



## 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*

# Disclosures



- ▶ No financial conflicts of interest
- ▶ Grant funding:
  - National Institutes of Health
  - Agency for Healthcare Research and Quality
  - Robert Wood Johnson Foundation
- ▶ Anesthesia Patient Safety Foundation Board of Directors

# Objectives



*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

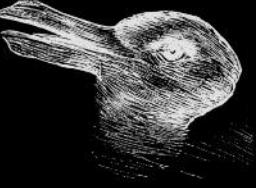


“

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.**



“

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



Vivek Moitra, MD, MHA, FCCM  
Columbia University



“

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

“

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**.

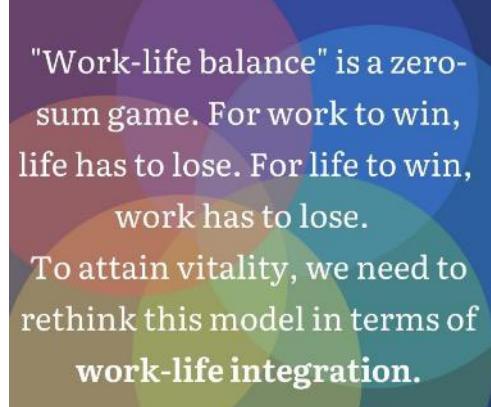
—  
Lisa K. Kearney, PhD, ABPP  
U.S. Department of Veterans Affairs



“

“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

## 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



# What you've covered so far



*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

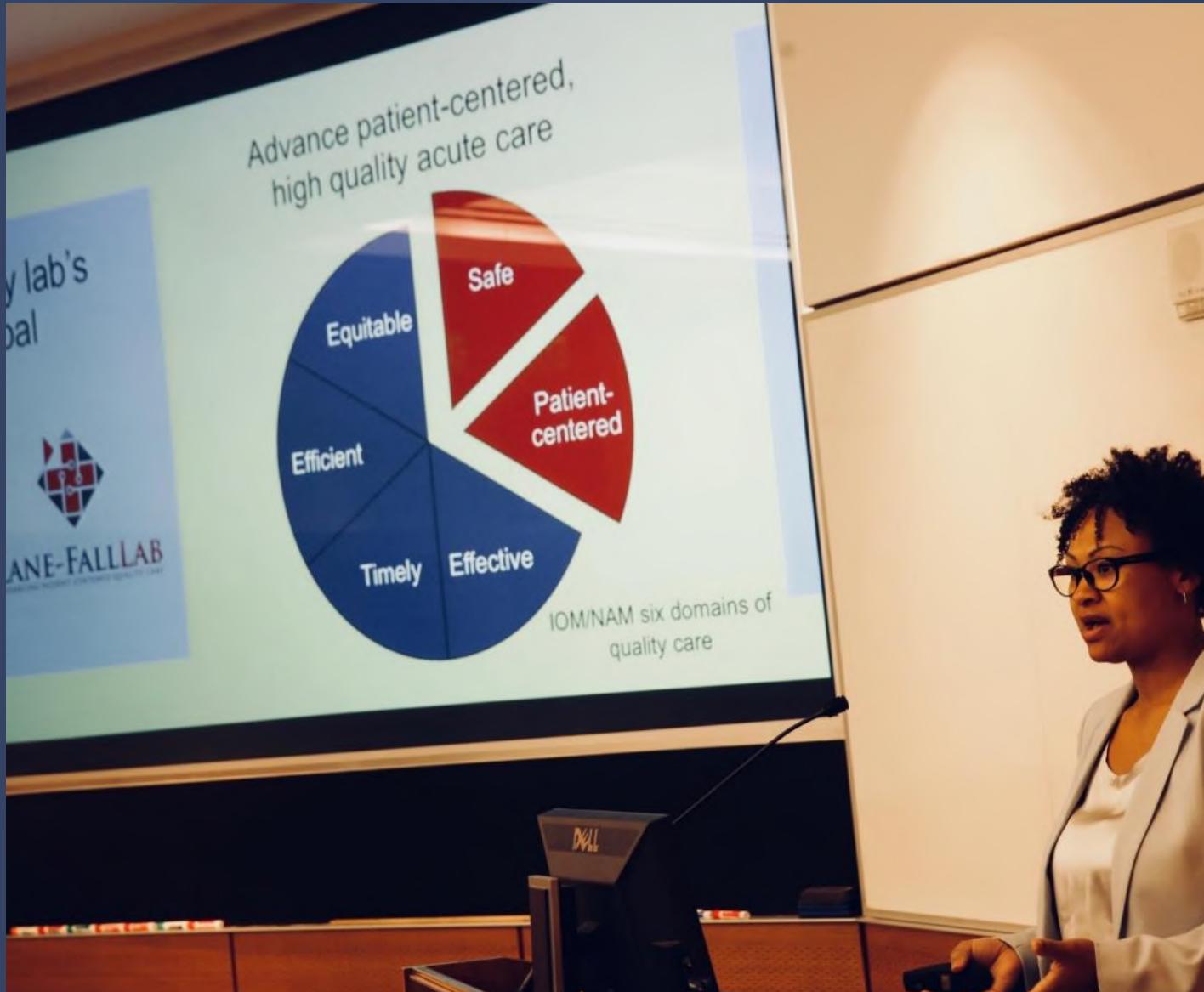
## The ugly

- Unspoken & inconsistently applied rules
- Stifling traditions
- Narrow definitions of success
- “Old boy’s club”
- Toxic comparisons





*First,*  
an introduction





# The perspectives I bring to academic medicine

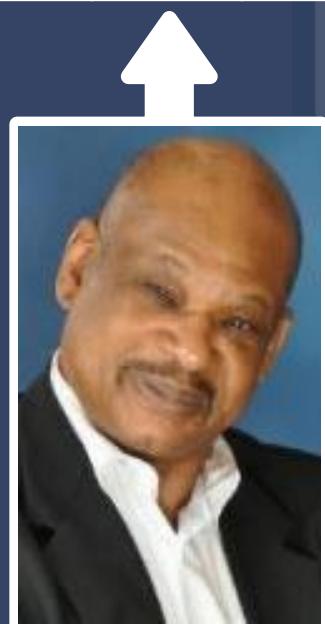
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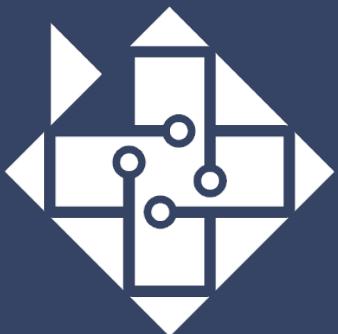




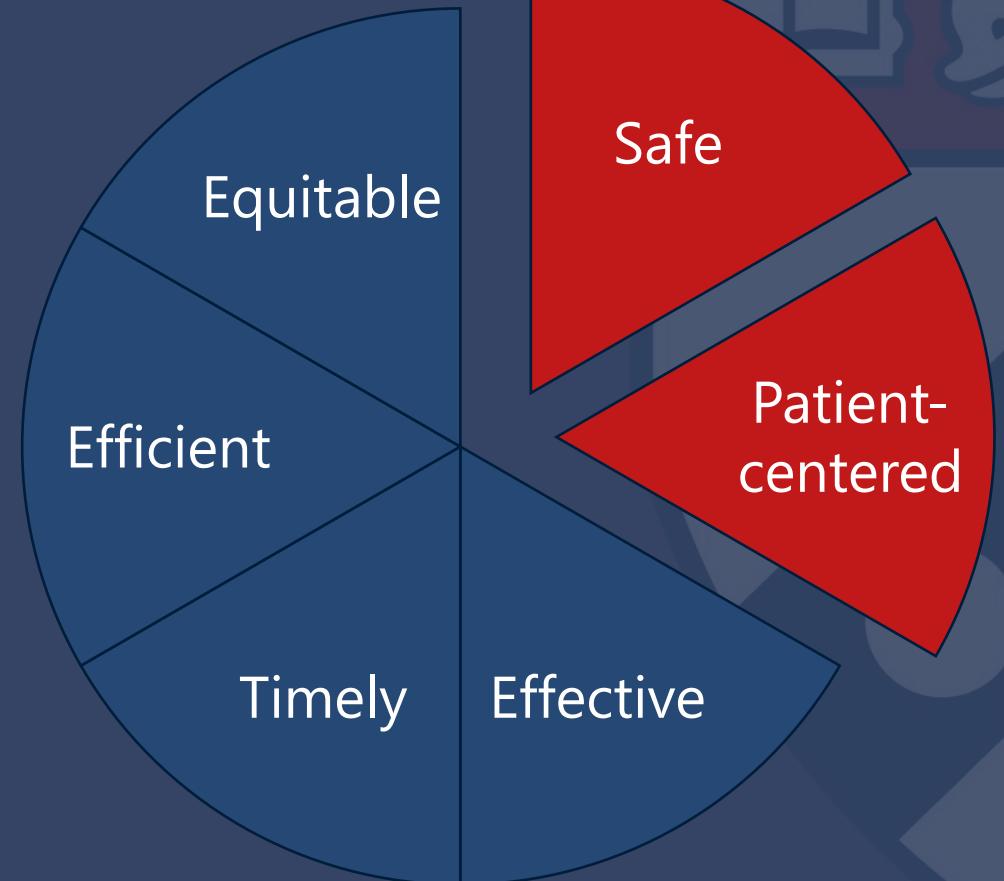
2006      2008      2010      2011      2013      2017      2020      2021



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



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

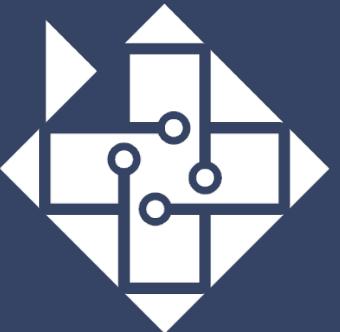


# LANE-FALL LAB

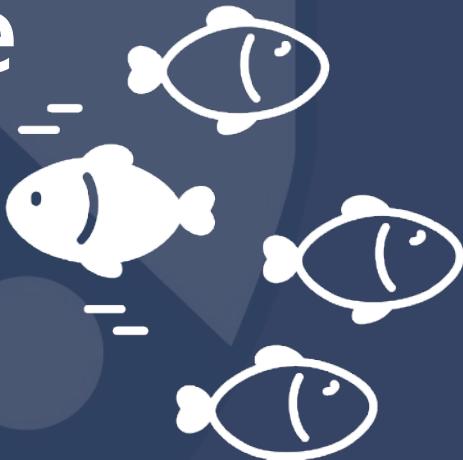
ADVANCING PATIENT-CENTERED QUALITY CARE

## Lab focal areas:

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



# Swimming against the tide



## ► Scholarship focus

- Patient safety
- Handoffs and transitions



## ► Methodologic orientation

- Qualitative inquiry
- Action orientation



## ► Under-representation

- Gender, race, FGLI status



*Second,*  
three lessons

# Three lessons about faculty life



Craft your story



Build a supportive community



Know the rules

# Lesson #1: Craft your story

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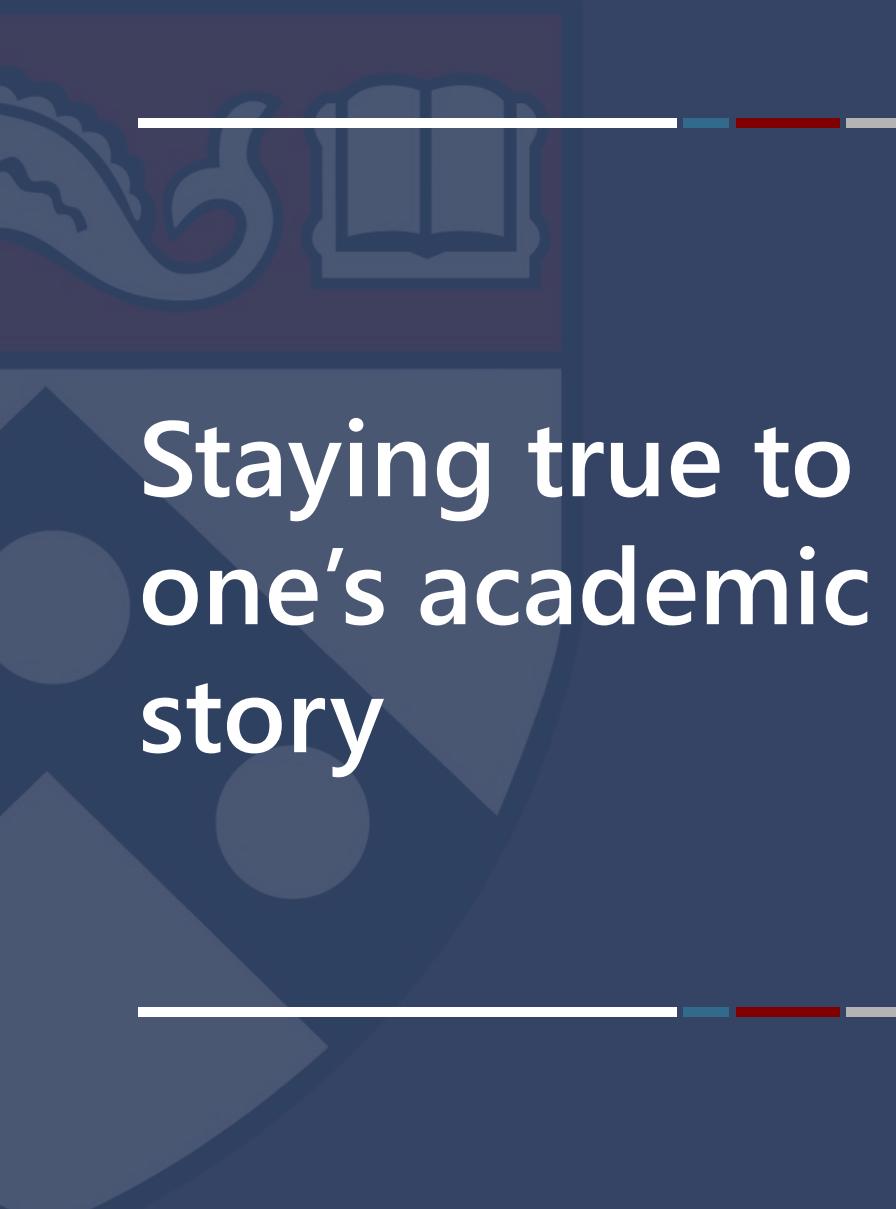




Anesthesia  
Patient Safety  
Foundation



PISCIE@LDI



# Staying true to one's academic story

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

# Staying true to one's academic story

Content or  
methodology

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



# 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

# Some of the people you'll need



## Friends and allies

- ▶ No power differential
- ▶ Source of support



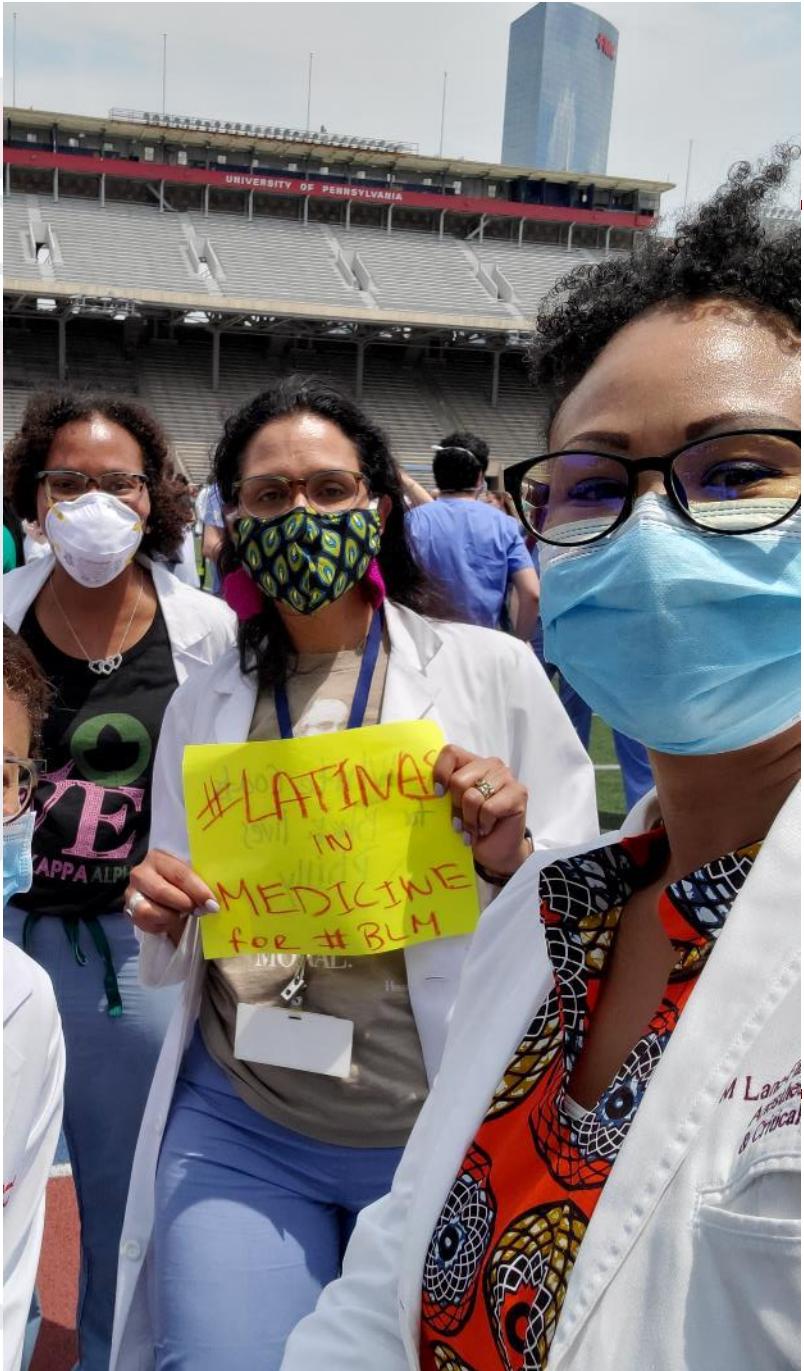
## Mentors

- ▶ 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.



**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.

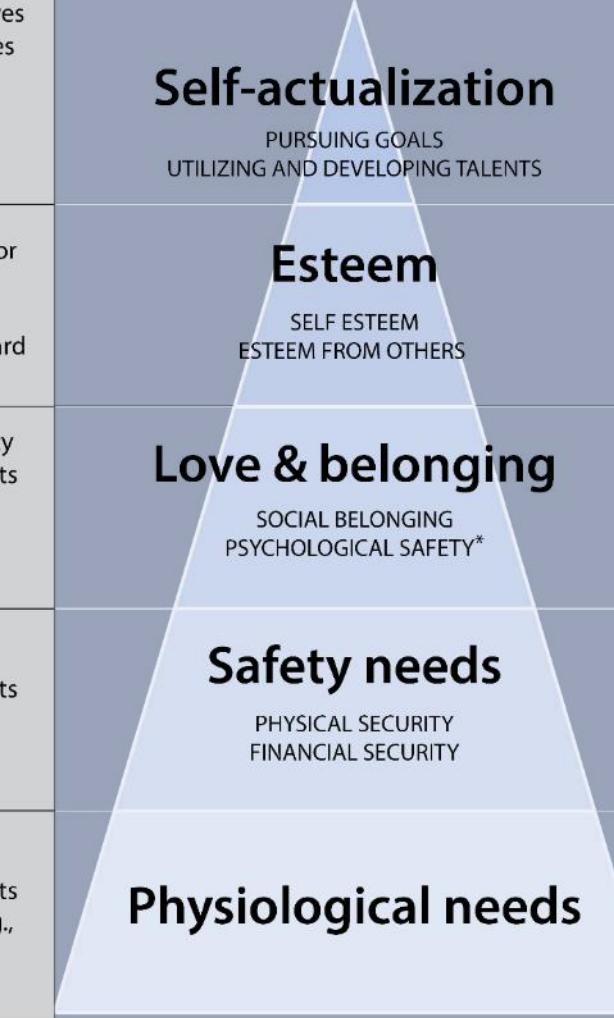
**Dr. Raina Merchant**  
Emergency Medicine



I've never been so excited to be #15! I did this for **my family, my community, 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>The diagram illustrates Maslow's Hierarchy of Needs as a pyramid. The top level is labeled "Self-actualization" with the sub-labels "PURSUING GOALS" and "UTILIZING AND DEVELOPING TALENTS". The second level from the top is labeled "Esteem" with the sub-labels "SELF ESTEEM" and "ESTEEM FROM OTHERS". The third level is labeled "Love &amp; belonging" with the sub-labels "SOCIAL BELONGING" and "PSYCHOLOGICAL SAFETY*". The fourth level is labeled "Safety needs" with the sub-labels "PHYSICAL SECURITY" and "FINANCIAL SECURITY". The bottom level is labeled "Physiological needs".</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>	<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>	<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>	<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>	<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>

# Sponsors: worth a special mention

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GENDER

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

by [Herminia Ibarra](#)

August 19, 2019

Harvard  
Business  
Review



# Lesson #3:

## Know the rules

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Primary Activities (if applicable)	Academic Clinician	Research	Clinician Educator	Tenure
Professional Roles	<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>
Research	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>
Research effort	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 as multiple PIs</li> <li>Collaborative and interdisciplinary is encouraged when it is a candidate's independent strength</li> <li>Research is primary focus</li> </ul>
Research funding	<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>Full funding as PI on non-extramural development grants for most</li> <li>Federal and/or foundation, funding expected</li> </ul>
Research	<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>Research must define a new existing field in new directions by the development of new procedures, methods, or technology that the genesis or application of that and/or other fields. *</li> </ul>
Research outcome types of scholarship	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	Impactful science that demonstrates and independence often leads to original papers that must clearly delineate individuals' role in advancing the field
Impact assessment	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 leads to original papers that must clearly delineate individuals' role in advancing the field
Location	Regional	Associate- National Full- International	Associate-Regional/national Full- National/International	Associate- National Full- International

of 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., basic, clinical, translational) 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. The names of faculty 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. The junior faculty member is 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.



## 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



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



### ▶ **Scholarship**

- Research & new knowledge
- Critical, influential thought



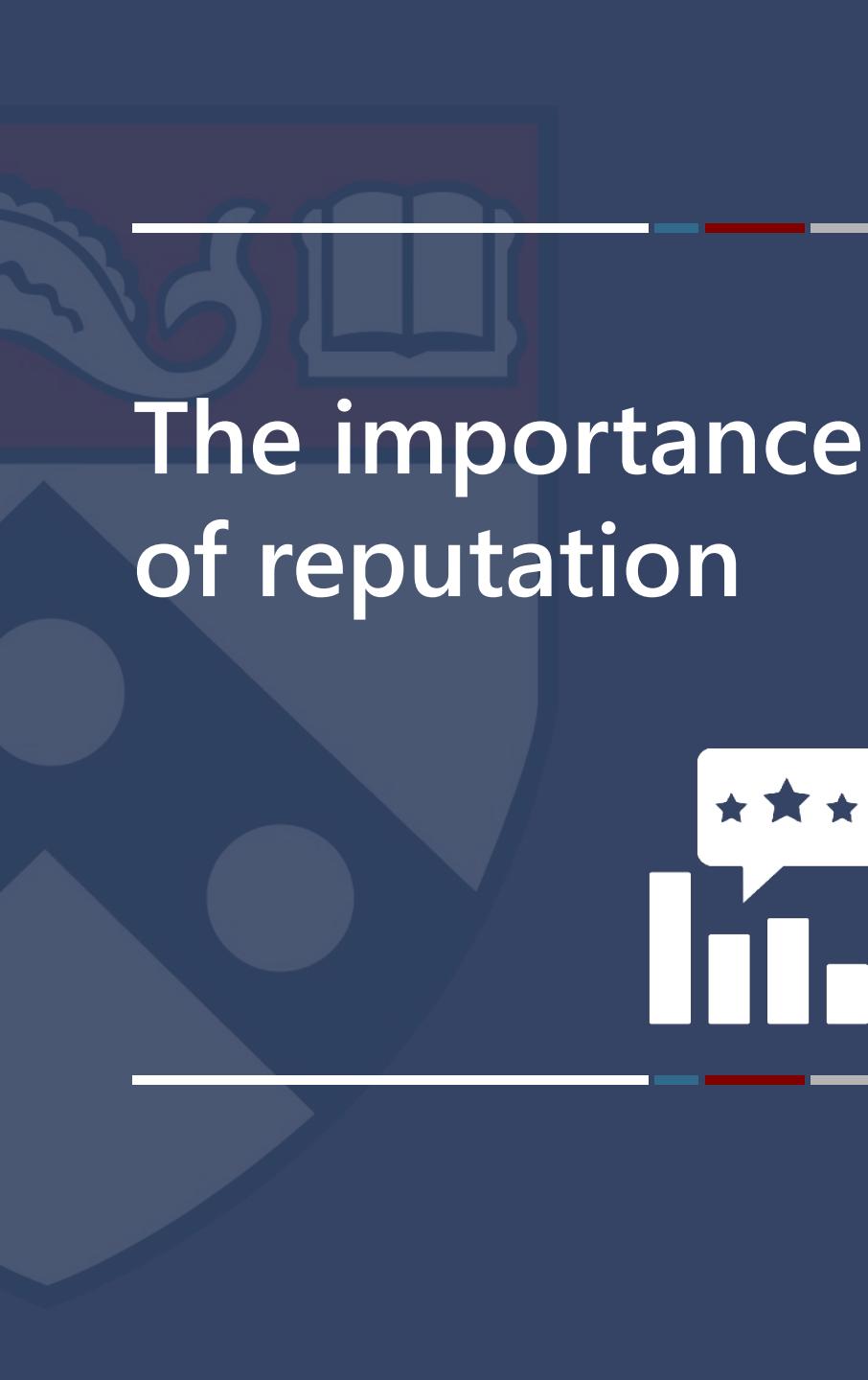
### ▶ **Education**

- Teaching a variety of learners
- Adequate evaluations



### ▶ **Clinical practice**

- Identifiable focus
- Absence of red flags



# 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

It's not perfect

Others are better

They'll know I am a fake



# 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

# Returning to my three lessons



Craft your story



Build a supportive community



Know the rules



Thank you!

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 @mlanefall



Penn