



ACADEMIC PSYCHIATRY

NCPA Workshop
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Approaching a Career in Academic Psychiatry

- No disclosures.

Learning Objectives



PARTICIPANTS WILL
EXPLORE CAREER
DEVELOPMENT WITHIN
ACADEMIC PSYCHIATRY



PARTICIPANTS WILL
EXPLORE SKILLS AND
KNOWLEDGE CRITICAL
TO SUCCESS IN
ACADEMIC PSYCHIATRY



PARTICIPANTS WILL
EXPLORE THE
SPECTRUM OF
ACADEMIC PSYCHIATRY:
LEARNING, TRAINING, &
PRACTICE

Agenda

Speaker introductions (Li and Nicholls)

Defining Academic Psychiatry (Nicholls)

The Right Fit for Academic Psychiatry (Li)

--Discussion 1 (within career stage groups)

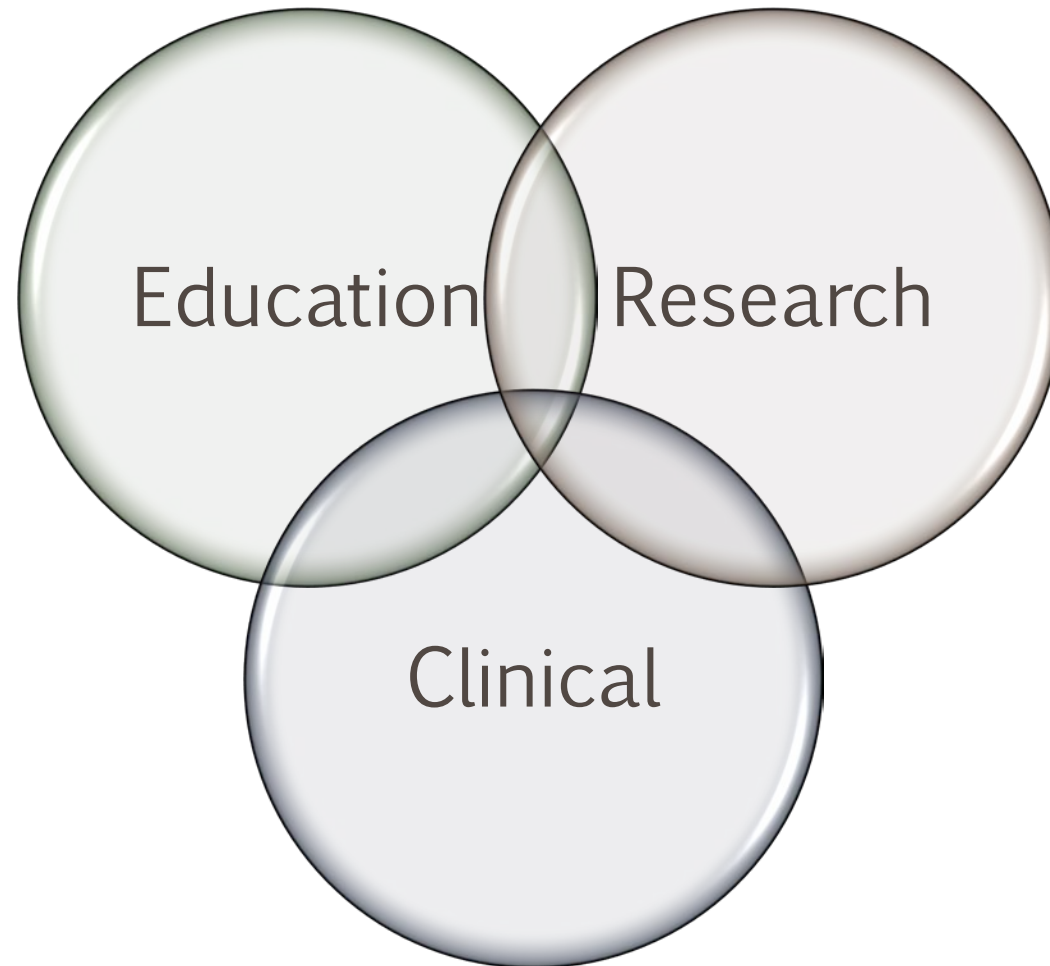
Negotiation (Nicholls)

--Discussion 2 (negotiation role-play)

Career Stages (Li)

--Discussion 3 (mixed career stage groups)

What is Academic Psychiatry?



Academic Psychiatry in North Carolina

Atrium Health

Cone Health

Duke

East Carolina University

Mountain Area Health Education Center (MAHEC)

University of North Carolina Hospitals

Wake Forest

Academic Psychiatry in NC

Duke

- Faculty: >80 faculty members
- Residents: 40-50 residents
- Fellowships: Child and adolescent psychiatry, geriatric psychiatry

East Carolina University

Faculty: 40-50 faculty members

Residents: 32 residents

Fellowships: Child/adolescent psychiatry

Academic Psychiatry in NC

Mountain Area Health Education Center (MAHEC)

- Faculty: 15-20 core faculty
- Residents: 16-20 residents
- Fellowships include child/adolescent psychiatry, consult/liaison psychiatry, and addiction psychiatry
- Working to include a Rural Psychiatry track in northwestern mountains

University of North Carolina

- >300 faculty members
- Residents: 60-70 residents across all four classes
- Fellowships: Child/Adolescent, consultation-liaison, geropsychiatry, forensic psychiatry, women's mood disorders, perinatal psychiatry physician researcher, and community psychiatry

Academic Psychiatry in NC

Wake Forest

- Faculty: 86 listed
- Residents: 32-36 residents
- Fellowships: Child/Adolescent, Addiction Psychiatry

Atrium Health

- Faculty: 29 listed
- Residents: 24-32 residents
- Fellowships: Child/Adolescent Psychiatry, Forensic Psychiatry

Cone Health

- Faculty: 15 listed
- Residents: 16-24 residents



TRADITIONAL ACADEMIC VS. COMMUNITY-BASED/RURAL PROGRAMS

Some key differences

Traditional Academic Programs



Strong tradition of clinic-based work, teaching, and research

Large research budgets

Some dependence on grant-funding emphasizing the need for grant-writing skills



Traditional promotion tracks (later)

Community-Based Programs



Community and/or rural settings generally offer the bulk of training sites, with an emphasis on integrated care (including collaborative care models)



In addition to teaching and research, there is an emphasis on a mission-based approach, e.g., service to underserved areas of the State, community engagement, public health

Smaller research budgets, typically project driven and grant-funded



Draws faculty who are often clinic-based, though encourages and supports research

Often, fewer faculty members with an emphasis on clinical care

Qualitative vs. quantitative



Because there is no direct relationship to a medical school, academic appointments may not be available, e.g., assistant professor.

Community Program Example - MAHEC



Part of NC AHEC (Area Health Education Center)

Provides some funding across AHEC programs for residency programs

Primary care is the emphasis, though other programs exist as well



Affiliation with UNC

Our clinics participate in the training of 3rd and 4th year medical students from UNC

We have some joint experiences with UNC faculty, e.g., supervision

We partner with UNC on initiatives including the Clozapine Network and First Episode Psychosis

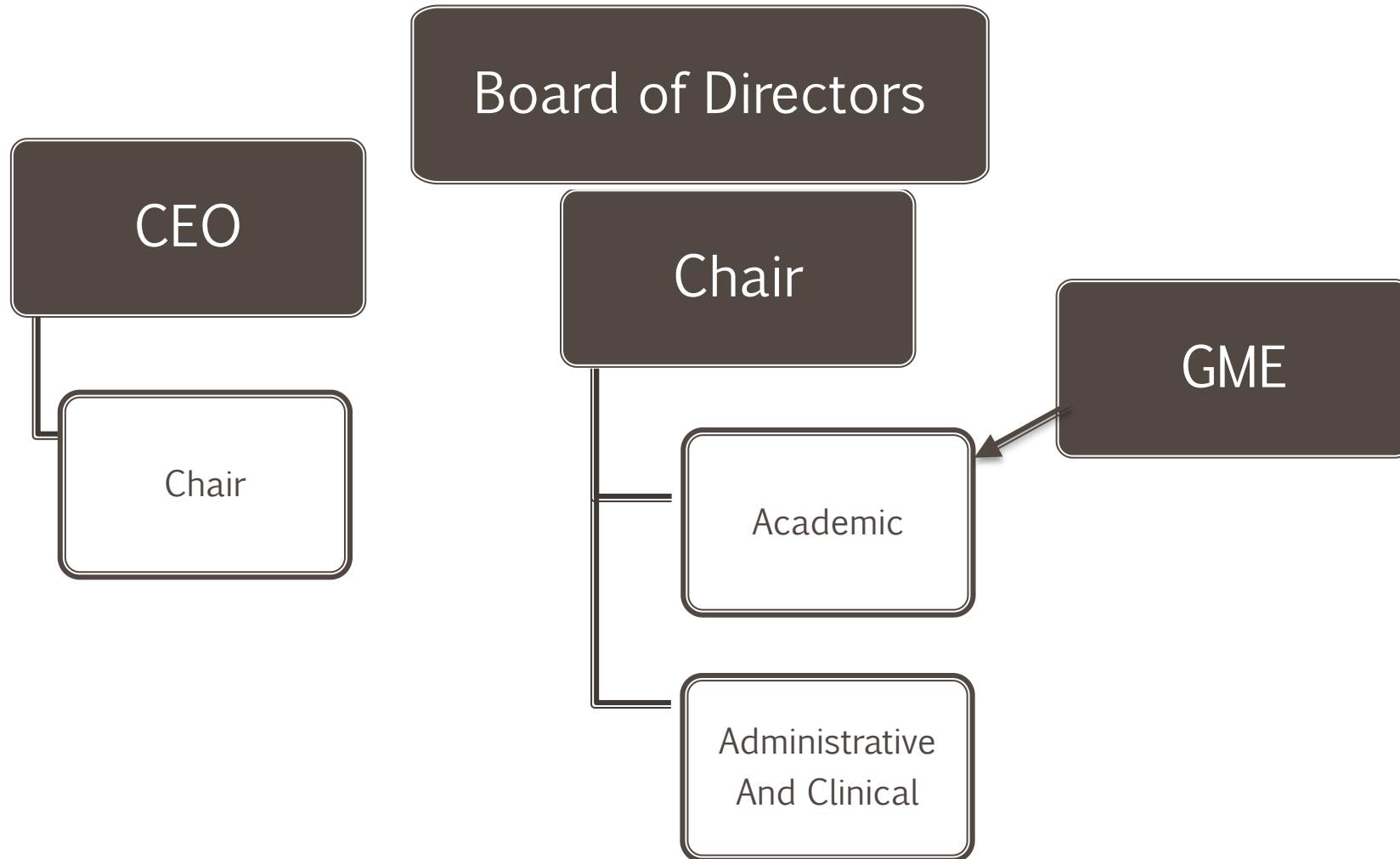


Adjunct faculty

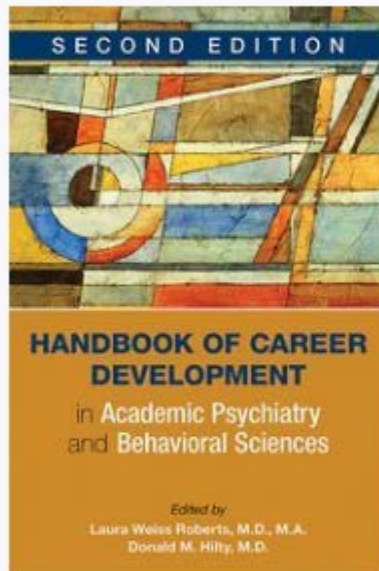


Research

MAHEC Psychiatry Structure



Qualities Needed for a Career in Academic Psychiatry



Handbook of Career Development in Academic Psychiatry and Behavioral Sciences, Second Edition

Edited by Laura Weiss Roberts, M.D., M.A., and Donald M. Hilty, M.D.

2017 | 437 Pages | [Editorial Reviews](#)

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Paperback

eBook

Is academic psychiatry right for me?

Qualities that lead to success in academic medicine

Sense of
Purpose

Willingness to
work hard

Commitment to
self-care

Creativity

Being
organized

Tenacity and
resilience

Ability to Build a
Reservoir of
Good Will

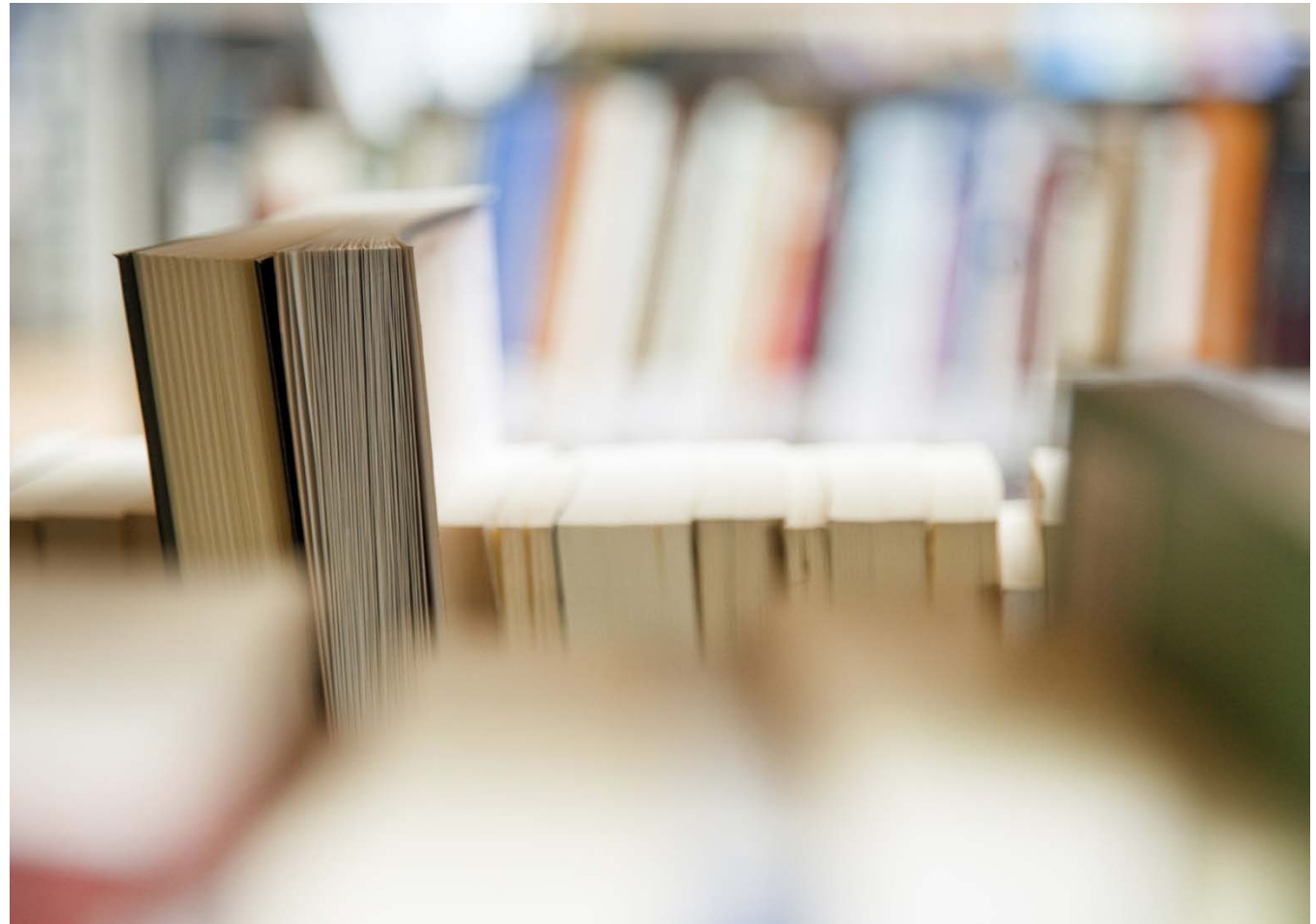
Insight, intuition,
and openness
to opportunity

Strategies for Trainees who are Considering Academic Medicine

Adapted from:

Handbook of Career Development in
Academic Psychiatry and Behavioral
Sciences, Second Edition

Edited by Laura Weiss Roberts, M.D., M.A., and Donald M. Hilty, M.D.



Strategies for all trainees during their residency / fellowship

- Look for potential mentors
 - Or potentially more than one with different strengths or areas of interest
- Give talks
 - To medical students, or community groups, or more junior trainees.
 - This skill will likely be needed regardless of whether your orientation is primarily research, clinical educator, or administration.

Multiple pathways to success in academic medicine – RESEARCH

Temperament

- Enjoys working alone and in teams
- Can enjoy the writing process
- Enjoys the creative process
- Curious
- Self-disciplined

Skills to develop

- Research and writing
- Giving presentations
- Finding and working with mentors
- Teaching
- Statistics

Multiple pathways to success in academic medicine – CLINICIAN EDUCATOR

Temperament

- Enjoys helping others develop skills
- Patient
- Enjoys mentoring
- Enjoys learning

Skills to develop

- Teaching
- Practice giving talks / speaking
- Having strong confidence in your clinical skills that you could model for learners
- Giving feedback
- Actively reading / learning in subject matter so as to be expert

Multiple pathways to success in academic medicine – ADMINISTRATION

Temperament

- Enjoys working in teams and in systems
- Tolerates ambiguity
- Enjoys solving problems
- Can navigate relationships with others of varying temperaments
- Can motivate / lead

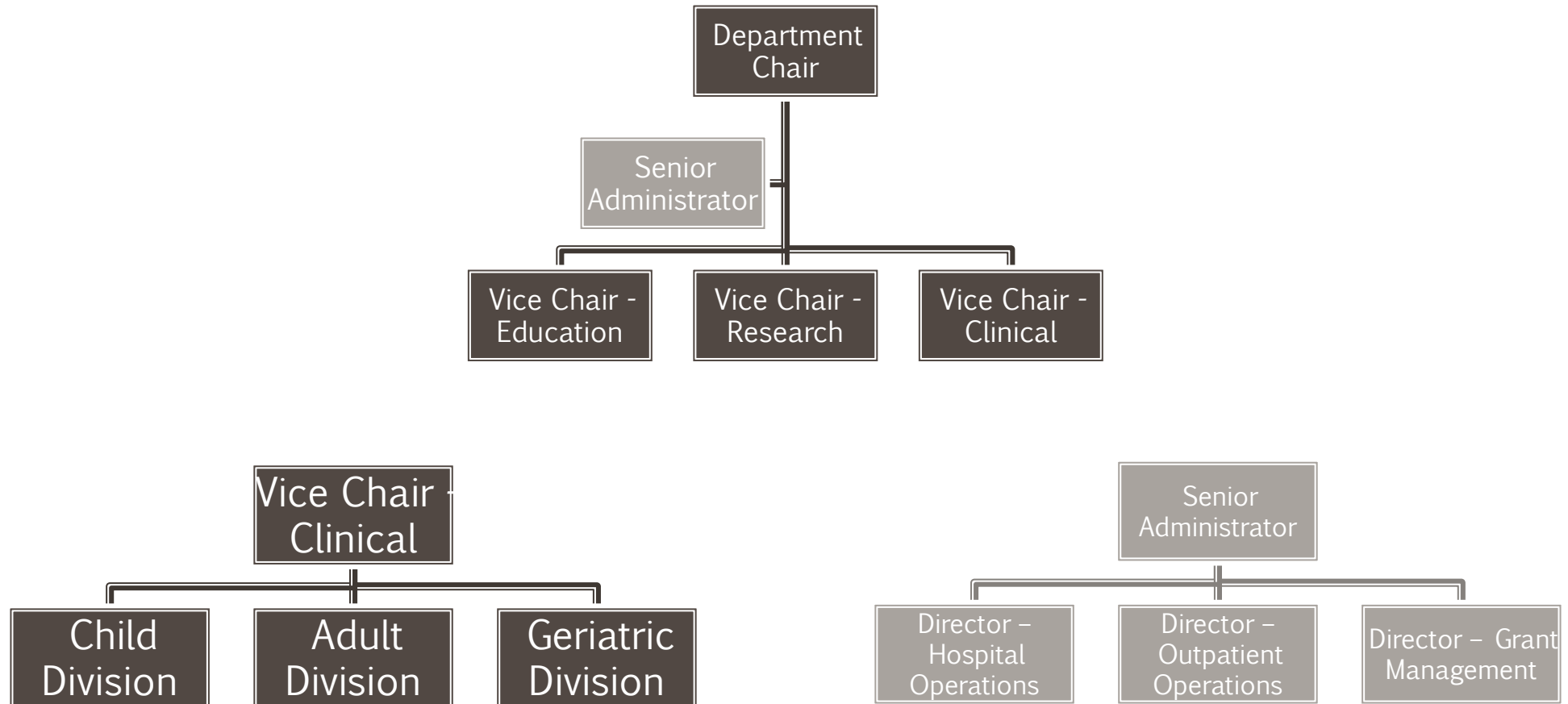
Skills to develop

- Identify leadership opportunities such as chief resident work or committee work
- Learn about healthcare finance
- Maintain enough presence and knowledge in research, clinical ,and education domains to lead others who spend more time in those domains

What about coming to academic psychiatry after you have first pursued a different path?

- Look for potential mentors
- Give talks or find writing opportunities
- Try to find opportunities for some teaching / education (take medical students for an off-site rotation, for example)
- Put forward your unique abilities and how they could bring value to an academic department of psychiatry

Structure of academic psychiatry



Interviewing for an Academic Position

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Looking for an Academic Position

- Academic positions often have slow hires. Anticipate looking as soon as 9-12 months before the date you might want to start.
- Don't wait for positions to be posted. If you believe that you have skills that are a fit for a given department, let them know of your interest. You could reach out semi-informally, maybe with a CV and email of interest to someone in a leadership role within your area of interest or probable academic track (a Vice Chair of Research, Vice Chair of Clinical Affairs, etc.)
- Expect delays. Don't personalize that. Academic institutions don't move at the same speed as most other organizations.
- Prepare your CV early. You can always add to it as you have new accomplishments.

Interviewing for an Academic Position

- Often includes a phone or virtual screening followed by a 1-2 day visit to the department.
- Typically 30-60 minute interviews with multiple faculty members.
 - Hopefully with faculty in your area of interest.
 - Also ideally should include faculty at a similar level to that at which you would be entering.
 - And with some senior leadership
- During the visit, you are always being interviewed even when you are not in an interview.
- You are assessing the department just as much as they are assessing you.
 - Be genuine and don't oversell.
 - Ask tough questions and express concerns, particularly of the more junior faculty who may be best positioned to give you accurate answers and to be transparent.
 - With the chair, save any criticisms or concerns. This is more a time to showcase your strengths and to get a sense of the chair's vision and leadership style.

Assessing Whether a Position / Department is a fit

- Are there mentors?
- What do I think of the person who would be my direct supervisor?
- Is there room for professional growth?
- If my area of expertise / interest loses funding or prioritization, are there other places within the department where I could find a home?
- If the department doesn't have much activity in my area of interest, how invested is the department in growing that area (may be best assessed in the meeting with the chair)?
- Am I going to be given enough time to carry out the responsibilities of my job?



NEGOTIATING YOUR JOB

Strategies

Negotiation Principles

- Collaborative (principled)

- Win/win



- Competitive (positional)

- Win/lose



Strategies for a successful negotiation

Identify your mission
and values

What outcome would I
consider a success?

Consider compromise
and your limits

Understand the
Department's values
and its ability to
compromise

Through your
negotiation, don't
forget your bigger
purpose

Maintain your
relationship with the
Department; negotiate
with limits and with a
win-win mentality

Understand the playing field

Personal Values

- What is important to you in your career?
 - Can you compromise?
 - What would cause you to compromise?



Department Values

- Mission
- Culture
- Finances



Interests and Priorities

Your interests

- Salary and benefits
- Protected time for research or teaching
- Clinical responsibilities
- Mentorship and promotion track
- Work-life balance (e.g., call schedule, remote options)
- Career growth

Stakeholder interests

- **Chair** wants budget control
- **Program Director** wants teaching commitment
- **Clinical Director/Medical Director** needs full-time coverage

Scenario

- You must negotiate:
 - Salary
 - Protected time/clinical responsibilities

Debrief



What qualities does a good negotiator have?



What is most important to you in your career?



How do you prepare for a negotiation?



Recall a good negotiation

What made it good?
· Outcome?
· Learning some new about your Chair or the Department?



Recall a bad negotiation

What made it bad?



PROMOTION IN ACADEMIC MEDICINE

Promotion within Academic Psychiatry Programs

Rank System

- Instructor / Clinical Instructor
- Assistant Professor
- Associate Professor
- Full Professor



What criteria determine promotion?

Research and Scholarship

- Publications
- Grants
- Presentations
- Reputation

Clinical Excellence

- Leadership in Clinical Services
- Quality of Patient Care
- Teaching

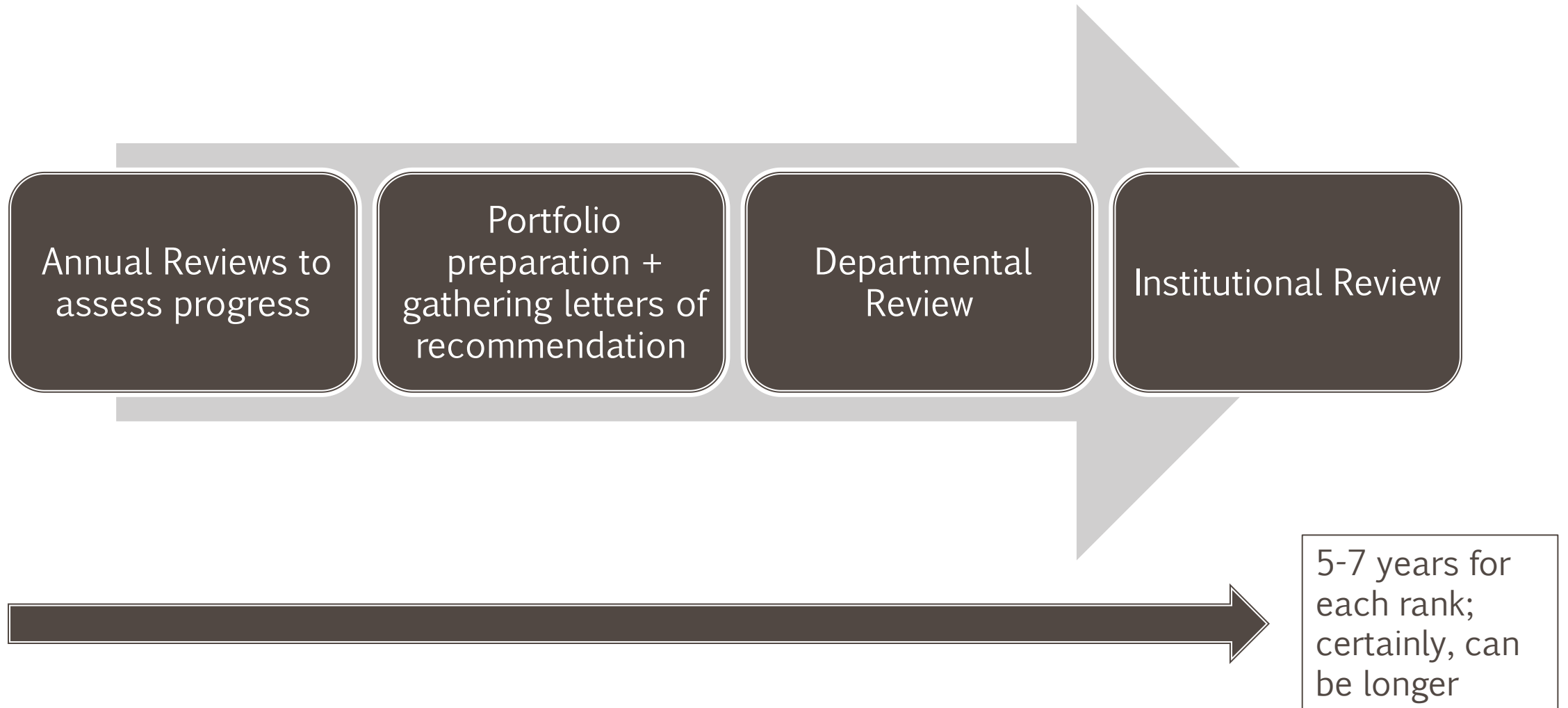
Teaching and Mentorship

- Teaching effectiveness
- Mentorship of trainees or junior faculty
- Development of educational programs

Service and Leadership

- Administrative roles
- Leadership in professional societies
- Contribution to the institution outside of the department

Typical promotion process





CAREER STAGES

Themes and Considerations

Trainees Interested in Academic Careers

- Determining if academic psychiatry is right for you
 - Mentors
 - Talk to many sources (academic and non-academic psychiatrists)
 - Attending a conference
- Getting experience in teaching or research
 - Dedicated teaching or research experiences (track in residency program)
 - Seek out opportunities to teach a lecture
 - Seek out research mentors
- Getting experience in administration
 - Class representative
 - Chief resident
 - Being involved in meetings/organizations (medical school, residency program, local/national organizations)

Early Career Faculty

- Developing your clinical, teaching, and/or research skills
- Building Mentor Network
 - Multiple mentors
- Joining Local/National Organizations
 - E.g. APA, NCPA, AADPRT, ADMSEP
- Finding your niche within academic psychiatry

Mid-Career Faculty

- Inhabiting Mentor and Mentee roles
- Pursuing Leadership roles
- Promotion and Negotiation
- Navigating changes in career direction and how to manage opportunities

Late-Career Faculty

- Serving as mentor to trainees and faculty
- Providing institutional history and knowledge
- Managing career transitions and succession planning

Additional Sources

- *Handbook of Career Development in Academic Psychiatry and Behavioral Sciences*, Second Edition, Edited by Laure Weiss Roberts, M.D., M.A., and Donald M. Hilty, M.D.
- *Learning to Lead in the Academic Medical Center, A Practical Guide*, Jeffrey L. Houpt, Roderick W. Gilkey, Susan H. Ehringaus, 2015.

Questions

