

## **ABSTRACT: 2015 ELAM Institutional Action Project Poster Symposium**

**Title:** Improving the institutional mission to support qualified faculty member's career

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**Mentors/Collaborators:** Ivan Toro (dean), Roberto Teixeira Mendes (vice-dean) and faculty members of the Faculty Affairs Commission at FCM-UNICAMP

**Background, Challenge or Opportunity:** FCM-UNICAMP is a 51y-old medical school in Campinas, a health care and education pole in Sao Paulo State. It holds 353 tenured faculty members, offering medical degree for 660 students, running 31 residency programs. UNICAMP is the most productive research university per faculty member after implementation of the Quality Project in 1990, with 100% of faculty members holding a PhD degree. The research domain of academic mission became predominant, bringing a growing dissatisfaction among students and faculty members at FCM. Following a participatory process, new faculty portfolio and career track system, recognizing the range of academic activities, and calling for excellence in at least one career track (research, teaching, clinical, administration) was approved and started Jan 2013. Quantitative indicators were replaced by qualitative criteria focused on the scope of work, peer assessment and expertise recognition. The FCM Faculty Affairs Commission (FAC), responsible for revising and approving faculty admissions, promotions, and to promote peer evaluation of regular performance reports had new roles added.

**Purpose/Objectives:** To improve the institutional mission on supporting faculty members to develop a qualified and healthy career

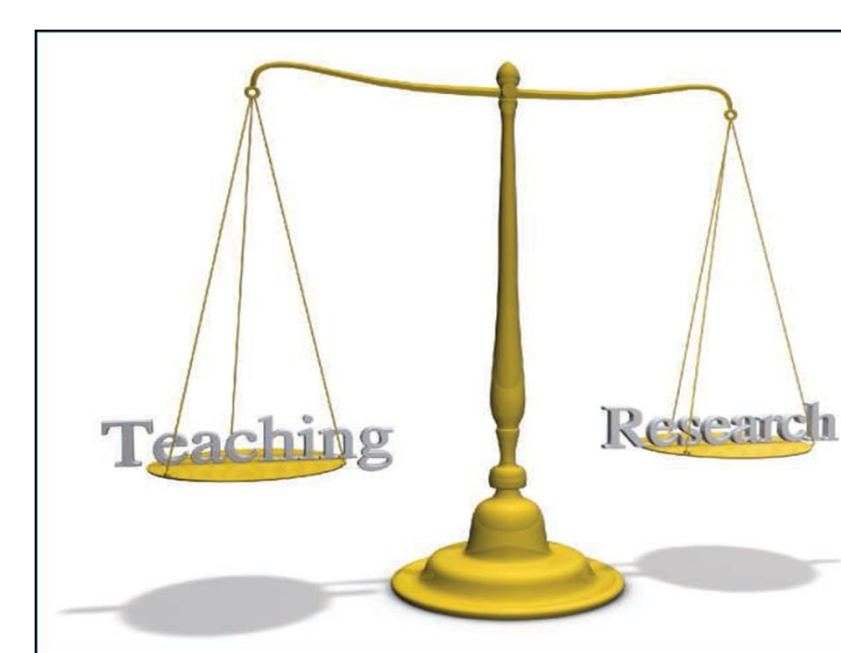
**Methods/Approach:** The new career tracks and portfolio received recognition at university level in Oct 2013. The need for further strategies to clarify the changes was identified. Also, a significant number of young PhD trained faculty members are been hired to replace the first cohort of retiring faculty members. This new institutional environment called for new roles for FAC, including advisory and coaching for heads and members of departments, promoting faculty development activities to help qualify the teaching track. These new roles came on the top of regular admission, promotion, and evaluation of faculty member's activity roles. In July 2014, a 4 years term FAC was nominated by the elected dean, with 14 out of 21 members unexperienced in this position.

**Outcomes /Evaluation Strategy:** A total of 93 faculty portfolios were evaluate from July-Dec 2014, 81 form Jan-Jun 2014, and 160 in 2013. Eleven promotions during year 2014 and 17 during 2013 were evaluated. A process of educating the new FAC members about their new roles was necessary, explaining the new routines at official and unofficial institutional meetings. Supporting documents were made available at the institutional site. A "welcome-to-the future" FCM faculty program has started in March 2015, with a workshop for 51 up-to-3Y faculty members, focusing on the new career, faculty portfolio, rights and duties, international trends in academic career, collecting their expectations. A multivoting strategy identified themes for further Professional Faculty Development (PFD) - Moodle for blended education, teaching and assessment methods. The II FCM-UNICAMP International Seminar on Faculty Career is planned (May 2015), in order to update discussions raised during a seminal I Seminar in May 2012, with participation of Harvard and McGill representatives. Regular visits to departments to help heads on guiding faculty member's career choices will be implemented, as well as regular PFD activities. The individual situation of each faculty member will be tracked to identify opportunities for promotion, or development.

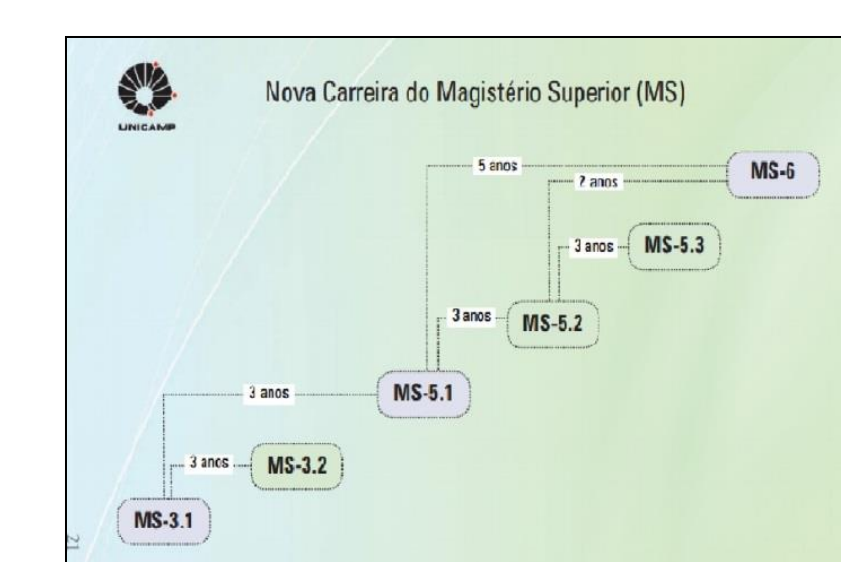
## Opportunity:



UNICAMP: public, ranks 1<sup>st</sup> on publications/faculty member, FCM; 353 tenured faculty, 660 undergrads, 31 residency programs.



“Quality” Project (>1998) = created a strong research culture  
Dissatisfaction among medical students & faculty members



New reflexive faculty portfolio and career track (2013-4) valuing multiple academic activities + excellence for one area (HMS)

Qualitative indicators - criteria focused on the scope of work, peer assessment and expertise recognition for admission and promotion

July 2014: 4 years term FAC nominated by elected dean (14 out of 21 new members)

New roles for Faculty Affairs Commission (FAC) besides approving faculty admissions, promotions, & performance reports.

## Purpose:

- To improve the institutional mission on supporting faculty members to develop a qualified and healthy career.

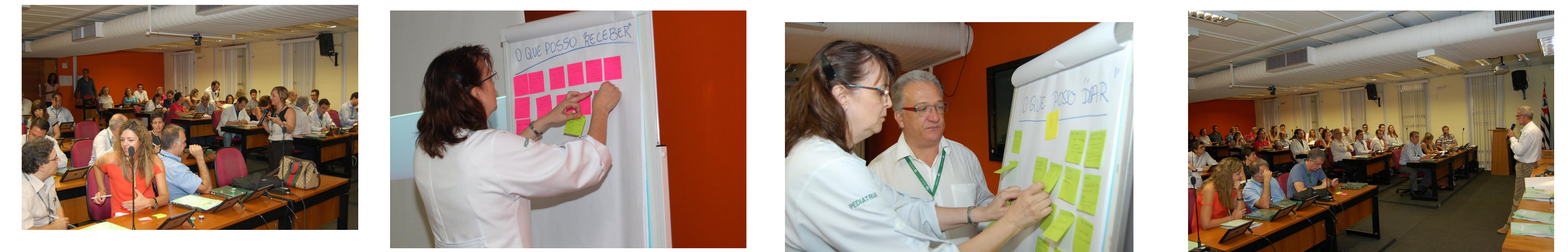
## Approach:

- New career tracks & portfolio recognition at university level (Oct 2013)
- Strategies to promote institutional cultural change
  - Information available at site and spread out in meetings
  - New advisory/coaching role to support Dept heads & faculty
  - Proactively suggesting promotions since new criteria reached
  - Focus on new faculty members (retirement&replacement)
  - Promote professional faculty development (PFD) activities

Presented at the 2015 ELAM® Leaders Forum

## Evaluation strategy:

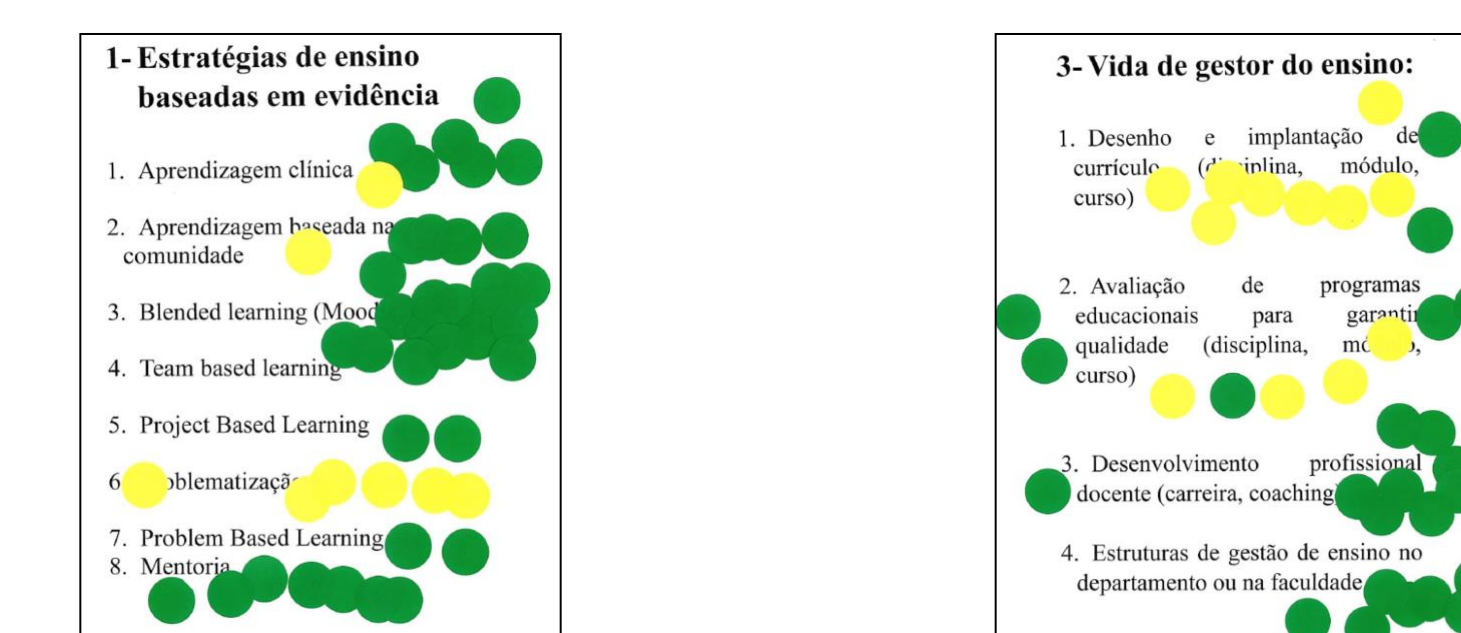
- FAC members - on the job training = participation rate
- Portfolios revised – 93 July-Dec 2014, 81 Jan-Jun 2014 + 11 Promotions
- “Back-to the-future” PFD program (1<sup>st</sup> session Mar/15): participation rate



1<sup>st</sup> Workshop: 41/51 ≤ 3Y faculty – post it on receiving & giving to institution + discussions on new career, portfolio, rights & duties, and international trends in academic career + exit multivoting on PFD.

Top themes:

- Moodle for blended education
- Coaching, career advise
- Curriculum design, evaluation
- Student's mentoring
- Academic leadership & management



## Discussion:

- ✓ High adhesion rate of FAC members to meetings – sense of ownership
- ✓ Openness of FAC members to assume additional coaching role
- ✓ Motivation of faculty members with opportunity to value educational, clinical, and administrative activities, in addition to research -
- ✓ New process of PFD with identification of priorities – sense of caring

### Expected impact:

- ✓ New institutional culture valuing “excellence” on different tracks
- ✓ Increase on creative/excellence teaching recognized by students
- ✓ Reducing time for promotion & higher and longer satisfaction rates for faculty

## Conclusion/Next steps:

- ✓ Multiple strategies needed to improve mission on qualified academic career
- ✓ II International Seminar on Faculty Career for Health Professions:
  - Revising criteria for evaluation on tracks & trends in PFD
- ✓ Regular visits to department heads to guiding faculty career
- ✓ Bimonthly PFD activities following suggestions from multivoting
- ✓ Revising each faculty portfolio to identify opportunities for promotion