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

## Cost of clinical faculty attrition, Medicine & Surgery, 2004

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

McDaniel et al. in *Faculty Health in Academic Medicine*, T. Cole et al., 2009
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/fall05/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
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