BUILDING YOUR ACADEMIC CAREER PLAN

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Outline for Discussion

✓ Developing a career plan

✓ Defining promotion tracks and pathways

✓ Tips and strategies for success with promotion and/or tenure and your academic career
What is a career plan?

Defining your career goals and laying out the steps to get there

“Roadmap” for the future
Why a career plan?

✓ A way to step away from the day to day and reflect on your career and develop plans for the future

✓ Building a bridge from your current goal to your next goal

✓ Provides safety and direction

✓ Ever-changing and evolving process
Why a career plan?

- Allows you to focus your dissatisfactions
- Allows you to focus your ambitions
- Allows you to evaluate where you are
- Allows you to evaluate where you would like to be
  - Short-term
  - Long-term
- Allows you to understand what you need to do to reach your short-term and long-term goals
Short–term Career Planning

✓ Time frame – coming year to next few years

✓ Develop realistic goals that you can accomplish in the near future
Long–term Career Planning

✓ A planning window of 5 or more years

✓ Broader set of guidelines and preparation

✓ Identifying and developing core skills that are valuable to your department while developing your career goals in broad strokes
Defining Your Goals

- Your professional goals
- Goals of your department
- Goals of School of Medicine
- Goals of the Institution
Define Your Objectives to Reach Your Goals

Effective objectives are
✓ prioritized
✓ precise
✓ written
✓ time-limited
✓ realistic
✓ not set too low
Once you identify your goals then....

✓ Define what skills you will need
✓ Identify specific programs that may enhance your education, training, experience, and skill set (and the timing?)
  ✓ Extended research training
  ✓ Formal education training
  ✓ Business/administration
✓ Get feedback on current skill set, etc.
Other things to think about...

✓ Evaluate your current situation

✓ Likes and dislikes

✓ Passions
Know where you want to go

✓ What are your goals?
✓ Where do you want to be in 5 (10) years?
✓ Identify a focus for your work (clinical care, teaching, research, or program development)
✓ Different goals require different plans
✓ Evaluate % effort on activities
Exercise
Tracks

✓ Non-tenure

✓ 80–85% of School of Medicine faculty are in this track.

✓ Multiple pathways are in this track
  ✓ Clinician
  ✓ Clinician–Educator
  ✓ Clinician–Investigator
  ✓ Investigator–Educator

✓ Promotion requirements vary with each pathway.
  ✓ Intellectual leadership/innovation
  ✓ Regional/national/international recognition and reputation

✓ Annual contract renewal
Tracks

Tenure

✓ 15–20% of School of Medicine faculty are in this track.

✓ Multiple pathways are in this track.
  ✓ Investigator–Educator
  ✓ Clinician–Investigator
  ✓ Clinician–Educator

✓ Promotion requirements vary with each pathway.
  ✓ Intellectual leadership/innovation
  ✓ Consistent theme
  ✓ Independent/originality/sustained productivity
  ✓ National/international recognition and reputation
  ✓ Continuing peer-reviewed extramural funding (e.g. 2R01s)
  ✓ Publication in high impact journals (first or senior author)

✓ Permanent Contract – only guarantees your position not your salary
Tenure Clock

Faculty without clinical responsibilities

✓ ≤ 7 years in tenure stream
✓ Annual evaluations to chart progress
✓ Department decision to support tenure by end of 5\textsuperscript{th} year
✓ Notification of termination by end of 6\textsuperscript{th} year

Faculty with clinical responsibilities

✓ ≤ 10 years in tenure stream
✓ Mid-course review by end of 5\textsuperscript{th} year
✓ Department decision to support tenure by end of 8\textsuperscript{th} year
✓ Notification of termination by end of 9\textsuperscript{th} year
✓ Removal from tenure stream
✓ Type A (temporary) and B (permanent)
Pathways

✓ Conceptual framework for describing faculty accomplishments, contributions, and career progression

✓ Designed to provide a framework for thinking about career development and preparation for promotion

✓ *Not* a track which requires *a priori* commitment

✓ *Not* intended to *constrain* individual faculty activity or contribution
Investigator–Educator Pathway

√ Dedicate most of effort to independent research

√ Significant portion of effort educating next generation of researchers (graduate students, medical students, and postdocs)

√ Non-tenure track or tenure track
Clinician–Investigator Pathway

✓ Devote significant effort to both the clinical programs of the health system and the research program of the School of Medicine

✓ Engaged in patient care, clinical service functions, basic science or clinical research

✓ Non-tenure track or tenure track
Clinician–Educator Pathway

✓ Significant effort to both the clinical programs of the health system and to the educational programs of the School of Medicine

✓ Teaching and programmatic level contributions to the educational programs are a major focus

✓ Engaged in teaching, patient care, and clinical service functions

✓ Non–tenure track or tenure track
Clinician Pathway

- Devote approximately 75–80% effort to clinical practice (including administrative time related to patient care)
- Practice is almost always in a tertiary health center
- Often recognized locally for accomplishments
- Not a major focus but often contribute to the educational mission by teaching or collaborating on research projects
- Non-tenure track
Preparing Your Portfolio

✓ Who?
  ✓ Faculty in tenure, non-tenure, research tracks
  ✓ Considered for promotion to Associate Professor and Professor

✓ When?
  ✓ At time of appointment
  ✓ At time of consideration for promotion

✓ What?
  ✓ CV in University of Pittsburgh School of Medicine format
    ✓ Teaching activities
    ✓ Clinical activities
    ✓ Research activities
    ✓ Service activities
  ✓ Descriptions of faculty member's projects, programs, initiatives
  ✓ Include statement of goals, methods, results, presentations, reflective critique brought to these efforts
  ✓ Treat teaching contributions, clinical programs, administrative accomplishments
  ✓ as scholarship in a manner similar to a research project
Executive Summary

✓ Tell your story in third person: No one can do it better than you!

✓ What has been your impact on the department, university, community?

✓ A statement of your research goals and accomplishments, expressed in a way that members of a school-wide tenure and promotion committee can appreciate the importance of your work

✓ Make the job of your department chair (advocate) easy
What Information Will Be Used in the Review?

- Your documentation
- Evidence of accomplishments
- Samples of your work
- Formal evaluations by others
- Research findings
- Peer-reviewed publications
- Other publications
- Presentations
- Funding record
- Patents
- Teaching
- Awards
- Evaluations
- Service
Tips and Strategies for Promotion and/or Tenure – 1

- Documents activities and accomplishments
- Update your CV frequently
- Keep in contact with your Chair/Chief
- Toot your own horn–graceful self promotion
- Ask for clarification about expectations
- Use the faculty performance evaluation process to your advantage
- Publish
Tips and Strategies for Promotion and/or Tenure – 2

- Do not run your department or the university until after tenure
- Be a good departmental and university citizen
- Have good relationships with colleagues
- Be valuable
- Network
- Have a good mentor(s)
- Manage your professional image
Tips and Strategies for Promotion and/or Tenure – 3

✓ Negotiation matters

✓ Have short- and long-term goals and objectives

✓ Have a focus and expertise

✓ Get visibility

✓ Develop a marketable record

✓ Try to keep balance in your life
The tips and strategies for promotion and/or tenure are also useful for achieving your short-term and long-term academic career plans.
Don’t Forget to…

- Negotiate
- Network
- Find Mentors
- Seek Sponsors
Office of Academic Career Development

http://www.medfaculty.pitt.edu/

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