

Faculty Steering Committee MINUTES

Thursday, September 18, 2014 • 12:00 Noon • Daly Center, Room MS 186

<i>Topic</i>	<i>Presenter</i>	<i>Discussion</i>	<i>Action Item/Resolution</i>
1. Call to Order -Approval of Minutes from Aug. 2014	Abby Klemsz	*August Minutes attached	*Meeting minutes from August were approved.
2. Announcements a. Nominations Committee Selection b. Fall Faculty Meeting	Abby Klemsz	Per the IUSM Constitution, the Nominations Committee is chaired by the President-Elect, Alan Ladd. The past president, Jodi Smith and the executive associate dean for faculty affairs and professional development, Mary Dankoski also serve on the committee. The following members were appointed to serve on the Nominations Committee for 2014-2015: 1. Ronald Wek 2. Emily Walvoord 3. Tim Masterson The Fall Faculty has been scheduled for Monday, Oct. 27 at 4:30pm in Walther Hall, R3 203 Auditorium. Dean Hess and Peter Nalin will be presenting.	
3. Old Business a. Faculty Effort Guidelines	Mary Dankoski	*See attached presentation that highlights the revisions made to the Faculty Effort Guidelines. The complete Faculty Effort Guidelines document is also attached. These revisions were completed by the Faculty Salary Plan Implementation Group. This final document will be disseminated at the Fall Faculty Meeting. As the group moves from implementation to oversight, a Compensation Oversight Committee will be formed to review the plan on an annual basis for 3 years.	
4. Dean's Business a. General Update	Jay Hess	Administrative: Dean Hess spoke about the recent administrative reorganizing in the IUSM Dean's Office and University Clinical Affairs. <ul style="list-style-type: none"> • Diane Iseminger was hired as the Chief of Staff to help reorganize the communications office and focus on strategic internal and external communication. She will also be responsible for other various projects as needed. • Mary Dankoski, PhD is now the Executive Associate Dean for Faculty Affairs 	

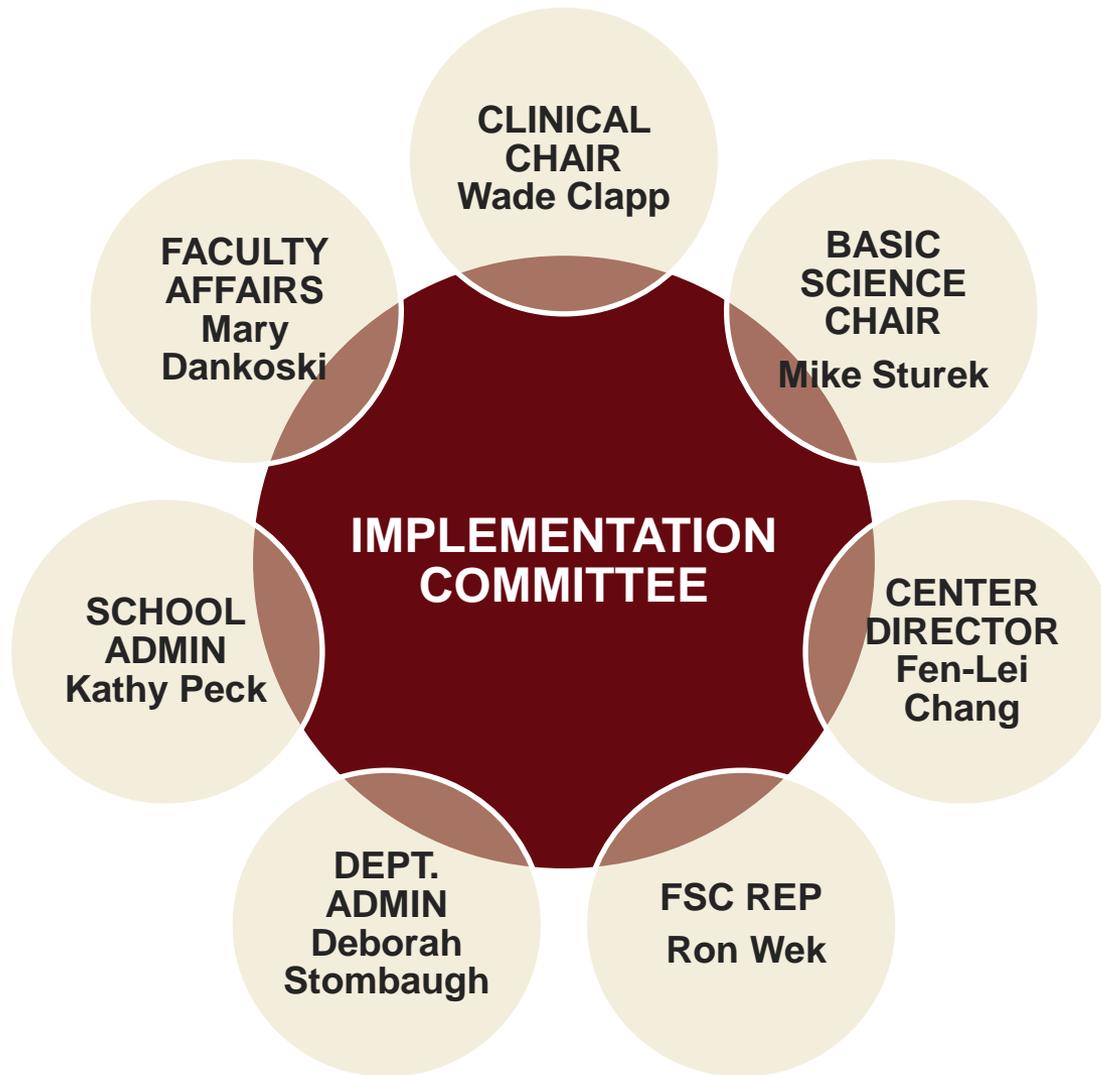
	<p>and Professional Development.</p> <ul style="list-style-type: none"> • Steve Bogdewic, PhD is now the Executive Vice Dean. His role will focus on recruitment and onboarding of senior leaders for the School. He will also be working with department chairs to establish and implement annual goals for their respective departments. Additionally, Steve will be focusing much of his work on the alignment with IU Health. <p>The School has several senior level searches taking place. Currently, there are searches for:</p> <ul style="list-style-type: none"> • Initial stages for Chair of Medicine • Discussions with the finalist for Radiology • Discussions with the finalist for Radiation Oncology • Discussions with the finalist for IUSM-Muncie Center Director • Mid-search for IUSM-South Bend Center Director • Relaunch for Chair of Pharm Tox • Will launch no later than July 1, 2015 for the Executive Director of the Paul and Carole Stark Neurosciences Research Institute that Gerry Oxford currently holds. The search will be chaired by Tatiana Foroud and Mary Dankoski. An official announcement will be sent out soon. <p>Clinical: As a means to increase the engagement of the clinical leadership for the school and the executive leadership for the health system, the clinical department chairs attended the IUH CEO & System Executive Team Retreat at the beginning of September.</p> <p>Education: The Regenstrief building is being renovated for use as an education building for all the health sciences schools. Pooling the capital resources from these schools allows us the opportunity to build a state of the art facility. We will plan to have dedicated space for the School of Medicine for areas like Admissions and OFAPD as well as house the Richard M. Fairbanks School of Public Health.</p> <p>After consulting with several other top national leaders in medical school education, it was determined that implementing a major curricular reform right before an LCME accreditation site visit. The internal self-study for the LCME along with the LCME site visit itself will provide a wealth of information for the continuance and completion of our curriculum reform. Anticipated implantation is 2017.</p> <p>Research: Proposal submissions year to date are up about 30%. Our rolling average on NIH grants is up about 8.6%. Although this is still early in the year, these data do indicate that faculty are submitting more proposals and our NIH market share, after experiencing a steady decline is starting to pick up again. The Dunlap Building is currently being renovated for research laboratory</p>	<p>*Add LCME Self-study as a standing agenda item for the FSC.</p>
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		space. It will house about 7 new faculty as well as a new director for the Center for Chemical Biology and Drug Discovery.	
5. New Business			
a. Curricular Reform Update	Alan Ladd	This topic was covered in the Dean's update.	
6. Committee Report			
a. Faculty Development Coordinating Committee	Curtis Wright	*Report attached	
7. Questions and Adjournment	Abby Klemsz		



Revised Faculty Effort Guidelines







PROCESS

IUSM INFO

- 3D Documents
- Clinical Dept. Education Allocation Example
- Basic Science Dept. Education Allocation Example
- Research Center Funding Expectations Example
- Mean Salary Coverage, Basic Science Faculty

NATIONAL & PEER INFO

- Mean Salary Coverage, Public Schools (AAMC)
- Salary Coverage, 5 Basic Sci Depts, Univ. Michigan
- Policies from 6 Academic Medical Centers
- Discussion with Faculty Affairs Deans, Business Administrators, other Chairs





MAJOR CHANGES

General Principles

- Chairs and Center Directors charged with developing unit-specific faculty effort policies (p. 2)

Education

- New section about Research Education (p. 3)





MAJOR CHANGES: RESEARCH

Goal

- External funding to support **80%** of research effort

Minimum Expectation

- External funding to support **60%** of research effort

3-year rolling average



INDIANA UNIVERSITY SCHOOL OF MEDICINE FACULTY EFFORT GUIDELINES

The Indiana University-Purdue University Indianapolis (IUPUI) Statement on Faculty Work states that each school should have a faculty workload policy that “defines faculty workload expectations for its needs and the faculty categories it employs.” The guidelines herein are intended to define such workload expectations for the Indiana University School of Medicine (IUSM) faculty.

Objective

Develop consistent definitions as to what constitutes research, education, clinical, and professional/administrative service effort so that: (1) faculty members have a clear understanding of expectations; (2) department chairs and regional medical education center directors (hereafter referred to as “center directors”) can equitably allocate effort of individual faculty members and determine the degree to which expectations are fulfilled; and (3) IUSM will benefit from maximizing its most critical resource, faculty talent, in pursuit of excellence in core missions.

General Principles

Faculty and institutional vitality are interdependent. Given that the faculty is the single greatest resource of the institution, it is essential to both the success of faculty and of IUSM to have an institution-wide approach to faculty effort determinations. These faculty effort guidelines are intended to increase the transparency and consistency in the manner in which faculty effort is determined across the school in each mission area. For the purpose of this document, a faculty member is defined as an individual with an appointment at the IUSM in the tenure, clinical, or research/scientist track, either part time or full time.

A faculty appointment at IUSM brings with it certain expectations. The activities below reflect the core values of academic medicine and are integral responsibilities of faculty members in our academic medical community. All IUSM faculty members are expected:

- To teach learners or be supportive of the education mission
- To mentor learners and faculty members
- To engage in IUSM, university, health system, and national service (e.g., committees, professional organizations, review panels, etc.) as well as service to the community
- To be supportive of research and scholarship in all of the mission areas
- To participate in ongoing learning and development to continually strengthen their capacity as teachers, scholars, and providers of care.

While these are essential responsibilities of all faculty members, there is great variation in the manner in which faculty members contribute to the mission areas and achieve these essential responsibilities. Thus, while the goal of this document is to increase transparency and consistency, a uniform approach to assigning faculty effort will not provide the flexibility required for departments and regional medical education centers to pursue their unique priorities, nor will a uniform approach accommodate the diversity of faculty appointment types and individual faculty contributions to the school’s missions. These guidelines are not meant to define the percentage of time that will be allotted for specific activities in research, education, clinical care,

service, and administration; rather, they are meant to establish a framework for the common aspects and types of activities that should be included when determining individual faculty effort allocations. Further, chairs and center directors are charged with developing faculty effort policies that reflect the responsibilities specific to their units, and should seek input from the faculty when generating such policies. Department and center policies will be reviewed and approved by the Office of Faculty Affairs and Professional Development to confirm that the policies are equitable and aligned with these school-wide guidelines and other relevant faculty policies.

In addition to having clear expectations, it is also essential for faculty members and chairs to receive constructive and timely feedback about their performance. While this document provides information regarding how faculty effort should be determined, guidance regarding faculty performance and merit can be found in the IUSM Annual Faculty Review Guidelines, Standards of Excellence for Promotion and Tenure, the IUPUI Guidelines for Promotion and Tenure and IUPUI Supplement to the IU Academic Handbook. Chairs and center directors are also held to expectations for their performance, which is reviewed by the Dean through the Department Annual Review (DAR) process. Faculty members provide input through regular surveys including the Faculty Vitality Survey[©] and the Department Chair 360° Leadership Survey[©].

Given the diversity of faculty roles and needs across the career life cycle, while it is an essential responsibility of all faculty to enhance their skills through professional development, such professional development efforts must be specific to each faculty member. Thus, it is expected that faculty members will discuss their professional development plans with their chairs or center directors during the annual review. Time spent in faculty development is not always specifically allocated; however, it may be important to do so when a faculty member participates in a program that requires a significant ongoing investment of time and resources, or when a faculty member's performance is below expectations and/or he or she has received a negative annual review. In such cases, a professional development plan outlining specific and targeted improvement efforts should be developed and agreed to by the faculty member and chair or center director.

In addition to plans for professional development, there should be mutual agreement between each faculty member and his/her chair or center director about their effort allocations and expectations in all applicable areas. These should be reviewed each year during the annual faculty review. For each faculty member, the percentage of effort assigned to the research, education, clinical, service, and administration missions will equal their total effort (i.e., their actual full time equivalent). If there are disagreements regarding performance that cannot be reconciled, a faculty member can exercise the right to a review according to the IUSM Grievance Policy.

EDUCATION

A central mission of IUSM is excellence in education. Faculty members teach learners across the spectrum from undergraduate and allied health professions students, to medical students, residents and fellows, along with graduate students, postdoctoral fellows, and faculty in continuing medical education and faculty development programs. Further, faculty members use a variety of instructional methods (e.g. lectures, seminars, small group discussions,

problem-based and team-based learning, laboratories, simulations, etc.) and teach in such diverse settings as classrooms, online, clinical venues, and laboratories. Faculty members also support the education mission through curriculum development, learner assessment, receiving and providing peer review of teaching, mentoring and advising learners, and by educational leadership and administration. Preparation for teaching activities should also be considered when designating effort for an individual faculty member.

It is expected that there will be variation among faculty members in the amount of total effort that is designated as contributing to the education mission. Some faculty members make education a primary focus of their career and would thus have a larger proportion of their total effort allocated to education. Examples include faculty members who direct courses, clerkships, or programs, or those who teach the majority of sessions within a course or several sessions in multiple courses, and those who are responsible for developing, implementing and evaluating curricula and learner assessments.

Because the missions of IUSM are highly integrated, faculty activities often involve a combination of the core missions. For example, teaching medical students in a clinical setting can involve both education and clinical effort. Similarly, teaching students in the laboratory can involve both education and conducting experiments that further the research mission. Each department and center will determine the relative contribution of faculty activities to each of the core missions.

Clinical Education

While many educational activities occur outside of direct patient care delivery (e.g. lectures, seminars, simulations), faculty often teach learners in clinical settings where teaching is performed during the provision of clinical care. Faculty time committed to clinical medical education will depend on the needs and level of training of the students, fellows, and residents. Teaching may partially replace clinical work or may be integrated during clinical work. Each department and regional medical education center has flexibility in allocating reasonable estimates of faculty effort in education. For those departments with clinical missions, the method for defining education effort should include not only those activities that occur outside the patient care setting, but also clinical teaching activities based on the number of trainees, their level of training, and whether the teaching activity partially replaces clinical work.

Research Education

Similar to teaching medical students to provide clinical care, educating learners in the skills necessary to conduct research requires faculty teaching efforts that extend beyond traditional classroom teaching. Thus, faculty effort is not fully reflected by the number of academic credits of student enrollment. Education to acquire research skills occurs in lectures, laboratory demonstrations, individual tutoring, and small group teaching. Additionally, as members of graduate programs, faculty serve on advisory and research committees for students conducting studies in other laboratories and time allotted to these committee activities is important to provide breadth and assessment of student training. Teaching postdoctoral fellows often involves advanced training in technology and development of model systems, along with mentoring their transition to independence. Although postdoctoral fellows are not

typically enrolled as students for academic credits, faculty education of postdoctoral fellows is central for their successful training as well as for the research mission of IUSM.

Each department and regional medical education center has flexibility in allocating reasonable estimates of faculty effort in education. For those departments with a research education mission, the method for defining education effort should include not only those activities that occur in traditional classroom settings, but should also include other research education activities such as mentoring, supervision of students on research rotations, and serving on advisory, research, and exam committees. Faculty time committed to research education and mentoring activities will vary depending on the needs of the trainee, the number of trainee meetings yearly, and graduate program requirements. For example, mentoring an inexperienced summer research fellow may require more time and effort than that required by an advanced graduate student.

RESEARCH

A central mission of IUSM is research that advances our understanding of health and the prevention, diagnosis, progression, and treatment of disease. Research effort includes activities in basic science, health services, social science, educational, translational research, and clinical trials. Faculty members conducting research are expected to carry out rigorous studies leading to publications in peer-reviewed journals and to present their research at professional meetings and other academic institutions. The development of intellectual property on research innovations is also highly encouraged.

To support their research, faculty members are expected to obtain funding from external granting agencies, such as NIH or other federal agencies, foundations, contracts for clinical trials or other private or industry sources, and research endowments. A goal of IUSM is for faculty to achieve external grant funding to support 80% of their designated research effort (under the NIH cap). Effective July 1, 2015, the minimum expectation will be to achieve external grant funding to support 60% of designated research effort. Because faculty on the research scientist track are not expected to teach and have minimal or no service obligations, this expectation is typically higher and may be up to 100% of research effort. Due to variations in yearly research accomplishments and grant funding, a three-year rolling average should be used when calculating the percent of research effort that is funded. However, recognition for new research accomplishments and grant funding should not necessarily be delayed to accommodate the rolling average.

Reasonable efforts should be made to assist faculty members with meeting these expectations. Support for faculty research success is provided in many ways. Where funding and other circumstances permit, startup funding is provided for new faculty with the expectation that he/she will subsequently obtain extramural funding. Additionally, at times internally funded grants may be available for bridge funding and new pilot studies. The university endeavors to appropriately process and administer applications and grants, provides support and compliance for laboratory animals and laboratory and radiation safety, and maintains laboratory cores that contribute to conducting innovative and technology-driven research. Further, the institution invests heavily to provide faculty with resources in areas such as mentoring, project and proposal development, research leadership development, and scientific and grant writing. Such resources are available through the IUSM Office for Faculty Affairs and Professional

Development, Clinical and Translational Sciences Institute, Office of Research Affairs, and the IUPUI Office of the Vice Chancellor for Research. In addition, it is expected that departments and centers should, under appropriate circumstances, supplement these centralized resources with department-specific efforts intended to help faculty members be successful.

CLINICAL

Clinical effort is defined as the percentage of an individual's time spent devoted to patient care and related activities, including providing direct patient care services, serving as medical director/service line director, and effort on clinical contracts. Faculty clinical effort also includes other activities that are part and parcel of clinical work, such as time spent serving on health systems committees, patient billing and documentation, and participating in recruitment of individuals with clinical responsibilities. These guidelines address clinical effort and not clinical productivity. Effort is the time spent providing clinical care; productivity relates to how much clinical care is provided during the time allotted.

SERVICE

The institution relies on faculty service to develop, execute, and sustain its missions. Contributing to the greater collective good of the IUSM and university is an essential responsibility of being a faculty member. Thus, faculty members are expected to support the core missions by serving on governing bodies and committees at the departmental, school, campus, health system, and university levels. Faculty members are also encouraged to serve in professional societies, and community, national and international organizations, including editorial boards of journals, study sections for national and international granting agencies, and as expert reviewers of scholarly manuscripts.

Each department and center has flexibility in allocating reasonable estimates of faculty effort in service. While all faculty members are expected to commit some effort towards service, time commitments vary widely across service obligations. The scope and reach of a service commitment, whether the service is through an elected or appointed position, as well as the time commitment, should factor into department policies regarding the allocation of individual service effort.

ADMINISTRATION

Administrative positions such as chair, vice chair, division or section chief, assistant or associate dean, and center director receive a specific allocation of effort. All such administrative appointments are discretionary and allocation of effort, expectations, and performance are reviewed annually by the supervising administrator.

**Indiana University School of Medicine
Committee Report Template**

Presented September 2014

Committee Name: Faculty Development Coordinating Committee

Committee Chair Name: Emily Walvoord and Curtis Wright

Committee Chair Email: ewalvoor@iu.edu and cuwright@iu.edu

Meeting Frequency: monthly

What is the mission of your committee? (100 words)

- To inform the strategic plan for faculty development by actively engaging with OFAPD. This will include evaluation of policies, assistance in reaching a broader group of faculty and the development of novel programs and/or policies crucial for the maintenance of high levels of faculty vitality at the IUSM.

What has your committee accomplished this year? (250 words)

- There has been ongoing high level of participation with broad representation across a wide array of departments. The members are charged with keeping their colleagues informed of faculty development offerings, bringing faculty concerns to the committee, and assisting with the developing of new programs and policies. An abbreviated list include:
 - The Career Development Consultation (CDC) program--Goals of the CDC program are to:
 1. Empower faculty to develop their own individual career development plan
 2. Assist faculty with:
 - a. defining their career path
 - b. setting goals and a timeline
 - c. developing scholarship
 - d. planning for promotion/tenure
 3. Grow the professional network available to faculty to facilitate opportunities for mentoring and collaboration
 - Critical Review of the Vitality survey and 360⁰ Summary Report
 - Feedback for Revised Standards of Excellence for Research
 - Informed IUSM Diversity Revitalization initiatives and updates to the scientific calendar

 - Continued involvement of multiple committee members in the IUSM ACE/Sloan Award to Accelerate Faculty Career Flexibility.

- Promote involvement in the Academy of Teaching Scholars
- Promote awareness of the online Teaching/Research Leadership skill modules and faculty mentoring portal
- Informing the design/implementation of the work-life portal.

What goals does your committee have for the next academic year? How can the Faculty Steering Committee help you to accomplish those goals? (150 words)

- The major goal of the FDCC is to continue to promote faculty vitality through ongoing work on the above and future initiatives.
- The FSC can assist by giving feedback on and ultimately supporting efforts to:
 - Revise faculty appointment types and promotion and tenure criteria so expectations better align with current faculty work realities
 - Improve the culture of promotion
 - Encourage and award faculty for involvement in mentorship activities
 - Successfully implement a work-life portal
 - Improve social support for faculty in various areas such as dual career services, child/elder care, relocation, etc.
 - Develop greater alignment with the various systems (e.g. IUHP, Eskenazi, VA) regarding faculty recruiting, development, work-life integration, and overall vitality

**FACULTY STEERING COMMITTEE
SIGN-IN SHEET
September 16, 2014**

Name	Role	Present
Randy Brutkiewicz, PhD	Graduate Studies	<input type="checkbox"/>
Douglas Carr, MD	Curriculum Council	<input type="checkbox"/>
John Christenson, MD	Lecturer & Clinical Rank Faculty Promotions	<input type="checkbox"/>
Linda DiMeglio, MD	Biomedical Research	<input checked="" type="checkbox"/>
Richard Gunderman, MD	Community Relations	<input type="checkbox"/>
Jay Hess, MD, PhD	Dean	<input checked="" type="checkbox"/>
Mark Kaplan, PhD	IUSM Space Planning	<input type="checkbox"/>
Abigail Klemsz, MD, PhD	President	<input checked="" type="checkbox"/>
Mimi Kokoska, MD	Promotion & Tenure	<input type="checkbox"/>
Alan P Ladd, MD	President-Elect	<input checked="" type="checkbox"/>
Sarah Landsberger, PhD	Awards	<input type="checkbox"/>
Kenneth Lazarus, MD	Student Promotions	<input checked="" type="checkbox"/>
Michael McKenna, MD	Academic Standards	<input type="checkbox"/>
Nancy Mangini, PhD	Regional Rep	<input checked="" type="checkbox"/>
Tim Masterson, MD	IUHP Rep	<input checked="" type="checkbox"/>
Dan Rusyniak, MD	Secretary-Elect	<input checked="" type="checkbox"/>
Jodi Smith, MD, PhD	Past President	<input checked="" type="checkbox"/>
Tim Taber, MD	IUHP Rep	<input type="checkbox"/>
Yuichiro Takagi, PhD	Admissions	<input checked="" type="checkbox"/>
Emily Walvoord, MD	Secretary	<input checked="" type="checkbox"/>
Gabi Waite, PhD	Regional Rep	<input checked="" type="checkbox"/>
Ron Wek, PhD	Compensation Plan Implementation	<input checked="" type="checkbox"/>
Elizabeth Whipple, MLS, AHIP	IUPUI Faculty Council	<input checked="" type="checkbox"/>
Curtis Wright, MD	Faculty Development Coordinating Committee	<input checked="" type="checkbox"/>
Iseminger, Diane	Guest	<input checked="" type="checkbox"/>