You Are Here

• Leadership Development Plan
  – Ann Burke, Grace Caputo

✓ Academic Advancement

  – Jerry Rushton, MD, MPH
    • APPD Board of Directors
  – Ken Roberts, MD
    • APPD Past-president

Neither Dr. Rushton nor Dr. Roberts has a financial conflict of interest to disclose
Objectives

• To build upon your individual goals towards academic success
• To discuss documentation and academic portfolio
• To consider how to win/win & “make it count twice”
• To encourage mentor and collegial relationships
• To interact, connect, & discuss lessons learned
Your Vision / Your Professional Future

Dean

Researcher

Clinician

VPMA

CMO

Chair

Full Professor
Individualizing your goals

• Your personal goals are diverse
• Your institutions and roles are diverse
  – Academic vs. Community program
  – Small vs. large program and admin. role
  – Residency vs. fellowship PD
  – Non/Tenure track, clinical vs. ed vs. research
  – Other roles/ ‘hats’
• Understand your own version of ‘academic success’
Tenure clock outdated?

Percentage Distribution of Newly Hired, Full-time Clinical MD Faculty by Tenure Status, 1984-2009

From Bunton SA, et al “Trends in Tenure” AAMC Analysis in Brief, August 2010
Academic Advancement

“Movin’ on Up!”
5 Strategies for Achievement

1. Make it count
2. Make it count twice
3. Choose and use mentors
4. Choose and use collaborators
5. Manage your time

(also see Resources listed)
Document your Goals

• Post your goals in a prominent location
• Share with a colleague/mentor
• Review steps often (like your own ILP)
• Revise as needed as you ‘climb the ladder’
Document your Deeds

- Document, document, document
- Your portfolio; “ILP”
- Organize by individual/institutional goals
  - Start from day 1 and keep up
  - Generate/solicit evaluations
  - Save every note, thank you, evaluation, etc.
  - Electronic/scans/copies
Academic Promotion

• Identify promotion criteria at your institution
• Commit to an academic promotion plan
  • Review timeline every 3-6 months
  • Use your mentors in the process
• Consider broad definitions of scholarly work
  • Public dissemination
  • Peer-reviewed
  • Meaningful work, used/cited by others
• Use literature and organizational resources
Educator Portfolio

APA Educational Scholars Program template:

1. Teaching
2. Assessment of learners
3. Curriculum development
4. Mentoring/advising
5. Educational leadership/administration
6. Scholarly approach to education
7. Products of educational scholarship

Opportunities

- APPD
  - Share Warehouse
  - Workshops, abstracts
- APA
- PAS/Specialty societies
- Local, regional organizations
- AAMC / MedEd Portal
5 Strategies for Achievement

1. Make it count

2. Make it count twice

3. Choose and use mentors

4. Choose and use collaborators

5. Manage your time
Developing scholarly projects in education: A primer for medical teachers

THOMAS J. BECKMAN & DAVID A. COOK
Mayo Clinic College of Medicine, Rochester, MN, USA

Abstract
Boyer and Glassick’s broad definition of and standards for assessing scholarship apply to all aspects of education. Research on the quality of published medical education studies also reveals fundamentally important elements to address. In this article a three-step approach to developing medical education projects is proposed: refine the scholarly question, identify appropriate designs and methods, and select outcomes. Refining the scholarly question requires careful attention to literature review, conceptual framework, and statements of problem and study intent. The authors emphasize statement of study intent, which is a study’s focal point, and conceptual framework, which situates a project within a theoretical context and provides a means for interpreting the results. They then review study designs and methods commonly used in education projects. They conclude with outcomes, which should be distinguished from assessment methods and instruments, and are separated into Kirkpatrick’s hierarchy of reaction, learning, behavior and results.

1. Refine the Study Question
2. Identify Design/Methods
3. Select Outcomes

Make It Count Twice

1. Need an idea
2. Identify a measurable outcome
3. Choose appropriate methods
4. Implement your idea
5. Evaluate what you did
6. Use the results to improve your program—*and* your CV
Preparation for Practice


• Conventional wisdom: *It takes 6-12 months for a new residency graduate to be able to practice pediatrics.*
Preparedness: Grads, Employers

Very well

Not at all

Graduates

Employers

Literature
Teaching Model

Subspecialty | Primary Care
---|---
☑ Experienced clinician
☑ who practices specialty
☑ and teaches it
☑ in appropriate setting
Preparedness: Grads, Employers

Very well

Not at all

Graduates

Employers

Literature

UMass
5 Strategies for Achievement

1. Make it count
2. Make it count twice
3. Choose and use mentors
4. Choose and use collaborators
5. Manage your time
Mentoring

• Mentor’s job should be to help make you the best version of you possible
  – Not to self-replicate
• So you have responsibilities:
  – To know your strengths, weaknesses, preferences, and desired goals
  – To know what you want from the mentor
  – Think broadly: You may want many mentors
Mentoring

There is no word in English to describe the individual being mentored. Consider:

Teacher --- Learner
Author --- Reader
Mentor --- ???
Mentors

• You may think the term “mentor” applies only to a single, close, long-term one-on-one relationship with someone senior to you

• But there are mentors for specific purposes
  – Such as . . .
5 Strategies for Achievement

1. Make it count
2. Make it count twice
3. Choose and use mentors
4. Choose and use collaborators
5. Manage your time
Collaborators/Peer Mentors

• Local
  – Clerkship director
  – Fellowship directors (if residency director; residency director if fellowship director)
  – Counterparts in other departments

• Regional and National
  – Clerkship directors
  – APPD
  – APA, Specialty societies, CoPS
5 Strategies for Achievement

1. Make it count
2. Make it count twice
3. Choose and use mentors
4. Choose and use collaborators
5. Manage your time
Reaching your goal

• Compare your current activities vs. ideal mission (Begin with the end in mind)
• Prioritize your time in the Covey Quadrants
• Don’t spend all day ‘putting out fires’ or wasting time

<table>
<thead>
<tr>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urgent</strong></td>
<td><strong>Not Urgent</strong></td>
</tr>
<tr>
<td>I  ➤ Crises  ➤ Pressing problems  ➤ Firefighting  ➤ Major scrap and rework  ➤ Deadline-driven projects</td>
<td>II  ➤ Prevention  ➤ <em>Production capability</em> activities  ➤ Relationship building  ➤ Recognizing new opportunities  ➤ Planning  ➤ Re-creation</td>
</tr>
<tr>
<td>III  ➤ Interruptions  ➤ Some calls  ➤ Some mail  ➤ Some reports  ➤ Some meetings  ➤ Proximate pressing matters  ➤ Popular activities  ➤ Some scrap &amp; rework</td>
<td>IV  ➤ Trivia  ➤ Busywork  ➤ Some mail  ➤ Some phone calls  ➤ Time-wasters  ➤ Pleasant activities</td>
</tr>
</tbody>
</table>
Resources

• Personal Mission Statement
A Strategic Plan For Your Career, Southwestern Chapter of the Society of Nuclear Medicine
www.swcsnm.org/meetings/StrategicPlanForYourCareer.pdf

• Mentoring
L. Williams. The Good-Enough Mentoring Relationship. Academic Psychiatry, Summer 2004
http://ap.psychiatryonline.org/cgi/reprint/28/2/111

• Steven Covey/ Time Management
Mission Statement Builder www.franklincovey.com/msb/
Covey Articles www.franklincovey.com/tc/resources/view/art
7 Habits Worksheet www.franklincovey.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


Serwint J, Hicks P. Scholarship roadmap and resources. APA-APPD Leadership Conference workshop materials. www.academicpeds.org (available after the conference)