Proposal for the
Office of Academic Career Development
Case Western Reserve University
School of Medicine

Submitted By:
Peggy Stager, M.D.
President, Women Faculty School of Medicine
April 16, 2007
Proposal for the Office of Academic Career Development

I. Foundation for the Development of the Office of Academic Career Development

An academic health center’s greatest resource is its faculty. To maximize its return on this asset and investment, support and development of faculty is critical, especially given rising demands on faculty to generate revenues, accelerating competition for grant funding, and the explosion in biomedical knowledge. Faculty clearly do not arrive with all of the leadership and professional development skills they will require to keep growing and thriving, and given increasing complexity in all domains, academic health centers need to address this in order to remain competitive and vital. Hence, a mission-aligned faculty development initiative is essential. This office will partner with Department Chairs and Center Directors on all aspects of faculty vitality, will enhance faculty productivity, will facilitate recruitment and retention of the best faculty, will offer proactive career management, and will act to strategically increase the “bench strength” of departments for leadership succession.

Under the direction of the School of Medicine (SOM) administration, Dr. Peggy Stager, President of the Women Faculty Organization of the School of Medicine, designed and executed a needs assessment to help prioritize the features and functions of the new office. In the fall of 2005, Dr. Stager conducted focus groups interviews with SOM women faculty to elicit feedback on their mentoring experiences and career building challenges. The participants reported poor or non existent mentoring, gender bias and discrimination, and exclusionary practices as major barriers to their career advancement at Case. (See Appendix I, Reference 1)

In 2006, Stager collected comprehensive data on the various elements and infrastructures of Faculty Development Programs at Cases’ peer institutions, the 13 Medical School Consortium. The only national survey of U.S. medical schools faculty affairs/ faculty development designees dates back to 2000.¹ The majority of medical schools reported at least one office devoted to faculty affairs/ faculty development functions. One finding was that most schools have more evolved administrative structures and responsibilities in faculty affairs than faculty development services. The Association of American Medical Colleges (AAMC) concluded that due to increasing demands for academic health centers to rapidly assimilate new faculty, to enhance faculty productivity, and to retain the most talented faculty, they need to expand and improve
their faculty development offices. This year in response to academic health centers’ needs in 
these areas, AAMC gave group status to this focus. The findings from Stager’s peer institution 
investigation demonstrate that faculty development infrastructure is indeed evolving in most of 
these institutions in response to identified faculty development needs. Many schools have 
performed comprehensive studies on the status of women faculty at their school as evidenced by 
open access web-based task force reports. In response, most schools have responded with a 
variety of means to address career development of women and minority faculty through special 
committees, tailored programs, and newly established offices. The relatively newly formed 
programs and initiatives are complimentary to and in concert with the conventional offices of 
faculty affairs and aid in fostering the academic advancement and career development of faculty 
members. These findings were consistent with the national trend of creation of faculty 
development offices as an essential extension of the Offices of Faculty Affairs. (See Appendix I, 
Reference 2).

In order to investigate a broader perspective on the career development needs of the SOM 
faculty, Dr. Stager designed and is currently performing structured interviews with 
Academic/Departmental Chairs and Center Directors of the School of Medicine. To date, Stager 
has completed interviews with 26 Department Chairs and Center Directors on faculty’s career 
development needs from their unique perspective (See Appendix I, Reference 3) Discussions 
with faculty development deans around the country reveal that few have methodically conducted 
interviews with Departmental Chairs, and there are no published reports from medical schools in 
the literature on this topic. None to our knowledge has transcribed and analyzed the results of 
their interviews. Therefore Case’s large scale and comprehensive investigation along these lines 
is clearly innovative and deserving of publication. Moreover, our results provide an excellent 
starting point and baseline for the design of the Office. Perhaps most importantly of all, these 
interviews build “buy-in” from the major stakeholders. Critical to the success of any faculty 
development office is credibility with, and support from the Chairs such that effective 
partnerships and bridges are created and cemented.

In addition, the ACES Program at Case, (National Science Foundation ADVANCE grant), 
and appointed committees of Case, have gathered substantial evidence and longitudinal data
which support the need for centralized faculty development efforts with specific emphasis on the career development needs of women and minority faculty (See Appendix I, References 4-6).

In response to the data generated by Stager and the ACES team to date, the School of Medicine administration is creating an innovative Office of Academic Career Development (OACD). In partnership with Department Chairs, and in alignment with the institution’s goals, the OACD will foster the academic career development of all faculty members, with specific attention to the career development needs of women and minority faculty, and promote a mutually respectful environment for academic success and achievement.

II. Starting Points for the New Office

Data collected via focus group sessions, Academic/Departmental Chair interviews, and faculty career satisfaction surveys will determine the OACD’s priorities. Given resource constrains, the pace of change, the complexities of the challenges, and the extent of the possibilities for this office, it is premature to predict the entire spectrum of the OACD features and functions. The design will emerge from the needs assessments, chair and faculty feedback, and identification of resources in the context of the institution’s strategic plan.

However, three especially promising areas of concentration for the first year of the OACD appear to be:

A) Encouraging more effective mentoring practices and expanding our mentoring culture

B) Building research skills and funding opportunities for the junior faculty

C) Improving understanding of and communications on the promotion and tenure process.

Establishing more effective mentoring practices and expanding our mentoring culture: Mentoring represents the most tangible bridge to continuing traditions of excellence in academic medicine, but our Focus Groups revealed that many of the SOM faculty, particularly women, are not obtaining effective mentoring.

Mentors are vital to research productivity, publication success, and academic promotion. Furthermore, faculty members with mentors have higher career satisfaction scores that those faculty without mentors, and are more likely to stay at the institution. Since time available for mentoring is at such a premium, it is critical to assist busy senior and mid-career faculty to make the most of
each opportunity to mentor and guide our junior faculty. In addition to providing traditional mentoring, many senior faculty members could use supportive coaching in acquiring new competencies in mentoring “across differences,” i.e., to individuals of a different generation, gender, race, or career pathways. 

The OACD aims to address mentoring needs of all faculty members with the following activities:

1. Highlight existing effective mentoring practices in various SOM departments that hold promise for replication. Also assist departments in facilitating more peer and collaborative group mentoring among junior faculty and trainees.

2. Offer on-line and hard copy mentoring resources including guidelines for both mentor and mentee and addressing the competencies of mentoring “across differences”, e.g., active listening, reflecting back and avoiding assumptions. This will encourage mentoring approaches and techniques that value differences among our faculty.

3. Offer workshops: a.) for mentors to build competencies and to address their concerns; and b.) for junior faculty on obtaining and managing the mentoring they need and building their professional network.

4. Create a new faculty resource guidebook highlighting various career development resources available to them.

5. Advance a culture of mentoring by rewarding and recognizing excellence in mentoring.

Building research skills and funding opportunities for the junior faculty: While research and scholarship skills are central to academic success, many faculty do not acquire these during training. In this competitive age, junior faculty members increasingly require support to be successful at writing grants, publishing their work, and managing their research projects, staff and laboratory. These are the professional development building blocks which lay the foundation for faculty to secure continual and uninterrupted funding, advance the science of their discipline, and achieve recognition for their findings and innovations. Furthermore, in the current and likely future milieu of highly competitive NIH funding, young investigators need assistance in establishing themselves. By providing support we are maximizing the academic potential of our faculty, protecting our investments, and “growing” our human capital.

The OACD aims to address research and scholarship skill needs of the faculty with the following activities:
1. Build on existing resources in both the SOM and the greater University. Examples include increase communications and marketing of the various SOM research seminars allowing for interdepartmental sharing and learning. Also, highlight and replicate the grants writing workshops currently offered on the SOM and University campus.

2. Coordinate workshop offerings with the Office of Research Administration. These may include: How to prepare an electronic NIH submission, grant writing 101, manuscript preparation, budget management, and how to hire new research/laboratory staff.

3. Offer workshops tailored to the different research needs of basic science versus clinical science faculty.

4. Create a web-based repository of funding sources and grant opportunities.

5. Offer competitive young investigator awards (both clinical and basic science) annually to support pilot research projects. (Amount to be determined)

Improving understanding of and communications on the promotion and tenure process: The third initial focus area for the OACD is improving faculty understanding of promotion and tenure. There exists a notable discrepancy in the advancement of women faculty at our institution. While the School of Medicine has a similar overall percentage of women faculty in comparison to the national data (35% versus 32%, respectively), we remain below the national average of women faculty at the Associate Professor and full Professor ranks.

### Distribution of Women Faculty by Academic Rank, 2005-2006

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>National data*</th>
<th>CWRU SOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>38%</td>
<td>56%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>28%</td>
<td>17%</td>
</tr>
<tr>
<td>Professor</td>
<td>16%</td>
<td>9%</td>
</tr>
</tbody>
</table>

* AAMC, Analysis in Brief, 2005-2006.

Despite substantial increases in the number of women entering academic health centers over the last four decades, there remain blatant gender disparities in academic advancement. \(^7,8,9,10\) Even though substantial numbers of women have been in the pipeline for decades, only 9% of our professors are women. According to national cohort studies, while men and women begin their first faculty appointment with the same degree of preparation for an academic career in terms of board certification, advanced degrees, and research during fellowship training, women are less likely to have office or laboratory space, protected time for research, or to have begun their faculty careers.
with grant support. In addition to disparities in advancement, more women are exiting academia-- a “leaky pipeline” effect. In 2006, the SOM faculty terminations for women (45%) were a greater percentage than the total women faculty (32%) and were at all levels of academic rank. Possible reasons for the “leaky pipeline” phenomena here were identified by faculty involved in an equity resource study. These reasons included inequitable start up packages (such as lab space, staff and salary), difficulties in retaining women who are hired, and a slower rate of promotion in comparison to male peers (See Appendix I, Reference 4).

Why and how academic medicine still favors the development of men are thus questions of continuing importance. Women are a burgeoning source of “intellectual capital,” but without targeted action to facilitate its realization, this talent will not reach fruition. As women compose ever increasing percentages of the talent pool and as the multifaceted challenges facing our institution continue to multiply, access to and realization of this talent becomes more critical. Another critical but very different academic advancement problem that we must address is the lack of racial/ethnic diversity of our faculty. The United States is becoming more ethnically diverse, with Black Americans, Native Americans, and Hispanics now representing 30% of the population. Despite this growing racial and ethnic diversity of the general American population, under-represented minorities (URMs, which does not include Asian) constitute only 7.6% of the faculty at U.S. medical schools. At Case School of Medicine under-represented minorities comprise only 4% of the full time faculty (excluding clinical faculty). This lack of progress stems from multiple factors, including low numbers of minority medical school graduates, indebtedness of minority postgraduates, lack of recruitment into faculty positions, and a paucity of academic role models. Once on faculty, URM faculty advance at a much slower pace than majority faculty even with equivalent credentials, resulting in limited numbers of minority faculty in senior ranks and leadership positions. We must address expanding the racial/ethnic distribution of our faculty in order to best serve our community and prepare for the nation’s growing diversity. Investing in a racial/ethnically diverse workforce contributes significantly to the cultural competence of tomorrow’s researchers and physicians.

The OACD aims to address faculty needs for information, skills and support relative to the promotion and tenure process with the following activities:
1. Coordinate with the Office of Faculty Affairs and Human Resources to offer frequent workshops on the promotions and tenure process and guidelines.

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§ Data provided by Office of Faculty Affairs
2. Post the promotion and tenure guidelines, and frequently asked questions about the promotion process on the OACD website.

3. Highlight good annual performance review practices from various departments which optimize the annual performance review process.

4. Identify and address insofar as possible the extra career development needs of women and minority faculty which will aid in their academic advancement.

5. Submit an annual report to the Dean to include tracking of promotion and tenure awards outcomes by gender and race/ethnicity; number/proportion of women and minorities by academic rank; and number of women and minorities in major leadership positions such as Department Chair, Center Director, or Endowed Professorship.

III. Additional Functions of the New Office:

1. Improve communications and coordinate resources with those SOM administrative offices which have related initiatives and functions. Examples include the Office of Faculty Affairs, the Office of Graduate Education, and the Center for the Advancement of Medical Learning. Expand the reaches of the OACD to the greater University community to establish close linkages and share resources with those CWRU agencies having similar goals and initiatives to the OACD such as the ACES Program, the Diversity Office, UCITE, and the Weatherhead School of Management.

2. Create a career development library in the OACD with books, journals, and reprints addressing the various elements of career development.

3. Pursue fund raising with the guidance of the Office of Development to offer opportunities to alumni and corporate sponsors for the naming of young investigator awards, naming of mentoring awards, and sponsoring donations to add resources to the OACD library.

4. House the Women Faculty School of Medicine Organization (WFSOM). Now in its 28th year, the WFSOM is the principle organization credited with providing career development programming and networking events for women faculty. The OACD would provide the necessary infrastructure to the WFSOM to insure that the unique career development activities remain available to the women faculty.

5. Confer with the Advisory Committee of the OACD. This committee is comprised of a diverse group of individuals including Case SOM alumni, women faculty, minority faculty, basic scientists, clinicians, and educators. Advisory Committee members will meet 3-4 times per academic year and will be charged with charting success factors for the OACD such as strategic prioritizing of initiatives, increasing the visibility of the office’s functions, pursuing avenues of
external funding such as foundation support, or grant monies, as well as brainstorming about innovative activities and events.

IV. Conclusion

There are many present and future costs to not acting to ensure and improve faculty vitality. Faculty are one of the principle investments as evidenced by the large proportion that faculty salaries and fringe benefits represent in an academic health center’s budget. Conversely, the costs of faculty turnover have been estimated to be 5% of academic health center budgets (not including costs of lost opportunity, lost referrals, overload on other faculty, and reduced productivity and morale). With the increasing complexity of the fundamental skills set, and mounting competition for research funding, there has never been a more challenging time to build an academic career. Clinical faculty have an unprecedented demand to produce higher revenues resulting in less time to pursue their scholarly activities. Scientists and researchers are being lured away from academic life to private enterprises where salaries are significantly higher. These factors are making academic appointments less attractive, especially to young graduates because of their high debt and preferences for more free time.

Therefore it is imperative that we act decisively and proactively in cultivating our “human capital” and transform the School of Medicine’s culture of academic career development. Just as the Case School of Medicine is known as an institution with a strong tradition of educational innovation and scientific leadership, we must continue to remain competitive in attracting the top talent and be seen as a desirable place of employment. The SOM administration has the opportunity to take a leading role in academic medicine in creating the Office of Academic Career Development. The establishment of the OACD will demonstrate the SOM administration’s strong commitment and investment in its most vital resource, its faculty members. By aligning with the institution’s strategic goals in these times of constrained resources, the OACD will focus on those career development areas that will have the greatest impact for all faculty members to reach their full professional potential and build a highly successful career at the Case School of Medicine.
References:


6 Pololi, L.H., Knight S. Mentoring faculty in academic medicine. JGIM. 2005; 20:866-70.


APPENDIX I: Reports Referenced

1. **The 2005 WFSOM Focus Group Report**
   A total of 35 women faculty from 17 departments of the SOM participated in the focus group sessions. The distribution of the participants by academic rank resembled the greater women faculty as a whole. Participants were asked to discuss their experiences with mentoring and to describe barriers and challenges to building their career. The barrier with the most pervasive and extensive effect was the lack of a robust and fulfilling mentoring environment, and lack of a mentoring infrastructure. Also identified were widespread exclusionary practices and system-wide insufficiencies which impede the career development of women faculty. The participants identified examples of insufficiencies such as the lack of promotion and tenure support, the secretive nature of salary structure, and the overall exclusion and marginalization of women faculty from positions of authority such as search committee chairs, division heads, or department chairs. The authors concluded that the findings paint a picture of repeated and wide ranging gender bias and discrimination, and support the need for a formal centralized structure, such as an office of faculty development, to address the concerning issues. The report concluded with a list of priority strategies for advancing the career development of women faculty at the SOM.

   A full copy of this report is located at:
   [http://casemed.case.edu/wfsom/Reports&Presentations.cfm](http://casemed.case.edu/wfsom/Reports&Presentations.cfm)

2. **Faculty Development Programs at Peer Institutions**
   The initial action plan for the establishment of an office of faculty development in the School of Medicine included a determination of the scope of faculty development offices or programs at Case’s identified peer institutions, the 13 Medical School Consortium. In 2005-2006, Dr. Stager contacted faculty development and/or faculty affairs representatives at each school and gathered specific information about each program such as annual budget, staff support, description of the program or office, descriptors of job responsibilities, source of funding, and examples of services and offerings provided. Data was also collected on programs, initiatives, tasks forces, ad hoc committees or other unique entities created to address issues of faculty development or concerns related to the status of women and minority faculty. Essentially nearly every school surveyed had an established Office of Faculty Affairs to address the administrative needs of the faculty body. In contrast, the faculty development services were represented in a wide array of entities and varied greatly in fiscal support, mission statement and infrastructure. Exact expenditures for these unique programs were not readily available. Many schools had performed comprehensive studies on the status of women faculty at their school as evidenced by open access web-based task force reports. In response, most schools had responded with a variety of means to address career development of women and minority faculty through special committees, tailored programs, and newly established offices of faculty development. These findings were consistent with the national trend of faculty development needs and programming as an essential extension of and complimentary to the Offices of Faculty Affairs. (Full data set available upon request.)

3. **Career Development Needs of the Faculty: The Chairs’ Perspectives**
   The goal of this study is to investigate the career development needs of the faculty from the unique perspective of the Chairs. Academic/Department Chair and Center Director are
responsible for the growth and success of all of their faculty members and have the “view from the top” as well as a longitudinal or developmental perspective. This qualitative study is performed via structured interviews, one-on-one with Dr. Peggy Stager, and includes 10 open ended questions inquiring into mentoring practices, utilization of an annual performance review, career development of women and under-represented minorities, and desired outcomes of the new office. To date, Dr. Stager has completed 26 interviews and will aim to complete the entire group of Chairs. The final report is in preparation and will be submitted to the Interim Dean upon completion of the few remaining interviews.

4. **Resource Equity at CWRU: Results of Faculty Focus Groups, 2003.**
The authors of this report, the Resource Equity Study Committee, were commissioned by the University Provost to design and implement a study to investigate the academic resources available to faculty on the CWRU campus. The study employed focus group interviews with faculty concerning their perceptions of the distribution of departmental and university resources by gender, and barriers, both formal and informal, that faculty encounter in their careers. Forty seven faculty (male and female) participated in the focus groups of which 15 (32%) were SOM faculty. The participants identified areas of concern to be: underrepresentation of, and token dynamics for women faculty; lack of women in top academic and administrative positions; the existence of a double standard for male versus female faculty; unfair and unequal access to, and allocation of tangible resources; and a campus culture which is experienced by women faculty to be exclusionary and unwelcoming. The report concluded with specific recommendations for improving the overall campus climate to include coaching and mentoring of all levels of faculty, develop systems to hold administrators accountable for their actions, and create specific initiatives to address the identified issues.

A full copy of this report is located at: [www.case.edu/admin/aces/resources.htm](www.case.edu/admin/aces/resources.htm)

5. **2004 Community and Climate Survey Report**
The authors of the study, the Subcommittee on Faculty Engagement, Motivation, and Commitment, and the Resource Equity Committee, administered an online, confidential survey on university climate and community to faculty members of Case Western Reserve University. The survey's purpose was to examine the quality of the university's academic community and its impact on the experience of being a faculty member at Case, and to assess factors that may be adversely affecting the recruitment and retention of highly qualified faculty members, especially women and under-represented minorities. Questionnaire items pertained to faculty involvement in campus activities, faculty interactions and colleagueship, academic leadership, access to resources, and overall levels of satisfaction. The data obtained were primarily quantitative ratings, with one open-ended qualitative question at the end of the survey. 508 full-time faculty members responded to the survey. Twelve percent of the total SOM faculty responded (N = 206). Female faculty members and assistant professors were more likely to report less support for work life integration issues, feel less valued, rate mentoring lower, report inequity of resource distribution and service assignments, and describe less satisfaction in their job experience and overall community workplace in comparison to male faculty members. In addition, respondents were invited to write comments in an open ended section at the end of the survey. In this section, respondents related that teaching and service are undervalued relative to research activities.
Some faculty expressed concern that the resources, infrastructure, and rewards are inadequate relative to their contribution. Conversely, a number of faculty feel they are only valued for the income they generate for the University. In summary, the SOM participants would like to see CWRU work at building and enhancing a community of inclusion, fostering greater intellectual and informal interaction among all colleagues. This involves recognition of diversity across multiple dimensions including academic discipline, gender, ethnicity, sexual orientation, physical ability and/or family status.

A full copy of this report is located at: www.case.edu/admin/aces/resources.htm

6. NSF ADVANCE ACES Annual Report, Year 3

The ACES annual report year 3 reports on the Activities, Publications, Baseline Data Collection, and Research and Evaluation findings for the third year of implementation. The purpose of the report is to summarize the ongoing evaluation of the impact of intervention/transformational activities. Quantitative data are primarily used for assessing institutional transformation and are derived from a comprehensive database established by members of the ACES team, the Provost’s office, Deans’ offices and department administrators. The following is a summary of the data pertinent to the OACD proposal. In the SOM, the eight ACES-targeted basic science departments were reviewed. Twenty-five percent of the full time basic science faculty were women (n=38) which is lower than the overall percentage of women in the SOM (32%). Hiring rates for women in science and engineering departments (28%) are lower than hiring rate women in other non-hospital departments (49%), and lower that the hiring rates of women university-wide (41%). Based on a faculty ratio of 25% women, women in the ACES targeted basic science departments are underrepresented at all academic ranks and the trend has not improved over the three years of ACES initiatives. The attrition rate for women in science and engineering is 10% (6/59) and for men it is 6% (14/231). Of the women who left, 100% of them resigned, after an average of 6.5 years at the university and 4.5 years in their present rank.

A full copy of this report is located at: www.case.edu/admin/aces/resources.htm
POSITION DESCRIPTION

Title: Associate Dean of Faculty Development

Department: The Office of Academic Career Development (OACD)

School or Management Center: The School of Medicine

Location: Main campus, School of Medicine

Incumbent: none

Supervisor Name and Title: Daniel Ornt, M.D., Vice Dean for Education and Academic Affairs

I. POSITION OBJECTIVE

The Associate Dean of Faculty Development will act as the primary administrator responsible for establishing and implementing innovative career development programming and initiatives to insure the full development and professional advancement of all faculty members of the School of Medicine.

II. ESSENTIAL FUNCTIONS

- Develops and implements a mission-aligned strategic and operating plan.
- Serves as the SOM's principal faculty development representative to the University.
- Collaborate with the SOM leadership and the Department Chairs to attain strategic goals.
- Tracks the attainment of institutional goals for women and minority faculty.
- Perform regular and ongoing needs assessments for faculty career development.
- Builds bridges with key university agencies and collaborates wherever possible.
- Coordinates existing faculty development resources both within and external to the SOM.
- Oversees the innovative faculty mentoring programs.
- Facilitates research funding opportunities and collaboration efforts via improved communications.
- Assist with faculty recruitment and retention in creating a comprehensive new faculty guide.
- Participates in national Faculty Development meetings and programs.
- Networks with faculty development colleagues at peer institutions.
- Prepares an extensive annual performance report to the Dean.

III. CONTACTS

A. Within your department: The Dean of the School of Medicine and the Vice Dean for Education and Academic Affairs, other relevant SOM administrators.

B. Within the university: CWRU agencies and offices with overlapping faculty development functions.
C. **External to university:** Other Offices of Faculty Development, Career Development or Leadership Training Institutes.

D. **Students:** Occasional

**IV. SUPERVISORY RESPONSIBILITY**

The Associate Dean for Faculty Development will have direct supervisory responsibility for the Administrative Director of the OACD.

**V. REQUIREMENTS**

A. **Experience:** Must have prior work experience in an academic health care setting, and have proven leadership qualities abilities in areas of creating and implementing a strategic faculty development plan and monitoring outcomes.

B. **Education/licensing:** Medical or Doctorate degree, or both.

C. **Essential skills:** Outstanding written and verbal communication skills, excellent interpersonal skills, expertise in barriers to career development for women and minority faculty, willingness to seek and share existing resources, superior presentation skills, marketing and communication skills, talent in creative and innovative programming, ability to follow a mission-aligned strategic plan to have a major impact on academic success for members of the SOM community.

D. **Technical skills:** Must be proficient in information technology, Microsoft Office Programs, accounting and budget management, and creation and management of large databases.

**VI. WORKING CONDITIONS**

A. **Job hazards**

Employee is directly exposed to the following hazards in the work environment:

- Animals
- Around moving machinery
- Baseline evaluation of hearing required
- Baseline evaluation of vision required
- Bloodborne pathogens
- Chemicals
- Commercial products (oil, cleaning solvents)
- Confined space entry
- Excessive noise
- FBI check/ fingerprinting
- Fumes, dust, others
- Other

- Infectious agent
- Laser
- Pesticides or herbicides
- Radioactive materials
- Repetitive motion
- Restricted access
- Powered industrial vehicle (fork/ reach/ bucket lift)
- Select agents
- UV Light
- X-ray

B. **Job tasks**

1. Employee will have the following tasks:

- Driving
- Security (campus patrol)
Lifting up to _________ lbs.  
Respirator use  
Physical exertion  
DOT shipping receiving of hazardous biological or infectious materials  
Other

2. Explain if employee is responsible for individuals under the age of 18 years?

C. Personal protective equipment required

Employee will need the following equipment:

- Appropriate gloves  
- Hard Hat  
- Hearing protection  
- Laboratory Coat  
- Other

- Protective eyewear  
- Respiratory protection  
- Safety shoes  

D. Ergonomic concerns

Employee will need to perform the following activity(ies):

- Balance  
- Bend/ Stoop  
- Climb ladders  
- Climb stairs  
- Crawl  
- Crouch  
- Keyboard / Type  
- Kneel  
- Push/ Pull  
- Reach  
- Reach above shoulder  
- Repetitive motion  
- Squat  
- Use computer mouse  

Explain

E. Travel requirements

1. Employee will be required to drive while on the job
   - Employee will operate university vehicle  
   - Valid Ohio driver's license required  
   - Commercial drivers license required (individuals will require pre-employment testing and random drug testing)

2. Employee will transport hazardous materials (chemicals, contaminated equipment, lead, PCB, paints)
   - Other

3. Employee will transport universal waste (clinical samples, human blood or tissue, animals, contaminated equipment)
   - Other
4. □ Employee will transport biohazardous materials (ballasts, batteries, computers, fluorescent bulbs, insecticides, mercury products)

Other

Case Western Reserve University reserves the right to revise or modify this job description at any time.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credentials</th>
<th>Criminal Background</th>
<th>Controlled Substance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bureau Motor Vehicles</td>
<td>□ Physical</td>
<td>□ Blood Bourne Pathogens</td>
<td>□ Fingerprinting</td>
</tr>
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</table>
POSITION DESCRIPTION

Title: Administrative Director

Department: The Office of Academic Career Development (OACD)

School or Management Center: The School of Medicine

Location: Main campus, School of Medicine

Incumbent: none

Supervisor Name and Title:

I. POSITION OBJECTIVE

The Administrative Director of the OACD will act as the primary staff member to coordinate all of the OACD functions, implement the OACD professional development activities, and support the mission of the OACD by fostering the academic advancement of all School of Medicine faculty members.

II. ESSENTIAL FUNCTIONS

- Oversee the daily operations of the OACD
- Assist in creating the OACD website and online faculty development resources
- Produce print materials related to the OACD features and functions
- Coordinate all of the OACD workshops and events
- Manage the faculty mentoring programs
- Create a web-based repository of funding sources and grant opportunities
- Collaborate with internal agencies on expanding presence of underrepresented minorities
- Facilitate communication with the other SOM administrative departments
- Prepare the OACD annual report
- Serve as a major source of communication for the OACD both internally and externally
- Organize the Young Investigator awards and applications
- Construct a monthly calendar of OACD events
- Maintain a database of salient data for tracking of outcome measures
- Provide the necessary infrastructure for the Women Faculty Organization (WFSOM)
- Construct the OACD career development library
III. CONTACTS

A. **Within the OACD**: Daily with direct supervisor, Associate Dean of Faculty Development

B. **Within the university**: Monthly or bi-monthly with the CWRU agencies with overlapping and similar goals: the ACES team, the Diversity Office, UCITE, CAML, and the Office of Faculty Affairs and Human Resources to name a few.

C. **External to university**: Responsible for maintaining communication with other Faculty Development Programs via the AAMC Faculty Affairs list serve; attend regional and national faculty development meetings.

D. **Students**: occasional interaction

IV. SUPERVISORY RESPONSIBILITY

There are no supervisory responsibilities for this position at this time.

V. REQUIREMENTS

A. **Experience**: Must have previous experience in an administrative position in an academic setting; prefer background in human resources, faculty affairs, research, or career development.

B. **Education/licensing**: Bachelor’s degree minimum

C. **Essential skills**: Must have excellent organizational skills, have excellent written and verbal communication skills, hold strong sense of “good customer service”, be friendly and responsive to staff and faculty members, practice cultural competency in everyday work, and have preference for high degree of independence and creativity.

D. **Technical skills**: Must be proficient with Microsoft word, Excel, PowerPoint, Microsoft Publishing, mass listings/mailings, working with the electronic mail system, and website maintenance and internet.
VI. WORKING CONDITIONS

A. Job hazards

Employee is directly exposed to the following hazards in the work environment:

- Animals
- Infectious agent
- Around moving machinery
- Laser
- Baseline evaluation of hearing required
- Pesticides or herbicides
- Baseline evaluation of vision required
- Radioactive materials
- Bloodborne pathogens
- Repetitive motion
- Chemicals
- Restricted access
- Commercial products (oil, cleaning solvents)
- Powered industrial vehicle (fork/reach/bucket lift)
- Confined space entry
- Select agents
- Excessive noise
- UV Light
- FBI check/fingerprinting
- X-ray
- Fumes, dust, others
- Other

B. Job tasks

1. Employee will have the following tasks:

   - Driving
   - Security (campus patrol)
   - Lifting up to _________ lbs.
   - Plant (facility maintenance)
   - Respirator use
   - Custodial (building/waste maintenance)
   - Physical exertion
   - Grounds (lawn maintenance)
   - DOT shipping receiving of hazardous biological or infectious materials
   - Other

2. Explain if employee is responsible for individuals under the age of 18 years?

C. Personal protective equipment required

Employee will need the following equipment:

- Appropriate gloves
- Protective eyewear
- Hard Hat
- Respiratory protection
- Hearing protection
- Safety shoes
- Laboratory Coat
- Safety shoes
- Other

D. Ergonomic concerns
Employee will need to perform the following activity(ies):

- Balance
- Kneel
- Bend/ Stoop
- Push/ Pull
- Climb ladders
- Reach
- Climb stairs
- Reach above shoulder
- Crawl
- Repetitive motion
- Crouch
- Squat
- Keyboard / Type
- Use computer mouse

Explain __________________________

E. Travel requirements

1.  □ Employee will be required to drive while on the job

   - □ Employee will operate university vehicle
   - □ Valid Ohio driver's license required
   - □ Commercial drivers license required (individuals will require pre-employment testing and random drug testing)

2.  □ Employee will transport hazardous materials (chemicals, contaminated equipment, lead, PCB, paints)

   Other __________________________

3.  □ Employee will transport universal waste (clinical samples, human blood or tissue, animals, contaminated equipment)

   Other __________________________

4.  □ Employee will transport biohazardous materials (ballasts, batteries, computers, fluorescent bulbs, insecticides, mercury products)

   Other __________________________

Case Western Reserve University reserves the right to revise or modify this job description at any time.

for Human Resources Use

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<thead>
<tr>
<th>Salary Grade</th>
<th>Date</th>
<th>By</th>
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Requirements

- □ Credentials
- □ Criminal Background
- □ Controlled Substance Testing
- □ Bureau Motor Vehicles
- □ Physical
- □ Blood Bourne Pathogens
- □ Fingerprinting
Office of Academic Career Development

Budget Request for 2007-2008

1. **Associate Dean of Faculty Development:** to be named
   Effort 0.5 FTE
   Fringe Benefits (25%)
   Subtotal

2. **Administrative Director:** to be named
   Effort 1.0 FTE
   Fringe Benefits (25%)
   Subtotal

3. **Office Supplies**
   Two Computers (Assoc Dean, and Admin Director) $2,500
   One color printer $1,000
   One scanner $250
   One portable LCD projector $3,000
   Paper supplies, etc. $5,000
   Subtotal $11,750

4. **Travel Expenses**
   a.) Travel to the annual AAMC meeting
       2 persons at $3,000 each $6,000
   b.) Travel to the annual AAMC Faculty Affairs/Faculty Development meeting
       2 persons at $3,000 each $6,000
   c.) Travel to one Faculty Development Office at a peer institution, one visit per year
       One person $3,000
       Subtotal $15,000

5. **Establish a career development library in the OACD**
   Book fund $500

6. **Distinguished Lecturer/Visiting Professor** $5,000*

7. **Printing Expenses**
   Promotional materials, handbooks $7,500

8. **Young Investigator Awards**
   Two awards @ $25,000 each $50,000
9. **Refreshments for OACD programs**
   - 4 lunches
   - 6 breakfasts
   - 6 afternoon workshops
   - Other venues
   - **Subtotal** $3,400

10. **Other support**
    - Statistician (data analysis)
      - Estimate $85/hr, 30 hours/y $ 2,550
    - Speaker honorarium (4 @ $150 each) $ 600*

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**TOTAL** ($235,700) dependent upon FTE status and salary

*This item to be cost shared with the ACES program for the 2007-2008 year.
April 12, 2007

Pamela Davis, M.D., Ph.D.
Interim Dean
School of Medicine
Case Western Reserve University

Dear Pam:

The establishment of the Office of Academic Career Development at the School of Medicine is a positive step towards demonstrating the institution’s commitment towards fostering the career development of our faculty. As the principal investigator of the ACES program at Case Western Reserve University, I am very supportive of this very important initiative which offers opportunities to advance the academic success of our faculty while eliminating barriers to career development such as gender biases and inequities. As demonstration of my support, I will offer the ACES workshops and trainings as in-kind contributions to the School of Medicine faculty for the 2007-2008 academic year. Coordination of the services will be facilitated by Peggy Stager, M.D., with a member of the ACES team and will include offerings to both the basic science and clinical science faculty.

Your support of the Office of Academic Career Development is critical to its initial success. I look forward to considering with you how to ensure its vitality long term and ultimately to best serve our valued faculty members.

Sincerely,

Lynn T. Singer
Deputy Provost and Vice President
for Academic Programs

LTS/ces