



**Career Flexibility for Biomedical
Faculty of Today and Tomorrow**

March 14–15, 2015

**A NATIONAL
CONFERENCE**

**72 East Concord Street
Hiebert Lounge, 14th Floor
Boston University School of Medicine
*Boston, MA***

The conference is sponsored by the Alfred P. Sloan Foundation, Fidelity Investments, and TIAA-CREF.

CME Credit Information

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of Boston University School of Medicine, the New England Network on Faculty Affairs, the American Council on Education and the ACE/Sloan Faculty Flexibility Collective. Boston University School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

Boston University School of Medicine designates this live activity for a maximum of **11.0 AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Course Director

Emelia Benjamin, MD, Boston University School of Medicine

Dear Colleague,

On behalf of the conference planning committee and our sponsors, we welcome you to Boston for “Career Flexibility for Biomedical Faculty of Today and Tomorrow: A National Conference.”

We are delighted that you have chosen to participate in this unique opportunity to explore programs, policies, and tools that have been developed and implemented in various academic medical centers to improve faculty career flexibility throughout the career life cycle. This is a time for you to explore new ideas, promising practices, and collaborative networks. We encourage you to engage fully with your colleagues, develop new friendships, and plan for ways to continue your engagement through learning networks that will continue after the conference ends.

The conference grew out of the creativity and passion of the seven medical schools recognized with Alfred P. Sloan Awards for Faculty Career Flexibility, working in collaboration with the American Council on Education (ACE) and the New England Network for Faculty Affairs (NENFA). We are deeply grateful for the time and effort of the members of the planning committee, who have worked to ensure a meaningful experience for you. We would also like to thank our major sponsor, the Alfred P. Sloan Foundation, as well as Fidelity Investments and TIAA-CREF for their generous support.

The conference will address three themes: 1) flexible pathways for faculty success, engagement, and retention; 2) mentoring models to foster faculty development throughout the career life cycle; and 3) mid/late-career vitality and transition to retirement. An opening keynote from Hannah Valentine will draw our focus to the engagement of faculty. The Blue Ribbon Deans’ Panel featuring Karen H. Antman, Terry R. Flotte, and Philip A. Pizzo will examine sustainability of initiatives and programs in this area, and the closing keynote by Kathleen E. Christensen will challenge us to continue the momentum generated at the conference in overcoming barriers to achieving and sustaining faculty career flexibility options at our home institutions.

Please take a moment to review the variety of interesting initiatives spawned by the ACE/Sloan awards at each of the medical schools listed elsewhere in this booklet. You will also find a listing of the accepted abstracts with their authors and institutions, guaranteed to stimulate lively conversation during the poster reception on Saturday. This promises to be a special conference, and we look forward to sharing the next two days with you.

Luanne Thorndyke, MD

Vice Provost for Faculty Affairs
University of Massachusetts Medical School

Claire Van Ummersen, PhD

Senior Advisor, Institutional Leadership Group
American Council on Education

Christine Power, MS

Program Director, Office for Faculty Development
Dana-Farber Cancer Institute
Chair, New England Network for Faculty Affairs

AGENDA

Saturday, March 14, 2015

- 7:15–8:15 a.m.** Registration, Networking Breakfast
- 8:15–9:30 a.m.** Welcome and Opening Keynote Address
Why Do We Need Faculty Career Flexibility?
*Hannah Valentine, Chief Officer for Scientific Workforce Diversity,
National Institutes of Health*
- 9:30–11:30 a.m.** Thematic Session 1
Creating Flexible Pathways for Faculty Success, Engagement, and Retention
Moderated presentations and small group work, including role-playing
- 11:30 a.m.–1:00 p.m.** Lunch and Blue Ribbon Panel Discussion
Keys to Assuring a Vibrant Faculty of the Future
*Karen Antman, Provost, Boston University Medical Campus, and Dean,
School of Medicine, Boston University*
*Terry Flotte, Dean, School of Medicine, and Provost and Executive
Deputy Chancellor, University of Massachusetts Medical School*
Philip Pizzo, Former Dean, School of Medicine, Stanford University (CA)
- 1:00–1:30 p.m.** Networking Break
- 1:30–3:15 p.m.** Thematic Session 2
Mentoring Options to Foster Faculty Development Throughout a Career
Moderated presentations and small group breakouts
- 3:30–4:30 p.m.** Day 1 Summary: **What Have We Learned?**
Report out from small group discussions
- 4:30–5:30 p.m.** Transfer to World Trade Center/Seaport for Poster Reception Dinner
- 5:30–7:00 p.m.** Poster Reception: **Innovations That Foster Faculty Career Flexibility**
World Trade Center, Boston Seaport
- 7:00–9:30 p.m.** Networking Dinner: **Building Learning Networks**

Sunday, March 15, 2015

- 7:30–8:30 a.m.** Networking Breakfast
- 8:30–10:30 a.m.** Thematic Session 3
Mid/Late Career Vitality and Transition to Retirement
Panel, moderated presentations, and small group work
- 10:30–11:00 a.m.** Networking Break

11:00-11:45 a.m.	Network Development Dissemination Strategies, Toolkits, and Next Steps for Sustainability <i>Moderated</i>
11:45 a.m.-12:15 p.m.	Lunch Buffet
12:15-1:00 p.m.	Closing Keynote Address Successful Strategies for Overcoming Barriers to Culture Change: A Call to Action <i>Kathleen Christensen, Program Director, Alfred P. Sloan Foundation</i>
1:00-1:30 p.m.	Next Steps

SPEAKER BIOGRAPHIES



Karen H. Antman
Provost, Boston University Medical Campus
Dean, School of Medicine

Karen Antman became provost of the Boston University Medical Campus and dean of the School of Medicine in 2005. She previously served as deputy director for translational and clinical sciences at the National Cancer Institute of the

National Institutes of Health (NIH) (2004-05), Wu Professor of Medicine and Pharmacology and director of the Columbia University (NY) Cancer Center and co-director of the New York-Presbyterian Hospital cancer care service line (1993-2003), and on the faculty of Harvard Medical School (MA) at both the Dana-Farber Cancer Institute and Brigham and Women's Hospital (1979-93).

Dr. Antman's team developed now-standard regimens for the treatment of sarcomas and mesotheliomas as well as regimens for breast cancer and supportive care for patients receiving chemotherapy, including pharmacology, growth factors, and mobilization of peripheral blood derived stem cells for marrow transplant. She has authored more than 300 journal papers (including editorials on medical policy and impediments to clinical research), has edited five textbooks, and was voted Senior Faculty Teacher of the Year in 1993 by medical residents at Columbia.

She is an Institute of Medicine member and served as president of the American Society of Clinical Oncology in 1995, the American Society for Blood and Marrow Transplantation in 1997, and the American Association for Cancer Research in 2003. She is chair-elect of the American Association of Medical Colleges (AAMC) Council of Deans and serves on the AAMC board, the Journal Oversight Committee for the *Journal of the American Medical Association*, the International Advisory Board of *The Lancet*, the Composite Committee of the U.S. Medical Licensing Examination, and the executive committee of the Educational Commission for Foreign Medical Graduates. She previously served as an associate editor of the *New England Journal of Medicine*, and on the council of the NIH's Fogarty International Center.



Kathleen Christensen

Program Director, Alfred P. Sloan Foundation

Kathleen Christensen directs the Alfred P. Sloan's Foundation's Working Longer program, designed to deepen understanding of the aging American workforce. In 1994, while a professor of psychology at the Graduate Center, City University of New York, Dr. Christensen was recruited to join the Sloan Foundation, where she established and led what would become its Workplace & Working Families program. Under her leadership, the foundation has been credited with pioneering the academic field of work-family research and spearheading a national movement to create more flexible careers and workplaces that effectively meet the needs of employees while also improving business performance. Recognized for her expertise on work-family issues, Dr. Christensen was involved in planning the 2014 White House Summit on Working Families, as well as the 2010 White House Forum on Workplace Flexibility. Dr. Christensen has been named by *Working Mother* magazine as one of the "Seven Wonders of the Work-Life Field," which identified her as the foremost strategic supporter of work-life research and practices.



Terry Flotte

Dean of the School of Medicine

Provost and Executive Chancellor

University of Massachusetts Medical School

Terry R. Flotte, MD, is dean of the School of Medicine and provost and executive deputy chancellor of the University of Massachusetts Medical School (UMMS).

A pediatric pulmonologist, Flotte is also an internationally known pioneer in human gene therapy. Since joining UMMS in 2007, Flotte has continued his pediatric practice while pursuing clinical trials and basic laboratory research. He is the author of more than 260 scholarly papers, and his published work has been cited close to 7,500 times.

Flotte has received numerous honors and awards, and has served on a number of boards nationally and internationally.

Dr. Flotte received his undergraduate degree from the University of New Orleans in 1982, and his medical degree from Louisiana State University School of Medicine in 1986. He completed his residency in pediatrics at Johns Hopkins University (MD), and a pediatric pulmonary fellowship and post-doctoral training in molecular virology there in 1992.



Philip Pizzo

David and Susan Heckerman Professor

Stanford University School of Medicine (CA)

Founding Director, Stanford Distinguished Careers Institute

Philip A. Pizzo, MD, is the David and Susan Heckerman Professor and founding director of the Stanford Distinguished Careers Institute. Pizzo served as dean of the Stanford School of Medicine (CA) from April 2001 to December 1, 2012, where he was also the Carl and Elizabeth Naumann Professor. He has devoted much of his career to the diagnosis, manage-

ment, prevention, and treatment of childhood cancers and the infectious complications that occur in children whose immune systems are compromised by cancer and AIDS. He has also been a leader in academic medicine, championing programs and policies to improve the future of science, education, and health care in the United States and beyond.

Pizzo received his MD degree with honors and distinction in research from the University of Rochester (NY) in 1970, and he did his internship and residency at Children's Hospital Medical Center in Boston. Pizzo served as head of the National Cancer Institute's (NCI) infectious disease section, chief of the NCI's pediatric department, and acting scientific director for NCI's Division of Clinical Sciences between 1973 and 1996, and then served as physician-in-chief of Children's Hospital in Boston and chair of the Department of Pediatrics at Harvard Medical School from 1996 to 2001.

Pizzo is the author of more than 550 scientific articles and 16 books and monographs, including *Principles and Practice of Pediatric Oncology* (with David Poplack), the seventh edition of which will be published in 2016.

Pizzo has received numerous awards and honors, among them the Ronald McDonald Charities Award of Excellence in 2009, and in 2012 the John Howland Award, the highest honor for lifetime achievement bestowed by the American Pediatric Society. He has been elected to a number of prestigious organizations and societies, including the Institute of Medicine of the National Academy of Sciences. He serves on a number of university and foundation boards of directors.



Hannah Valantine

**Inaugural Chief Officer for Scientific Workforce Diversity
Senior Scientist, Intramural Research Program
National Institutes of Health**

Hannah Valantine is the National Institutes of Health (NIH) inaugural chief officer for scientific workforce diversity, and a senior scientist in the intramural research program. Prior to starting this position in April 2014, Dr. Valantine was professor of cardiovascular medicine and the senior associate dean for diversity and leadership at the Stanford University School of Medicine (CA), a leadership position she held since November 2004. She is nationally recognized for her transformative approaches to diversity, and is a recipient of the NIH Director's ARRA (American Recovery and Reinvestment Act) Pathfinder Award to Promote Diversity in the Scientific Workforce. While at Stanford, she also pioneered the Academic Biomedical Career Customization model to better align the academic workplace with the needs of faculty in the twenty-first century, for which Stanford gained national recognition as the recipient of the Alfred P. Sloan Award for Faculty Career Flexibility.

ABSTRACTS for POSTER SESSION

Abstracts are divided into three thematic sections:

Creating Flexible Pathways for Faculty Success, Engagement and Retention		
AUTHORS	INSTITUTION	TITLE
David W. Musick, Daniel P. Harrington, Shari A. Whicker, Sandra DeHart	Virginia Tech Carilion School of Medicine and Carilion Clinic	"The New Physician Leadership Academy Program: An Outcomes-Based Follow-up Survey"
Anne Walling	University of Kansas School of Medicine, Wichita	"Optimizing Faculty Career on a Regional Campus: Challenges and Opportunities"
Sarah Bunton, Valerie Dandar	American Association of Medical Colleges (AAMC)	"The Part-Time Faculty Member Perspective: Improving the Workplace"
Ann J. Brown, Jessica Womack	Duke University School of Medicine (NC)	"The Faculty Flex Voucher Program: Central Support to Keep Scholarly Work Moving"
Lydia Pleotis Howell, Laurel A. Beckett, Yueju Li, Amparo C. Villablanca	University of California, Davis School of Medicine	"Gender Differences in Barriers to Career Flexibility: Implications for Academic Compensation"
Robert Milner, Joanna Cain, Judith Ockene, John Congdon, and Luanne Thorndyke	University of Massachusetts Medical School	"Supporting Faculty Career Flexibility Through the Career Life Cycle: A Comprehensive Strategy"
Frederick C. Morin, Charles G. Irvin	University of Vermont	"What's in a Name? New Faculty Positions with Limited Academic Involvement"

Mentoring Models to Foster Faculty Development Throughout a Career

AUTHORS	INSTITUTION	TITLE
Sana Loue, Daniel Anker, Sumita Khatri, and Pamela B. Davis	Case Western Reserve University (OH)	“Development of a Multilevel, Multidimensional Mentoring Initiative”
Rene Carapinha, Rowena Ortoz-Walters, Emorcia V. Hill, Joan Y. Reede	Harvard Medical School and School of Public Health, School of Business (MA), Quinnipiac University (CT)	“Mentoring Models to Foster Faculty Development Throughout a Career”
Lily Hsu	Massachusetts College of Pharmacy and Health Sciences	“The Faculty Mentoring Institute”
Laurie W. Leclair, Renee D. Stapleton, Polly E. Parsons, Charles Irvin, Benjamin T. Suratt	University of Vermont	“Assessment of Junior Faculty Attitudes Toward Mentoring”
Emelia Benjamin, Robina Bhasin, Lisa Coplit, Michele Cyr, Zoe Fonseca-Kelly, Charles Irvin, Kathleen Lowney, Linda Bockenstedt, Robert Milner, Christine Power	New England Network on Faculty Affairs	“NENFA: A Regional Network”

Mid and Late Career Vitality and Transition to Retirement

AUTHORS	INSTITUTION	TITLE
MaryAnn Champion, Robina Bhasin, Emelia Benjamin, Mary Shann	Boston University School of Medicine and School of Education	“How Does a Mid-Career Faculty Development Program in Academic Medicine Impact Faculty and Institutional Vitality?”
Valerie M. Dandar, Sarah A. Bunton	AAMC	“Vital Signs: Engagement Among Faculty Considering Retirement”
Christine Q. Liu, William F. Rayburn, Emory Morrison	AAMC	“Aging of Faculty in Basic Science and Clinical Departments, 1981–2011”
Troy S. Buer, Robin Fisher, Ashley L. Ayers, Susan M. Pollart	University of Virginia School of Medicine	“Career Flexibility at the University of Virginia: Implications for Faculty Engagement”

ACE/Sloan Faculty Flexibility Collective

The American Council on Education (ACE) is the nation's most influential, respected, and visible higher education association. We represent the presidents of U.S. accredited, degree-granting institutions, which include two- and four-year colleges, private and public universities, and nonprofit and for-profit entities. ACE has partnered with the Alfred P. Sloan Foundation since 2003 to raise awareness of the importance of career flexibility in faculty lives. Through convenings, invitational conferences, awards programs, and partnerships, ACE advocates for structural and cultural changes to increase flexibility in academic careers.

Boston University School of Medicine (BUSM) built on innovative existing policies and programs to promote faculty vitality and flexibility throughout the life course. Through the support of the ACE/Sloan grant, two task forces composed of faculty and institutional leadership were formed—one to focus on faculty career flexibility and the other to focus on mid-career faculty development, as mid-career faculty are the largest and most dissatisfied segment of the faculty population. The task forces reviewed existing policies, studied best practices from the literature and peer institutions, and made recommendations to the institutional leadership to improve faculty retention, satisfaction, vitality, and productivity.

Based on their recommendations, BUSM, its affiliated teaching hospital, Boston Medical Center, and its physician organization have taken steps to enhance faculty flexibility through policies related to parental leave, phased retirement, and back-up child and elder care, as well as to enhance the transparency and accessibility of the policies. In addition, BU Profiles, its CTSI research networking software program, was enhanced to include work/life integration mentoring as part of faculty profiles. This online database of mentors stimulates peer and senior mentoring, and facilitates communities of practice to foster career flexibility.

The Indiana University School of Medicine (IUSM) has capitalized on its culture of support for faculty vitality in order to accelerate faculty career flexibility. Using a comprehensive, evidence-based approach, IUSM's activities have focused on three areas that have been shown to lead to high satisfaction: role clarity, social support for work/life integration, and input into one's schedule. The programs have engaged and advocated for faculty at all phases of the career life cycle, from the recruiting of prospective faculty to supporting existing junior, mid-career, and senior faculty and institutional leaders by: 1) improving communication and education about institutional policies, 2) increasing support for flexibility in the practice plan, 3) providing greater support for dependent caregiving demands, and 4) increasing the engagement of part-time and senior faculty.

The Stanford University School of Medicine (CA) is working to align flexibility policies with the culture of academic medicine, acknowledging the pressure of combining the tripartite mission of research, teaching, and patient care inherent in a medical school. The school seeks to make flexibility policies a core part of the faculty advancement process. The Academic Biomedical Career Customization (ABCC) pilot program was designed to bridge the gap between policies and their cultural acceptance. The ABCC pilot model incorporates coaching to guide faculty through the process of creating an integrated career and life plan, plus a banking system to provide additional onsite and at-home

support to recognize faculty efforts that promote their colleagues' flexibility. Results from this pilot program are being incorporated into all future faculty career development programs and activities.

The State University of New York Upstate Medical University was recognized with the Sloan Innovation Award for its innovative "trackless" promotion system. Faculty on the trackless system (including part-time faculty) choose an area of excellence (clinical, research, or education) for which they are promoted; this enhances their career flexibility by encouraging them to pursue their academic interests while maintaining a path to promotion. The institution used its award to develop and support other initiatives to promote faculty work-life balance and engagement, including implementation of a phased retirement incentive and process, refinements to the stop-the-tenure-clock criteria and process, review and revision of existing policies to better support part-time work arrangements, and development of improved communication tools to ensure that the faculty are fully aware of the resources available to them to support their career flexibility.

The University of California, Davis School of Medicine will use the Sloan Innovation Award for three purposes: 1) create workshops for raising awareness of unconscious biases, particularly those related to "face time"; 2) implement policies that address the needs of newly identified at-risk faculty groups and ensure that policies are gender- and age-neutral and unaffected by social determinants such as financial situation and ethnic/racial culture; and 3) widen acceptance of career flexibility within the medical school community by educating faculty, department chairs, and administrators on the existence of policies, the threats of work-life conflict to faculty satisfaction, recruitment and retention, and the importance and impact of policies and other interventions in addressing these issues.

The University of Massachusetts Medical School (UMMS), through the Office of Faculty Affairs (OFA) and with support from the Alfred P. Sloan Foundation and the American Council on Education (ACE), has created innovative professional development and flexibility programs, policies, and practices to support the needs of UMMS physicians and scientists throughout their careers. Specific initiatives include:

- **Onboarding program**, including a welcome packet, an onboarding mentor, a welcome meeting with an OFA leader, and a new faculty orientation
- **Part-time guidelines** for requesting and approving part-time employment
- **Individual opportunity plan**, which is a tool to assist faculty plan their careers
- **Peer-mentoring programs:** Peers for Promotion and Pathway to Tenure
- **Individual consultations** with an OFA leader for mentoring, promotion, or retirement
- **Transition Through Retirement**, including seminars, web resources, and individual consultations
- **Vitality Award** to promote academic vitality, career development, and rejuvenation for mid/senior faculty

Washington University School of Medicine in St. Louis (WUSM) is transforming its culture with new, innovative programming designed to increase faculty flexibility. One such program, the Family-Wise Mentor Program, connects junior faculty members to more experienced senior faculty who have successfully navigated the academic world at WUSM while raising families. Mentors are

professionally trained to offer guidance on School of Medicine policies, support systems, benefits, and other pertinent issues. To better facilitate a lasting, rewarding relationship, mentees are able to choose their mentor from a prospective pool. In addition, WUSM's executive leadership recently attended a half-day retreat that focused, in part, on faculty flexibility policies and practices. Ideas generated from this retreat will be explored, and follow-up meetings have been planned to facilitate continued dialogue. The Office of Faculty Affairs has launched a publicity campaign to promote flexible policies, practices and benefits, including seminars and a weekly newsletter, and this marketing push is ongoing. WUSM is also considering new policies, such as shared faculty positions on non-tenured faculty tracks and part-time status on the tenure track.

The New England Network on Faculty Affairs

NENFA was founded in 2010 to bring together the faculty leaders and administrators responsible for faculty affairs and faculty development in the academic health centers in New England. NENFA's mission is to share best practices, foster collegiality, and encourage scholarship with the overarching goal of recruiting, retaining, and advancing our diverse medical school faculties. NENFA is managed by a steering committee composed of one representative from each of the 10 New England medical schools and one representative from Harvard Medical School (MA)-affiliated hospitals and institutes. Membership is restricted to the New England area, but individuals from outside the region are welcome to attend meetings.

NENFA's major activity is to sponsor half-day meetings twice per year, hosted by a member institution. Most of the meetings have focused on issues in faculty-career flexibility. This conference represents NENFA's spring meeting and we are very pleased to co-sponsor the event with our colleagues. We believe that NENFA provides a model for similar collaborations in other regions of the United States. For more information, please visit our poster at the Poster Reception and learn about NENFA at the Networking Dinner on Saturday.

Planning Committee

The Planning Committee for this conference includes, from the **American Council on Education**, Jean McLaughlin (co-chair, Marketing Subcommittee), Nick Pettet, Claire Van Ummersen; from the **Boston University School of Medicine**, Robina Bhasin (chair, Conference Coordination Subcommittee), Emelia Benjamin; from the **Indiana University School of Medicine**, Mary Dankoski, Krista Hoffmann-Longtin; from the **Stanford University School of Medicine (CA)**, Magali Fassiotto, Yvonne Maldonado, Jennifer Raymond; from the **State University of New York Upstate Medical University**, Paula Trief; from the **University of California, Davis School of Medicine**, Edward Callahan, Lydia Pleotis Howell, Amparo Villablanca; from the **University of Massachusetts Medical School**, Joanna Cain (chair, Conference Agenda Subcommittee), John Congdon, Robert Milner (co-chair, Marketing Subcommittee), Luanne Thorndyke (chair, Finance and Budget Subcommittee); from the **University of Vermont**, Charles Irvin; from the **Washington University School of Medicine in St. Louis**, Lillian Andrews, Diana Gray.

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The American Council on Education, the ACE/Sloan Faculty Flexibility Collective, and the New England Network on Faculty Affairs (NENFA) would like to acknowledge the generous support of the Alfred P. Sloan Foundation, Fidelity Investments, and TIAA-CREF.

