



Perelman  
School of Medicine  
UNIVERSITY of PENNSYLVANIA

## RAISE-ECHO SERIES

# How to survive and thrive in a flawed system: advice for early career women faculty in academic medicine

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*Vice Chair of Inclusion, Diversity, and Equity, and David E. Longnecker Associate Professor of Anesthesiology & Critical Care, Associate Professor of Epidemiology, Penn Medicine*



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# Disclosures



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    - National Institutes of Health
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  - ▶ Anesthesia Patient Safety Foundation Board of Directors
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# Objectives

A white target icon with a blue arrow hitting the bullseye, positioned below the word 'Objectives'.

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*As a result of this activity, the learners will be able to:*

- ▶ Recognize the unique challenges early-career faculty women face in professional development and advancement
- ▶ List key strategies for addressing common challenges to career growth such as racism, sexism, pay inequality, microaggressions, burnout, work-life balance, family and maternity leave, and isolation
- ▶ Establish clear plans for self-development and professional growth as an early-career woman faculty member in academic medicine

GRACE HUANG, MD

Editor-in-Chief, MedEd PORTAL  
Associate Professor of Medicine  
Harvard Medical School



“ You don't want to publish just to publish. Writing – whether it's a publication, a personal narrative, or an op-ed for a lay audience – it's about your voice.

It's about sharing your ideas.

**It's about your cause.**

“

Leadership demands **courage**. And **difficult decisions**. And speaking **truth**. It is not pleasant all the time. Yet I have my mentors, coaches, and colleagues – I feel their strength come alongside me when I'm in difficult situations, giving me **managerial courage**.

**Lisa K. Kearney, PhD, ABPP**  
U.S. Department of Veterans Affairs



“ “By sharing the same mental model, we shift from egocentric management to team-centered management.”

“Work-life balance” is a zero-sum game. For work to win, life has to lose. For life to win, work has to lose.  
To attain vitality, we need to rethink this model in terms of **work-life integration**.



**Denna Wheeler, PhD**  
Center for Rural Health  
Oklahoma State University



**Vivek Moitra, MD, MHA, FCCM**  
Columbia University

## Lessons learnt

- Do not take things personally
- Focus on your **integrity** and **values** that brought you thus far
- **Your success is NOT an accident**
- Be **TRANSPARENT** in all your activities
- Keep your mentoring team apprised of your research activities
- Be **collegial** with your colleagues because you never know when you will need them



“

Intentional leaders use mistakes as opportunities for self-reflection and accountability -- to reshape our own behavior and that of our organization.

Susan McDaniel, PhD, ABPP  
University of Rochester Medical Center

# What you've covered so far

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*Our focus:  
survival in  
academic medicine*



Is being a woman in academia  
a **dream**, a **game**, or a **scam**?



## The good

- Varied job description
  - Clinician
  - Teacher, mentor
  - Researcher
  - Administrator
- Social good
- Social status
- Employability

## The bad

- Production pressure
- Infantilization
- Illusion of power
- Lower pay than industry or private practice

## The ugly

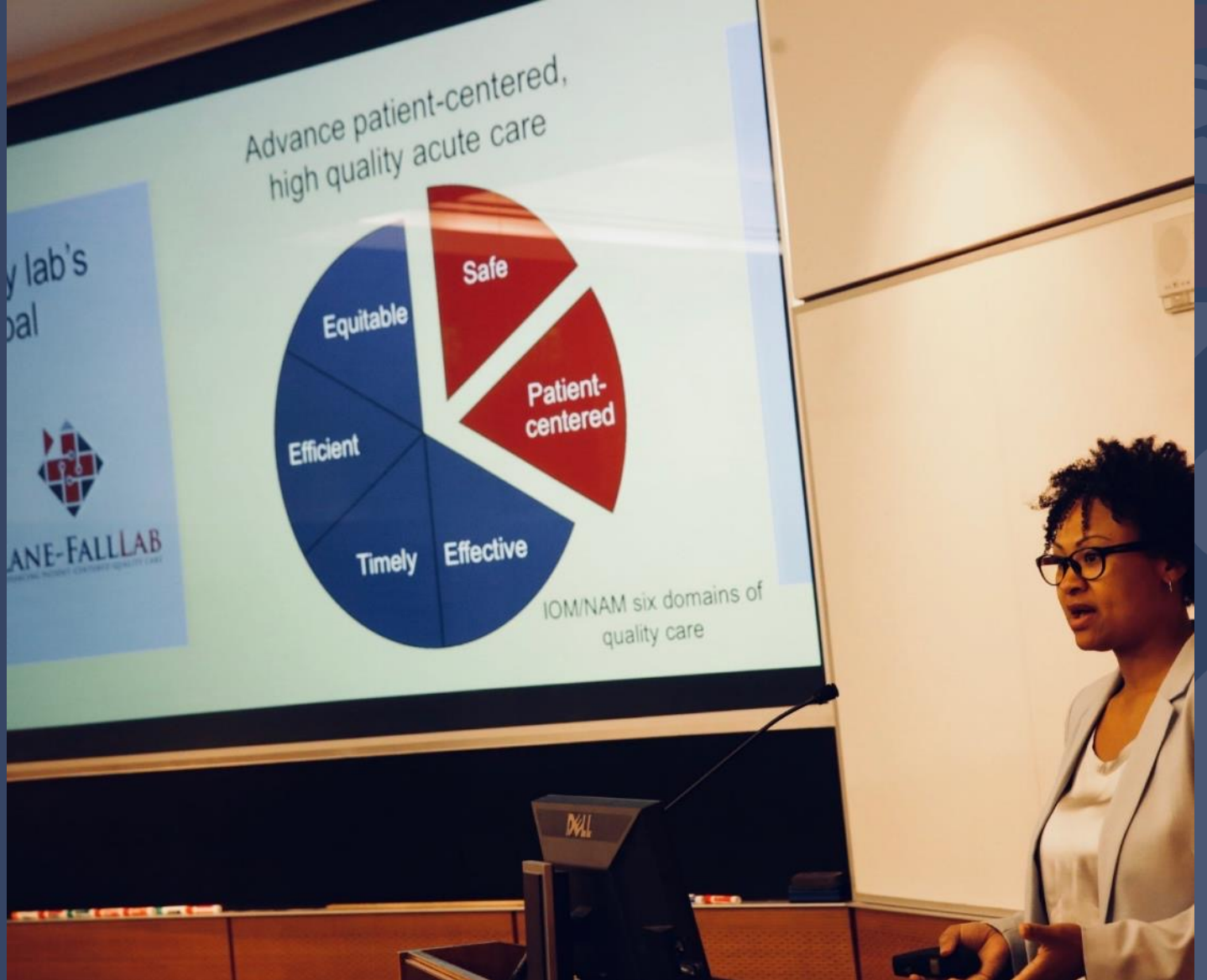
- Unspoken & inconsistently applied rules
- Stifling traditions
- Narrow definitions of success
- "Old boy's club"
- Toxic comparisons





*First,*  
an introduction





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# The perspectives I bring to academic medicine

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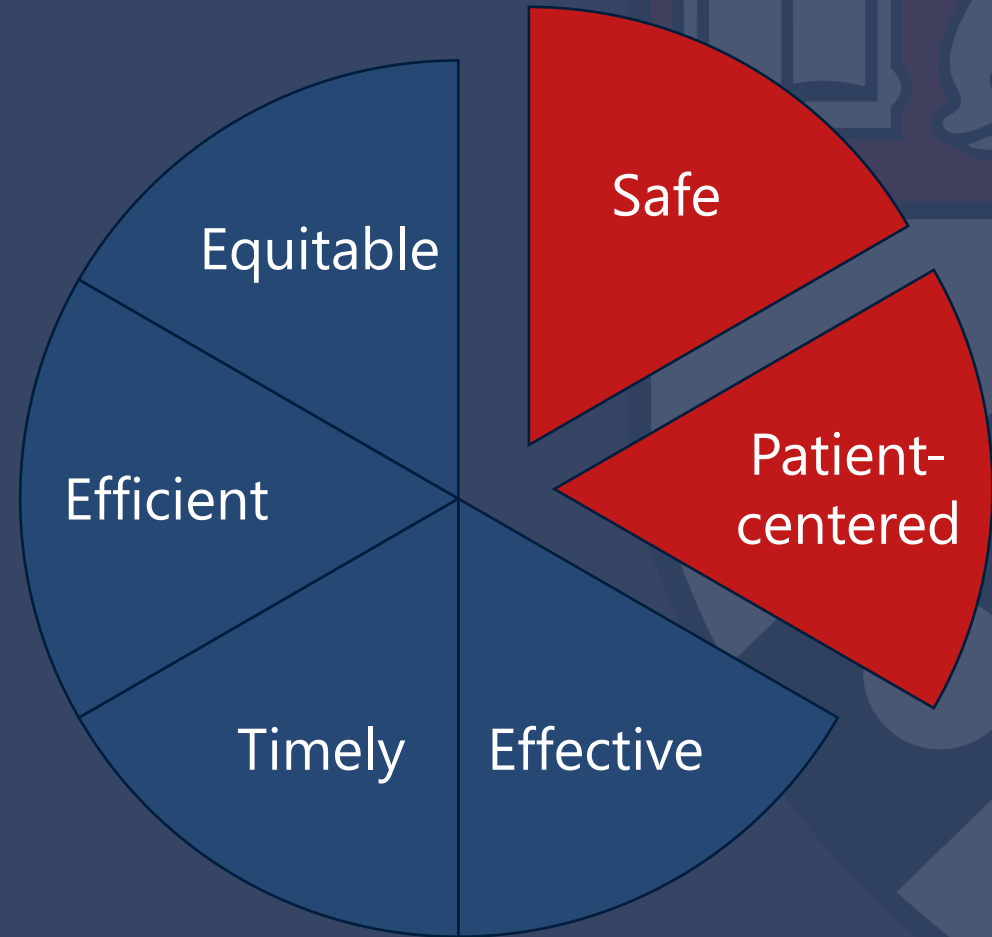




**Lab objective:**  
Advance patient-centered,  
high quality acute care



**LANE-FALLLAB**  
ADVANCING PATIENT-CENTERED QUALITY CARE



# Lab focal areas:

- ▶ Acute care handoffs
- ▶ Outcomes after critical illness
- ▶ Mixed methodology



**LANE-FALL LAB**  
ADVANCING PATIENT-CENTERED QUALITY CARE

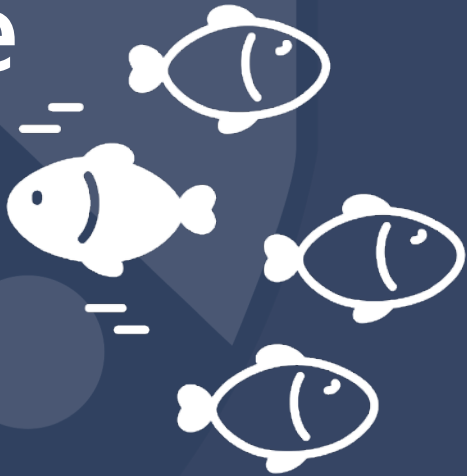




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# Swimming against the tide

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## ▶ Scholarship focus

- Patient safety
- Handoffs and transitions



## ▶ Methodologic orientation

- Qualitative inquiry
- Action orientation



## ▶ Under-representation

- Gender, race, FGLI status



*Second,*  
three lessons

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# Three lessons about faculty life

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Craft your story



Build a supportive community



Know the rules

# Lesson #1: Craft your story

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RP 5005

EXIT



Anesthesia  
Patient Safety  
Foundation



PennCHIPS

Center for Healthcare Improvement  
and Patient Safety



Penn LDI

LEONARD DAVIS INSTITUTE  
of HEALTH ECONOMICS

Society of



Critical Care Medicine

The Intensive Care Professionals



the penn center for perioperative outcomes  
research and transformation

PISCIE@LDI



# Staying true to one's academic story

		Methodology <i>qualitative &amp; mixed methods</i>	
		Yes	No
Content <i>acute care teamwork &amp; communication</i>	Yes	+	+ / -
	No	+ / -	-

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# Staying true to one's academic story

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		Type of scholarship <i>research</i>	
		Yes	No
Content <i>or</i> methodology	Yes	+	+ / -
	No	+ / -	-



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## From my personal statement for promotion

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"I am a physician-scientist whose research agenda is focused on the **development and empiric testing of strategies to optimize patient care** and to eliminate preventable harm in healthcare settings...

My career goal is to be the **consummate academic** who promotes the complementary missions of transformational scholarship, interdisciplinary education, outstanding mentorship, and exemplary clinical care."



**Lesson #2:**  
Build a supportive community

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# Some of the people you'll need

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## Friends and allies

- ▶ No power differential
- ▶ Source of support



## Mentors

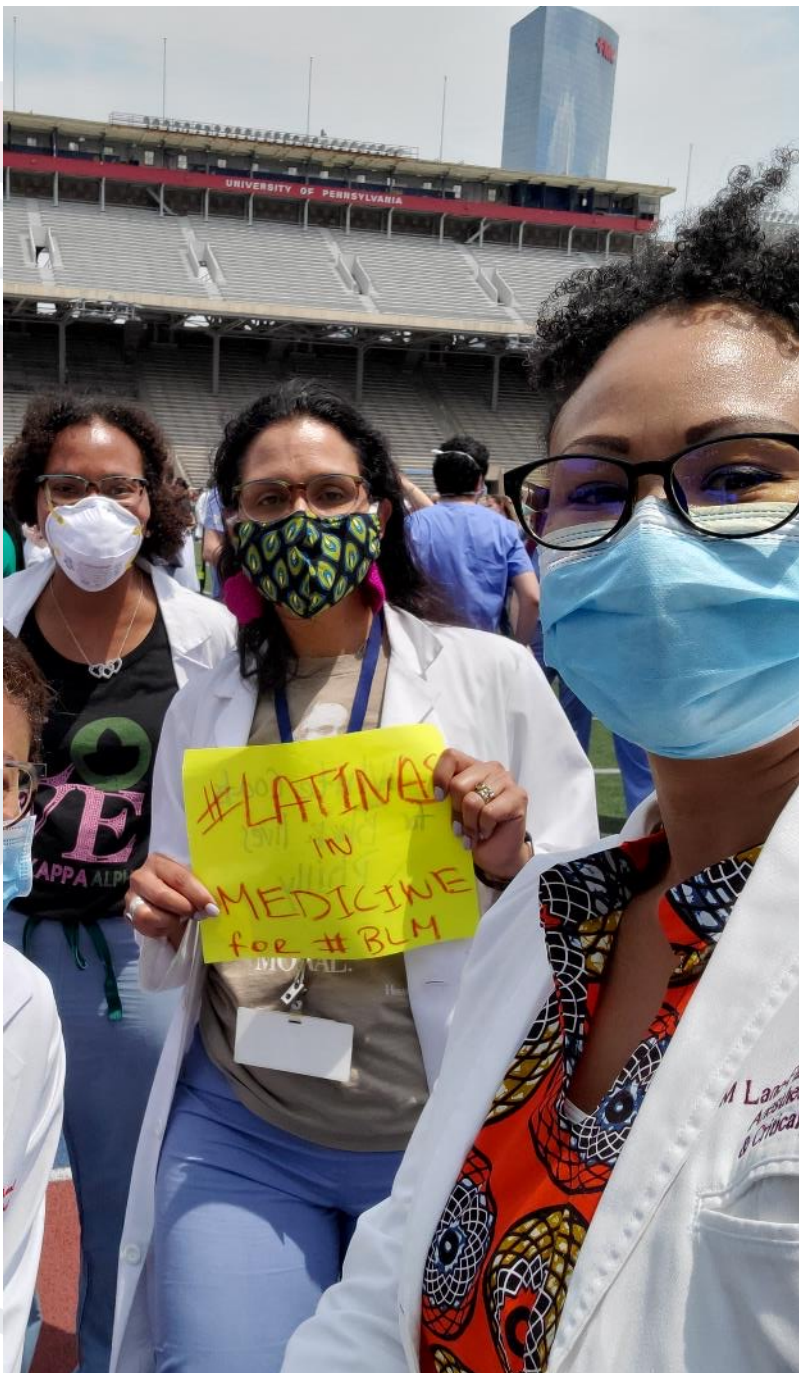
- ▶ Invest time & energy
- ▶ Mutually beneficial relationship



## Sponsors

- ▶ Open doors, give a "leg up"
- ▶ Lend credibility





**Penn Medicine** **COVID-19: Why I decided to get vaccinated**  
It's okay to be unsure about getting the COVID vaccine.  
Here's why we, a group of Black Penn Medicine physicians, decided to say yes!

**Dr. Eugenia (Gina) South**  
Emergency Medicine



Three weeks ago, I was a **hard NO to getting the vaccine** and yet here I am. I was concerned about a rare long term side effect, but I went ahead because **I don't want to die from COVID-19 or suffer from the long-term, lingering side effects.**

**#1 My daughter:** I can now get rid of the DAILY worry I've had since March about exposing my asthmatic child to COVID.  
**#2 My patients:** I chose to model the behavior of a physician who is fighting on the frontlines and now wants to turn up the heat on ridding us of this pandemic. I also want to encourage patient vaccination, when available to them.  
**#3 My ancestors:** As a Black physician, I have the opportunity to be on the right side of medical history—something they did not have a choice in—and perhaps begin to do my part to impact the bitter and disappointing history of racial injustice in medicine.

**Dr. DaCarla Albright**  
Obstetrics and Gynecology



**Dr. Meghan Lane-Fall**  
Anesthesiology and ICU

**#1** I'm a scientist who knows that this is our **best chance** to turn the corner on the pandemic. **#2** Black people have too often been denied **cutting edge science** and I'm determined to be at the front of the line this time. **#3** I have **people to care for** and want to make sure that I am in the best shape to look out for them. **#4** **I don't have time to be sidelined** by COVID.



**Dr. Florencia Greer Polite**  
Obstetrics and Gynecology

I am not usually an early adopter, so here is why I got the COVID vaccine now:

- I believe in **science**.
- This is **NOT a live virus** vaccine.
- **The benefits** of the vaccine outweigh the risks of the vaccine and certainly outweigh the risks of COVID-19.
- I did this for **my family** and for **my patients**.

We don't know everything about it but **I am comfortable** with the information we do have.

**Dr. Raina Merchant**  
Emergency Medicine



I've never been so excited to be **#15!** I did this for **my family, my community, and my patients.**



# You need people to fulfill personal and career needs

Faculty member responsibilities		Leadership responsibilities
<ul style="list-style-type: none"> <li>• Determine career goals, objectives</li> <li>• Articulate career goals, objectives to mentors, sponsors</li> <li>• Advocate for oneself (e.g., self-nominate, apply for leadership positions)</li> </ul>	<p><b>Self-actualization</b> PURSUING GOALS UTILIZING AND DEVELOPING TALENTS</p>	<ul style="list-style-type: none"> <li>• Promote culture accepting of women in leadership</li> <li>• Offer opportunities for leadership skill development (e.g., executive coaching, leadership courses)</li> </ul>
<ul style="list-style-type: none"> <li>• Identify own triggers for impostor syndrome</li> <li>• Identify &amp; nurture relationships with unconditional positive regard</li> </ul>	<p><b>Esteem</b> SELF ESTEEM ESTEEM FROM OTHERS</p>	<ul style="list-style-type: none"> <li>• De-mystify promotion, advancement procedures</li> <li>• Provide sponsorship for promotion &amp; other reputation-building activities (e.g., professional society committees)</li> </ul>
<ul style="list-style-type: none"> <li>• Be willing to express vulnerability</li> <li>• Engage with departmental efforts to build belonging</li> <li>• Assume positive intent of colleagues &amp; leadership</li> </ul>	<p><b>Love &amp; belonging</b> SOCIAL BELONGING PSYCHOLOGICAL SAFETY*</p>	<ul style="list-style-type: none"> <li>• Foster &amp; support groups that build community &amp; allyship</li> <li>• Assess, address faculty and staff implicit bias</li> <li>• Promote psychological safety</li> </ul>
<ul style="list-style-type: none"> <li>• Articulate needs to leadership</li> <li>• Engage with departmental efforts to address deficits (e.g., family leave policy, pay equity)</li> </ul>	<p><b>Safety needs</b> PHYSICAL SECURITY FINANCIAL SECURITY</p>	<ul style="list-style-type: none"> <li>• Ensure pay equity</li> <li>• Create reporting structures for incivility, unprofessional behavior, harassment</li> <li>• Foster a "zero tolerance" policy for harassment</li> </ul>
<ul style="list-style-type: none"> <li>• Articulate needs to leadership</li> <li>• Engage with departmental efforts to address structural deficits (e.g., identifying lactation space)</li> </ul>	<p><b>Physiological needs</b></p>	<ul style="list-style-type: none"> <li>• Ensure adequate restrooms, locker room space</li> <li>• Ensure lactation and nursing space</li> <li>• Develop transparent scheduling processes</li> <li>• Ensure adequate work breaks</li> </ul>

Lane-Fall MB, Gordon EKB, Valentine EA, Black SA, Kapur PA, Fleisher LA. Fostering belonging in academic anaesthesiology. *Br J Anaesthesia* 2020; 124(3):E155-E159.

GENDER

# A Lack of Sponsorship Is Keeping Women from Advancing into Leadership

by [Herminia Ibarra](#)

August 19, 2019

Harvard  
Business  
Review

Sponsors:  
worth a  
special  
mention



# Perelman School of Medicine Faculty Track Descriptions

Revised 12/19/18

## Lesson #3: Know the rules


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	Academic Clinician	Research	Clinician Educator	Tenure
Research activities (if applicable)	<ul style="list-style-type: none"> <li>Expert clinicians with regional, national reputations</li> <li>Generally exceeds 20% effort</li> </ul>	NA	Outstanding clinical skills highlighted by leadership within an innovative or specific program or 'niche'	<ul style="list-style-type: none"> <li>Excellent clinical skills</li> <li>Clinical time can change level of extramural funding</li> </ul>
Professional Roles	Premier clinical teachers who exemplify outstanding teaching & role model aspirational educational skills	Minimal	Outstanding teachers including demonstrated skill in research mentorship	<ul style="list-style-type: none"> <li>Excellent teachers including skill in research mentorship</li> </ul>
Role in research	May be integral contributor and collaborator	Collaborative and sometimes investigator-driven	<ul style="list-style-type: none"> <li>May drive, integrate, and innovate research on some projects</li> <li>May function as an integral member (externally recognizable) of a collaborative team.</li> </ul>	<ul style="list-style-type: none"> <li>Drives new areas of research on most of their projects and multiple PIs</li> <li>Collaborative and interdisciplinary is encouraged when it is a candidate's independent strength</li> </ul>
Research effort	<ul style="list-style-type: none"> <li>NIH funded research activity limited to 10% effort/funding</li> <li>Generally, may not be PI/co-PI/sub-investigator on NIH grants</li> </ul>	90-95%	<ul style="list-style-type: none"> <li>May be the PI on some grants, and Co-Investigator on others</li> <li>Effort will vary over career</li> </ul>	<ul style="list-style-type: none"> <li>Research is primary focus</li> </ul>
Role in research funding	<ul style="list-style-type: none"> <li>May serve as PI/co-PI/sub-investigator &amp; accept role specific support for non-federally sponsored clinical research and cooperative group trials</li> </ul>	Coinvestigator on extramural grants	<ul style="list-style-type: none"> <li>Funding not required but may have flexible and diversified portfolio of grants/funding from nonoperational sources (Federal, foundation, industry, gifts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Full funding as PI on non-development grants for most</li> <li>Federal and/or foundation, funding expected</li> </ul>
Research focus	Applied research that extends existing observations in a field and recruitment of patients into clinical trials	Research that extends existing observations in a field, or that drives a field in new directions	Research can include new observations or extend existing observations in a field	Research must define a new existing field in new direction by the development of new procedures, methods, or technology that the genesis or application of that and/or other fields. *
Research outcome types of scholarship	optional but can contribute to reputation	High-impact original papers as either a project leader or collaborator	Original papers in peer-reviewed journals with identifiable focus and impact, as either collaborator or lead author. Chapters, reviews, alternative media can support but not substitute	Impactful science that demonstrates and independence often lead original papers that must clearly individuals' role in advancing
External citation		++	++	+++
Impact assessment		++	First/last author on some papers and the coauthor on others	Substantial body of impactful work often first or last author
Geographic location	Regional	Associate- National Full- International	Associate-Regional/national Full- National/International	Associate- National Full- International

\* Applied research can qualify, e.g., laboratory-based research, clinical research, public health research, bioethics research, or educational research. The branch or type of science (e.g., medicine) represented by a faculty member's research program is not related to a specific track. What is important is the role they play in novel work that has a defined impact.

Comments that include name(s) of senior faculty members provide evidence of leadership if the junior faculty candidate for promotion is recognized from the comments of extramural reviewers as the intellectual leader of the research effort. Promotion considerations should not inhibit junior faculty members from using or seeking productive collaborations with other members of the faculty.



The image shows a portion of the University of Pennsylvania crest on the left side. It features a shield with a book, a ship, and a triangle with circles. The background is a dark blue gradient.

From the UPenn Perelman  
School of Medicine guidelines:

Faculty are encouraged to  
"follow a career path that is *consistent  
with their own interests and talents*

- and -

the *strategic goals* of both their  
department and the Perelman  
School of Medicine."

# Faculty tracks & expectations



Clinician-  
scholar



Clinician-  
teacher



Tenure



Research





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This is  
what I'm  
expected  
to do.  
You?

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▶ **Scholarship**

- Research & new knowledge
- Critical, influential thought



▶ **Education**

- Teaching a variety of learners
- Adequate evaluations



▶ **Clinical practice**

- Identifiable focus
- Absence of red flags

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# The importance of reputation



- 
- ▶ Reputation matters in every faculty track/pathway:
    - **Clinical:** clinical reputation, teaching prowess
    - **Clinician-scholar:** reputation as a scholar (broadly conceived)
    - **Tenure / research:** research reputation
  - ▶ Your narrative is important in building reputation



*Concluding  
thoughts*

I'm just  
lucky

I'm a  
fraud

I don't  
deserve it

I'm never  
good enough

I'll get  
found out

They're  
onto me

Others are  
better

It's not  
perfect

They'll know  
I am a fake

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# Even more tips for surviving in academic medicine

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Practice  
gratitude

Ask a lot of  
questions

Work smarter  
when possible

Give and ask  
for grace

Network  
*a lot*

Say no

Say yes

Avoid  
comparisons

Test limits,  
push  
boundaries

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# Returning to my three lessons

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Craft your story



Build a supportive community




Know the rules



Thank you!

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www.lanefall.info

 @mlanefall



Penn

