

MOVING UP THE LADDER – HOW TO GET PROMOTED
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Presenters:

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Academic Advancement through Public Speaking

Jonathan Davis, M.D. – Georgetown University
Program Director, Associate Professor

Core principles...

1. Get the most from your academic investment: parlay, cross-fertilize and continuously refine
2. Be flexible: sometimes opportunities will find you
3. Prepare, practice, perform

Lessons learned...

1. Find an [under-represented] niche
 - a. Look for under-represented niche areas as a starting point for developing content expertise
 - b. Rationale: cardiology and critical care are comparatively over-represented by established experts when compared with penile emergencies!
2. Parlay your efforts
 - a. Keep building on what you already started
 - b. Allows you to get additional “credits” for your initial academic investment
 - c. Allows you to gain expertise with additional experience in the content area
3. Cross-fertilize
 - a. Look for writing opportunities from lectures you have developed (and vice-versa: look to develop lectures from articles/reviews/chapters you have written)
 - b. Again, allows you to get additional “credits” for your academic investment, and provides another venue for development and dissemination of your expertise
4. Embrace serendipity
 - a. Early in your career: say “Yeah, sure” ...then ask questions later

- b. Mid-way in your career: say “I need some time to explore it further before I get back to you”
 - c. Later in your career: say “No”...but carefully reconsider if they come back to you again!
 - d. Waiting for the “perfect opportunity” that you always dreamed of (in terms of content area) may take time (or not come at all), so go with the flow in the interim!
5. Put on a road show
 - a. Gain experience, grow your expertise, gain confidence, refine speaking style
 - i. Embrace audience input: gaining comfort in fielding audience questions is key
 - b. Local (intra and extra-departmental): grand rounds, noon conference, morning conference
 - c. Regional: local hospitals, regional meetings
 6. Take advantage of national opportunities
 - a. New speaker’s/Open mic: participation more important than winning...there are truly no “losers,” only those who don’t participate
 - b. Exposure to “decision makers” – educational committee/program committee members
 7. Take speaker evals in stride
 - a. Perhaps too simple for some, perhaps too complex for others, but aim for just right for the majority
 - b. Learn from them, place them in context, take them with a grain of salt, but try not to let them dissuade you or shake your confidence!
 8. Learn from experienced speakers
 - a. Observe the speaker: what works? What doesn’t seem to work?
 - b. Observe the audience: what do learners seem to respond to?
 - c. Look outside of EM, look outside of medicine: other non-medical disciplines have mastered this (business, marketing, etc), so there is no reason to re-invent the wheel
 9. Be yourself
 - a. Not a comedian? Don’t try to be.
 - b. Funny or “shocking” does not always equate to the best experience for the learner
 - c. Be engaging, exude passion, be yourself, and others are sure to respond!
 10. Prepare to perform
 - a. Practice, practice, practice
 - b. Think “Super Bowl”... eat well, sleep well, exercise, hydrate, avoid caffeine, review your “stage” before your “show” if you have the opportunity to do so

Academic Advancement through Written Publication

Jacob Ufberg, M.D. – Temple University
Program Director, Professor

Core principles...

1. Traditional Scholarship: “The Coin of the Realm”
2. Find mentorship, Find mentorship, Find mentorship!
3. Parlay- Look for ways to turn your current activities into publications
4. Always Be Closing- once you’ve put in the work, go the extra mile to make sure to get it published

Lessons learned...

1. “The Coin of the Realm”: Understand your institutions P&T guidelines (and tracks such as educator tracks) and the value placed on various types of written publication
 - a. Peer-reviewed publication is highly valued by all institutions and completely “transferrable” currency between institutions
 - i. Original research valued highest
 - ii. Review articles and position papers/policy statements next
 - iii. Case reports last
 - b. Textbook Chapters
 - i. Leading textbooks first
 - ii. Niche and review books next
 - c. Non-peer-reviewed publication
 - i. On-line publications- vary in value, and some (MedEdPortal) are valued well while others not so much
 - ii. “Throw-aways”
2. Early career, work in parallel
 - a. Say “yes” a lot to opportunities to publish (even outside of your area of interest) unless you already have a solid niche. Look for productive members of your department and get involved with them. Learn the “process” of getting something published, and look for opportunities for “spin-off” projects of your own.
 - b. Only take on as many things as you can do successfully and promptly- don’t “poison the well” with a bad performance. “Do well at the things you agree to do, and good things will happen.”
 - c. As you start to build your CV and find a successful niche, start to back off from things outside of your niche. Start to say “no” selectively, and say it the right way.
3. Find Mentorship!
 - a. It is almost impossible to go it alone
 - b. Start by looking local. If nothing available, look more broadly outside of your department or outside of your institution.
 - i. National meetings (like CORD)

- ii. National committees- great place to meet people with similar interests, and many committees have publication opportunities
 - c. You may need more than one mentor, or you may “graduate” from one mentor to another
- 4. Find Time!
 - a. You will need to be a little “selfish” in order to carve out time to build your own career
 - b. Beware the time-suck! There are very labor-intensive things that will add up to only one line on your CV. Make sure these things are worth it TO YOU, as they may be valuable to your Chair but are not highly transferrable or lead to promotion or career-development. You may need to sit down with your Chair and mentor to discuss.
 - c. Learn efficiency and time-management. Have “closed-door” time.
- 5. Parlay
 - a. Look for ways to publish things you are already doing
 - i. Innovative educational programs- learn to measure and write
 - ii. Lectures can be turned into publication opportunities such as review articles or textbook chapters
 - iii. This can be the beginning of a niche
 - iv. Think about the lectures you are giving- what “else” can you get out of them
 - b. Look for an angle and put yourself out there
 - i. Communicate with textbook editors, journal editors
 - ii. Find contacts with similar interests- form a network, but do it carefully
 - iii. Use your mentors and senior faculty for this
- 6. ABC- “Always Be Closing”
 - a. Don’t let opportunities wither on the vine
 - i. Respond promptly to those that ask for help
 - ii. Do your best work all of the time
 - iii. Always look for the “angle” when you take on something new
 - iv. People want to help those who make their lives easier
 - v. Be BOLD- nothing ventured, nothing gained
 - b. Abstracts MUST be turned into publications
 - i. They may get you noticed by your Chair, but the publication is what counts
 - ii. Write the manuscript along with the abstract
 - iii. Keep trying- use reviewer comments to improve the manuscript and re-submit quickly

Academic Advancement:

Making Yourself Invaluable To Your Department And Institution

Manish Garg, M.D. – Temple University

Senior Associate Program Director, Associate Professor of Clinical Emergency
Medicine, Assistant Dean for Global Medicine

Core principles...

1. Learn the past, watch the present, and CREATE the future; some pursue happiness, others CREATE it!
2. Research & understand what is truly valued in your department and institution
3. Play nice in the sandbox and maximize your sweat equity
4. Share & parlay your educational contributions at multiple levels

Lessons learned...

1. Create, Create, Create!
 - a. Choose a “hot” interest that is un(der)represented in your department but ESPECIALLY in your institution
 - i. Ultrasound, simulation and global health are hot, hot, hot!
 - ii. May be highly represented in your residency, but what about in the medical school or other residencies?
 - b. Consider starting an elective, rotation or work-shop in med school, residency, or the hospital (examples):
 - i. EM, Global Health, Disaster medicine elective in medical school (will promote EM in the med school and help recruitment/makes your Chair happy)
 - ii. Teaching or administration rotation in the residency (will teach EM life skills and promote scholarship/niche vision for residents and is invaluable for your dept)
 - iii. EM procedure workshop for non-EM residencies in the hospital (great for promotion)
2. Research and understand what is truly valued:
 - a. Medical students (first 2 years)—desire clinical exposure
 - i. Offer ED shadowing (deeply appreciated during student feedback)
 - ii. Give clinical talks in the medical school (reminds them why they are studying in the first place)
 - b. Medical students (last 2 years)—desire guidance & mentorship
 - i. Help guide/mentor for future careers (trickles back to the Dean of Students that YOU are the mentor for EM)
 - ii. Allow for teaching opportunities with junior students
 - iii. Help out with your EMIG (will make you point person for med school)

- c. Medical school—Clinical skills/correlations and committee administration
 - i. clinical skills & correlations (examples):
EKG/ultrasound/ortho/suturing/IV placement/OB workshops
 - ii. Committee administration (examples): Admissions/Honor Board etc. (will allow you to work frequently with important medical school institutional members)
 - d. Residents—interactive didactics, technical competence, scholarship & wellness
 - i. Interactive didactics (showcase your public speaking)
 - ii. Technical competence (teaching a skill > teaching a knowledge point)
 - iii. Scholarship (will impress your Chair and inspire residents)
 - iv. Wellness (will build community and a family feel)
 - e. EM Faculty—“go to person”/specialist (invaluable to your dept.)
 - f. EM Chair—teaching; operational efficiency; EM ambassador; consistency
 - i. professional and dependable performance in all spheres will make you a stalwart of the department
 - ii. Show up at conferences, journal clubs and faculty meetings
 - g. Hospital—Committee administration & cross-pollination
 - i. Committee administration (examples):
GME/P&T/Claims/Operations etc. (work with important hospital institutional members)
 - ii. Cross-pollination/collaboration with other residency programs
3. Play nice in the sandbox—(Remember that despite the time/personality pressures you face in the department or in the medical school, good interpersonal skills and rapport will build your reputation; it takes very little to self-implode)
4. Maximize your sweat equity
- a. Say yes initially to everything and bring boundless energy and superlative product to all your endeavors
 - b. As you mature and have maximized your utility with an endeavor, mentor a junior faculty member and hand-off your legacy creation (faculty development is highly valued in the dept.)
 - c. Pick and choose future endeavors that give you “the best bang for your buck”
 - d. Remember to stay educationally relevant; evolve as learners morph; and reassess your educational priorities/goals to ensure continued impact/value
5. Share & parlay your educational contributions at multiple levels
- a. Use your lectures, work-shops and skill sessions at the medical school, your residency and other residencies in your institution

- b. Advance scholarship and opportunities for yourself and your colleagues/learners with your educational contributions
- c. This will create your unique niche on multiple levels of the dept/institutional arena and make you INVALUABLE to your department and institution!