



# Academic Advancement: Promotion and Tenure Guidelines Workshop

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Dean of Faculty Affairs

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**INFORMATION PRESENTED TODAY  
WILL SHARED AT A “HIGH LEVEL”.**

**IT WILL BE IMPORTANT FOR YOU TO  
REFER TO THE WEBSITE AND READ  
THE FINE PRINT.**

**BOOKMARK THIS SITE:**

**[POLICIES & PROCEDURES – OFFICE OF FACULTY AFFAIRS \(DARTMOUTH.EDU\)](https://www.dartmouth.edu/office-of-faculty-affairs/policies-procedures)**

# Objectives

**Introduce the Geisel Faculty Appointment Lines and Tracks**

**Understand the Appointments, Promotions and Titles (APT) Review Process**

**Understand the importance of Scholarship and Professional Development in Career Advancement**



# REVIEW OF FACULTY LINES AND TRACKS



| Faculty Line                              | Track  | Ranks   | Appointment Terms   |
|---|--|---|---|
| <b>Academic Medical System (AMS) Line</b> | <ul style="list-style-type: none"> <li>• Traditional Track</li> <li>• Investigator-Scholar Track</li> <li>• Clinician-Scholar Track</li> </ul> | <ul style="list-style-type: none"> <li>• Instructor</li> <li>• Assistant Professor</li> <li>• Associate Professor</li> <li>• Professor</li> </ul> | <p><b>One (1)- year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Instructors;</li> </ul> <p><b>Three (3)-year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Assistant Professors may be reappointed for additional 3-year terms until promoted;</li> <li>• Instructors</li> </ul> <p><b>Six (6)-year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Professor</li> </ul> |
| <b>Non-tenure track/non-tenure line</b>   | <ul style="list-style-type: none"> <li>• Lecturer Track</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecturer</li> <li>• Senior Lecturer</li> </ul>   | <p><b>One (1)-year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Instructor</li> <li>• Lecturer</li> <li>• Senior Lecturer</li> </ul> <p><b>Three (3)-year term (renewable):</b></p> <ul style="list-style-type: none"> <li>• Assistant Professor</li> </ul> <p><b>Six (6)-year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Professor</li> </ul>   |
| <b>Tenure – Track/Tenure Line</b>         | <ul style="list-style-type: none"> <li>• Investigator-Scholar Track</li> <li>• Educator-Scholar Track</li> </ul>                               | <ul style="list-style-type: none"> <li>• Assistant Professor</li> <li>• Associate Professor</li> <li>• Professor</li> </ul>                       | <p><b>Three (3)-year term (renewable):</b></p> <ul style="list-style-type: none"> <li>• Assistant Professor</li> </ul> <p><b>Six (6)-year terms (renewable):</b></p> <ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Professor (* awarded tenure and an unlimited appointment period)</li> </ul>  |



# Overview of Promotion Criteria



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# Must First Meet Your Departmental Guidelines for Promotion

- You must first submit your credentials to your department for review by the internal committee.
- First line of review is within your discipline/field.
- Reviewed by senior faculty (associate and full professors) with advanced level of expertise in your department.
- Obtain and carefully follow the criteria within your department for consideration for promotion at each rank.
- If you are not approved at the departmental level, your portfolio cannot be reviewed by the Geisel APT Committee.

# Academic Medical System (AMS) Faculty Line

| Track                             | Brief Description   |
|-----------------------------------|---|
| <b>Clinician-Scholar Track</b>    | <p>individuals whose predominant efforts are in improving population wellness and providing clinical care, but who also make substantive contributions to academic medicine and affiliate health fields through teaching, program development, and engagement that is associated with that care.</p> <p>Reasons for updates: To reduce ambiguity of scholarship accepted for appointment and promotion consideration.</p> |
| <b>Traditional Track</b>          | <p>Active clinicians establish robust research programs, commitments in teaching, service/engagement and promotion of wellness/excellence clinical care.</p>  |
| <b>Investigator-Scholar Track</b> | <p>Faculty members in the AMS Line may establish robust research programs, but may not have any direct clinical care responsibilities (in many cases, individuals who hold PhDs or other non-clinical degrees).</p>   |

## **Promotion from Assistant to Associate:**

Robust regional to burgeoning national presence in the emphasized areas of each specific track. This reputation may be evident in different ways for each specific individual; particularly balanced by the time that they have available in each area of endeavor. In all cases, however, individuals promoted to senior ranks will be expected to have a foundational record of peer-reviewed, original and disseminated scholarship.

## **Promotion from Associate to Full:**

Both quantitative and qualitative advances in research, education, engagement, and clinical care, as applicable, will have been made in order for this rank to be bestowed. While accomplishments may vary with the individual, those promoted to Professor must have a sustained record of excellence and will have garnered extramural recognition at the national and/or international level for teaching, engagement, research, clinical care, and original scholarship, with their specific academic contributions in each area accordingly weighted for the track in the AMS Line and the effort available to each endeavor.



# Non-Tenure Track/Non-Tenure Faculty Line

| Track                           | Brief Description   |
|---------------------------------|---|
| <b>Lecturer Track</b>           | <p>Lecturers are hired for the specific purpose of teaching one or more courses without any other implicit obligations to the Medical School. Such individuals must contribute the equivalent of teaching of one full course that is recognized in the <a href="#">Office of the Registrar (ORC) Catalogue Reference</a> of Dartmouth College.</p> <p>Appointment at the rank of Lecturer requires evidence of excellence in pedagogy, teaching and/or curriculum design</p> <p><u>Promotion to Sr Lecturer:</u> Demonstrated excellence in teaching and pedagogical scholarship, also documented innovation in program development and evidence of excellence in administrative oversight of educational programs.</p> |
| <b>Research-Intensive Track</b> | <p>Expected to engage in research endeavors. Expected to have strong and continued evidence of securing external funding from qualified sources. Unless otherwise contracted to do so, neither required nor permitted to perform either teaching or service for the institution.</p>  |

## **Promotion from Assistant to Associate:**

Robust regional to burgeoning national presence in the emphasized areas of each specific track. This reputation may be evident in different ways for each specific individual; particularly balanced by the time that they have available in each area of endeavor. In all cases, however, individuals promoted to senior ranks will be expected to have a foundational record of peer-reviewed, original and disseminated scholarship (similar to AMS).

## **Promotion from Associate to Full:**

Must have a sustained record of excellence and will have garnered extramural recognition at the national and/or international level for research, original scholarship.

# Tenure –Track/Tenure Faculty Line

| Track                                 | Brief Description   |
|---------------------------------------|---|
| <b>The Investigator-Scholar Track</b> | Individuals appointed in this Track are those for whom documentation (CV, letters of support) indicates the ability to establish and sustain (for Assistant Professor) or a proven record of having established and sustained (Associate Professor/Professor) a rigorous, self-directed extramurally-supported research program and ongoing excellence in peer-reviewed scholarship. Individuals appointed in this Track will also be expected to teach (the venue of that teaching may be variable), to excel in teaching, and to provide exemplary service/engagement to the Medical School, as well as to professional organizations related to their chosen field.  |
| <b>The Educator-Scholar Track</b>     | <p>Individuals appointed in this Track are expected to be fully dedicated to innovation and excellence in the delivery of the primary education programs of Geisel (undergraduate medical education (UME), graduate medical education (GME), and/or other health sciences education). In their roles, they are expected to excel at teaching or educational program development and evaluation in the preclinical UME, GME, and/or health sciences curriculum, to provide institutional service, and to produce peer-reviewed and disseminated scholarship.</p> <p>Reasons for updates: To include education-focused scholarship, in addition to research program, for appointment and promotion consideration.</p> |

## **Promotion from Assistant to Associate:**

Appointed for a three (3)-year term that, in most cases, will be renewed for an additional 3-year term, with the expectation that such faculty members will be brought before the APT Committee by end of their sixth year (second term) for consideration for advancement to Associate Professor.

Assessment of teaching and service shall be tempered --faculty members are allowed minimal teaching and service obligations during their first one to two years, in order to establish a successful research program.

Assess (end of six years): Scholarly productivity, qualified support (IS track), performance critiques, teaching, service/engagement

## **Promotion from Associate to Full:**

Follow from those established for appointment/promotion to Associate Professor, with the expectation that both quantitative and qualitative advances

Must have a sustained record of excellence in teaching and will have garnered extramural recognition at the national and/or international levels.

# Tenure –Track/Tenure Line (Promotion)

- Tenure is a long-term financial commitment by the Medical School and Dartmouth College.
- Tenure-track and Tenured members of the faculty will with rare exception, and only with approval by the Dean and the Provost, be expected to hold full time positions with Geisel.
- Tenure decisions at Geisel are made at the time the faculty member is considered for promotion/appointment to the rank of Professor.
- Tenure at Geisel School of Medicine may be granted to those in either the Investigator-Scholar or the Educator-Scholar Track.
- Tenure appointments will be made only when there is clear evidence of outstanding accomplishment and demonstrated potential for distinction in scholarship, research, and teaching. \*
- Those individuals who are recommended for tenure need not only to meet criteria for advancement to Professor, but also to excel in those areas, such that the School is justified in making the long-term commitment to them that tenure provides.

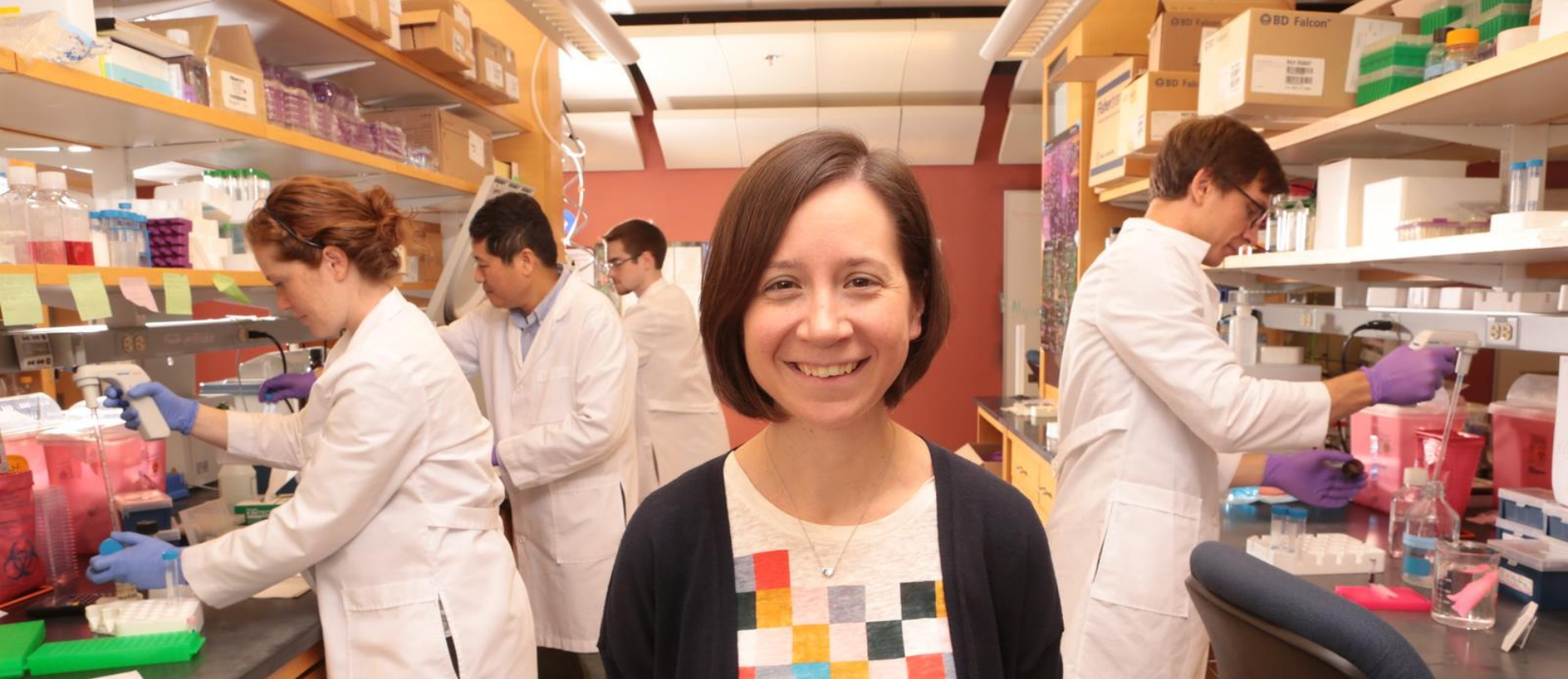
# NFA and Non-Voting Faculty Lines

## Non-faculty Academic Titles:

1. Distinguished Fellow
2. Research Associate
3. Research Associate - Clinical
4. Research Fellow
5. Research Scientist/Engineer/Analyst

## Restricted and Non-voting Faculty Lines

1. Clinical Faculty Line
2. Adjunct Faculty Line
3. Emeritus/a Faculty Line
4. Honorary Faculty Line
5. Visiting Faculty (or Scientist) Line



# Scholarly Activity for Appointment and Promotion



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## **Social Network of Academia**

**Academic products of documentation**

**Get information to the masses**

**Promotes sharing of knowledge**

**Oral communication < written and visual communication**

# Boyer's Model: Four Forms of Scholarship

| Form        | Purpose  | Measure  |
|-------------|--|--|
| Discovery   | Build new knowledge                                  | <ul style="list-style-type: none"><li>• Publishing research in peer-reviewed forum</li><li>• Creating infrastructure for future studies</li></ul>                      |
| Integration | Interpreting/sharing knowledge                       | <ul style="list-style-type: none"><li>• Preparing a comprehensive literature review</li><li>• Writing a textbook chapter</li></ul>                                     |
| Application | Bring knowledge to bear in addressing societal needs | <ul style="list-style-type: none"><li>• Developing practice standards</li><li>• Systematically assessing the effectiveness of different techniques</li></ul>           |
| Teaching    | Systematically study teaching and learning processes | <ul style="list-style-type: none"><li>• Developing and testing instructional methods</li><li>• Designing, implementing and evaluating an educational program</li></ul> |

E.L. Boyer, 1990

E. Walvoord, S. Bogdewic and Hobson-Rohrer, 2013

# Standards of Scholarly Work

We have found that when people praise a work of scholarship, they usually mean that the project in question has been guided by these qualitative standards:



## Clear Goals

- Clear achievable measurable objectives

## Adequate Preparation

- Up to date knowledge (thorough review of background and prior studies)

## Appropriate Methods

- Selection of appropriate evaluation methods to measure objectives

## Significant Results

- Measures accomplishment of objectives (data, evidence)

## Effective Presentation

- Make results widely available (documentation, peer-review)

## Reflective Critique

- Critical analysis to make change (challenge existing paradigms)

CE Glassick, 2000

Walvoord, S. Bogdewic and Hobson-Rohrer, 2013



# Social/Digital Media as Scholarship

- Increased during pandemic
- SM have changed not only how information is communicated but also the dissemination and reception of a variety of topics
- This communication shift can be directed towards the maximization of opportunities for clinician educators to network, establish themselves as experts, and build a national reputation, among others. All of these aspects are important to promotion and tenure.
- such as access to a broader network of colleagues and potential collaborators, influencing the impact of publications, and reaching individuals who otherwise would not have access to critical information
- to advance clinical care, educate the next generation of physicians and scientists, and promote research innovation.

## Remember:

- The line between personal and professional use can be blurred and challenging. It is important for participants to commit to the SM application that they choose and create boundaries that make sense based on their individual goals.
- Quality and Impact: [digital scholarship framework.pdf \(duke.edu\)](#)
- “Alternative (Non-Traditional) Scholarship”
- Altmetrics and Social Media: tracks mentions of scholarly works on social media sites, scholarly bookmarking services and in science news outlets through several different products, here are two examples:

[The Power of Social Media in the Promotion and Tenure of Clinician Educators | MedEdPORTAL](#)

[Altmetrics & Social Media - Citation Analysis & Bibliometrics - Library Guides at University of Denver \(du.edu\)](#)

# DORA: The Declaration of Research Assessment

- [About DORA | DORA \(sfdora.org\)](http://sfdora.org)

## About DORA

The Declaration on Research Assessment (DORA) recognizes the need to improve the ways in which the outputs of scholarly research are evaluated. The declaration was developed in 2012 during the Annual Meeting of the American Society for Cell Biology in San Francisco. It has become a worldwide initiative covering all scholarly disciplines and all key stakeholders including funders, publishers, professional societies, institutions, and researchers. We encourage all individuals and organizations who are interested in developing and promoting best practice in the assessment of scholarly research to sign DORA.

DORA's governance procedures are openly available, and our current priorities are outlined in the 2018 Roadmap.

## Vision

DORA's vision is to advance practical and robust approaches to research assessment globally and across all scholarly disciplines.

## Objectives

### Raise awareness

To call attention to new tools and processes in research assessment and the responsible use of metrics that align with core academic values and promote consistency and transparency in decision-making

### Facilitate implementation

To aid development of new policies and practices for hiring, promotion, and funding decisions

### Catalyze change

To spread research assessment reform broadly by working across scholarly disciplines and globally

### Improve equity

To call for broader representation of researchers in the design of research assessment practices that directly address the structural inequalities in academia

There is a pressing need to improve the ways in which the output of scientific research is evaluated by funding agencies, academic institutions, and other parties. To address this issue, a group of editors and publishers of scholarly journals met during the Annual Meeting of The American Society for Cell Biology (ASCB) in San Francisco, CA, on December 16, 2012. The group developed a set of recommendations, referred to as the San Francisco Declaration on Research Assessment. We invite interested parties across all scientific disciplines to indicate their support by adding their names to this Declaration.

A number of themes run through these recommendations:

- the need to eliminate the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations;
- the need to assess research on its own merits rather than on the basis of the journal in which the research is published; and
- the need to capitalize on the opportunities provided by online publication (such as relaxing unnecessary limits on the number of words, figures, and references in articles, and exploring new indicators of significance and impact).

We recognize that many funding agencies, institutions, publishers, and researchers are already encouraging improved practices in research assessment. Such steps are beginning to increase the momentum toward more sophisticated and meaningful approaches to research evaluation that can now be built upon and adopted by all of the key constituencies involved.

The signatories of the San Francisco Declaration on Research Assessment support the adoption of the following practices in research assessment.

### General Recommendation

1. Do not use journal-based metrics, such as Journal Impact Factors, as a surrogate measure of the quality of individual research articles, to assess an individual scientist's contributions, or in hiring, promotion, or funding decisions.

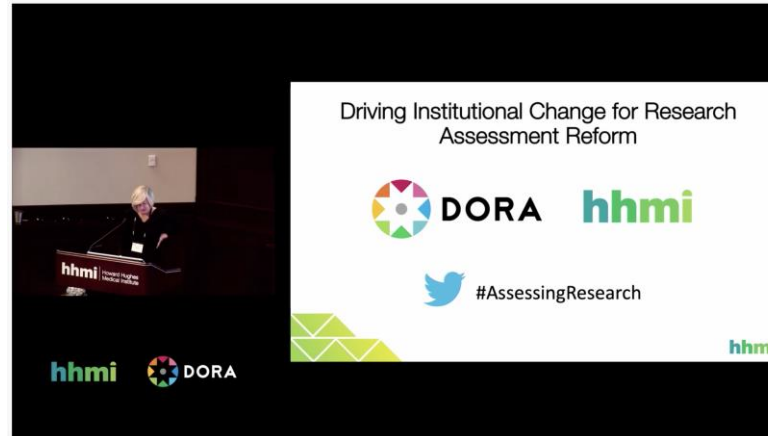
[Read the Declaration | DORA \(sfdora.org\)](http://sfdora.org)



# HHMI/DORA Meeting:

## Driving Institutional Change for Research Reform

October 2019



- How to improve research/scholarship assessment policies and practices:  
**USEFUL RESOURCES**
- Practical steps forward that will improve research assessment practices
  - Impact with respect to broader considerations on hiring and promotion
  - Address bias in these processes
  - Impact on assessment of team-based academic contributions
  - Many recommendations already incorporated: re hiring practices and APT advancement considerations



# Steps to assemble your portfolio and APT review



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# Geisel CV (LPH)

- Start maintaining this in Geisel format as soon as possible
- Put EVERYTHING of relevance in it (according to the headings/subheadings
  - Easier to delete later than remembering to include.
- Do not worry about formatting *per se*, but DO
  - Provide in a legible and organized format
  - Give the information requested (e.g., for grants, your role on project, dates, agency etc.)
  - NOT list grants on which you are supported if you were not key personnel grant; APT Committee assesses if your contribution contributed to success of grant i.e., this is a measure of how your peer view your work, not whether you meet any salary expectations
- Differentiate meetings in which you have been *invited* to speak vs. those where you selected based on submission (i.e. abstract)

# Geisel CV (LPH)

- Get invited to give talks –
  - For promotion to Associate: at least regional, best if national (ask your senior faculty to help)
  - For promotion to Full: National
- Serve on editorial boards, study sections, but balance with need to have a strong record of scholarship: time is not infinite
- If you are in a field that is not conventional, feel free to note important differences (e.g., if you are an engineer—importance of published meeting abstracts)
- Show strong participation in each category of activities of your portfolio, but especially with engagement
  - More does not add and takes away time
- Work with your Department Chair/Section Chief for guidance. They can protect you from too many demands.
- Personal statement/career overview:
  - Avoid repeating verbatim in CV
  - Highlight the **IMPACT** of your career and prominent/applicable areas of scholarship
  - Provide your interpretation of what you do and its importance to the institutional and academic missions

# The APT review process (LPH)

- Departmental Committee forwards recommendation/full portfolio to APT Committee
  - a) Chair's letter
  - b) Geisel CV; including personal statement/career overview
  - c) Outside letters of recommendation (5 outside for Associate; 7 for Professor)
  - d) 2 peer letters
  - e) Student evaluations (narrative and metric)
- APT Committee
  - a) Full Professors (13 individuals): balance of basic, data, and clinical departments
  - b) Dean of Faculty Affairs (ex officio)
  - c) Considerations for demographic balance as well as departmental COI
  - d) APT review process is a bit like study section:
    - i. One primary reviewer provides written review (template, comparable points
      - addressed for each candidate, and public presentation
    - i. Committee directs questions to Chair
    - ii. Chair leaves, committee continues with private discussion
- Committee votes to recommend, not recommend or table
  - a) If recommended by APT Committee; the Dean, the DAB, and the Provost must all also approve;
  - a) If for tenure (DC-paid only), Board of Trustees must also approve

# The APT review process (cont'd)

- Engagement
  - a) Key leadership(administrative) roles
  - b) Service work: valued, but again needs to be in balance (Nancy Reagan: Just say no)
  - c) Professional societies (leadership, membership)
  - d) Public policy papers; presentations before society or government bodies

## What is the impact of your “engagement” in your field?

- Combination of Activities
  - a) Reviewers will be made aware of fractional FTE and weigh review accordingly
  - b) Don't sweat the track stuff; this is malleable at the time of APT review
- Teaching and teaching (educator) portfolios
  - a) All teaching “counts”
  - b) Include metric evaluations of teaching when possible
  - c) For educator portfolios, no set format, so use to your best advantage; recognize reviewers are reading these—be cogent and as concise as possible
- New programs (including Q/I, best clinical practice)





# The APT review process (cont'd)

- **Team science**

- APT Committee recognizes and values team science
- Do not necessarily need to have a sustained history of individual investigator awards for promotion, but it certainly helps (especially important for tenure)
- Do need to have evidence of whether as an individual or part of a team, you are a key component of the research program
- Do make sure if you have a key personnel role
- Do strive to have publications on which you are first or senior author—doesn't need be all of them (note in CV if the “culture” of your field has specific expectations for order)
- Do make sure there is a recognizable body of work/theme to your team science

# 10 Reasons Dossiers are Returned to their Departments

1. The Chair's Letter does not contain sufficient evidence for promotion.
2. CV is not comprehensive and lacking critical information.
3. Rank of promotion not included in reference letter
4. Referee's rank must be same or higher than faculty applying for promotion (if from academic institution).
5. Not required number of outside letters of reference or teaching evals provided.
6. Failure to include recent publications (Associate Professor and Professor).
7. Insufficient time in rank with no exceptional or extraordinary reasons for promotion.
8. No peer review report (department appointment and promotion committee) submitted.
9. Not including (if applicable) approval of secondary department chair for promotion in secondary appointment or including secondary appointment.
10. No teaching evaluations submitted, although it is referenced in CV.

# Supplemental Portfolios

- Advocacy Portfolio Template: [Advocacy-Portfolio-Template-for-Pediatrics-2020.docx \(live.com\)](#)
- Educator's Portfolio Template: [Educator-Portfolio-Template-Example-2.12.21.docx \(live.com\)](#)
  - VCs of Education--enhancements
- DEI Portfolio Template: *In Progress*
  - Diversity Commitment and Policy: [Diversity Commitment and Policy – Office of Faculty Affairs \(dartmouth.edu\)](#)

# Diversity Commitment and Policy

[Diversity Commitment and Policy – Office of Faculty Affairs \(dartmouth.edu\)](https://dartmouth.edu)

## Diversity Policy

Within this broad scope, we set out the following objectives:

- To make known to the public Geisel's commitment to diversity, equity, and inclusion.
- To ensure that all members of the community are informed of expectations for professional behavior and to understand how to build a diverse, inclusive, and respectful academic community through online workshops/programs for all faculty, staff, and students.
- To build upon online modules that establish foundational learning and community expectations by establishing local diversity networks within departments and instituting programmatic approaches, such as Restorative Justice, that will put into action principles set out through e-learning.
- Consistent with the goals of Dartmouth's Inclusive Excellence Action Plan, to increase recruitment and retention and provide enhanced professional development opportunities for women and under-represented groups, as recognized by the National Institutes of Health, with an emphasis on female, Black/African American, and Hispanic/Latinx faculty and senior leadership.
- To emphasize the recruitment of Black/African Americans, Indigenous Peoples of North America, Hispanic/Latinx, and active and former members of the U.S. military service to our student programs (MD and MPH), as well as to provide appropriate support to enhance their academic success. We also commit to working with the Guarini School of Graduate and Advanced Studies to meet their own recruitment goals for PhD/MS students.
- To educate students on best practices within a complex society by providing curricula that address the role of society and disparities in health and healthcare.
- To work with our academic and clinical partners to ensure that we commit infrastructure and resources towards building a more diverse, equitable, and inclusive community.
- Geisel commits to these objectives, to assessing outcomes, and to evaluating programs in order to monitor progress in attaining these goals.



# How You and Your Department Chair Can Work Together to Prepare for Your Promotion



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# Discussion Points

- Do not wait until your position is in jeopardy

**Non-renewal received, similar notice or PIP**

- Start preparing early for promotion

**Discuss 1.5-2 yrs ahead of submitting packet**

- Discuss with Department Chair and Chair of Departmental FAPC

**What is required for promotion in my department**

- Intentional discussion of progress at annual evaluation or earlier (schedule appointment)

**Am I on target, based on my career goals (i.e. publications, RVUs, leadership roles, teaching quantity and quality)**

- Make a timeline with goals of what you want to accomplish to fulfill promo requirements

**Ask for recommendations on previous dossiers that you can use as a reference (promoted within 3 yrs)**

**What faculty development do I need now to enhance my skillset**

- Ask for recommendations on Mentors, Sponsors or Coaches to help you achieve your career goals

**Internal or external to the institution**

- Do not rush to submit a subpar promotion packet

**To be PI on grant**

**To obtain salary increase**

# The Relationship between Faculty Development and Academic Promotion/Career Progression

## FACULTY DEVELOPMENT

- Enhance clinical skills
- Enhance teaching skills
- Enhance presentation skills
- Manuscript preparation and submission
- Grant writing and acquisition
- Development of leadership skills



## ACADEMIC PROMOTION/ CAREER PROGRESSION

- Improve patient safety/enhance QI
- Improve teaching evaluation scores
- Prepare for platform presentations
- Increase publications accepted
- Increase number of grants awarded
- Prepare for institutional, regional and national leadership roles

| Supported External Development Opportunities  | Non-Supported External Development Opportunities                                    |
|---|---|
| AAMC Mid-Career Women's Faculty Professional Development Seminar*   |   |
| AAMC Executive Development Seminar for Associate Deans and Department Chairs*   |   |
| AAMC Minority Faculty Career Development Seminar (junior faculty)*  |   |
| AAMC Minority Mid-Career Faculty Career Development Seminar*  |   |
| AAMC Leadership and Management Foundations in Academic Medicine and Science ( <i>formerly Executive Development Program for Interim and Aspiring Leaders</i> )*   |   |
| AAMC Being A Resilient Leader Course*   |   |
| Executive Leadership in Academic Medicine (ELAM®)   | National Institute for Program Director Development                                 |
| Harvard-Macy Program for Educators in Health Professions  | HHMI Medical Research Fellows Program   |
| Harvard SPH Program for Chiefs of Clinical Services   | Harvard MS-CME Principles of Medical Education--<br>Maximizing your Teaching Skills |
|   | Harvard Faculty Development Program   |
| FASEB Diversity in Science: Postdoctoral preparation Institute*   |   |
| ASCB MAC Annual Junior Faculty and Postdoctoral Fellows Career Development Workshop*  |   |
| <p><b>*These are opportunities that are financially supported by both the institution (competitively) and/or by departmental/grant funds to allow for maximum faculty participation. For competitive sponsorship, the process will be provided on the Geisel OFA webpage.</b></p> |   |



# Traditional Geisel Key Resources for Faculty Development

- [GrantsGPS](#)
- [Center for Program Design and Evaluation \(CPDE\)](#)
- [Dartmouth Center for Advancement of Learning \(DCAL\)](#)
- [Dana Biomedical Libraries](#)
- [Inclusive Pathways for Advancement in the Academy \(IPAA\)](#)
- [National Center for Faculty Development & Diversity \(NCFDD\)](#)
- [New PI Slack](#)
- [AAMC](#)
- [Professional Societies](#)

# Geisel Professional Development Fund

- Annual RFA to Faculty, Staff and Nonfaculty Academics (Postdocs, Research Scientists) to attend off-site workshops/programs
  - Requires matching funds from the sponsoring department(s)
    - Organizations include, but are not limited to:

[Executive Leadership in Academic Medicine \(ELAM\)](#)

[HERS](#)

[National Center for Faculty Development and Diversity \(NCFDD\)](#)

[AAMC Minority Faculty Career Development Seminar](#)

[Harvard Women in Education Leadership Academy for Innovative Higher Education Leadership](#)

[NACUBO: Women's Leadership Institute](#)

[W.K. Kellogg National Leadership Program](#)

[ACE Aspiring Leaders Program](#)

[C-Change \(Brandeis\)](#)

[Harvard-Macy Program](#)

[AAMC Leadership and Management Foundations Seminar](#)



# Professional Development Travel Requests

- Will competitively begin January 2023
- Current: [geisel request travel support.docx \(live.com\)](#)
- New form and process being created

# UPCOMING OFA EVENTS

10/11/2022: Welcome Back and OFA  
Open House

**\*\*\*BIG REVEAL\*\*\***



Knowing is half  
the battle...

Execution of  
knowledge is  
power...

The sky is the  
limit!



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THANK YOU!

QUESTIONS?



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