Parlaying Career Opportunities into Academic Achievements

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Objective

- Implement strategies to enhance one’s professional career in an academic setting.
It all started out... in Texas

- Pharmacy was for me!
- Prior to starting pharmacy school... pediatrics
- Graduated from The University of Texas (Pharm.D., 2001)
- Shadowing and career positions decision influenced my pediatric residency choice
  - Clinical Practice Area- pediatrics
  - Teaching- yes, but how much?
Did I want to be a full time faculty member?

- I wanted to practice in pediatrics, but I wanted to teach students
- Who did I want to be my employer?
- My position opportunity most like would be full time academia

- Pediatric Specialty Residency (PGY2) at Texas Tech University HSC School of Pharmacy (01-02)
  - Classroom, clinical teaching
  - Variety of the daily activities
  - Challenged myself in practice and teaching area
Then I moved to... Alabama

- Assistant Clinical Professor with Auburn University Harrison School of Pharmacy (02-07) [Non-tenure, Clinical track series]
  - New faculty position started in pediatrics
  - New practice site developed
- Associate Clinical Professor (07-Present)
  - Successfully promoted
  - New opportunities continue to arise
New Faculty Position Responsibilities

- Teaching
  - Classroom and Clerkship Teaching
- Practice/Outreach/Research
  - Clinical Site/Research
- Service
  - Committee service to University/School/Profession

Need to know your responsibilities!
New Faculty Position Responsibilities

- **Teaching**
  - Classroom and Clerkship Teaching
- **Practice/Outreach/Research**
  - Clinical Site/Research
- **Service**
  - Committee service to University/School/Profession

\[= 40 \text{ HOURS WORKWEEK}?\]
Talk to Faculty

- Talk with the faculty at your school who have been successful
- What did they do to be successful?
- How did they focus?
- Where should you focus?
- What should you stay away from?

Talk with senior faculty mentor about their plans a few times a year
Mentorship

• Do you have a mentor? How many mentors?
  ▫ 1, 2-3, 4+ mentors
• Try to find a mentor at the school
  ▫ Find several mentors (for different guidance)

Pediatric mentors, Academic mentors, always looking for new ones
Use Time Wisely

• Plan, Plan, Plan
• Need a Calendar
• Evaluate workload each year
  ▫ What am I doing that I need to do?
  ▫ What am I doing that I don’t need to do?
• Will have to do some time outside work, but focus during that time

Electronic calendar, constant ‘to-do’ list
Generate Ideas

- Brainstorm with other faculty for ideas
- Ask for feedback on projects
- Look at abstract listing in meeting agenda or journals
- Collaborate with other non-pharmacy practitioners

‘Kelly Time’, faculty don’t have to be in your practice area
Look for Ways to Combine Outcomes

- Publish case report of patient you saw in practice
- Create poster of new course/activity you developed
- Work with other faculty members who have similar areas of interest (co-teach, publish, etc)
- Publish outcomes of committee work (protocols, evaluations)- think clinical (practice) and school (service)

Work with MD for many research publications
Develop Goals

- Have you developed personal goals?
  - Are they on paper or in your head?
- Develop short term goals (annual)
  - May be part of your annual review
- Develop intermediate goals (3-5 years)
- Develop long term goals (5+ years)

Goals will help keep you focused

Short, intermediate, long-term goals: career ladder, organizational, personal dev
Recheck Your Goals

- Do you revise or check on goals?
- Periodically check your goals for the year (e.g. every 3 months)
- Do more frequent than required by dept chair
- Revise goals as needed
- Written goals help keep you on track

Re-evaluated at 3 yr and after promotion; highlight ones attained, mark out old goals
Annual Evaluation

- Annually review goals set by dept and myself
- Annually review ‘workload’ (time allocated to teaching/practice/service)
- At annual review, ask for feedback
  - What are you doing well?
  - What can you improve?

Work on year round
Don’t ‘Recreate the Wheel’

- Will spend time creating material for the first time you use it, but continue to teach this same area and reuse teaching material
  - Easier to update than recreate
- Try not to switch and teach new courses each year – keep focused (most faculty need a focused area which leads to national reputation, recommended/required for promotion to full professor)

Focused on pediatric ID and neurology topics
Development

- Attend personal and career development sessions
  - May be through university or school
  - May be at educational meetings
- Develops, Increases, and Improves skills
- Evaluate goals and determine what skills you need to reach the goal
- Keep up with clinical area expertise

Pediatric dev, academic dev, personal (leadership) dev, BCPS, ALFP
Document Activities

- Create word file for each year of activities
- Become a packrat- Keep all documents
  - Courses taught each year, number of students
  - Publications (abstracts, posters, articles, interviews)
  - Programs of meetings you attend (document development)
  - Student notes
  - Awards/Honors
- This will assist in annual evaluation and dossier development

Now 2 boxes!
Be a Team Player

• Go to meetings
• Attend school sessions
• Be visible to colleagues

• BUT, learn to say ‘NO’ or negotiate
• You cannot do everything and if you try to do everything, you will not do everything well.

Volunteer for admissions interviews, attend applicant interviews, serve as a student org advisor, travel to the campus, participate in committees
Would I go down the same path again?
...YES!

- I cannot imagine not being a full time faculty member
  - Teaching students pediatric topics
  - Practicing every morning at the hospital
  - Working with other health care professionals
  - Variation of day/year
  - Opportunity to participate in professional organizations
  - Giving back to the profession by educating future pharmacists
Which of the following can lead to success in academia?

A. Be in the Know
B. Focus, Plan, Get Organized and Prioritize
C. Use mentors
D. Ask for advice/feedback
E. All of the above

• YOU CAN DO THIS!
Playing Your Cards Right Can Lead To Success in Academia