

---

# Career Planning in Academic Medicine

---

David Coleman, M.D.  
Faculty Development Seminar

Tuesday, September 18, 2007

---

# Career Planning in Academia

- Review of Faculty Tracks
  - Review of Promotion Process
  - Where do Faculty go wrong in Career Planning?
  - Where do Departments go wrong in developing the Careers of Faculty?
  - Where does the Promotion Process run into Difficulty?
  - How to balance institutional service with your personal agenda?
  - Mentorship
  - What to look for in a Faculty Position?
  - Balancing your Career with your Personal Life
-

---

# Faculty Tracks

- Usual Professorial Tracks
    - Scientist
    - Clinician scientist
    - Clinician scholar
  - Prefix Tracks
    - Clinical
    - Research
    - Adjunct
-

---

# Faculty Tracks

- Track designation does not appear in the academic titles of Faculty and disappear at the level of Professor
  - Tracks serve to align criteria used in the promotion process with institutional and personal goals
  - No tenure at BU School of Medicine
  - No “Up or Out” provision at BUSM
-

---

# Materials used in Promotion Process

- Curriculum vita
    - Training, appointments, institutional roles
    - Grant support
    - Publications in chronological order
  - Portfolio: description of research, clinical, teaching, (including teaching evaluations) and administrative responsibilities and accomplishments
  - List of external and internal references
    - Arm's length referees
-

---

# Steps in Promotion Process

- Faculty member discusses appointment/promotion with Section Chief
  - Faculty member submits credentials for appointment or promotion year round, but typically in summer-fall
  - Departmental Appointments and Promotions Committee reviews credentials-right track? Right time? Appropriate referees?
  - Departmental Committee reviews all materials including letters of reference and makes a recommendation to BUSM
  - BUSM Committee votes on appointment/promotion
  - Board of Trustees approves appointment/promotion
-

---

# What Criteria are used in Promotion Process?

## ■ Publications

- ❑ Quality of Journals (Impact Score)
  - ❑ Interrelationship of publications
  - ❑ Impact in field as judged by peers
  - ❑ Quantity and Trend of Publications
  - ❑ Independence
  - ❑ First or Last Author
-

---

# Criteria Used in Promotion Process (Con't)

- Grant funding, particularly peer-reviewed grant support
  - Teaching Evaluations
  - Evaluations of Clinical care
  - Departmental support
  - Programmatic needs of School and Department
-

---

# Major Areas of Emphasis in Promotion Process

- Clinician Scientist Track
    - Scholarship
    - Peer review
    - Funding
    - Clinical/Education work
  - Clinician Scholar Track
    - Clinical/Education work
    - Peer review
    - Scholarship
  - Prefix Tracks
    - Clinical
    - Research
    - Adjunct
  - Scientist
    - Scholarship
    - Peer review
    - Funding
-

---

# Where does the Promotion Process run into Difficulty?

- Different standards and expectations among Departments
  - Quality of Peer Review (e.g., “arms lengths”, discipline leaders vs. subject matter experts, collaborators, “hidden agendas”)
  - Quality or quantity of Teaching and Clinical Evaluations
  - Wrong Track
  - Tenure (e.g., slots, “up or out”)
-

---

# Where do Faculty go wrong in Career Planning?

- Honest assessment of
    - Training
    - Interests
    - Talent
  - Lack of focus
  - Emphasize quantity over quality
  - Start “tenure clock” prematurely
  - Timing of Independence
  - Use of mentor(s)
  - “Writer’s Block”
  - Planning beyond first three year term
  - Visibility outside of the institution
-

---

# Where do Departments go wrong in Career Planning for Faculty?

- Misalignment of what is needed by the institution with what is rewarded
  - Inattentive mentorship
  - Assume funding=quality=promotion
  - Conflict of service and “protected time” leading to unrealistic distribution of responsibilities
-

---

## Where Do Departments go wrong in the Promotion Process? (con't)

- Insufficient investment in faculty
  - Inadequate attention to research infrastructure
  - Insufficient time on “Tenure Clock”, particularly in Clinical Investigation
  - Assembly of supporting documentation
  - Overuse of women and under-represented minorities for institutional service
-

---

# How to Balance Institutional Service with Career Goals

- What is your understanding of what you were hired to accomplish?
  - Most junior research faculty should expect to be protected from institutional service
  - Institutional “citizenship” is important, but ok to say “no”- turn the question around
  - Increasing tenure on the faculty carries a greater burden of service
  - Departments and sections are dependent on faculty to perform under-compensated activities
-

---

# Keys to Having a Productive Relationship with your Mentor

- Examine track record of Mentor
  - Trust your “gut”
  - Seek more than one mentor (advisor)-very few faculty have too many mentors or too much mentorship
  - Most senior faculty want to view themselves as effective mentors (your success is their success!)
  - Allow yourself to be effectively mentored (i.e., be honest, pose questions, seek “sounding boards”, listen carefully, give feedback)
-

---

# What to look for in a Faculty Position?

- Scientific and/or clinical environment-  
opportunities for growth
  - Financial support, particularly beyond the  
honeymoon period
  - Track record of supporting Junior Faculty
  - Personal goals and needs
-

---

# What to look for in a Faculty Position?

## (con't)

- Does the Departmental leadership understand and support research and/or clinical work in meaningful and practical ways?
  - How will success be measured? What time frame?
  - Space/Salary/Perquisites
  - Set priorities in your negotiations
-

---

# Balancing your Career with your Personal Life

- Inherently personal set of priorities-do not ignore the need for balance!
  - Leaders increasingly aware of the need for balance (e.g., resident work hour restrictions, need to avoid “burn out”, prevalence of dual career relationships)
  - Higher burden of organization-plan carefully
  - Recognize that many academic careers evolve, change, and adapt
-