

ACP

AMERICAN COLLEGE OF PHYSICIANS
INTERNAL MEDICINE | *Doctors for Adults*

Japan Chapter American College of Physicians

Academic Pathways In the United States

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Everything I know about clinical research the following people taught me (recently)

- Michael F. Rein, MD, FACP

 - ❖ Professor Emeritus, University of Virginia

- David C. Dale, MD, MACP

 - ❖ Professor of Medicine, University of Washington

- Christine Laine, MD, MPH, FACP

 - ❖ Deputy editor, *Annals of Internal Medicine*

Questions

How does an academic clinician develop his or her career?

What is the system for supporting a teaching staff in the United States?

In many academic medical centers there are both nontenure and tenure track appointments

Nontenure Track

Appointments are generally made on an annual basis, and reappointments are not guaranteed.

- *Clinical Assistant/Associate/Professor of Medicine*
 - Support themselves: clinical work/teaching
 - Some academic activity: writing chapters/review articles/teaching materials
 - No specific requirement for independent research.

Nontenure Track

- May also carry the title of *Research Assistant/Associate/Professor of Medicine*
 - *Support themselves with external research funding*

Tenure Track

Most academic centers:

- “Up or out” system / tenure in 6 years.
- There are three career paths
 - Academic Investigator
 - Clinical Investigator
 - Clinical Educator

Tenure Track

■ Academic Investigator

- ❖ Usually PhD
- ❖ Should have almost 100% salary support through research
- ❖ Usually basic, wet lab research (e.g. microbial pathogenesis, cellular signaling, molecular biology, etc)

Tenure Track

- Academic Investigator

Teaches basic sciences

Supervises PhD candidates

Tenure Track

■ Clinical Investigator

- ❖ Support about 70% research/ 30% clinical activity
- ❖ Clinical activity usually supports research
- ❖ May have wet lab (e.g. hormone levels, pathology) or dry lab (e.g. cure rates, statistics, etc.)

Tenure Track

■ Clinical Educator

- ❖ **Support: clinical activities or education (e.g. running clerkship, administering a course, being a dean, etc.)**
- ❖ **Academic activity must be higher level than Nontenure, but same type**
- ❖ **Serves on committees, particularly educational (e.g. curriculum committee) or service-connected (e.g. hospital epidemiologist, antibiotic surveillance, pharmacy and therapeutics, etc.)**

Tenure Track

Promotion to Associate Professor

- Demonstrated excellence in one area: clinical, education, research
- Reputation beyond bounds of University
 - ❖ Regional : ACP lectures, FACP, etc are useful
 - ❖ National : textbook chapters, presentations at national meetings, large funding (e.g. NIH)

Tenure Track

- Good mentoring: often in the lab, but also in the clinics
 - ❖ Encourage review articles (serving as senior author)
 - ❖ Suggest clinical research projects
 - ❖ Preparation of teaching materials

Tenure Track

- Many institutions have formalized mentoring system.
 - ❖ Separate administration for faculty advancement
 - ❖ Prizes for effective mentoring

Tenure Track

Develop theme/expertise:

- Specialists
- Generalists (e.g. patient safety, evidence based medicine, physical diagnosis, physician wellness, access to care, prison population, telemedicine, small group teaching, in-office teaching, goals of medical education, medical errors, etc.)

Tenure Track

Papers Published

Impact factor of journal (not number of papers)

Two NIH RO1 grants (for individuals, not groups)

Administrative roles

Awards (from students, residents, fellows, peers)

Enduring teaching material

Recognition beyond university (lecture invitations)

Tenure Track

- May interrupt 6 year tract for up to one year for pregnancy, early parenthood, illness
- Failing to receive tenure

leave university

“appointment without tenure”

Question

In Japan, productivity in basic medical research is usually required to become an assistant professor or professor even in a clinical department.

In the United States do you have any other standards for promotion?

Tenure Track

Clinical Educator

- Research output, although helpful, is not required
 - ❖ Meta-analysis, does not require patients or a lab
 - ❖ Multi-investigator studies – enroll patients

Tenure Track

Clinical Educator - Challenge for designers and participants to define appropriate criteria for matriculation and advancement.

- Obtaining extramural support
 - ❖ US foundations
 - ❖ Intramural funding (e.g. Academy of Distinguished Educators)
- Preparation of “enduring educational materials”
 - ❖ Textbook, or chapters
 - ❖ Electronic teaching materials
 - Interactive
 - Image files

Tenure Track

Clinical Educator

- National recognition:
 - ❖ Invited lectures
 - ❖ Serving on planning committees for national meetings
 - ❖ Trainees from all over
 - ❖ Membership/chairing regional or national committees
 - ❖ Publications in educational journals
 - ❖ Editorial Board/Editorship
 - ❖ Consultant to national organizations

Tenure Track

Clinical Educator

- Educational Research, some possible topics:
 - ❖ What technique produced better retention?
 - ❖ Can one stimulate active thinking and problem solving?
 - ❖ Incorporation of the latest imaging techniques into teaching materials
 - ❖ Pre and posttests
 - ❖ Costs of medical education
 - ❖ Use of audience-response systems

Question

What activities does the ACP offer young faculty ?

- Instruction in mentoring
- Networking opportunities
- Regional recognition
 - ❖ Opportunities to speak and conduct programs at the Chapter level
 - ❖ Review abstracts, judge
 - ❖ Articles for newsletter
 - ❖ CYP projects
 - ❖ Evergreen Awards
 - ❖ Chapter awards

- National recognition
 - ❖ Opportunities to speak and conduct programs at the national level
 - ❖ Review abstracts, judge
 - ❖ National awards
 - ❖ Committee work