

Faculty Development for New Faculty Orientation

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Development & Equity

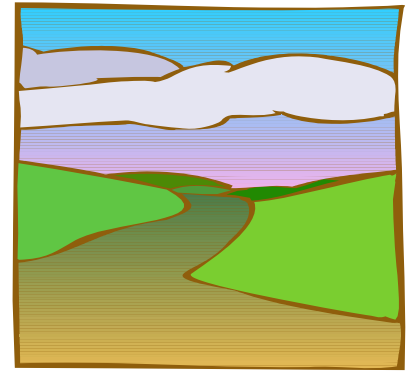
JHU School of Medicine



Objectives

- As a result of this presentation you will be able to:
 - Understand the career management process
 - Access faculty development information you need
 - Use resources and tools for promotion and career advancement
 - Create your own individualized plan for development

Introductory Thoughts



- “If you don’t know where you are going, you’ll probably end up somewhere else.” -- David Campbell, Ph.D.
- “I have always wanted to be somebody, but I see now I should have been more specific.” -- Lily Tomlin
- “If you only know where you’re going, you may never end up somewhere else.” -- H.B. Gelatt

Career Management Activities

Adapted from Tiedemann & O'Hara,

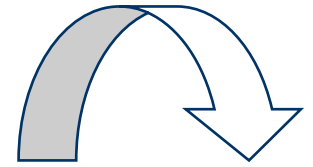
1. Self-Assessment:

Interests & Passions
Skills & Development Areas
Personality
Values
Mission & Vision



2. Clarify Opportunities in Hopkins' One Track System:

Multiple Pathways in 4 Areas:
Research,
Education,
Clinical Distinction, and
Program Building



3. Make Decisions & Set Goals:

Choose focus,
Commit, Create
Action Plan, and
Develop Timeline



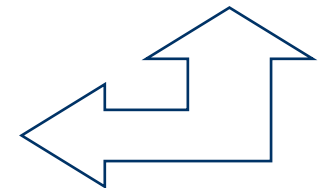
5. Reassess:

Continue
Progress, or
Regroup and
Begin Anew



4. Take Action:

Build Skills, Gain Experience
Network, Network, Network, and
Document Accomplishments in
CV



1. Know Yourself

- Assess your:
 - Interests & Passions
 - Strengths and Development Needs
 - Personality
 - Values
 - Purpose, Mission & Vision
- What motivates you?

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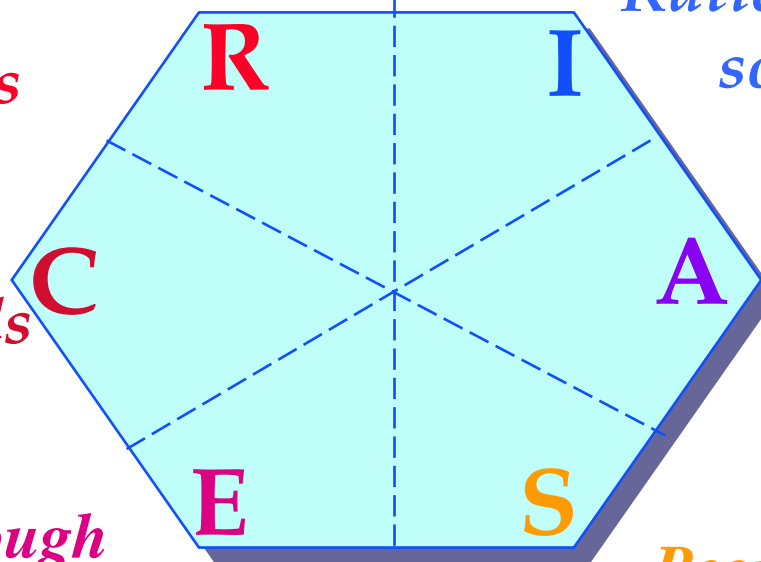
"I just know I'm going to love horses all my life. That's why I'm planning to have a career in banking, insurance, and real estate."

Holland's Six Personality Types

*Working with
hands and tools*

*Working with
data and details*

*Influencing through
persuasiveness*



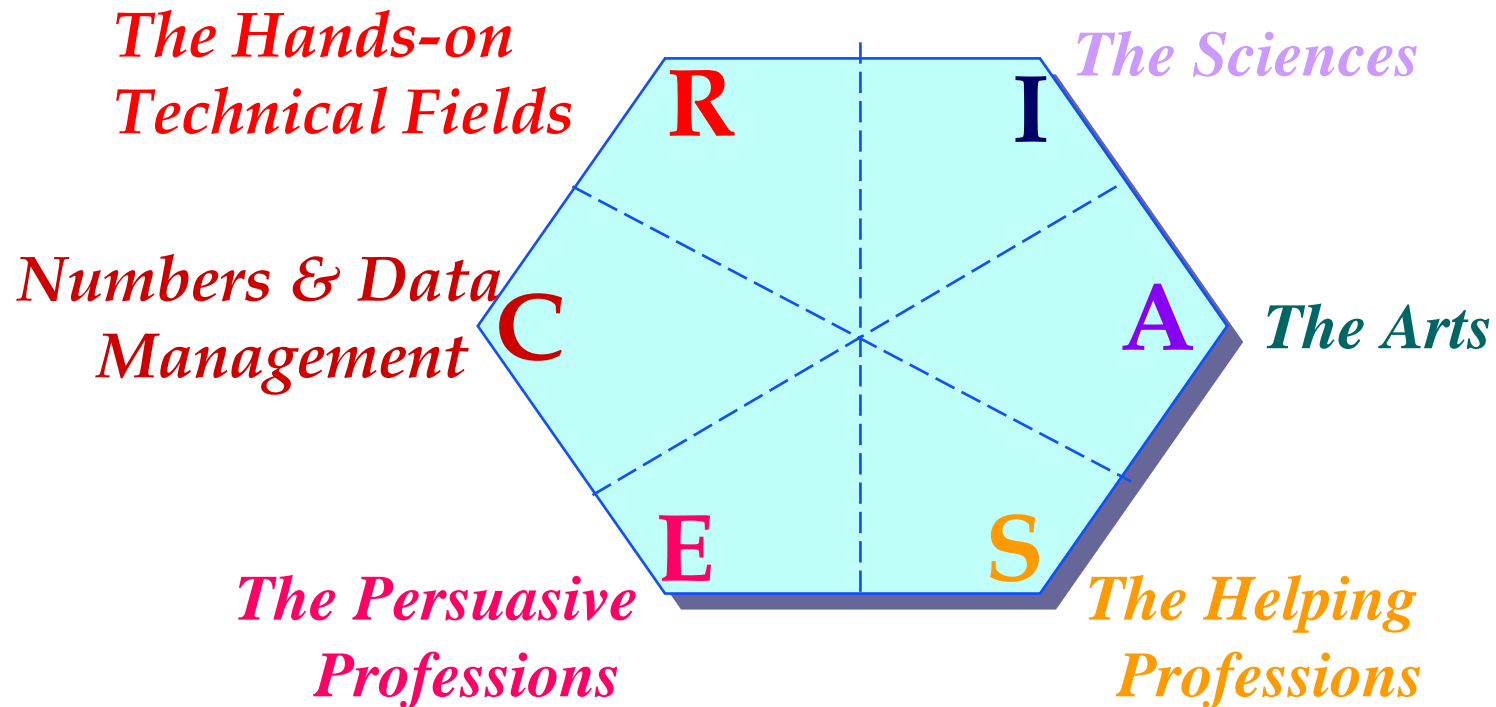
*Rational problem
solving*

*Creative
expression*

*People
interactions*

**For Info on Your Type, Take the Career
Personality Quiz**

Holland's Model: Work Environments



2. Know Your Options

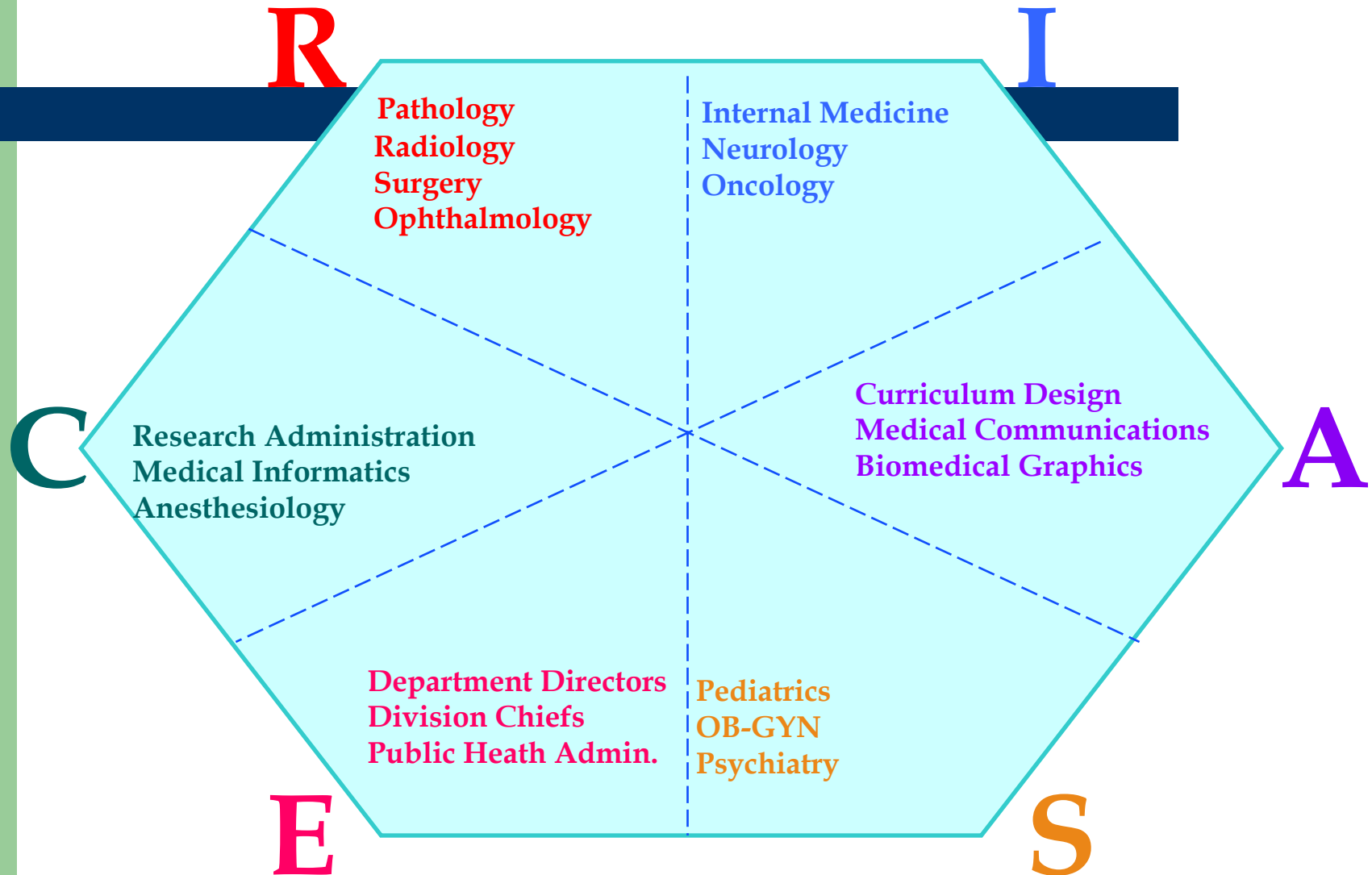
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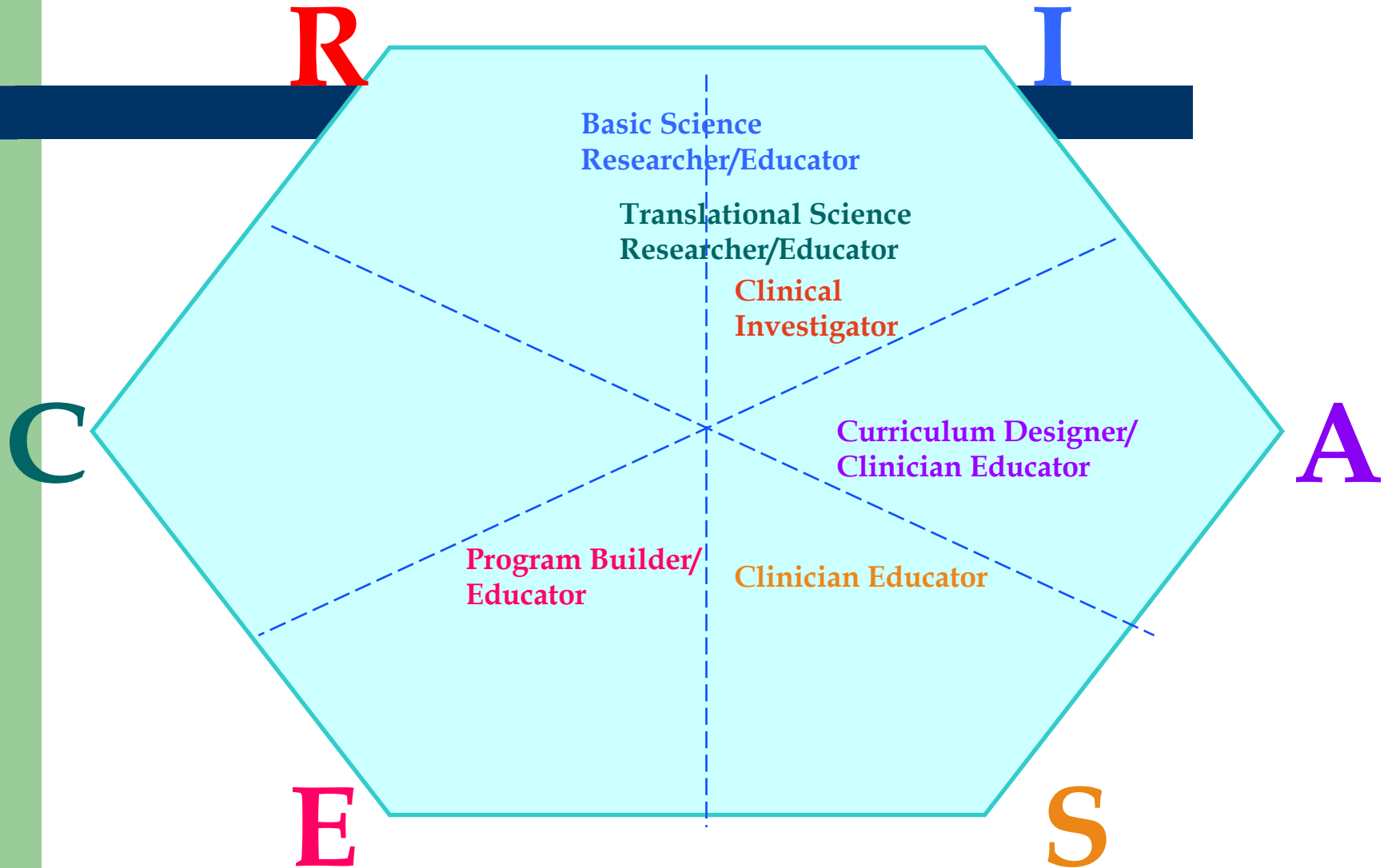
"You don't get an office. You get cargo pants."

- Clarify Opportunities
 - Basic Researcher
 - Clinical Investigator
 - Clinician Educator
 - Program Builder
- In all cases, dissemination of scholarly work is essential
- Education is a component of all career pathways

Examples of Careers In Medicine by Holland Types



Career Pathways by Holland Types



2. Know Your Options, con'd.

- Research Your Options Using:
 - Mentors & Peers
 - Seminars, Programs, & Talks
 - Division Chiefs
 - Department Directors
 - Office of Faculty Development & Vice Dean for Faculty
 - Other Professional Development Offices



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3. Decide on Clear Goals – *Assistant Professor*

- Be clear on academic area of concentration
- Develop area of expertise
- Pose and address an important question in that area that has potential for significant findings or impact
- Develop yourself in this area, whether in a wet-bench lab, or through clinical, population-based or teaching investigations
- Present findings at appropriate scientific sessions and peer-reviewed journals
- Obtain external, peer-reviewed funding to support this work
- Become nationally recognized for this body of work
- Time at rank: Flexible with Six and Nine Year Reviews
 - From L. Fried, “Tasks and Goals at Different Stages of A Faculty Career in Academic Medicine”
 - <http://deptmed.med.som.jhmi.edu/faculty/body6.html>

Decide on Clear Goals – *Associate Professor*

- Continue in the development of questions and answers in your area of expertise as an autonomous investigator and in publication productivity
- Seek to answer a major question
- Continue in the development and evaluation of innovative education or patient care initiatives and programs
- Take on and mentor junior faculty
- Demonstrate peer-reviewed support for research or for training or patient care program development

- Demonstrate peer-reviewed awards or honors

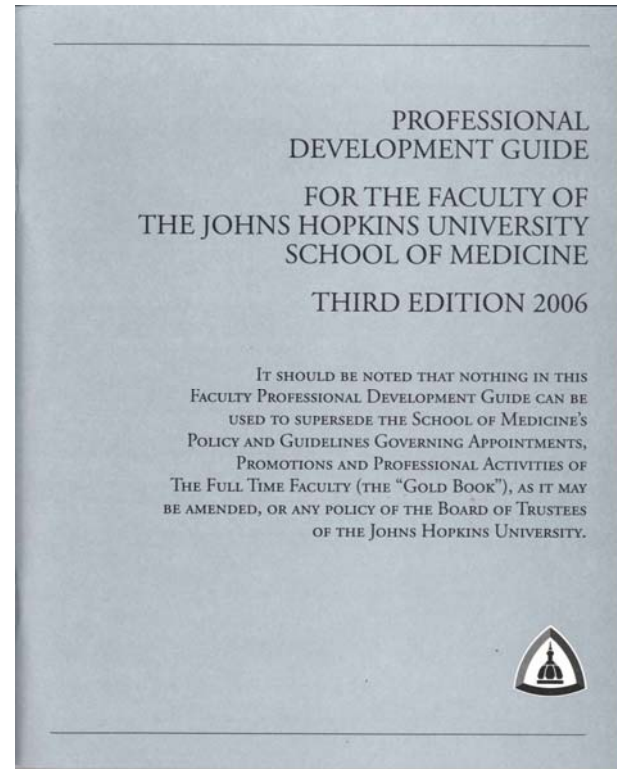
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- Become a resource and leader recognized beyond your divisional and departmental lines
- Take on national level involvement and leadership in societies reflective of your specialty
- Serve on national committees such as study sections

- Adapted From L. Fried, "Tasks and Goals at Different Stages of A Faculty Career in Academic Medicine"
- <http://deptmed.med.som.jhmi.edu/faculty/body6.html>

Additional Resources for Faculty Development

- Office of Faculty Development
- Website for Faculty Development
 - http://www.hopkinsmedicine.org/fac_development/
- Vice Dean for Faculty
- Gold Book
- Silver Book
- Women's Leadership Council
- Other Professional Development Organizations



Silver Book Content

- I. Preface
- II. Documentation of Achievements that Support Promotion at Each Academic Rank
- III. Guidelines for Professional Development through Self-Direction, Mentoring and Annual Review
- IV. Appendix

Achievements that Support Appointment or Promotion at Each Academic Rank

All faculty members:

- carry the same title (Prof, Assoc Prof, Asst Prof) -- JHSOM has a single promotion “track”.
- must meet the same fundamental / uniform criteria for appt or promotion at each rank. (However, specific accomplishments for meeting those criteria differ for each academic career).
- Widely recognized impact on one’s field is the ultimate measure of successful academic career.
- A faculty member’s entire career is considered in decisions regarding academic promotion.

Achievements that Support Appointment or Promotion at Each Academic Rank, con'd.

- Uniform standard for appt or promotion to that rank –
 - Assistant Professor -- creative scholarship (commitment & *contribution*).
 - Associate Professor -- national *recognition* for scholarship
 - Professor -- national *leadership* and (in most cases) international recognition for important scholarly contributions.
- Descriptions of the level of achievement in each major element of scholarship –
 - Research, Education, Clinical distinction
 - Program building in each domain is emphasized, esp. at higher ranks
- Examples of academic accomplishments or contributions that support these levels of achievement -
 - Listed under categories: teaching; publications and presentations; support for research, education, or clinical programs; recognition; citizenship to the University; clinical service

The Silver Book – Further Resources

- Guidelines for Professional Development
- CV Format
- Educator's Portfolio
- Steps in the Promotion Process
- Generic Letters for Promotion
- Letter Sent to Referees for Promotion

4. Develop and Implement Action Plans to Meet Your Goals.

- Develop Skills
- Create an Individual Development Plan (IDP)
- Share IDP with Mentor
- Network & Build Professional Relationships

STEP 1: Development Needs Targeted	STEP 2: Action Plans	STEP 3: Involvement of others	STEP 4: Target dates
DEVELOPMENT NEED: _____ Objectives:			
DEVELOPMENT NEED: _____ Objectives:			

- Document Accomplishments on Your CV

- Prepare for Your Annual Review

Gap Analysis

**Current
State**



**Desired
State**



Office of Faculty Development Skill Building Seminars & Workshops

Office of Faculty Development - Microsoft Internet Explorer

File Edit View Favorites Tools Help



Address http://www.hopkinsmedicine.org/fac_development/ Go



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> WHAT'S NEW

Resources and Courses

Early to Mid-Career
Faculty Development

Research Skills

Teaching Skills

Clinical Practice

[Home](#) > [Faculty Development](#)

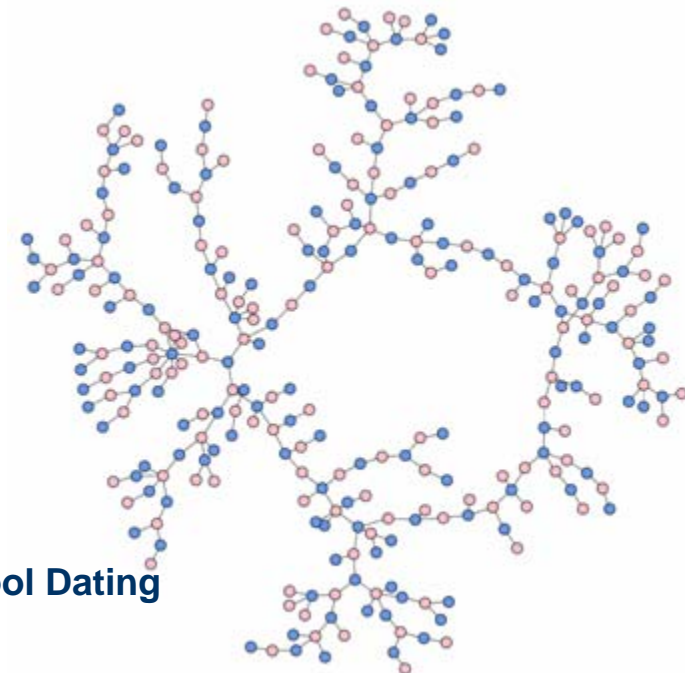
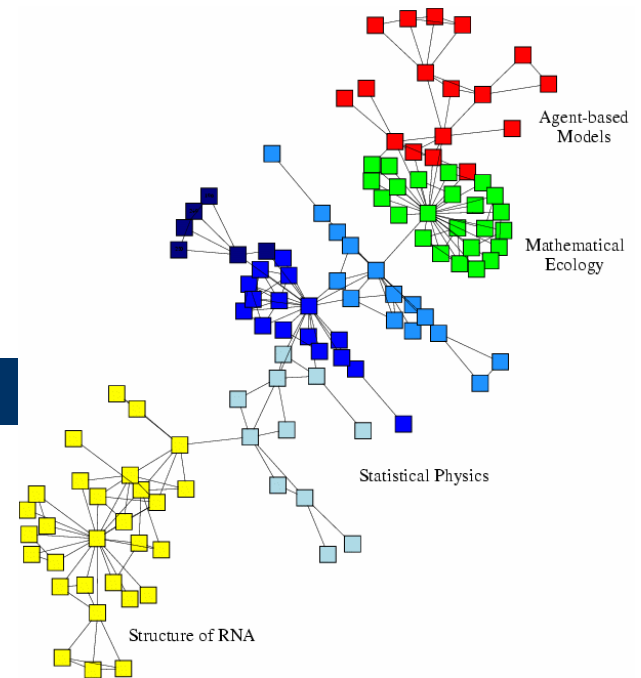
Office of Faculty Development

The Office of Faculty Development supports the professional development of our junior, mid-career, and senior faculty to assist you in achieving success and satisfaction at each stage of your career in academic medicine. To support you,

Network

- Successful faculty, i.e., those who
 - Get promoted and tenured,
 - Get recognized for contributions, and
 - Produce more and significant research,consult *frequently* with colleagues!

Academic Medicine, Volume 70, No. 12., 1995.



High School Dating

“Mentor” Defined

- Anyone who has a significant, long-lasting beneficial, life- or style-altering effect on another person
- Personal one-on-one contact
- Offers helpful knowledge, insight, perspective, or wisdom.
- Beyond duty or obligation

Many Strategies for Effective Mentoring

- Individual Mentoring
 - one mentor to one mentee
- Group Mentoring
 - one mentor to several mentees
- Multiple Mentors
 - several mentors to one mentee
- Programmatic Mentoring
 - many mentors to many mentees
- Peer Mentoring or Advisory Boards
 - mutual mentoring with each in both roles



Mentee Roles in Mentoring

- Identify your interests and needs.
- Clarify those needs your mentor can support.
- Seek and use feedback.
- Recognize the value and limits of the relationship.
- Clarify confidentiality
- Prepare your goals for your first meeting.
- Take responsibility for making sure you ask for the help you need.

Best Wishes for Achieving Career Success & Satisfaction!

For More Information:

- Janice Clements, Vice Dean for Faculty
 - jclement@jhmi.edu, 410-955-8401
- Lisa Heiser, Assistant Dean for Faculty Development
 - lheiser@jhmi.edu, 410-502-5631
- Medical School Council Representatives
- Women's Leadership Council
- Department Directors, Division Chiefs, and Chief Mentors

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"I hear we went platinum."