How to Succeed in Academic Medicine: Do’s and Don’ts

Marian Limacher, MD
Senior Associate Dean for Faculty Affairs and Professional Development
Objectives

- Identify key elements of success as a faculty member in the College of Medicine
- Recognize which areas to focus on to enhance your likelihood of success and advancement
- Understand the promotion and tenure process for the College and University
- Begin to prepare an action plan for the coming year.
Succeeding in Academic Medicine – What do you think?

- Publish
- Become distinguished
- Educate
- Get grants
- Service
- Professionalism
- Act as mentor
Do

• Take advantage of local and external professional development opportunities
• Check out the COM Professional Development Sessions (monthly Educational and Professional Development programs)
  • [http://facultyaffairs.med.ufl.edu](http://facultyaffairs.med.ufl.edu)
  • Faculty Matters monthly newsletter
  • Other HSC offerings
• Explore your resources and interests
Do behave professionally

- Respect your colleagues, staff and patients
  - Communicate rapidly and effectively
    - Referring providers, accepting providers (hand-offs), consultants, staff
  - Function as a team – help to get the work done
- Sign your charts!
  - Respond to inquiries in a timely manner
  - Adhere to leave policies and clinic cancellation policies
    - Health insurance requires that you are on approved leave
Best advice for Professional Behavior

• “Do unto others downstream as you would have them upstream do unto you”

• Wendell Berry, American novelist, poet, environmental activist, cultural critic and farmer
Hospitality
- First Impressions
- Etiquette in Shared Spaces
- Way-Finding
- Patient & Customer Interaction
- AIDET Communication
- Patient Wait Times
- Noise Levels
- Patient & Visitor Problem-Solving

Teamwork
- Respectful & Supportive Interactions
- Recognition
- Problem-Solving & Resolving Conflict

Professionalism & Responsibility
- Personal Responsibility
- Physical Appearance & Presentation
- Appearance & Maintenance of Work Areas

Communication
- Privacy & Confidentiality
- Active Listening
- Verbal Communication
- Body Language
- Telephone Communication
- Electronic Communication
Do manage your time well!

• Arrive on time
  • Set out a little early for meetings, clinic, rounds

• Set priorities
  • Short to-do list – take it from chefs
  • “mise-en-place” = put in place
    • Gather and arrange ingredients and tools needed
  • Or military discipline - “brigade system” of Georges-Auguste Escoffier
    • Every day to-do list
    • What to do for every part of the day
    • You will become the list
    • Slow down to speed up
  • Time is precious; resources are precious; space is precious; self respect and respect of others are precious
Managing your Time

• Plan for interruptions
• Use a planner or organizer to plan your day well – share your calendar with an assistant to help schedule meetings and appointments
  • Consistent, small number of tools
• Learn from the “stars”
  • Who is your EPIC champion?
  • Set up VPN for home computer
Don’t be a slave to email

• Turn off your audio message indicator
• Schedule time to attend to email
  • Several times per day for limited time
• Try not to use your inbox as a file folder
Do identify key personnel

• Who are the individuals in each of your activities who know the procedures, who can make decisions, who give you the right information

• Access resources

• Accept that it takes time to learn everything you need to know
  • Plan ahead!
Do seek mentorship

• Multiple mentors are necessary
  • Number of mentors is positively correlated with faculty satisfaction

• Formal and informal
  • Decide how often to meet: regularly or ad hoc

• Peers as well as senior faculty
  • Orientation, resource mentor
  • Topic, content mentor
  • Career-guide mentor
  • Tech mentor
  • Teaching mentor
  • Research mentor – expertise, connections
Mentor Characteristics

- Approachable
- Accessible
- Professional integrity
- Content expertise in your area of need
- Supportive and encouraging
- Provide constructive and useful critiques
- Motivate to improve your work
- Helpful in providing direction and guidance on professional issues (networking)
- Answer questions satisfactorily
- Acknowledge your contributions
- Suggest appropriate resources
- Challenge you to extend your abilities
- Sponsor you for other steps
Do set goals

- Short term and long term
  - SMARTeR framework for goals:
    - S = specific (clear, easily understood)
    - M = Measureable (can be quantified, number, time, cost, etc.)
    - A = Attainable (within your ability and resources)
    - R = Realistic (within reach)
    - T = Time bound (can be accomplished within a given cycle)
    - eR = Reassess (adjust goals at least annually)
Activity – *Goal setting*

- Think of career goal for next 12 months.
- Envision celebrating your achievement of that goal – what will you be celebrating?
  - Where are you?
  - How to you feel?
  - Who is with you?
  - What does it mean?
  - What difference will it make
  - What were the positive and negative factors impacting your ability to reach this goal?
  - What resources did you need to reach the goal?
  - What’s next?
- 60 sec – fill out form
- Report to group
Goal for 1 year: __________________

Celebration date: __________________

Date: __________________

Date: __________________

Date: __________________

Today’s date: __________________
Feedback – effective ways to ask

• Needed to know which committees are available?
• Education committee – no pushback from chair
• Recommended an intensive outpatient program – but not approved
  • Concerns – cost and earning potential
• What effort will it take?
• Is the activity going to advance the mission of the department?
• Will it align with your goals and interests?
• Need to present why you should be on committee?
• What are the potential outcomes?
Do seek venues to establish external reputation

• In Research:
  • Serve on Study Sections
  • Review Manuscripts
  • Grade Abstracts

• Scholarship:
  • Invited lectures
  • Meet with Visiting Scholars
  • Ask for a role in program organizing committees

• Service/recognition
  • Membership in professional societies
  • Be active in committees and meetings of the societies
  • Ask for mentor sponsorship
Don’t wait for “them” to ask you

• Be proactive

• *Volunteer* for an activity, committee, task force you want to do
  • In your Department
  • In the College or University
  • Especially – at your professional Societies
Do learn to network

• Locally, regionally, nationally, internationally

• Within and across interest and expertise
  • Intradepartmental
  • Interdepartmental

• Professional community
Do seek professional development opportunities

• Locally
  • COM
  • UF

• Within Professional Societies
  • Workshops at regional and national meetings

• Read to expand your competence and expertise
Don’t be afraid to say no

• Decide on activities based on your goals and interests (and time)
  • Will this activity benefit your advancement?
    • Service to UF, College, Dept.
  • Are you passionate about this activity?
  • Do you have the bandwidth to do a good job?
• Caution: be careful accepting a significant administrative role before you are ready (usually not until promotion to Associate Professor)
• Learn how (and when) to say no
  • “I’m sorry but I have other obligations now that won’t let me devote enough time to do this effectively. Have you considered Dr. Smith?”
Don’t burn bridges

• Be a responsible citizen
• Do what you say you are going to do
• Reacting to a situation or “charged” email
  • Wait (cool off)
  • Think
  • Write a short, to-the-point, unemotional message OR call
  • Wait again and always re-read any emails that may be created in a time of emotion
  • Think hard about who to copy
• **Pick up the phone!**
  • Don’t have extended email conversations to try to resolve a conflict
Do transform clinical and educational activities into scholarship

- Clinical pathways
- Patient guides
- Case reports
- Presentations
  - These can be the foundation for review articles
- Curricula
Don’t get sucked into “quasi” opportunities

• Editorial invitations – to journals you’ve never heard of
  • Recent example:
    • From: Editor-Cardiobiology
    • Dear Dr. Marian C. Limacher,
      We cordially welcome you as an eminent member of Editorial Board in our esteemed publication "Journal of Cardiobiology (JCB)". JCB is an international, Open Access, peer-reviewed journal dedicated to explore latest findings in basic, medical and clinical research of all aspects of Cardiology and Cardiovascular Surgery.
Or “international” speaking

• Speaking invitations – e.g. from China in a field you have no expertise in.
  • From: Catherine judy04@cmcb2014.com
  • Invitation Letter

Dear Dr. Marian C. Limacher,

This is Catherine. How are you? I'm writing to follow-up my last invitation as below, would you please give me a tentative reply? Thank you very much.

It is our great pleasure to welcome you to join the 12th Annual Congress of International Drug Discovery Science & Technology during November 18-20, 2014 in the Tongli Lakeview Hotel, Suzhou, China with a theme of "Shaping the Bright Future of Drug Discovery". On behalf of the organizing committee of IDDST, we would like to welcome you to be the chair in the Session 11101: Osteoarthritis Therapeutics of the Section 11-10: Bone Diseases while presenting about The Cross-Sectional Relationship of Hemoglobin Levels and Functional Outcomes in Women with Self-Rep...

• The 12th IDDST 2014 plans to shoot for 1000+ oral presentations in life sciences of Drug Discovery, practical pharmaceutical sciences, clinical studies, industrial R & D and pipeline new drugs and translational medicine from industrial executives, academic professors, investors, marketing people and governmental policymakers from 50+ countries
When in doubt...

• Ask your mentor, advisor, senior member of the Department
Do learn the promotion criteria

- For each track
  - Tenure Track
  - Multi-Mission Track
  - Single Mission Track
- UF Missions:
  - Research/scholarship
  - Teaching
  - Service
  - Patient Care
Do know if you are on the right track

<table>
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<tr>
<th></th>
<th>Tenure Track</th>
<th>Multi-Mission Track</th>
<th>Single Mission Track</th>
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<tbody>
<tr>
<td><strong>Professorial</strong></td>
<td>(Assistant Professor,</td>
<td>(Clinical and Research Asst and Assoc Professor)</td>
<td>(Scientist, Lecturer, Scholar)</td>
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<tr>
<td></td>
<td>Associate Professor)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Expectation for</strong></td>
<td><strong>Promotion</strong></td>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
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<td><strong>Expectation for</strong></td>
<td><strong>Tenure</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Promotion Cycle</strong></td>
<td>10 years max to Tenure</td>
<td>No &quot;clock&quot;</td>
<td>No &quot;clock&quot;</td>
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<tr>
<td><strong>Demonstration of</strong></td>
<td><strong>Excellence for</strong></td>
<td><strong>Two Areas (Funded Research Required)</strong></td>
<td><strong>One Area w/Satisfactory Performance in Second Area (Teaching req’d)</strong></td>
</tr>
<tr>
<td><strong>Promotion</strong></td>
<td><strong>Promotion</strong></td>
<td></td>
<td></td>
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<td></td>
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</table>
Goal for the COM Promotion Process

Provide an opportunity for promotion for all faculty. Faculty should:

• Understand the metrics for promotion and tenure
  Start planning on Day 1
• Use ongoing, real-time entry of accomplishments
  • CV and OPT
• Maximize use of the on-line Promotion and Tenure system
• Participate in training opportunities
  • Yearly spring workshops
• Get advice from Chief, Chair, Sen Assoc Dean
• Use a successful packet from a colleague
Do match goals and achievements within mission assignment

- Do **scholarly things** – innovate, research, study, synthesize, invent
  - Publish
  - Present
  - Interact (to advance your ideas and to become known)
- Teach
  - Students, residents, fellows, interdisciplinary teams
- Be an Excellent **Clinician**
- Contribute to the University – **“Service”**
Do contribute to the Department, College, University

• Service is required

• Which committees? Those that:
  • Match your passion
  • Fit your interests (you can contribute)
  • Meet your time restrictions

• Be sure to copy your chief/chair on all invitations. Seek advice.
UF Tenure/Promotion

• Awarded based on a record of Superior achievement (Excellence/Distinction) in the major academic missions
  • **Teaching**: instruction, including classroom teaching and distance/executive/continuing education, direction of theses and dissertations, academic advisement, extension education programs
  • **Research**: Research or other *creative activity* including peer-reviewed publications
  • **Service**: Public and professional
    • *For UF, Patient Care: considered within the broad scope of service*
    • *For COM, Patient Care = 4th mission*
    • *But promotion requires more than showing up and seeing patients!*
Promotion vs. Tenure

• Promotion = Advancement in rank after achievement of specified milestones
  • Assistant Professor to Associate Professor to Professor

• Tenure = Award of “permanent” status by the University
  • Only applicable for faculty in a “tenure accruing position”
  • University limits the time to achieve tenure
    • Tenure Probationary Period or “tenure clock” – 10 years max for COM (with approval/support of Chair)
  • Typically tenure is awarded at the time of promotion to Associate Professor
  • Tenure on hire is rare (Chairs/Institute Directors)
Tenure at UF

- UF Regulation 7.019(2)(a) includes the following statement on tenure: “[Tenure] assures the faculty member immunity from reprisals or threats due to an intellectual position or belief which may be unpopular.”

- Tenure is a lifetime commitment by an institution to an individual. The bar to achieve tenure is higher than for hiring or promotion.

- UF Tenure does not guarantee one’s job description, space or salary
Tenure at UF

- In practice: tenured faculty typically retain salary level and position within their department – but not always

- Who decides if a position will be “tenure-accruing”? 
  - Department chair and hiring division 
  - Many recruitments will include the option for either tenure-accruing or non-tenure accruing line depending on the qualifications of the successful candidate 
  - “Switching” lines is technically not permitted – a new position is created for which a current faculty member may be appointed
Do plan for Promotion

• Starts on hire
• Importance of assignment
• Maintain your CV!
  • [www.aamc.org/download/53260/data/cvtemplate](http://www.aamc.org/download/53260/data/cvtemplate)
• Construct a “working” promotion packet
  • *Enter data into CV and packet at the same time*
• Especially publications – will be in correct format and order
UF Online Promotion & Tenure Activity

Marian Limacher

Empl ID 56951540

Track Ongoing Activity

Use these links to view or update your activities. The data will be available to include in your packet, if you choose to do so, for your next Promotion & Tenure Review.

- Professional Education
- Publications

- Packet section 5 (read only)
- Packet Section 16

Return to Main Face
16. PUBLICATIONS

Categories

a. Books, Sole Author (Title, Publisher, Place of Publication, Date, Inclusive Pages)
b. Books, Co-authored (Co-author(s), Title, Publisher, Place of Publication, Date, Inclusive Pages)
c. Books, Edited (Editor, Co-editor(s), Title, Publisher, Place of Publication, Date, Inclusive Pages)
d. Books, Contributor of Chapter(s) (Author, Co-author(s), Title of Book and Chapter, Publisher, Place of Publication, Date, Inclusive Pages)
e. Monographs (Author, Co-author(s), Title, Series of Volume, if applicable, Publisher, Place of Publication, Date, Inclusive Pages)

... k. Miscellaneous
Publications
Limacher, Marian

Here is a list of your Publications. Click on the "Edit" button to view more information.

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View My Publications
Help/Instruction Guide

Add a Publication

Filter List of Publications

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Return to Online Promotion & Tenure Activity
Limacher, Marlan

Enter publication type, then other information below. Press the 'Save' button.

Publication Information

- Publication Type: Refereed Publication
- Publication Status: Published
- Publication Year: 2011
- Title: ACCF/AHA 2011 Health Policy Statement on therapeutic interchange and substitution
- Name of Journal or Publication: Journal of the American College of Cardiology
- Volume: 88
- Inclusive Pages: 1281-1307

Author List Work Area (not saved)

Default Name/Relation: Co-Author

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<th>Status</th>
<th>Self of Memo/Relationship</th>
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<td>Holmes, DR Jr</td>
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<td>Self (inv)</td>
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<td>5</td>
<td>Page, RL</td>
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<td>6</td>
<td>Silva, C</td>
<td>Co-Author</td>
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Notes: Include these notes in publication reference

[Save]
[Return to Publication List]
Add impact factor, citation index, H factor here!
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<td>Effects of exercise on emerging and traditional cardiovascular risk factors.</td>
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16. PUBLICATIONS

f. Refereed Publications (Author, Co-author(s), Title, Name of Journal or Publication, Volume, Date, Inclusive Pages) You can number them in the Word document


Duncan, GE(p), Perri, MG, Anton, SD(g), Limacher, MC, Martin, AD, Lowenthal, DT, Arning, E(g), Bottiglieri, T(g), and Stacpoole, PW. 2004. Effects of exercise on emerging and traditional cardiovascular risk factors. *Preventive Medicine.* 39: 894-902.
10. TEACHING EVALUATIONS

- **from UF employment for tenure, otherwise last 10 yrs**

- **Sections A** (student/trainee) and **B** (Peer evaluations)

ALL UF evaluations from *past 10 years* will autopopulate. Box to indicate if course was team taught and your % and if course was required. Any questions on accuracy or completeness: evaluations@ufl.edu

If any changes, must save and reload as PDF

- but housestaff evaluations must be obtained from Innovations at [https://www.new-innov.com/Login/Login.aspx](https://www.new-innov.com/Login/Login.aspx)

If at UF < 3 years, include teaching evaluations from previous institution – if applicable.
### 10. TEACHING EVALUATIONS

**Term:** 2011 Fall, **Course:** GMS6903 Manuscript/Abstract, **Sections:** 0193, **Enrolled:** 15

**Required Course:** Team Taught %:

<table>
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<tr>
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<th>Response Rate</th>
<th>Mean</th>
<th>Dept Mean</th>
<th>College Mean</th>
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<tbody>
<tr>
<td>1. Description of course objectives and assignments</td>
<td>11</td>
<td>73%</td>
<td>4.55</td>
<td>4.31</td>
<td>4.35</td>
</tr>
<tr>
<td>2. Communication of ideas and information</td>
<td>11</td>
<td>73%</td>
<td>4.82</td>
<td>4.33</td>
<td>4.34</td>
</tr>
<tr>
<td>3. Expression of expectations for performance in this class</td>
<td>11</td>
<td>73%</td>
<td>4.64</td>
<td>4.32</td>
<td>4.35</td>
</tr>
<tr>
<td>4. Availability to assist students in or out of class</td>
<td>11</td>
<td>73%</td>
<td>4.64</td>
<td>4.31</td>
<td>4.47</td>
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<tr>
<td>5. Respect and concern for students</td>
<td>11</td>
<td>73%</td>
<td>4.73</td>
<td>4.40</td>
<td>4.51</td>
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<tr>
<td>6. Stimulation of interest in course</td>
<td>11</td>
<td>73%</td>
<td>4.45</td>
<td>4.18</td>
<td>4.31</td>
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<tr>
<td>7. Facilitation of learning</td>
<td>11</td>
<td>73%</td>
<td>4.36</td>
<td>4.24</td>
<td>4.32</td>
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<tr>
<td>8. Enthusiasm for the subject</td>
<td>11</td>
<td>73%</td>
<td>4.55</td>
<td>4.44</td>
<td>4.51</td>
</tr>
<tr>
<td>9. Encouragement of independent, creative, and critical thinking</td>
<td>11</td>
<td>73%</td>
<td>4.55</td>
<td>4.32</td>
<td>4.42</td>
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<tr>
<td>10. Overall rating of the instructor</td>
<td>11</td>
<td>73%</td>
<td>4.64</td>
<td>4.18</td>
<td>4.24</td>
</tr>
</tbody>
</table>
Do develop an Educational Portfolio

5 elements:

1. **Educational Narrative** – for contributions within your discipline at dept., college, national level and recognitions for such, also personal philosophy, role of education in career and aspirations toward educational leadership.

2. **Detailed Instructional Activities**

3. **Educational Scholarship** – *REQUIRED if area of excellence*

4. **Educational Leadership/Recognition**

5. **Mentorship** (Faculty, Trainees, Students, Post-docs – beyond grad student activities)
Educational Scholarship

- Development of new curricula, teaching materials, textbooks, clinical training materials, video and audio materials. Material adopted by other universities or used nationally by practicing physicians are considered especially noteworthy
- **Program development** for educational or other purposes
- **Publication** of textbooks, book chapters and review articles
- Development of **information technology** such as interactive computer programs, web-based teaching sites and innovative teaching programs
- **Invited presentations** at national and international academic or scientific meetings
Do complete a Clinical Portfolio

• “The entire portfolio will be evaluated for evidence of clinical distinction. A candidate’s portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. **Evidence for clinical scholarship is required.**”

• In addition:
  • Letters of evaluation – especially Internal Letters
    • To document excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives
  • Chair or Division Chief’s letter placing candidate’s performance and reputation in the context of Departmental expectations
Clinical Portfolio - 12 elements

1. Description of scope and impact of practice
2. Interdisciplinary evaluations
   - Peers, staff, referring, etc.
   - Professionalism, collaboration, expertise, cost-effective clinical care
   - Peer Evaluation – in clinical settings
     - 2 evals q. 3 yrs for Assistant Professors
     - q. 5 years for Associate professors and beyond
3. Patient satisfaction scores
Clinical Portfolio (cont’d)

4. Commitment to ongoing growth in clinical performance
   - Recertification, CME courses – MOC documents
   - Development of new procedures or skills
   - Development/implementation of new models of care delivery, clinical pathways, leadership of interdisciplinary teams, practice reorganization

5. Quality of care and Safety metrics

6. Clinical Leadership

7. Professional Contributions to societies, state/national agencies

8. Clinical Referrals, especially outside immediate geographical area
9. Clinical Publications

- Publication of peer-reviewed articles in scholarly or clinical journals.
- Scholarship through publication of observations impacting clinical practice, including case reports, topic reviews, case series, and interpretation of practice patterns and practice guidelines.
- Patient information guides.
- Written or web-based practice information for the clinical care team, and
- Other products as distinct from peer reviewed research publications.
Clinical Portfolio (cont’d)

10. Clinical Presentations
11. Awards and Honors
12. Other pertinent Information – e.g. donors; recognition from trainees, etc.
Do Research/Scholarship

- Start with what interests you and what you have the ability to conduct
- Collaborations and team science are important
- Funding is almost always required to actually conduct research
- Accomplishments are documented by what is published and presented and leads to the next project and next grant
- Quality of work and publications is more important than quantity, but sustained productivity is highly valued
- Training others in the field is an important component of established research programs.
Do address readiness for promotion

- Regularly with mentor
- Annually with Chief/Chair
- At mandatory mid-career review (requires putting together a promotion packet)
  - after 3 and 6 years for Tenure-Track
  - after 4 years for Multi-Mission Track
Don’t forget the promotion timeline

• Know what year your chair will support your promotion (and tenure)

• After gaining approval, know the cycle – which begins every June

• Plan to attend the UF and COM workshops on how to put your packet together
P&T Timeline – 12 month cycle!

• Beginning this year: online submission!
  • Additional training – especially for administrators, workshops for faculty

• **June**
  • Administrators meeting
  • Packets are completed (may still be edited until Department vote/deadline)
  • Department sends list of nominees to Dean
  • Department chair solicits evaluation letters (internal and external)
    • *Recommend sending actual packet (excluding annual evals), not just CV, to evaluators*

• August
  • Letters returned, Packets finalized

• September
  • Department votes (must have a meeting)
  • 10 days later: chair letter, voting results due in Dean’s office

• October
  • COM P&T committees meet, conducts assessment
    • Mission Committee – for promotion in Multi-Mission and Single Mission Tracks
    • Tenure Committee – for promotion and tenure in Tenure Track
P&T Timeline (2)

• November
  • College committee assessment completed
  • Faculty notified
• December
  • Dean prepares letters
  • Faculty receives copy of Dean’s letter
• January
  • Packets to Academic Personnel Board (APB)
• February - April
  • APB assessment completed
• May
  • Presidential decision on promotion – Nominees learn result
• June
  • Board of Trustees reviews/decides on tenure – Nominees for tenure learn result
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Review Resources

• http://facultyaffairs.med.ufl.edu/

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