impact

- Letters confirming leadership roles in professional organizations & impact

Service

ACADEMIC SERVICE

› Service to the University, health professions, health authorities, andthe community.

› Includes service performed for the benefit of Departments, Faculties, Continuing Studies, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large.

34

› *Service to the University:*

› Memberships on committees in your Department/School, the Faculty of Medicine, and UBC

› Faculty mentoring (formal and informal)

› Graduate student supervisory committees
  - e.g. thesis examination committees, oral comprehensive examination committees, OSCE examinations, etc.

› ***Service to the Health Professions/Health Authorities:***

› Memberships on provincial, national and international committees

› Other provincial, national and international service

› *Service to Community*
(List in order of: Provincial, National and International)

› Memberships on scholarly & other societies

› Memberships on scholarly & other committees

› Editorships, Reviewer, External examiner

› Consultant, Other service to the community

▪ e.g. any radio, TV, or other media interviews, panel discussions, public discussions or volunteer work relating to your scholarly activities.

Record of Publications

› *Start with an "Authorship Statement" that includes:*

- The accepted meaning of the order of authors for papers in your field
- Codes explanations for "FA, CA or SA" (first author, contributing author, senior author respectively)
- Codes used to identify trainees, doctoral postdoctoral supervisors etc.)
- For multi-authored works, indicate your role if not the senior or first author.
- You should add a brief narrative (below the entry) describing the findings/impact of those papers you have identified to be of primary importance.

Example of an Authorship Statement

<u>**Authorship Statement**</u>

* Most Important papers

<u>Underline</u> – trainees under my direct supervision

I   *Italic* – My doctoral Supervisor

Bold Italic –My postdoctoral supervisor

Key to my contribution:

FA - First Author - typically performed the majority of the experiments in the manuscript, wrote the first draft

CA - Contributing Author – typically helped with experimental design, completed some experiments, edited the draft manuscript

SA - Senior Author – typically conceived the experimental approach, supervised the writing of the manuscript, corresponding author for the paper. A senior author is typically the last author in publications relevant to my field of study.

How do I find the right place?

Look for the Biggest Impact

If in doubt, ask!

What are some common CV issues to avoid?

Common Issues with CV's:

› Duplicated or repeated information in different sections of the CV and publication record.

› CV is not up to date (including teaching), is not dated, or is not in UBC format.

› Excessive inclusion of narrative (8a; 9a) – less is more.

› Lack of clarity regarding the candidate's role and contributions (pubs, grants, collaborative research and graduate student supervision).

› Full information is not provided on:

- grants (competitive vs. non-competitive; current status of applications),
- publications (year, page numbers, authors, students),
- or presentations (location, year).

How do I assemble my Teaching Dossier?

Your Teaching Dossier:

› Please use the FoM Elements of a Teaching Dossier for Candidates for the elements required for your Head and Department / School Tenure and Promotion Committee to assess the required teaching evidence.

› You can include other elements as long as these elements demonstrate your effectiveness as a teacher

› *Your Teaching Dossier:*

› Philosophy of teaching –

› Student teaching evaluations -

› Peer observations of teaching –

› For Professor of Teaching path, evidence of educational leadership -

› *Important:*

› The Teaching Dossier is **NOT** forwarded beyond the Department / School except for promotion/tenure in the Professor of Teaching path. Within the Professor of Teaching path, a Condensed Teaching Dossier* is viewed at all levels beyond the Department / School.

  * Course syllabi, assignments, handouts and full teaching evaluation reports are removed.

› As of September 2012, teaching effectiveness will be assessed by a **Summative Peer Review of Teaching (SPROT)**.

› The SPROT document, together with the Head's Letter, external reference letters and the candidate's CV, CV Addenda will be forwarded to both the FoM Promotion and Tenure Committee, SAC and the President.

› It is critical that key information about your teaching is included in your CV, including the context for your teaching, and evidence of trainee success.

Teaching Dossier & SPROT – Arisen Issues...

› Difficulty obtaining reliable student evaluations of some formats of teaching

› Student evaluations with low response rates

› Lack of, or poor quality, peer reviews (classroom observations)

› *Additional Tips:*

› "Toot your own horn"

› Be methodical about collecting & storing samples of best work, letters of thanks, etc.

› Start early…it takes time

› ~20 pages + appendices

› For Professor of Teaching path, the dossier should complement/expand on the CV

› Clarify your contribution in collaborative work

› Seek advice, good examples and peer review

How do I choose referees for my review?

Referees Solicitation Process

› Head/Director must solicit letters from at least four referees, of whom at least two should be taken from a list of names supplied by the candidate.

› Candidates should not communicate with referees about their review.

Candidate's List of Referees:

› Should be persons whose impartiality cannot be doubted.

› Not relatives, close personal friends, clients, former thesis advisers, research supervisors, and normally should not include current or former colleagues, grant co-holders or co-authors.

› For promotion to Professor, list potential referees from outside of Canada as well within Canada.

› *Candidate's List of Referees*:

› Generally understood that the higher the profile of the referees, the more credible their appraisals.

› Appropriate referees must be chosen, particularly for Blended cases.

› In some cases, it is appropriate to list referees at other ranks or in other professions.

› Consult with your Department Head / School Director.

How long will it take?

› Tenure and Promotion Summary Map

› You have the right to supplement your file with new, unsolicited info or a response to particular concerns that emerge, up to the stage of the President's decision.

› To supplement your CV, use an addendum in this format: FoM Addendum to CV (Sample).

Where can I find further assistance?

1) Your Mentor(s)

2) Your Department Head/School Director

3) The Dean's Office (Dr. Deborah Money, Susan Jackson, Amy Tsang)

4) SPROT Rep: Dr. Kenneth Baimbridge

5) For Educator Scholars: Centre for Health Education Scholarship

6) Online Information:

›   UBC Tenure, Promotion & Reappointment for Faculty Members

›   FOM Information for Full-Time Candidates

›   FOM Centre for Health Education Scholarship

›   CTLT info on Teaching Portfolios

›   Slides from Faculty of Medicine T & P presentation on the Educational Leadership stream