New Faculty Orientation

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VTCCarilion
School of Medicine
Meet Our Team!

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Director, Faculty Development
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**Joalenn Tabor**
Faculty Affairs Manager

**Phyllis Irvine**
Faculty Affairs Coordinator – Appointment, Promotion and Tenure

**Nick Torre**
Faculty Affairs Coordinator
Digital Measures Administrator
Objectives

• Know the mission and objectives of VTCSOM and how these frame faculty opportunities and activities

• Acknowledge and confirm access to documents relevant to faculty responsibility

• Identify opportunities for development and growth as a VTCSOM faculty member
Outline

✓ Mission, values and curriculum at VTCSOM
✓ Faculty appointment
✓ Compact, standards and policies
✓ Academic freedom
✓ Commitment to effective teaching
✓ Conflicts of interest
✓ Curriculum vitae and promotion and tenure
✓ Academic resources
Checklist

- You have a checklist with you today that follows same path as shown on previous slide.

- **In Person:** your LEGIBLE NAME/SIGNATURE confirms that you have attended a faculty orientation session.

- **Online:** your sign-in confirms attendance today – honor system! You must also complete and return the faculty orientation checklist.

- Serves as reference for future access to faculty-only types of materials (e.g., Blackboard).
Checklist

• “How long is my orientation good for?”
• See notes at bottom of checklist
• Please get your appointment finalized by one year, or it gets complicated!

*Turn in checklist at conclusion of workshop.*
Confirmation of attendance at faculty orientation is required for initial appointment to VTCSOM.
Mission, Values & Curriculum
Mission

• To develop **physician thought leaders** through inquiry, research and discovery, using an **innovative curriculum** based upon adult learning methods in a patient-centered context. Our graduates will be physicians with outstanding **clinical skills** and significantly enhanced **research capabilities** who will remain life-long learners. They will have an understanding of the importance and practice of **interprofessionalism** to enable them to function more effectively as part of a modern healthcare team.

• **Scientist Physicians, Not Physician Scientists**

• Only 16% of physicians earning doctorates see patients
Value Domains

• Basic Science
  • Integrated with clinical cases

• Clinical Science
  • Early introduction with clinical cases, LACE program, and clinical skills
  • Advanced teaching, especially utilizing simulation

• Research
  • Longitudinal pedagogic material; mentors oversee project; completion of “publishable-quality” research project

• Interprofessionalism
  • Team dynamics; leadership training; culinary medicine; scopes of practice; service learning
Curriculum

• M1 and M2 Years:
  • Patient-centered, hybrid curriculum
  • Problem- and case-based learning/wrap-up
  • Small group setting
  • Integrated material without traditional “courses”
  • Early clinical experiences

• M3 and M4 Years: traditional discipline-based clerkships with topical “threads”
Curriculum Objectives

• LCME requirement to ensure that all faculty can access objectives
• May be viewed here:
  • https://medicine.vtc.vt.edu/about/institutional-objectives.html

Please review often, signed, LCME
Mission, Values, Curriculum
Faculty Appointments

Instructor → Assistant Professor → Associate Professor → Professor
VTCSOM Faculty Appointments

Faculty Appointments
Virginia Tech Carilion School of Medicine

Regular Faculty
- Primary Appointment
  - Tenure to Title Track
    - Professor
    - Associate Professor
    - Assistant Professor
  - Non-tenure Track
    - Professor
    - Associate Professor
    - Assistant Professor

Instructional Faculty
- Adjunct Appointment
  - Non-tenure Track
    - Adjunct Professor
    - Adjunct Associate Professor
    - Adjunct Assistant Professor
  - Clinical Preceptor
- Instructional Appointment
  - Senior Instructor
  - Instructor
  - Visiting Faculty

Revised 8/8/2018
VTCSOM Departments

• Basic Science Education
• Interprofessionalism
• Emergency Medicine
• Family and Community Medicine
• Internal Medicine
• Obstetrics and Gynecology
• Orthopedic Surgery
• Psychiatry and Behavioral Medicine
• Pediatrics
• Radiology
• Surgery
Faculty Appointment

- VTCSOM web site with faculty bylaws and lots of other information:
  https://medicine.vtc.vt.edu/faculty-affairs.html
Faculty Appointment

• “Appointment to the school, maintenance of appointment, and promotion in rank acknowledges teaching as the fundamental activity of all faculty.”

• VTCSOM Faculty Bylaws
Faculty Appointment
(This topic required by LCME)

Faculty Tracks and Ranks

Regular Faculty
Regular Faculty Appointment

• Regular faculty – all rights and privileges of faculty; voting and serving on committees

• Terminal degree required

• Either tenure to title or non-tenure tracks

• Ranks of assistant, associate or full professor

• Concept of “progress toward promotion” is prominent
Regular Faculty Appointment

- Regular faculty with **primary** appointment
  - Primary academic home is VTCSOM
- Regular faculty with **secondary** appointment
  - Primary academic home is another VT unit, JCHS or Radford; but significant teaching role with VTCSOM
  - Rank often same as “home” institution
  - No tenure to title granted with secondary appointment
Faculty Tracks and Ranks

Instructional Faculty
Instructional Faculty Appointment

• Adjunct faculty
  • May or may not have primary appointment at another institution (other than VT, JCHS or Radford)
  • Eligible to be appointed at VTCSOM at same rank as at home institution, IF meet rank criteria at VTCSOM
  • Not eligible for tenure to title

• Clinical Preceptor/Senior Instructor/Instructor faculty
  • No promotion in rank; not eligible for tenure to title
  • Primary emphasis is education in clinical setting

• Visiting Professor (1x, good for 6 months)
Faculty Appointment Process

1. Prepare curriculum vitae and portfolio in VTCSOM format
   - [http://medicine.vtc.vt.edu/faculty_affairs/digital_measures/](http://medicine.vtc.vt.edu/faculty_affairs/digital_measures/)
   - “Digital Measures”

2. Meet with Department Chair
   - Review credentials, anticipated involvement in teaching, distribution of effort
   - Agree on proposed track and rank

3. Request for appointment (letter of intent) addressed to Dean
   - Include anticipated teaching, willingness to serve the School and abide by faculty governance
Faculty Appointment Process

4. Obtain official transcript of terminal degree (accreditation requirement)
   • Original or, in small number of cases, notarized copy of original transcript

5. Attend faculty orientation and submit signed checklist

6. Complete documentary forms
   • e.g., SCHEV, Faculty Conflict of Interest, FERPA

7. Deliver folder of materials to Department Chair who will review, include letter of recommendation and forward to Faculty Affairs
Faculty Appointment Process

• If requested track is at rank of Assistant Professor on any track, the Dean approves directly.

• If requested rank is Associate Professor or Professor on any track, the Dean consults with the Appointment, Promotion and Tenure (APT) Committee.

• If requesting higher rank than previous institution, this constitutes a promotion.

• Appointment letter sent to new faculty member by the Dean; a signed acceptance should be returned within two weeks.
Virginia Tech PID (Personal Identifier)

• “Your Virginia Tech PID is a unique Personal Identifier. Your PID belongs to you and you only. Your PID and password grant you access to your Hokie SPA, My VT, and more”. (VT Web Site)

• Must complete form to get VT ID#, then go online to finish setup process for PID.

• You will not receive the PID until you complete the faculty appointment process.
Virginia Tech PID (Personal Identifier)

• “What does it mean to have a VT PID anyway?”
• Access to selected types of services via VT, most notably their world class library!
• Access to VT email system (@vt.edu)
• A variety of perks (e.g., access to on campus health facilities).
• Lots of discounts!

https://www.hr.vt.edu/benefits/hokie-perks/discounts.html

• Further details still emerging.
Faculty Appointment
Compacts, Standards and Policies
FERPA

- Family Educational Rights and Privacy Act of 1974
  - Protect privacy of education records
  - Right of student to inspect their education records
  - Guidelines for correction of inaccurate or misleading data
FERPA

• FERPA for faculty members
  • Only access educational records you need to complete your job
  • Do not publically post grades
  • Do not email grade information/scores
  • Do not release personal information without written authorization

• Hope Reynolds: VTCSOM FERPA Expert, hvreynolds@vt.edu
Learning Environment

• Special attention to alleged mistreatment of students

• Learning Environment Advocacy Committee

• Comprised of faculty, VTCSOM staff, students and residents, with advisors from Dean’s office

• Increasingly common route for issues of mistreatment and/or unprofessionalism
Diversity

• Educational imperative
  • Our mission, vision and values state that we will educate future physicians in cultural competency

• Business imperative
  • Research shows that diverse teams are better at problem solving, conflict resolution and creativity

• Huge accreditation issue
Diversity

• VTCSOM has policies to outline commitment to diversity with practices for promoting diversity

• VTCSOM has strategic plan to implement initiatives designed to enrich our teaching, learning and working environment

• Dr. Karen Ely Sanders, Chief Diversity Officer 540-231-5499 kesande1@vt.edu
How Can I Read More About Policies of the School?

• Today’s orientation
• Written policies and guidelines
  – Faculty Bylaws, Faculty Assembly
  – Learning Environment Advocacy Committee
  – Coming soon: online policies folder
• Faculty development sessions
Compacts, Standards & Policies
Academic Freedom
Academic Freedom

VTCSOM subscribes to the AAUP Statement on Academic Freedom (1940 and subsequent revisions)

States faculty should have:

- Freedom in research and publication
- Freedom in classroom to discuss one’s subject (but not necessarily outside one’s subject) within restrictions decided at time of hiring
- Freedom from institutional censorship, as long as accurate, balanced and not representing the institution
Academic Freedom


- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
Academic Freedom
Commitment to Teaching
Faculty Appointment

• “for the purpose of medical education...”

• Privilege and responsibility to be both lifelong learners and to share what we know

• Entrustment to share the expertise we have acquired through many years of training and experience

• We must continue to develop ourselves as educators and professionals

• OCPD provides you with resources to excel within your faculty roles
Goal:

Provide a streamlined support unit that will help meet the ongoing learning needs of a variety of groups across our health system. Each of our program area units can be viewed as tools to facilitate continuous learning across the continuum of health professions training and practice.

Shari Whicker, EdD
Director, OCPD
Director, TEACH
Office of Continuing Professional Development (OCPD)

- CME
- Faculty Development
  - TEACH
  - Physician Leadership and Well-Being
Continuing Medical Education (CME)

- Goal is for learners to maintain, improve, and acquire new knowledge and skills, thus impacting the quality of health care through continuous improvement

- CME website: [https://www.carilionclinic.org/cme](https://www.carilionclinic.org/cme)

- Many clinically-related CME opportunities are offered through individual Departments. Online calendar: [http://cmetracker.net/CARILION/Calendar?SessionType=RSS](http://cmetracker.net/CARILION/Calendar?SessionType=RSS)
Faculty Development

Every learning activity we provide or sponsor is intended to enable participants to become better at what they do every day:

• clinical care
• teaching and assessing students
• communicating effectively
• conducting high quality research
• leading administrative units or other programs

All elements ultimately contribute to safer and higher quality patient care!
TEACH is the Teaching Excellence Academy for Collaborative Healthcare. The mission of TEACH is to promote learning excellence at Carilion Clinic, the Virginia Tech Carilion School of Medicine, Virginia Tech Carilion Research Institute and Jefferson College of Health Sciences by creating a community of educators and fostering their development as teachers, learners and education researchers.

Join TEACH! medicine.vtc.vt.edu/teach/
Faculty Development

Regular Series

*TEACH
- Health Professions Educator (HPE) - monthly
- Program Directors – bi-monthly
- Education Grand Rounds – quarterly-ish
- Education Day – annual
- Health professions Education Research Scholars (HERS) program – monthly (by invitation)
- HPE Journal Club – bi-monthly
- Dean’s Forum – As requested by the Dean

*Non-TEACH
- Research - monthly
- Current Topics – quarterly-ish

*On Demand!
- Contact us!

Event Schedules are available online and publicized via email to all VTCSOM/JCHS faculty and TEACH members.
TEACH Observation Service

- Observation and consultation services for faculty of VTCSOM and Jefferson College of Health Sciences. These experienced educators can provide objective and confidential feedback on your current teaching practices, offer educational resources for improving skills, and/or assist in measuring impact on learners. And, these sessions count toward your annual requirement for faculty development related to teaching!

- Sign up here: https://www.teach.vtc.vt.edu/request-an-observation/
Documentation

• Database – “Digital Measures”
  • Includes sites for teaching activities, curriculum development, assessment efforts, evaluations by learners, faculty development
  • Effective documentation of teaching activities

• Also database for academic accomplishments, scholarly activity, service to School/training programs/research/community
  • Ability to report activities at times of yearly evaluation
  • Update of Curriculum Vitae and academic portfolio for promotion and/or external opportunities
Commitment to Teaching
Conflicts of Interest
Conflicts of Interest

• Conflict of interest in student assessment
  • Direct supervision of student involving assessment (grading) and/or promotion
  • Number of situations where objectivity may be at risk:
    • Relative through lineage, marriage or other
    • Relationship through residence, place of worship, civic, sports, recreational, personal
    • Patient in the practice of a clinician
• Do not need to disclose the nature of the conflict
• Annual signoff on COI disclosure form
Conflicts of Interest

• Financial conflicts
• Research subject conflicts
• Reporting/publication conflicts
  • Covered in detail elsewhere
Conflicts of Interest

VTCSOM has adopted the ACCME standards regarding conflicts in Continuing Medical Education:


• Independence and resolution of personal conflicts
• Use and management of commercial promotion
• Avoidance of bias or disclosure of bias; disclosure of relevant conflicts
Conflicts of Interest

Private interests may conflict with academic responsibilities

- In some cases, may require written permission to engage in such interests

If you are a Carilion physician, you are subject to disclosure requirements separate from VTCSOM appointment!!
Conflicts of Interest
Curriculum Vitae, Promotion & Tenure

What is a CV anyway?
Curriculum Vitae

- Standardized format for VTCSOM curriculum vitae
  - Follows format for Virginia Tech, with additional emphasis on clinical activities
- Each faculty member required to develop CV in VTCSOM format using Digital Measures
  - At time of initial appointment
  - Updated at time of Maintenance of Appointment
- VTCSOM CV is comprehensive
  - May choose to develop more focused CV for other uses
Promotion and Tenure
Promotion and Tenure to Title (TTT)

**Promotion**, regardless of track (tenure to title, non-tenure), predicated on progress within **up to four** areas of faculty activity:

- Teaching
- Clinical Care or other skilled activity
- Research/Scholarly activity
- Service
Promotion and Tenure to Title (TTT)

Tenure, at VTC, refers to tenure of title rather than employment:

- **TTT** granted as a recognized level of achievement in academic activities
  - Anticipation of continued activity
- Point of reference when compared to peer and other academic institutions
- Expectation of continuous and high level of service
Redefining Tenure at Medical Schools

• “Only approximately 30% of full-time physician faculty members are currently tenured or tenure eligible....”

• Walling, Understanding Tenure, Society of Teachers of Family Medicine, Jan. 2015.

• http://www.stfm.org/FamilyMedicine/Vol47Issue1/Walling43
Redefining Tenure at Medical Schools

• Tenure-system changes are happening for two reasons
  • “Medical schools operate on a "tenuous" funding model that does not mesh well with the permanent commitment they make to their tenured faculty.”
  • “Schools are recognizing that the increasing research and funding pressures of a traditional tenure-track pathway are sometimes unrealistic in the face of patient care, teaching, or--for some--family responsibilities outside of work.”

• “These changes may prove more consistent with the values of the incoming generation of researchers, who tend to be less loyal to institutions and more interested in wide-ranging careers and work-life balance.”

http://www.sciencemag.org/careers/2009/03/redefining-tenure-medical-schools
Curriculum Vitae, Promotion and Tenure

- Outline of CV and guidelines for development of CV located at Faculty Affairs website [http://medicine.vtc.vt.edu/faculty_affairs/](http://medicine.vtc.vt.edu/faculty_affairs/)
- Reminder to regularly update “Digital Measures” (critically important!)
- Workshops offered periodically on CV and Academic Portfolio
- Guidelines for promotion and tenure in Faculty Bylaws
Curriculum Vitae, Promotion and Tenure
Academic Resources & Wrap Up
Academic Resources

VTCSOM Faculty Bylaws:
• Rights and privileges of VTCSOM faculty
• Faculty governance structure and committee responsibilities
• Appointment and reappointment
• Promotion and tenure guidelines
• Grievance procedures
• [http://medicine.vtc.vt.edu/faculty_affairs/]
Academic Resources

Mentoring:

• Guidance in developing academic and professional career
  • Senior leadership involvement in advice and counsel, opportunities, advancement
• Workshops, leadership courses
• Chairs and senior department leaders, research mentors, VTCSOM and Carilion Clinic leaders
• TEACH developing formal program
Academic Resources

Faculty Development on Teaching:
• Specific activities related to VTCSOM style of curriculum or VTCSOM-specific activities
  • e.g., problem-based learning, block facilitation, MMI interview technique
• Office of Continuing Professional Development (OCPD)
  • Opportunities to enhance teaching techniques, curricular development, evaluation, presentation and other skills relevant to teaching
VTCSOM Library: How Do I.....

- **Databases:** [https://guides.lib.vt.edu/VTCSOM_Library](https://guides.lib.vt.edu/VTCSOM_Library)

- **Lendable Equipment:**
  - iClickers, iPad minis, Headphones, mobile cables,
  - Dell laptop with SPSS v. 22 Statistical Module

- **Online Access to Virginia Tech University Libraries:** rmccandl@vt.edu

- **Request Articles or Books:** [http://jchs.libsurveys.com/RequestForm](http://jchs.libsurveys.com/RequestForm)

- **Resource Guides:** [http://libguides.jchs.edu/vtcsom](http://libguides.jchs.edu/vtcsom)
Need Help? Contact Us!

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Academic Resources
Faculty Orientation

PLEASE
Turn in your
completed checklist --
or you’re at risk of
being required to
repeat this workshop!!!