



Succeeding in Academic Medicine

Anne Wright, PhD

Senior Associate Dean, Faculty Affairs

UA College of Medicine



Academic medicine has changed

- Increased paperwork, regulation
- Higher expectations for learner competence
- Increased clinical responsibilities
- Longer hours overall
- Greater expectations for scholarly productivity
- Less protected time for scholarly activity
- Research funding is more competitive

Success in academic medicine is a challenge!



Faculty attrition is costly!

- Analyzed clinical faculty attrition, 2004, in Internal Medicine and Surgery, UA COM
- Considered costs of recruitment, hiring, lost clinical revenue
- 17 clinical faculty members left

Schloss et al. Academic Medicine 2009: 84: 32-36.

Cost of clinical faculty attrition, Medicine & Surgery, 2004

Type of faculty member	#	Cost per search	Total cost in two departments by faculty type
Generalist	1	\$115,554	\$115,554
Sub-specialist	9	\$286,503	\$2,578,527
Surgical sub-specialist	7	\$587,125	\$4,109,875
Total	17	---	\$6,803,956



Topics for presentation

- I. Predictors of success: Quick starters
- II. Strategies for success
- III. Promotion and tenure
- IV. Office of Faculty Affairs



I. Predictors of Success: Quick Starters

- The 10% of junior faculty who “hit the ground running”
- By end of first year, have figured out how to survive and thrive in academia

(Boice, Robert 2000 Advice for New Faculty Members)



Quick starters

- Rated an *ability to achieve balance* as the most important element in their success
- Four components
 - Regimen
 - Self management
 - Involvement
 - Social networking



Regimen

- Consciously managed time for different tasks
 - Limited “busy” work (e-mail, mail, paperwork)
- Made time regularly for scholarly writing
 - Scheduled writing time on calendar
 - Frequent (daily), short (~1 hour) sessions
 - Avoided “binges”: wrote 3 hours weekly
 - Wrote in one place so all materials available



Self management: Career plan

- Created a long-range career plan
 - Figured out where they wanted to go
 - Learned what was needed to advance
 - Assessed their own strengths and weaknesses
- Evaluated each potential commitment
 - How well would it fit into career plan?
 - Sought new activities to further career goals



Self management: Outlook

- Practiced balance in professional/personal life
 - Reserved time for family, friends, exercise, hobbies
- Exhibited resilience
 - Did not complain about feeling busy / rushed
 - Looked and felt happy
 - Persisted in face of frustration – solved problems



Involvement: Teaching

- Sought advice about teaching
 - From master teachers for specific problems
 - Requested peer evaluation
- Obtained formal training to improve skills
- Arranged for cooperative teaching activities
- Got to know learners as individuals
- Taught without being perfectly prepared



Social networking

- Established professional colleague networks
 - Sought advice from experts in their field, both within and outside of their own institution
 - Made their own “old boys/old girls” networks
- Moved from independence to interdependence
 - Collaborated on research, teaching, other projects
 - Built relationships that led to success in other areas



Summary re Quick Starters

- Primary characteristic: Balance
 - Committed to regular, brief writing periods
 - Were collaborative
 - Actively sought feedback from others
 - Only accepted activities that fit with career goals
 - Did not overprepare; avoided perfectionism
 - Developed social networks



II. Strategies for success

- Align your goals with institutional goals
- Seek mentoring
- Maintain your CV
- Serve on *selected* committees



1. Align your personal goals with institutional goals

- Have clear, articulated personal/professional goals
 - Self awareness: What makes YOU happy?
 - Identify an academic area of focus
- Articulate how your personal goals support organizational mission and goals
- Develop an academic career plan
 - What should you accomplish by when?
- Accept responsibility for your own functioning within the institution



2. Get mentored!

- Individuals who are mentored:
 - Earn more \$\$ at younger ages
 - Are more likely to follow career plans
 - Are happier with their career
 - Have more publications
 - Have greater self confidence
 - UA COM: are more engaged in their work



New Model of Mentoring

- “Mosaic of mentors” (role model, content expert, cheerleader, peer, coach etc.)
- May be goal specific, of variable duration
- Inside or outside of field



UA COM Mentoring options

- Department assignment of mentor
- Mentoring resources on Faculty Affairs website
- Mentoring Societies
- Faculty Fellows Mentoring Program



Mentoring is the responsibility of the mentee

- Think through your goals (career plan)
- Clarify needs/goals before seeking mentor
- Make first appointment with mentor
- Develop strategic action plan with chair & mentor; revisit
- Be aggressive in seeking feedback



3. Your Curriculum Vitae (CV)

- Keep it up-to-date!
- Put it in the UA format for promotion
<http://medicine.arizona.edu/form/cv-guidelines-com>
- Other models: AAMC CV toolbox
<http://www.aamc.org/members/facultydev/facultyvitae/all05/cv.htm>



4. Consider serving on *selected* committees

- Questions to ask about the committee
 - Will it contribute to the greater good?
 - Is it properly structured?
 - Does it relate to your interests/passions/goals?
- Evaluating value to you
 - Learning potential (content, institution, skills)
 - Work / glory ratio (credit, time commitment)
 - Visibility quotient (connections)



Committees

- The good
 - Related to career goals, well structured, great people, new skills, high visibility
- The bad
 - Some value (skills, people, credit) but some weaknesses
- The ugly
 - Unimportant, ineffectual, time consuming

Seek advice before making a commitment!



III. Promotion & Tenure

- Tracks and titles
 - “Traditional” title series (4 tracks)
 - “Modified” title series (3 tracks)
- The promotion process
- Frequently asked questions
- My advice



COM Promotion and Tenure Guidelines, revised 2010

- Recognize varied contributions of faculty
- Clarify distinct scholarship, teaching and service requirements for promotion in all tracks

<http://facultyaffairs.med.arizona.edu/documents/COMPTGuidelines.FINAL051410.pdf>



Two title series

- Traditional series (unmodified titles)
 - Expectation of scholarship
 - Typically salaried employees of UA COM
- Modified series (prefix titles)
 - Primarily clinical faculty who are actively engaged in educational mission of COM



A. Traditional title series

- Unmodified titles

E.g. Professor of Medicine

- Four tracks based on job description

1. Tenure track
2. Clinical scholar track*
3. Research scholar track*
4. Educator scholar track*

* Non-tenure eligible tracks



1. Tenure Track

- “Triple threat:” research, teaching, service
- Guaranteed contract, some financial commitment
- Mandatory reviews:
 - 3rd year: Mid cycle review
 - 6th year: Promoted to Assoc Professor with tenure (“up or out”)
- Promotion based upon:
 - National reputation for excellence among peers
 - Peer-reviewed publications /research grants
 - Teaching: amount and quality
 - Service: clinical and other



2. Clinical Scholar Track

- Clinical teaching, substantial service, scholarship
- Promotion based upon:
 - Regional / national recognition as a teacher, clinician
 - Leadership: professional societies, research projects
 - Specialty certification (required)
- More flexibility in scholarship vs. tenure track
 - E.g. case reports, reviews, clinical innovations, health policy development, research projects, publications



3. Research Scholar Track

- Independent initiation, direction and completion of research projects
- Promotion based upon:
 - Peer-reviewed publications (1st/senior author)
 - Competitive funding as PI/critical collaborator
 - National presentations, grant reviews
 - Some service and teaching; mentorship



4. Educator Scholar Track

- New track designed to recognize faculty mainly involved in educational mission
- Promotion based on:
 - Excellence in teaching
 - Regional / national recognition
- Broad definition of scholarship
 - Educational research, curriculum development, participation in national organizations



B. Modified title series

- Prefix designations

e.g. *Clinical Professor of...*

- For educators, clinicians and researchers who primarily conduct research, or train UA students/residents
- Often non-salaried COM faculty
- Minimal expectation of scholarship (except research track)



The Promotion Process

- You prepare your CV and statement
- Department sends it to external evaluators
- Dossier reviewed by:
 - Department P&T Committee
 - Department Head
 - College P&T Committee
 - Faculty Affairs Dean
 - *Tenure track*: UA P&T Committee
- Provost decides



Critical pieces of dossier

- Workload assignment
- CV
- Candidate statement
- Letters of reference (≥ 3)
 - Critical to establishing national reputation
 - Must be independent of candidate



My advice on promotion

- Find out what track you are on, assure it is the right one, review criteria for promotion
- Start planning for promotion now *whether you care about it or not.*
 - Discuss process with section & dept head / mentors
 - Set a timeline: What will you do, by when?
 - Keep a record of useful information
 - Seek out possible referees: attend natl. conferences
 - Apply for early career grants
 - Attend Faculty Affairs P&T workshops



IV. Office of Faculty Affairs

- Oversees faculty personnel actions (hiring, promotion, reviews, etc.)
- Career & leadership development seminars
- With ODI, implements faculty diversity and equity initiatives
- Leadership searches
- Coordinates faculty governance (committees, bylaws)
- Advises faculty, depts. re faculty policies

www.facultyaffairs.med.arizona.edu



Career development workshops

- New Faculty Orientation
- Promotion and tenure
 - Early career faculty
 - Preparing your dossier
- Teaching module (OMSE/AMES)
- Scholarship, work environment discussions
- Learning to Lead program



Dean's Council on Faculty Affairs

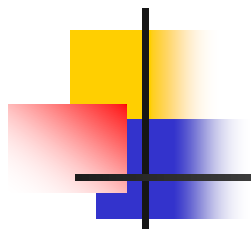
- Develops and implements programs that will enhance faculty life
 - Mentoring programs in each department
 - Learning to Lead: mid-career leaders
- Develops policies pertinent to the faculty at the College of Medicine



Faculty Affairs Philosophy

UA College of Medicine

- Your success is one measure of our success.
- Partnership model
 - We provide resources, training
 - You provide energy, direction, hard work



www.facultyaffairs.med.arizona.edu