

Supplemental Digital Content

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Supplemental Digital Appendix 1

Self-Reflection Guide for 60 Participants in the Academic Biomedical Career Customization (ABCC) Program, Stanford University School of Medicine, 2013–2014

Self-Reflection Guide for Career Customization *Stanford Medicine Office of Faculty Development and Diversity*

Filling out your desired career customization profile

This guide is intended as a resource for you to reflect on your desired career advancement and work-life fit profile. This includes the following elements:

1. Tools and questions to articulate your work-life fit goals.
2. Tools and questions to prepare for a career planning conversation: reflect on your career objectives, desired workload, role, and time allocation.
3. Consider how policies in existence at Stanford can be leveraged in designing your desired work-life fit.

Before you start: envision what is possible

Before you begin, commit to shifting your mindset about what is possible. Here are some thoughts you may be having that can stand in the way.

Old thought: This will never work. Our workload is too high and academia is “up or out.”

New thought: It’s worth trying something different. All of us are already making tradeoffs and this is a way of formalizing and making these choices transparent.

Old thought: The system is broken. It’s not possible to have work-life integration in academia.

New thought: I can take charge of my own work-life plan and determine what I need to be successful in my career and in my personal life.

Old thought: I don’t need this. I have a stay-at-home partner and we have made the work-life tradeoffs we needed to make already.

New thought: Even if I don’t change anything with my current arrangement, it is worth considering whether I can improve on anything.

Old thought: We are doctors and scientists. People who want a “life” should pick another profession.

New thought: We are losing qualified people because of the old way of thinking. Replacing them is costly. Career planning and recognizing work-life fit increase career satisfaction, retention, and productivity. There is also evidence that patients do better if their doctor isn’t burned out. This can make us better as a team and as an institution.

Old thought: I don’t have kids. This isn’t about me.

New thought: Work-life integration is everyone’s issue. I can seek greater flexibility for any reason.

Part 1. Tools and questions to articulate your work-life fit goals

Consider the following questions to prompt your thinking as you think about your work and life goals.

Work:

- What are your career goals for the next year, 3-5 years, and 10 years out?
 - What are you most passionate about?
 - What motivates you? (*This can be specific type of work, recognition, team/colleagues, financial rewards, title/rank, etc.*)
 - Are your goals aligned with what you are most passionate about and what motivates you?
- What is your current work-life fit satisfaction?
 - If you could change one thing about your work-life fit, what would it be?
- How much of your time and energy is currently dedicated to work?
 - Would you like this to be different?
- How do you define success in your work and life personally?
 - How do the division and institution define success?
- What are the key challenges you currently face in meeting the demands of your work?

Family:

- Are you expecting to start a family or add to your family in the next 3-5 years?
- If you have children, are you a single parent, in a dual-career relationship, or have a stay-at-home partner?
 - What are the priorities of your spouse and/or family with regard to your time allocation now and in 3-5 years?
- If you have children, what are their current needs?
 - Where will their needs be in 3-5 years and how will their needs have changed?
- Are you currently facing caring for aging parents, or are you expecting to face eldercare responsibilities over the next 3-5 years?
- How is your spouse involved in caring for dependents and how does your spouse expect to be involved over the next 3-5 years?

- Are you currently facing some challenges in dependent care?
 - If so, what resources do you have at your disposal (both at Stanford and personally) to improve the situation?
 - If not, are you anticipating dependent care responsibilities over the next 3-5 years?

Friendships/Relationships:

- How important to you is time on friendships and personal relationships?
 - How does this fit into work and life goals?

Health, Sleep, Leisure, Exercise, & Hobbies

- What causes are especially important to you and how important to your well-being is it to be involved in your community? *(This can range from volunteering at your child's school, to serving underserved communities as a doctor, to engaging in spirituality.)*

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Notes:

Part 2. Preparing for your Career Conversation: reflect on your desired pace, workload, schedule, and role

Where you start in terms of desired work-life fit should inform your decisions in terms of desired career customization.

Examples of pace modifications:

- *My spouse plans to ramp up her career in the next 3 years after taking a break. I will need to increase my time at home, which may affect how fast I will progress.*
- *I want to increase my focus on work right now. I expect to start a family in 5 years, so the time is right for me to speed up my career right now. I want to discuss accelerating my pace and explore ways to increase my scholarly focus.*
- *I am facing dependent care responsibilities that are taking a significant amount of my time. Maybe I should consider reducing my workload and FTE.*
- *I have neglected my health lately and feel less productive as a result. Perhaps I can tweak my schedule slightly to get exercise back in the mix.*

A. Pace – What is your desired pace of advancement?

Pace is the rate of your career progression towards your next promotion.

- In order to determine the right pace for you, think about your current position.
 - How many years have you been at this rank?
 - When was your last promotion?
 - At your current pace, how many years do you have projected until your next promotion?
 - What do you need in order to achieve your next promotion in the timing you want?
- Important to consider:
 - If you are [in the basic sciences]: how many more years until tenure?
 - If you are [a physician researcher]: how many years do you have until your next promotion?
 - If you are [a clinician educator]: when is your next promotion or reappointment expected?
- How does your current and desired pace affect your ability to achieve your desired work-life fit?

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- What motivates you? (*E.g., nature of work, financial rewards, recognition, title/rank, colleagues, time, specific parts of your work.*)

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B. Workload – What is your desired workload and work allocation?

The dimension of workload in ABCC focuses on two elements: the overall workload (reduced to full) and the distribution of work across university missions.

Examples of workload and work allocation modifications:

- *I will increase my clinical or teaching load now and lighten it later.*
- *I will decrease my clinical load now and negotiate increasing it later.*
- *I will work on a grant proposal to secure some non-clinical funding to increase research time.*
- *I will increase my administrative time to pursue a leadership project, decrease my teaching load, or decrease my clinical load.*
- *I will consider my next professional development or sabbatical leave.*

Overall workload

You can decide to keep a full workload (100% FTE) or opt for a part-time appointment at a reduced workload. In considering your options on workload, think about the following questions:

- What are your financial constraints?
 - If you are considering a part-time work arrangement to enable you to achieve greater work-life integration, how will you handle the financial tradeoffs?
 - Are the tradeoffs worth it to you personally?

Work allocation across missions

Each faculty member performs work in several areas of clinical, teaching, research, administration (leadership responsibilities), and service (committee appointments, mentoring, representing Stanford on national taskforces, etc.). Work allocation across missions is related to work satisfaction. Desired allocation and proportionality of time allocation across missions will be a key part of your career planning discussions.

- How is your time currently allocated cross missions?
 - How could this look different?
- What are you most passionate about in your work?

- Do you get to spend at least a portion of your time on what you are most passionate about?
- What will you focus on in the next year and does this focus align with your professional and personal goals?
- If you want to put less time on one mission and more on another, how will you discuss this with your division chief and consider your own funding needs and division-level needs?
- Where do you need to focus your workload allocation in order to achieve the pace of career advancement you seek and to achieve your long-term career goals?

Note: Depending on your position and criteria for promotion along lines, you may have a varying degree of possible flexibility in your workload allocation. While all faculty can contribute to all missions, lines and division needs may constrain immediate choices. One of the goals of career conversation is to understand the gap, if any, between current work allocation and desired work allocation, and find appropriate feasible solutions.

Notes:

C. Schedule – What is your desired and feasible schedule predictability?

Depending on your work-life fit needs, you may be comfortable with a highly unpredictable schedule or you may prefer specific and consistent times in the office or in clinic.

Examples of schedule modifications:

- I will work a very specific clinical shift to accommodate my dependent care responsibilities.
- I will work 7 days on shift, 7 days off shift to get more focused time on research while meeting the clinical needs of the division.
- I will take extra shifts for the next 6 months to enable a reduced shift load later without dropping my FTE status.
- I will leverage the fact that I am a night owl to take on less desired nightshifts, enabling me to pick up my child at school.
- I will sign up for a leadership/administrative task involving a buy-down of some of my clinical constraints.
- I will set days to work from home when possible to increase uninterrupted blocks of time.

Consider the following questions as you reflect on your desired schedule.

- What is your current typical schedule?
 - Do you have day-to-day flexibility in terms of where you focus your energy?
- Does your clinical schedule enable you to have sufficient focused time on other missions?
- Do you need a predictable clinical schedule, or do you thrive on change in your schedule?
- Do you have specific work-life fit goals (dependent care constraints, hobbies, travel) that affect your desired schedule?

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Notes:

D. Role – What is your desired team role?

The role dimension goes from Individual Contributor to Leader. Your decision on role should flow from your current career goals, career stage, workload allocation, and desired work-life fit. Depending on where you are at in your career and the available opportunities for you, you may decide you want to be an individual contributor, focusing on your clinical, teaching, and/or research activities. Or, you may consider leadership opportunities such as serving on committees, leading a departmental program or initiative, representing the division in national initiatives, etc.

Examples of role modifications:

- *I will be an individual contributor now to maximize my focus on research and clinical work. I will plan to take a leadership role in 3 to 5 years as medical director.*
- *I am at the pre-retirement stage and plan to decrease my focus on leadership and go back to individual contribution. I will identify a successor for my leadership role.*
- *I will increase my focus on leadership after I obtain tenure.*

Consider the following questions when deciding on your desired role:

- Is this role focus in keeping with your career advancement goals?
- Will this role provide you with the desired work allocation across missions?
- How will this role affect your schedule flexibility?
- How do you anticipate your role changing over time?
 - What are you most passionate about?

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Part 3. Consider policies and resources in place to help you achieve your desired career profile

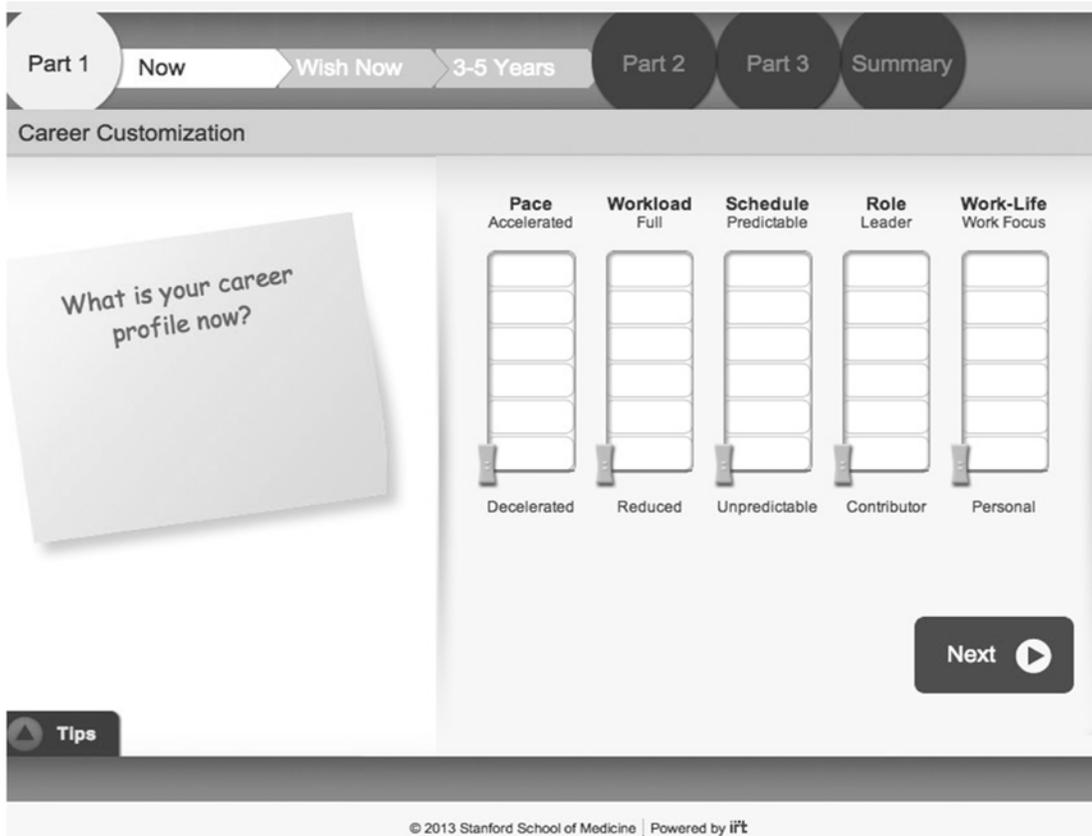
Relevant university policies related to leaves, promotion, part-time appointments, family support benefits, child and elder care, and wellness resources were listed here, along with links to the relevant web pages.

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Supplemental Digital Appendix 2

Career Customization App, for 60 Participants in the Academic Biomedical Career Customization (ABCC) Program, Stanford University School of Medicine, 2013–2014

This app, to visually summarize the faculty member's career and work-life current state and goals, was completed as part of the career-life planning coaching session.



Supplemental Digital Appendix 3

Chief Toolkit, for 60 Participants in the Academic Biomedical Career Customization (ABCC) Program, Stanford University School of Medicine, 2013–2014

A Guide to Career Conversations for Division Chiefs and Department Chairs *Office of Faculty Development and Diversity*

The ultimate goals of career planning conversations between faculty and Division Chiefs/Department Chairs are:

- Discuss career progression, goals, and needs now and in the future for individual faculty, **providing meaningful talent development.**
- Maintain or enhance **faculty satisfaction and productivity.**
- De-stigmatize career and work-life conversations and **recognize that careers are not “one size fits all.”**
- **Establish a transparent and fair mechanism** for faculty to articulate what they want and for them to discuss this with their Chiefs/Chairs.
- Over the long-term, move work-life solutions from “special case one-off arrangements” to transparent and **systematic frameworks.**
- Provide chiefs with a framework to **discuss the needs of the division and the needs of participating faculty.**
- **Recognize the work-life needs of faculty**, regardless of what these needs are.

Introduction: Envision what is possible

- While faculty and most of today’s knowledge workers are expected to manage their own careers, all benefit from appropriate career development conversations and information to do so effectively. We recognize that having individual career conversations with the members of your faculty is a significant demand on your time. **We are committed to assisting you in making this work for you and your division.**
- Previous implementations of career customization models have shown that **most people will not want to modify their career profiles** and trajectories – typically, only about 10-15% of people have a desire to customize their career paths – this 10% includes people who want to accelerate their careers as well as those who want to decelerate their careers.
 - Even if a faculty member does not want to change anything, discussing career goals and obtaining appropriate counseling and feedback is valuable. **Some conversations will be short, and others will be longer** – both are appropriate.
- This exercise is not about faculty getting everything they want at the expense of the needs of the division. Career planning conversations should be about **meeting the needs of both the faculty and the division over the long term.** Career building is a shared responsibility between the university and the faculty member. The conversation can

create transparency regarding trade-offs and choices that we think will lead to better planning, better decisions, and greater satisfaction. Some arrangements are possible, and some are not, given the constraints of the division and requirements for promotion.

- During your conversations with faculty members, it is important **to find the synergies and gaps between the needs of the faculty member and the division**. Next, you can begin to consider what is feasible to accommodate each faculty's career customization goals within the context of the team, and where additional mechanisms for support are warranted.

Dimensions of Career Customization

Below is a list of dimensions to consider as you work with faculty members to customize their career plans to fit their individual needs and the department or division's needs.

The screenshot displays a user interface for 'Career Customization'. At the top, a navigation bar includes 'Part 1' (selected), 'Now', 'Wish Now', '3-5 Years', 'Part 2', 'Part 3', and 'Summary'. Below this, the title 'Career Customization' is visible. On the left, a yellow sticky note asks, 'What would you like your career to look like today?'. The main area features five vertical sliders, each representing a dimension: Pace (Accelerated to Decelerated), Workload (Full to Reduced), Schedule (Predictable to Unpredictable), Role (Leader to Contributor), and Work-Life (Work Focus to Personal). A red 'Next' button with a play icon is located at the bottom right. A 'Tips' button is in the bottom left. The footer contains the text: '© 2013 Stanford School of Medicine | Powered by iFT'.

The Five Dimensions

Pace: is the rate of advancement sought by the faculty member, on a continuum ranging from *decelerated* to *accelerated*. At one end of the continuum, a decelerated pace for a faculty member would involve using a tenure clock/promotion extension. An accelerated pace, by contrast would involve fewer years to promotion. A “typical” pace would fall in the middle. Tenure clock stoppages, modified duties, and unpaid leaves, as well as sabbaticals and development leaves become a part of this planning process. A table outlining specific timelines to promotion by faculty role and rank was included here, as well as links to a full guide of available policies to extend promotion time and delineating specific criteria for promotion.

Examples of discussions surrounding Pace:

- A faculty member who is about to become a parent discusses using the promotion extension new parent benefit and extend time in rank.
- A faculty member wants to discuss setting career goals to get promoted to Full Professor in the fastest timeframe.
- An faculty member wants to discuss going to 80% FTE and extend time to promotion accordingly.
- An Assistant Professor wants to discuss time and criteria for promotion to Associate.
- A Clinical Instructor wants to discuss what the expected time and pace for promotion to Assistant should be.

Workload: is correlated with, but separate from, Pace. This dimension varies from a workload that is *reduced* to *full*. A reduced workload would involve a part-time work agreement with commensurate pay (for example 80% FTE), and can be dialed up or down at different times based on the needs of the faculty and the department.

Within workload, conversations should consider Work allocation.

- Work allocation considers the amount of work dedicated to each of the mission areas (*clinical, research, teaching*), as well as *service* and *administration*. This enables faculty to clearly state their desired work allocation at different points in time, and make appropriate tradeoffs based on desired pace, personal goals, and departmental/division needs.

Examples of discussions surrounding Workload and Work allocation:

- An Assistant Professor on the tenure track wants to allocate more time to research to accelerate pace of advancement.
- A Full Professor wants to discuss increasing her involvement in leadership opportunities at Stanford and on the national stage of her field.
- An Associate Professor is passionate about creating a new teaching method for residents leveraging mobile technology, and wants to discuss increasing his time on teaching.

Again, departmental/division needs are met in collaboration with each faculty member. The goal is to allocate the time of each faculty member on the activities that meet his or her professional

and personal goals and combines what the faculty member is most passionate about with departmental/division needs. Not all desired work allocations are possible.

Schedule: pertains to where and when work is performed. At one end of the continuum, a fully *predictable* schedule involves a consistent schedule and/or the ability to perform work from various locations. At the other end, is an *unpredictable* schedule. The amount of flexibility or predictability in schedule will likely vary by clinical site and basic science site. In basic science, research work such as paper writing can oftentimes be performed offsite (except for the research tied to a physical laboratory space or patient population). In clinical settings, the nature of the patient population affects predictability – e.g., Emergency Medicine vs. Dermatology. Work allocations around research, clinical care, teaching, service, and administration also influence schedule predictability.

Examples of discussions surrounding Schedule:

- A faculty member discusses working from home one day a week to increase uninterrupted research time.
- A clinical faculty member proposes covering night shifts to obtain more daytime flexibility to meet dependent care responsibilities.
- A faculty member wants to plan a vacation in 9 months and discusses increasing load and schedule unpredictability now to enable time off later.

Role: reflects a faculty member's degree of involvement in leadership activities. At one end of the spectrum, the faculty member is an *individual contributor* (not involved in committees, searches, service, or task forces). At the other end of the spectrum, the faculty member is assuming a significant *leadership* role. Again, the chair and the faculty member can modify the dimension commensurate to work-life and advancement needs.

Examples of discussions surrounding Role:

- A faculty member discusses being an individual contributor exclusively as he gets tenure over the next year, and discusses potential leadership opportunities 3 to 5 years out.
- A faculty member discusses her desire to lead the medical education program of the division.
- A faculty member has been assuming the leadership role of Medical Director for the past few years and wants to discuss succession planning to transition out of the role in the next 3-5 years.
- A faculty member wishes to increase her national reputation and discusses identifying maximum visibility leadership opportunities.

Work-life: incorporates decisions about work-life integration and makes the career tradeoffs involved a transparent and core part of the career planning process. Depending on current and future work-life needs, faculty members may want to put more emphasis on their “personal life,” on their work, or achieve integration somewhere in the middle. Conversations around this dimension are intended as a guide for faculty members to achieve the work-life fit they need personally to feel fulfilled and productive, regardless of the reasons behind these needs. For

example, one faculty member may want to increase focus on personal life to accommodate dependent care needs, while another may want to do so to pursue a hobby – both are valid discussion points. Similarly, one faculty member may have young children and still be in a position to completely focus on her career, while another may be single and want to focus on his personal life – again the method makes no judgment on the tradeoffs you think the faculty *should* be making. The important piece of the conversation is that individual needs are planned for, acknowledged, and a part of the career planning process. Here again, flexibility policies can be leveraged to achieve the desired work-life focus. As a general guideline, work-life focus is expected to be correlated with the dimensions of pace and workload – that is, an accelerated pace and full workload sometimes constrain the faculty member’s ability to increase focus on personal life. Again, the intention is to make those tradeoffs accepted and transparent.

Examples of discussions surrounding Work-life:

- A faculty member is expecting a child and discusses taking parental leave in the coming year.
- A faculty member has some health needs that necessitate fewer night clinics and discusses potential schedule modifications over the next year.
- A faculty member has eldercare responsibilities and discusses his needs to combine work and family responsibilities over the next few years.
- A faculty member discusses a desire to ramp up her focus on work now that her children are in school.
- A faculty member discusses his interest in traveling and service work as a way to increase his personal satisfaction and work-life fit.

Suggestions for Effective Conversations

Begin with your own perspective:

- *Think about your own career goals for the next year and for the next 3-5 years. How would you, as Chief/Chair fill your own career customization profile?*

Discussing Pace

Pace is a central element for discussion because it articulates the faculty member’s immediate and long-term career goals and aspirations in terms of advancement.

Questions to consider in discussing pace:

- What are the faculty member’s ultimate career goals?
- In what timeframe does she or he want to achieve them?
- Does the faculty member have the right skills, opportunities, and experiences to make these long-term goals a reality?

- How can the division and institution accommodate this timeframe? What policies are available to make this a reality?

Many will be interested in **accelerating their pace** of advancement. It is important to discuss the **benefits and tradeoffs** associated with dialing up one's career and accelerating the promotion timeframe.

- What skills and goals should this faculty member focus on to accelerate the path to promotion now and 3-5 years from now?
 - Specific grants to go after.
 - Increasing publication output.
 - Engaging with new high visibility research or clinical projects.
 - What goals for clinical excellence should be set to accelerate promotion?
 - What other opportunities should the faculty member pursue to accelerate pace?
- How feasible is the desired acceleration given current performance?
 - Sustained high performance is a prerequisite to dialing up pace.
 - Expected goals to meet during performance/promotion reviews should reflect this accelerated pace.
- Is the faculty member ready for additional responsibilities/projects that would enable pace acceleration?
 - Consider the faculty member's ability to increase the intensity of work to accelerate productivity toward promotion. A greater level of effort will be required, and faculty members will need to ensure that they are at a point where it makes sense to do so.
- Have honest and transparent conversations in situations where dialing up an individual's career is not supported at this time by the needs of the division or the current progression of the individual faculty member.

Others may consider **dialing down their pace**. Again, it is important to discuss both **benefits and tradeoffs** associated with decelerating the pace to promotion.

- Discussing specific *benefits* of dialing down one's pace to promotion:
 - The faculty member may gain what he needs in work-life fit and personal endeavors.
 - The faculty member may gain more time on other areas of interest, for example, enabling her to keep research output constant or decrease clinical load and pursue a work project of interest that will ultimately benefit her career.
 - Slowing down pace may provide room for more risk-taking and innovation as the faculty member considers projects that don't fit in the traditional requirements for advancement – for example, pursuing a service initiative that the faculty member is passionate about.
- Discussing specific *tradeoffs* for dialing down one's pace to promotion.

- Potential for lower total compensation increases – pay, bonus, and annual increases – if the faculty member plans to achieve a slower pace by reducing FTE.
- Emphasize that slowing pace is accepted (within existing constraints) and temporary – you may discuss the possibility to accelerate pace again in the future.
- Acknowledge the limits of dialing down pace – there are fixed timelines for promotion depending on lines and maximum years in rank, which constrain how much pace can be reduced. Refer to policies on time in rank if needed.

Discussing Workload and Work Allocation

Workload discussions can include possible increases or decreases in overall workload.

- Consider how to adjust workload in a way that meets division needs.
 - Related to desired pace, faculty members may wish to increase or decrease their workloads – with commensurate FTE adjustment.
 - Workload may also be reduced by other means than FTE reduction, such as time off with pay or a leave of absence.
- Discuss the benefits and tradeoffs associated with dialing up or down workload.
 - Increasing FTE will increase pay and (potentially) benefits. A reduced FTE comes with a commensurate reduction in pay and (potentially) benefits.
- Even if FTE remains unchanged, discuss ways to increase or decrease workload to accommodate desired pace.
 - What new work should be added or removed to meet the desired promotion pace?

Work Allocation discussions surround the several areas in which faculty perform their daily work. Each faculty performs work in several areas of clinical, teaching, research, administration (leadership responsibilities), and service (committee appointments, mentoring colleagues, representing Stanford on national taskforces, etc.). Work allocation across missions is related to work satisfaction.

- Consider that burnout and job satisfaction is related to faculty members being able to spend at least 10% (and ideally 20%) of their time on things they are passionate about.¹
 - For some, this may be research, while for others it is leadership, service, teaching, or patient care.
- What is the faculty member most passionate about in his work?
 - Does he get to spend at least a portion of his time on what he is most passionate about?
- Many faculty members do not wish to increase or decrease workload but are interested in shifting workload across missions to accommodate their interests and career goals. For example, a faculty member who wishes to take a sabbatical is not asking for a workload

¹ Shanafelt et al. Arch Intern Med. 2009;169(10):990-995.

reduction, but a shifting of workload across missions towards research or professional development exclusively.

- If the faculty member wants to put less time on one mission and more on another, is this in keeping with her desired pace of advancement?
 - Where should the faculty member focus her workload allocation in order to achieve the pace of career advancement she seeks?
 - If there is a funding gap associated with a change in workload allocation (for example, loss of clinical revenue), how can the faculty member, Chief/Chair, and the team ensure that the needs of the division are met over time?
- Consider how line appointment may influence workload allocations – note that there is variation across divisions on what is considered baseline work distribution across missions.
- Possible scenarios to consider that can meet individual and division needs:
- A faculty member discusses increasing his clinical or teaching load now and lightening it later. Another discusses decreasing her clinical or teaching load now and increasing it later.
 - A faculty member seeks advice on how to work on a grant proposal to secure non-clinical funding and increase research time to accelerate time to promotion.
 - A faculty member discusses increasing teaching and service load while a colleague is out on sabbatical, with the intention of decreasing teaching load later.
 - A faculty member discusses increasing administrative time to pursue a leadership project.
 - A faculty member discusses taking a sabbatical to focus exclusively on research for the next year.

Discussing Schedule

Schedule can range from predictable (or restricted) to unpredictable (or unrestricted). Faculty members' workloads, career goals, and work-life needs are likely to influence their level of desired or possible schedule predictability.

- In your discussions with each faculty member, consider:
- How does your division's patient population (outpatient, inpatient, fixed versus variable) influence the degree of possible predictability?
 - If a faculty member wants more schedule predictability (for example, no clinic on Fridays to enable more focused research time), how does the faculty member envision it would work for the division? How would patient care quality be maintained or improved as a result?
- Possible types of schedule modifications to envision:
- Work a very specific clinical shift to accommodate dependent care responsibilities.
 - Work 7 days on shift, 7 days off shift to get more focused time on research while meeting the clinical needs of the division.

- Take extra shifts for the next 6 months to enable a reduced shift load later without dropping FTE status.
- Setting days to work from home when possible to increase uninterrupted blocks of time.

Discussing Work-life

Work-life focus enables the faculty member to articulate work-life fit needs and engage in a transparent conversation around such needs and future planning.

- Consider the following questions when discussing the work-life dimension:
 - Are there any upcoming or current life events or wishes that should be considered (e.g., new child, elder care, marriage, desire to pursue an outside interest) to increase a faculty member's focus on personal life?
 - How is the faculty member's desired work-life focus related to desired pace of advancement?
 - How are the other career dimensions fitting with the desired work-life focus? Should these dimensions be adjusted?
 - What policies can be used to meet advancement goals and work-life focus?
 - What is the desired work-life focus in the future?
- Possible scenarios to consider that focus on changing work-life needs:
 - A faculty member is planning for the birth of his first child. He discusses increasing his focus on personal life in the next year to accommodate his family needs. He plans on using parental leave to enable this focus without reducing his pace or workload, and requests a schedule adjustment for the next 12 months – he and his wife have determined that he should take night clinics while she opts for daytime clinical hours to cover their childcare needs. After that year is up, he plans to re-increase his focus on work and be on an unrestricted schedule, as they will have hired a nanny.
 - A faculty member is starting to feel the effects of accumulated work stress. She decides to increase her focus on wellness in the coming year and therefore wants her work-life focus dimension to be in the middle – integrated overtime – as she anticipates that her increased focus on wellness will increase her productivity.
 - A faculty member has no desired changes for the upcoming year, but anticipates that his parents will need additional support in the next 3-5 years. He discusses the possibilities of increasing focus on personal life 3-5 years out along with planning for using specific flexibility policies to enable this shift. The ensuing discussion focuses on his anticipated promotion timeline and what goals he should focus on in the next year to enable this adjustment later on.

Other tips for having an effective conversation

- **Be open** and approach the conversation with an inquisitive mind.
- **Establish confidentiality** at the onset of the conversation.

- **Draw out success stories** by asking open-ended questions to encourage the faculty member to share his or her successful experiences. For example:
 - What is going really well for you?
 - What lessons have you learned from this?
 - How can you apply this knowledge in other situations?
- **Congratulate faculty members on what is working well** by discussing what areas of his or her achievement you are proud of and reinforcing his/her successes.
- **Openly discuss challenges** by asking open-ended questions to explore issues or concerns in the career customization conversation.
- **Listen and show empathy** by giving each faculty member time to speak and carefully listening without thinking about other things or what you are going to say next.
- If faculty members want to discuss work-life issues, **ensure that it is safe to do so**, without pushing them to disclose personal information.
- **Draw on your own experience** to provide meaningful advice, but don't expect each faculty member to follow the exact same route to success.
- **Validate each faculty member's career goals and concerns.**
- **At the end of the meeting, recap** and review the main points of your discussion as well as the next steps you both have decided on.
- **Be honest on what will require further discussion at the team level and what will require more resources.**

Supplemental Digital Appendix 4

Credit-Earning Activities by Participating Pilot Team, for 60 Participants in the Academic Biomedical Career Customization (ABCC) Program, Stanford University School of Medicine, 2013–2014

Clinical

Emergency Medicine

- Covering a shift or critical administrative activity on short notice (72 hours or less) in order to allow someone to deal with a personal or family need, or on any notice to allow a colleague to participate in disaster relief as a part of the Stanford Emergency Medicine Program for Emergency Response (SEMPER).
- As above on a department-recognized holiday.
- Mentoring faculty, fellows, residents, or students.

Pediatric Hematology

- Clinical call with less than 2 weeks' notice.
- Clinical outreach.
- Covering for someone's clinical call for their flexibility needs.
- Hospital and University Committee work.
- Mentoring (both clinicians or research, including fellows).

Blood and Marrow Transplantation

- Emergency clinical coverage with less than 2 weeks' notice.
- Interviewing medical residents/fellows.
- Non-compensated external talks and committees.
- Serving on graduate student committees.
- Serving on Stanford committees/task forces that are not part of faculty's BMT administrative responsibilities.
- Organizing a special project which benefits BMT division as a whole but is not part of faculty's BMT administrative responsibilities (e.g., writing an article for BMT physician referral newsletter, medical education-related projects, organizing and hosting symposiums).

Basic Science

- Mentoring outside your lab: student committee meetings, letters of recommendation, Freshman advising.
- Mentoring within your lab: student and postdoc meetings, letters of recommendation, reviewing personal statements. Does not include your group meeting.
- Service to department or institution: service committees, faculty meetings, completing surveys, curriculum planning.
- Service to discipline: study sections, reviewing manuscripts for journals, research roundtables, public outreach.

Supplemental digital content for Fassiotto M, Simard C, Sandborg C, Valantine H, Raymond J.
An integrated career coaching and time banking system promoting flexibility, wellness, and success:
A pilot program at Stanford University School of Medicine. Acad Med.

- **Teaching:** course planning meetings, selecting and coaching TAs, preparing and giving lectures, grading.

Supplemental Digital Appendix 5

Scaled Survey Items, for 60 Participants in the Academic Biomedical Career Customization (ABCC) Program, Stanford University School of Medicine, 2013–2014

Items were rated on a 5-point Likert scale with 1=Strongly Disagree/Strongly Dissatisfied and 5=Strongly Agree/Strongly Satisfied

Perception of control over time and resources

- I have appropriate resources to meet the combined demands of clinical care, research, teaching, administration, and service work
- I have appropriate levels of administrative support to accomplish my work
- Most of my time at work is spent on the things that matter most to my career goals
- Most of my time at work is spent on the things I am uniquely qualified to do
- Most of my time at work is spent on the things I am most passionate about
- I have control over how I allocate my time
- I have adequate time to discuss science with lab members
- I have adequate time to discuss science with colleagues
- I have adequate time to train students
- My current schedule allows me to maintain a fit between my work and personal life

Support for a culture of flexibility

- I have flexibility in when I perform my work
- I have flexibility in where I perform my work
- I understand the trade-offs associated with my long-term career and life choices
- I am satisfied with the trade-offs I have made to maintain a fit between my work and personal life
- I have the professional support I need to manage the fit between my work, long-term career aspirations, and personal life
- I am satisfied with my current career-life fit
- I am confident that I can make my future career-life fit work for me at Stanford

Support from colleagues

- My colleagues are supportive of my work-life choices
- My department chair is supportive of my work-life choices
- My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations
- When I, or a colleague, need flexibility, other colleagues step in to help
- Quality of career development conversations with colleagues
- Quality of career development conversations with colleagues
- Quality of work-life fit conversations with division chief
- Quality of work-life fit conversations with colleagues

- Quality of work allocation conversation with division chief
- Quality of work allocation conversation with colleagues

Wellness

In the past 12 months I have frequently done the following due to lack of time (reverse coded):

- Turned down personal, family, volunteering or social activities due to lack of time
- Postponed or avoided taking vacation due to lack of time
- Postponed or avoided engaging in hobbies or personal interests due to lack of time
- Postponed or avoided health habits due to lack of time (e.g., exercise, eating well)
- Worked on weekends
- Cut back on sleep to meet the demands of work and family

Understanding professional development opportunities

- I understand the career opportunities available to me
- I understand the requirements for promotion to the next level
- I understand the time frame projected for my next promotion
- I am satisfied with the projected timing for my next promotion
- I am satisfied with how my career is developing
- I am satisfied with the opportunities I have to grow and develop my career

Institutional satisfaction

- The Stanford School of Medicine is committed to providing career flexibility for faculty
- The Stanford School of Medicine supports the advancement of all faculty, including those with dependent care or other personal responsibilities
- The Stanford School of Medicine supports the advancement of all faculty, including those with personal interests that are non-family related (e.g., community engagement, volunteering, interests in sports/hobbies)
- The Stanford School of Medicine supports my career development
- I would recommend the Stanford School of Medicine to others as a work environment
- Overall, at this time, how satisfied are you with being a faculty member at Stanford?