Academic Advancement:
Climbing and Surviving the Academic Ladder

The Professional Development of Residency and Fellowship Program Directors

Jerry Rushton and Franklin Trimm

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Disclosures: None

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You recently have been hired to assist the Program Director with administering a medium-size residency program and join the PD team with great enthusiasm. Unfortunately shortly thereafter, the Program Director resigns and you are “promoted” to fill her shoes.

In addition to your general clinic duties, you now run a multidisciplinary program for at-risk youth, you are a liaison for a local school-based clinic, and you are responsible for the call schedule, clinic schedule and rotation schedule for each of the residents. A RRC visit is scheduled for this year...
Case 2
I was going to …

At a recent meeting with your Chair, you are informed that your dossier needs to be updated for the next Promotions Committee meeting in 6 months. This is your initial 3-year review, and you have been so busy getting the fellowship program up to speed, successfully navigating a RRC site visit, etc. However, as the program has thrived, you have done let research, have not published any new papers, and have spent much more time than the 20% protected time.

You are currently an Assistant Professor in the clinical track at your local medical school. However, you struggle to define your individual accomplishments in the midst of your growth of the pediatric pulmonology fellowship….
Objectives

- To spend a part of this APPD meeting focusing on your own goals
- To encourage you to examine and refine your own career goals and personal mission
- To remind you of some tools to achieve your goals and stay on track
- To help you develop and individualize a ladder to success
Overview

- Introduction
- Background
- Setting goals / personal mission
- Strategies to success
  - Time Management
  - Delegating
  - Finding win/win
  - Using mentors
  - Accountability partner
- Discussion
Background

- Half-life of PDs is 3-5 years
- One third of PDs are planning career change.
- Reasons cited:

Beasley, Acad. Med. 2001

<table>
<thead>
<tr>
<th>Potential Reason</th>
<th>Mean Importance (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative hassles</td>
<td>3.4 (3.1–3.6)</td>
</tr>
<tr>
<td>Expand my horizons</td>
<td>3.3 (3.1–3.6)</td>
</tr>
<tr>
<td>Institution does not support the residency program</td>
<td>3.1 (2.8–3.4)</td>
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<tr>
<td>No longer enjoy job</td>
<td>2.8 (2.5–3.1)</td>
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<tr>
<td>Spend more time teaching</td>
<td>2.7 (2.5–3.0)</td>
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<tr>
<td>Spend more time as clinician</td>
<td>2.7 (2.4–3.0)</td>
</tr>
<tr>
<td>Little hope for promotion</td>
<td>2.6 (2.3–2.9)</td>
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<tr>
<td>Plan to take a less demanding job</td>
<td>2.6 (2.3–2.9)</td>
</tr>
<tr>
<td>Did not feel valued by colleagues</td>
<td>2.3 (2.1–2.6)</td>
</tr>
<tr>
<td>Hope to make higher income</td>
<td>2.3 (2.0–2.5)</td>
</tr>
<tr>
<td>Spend more time in research</td>
<td>2.0 (1.8–2.3)</td>
</tr>
<tr>
<td>Did not feel prepared</td>
<td>1.6 (1.4–1.8)</td>
</tr>
<tr>
<td>Relocating for personal reasons</td>
<td>1.4 (1.2–1.6)</td>
</tr>
</tbody>
</table>

*Reasons were ranked on a five-point Likert-type scale (1 = not important to 5 = most important).
PD (dis)satisfaction

- **OB/Gyn program directors** (Monga, Am J Ob/Gyn. 2003)
  - Almost 50% were considering change in PD position
  - High satisfaction for those >5 years, higher rank

- **EM program directors** (Beeson, Acad Emerg Med. 2006)
  - Lack of adequate time to do the job required
  - Career needs interfering with family needs
  - Lack of adequate faculty help with residency matters
  - Mentorship was +associated with satisfx/longevity
**PD roles**

- Administrator
- Teacher
- Clinician
- Researcher
- Counselor

**Org. needs/context**

- Program demands
- RRC accreditation
- Recruitment
- Day to day; fires

- Academic/tenure demands
- Clinical revenue/cover salary

- Personal success
- Personal satisfaction
- Professional/home balance
What do you want to be when you grow up??
What is your Vision?

Dean

Researcher

Clinician

VPMA

CMO

Chair

Full Professor
Quotes of note

- “If you don't know where you are going, you will wind up somewhere else.” (Yogi Berra)

- “I don’t know the key to success, but the key to failure is trying to please everybody.” (Bill Cosby)

- “Even if you’re on the right track, you’ll get run over if you just sit there.” (Arthur Godfrey)
Develop a Professional Mission Statement

- What are you passionate about?

- In one succinct, strongly worded sentence state the “why” of your goals.

- How does that link with your current professional activities and your dreams/goals?

- Others use paragraphs, bullet points with action words
Examples

- “To provide exemplary pediatric care by developing excellent pediatricians in our residency program.”

- “To become recognized as a national expert in pediatric hematology and leader in medical education with full tenure by age 40.”

- “To achieve balance with family and work, and ensure that my children are excellent students who have enough quality time with their Father.”

- Expanded MS: www.franklincovey.com/msb/
Your turn

- Take 3 minutes to try a draft of your own mission statement (bullets, 1 line, paragraph)

- Can be professional, personal, or both

- Pair off and discuss some of the challenges of writing this mission statement (and enacting)
Focusing

- Post your MS in a prominent location
- Consider sharing with a colleague/mentor
- Individualize and tailor to your setting
- Review steps often (like your own ILP)
- Revise as needed as you ‘climb the ladder’

- Document, document, document
  - Electronic files
  - Portfolio
  - Start from day1 and keep up
Individualizing

- Academic vs. Community program
- Small vs. Large Program and admin. role
- Free-standing children’s hospital vs. integrated

- Residency vs. Fellowship PD
- Non/Tenure track, clinical vs. ed vs. research
- Medical education vs. specialty focus
Now that you know what to focus on,
how do you?????
Strategy 1

Time Management
"I SPENT FIVE HOURS WORKING ON MY REPORT! ONE HOUR TO GO TO THE MALL FOR AN INK CARTRIDGE, TWO HOURS ON HOLD WITH TECH SUPPORT, 45 MINUTES LOOKING FOR A SHEET OF WHITE PAPER, 30 MINUTES SEARCHING FOR THE PERFECT FONT..."
Reaching your goal

- List each of your current duties, activities, jobs
- How does each relate to your Mission Statement??
- Sort each as:
  - “does not relate”- can I cease, delegate, or required?
  - “relates a little”- can I refocus to my goals, delegate?
  - “high correlation”- how can I focus more on this?
- Covey quadrants
Prioritizing for your goals

- Begin with the end in mind
- Put first things first
- Look for win/win opportunities

<table>
<thead>
<tr>
<th>Urgent</th>
<th>Not Urgent</th>
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<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>- Crises</td>
<td>- Prevention</td>
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<tr>
<td>- Pressing problems</td>
<td>- Production capability activities</td>
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<td>- Firefighting</td>
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<td>- Deadline-driven projects</td>
<td>- Planning</td>
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<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>- Interruptions</td>
<td>- Re-creation</td>
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<tr>
<td>- Some calls</td>
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<td>- Some mail</td>
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<td>- Some reports</td>
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<tr>
<td>- Some meetings</td>
<td></td>
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<tr>
<td>- Proximate pressing matters</td>
<td></td>
</tr>
<tr>
<td>- Popular activities</td>
<td></td>
</tr>
<tr>
<td>- Some scrap &amp; rework</td>
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<tr>
<td>III</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
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<td>- Busywork</td>
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<td>- Some phone calls</td>
<td>- Some mail</td>
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<td>- Time-wasters</td>
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<td>- Pleasant activities</td>
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Adapted from Covey 7 Habits materials
**Discussion**

- **What do PD’s get bogged down in?**
- **What do you want to prioritize?**
- **How might you rework your time to meet goals?**

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MANAGE Your Time

- Schedule your “office time” carefully
- Schedule e-mail & phone time
- Multitask
- Schedule times for non-urgent resident discussions
- Hide/protect time for big projects/thinking time
- Consider off-times, work with family/personal time
- Track your time allocation, discuss with mentor (ask)
- Challenge the dominant paradigm
- Other suggestions…
Strategy 2

Divide and Conquer
(Delegate)
Seven good reasons to adopt this strategy of Delegating:

- There are only 24 hours in a day
- There is *always* something to do
- Crises are a given
- It *will* come back to haunt you
- We are people people
- Sometimes your idea or solution may *not* be the best
- The more the merrier
Strategy 3

Using what you’ve got
(Look for the Win/Win)
Review what you “have to” do and look for ways to use it towards your goal

(e.g., You have to create a new advocacy curriculum. How can you parlay that into a necessary publication or presentation?)
Example

- Your mission is to improve resident communication skills around end of life decisions. At the same time, you want to attain tenure and contribute to program accreditation and status.

- Last RRC review noted that you need develop better documentation of your communication competency
  - Incorporate into your clinical practice
  - Develop a scholarly presentation
  - Document academic achievement
  - Speaking at a regional conference
  - Residents and Program benefit too

- Outcome is a win/win for you, residents, program
Clear goals
Adequate preparation
Appropriate methods
Significant results
Effective presentation
Reflective critique

Strategy 4

Colleagues and Mentors
Mentorship

- Mentors provide great benefit for
  - Career satisfaction
  - Career advancement
- Consider using multiple mentors
- Peer mentors are very valuable collaborators
- Long distance mentors, or APPD/APA
Strategy 5

Have an Accountability Partner
Consider someone in addition to your mentor

Schedule regular discussions on progress

One stays “on target” better with a specific deadline/timeline for each step towards goal

Remember that “ILP”

Consider for home life/personal goals too (can be spouse, friend, peer, etc.)
Academic accountability/ Promotion

- Identify criteria for promotion at your institution: timelines, deadlines, reviewers, etc.
- Get to know committee members for advice
- Request local/national sample dossiers
- Commit to an academic promotion plan
  - Get “academic credit” for what you already do
  - Review every 3-6 months
  - Use your mentors in the process
  - Present your work at the APPD!
- Document, document, document (portfolio)
Keep your eye on the prize

YOU CAN DO IT!!
Conclusions

1. You must have your own goals/mission to balance with the multiple program, clinical, & other demands

2. Create win/win opportunities for you/program

3. Use time management to meet your goals
   (practice what we preach to residents and fellows)

4. Use mentors to revise, revisit, and achieve your individualized goals/mission

5. Document your portfolio
Resources

- **Personal Mission Statement**
  F. Evers, “Creating Your Personal Mission Statement” Dept of Sociology & Anthro. 2002

- **Personal Mission Statement**
  A Strategic Plan For Your Career, Southwestern Chapter of the Society of Nuclear Medicine
  [www.swcsnm.org/meetings/StrategicPlanForYourCareer.pdf](http://www.swcsnm.org/meetings/StrategicPlanForYourCareer.pdf)

- **Steven Covey/ Time Management**
  - Mission Statement Builder [www.franklin Covey.com/msb/](http://www.franklin Covey.com/msb/)
  - Covey Articles [www.franklin Covey.com/tc/resources/view/art](http://www.franklin Covey.com/tc/resources/view/art)
  - 7 Habits Worksheet
    [www.franklin Covey.com/tc/mediaengine/public/files/7_habits_profile.pdf](http://www.franklin Covey.com/tc/mediaengine/public/files/7_habits_profile.pdf)

Resources

- **Scholarship**
  Glassick, CE. Boyer’s Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. Acad Med 2000;75:877-800

- **Mentoring**
  L. Williams. The Good-Enough Mentoring Relationship. Academic Psychiatry, Summer 2004
  [http://ap.psychiatryonline.org/cgi/reprint/28/2/111](http://ap.psychiatryonline.org/cgi/reprint/28/2/111)
Questions
Comments
Discussion