

What a Mentor Needs to Know: Academic Tracks and Career Development

Mentor Development Series

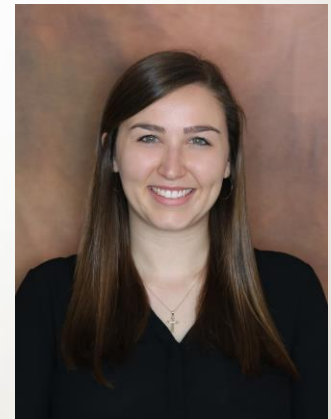
Office of Faculty Affairs

Department of Anesthesiology

Vanderbilt University Medical Center

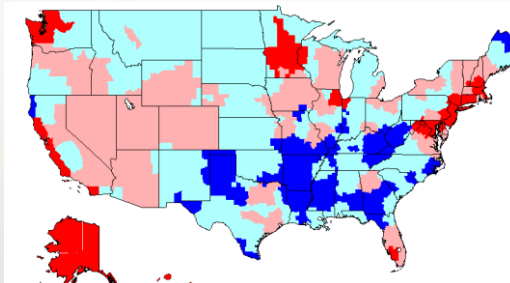
The Office of Faculty Affairs

- **Dr. Pratik Pandharipande - VC, Faculty Affairs**
- **Dr. Matthew Weinger - AVC, Faculty Affairs**
- **Catherine Clark - Senior Program Manager**
- **Alexandria (Lexi) Tittor - Associate Program Manager**



Why are we in Academics?

- Impact on society
- Intellectual stimulation
- Practice variety
- Opportunities (fame, not fortune)
- Life-long learning



What do faculty need to be successful?

- Available non-clinical time and resources
- Institutional culture
- Alignment of track with career interests
- Mentorship

Professionalism & Citizenship

- Core *values* are essential to success...
- Promotion is not just about the individual but is also about the Department & VUMC
- Promotion is a secondary consequence of *doing the right thing(s)* to advance the organization as well as your own career





© 2016 Bovée & Thill, LLC

Faculty Tracks and Ranks at Vanderbilt University

Three Academic Tracks

- **Clinician (CP at VUMC)** - primarily for faculty whose principal contributions are to the clinical service mission
- **Educator (CE)** - primarily for clinical faculty with major efforts in teaching and service
- **Scientist/Investigator (PS)** - primarily for clinical faculty with major efforts in funded research and teaching

Four Ranks

- **Instructor (1-2 yrs)**
- **Assistant Professor (5-9 yrs)**
- **Associate Professor (5-9 yrs)**
- **(Full) Professor**

VUMC Dept of Anesthesiology (July 2020)

Faculty by Track	#
Educator	76
Clinical Practice	51
Investigator (MD 6/PhD 5)	11
Research	8

Faculty by Rank	#
Full professor	30
Associate Professor	38
Assistant Professor	73
Instructor	7

Clinical Practice Track

Knowledge Implementation



CP Track Faculty Expectations

- Be an “excellent clinician”
- Participate in QI & practice management
- Academic activities focus on professional contributions across five ‘domains’
- Research and scholarship as an extension of existing activities; not a focus

Evaluating Clinical Excellence

- **Peer evaluation**
 - Medical knowledge, judgement, & skills
 - Professionalism and respect for colleagues
 - Compassion and respect for patients
- **Outstanding clinical productivity**
- **Contributions to clinical services**
- **Reputation**
 - e.g., requests for opinion on challenging cases
 - Letters of recommendation

Professional Contributions can be in *any* of 5 Domains

- Administration and leadership
- Patient outcomes and quality improvement
- Education of patients and service to the community
- Service to the specialty
- Academic contributions

1. Administration and Leadership

- Chair of departmental or institutional committee
- Significant contributions in an administrative or leadership role
- Directing a clinical program

2. Outcomes & Quality Improvement

- Development of guidelines or pathways with measurable impact
- Development of new clinical or educational programs
- Introduction of effective new methods
- Demonstrable outcomes with quality and process improvement programs

3. Patient Education and Community Service

- Leadership in community organizations that enhance health (e.g., Director of Shade Tree Clinic)
- Community leadership of a clinical nature
- Health-related advocacy (e.g., expert testimony for governmental bodies)

4. Service to the Specialty

- Leadership roles in regional or national professional organizations
- Delivery of continuing professional and/or community education (e.g., presentations, media)
- Reviewing for academic journals (as a supplement to other forms of service)

5. Academic Contributions

- Excellence in teaching
- Development and/or delivery of clinical education programs
- Collaborating in clinical studies
- Special contributions in other areas which further the institutional mission
- Scholarly publications (e.g., case reports, chapters)

Promotion to Associate Professor of Clinical Anesthesiology

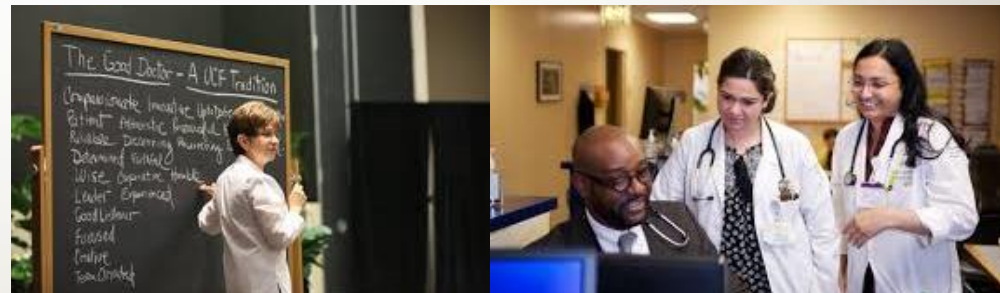
- Sustained clinical excellence
- Distinguished professional contributions in *at least* one of 5 domains
- Supported by evidence of presence and reputation *outside the Medical Center* on a regional *and* budding national level
- Research and scholarship enhance existing activities; not a requirement

Promotion to Professor

- Sustained clinical excellence
- Distinguished professional contributions in *at least* two domains or extraordinary contributions in one
- Supported by evidence of presence and reputation outside the Medical Center on a national level

Clinician Educator Track

Knowledge Synthesis and Dissemination



Clinician Educator Expectations

- **Excellent clinician**
- **Teaching outside of clinical duties**
- **Academic & community service**
- **Contributions must be pursued in a scholarly manner**
 - Evidenced by publication in peer-reviewed forums and invited external presentations

Promotion in the CE Track

- Significant achievement in teaching and service are the primary criteria
- Must perform in an exemplary fashion in one of these and be deemed competent in the other
- Creation of impactful academic products
- *National reputation* is defining criteria

Excellence in Teaching

- Expect *all* faculty to be efficient & effective teachers in their direct supervision of trainees
- For promotion, CE faculty must demonstrate a high level of teaching effectiveness in at least one of the five ‘forms’ that teaching takes
- For faculty in which teaching is the primary basis for promotion, excellence may be demonstrated in several ‘forms’

'Forms' of Teaching Excellence

- **Direct Teaching**

Invited presentations, awards, publications describing scholarly approach to teaching methods

- **Curricular or Program Development**

Development of courses, educational media, manuals, textbooks *undertaken in a scholarly manner*

- **Mentoring and Advising**

Academic accomplishments of mentees, committee service related to mentoring and advising

'Forms' of Teaching Excellence

- **Educational Administration or Leadership**

Course/program director, invited presentations to describe program, new initiatives developed

- **Educational Research**

Publications related to teaching & learning, grants obtained related to educational research, service on national education-related committees

Excellence in Service

- **Must make significant special contributions to the school's missions**
- **Such achievement may be in one or more of following:**
 - Sustained provision of exemplary clinical care
 - Academic approach to improved patient care
 - Development of new or enhancement of existing programs (clinical, educational, or research)
 - Special contributions to the SOM and University *beyond those customarily expected*

Substantive National Service by VUMC Anesthesiology, 2019

Activity	# unique faculty
Major academic society leadership	20
Editorial boards	13
Journal editors	7
ABA & NBME exam creators or examiners	10
Major grant reviewer (NIH Study Section or equivalent)	4
Major national committees (NAS, IOM, AMA)	6

Other Promotion Criteria

- **National Reputation (*most critical*)**
 - Invited Presentations (Refresher course lectures, Visiting Professorships, External Grand Rounds lectures)
 - Committee involvement (& especially leadership)
 - Editorial Board or other board membership
 - Symposium Organizer
 - Grant reviewer
- **~20 publications since appointment**
 - Patents, book chapters, and editorials included
 - Fewer if publications are of substantial impact

Promotion to Professor CE

- Sustained academic excellence
- Undisputed evidence of reputation on a national and international level
 - Substantial body of scholarship since last promotion
 - Invited presentations (esp. Visiting Profs)
 - Leadership and meaningful contributions in academic service
- ***Referee letters will be critical***

Physician Scientist

Knowledge Creation

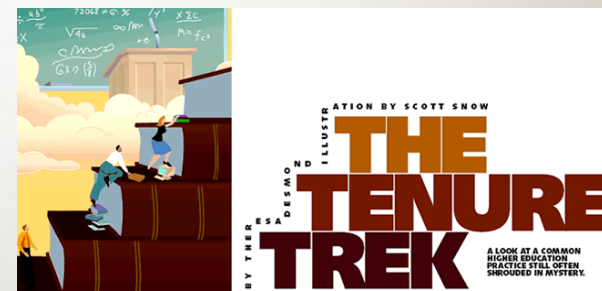


Criteria for PS Track Promotion

- **Funded research**
 - PI on *several* federal competitive grants
 - Evidence of independence from mentor(s)
- **Publications**
 - Research articles in top-tier/impact journals
- **Service & Recognition**
 - National service, especially leadership
 - Honors and Awards
- **Teaching**
 - Focus on research student mentoring success

What is Tenure?

- Historically intended to protect faculty with divergent political views from their University supervisors
- Usually linked to salary guarantee and difficulty being summarily fired
- Can get ‘perks’ (e.g., sabbatical, internal research funding, awards)
- Less relevant for academic physicians



Keys to Academic Success

- Stable, committed, supportive leadership
- Great working environment
 - Collegial atmosphere/culture of collaboration
- **Resources** available (departmental and institutional finances)
- **Role models and mentors** available
- **Robust career development** processes
- Department with track record of **success for junior faculty**

We all Need a Mentor

- A mentor is more than “an experienced and trusted advisor” ...
- A mentor also:
 - Helps visualize a path to your success
 - Provides opportunities and resources
 - Provides motivation and emotional support
 - Is a role model (in at least one key attribute)
- Often have more than one mentor



Career Development Process

- **Effective mentorship**
 - Right mentor(s) for their interests & needs
 - At least quarterly meetings
- **Regular review of progress**
- **Continually updated Career Plan and CV**
- **Access to needed resources**

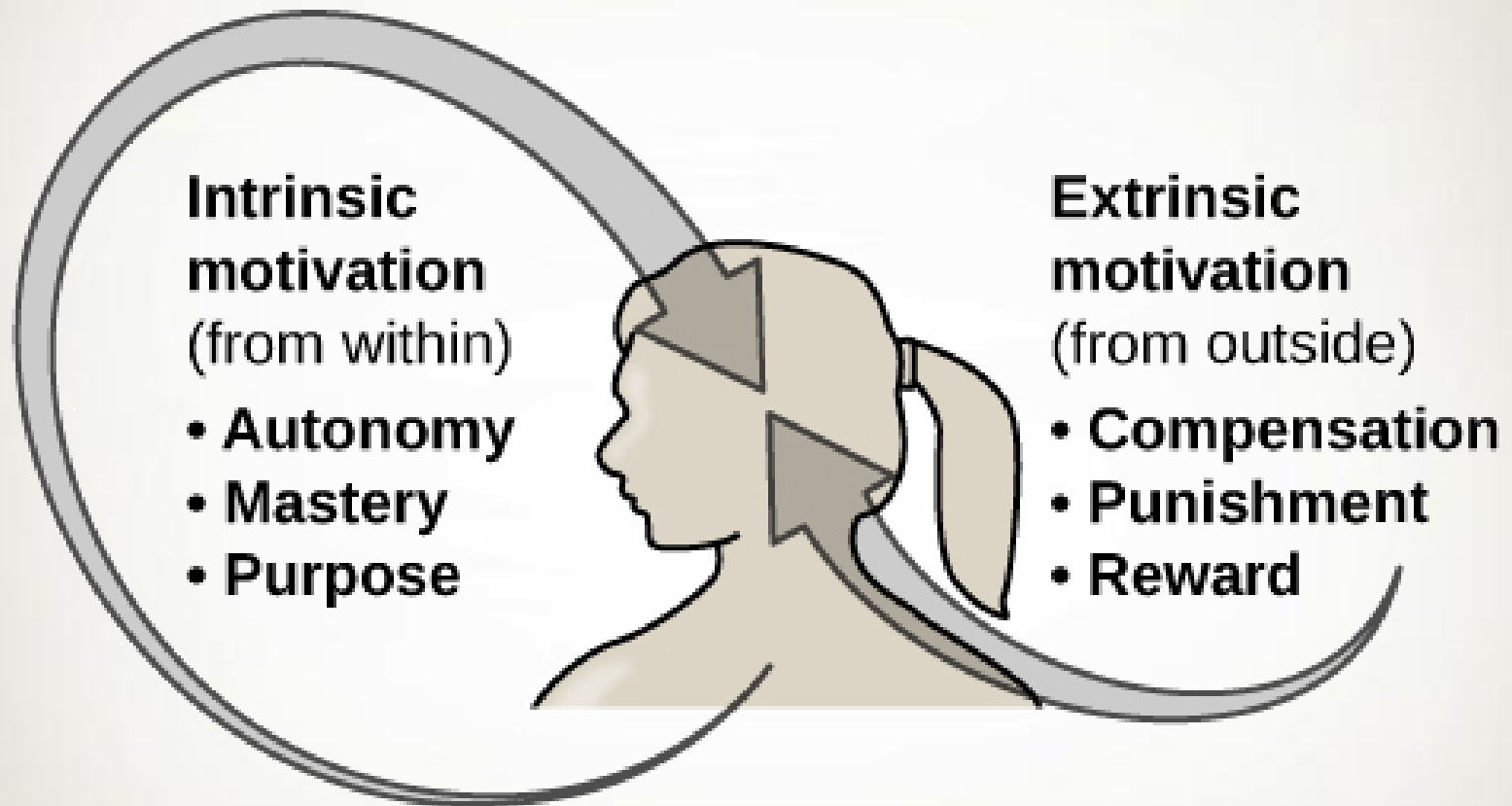
Professional Development Cycle



Professional Development Programs

- **Career Development Award (CDA)**
 - Goal is to advance the faculty's *desired* career
 - CDA can affect which projects faculty pursue
 - This needs to be a shared commitment between the Department and the faculty
- **Academic Achievement Award (AAA)**
 - If mentorship relationship leads to durable academic products, discuss how best to include in AAA
- **Promotions**
 - If a mentee is submitting a promotion packet, mentors will be expected to review and refine the documents before they are sent to OFA

Motivation



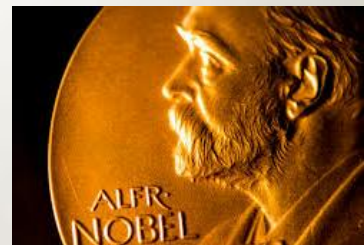
Fostering Mentee Success

- Dedicate 3-5 years of concentrated effort to build, preferably focused, **expertise**
- Build a local & especially **national reputation**
- **Scholarly Activities**
 - Collaborations & relationships
 - Ideas & innovations
 - Well designed & implemented projects
 - Durable academic products



Define Scholarship Broadly

- **Basic and translational research**
- **Clinical studies**
- **Health services** (including safety/quality)
- **Informatics**
- **Education**
- **Social sciences** (e.g., economics, policy)
- **Humanities** (e.g., history, literature)



National Reputation Examples

	Scientist Track	Educator Track	Clinician Track
Regional	N/A	Organizing &/or teaching regional CME courses; TSA meeting presentation*	Community hospital talks; Letters from referring MDs; Article in newspaper
National	Quality peer-reviewed publications; Have NIH R01 grants; Serve on NIH Study Sections	Quality peer-reviewed publications; Journal editorial boards; Lead national committees	Chair national committees; Publish article in <i>New Yorker</i> or ASA newsletter
International	International talks and papers; Review international grants; International award	Organize &/or talk at international conferences; Publish in or Edit an international journal	Organize &/or talk at international conferences; Chair international committee†

* A regional reputation alone is insufficient for promotion in the CE track

† An international reputation is not necessary for but is helpful to promotion in the CP track

Get Them Started Early

- Effective academic faculty mentor-mentee relationship(s) [\[help them build their network\]](#)
- A well-defined and circumscribed area of academic, clinical and/or educational interest
- Create and maintain an academic plan with measurable milestones
- Create and maintain their CV and Educator Portfolio



Durable Academic Products

- Help them get help from more experienced folks
- Foster collaboration with others (peers and other senior colleagues)
- They should always be writing something
 - Anything from CEBA guidelines to review articles to generating new knowledge
 - Goal of ≥ 2 scholarly products a year, preferably in peer-reviewed venues



“Get Out There”!

- **Help them find service opportunities**
 - Get them involved at a regional/national level in relevant professional organizations
 - *The goal is leadership and impact*
- **Give invited presentations**
 - Start with Departmental Grand Rounds
 - Help them network to be invited to give lectures outside VUMC



Questions?



Matt.Weinger@VUMC.org

Pratik.Pandharipande@VUMC.org

Additional Information

Departmental Expectations of the Faculty by Academic Track¹

	Physician Scientist	Clinician Educator	Clinical Practice
Typical working hours per week	55-65 hours	55-65 hours	55-75 hours
Expected scholarly productivity	Highest	Moderate	Lowest
Typical ² after-hours academic work burden	High	Moderate	Low
Serve in a departmental or VUMC leadership role	Often	Usually	Sometimes
Mentor for junior faculty	Expected (PS, CP)	Expected (CE, CP)	Expected (CP)
Teaching Expectations	High	High	Less

¹ Entries are based on current policy, are contingent on financial and other resource availability, and are subject to change. ²“Typical” is defined as the approximate median of all qualifying individuals based on historical data.

Opportunities & Resources Typically Provided¹

	Physician Scientist	Clinician Educator	Clinical Practice
Minimum time to promotion to Associate Professor	7 years	5 years	5 years
Typical ² time to promotion to Associate Prof	7-9 years	7-11 years	7-11 years
Typical time to promotion to Professor	12-15 years	15-20 years	15-20 years
Typical CDA upon initial appointment	63	42	22
Average CDA by rank currently	120	60	40
Typical after hours clinical call burden	Reduced	Usual	Usual
Opportunities to teach residents or students	High	Highest	Medium
Priority to attend academic meetings	Highest	Medium	Lowest

¹ Entries are based on current policy, are contingent on financial and other resource availability, and are subject to change.

² “Typical” is defined as the approximate median of all qualifying individuals based on historical data.

Opportunities & Resources Typically Provided¹

	Physician Scientist	Clinician Educator	Clinical Practice
Typical ² annual days out-of-town at meetings ³	20	10	5
Qualify for VU sabbatical	Yes	Unlikely	No
VUMC Research Support funds ⁴	Usually	Sometimes	Occasionally
Time and support for additional training (including degree-granting programs) ^{3,4}	Usually	Often	Occasionally
Qualify for Academic Achievement Award (AAA) ⁴	Always	Usually	Sometimes
Qualify for Research Incentive Award ⁴	Usually	Rarely	Unlikely
Typical annual RVU payments	Moderate	High	Highest
Qualify for Promotion Bonus ⁵	Yes	Yes	Yes
Total faculty compensation target	75 th percentile 3-year average AAMC pay by rank		

¹ Based on current policy, are contingent on financial and other resource availability, and subject to change.

² “Typical” is defined as the approximate median of all qualifying individuals based on historical data.

³ Days away for academic meetings come from academic time once 5 days of meeting time are used up.

⁴ A competitive process requiring evidence of qualification. Awards are made based on available resources.

⁵ Requires at least 2 years full time at Vanderbilt at prior rank.