University of Massachusetts Medical School

A Culture that Supports Flexibility and Promotes Success

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Faculty may follow different paths to success

Requires:

• Support: academic & personal
• Individual attention
• Options & choices: flexibility
• Good data: checking vital signs of your academic medical center & culture

• **Empowerment** of faculty to “take charge of their careers”
Faculty success requires *flexibility* in sculpting a career path

Options in appointment and promotion
- traditional track or modified track

Options in work effort
- full-time or part-time

Options in tenure policies
- delay of tenure
- change of tenure track
Faculty have compelling circumstances: “Reasons to Delay Tenure Decision Year”

- Approved personal leave with extended absence
- Assignment of substantial clinical duties during tenure probationary period
- New administrative position
- Temporary transfer from full-time to less effort
- Challenges in NIH budget/funding
- Other compelling circumstances
Faculty success requires individual attention

Mentoring programs
Faculty Scholar Award
Annual Performance Review
FADL

• Faculty Advancement Departmental Liaisons
Faculty success requires institutional support for professional development

Support for advancement of women faculty
• ELAM/AAMC conferences

Development of minority faculty
• Faculty Diversity Scholars Program

Leadership skills development

Faculty [support] groups
• Women’s Faculty Committee; Women Leaders Work Group
Faculty success requires personal support

Work-Life Balance

- Wellness Programs
- Child Care; Elder Care
- Physical and mental health
- Nutrition; Meals-to-Go
- Other (on-site banking, cleaning, etc.)
Faculty success requires empowerment & mentoring

The Junior Faculty Development Program

• an intensive professional development program tailored to junior faculty and designed to facilitate their success in academic medicine
The JFDP consists of two components:

- a *classroom course* in academic development
- a mentored *project*
Both elements are essential for faculty development

The **curriculum** provides practical resources

The mentored **project** provides a learning experience under the guidance of senior faculty

The Project is a keystone of the JFDP

• results in a tangible product with benefits for the junior faculty participant
  • contributes to the academic dossier
  • is an opportunity for scholarship
• provides the focus for mentoring
• the projects benefit the institution
  • return on investment for protected time
Projects may involve research, education, clinical practice, or service

- research grant applications
- basic or clinical research projects
- outcomes or health services research
- new courses or curricula
- development of novel educational tools
- multi-disciplinary clinical service lines
- new techniques in patient care
Functional Mentoring: matching needs of mentee with expertise of mentor

1. Jr. faculty define their needs for guidance on their project
2. The planning team helps identify a senior faculty member with the appropriate expertise
3. Once the pairs are set up, it is the responsibility of the mentee to manage the relationship

We select mentors who are:

- a new mentor for the mentee
- from a different department
**Functional Mentoring:** matching needs of mentee with expertise of mentor

"Traditional” Mentoring

- Mentee
  - compatibility
- Mentor

Relationship → Career Development → Outcomes

Functional Mentoring

- Mentee
  - needs, skills
- Mentor

Project → Relationship → Outcomes → Career Advancement

Faculty success requires institutional monitoring

**Measurement of**

- Salary equity across gender/racial lines
- Salary parity across geographic, academic lines
- Promotion/tenure rates
- Retention rates
- Recruitment success
- Faculty satisfaction
Assessing the Vital Signs of an institution requires data gathering!

Faculty Forward:
- measurement of faculty satisfaction

—> collaborative, collegial culture with high degree of faculty satisfaction

Gender & Equity Initiative:
- salary equity across gender & race
Challenges for making FLEXIBILITY a real option for faculty

• The academic culture of ‘rugged individualism’
• Academic tradition and recognition
  • Independent investigator vs. team science
  • Physician leader vs. health care team
• The “hidden curriculum” for faculty effort:
  – What does ‘part time’ really mean?
• Cultural differences across institutions
  • Programs/models must be adapted to fit the culture
Lessons Learned: Pearls of Advice

• Commitment of top leadership is essential to provide vision, support, and resources
• Programs should be tailored to specific needs of a targeted audience
• Programmatic models must be adapted to ‘fit’ your institutional culture
• Evaluation, benchmarking, data collection and analysis are critical to the process
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Questions?