

Navigating the Academic Roadmap: A New Lecture Series Designed for Junior Faculty



Navigating the Roadmap

- The goal of this series is to help junior faculty achieve success in their academic trajectory through lectures and discussions.
- This series will cover the listed topics and is designed for both clinicians and basic scientists.
 - Fellows, postdoctoral researchers, and medical students are welcome to participate



Navigating the Academic Roadmap: Future Programs

- Guidelines for Success: How to Create an Effective Presentation
 - Tuesday, March 9, 5:30 pm, RRMC B124
 - Wednesday, March 10, 12 noon, 16-111 CHS

- Mentoring: How to Give It and How to Get It
 - Tuesday, April 13, 5:30 pm, RRMC B124
 - Wednesday, April 14, 12 noon, 16-111 CHS

- Negotiation Strategies: Ask For It!
 - Tuesday, May 11, 5:30 pm, RRMC B124
 - Wednesday, May 12, 12 noon, 16-111 CHS

- Preparing for an Academic Review: Pearls and Pitfalls
 - Tuesday, June 8, 5:30 pm, RRMC B124
 - Wednesday, June 9, 12 noon, 16-111 CHS



Faculty FAQs: From Series to Work-Life Balance

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What should you know about your own specific academic appointment?

- What is your academic series, and why does that matter?
 - Regular (ladder rank)
 - In Residence
 - Adjunct
 - Clinical compensated
 - Clinical X
- What is your salary and sources of salary support?
 - FTE, grants, clinical, VA or County
 - Does the distribution affect your retirement benefits?
- Do you have a mentor and advisor?
 - Is this working?
- Where is your space and how was it allocated and supported?
- What are your teaching responsibilities?
- What are your University service and committee requirements?
- Work-Life Balance
 - When to say yes and when to say no

The Academic Series: What you need to know

- What is your academic title?
- Are you aware of the differences?





Define the UCLA professorial series

- All series value the following, to different degrees
 - Professional competence and activity
 - Teaching
 - University and public service
 - Research and creative work

- Differences
 - Evaluation based on grants and research productivity
 - Financial support and university benefits
 - Membership in Academic Senate
 - Primary duties and responsibilities

Professor	UCLA Academic Senate	Tenure	Sabbatical	Primary Emphasis
Clinical				direct patient care services and clinical teaching research and creative work are desirable
Clinical X	x			teaching and clinical service engage in creative activities
In-Residence	x			teaching, research or other creative work, and University and public service
Regular (Ladder)	x	x	x	teaching, research or other creative work, and University and public service

All series have an 8 year limitation at the assistant professor level



ADJUNCT SERIES

- Not necessarily a balanced contribution of teaching, research, and service
- Central activity is teaching and this teaching is qualitatively the same as the other series
- May be a basic scientist in a clinical department, a teaching specialist in a basic science department with a limited research program, or a key administrator
- If primarily involved in research, a lower level of productivity is required (compared to regular, in-residence)



In ways the series are similar

- 8 year rule
 - ALL (Adjunct if >50%)
- Compensation plan
 - ALL (Clinical compensated and Adjunct if >50%)






Full time



- YES
 - Regular
 - In-residence
 - Clinical X
- 1-100%
 - Clinical Compensated
 - Adjunct



Teaching is an Essential Component of All Series



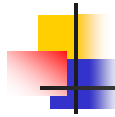
- Regular and In-residence
 - Recognition of high quality in research training and/or clinical training of residents, fellows and post docs, and in medical student education or other teaching programs. Superior intellectual attainment in teaching is required.
- Clinical Compensated
 - Recognition by health professional students, graduate students, residents, fellows, continuing medical education attendees and peers for excellence in clinical teaching. Success in applying knowledge of basic health science and clinical practice to diagnosis, treatment and care of patients.



Teaching: Clinical X



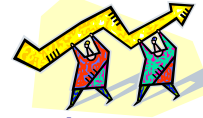
- Recognition by peers and students as being an outstanding clinical teacher (e.g., the top 10% of instructors) for medical students, residents, fellows, or continuing medical education attendees.
- Design educational programs at local, regional, national levels. Innovate teaching approaches.



Research

- ESSENTIAL
 - Regular
 - In-residence
 - Clinical X
- CREATIVITY
 - Clinical Compensated
- VARIABLE
 - Adjunct





Evidence for Success in Research

- Regular and In-Residence
 - Significant contribution to an authorship of refereed, substantive, and significant publications exclusive of case reports or reviews. May be reports of basic science and/or clinical applications of basic science. Superior intellectual attainment is required



Evidence for Success in Research: Clinical X

- Participate basic, applied, or clinical science.
- Significant contributions to knowledge and/or practice in the field.
- Authorship of published clinical or laboratory investigation.
- Publications in peer-reviewed journals that organize, synthesize, and convey new or existing knowledge in a way that enhances the practice of medicine, or contributes significant new knowledge; should describe state-of-the-art clinical practice.
- Dissemination of clinical knowledge, techniques, and technologies through printed media, video and audio learning aids, computer-based material or professional communications.



Evidence for Success in Research: Clinical Compensated (Part 1)

- creative contribution to administration, academic, or research
 - administration of a teaching program
 - community outreach or informational programs
 - Administration of a clinical service or health care facility
 - medical informational systems
 - clinical guidelines or pathways
 - informational brochures with regard to the individual's specialty or area of interest targeted to physicians, allied health professionals and/or patients
 - original material in handouts for lectures
 - quality improvement programs
 - community-oriented programs
 - educational curricula



Evidence for Success in Research: Clinical Compensated (Part 2)

- Participation in the advancement of professional education
- Participation in research, not necessarily as primary or independent investigator
- First, senior, or collaborative authorship of peer-reviewed research papers
- Participation in the advancement of University professional practice programs
- Publication of case reports or clinical reviews
- Platform or poster presentations at local, regional, or national meetings
- Lectures, original educational materials, or teaching files placed on resident website



University and Public Service

- ESSENTIAL
 - Regular
 - In-residence
 - Clinical X
- SUPPORTIVE
 - Clinical Compensated
- VARIABLE
 - Adjunct



All Tracks



- Community Service
 - Outreach programs: High schools, Graduate schools, lectures to community groups, civic organizations, membership in volunteer organizations, participation in youth organizations (scouts, sports groups, etc.).



All Tracks



■ University Service

- Governance related: Academic Senate, Faculty Executive Committee, CAP, Department and Hospital committees

- Education related: Medical Education committee, Graduate committees, SOM admissions, Curriculum/Course committees

- Research related: Radiation Safety, Animal Research, Information Technology groups, Human Subject Protection, Doctoral committees outside home department

- Clinically related: Department, Practice Plan, Medical Group, Hospital committees, task forces



Policy on Institutional Instruction/Service and Research Effort Thresholds for Full-time Faculty. Change of Policy 7/1/08

- For full-time faculty supported by permanent General Funds (School and Semel Institute FTE)
 - Minimum effort for Institutional Instruction and Service is 15%.
 - On a case by case basis the Chair can recommend, by written certification, a reduction in Instruction and Service effort to 10% and a proportionate increase in research effort to 90%. Such proposals are approved by the Senior Associate Dean for Academic Affairs on an annual basis.

- For all other full-time faculty the minimum effort requirement for Institutional Instruction and Service is 10%.
 - The maximum corresponding research effort is 90%. On a case by case basis the Chair can recommend, by written certification, a reduction in Instruction and Service effort to 5% and a proportionate increase in research effort to 95%. Such proposals are approved by the Senior Associate Dean for Academic Affairs on an annual basis.



Sabbatical



- YES
 - Regular
- Professional Development
 - In-residence
 - Clinical X
- NO
 - Clinical Compensated
 - Adjunct



Academic Senate



- YES
 - Regular
 - In-residence
 - Clinical X
- NO
 - Clinical Compensated
 - Adjunct



Tenure

- YES
 - Regular, at Associate Professor
- NO
 - In-residence
 - Clinical X
 - Clinical Compensated
 - Adjunct



Work-Life Balance: Finding your focus



- Achieve Clarity
 - What are your priorities?
 - How does your vision fit with reality?
 - What is the time frame?
- Be explicit about priorities
 - Focus on what is important

Work-Life Balance: Finding your focus



- Give each sequential task your full attention
 - Multitasking may not be the most effective solution
 - Define “snippets” of time to fully devote your attention to achieving particular tasks
 - Give your full attention to the designated activity, whether it be work, family, or play

Work-Life Balance: Finding your focus



- Don't sweat the small stuff
 - What deserves your attention?
 - Do not allow the squeaky wheel to divert your energy from the big picture
- Invest in yourself
 - Know when you need a break
 - Health is critical
 - Achieving your outside passions will help you be more productive at work

Take time to make decisions

- Be proactive, not reactive
- "There is always time to think"
 - Gerald S. Levey, Dean Emeritus

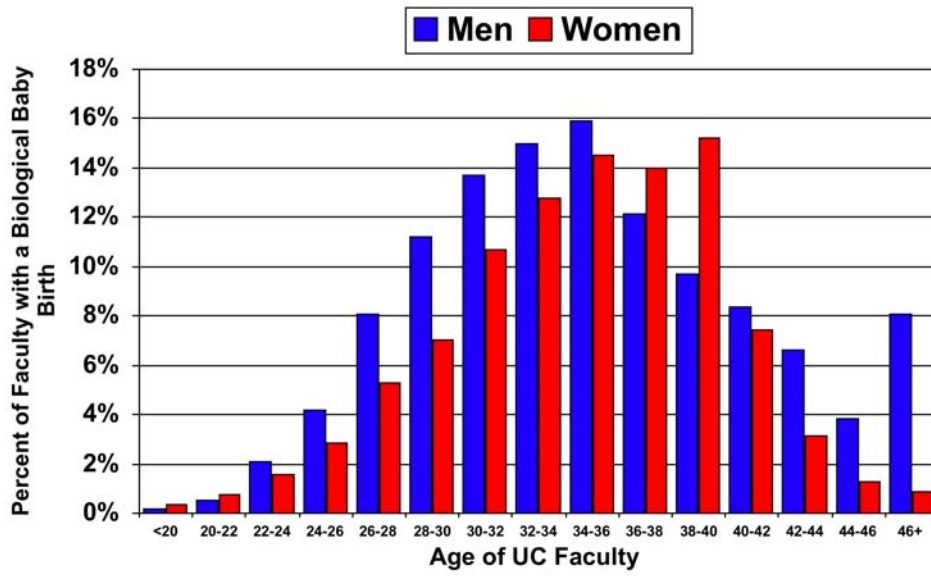


UCLA: When do you need extra time?

- Childbearing and childrearing
- Personal illness
- Family leave



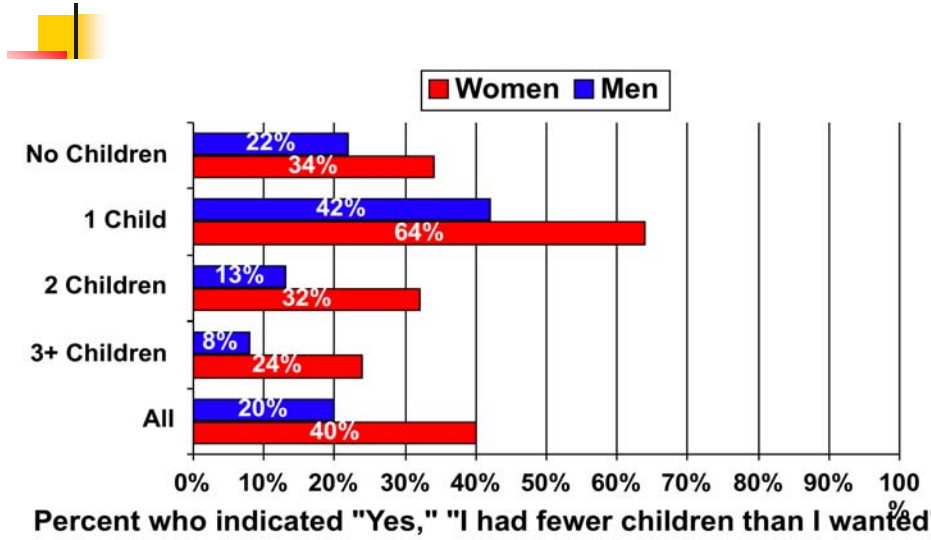
Biological Baby Births by Age of UC Faculty



N=2809 Men
1095 Women

Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

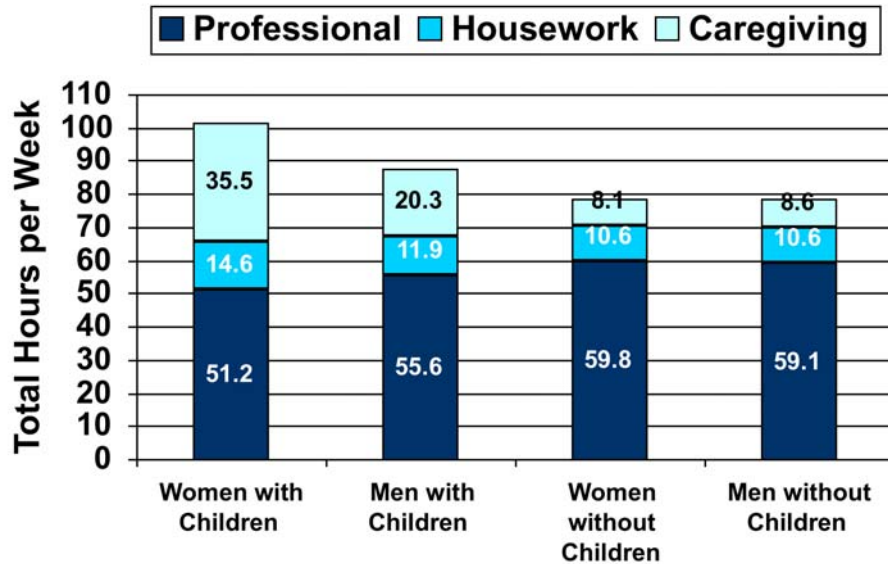
Having Fewer Children Than They Wanted: UC Faculty, Ages 40-60, by Gender and Number of Children



Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

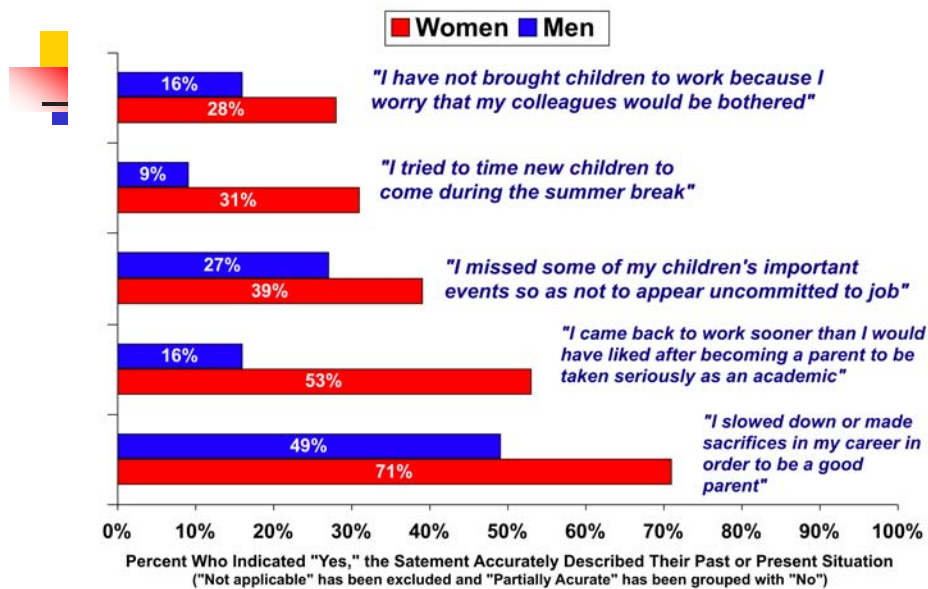
*This question was based on Robert Drago's Mapping Project Survey Instrument (<http://sir.la.psu.edu/workfam/facultysurvey.htm>).

Everybody is Very Busy (*UC Faculty, ages 30-50*)



Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

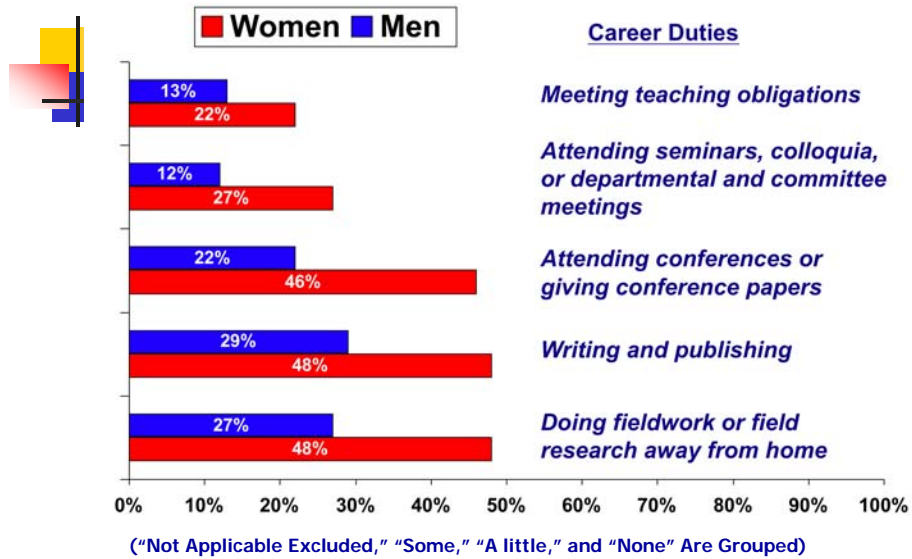
UC Faculty Experience Work-Family Conflict



Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

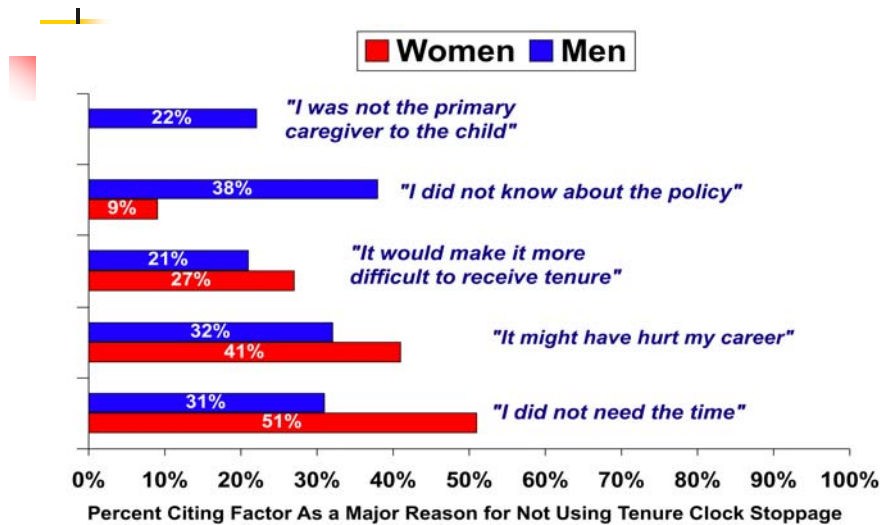
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Career Duties Place Stress on Parenting



Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

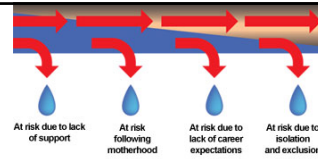
Major Reasons Eligible UC Parents Did Not Use Tenure Clock Stoppage as Assistant Professors



Mary Ann Mason, Angelica Stacy, and Marc Goulden, June 9, 2004

*These questions were based on Robert Drago's Mapping Project Survey Instrument (<http://lsir.la.psu.edu/workfam/facultysurvey.htm>).

Staying Competitive: Patching America's Leaky Pipeline in the Sciences



- Mary Ann Mason, Professor and Co-Director, Center, Economics & Family Security at the University of California, Berkeley, School of Law
- Training is the decision time for careers of scientists
 - Women AND Men report a shifting away from being a research professor (women>men)
 - Career-life issues are 4 out of the top 5 cited reasons why students changed their minds (women>men)

Marc Goulden, Karie Frasch, Mary Ann Mason
http://www.americanprogress.org/issues/2009/11/women_and_sciences.html

Staying Competitive: Patching America's Leaky Pipeline in the Sciences



- Family formation — marriage and childbirth — accounts for the largest leaks in the pipeline between Ph.D. receipt and the acquisition of tenure for women in the sciences
 - Women PhDs with children are 35 percent less likely than men to enter a tenure track position
 - Women PhDs with children are 27 percent less likely than their male counterparts to achieve tenure
 - Single women without young children are roughly as successful as married men with children

http://www.americanprogress.org/issues/2009/11/women_and_sciences.html



Family Medical Leave FML

- APM
 - ❖ [Academic Personnel Manual](#)
 - ❖ Systemwide policy for non-represented academic employees
 - ❖ Maintained by the Office of the President
- APM 710: Leaves of Absence/Sick Leave
- APM 715: Leaves of Absence/Family and Medical Leave
 - Appointees's own serious health condition
 - Care for appointee's child, parent, spouse, or domestic partner with a serious health condition
 - Care for the appointee's newborn child or child newly placed with the appointee for adoption or foster care



Is FML paid or unpaid for academics?

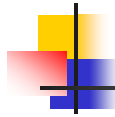
- If the academic employee does not accrue sick and/or vacation leave, the Chancellor (or designee) may approve leave with pay for 12 workweeks (APM 715-20-b and APM 710-38).
 - Faculty members generally do not accrue sick leave
 - Faculty who are members of the Health Sciences Compensation Plan need to consult with the School Implementation Procedures and Department Guidelines to determine paid medical leave benefits



Childbearing Leave



- Academic senate member receives base salary for 6 weeks and additional compensation under the Health Sciences Compensation Plan in accord with campus policy
- Non-academic senate, if they have served for 12 consecutive months will receive the same benefits
- Childbearing leave can be extended up to 4 months if the individual is certified disabled
- 12 workweeks of unpaid leave are available (APM-715)



Leave without pay



- APM 760-27
 - Academic appointees may be eligible for a full-time or part-time leave without pay for up to one year to care for a child of the appointee or that of a spouse or domestic partner



Active Service-Modified Duties

- Reduction in normal duties in order for an academic appointee to care for a child or newly placed child under 5
 - Must provide >50% care
 - Health Sciences Compensation Plan eligible for total period of childbearing leave plus active service modified duties of up to one quarter (semester)
 - Need to provide adequate notice



APM 760: Family Accommodations for Childbearing and Childrearing



- Tenure Clock
 - Newborn or child under five newly placed for adoption or foster care
 - Appointee must be responsible for 50% or more of the care of a child
 - Clock may be extended up to one year for each event, and up to two years total
 - You can stop the clock even if you do not take a formal leave or duty modification
 - Clock must be stopped within two years of the birth or placement and prior to July 1 in the the year of the promotion review

APM 760: Family Accommodations for Childbearing and Childrearing

- Post-Tenure Deferral
 - May request deferral of a personnel review
 - Deferral will not be disadvantaged in their review and the personnel review will be evaluated as if the work was completed during the usual time frame



Questions?

- Thank you for participating

