




How to get and keep your career on track





Gratuitous cute child photo



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The background features a repeating pattern of coffee cups filled with dark coffee, set against a dark blue background. The cups are arranged in a grid-like fashion, with some cups slightly offset from others, creating a sense of depth and repetition. The lighting is soft, highlighting the rim of each cup and the dark liquid inside.

**Speaker got
caffeinated**



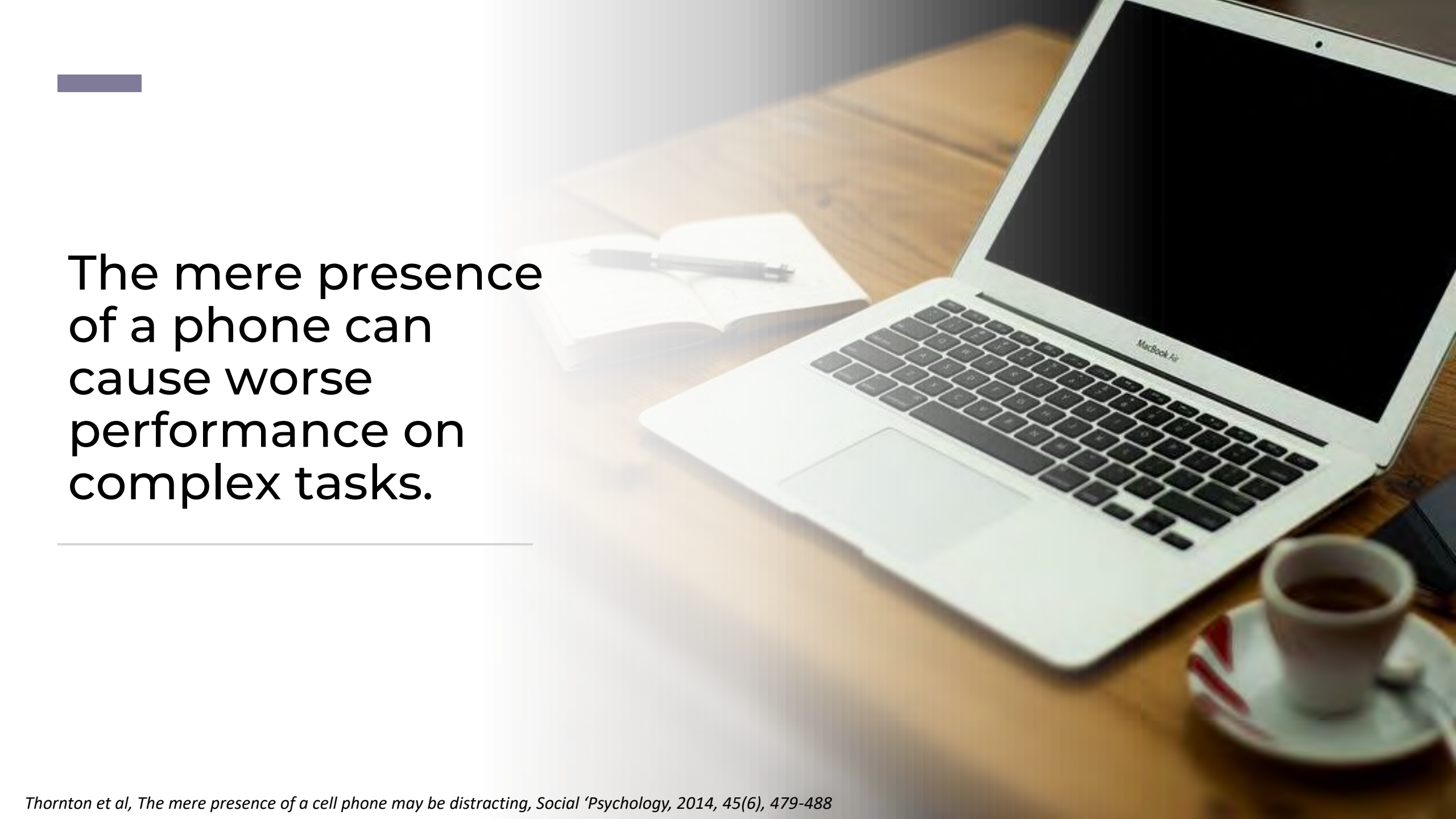
You will need to access the dropbox folder later.



Take some old-school notes!



Remember, every time you check facebook during a lecture, a cute puppy picture is deleted from the internet.



The mere presence of a phone can cause worse performance on complex tasks.

5 hours to think
of nothing else
but what we are
doing.



Schedule

- How to succeed
- Academic promotion pathways
- How to write a CV
- From CV to teaching portfolio
- Writing a teaching statement
- Writing a letter (for yourself)
- How to get things done

- *Real life cases throughout*



Use your **BRAIN DUMP**



This session is all about...



Objectives:

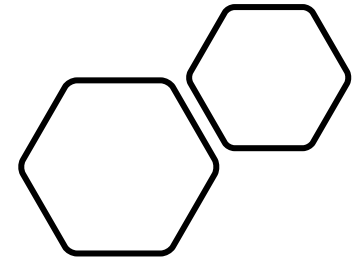
Working
drafts/plan
of CV,
Teaching
Statement,
Letter





“Education should be exercise, it has become a massage.”
– M Fischer

Whew, that was close.
I almost had to socialize.



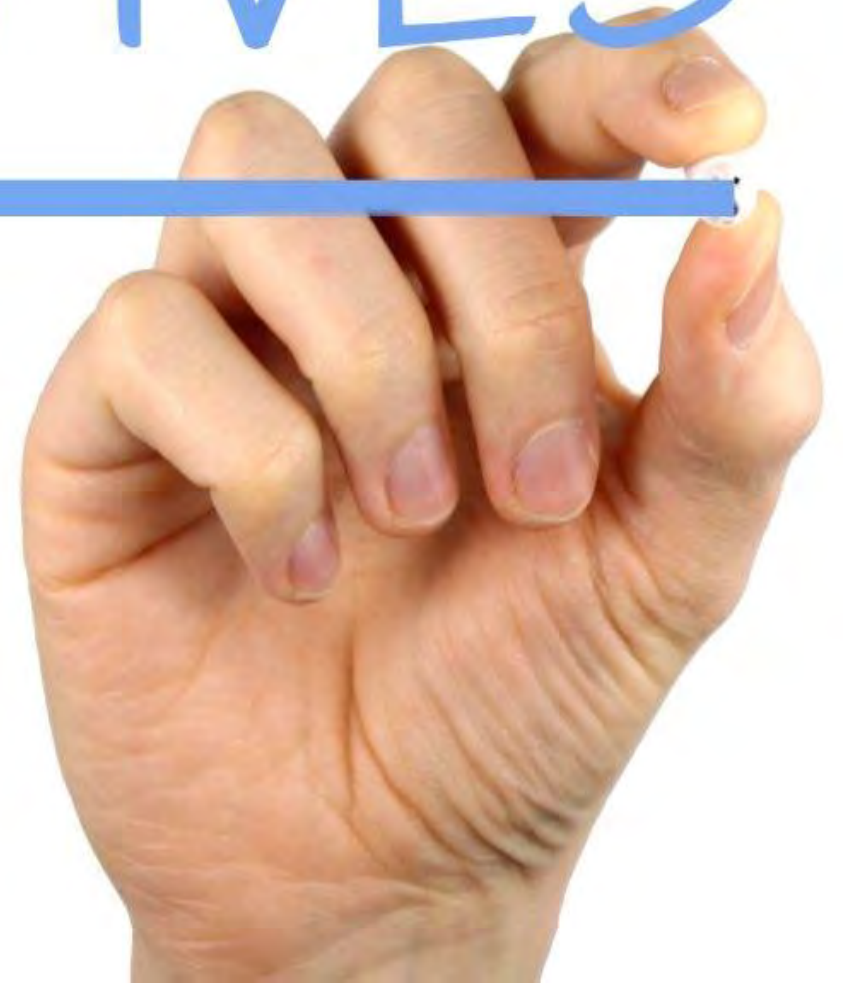


CONGRATULATIONS!

**WE'RE SO PLEASED YOU GOT A
NEW JOB...**

OBJECTIVES

-
1. Engage audience with cool font
 2. Use cat meme
 3. Teach something useful





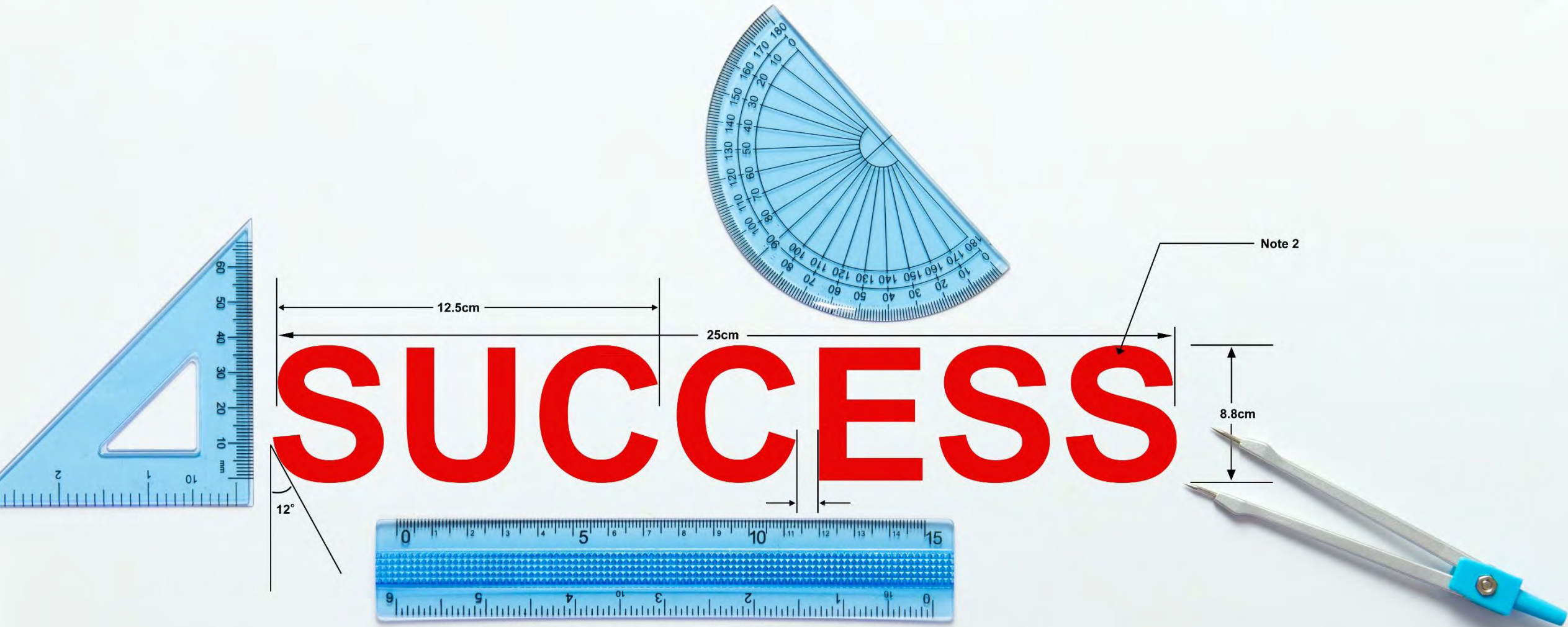


How to succeed



What is success?

#1 Figure out how will you measure success



How will you measure success?



How will you measure success?



Clinical



Education



Administration



Research



You do not need to know the exact destination but pick a general direction.



Do some
honest
soul
searching.

How to Introspect


What am I most proud of doing in the last 3 years?

What things are most important to me?

What is an unmet need I could meet?

What do I love doing?



A woman with dark, curly hair and bangs is sitting at a wooden table in a cafe. She is wearing a white, short-sleeved, button-down shirt with a subtle pattern and a long, multi-strand necklace. She has her hand resting on her cheek, looking thoughtfully towards the left. In front of her is a teal-colored cup of coffee with a latte art design on a matching teal saucer. The background shows a window with a view of a bright outdoor area, possibly a courtyard or street. The lighting is soft and natural, suggesting daytime.

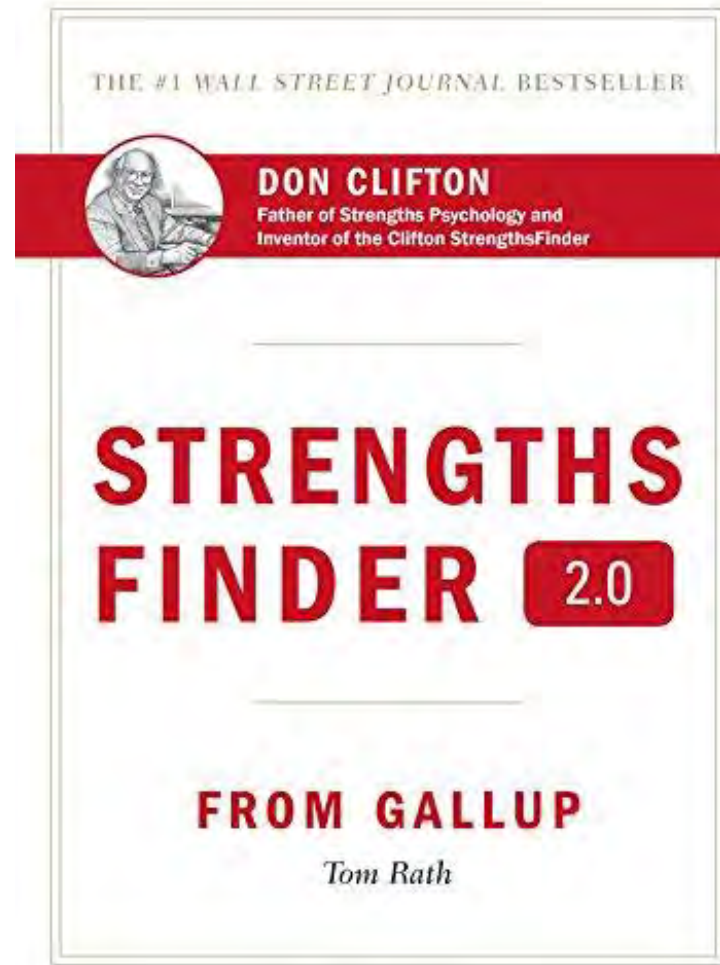
What are you most proud of doing in the last 3 years?
What things are most important to you?
What is an unmet need you could meet?
What do you love doing?

Choose a job you love, and you will never have to work a day in your life.



Choose a job you love, and you will never have to work a day in your life.

NOPE!





Success will look
different for
each of you

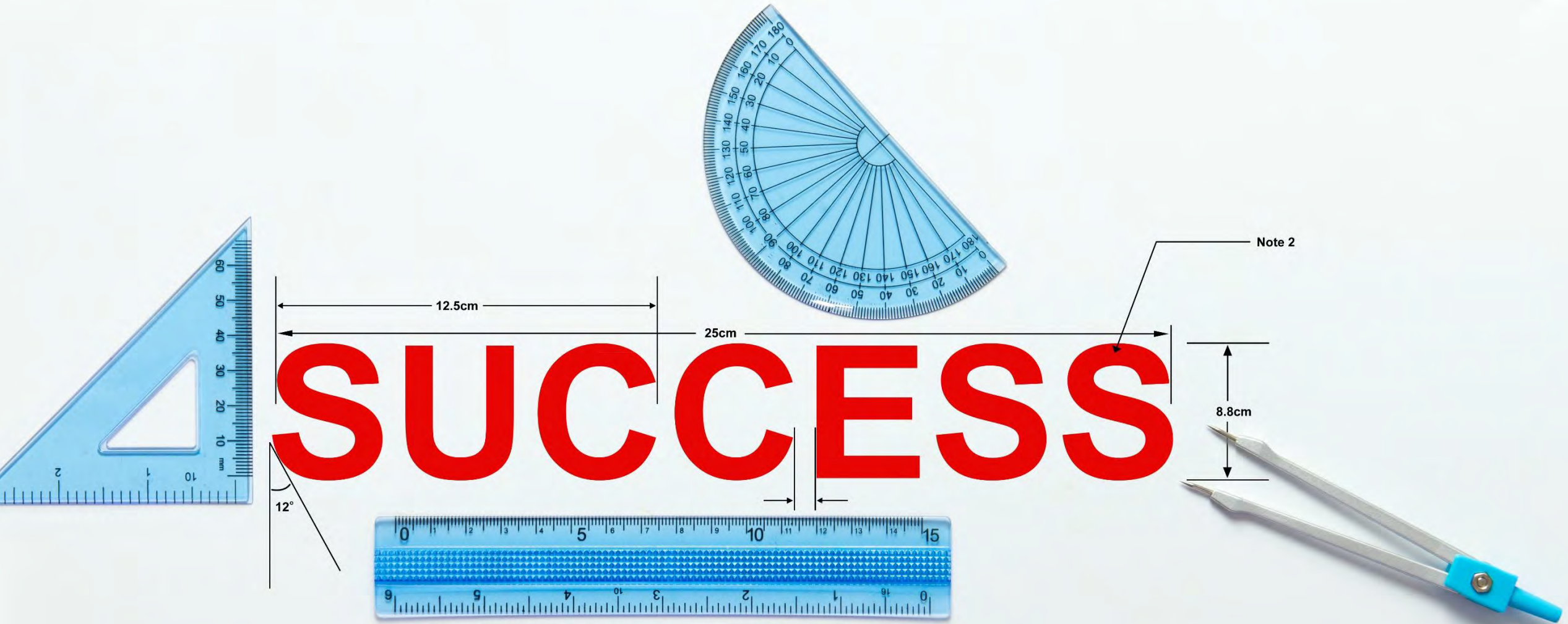
Success is not a destination.





Success is meaningfully applying your skills towards your passions to accomplish your goals in ways that are in line with your values.

#1 Figure out how will you measure success





#2
What is
your
PLAN?

“

To achieve great things,
two things are needed:
A plan, and not quite
enough time.

”

#2 Make a plan

Time Frame	Goals	What do I need to do to get there?
1 year	<ul style="list-style-type: none">• Leadership Roles• Publications• Teaching/Speaking• Service• Financial	
5 year	Vaguer ideas, directions, or thoughts	
10 year	General direction, dreams, and BHAG	

Make your plans:

Specific

Measurable

Achievable

Realistic

Timely

Be intentional





**Don't be
ashamed of your
big ambitions!**

Never be ashamed of your big ambitions to do good.



Never be ashamed of your big ambitions to do good.



Never be ashamed of your big ambitions to do good.

TED Ideas worth spreading

WATCH



Don't be
intimidated by
other people's
ambition or
success.



Define your Big Values and align your time to them

Have a BHAG, a long-term vision.

Having big goals and values provides clarity and keeps you from burnout.

Maintain momentum with a “relentless sense of urgency.”





“Here is what I think we should do. **I think we should save 100,000 lives.** And I think we should do that by June 14, 2006—18 months from today. Some is not a number; soon is not a time. Here’s the number: 100,000. Here’s the time: **June 14, 2006—9 a.m.**” ~ *Donald Berwick, 2004 CEO of Institute for Healthcare Improvement*

“I believe that this nation should commit itself to achieving the goal, **before this decade is out, of landing a man on the moon and returning him safely to the Earth.**” ~ *J.F. Kennedy, 1961 President*


What are your
hedgehogs?





What things do
you have to do?

What can you
outsource or
delegate?

A top-down view of a wooden desk. In the upper left is a white cup of black coffee. Below it is a white Samsung smartphone. To the left of the phone is a dark red pen. At the bottom are two white sticky notes. On the right side of the desk is a small green plant. A large white sheet of paper is centered on the desk, featuring the text 'B-' in a large, bold, red font.

B-



**Does how you spend
your time and energy
reflect your big values
and goals?**

If not, why not?

A close-up, low-angle shot of a person's feet in dark brown hiking boots with red laces and soles, stepping on a rocky trail. The ground is covered with dry, brown grass and small grey rocks. The background shows a blurred, hilly landscape under a bright sky.

What if your goal right now
is just survival?

No margin = no mission

A scenic landscape featuring a calm lake in the foreground that perfectly reflects the sky and the surrounding mountains. The sky is a mix of deep blue and soft orange, with scattered white clouds. The mountains are dark and rugged, with some peaks catching the low light of the sun. The overall mood is peaceful and contemplative.

Pause and reflect

Page 1: Success and ikigai

A close-up photograph of two black and tan puppies peering over a wooden ledge. The puppies have dark brown fur with lighter tan markings on their faces and chests. They are looking directly at the camera with large, dark eyes. The wooden ledge they are peering over is made of light-colored wood with a visible grain. The background is a soft, out-of-focus green, suggesting an outdoor setting. The word "Regroup" is overlaid in white text in the center of the image.

Regroup

#2 Make a plan

Time Frame	Goals	What do I need to do to get there?
1 year	<ul style="list-style-type: none">• Leadership Roles• Publications• Teaching/Speaking• Service• Financial	
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Make your plans:

Specific

Measurable

Achievable

Realistic

Timely

A man with a beard and a woman in business attire are sitting at a table outdoors. The man is pointing at a laptop screen while the woman looks on attentively. The scene is dimly lit, suggesting dusk or dawn. The text "#3 Find mentorship!" is overlaid in white on the image.

#3 Find mentorship!

What comes to mind when you
think about 'mentorship'?



idea → *plan* → *action*



Coach

HELP

Sponsor

Mentor

SUPPORT

ADVICE

Wayfinder

GUIDANCE

Mentor/Coach/Sponsor

Type of Relationships



MENTORS GIVE YOU
PERSPECTIVE
SPONSORS GIVE YOU
OPPORTUNITIES
@catehstn
BELEADERLY.COM

MENTORS
TALK WITH YOU
SPONSORS
TALK ABOUT YOU
@catalystheather
BELEADERLY.COM

MENTORS HELP YOU
SKILL UP
SPONSORS HELP YOU
MOVE UP
BELEADERLY.COM



Ask about people's career paths

What comes to mind when you
think about 'networking'?

“More developmental relationships a person has, the more assistance they receive, the greater their work satisfaction.”

“Receiving a high amount of psychosocial assistance from just one person who is not necessarily high status is associated with high work satisfaction.”

“If employees don’t have a best friend at work, there’s only a 1 in 12 chance that they’ll be engaged.”

The more, the merrier? Multiple developmental relationships and work satisfaction, Monica Higgins, The Journal of Management Development, 2000; 19
How leaders can build connection in a disconnected workplace, Poswolsky, HBR 2022

Networking is not a dirty word

Older mentorship model:

- Hierarchical
- Often our bosses
- Within our own field

Alternative model: Mentorship network that is up, down, and lateral.

- Multiple
- Web/network of mentors, peer, mentees, and above/below us
- Personal BoD
- Skill or interest-based rather than field-based.
- A smaller number of people (or person) who can be with you longitudinally
- Weak and strong ties

Networking is not a dirty word

Ideas:

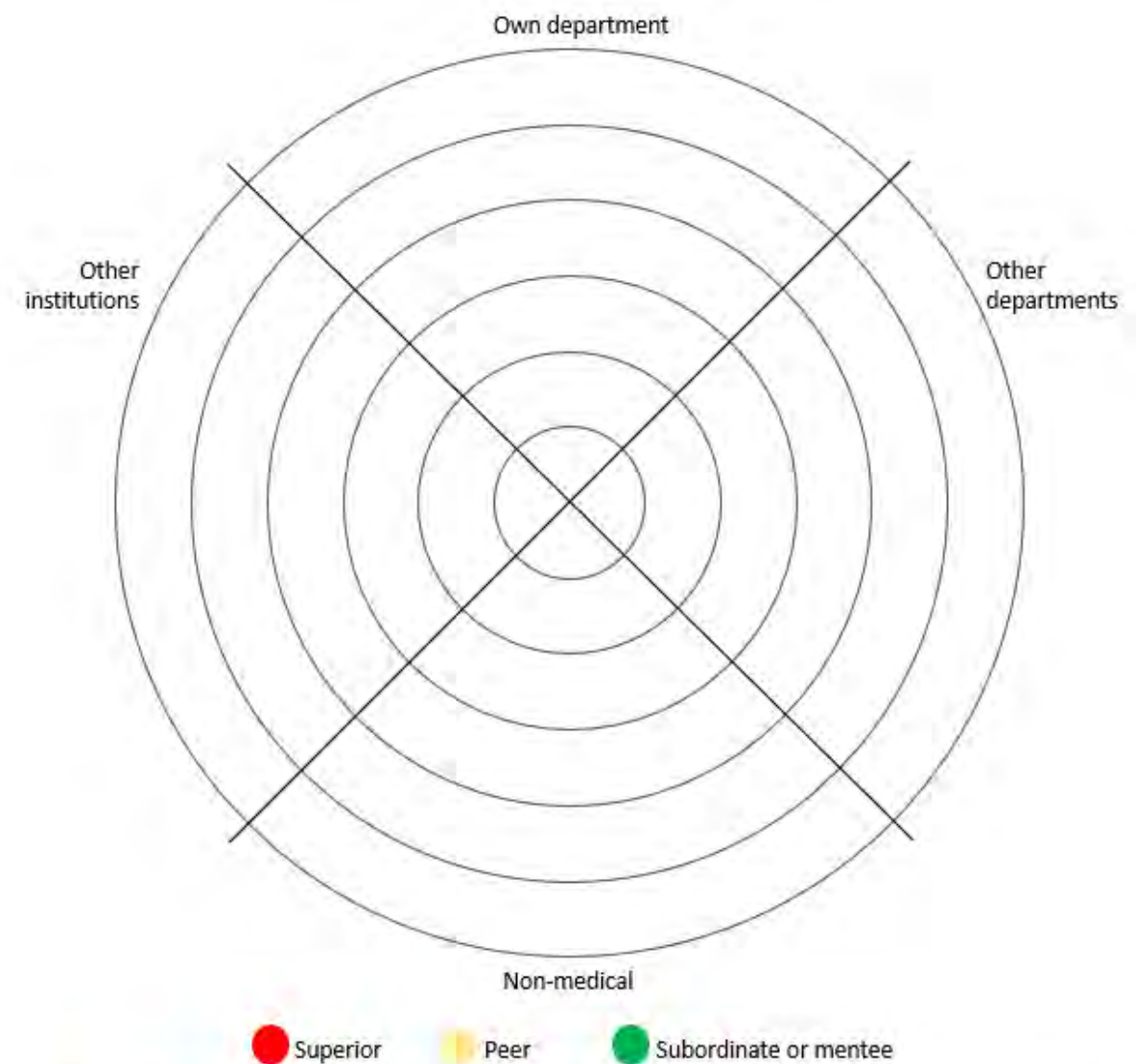
1. As our careers change and our institutions or the environment changes, we need more mentorship.
2. We especially need mentorship in times of rapid change, and in times of stagnation.
3. Broader network allows you to try on 'provisional selves' and envision yourself doing different things.

Reflections

- Strong Ties – Will be mentors, friends, etc
- Weak Ties – Can help you expand your career, b/c often outside your department or even institution.
- Plant lots of seeds b/c you never know which one will grow.
- Everyone you meet is part of your network whether you like it or not. But you can be intentional about how close you bring people.

Map your network

1. List individuals in your network on the table.
2. Put them on your circle map. Use the shape that best represents their role. Put them closer into the center if they are closer to you.
3. Color red/yellow/green for their positioning to you.



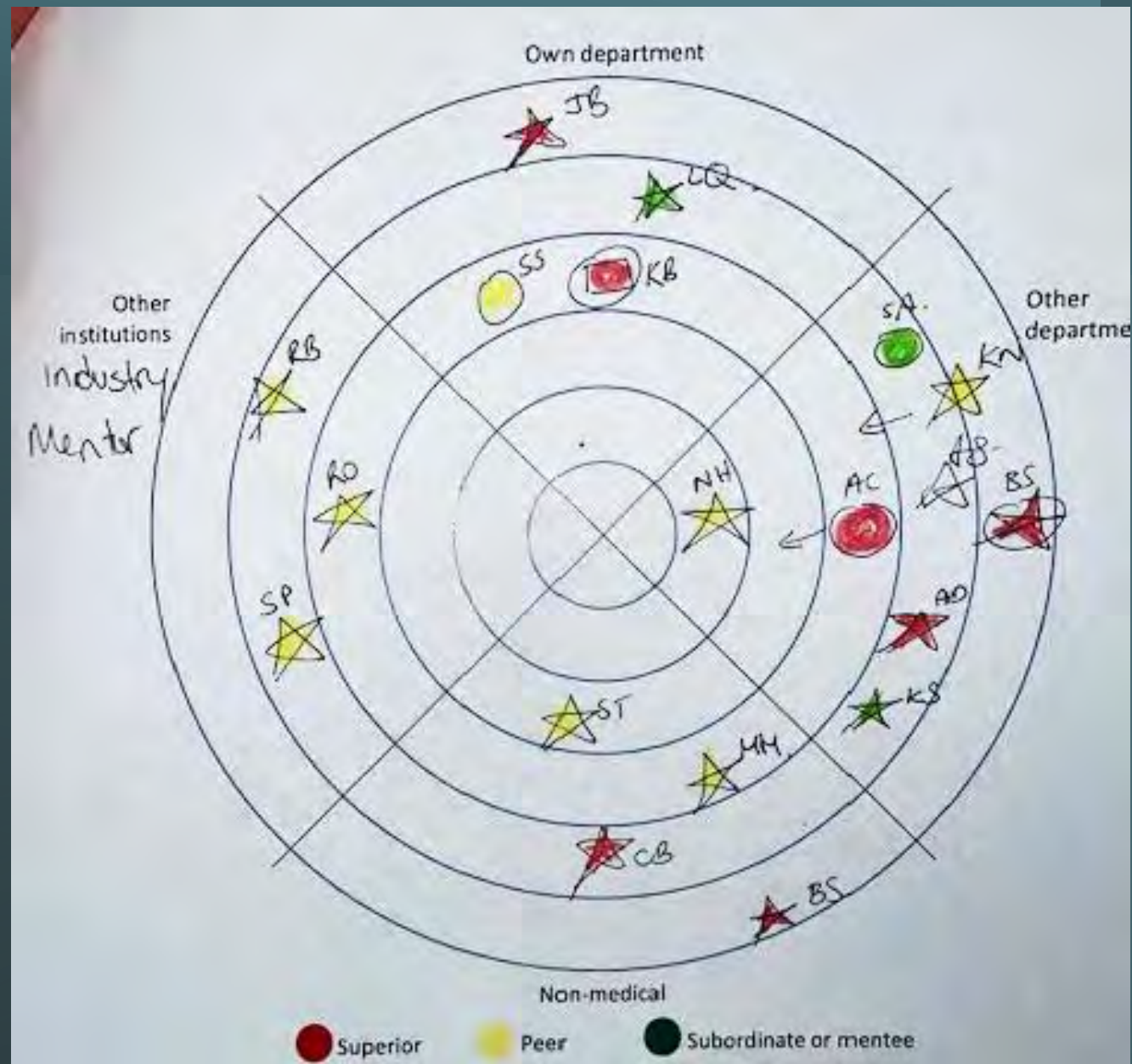
★	Resource	Personal or psychological support, wayfinding, or occasional one-off questions
●	Mentor	Longitudinal career development, advice, help determining your best individual path and choices
■	Sponsor	Helps you make connections with other people or opportunities and promotes you and advocates for you
▲	Coach	Can help a lot at a certain time or with a certain skill or situation

A scenic landscape featuring a calm lake in the foreground that perfectly reflects the sky and the surrounding mountains. The sky is a mix of deep blue and warm orange, with scattered white clouds. In the background, several jagged mountain peaks are visible, some with patches of snow or light-colored rock. A small cluster of white buildings is nestled in a valley on the right side of the image. The overall atmosphere is peaceful and serene.

Pause and reflect

Pages 3-5: Network

How can you be the mentor you wish you'd had?





Regroup

#4 Equip Yourself



Reflections

01

What do you notice about your network?
What are its strengths or weaknesses?

02

What do you want to change about your developmental network in terms of your own mentors, sponsors, etc?

03

What do you want to change about your network in terms of those whom you mentor, sponsor, etc?

Get the
training and
qualification
you need



A person wearing a tool belt and gloves, holding various tools like a red pipe wrench and pliers. The person is wearing a light-colored shirt and grey pants. The tool belt is brown and black, and is filled with various tools including a red pipe wrench, a yellow and black pliers, a yellow and black utility knife, and a yellow and black multi-tool. The person is also wearing yellow and brown work gloves.

#4 Equip Yourself

1. Learn the skills
2. Certify that you have the skills
3. Demonstrate your commitment



#5 Put Yourself Out There

How NOT to succeed



Life (thankfully) is not a middle school dance.



Dress for
the job you WANT,
not the job
you HAVE!





Start *doing*
the job you **WANT**
(and the one you have)!

How can you put yourself out there?



Clinical



Education



Administration



Research

Be brave!

If you have no tolerance for
failure, you will not create
anything new.

Brené Brown

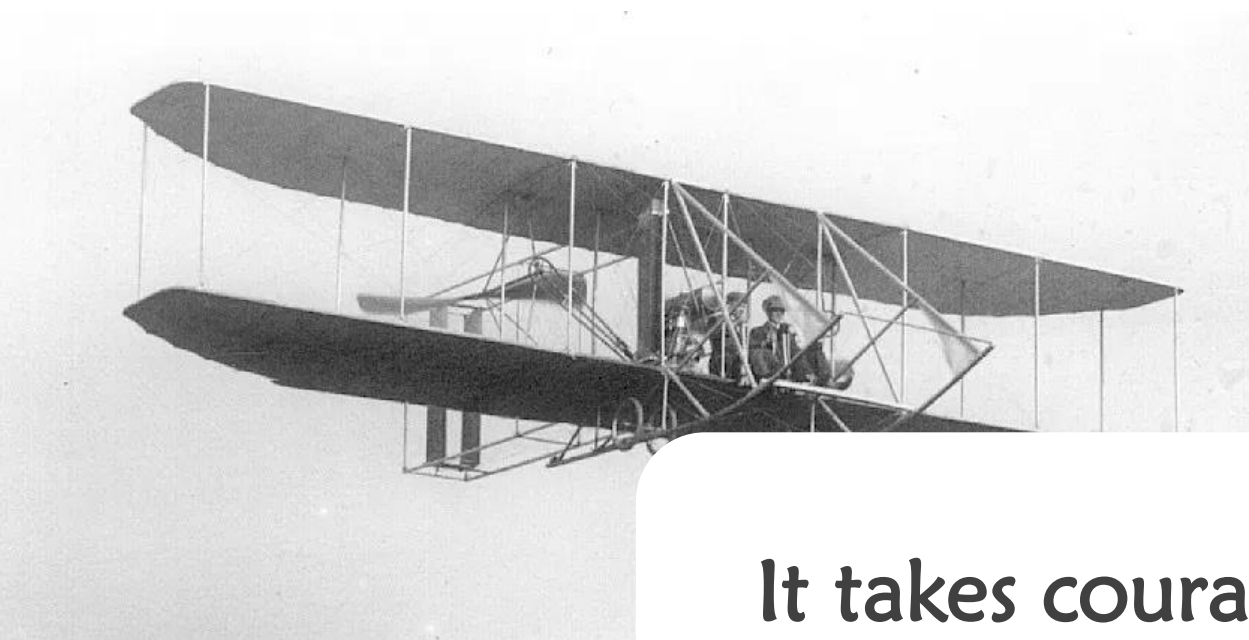
#6 Whatever you do, do it well



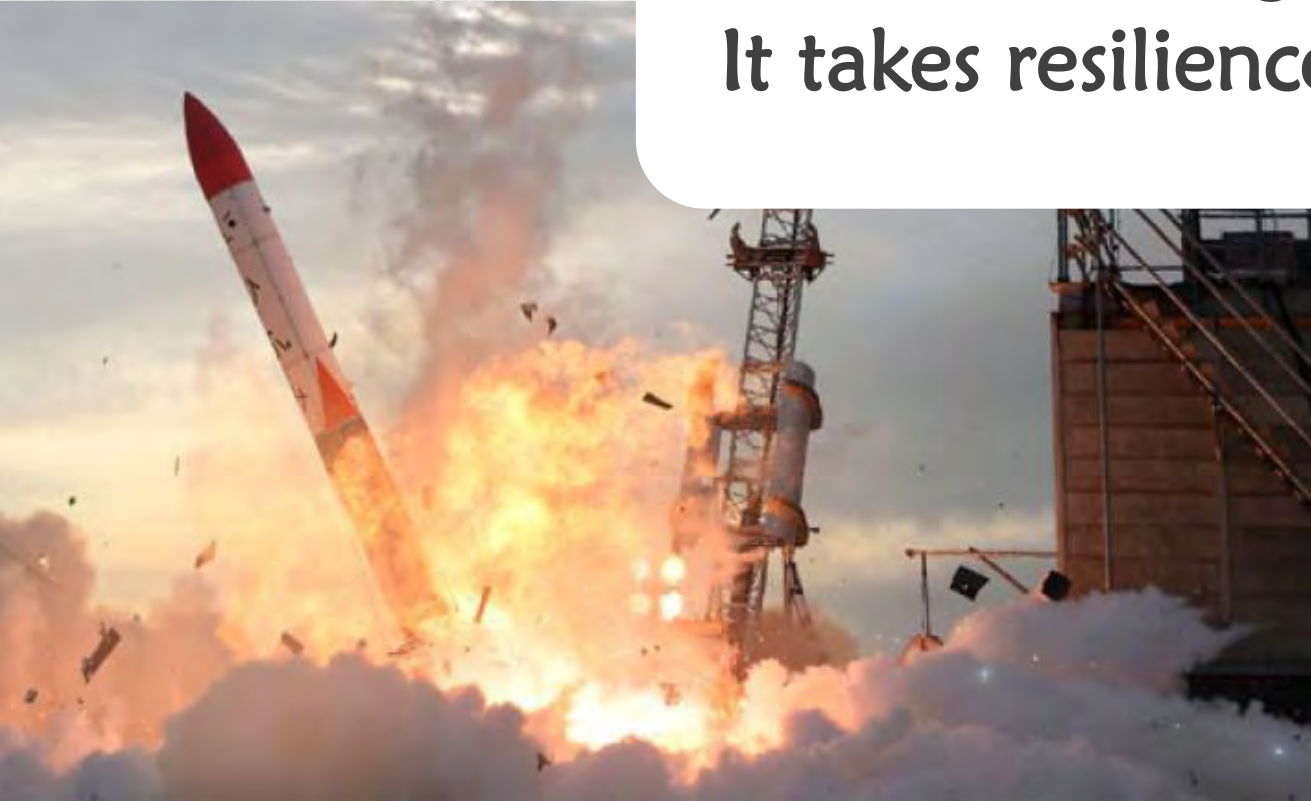
#6 Avoid the SOFA Temptation



Self-preservation OF half-Assery



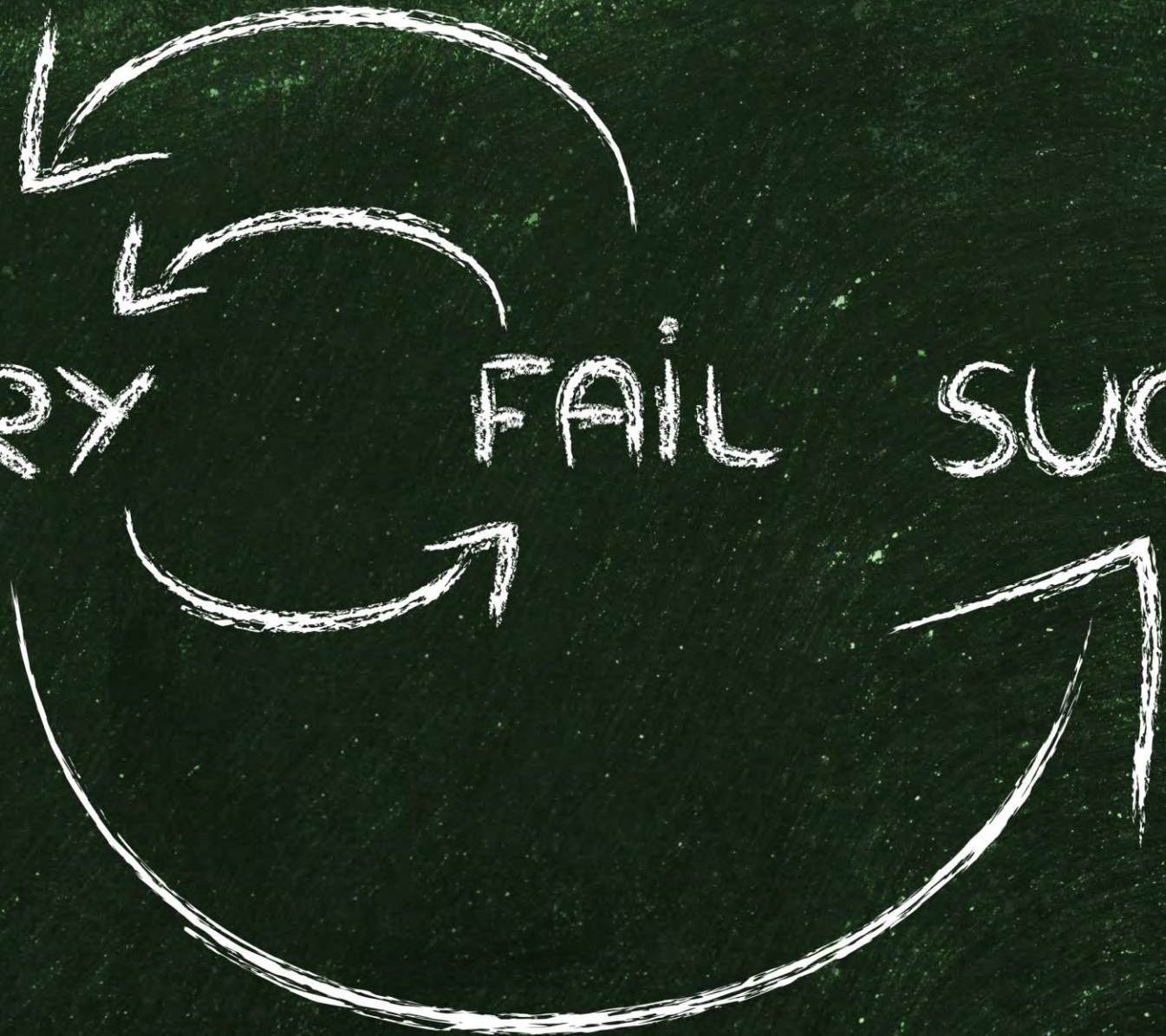
**It takes courage to try hard.
It takes resilience to try again.**



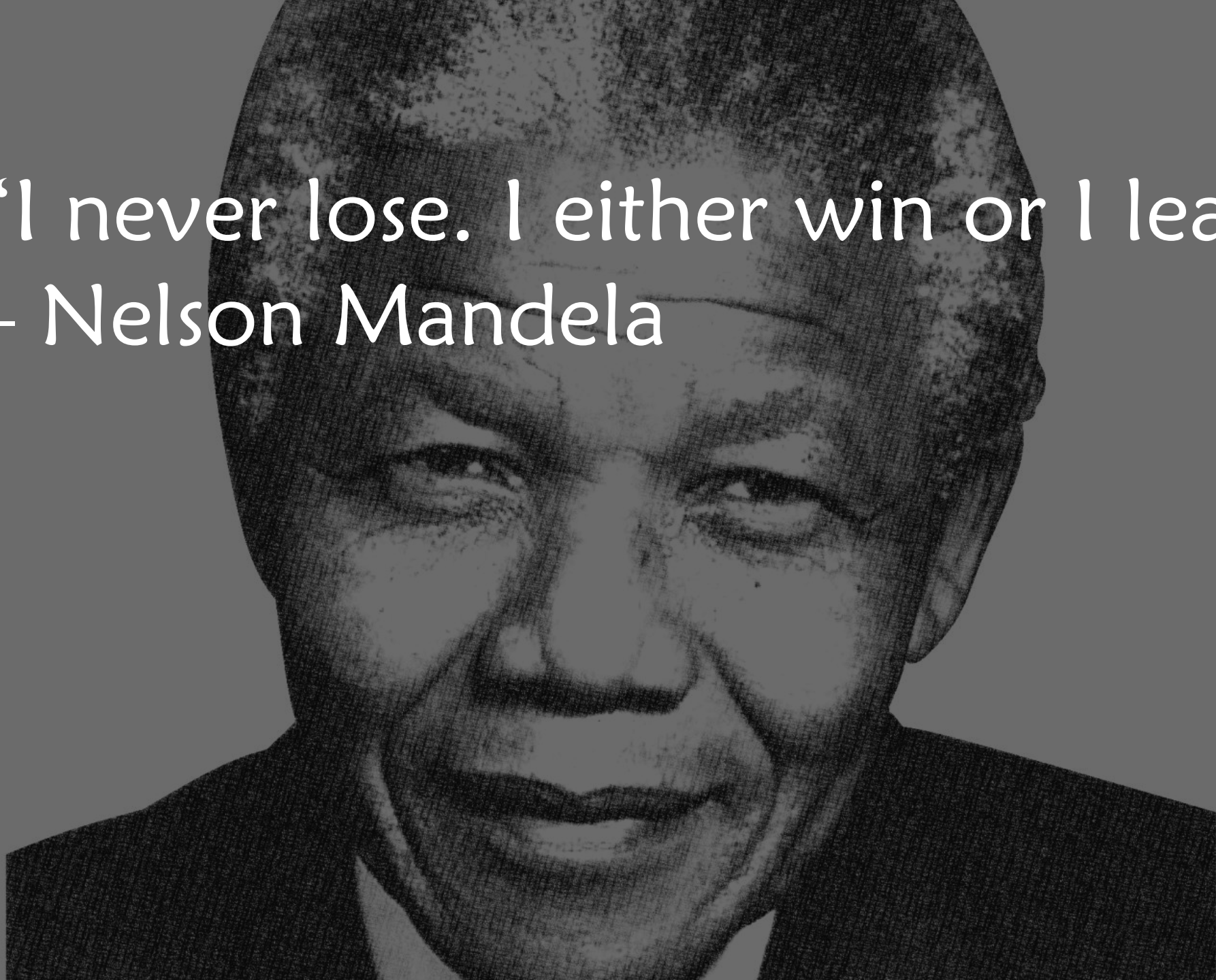
#7 Fail Forward



TRY FAIL SUCCESS



“I never lose. I either win or I learn.”
– Nelson Mandela



How can you fail forward?



Clinical

PERSONAL BEST

Top athletes and singers have coaches. Should you?



By Atul Gawande September 26, 2011



No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in.

Illustration by Barry Blitt

How can you fail forward?



Clinical



Education



Administration



Research

#7 See successes and failures as stepping stones

“The road to success is paved with mistakes well handled.”

Daniel Coyle, *Culture Code*





#8 Value Your Time



You can
do it *all!*

The background of the image is a sunset over the ocean. The sky is a gradient of orange and yellow, with the sun low on the horizon. In the foreground, the dark blue waves of the ocean are visible. Overlaid on this background are the silhouettes of three people jumping joyfully. The word "NOPE!" is written in a large, bold, black, handwritten-style font across the middle of the image, partially overlapping the jumping figures.

NOPE!

You can
do it *all!*

You will
never have
time. You
have to
make time.



The only way to get more time in your day is to be **strategic** about what you do and **efficient** in how you do it.



#9 Whatever you are be a great one







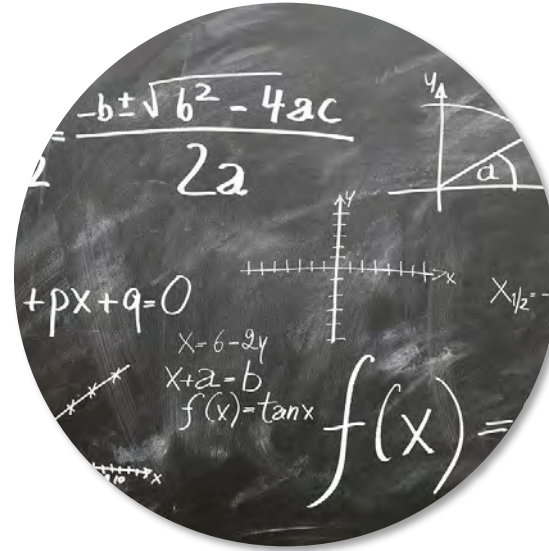
Bill Taylor, *What breaking the 4 minute mile taught us about the limits of conventional thinking*, HBR, 2018

Image: <https://www.thetimes.co.uk/article/on-this-day-special-roger-bannister-the-four-minute-mile-and-a-chance-discovery-nlpzcmfbj>

The level of expertise has increased over time



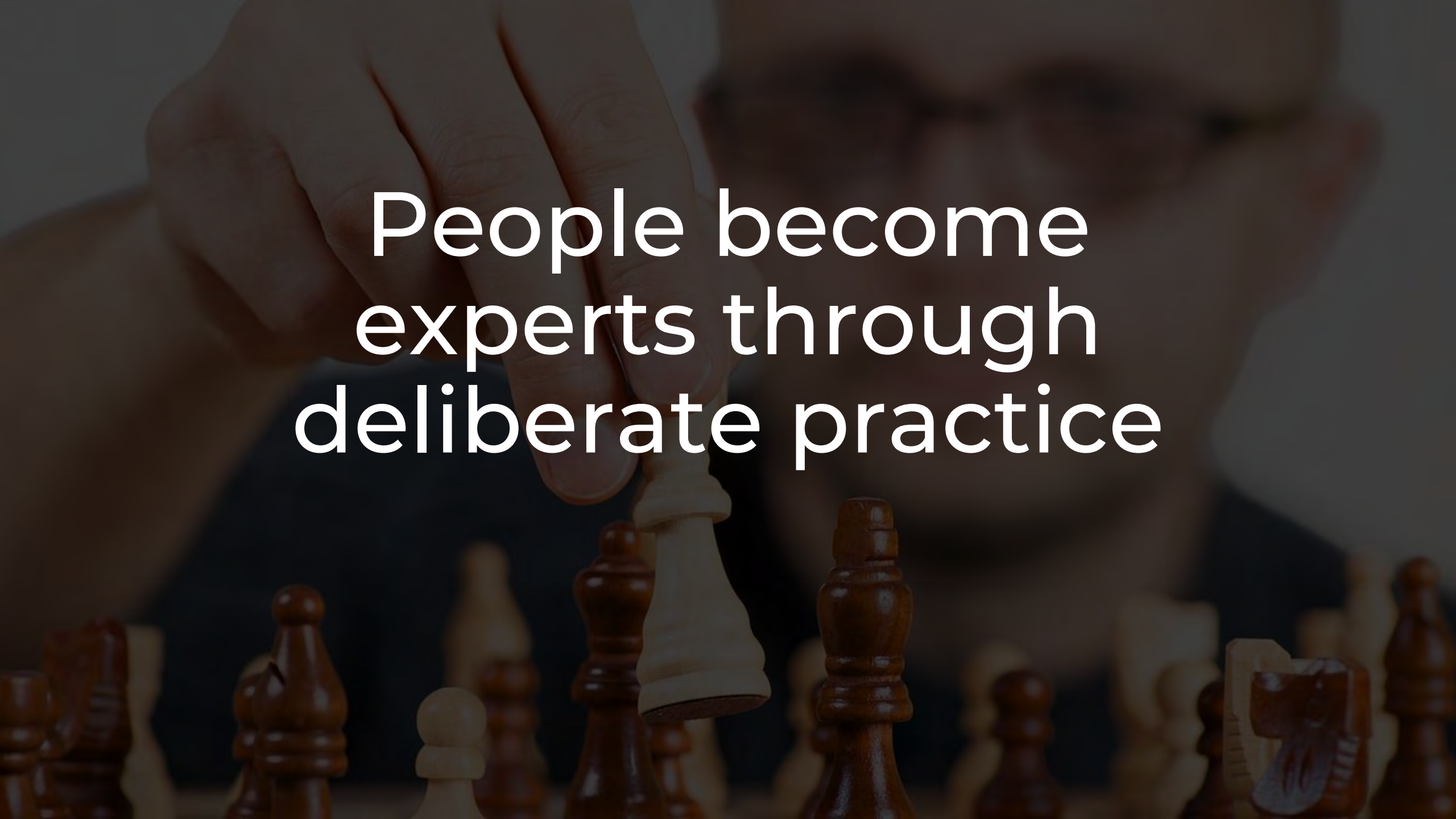
The four-minute mile was thought impossible until 1954 and now has been accomplished by over 1,500 people.



Calculus took years to master and now is learned in high-school.

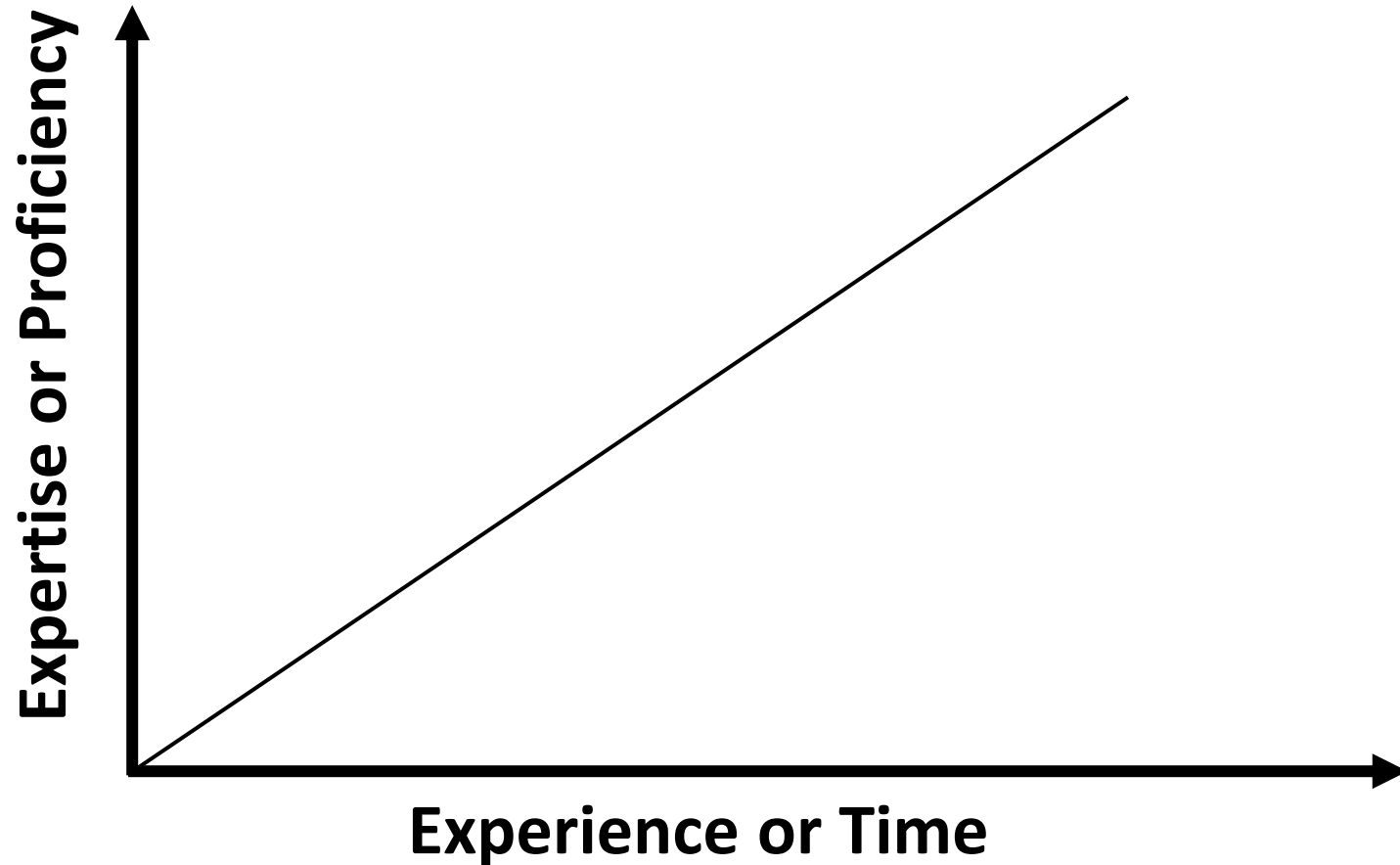


9- or 10-year-old musicians regularly technically surpass the legendary virtuosos of the 19th century.

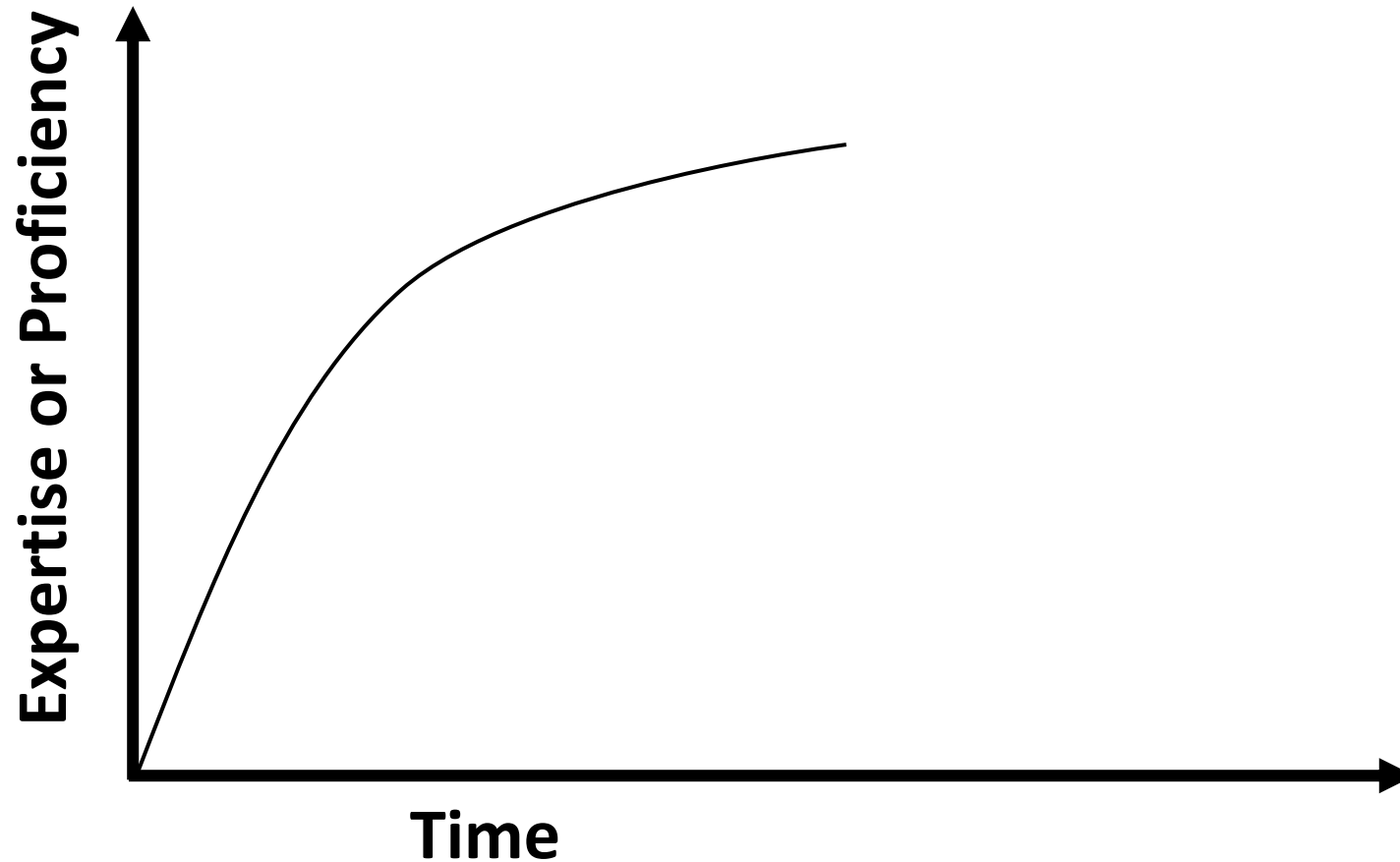
A close-up photograph of a hand moving a white chess piece on a wooden board. The background is blurred, showing other chess pieces and a person's face. The text is overlaid in white on a dark, semi-transparent background.

People become
experts through
deliberate practice

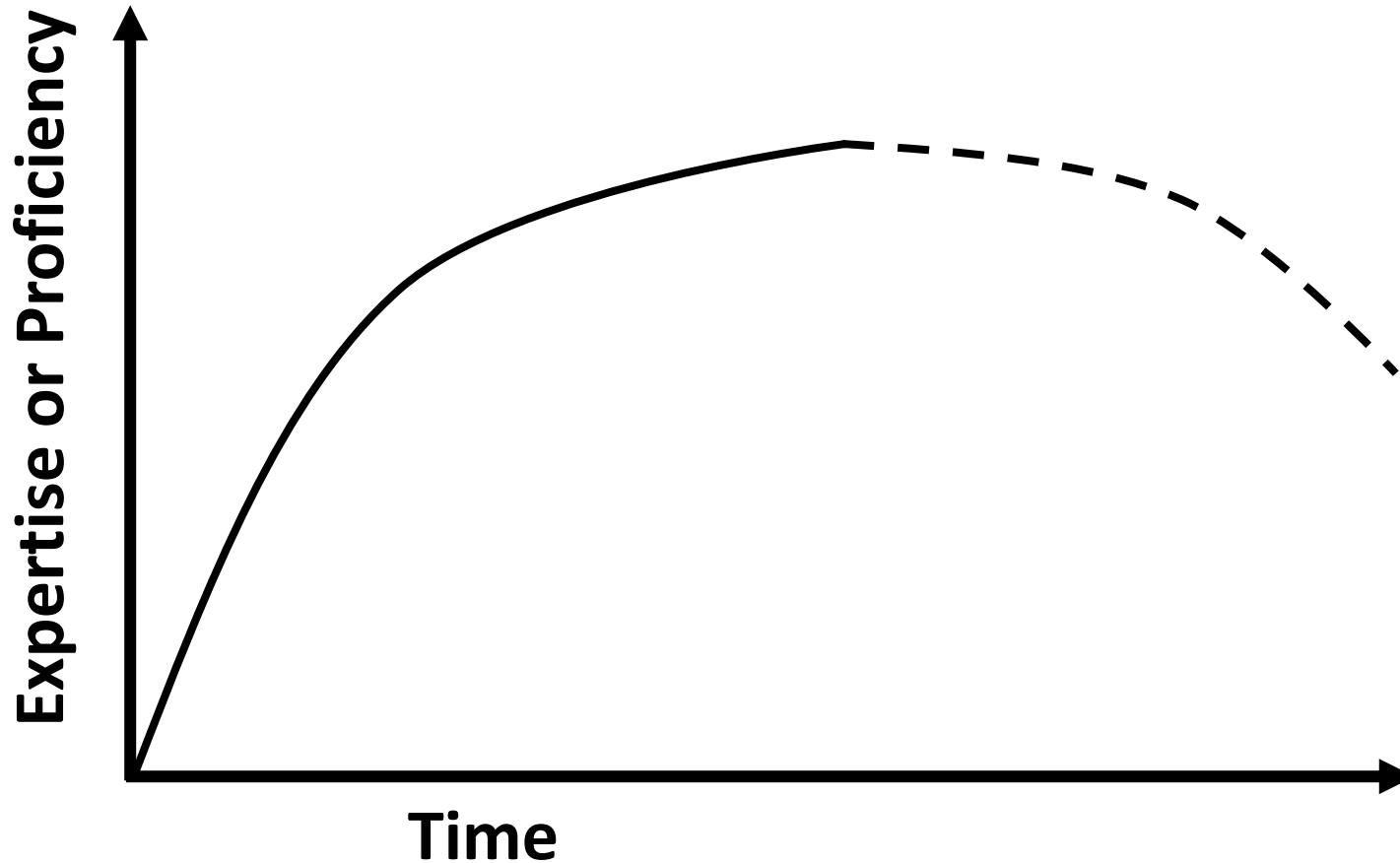
How to create expertise



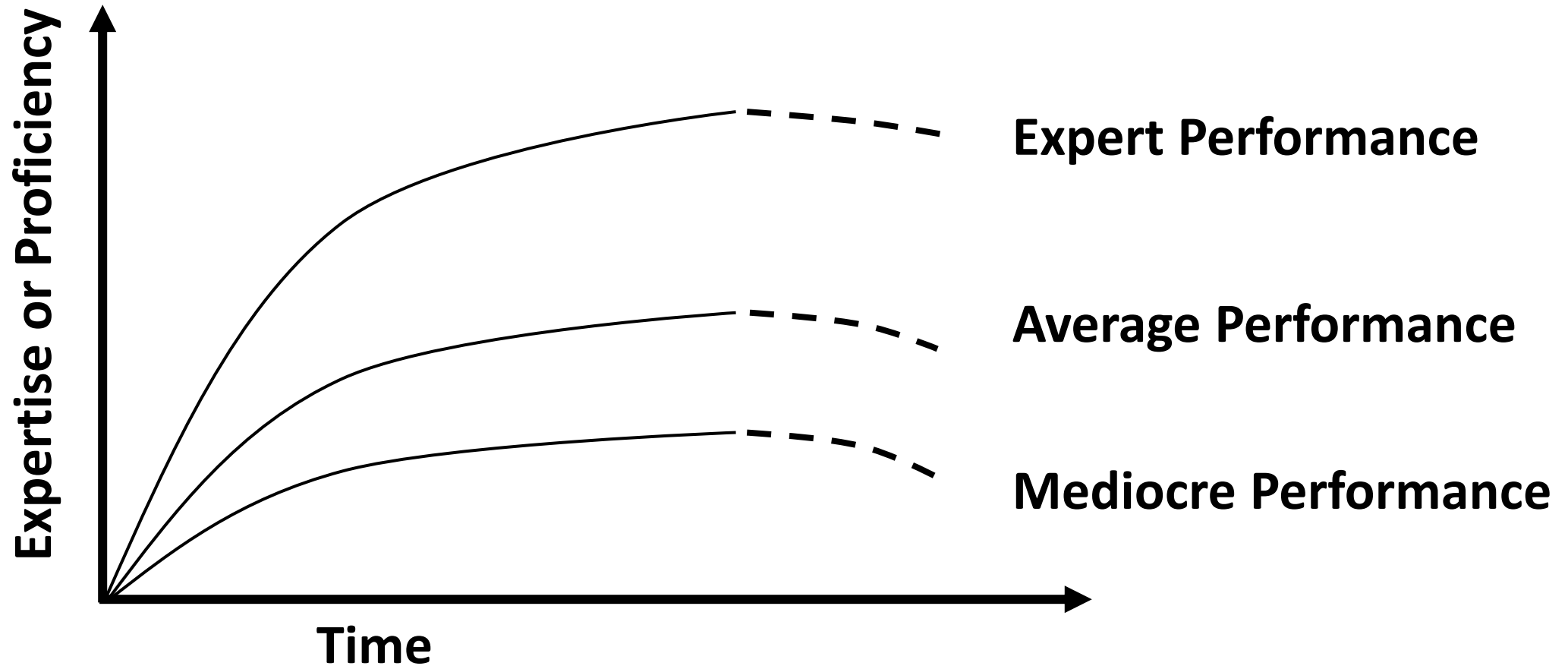
How to create expertise



How to create expertise

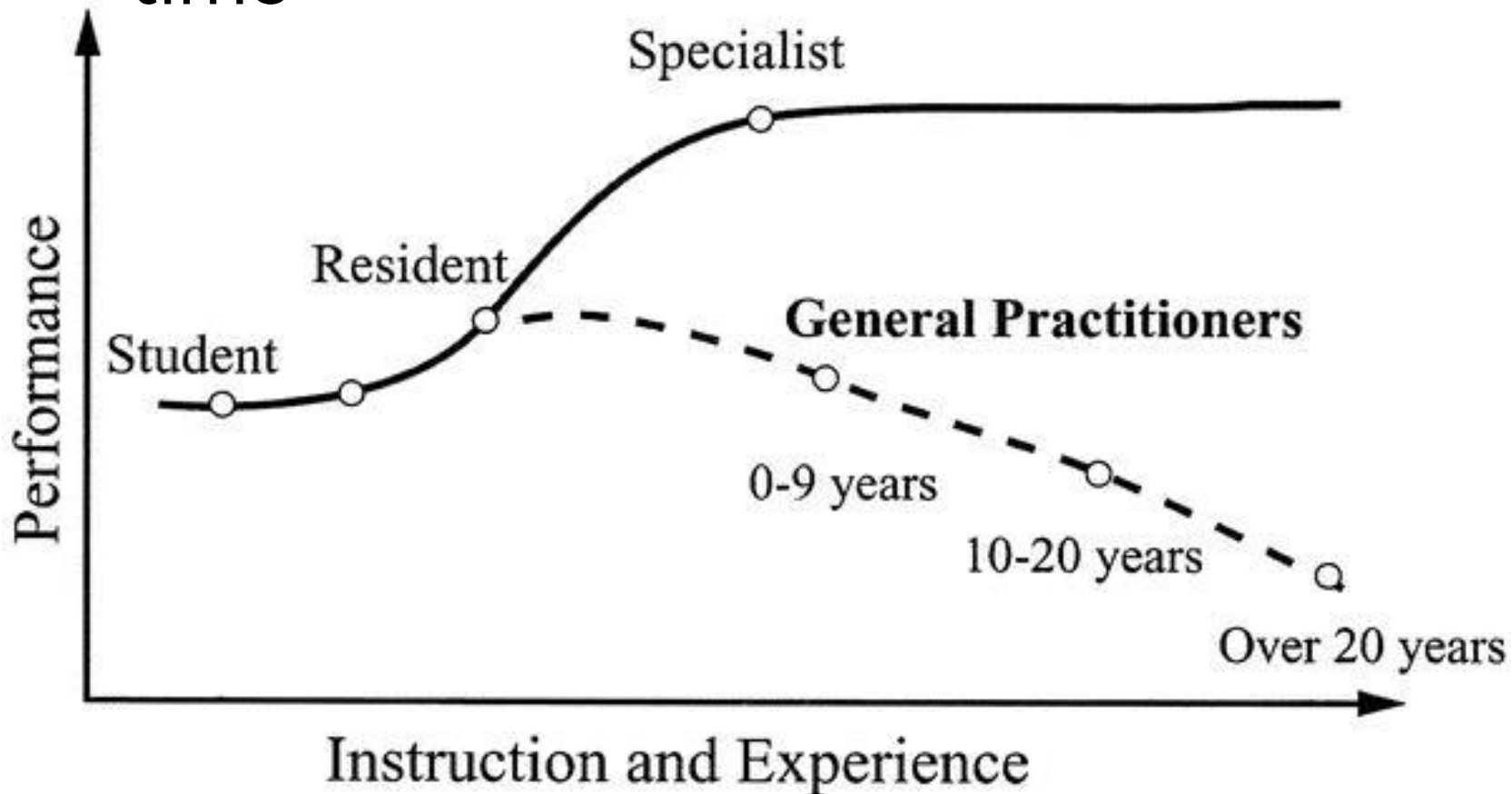


How to create expertise



Deliberate practice rather than years of experience creates expertise

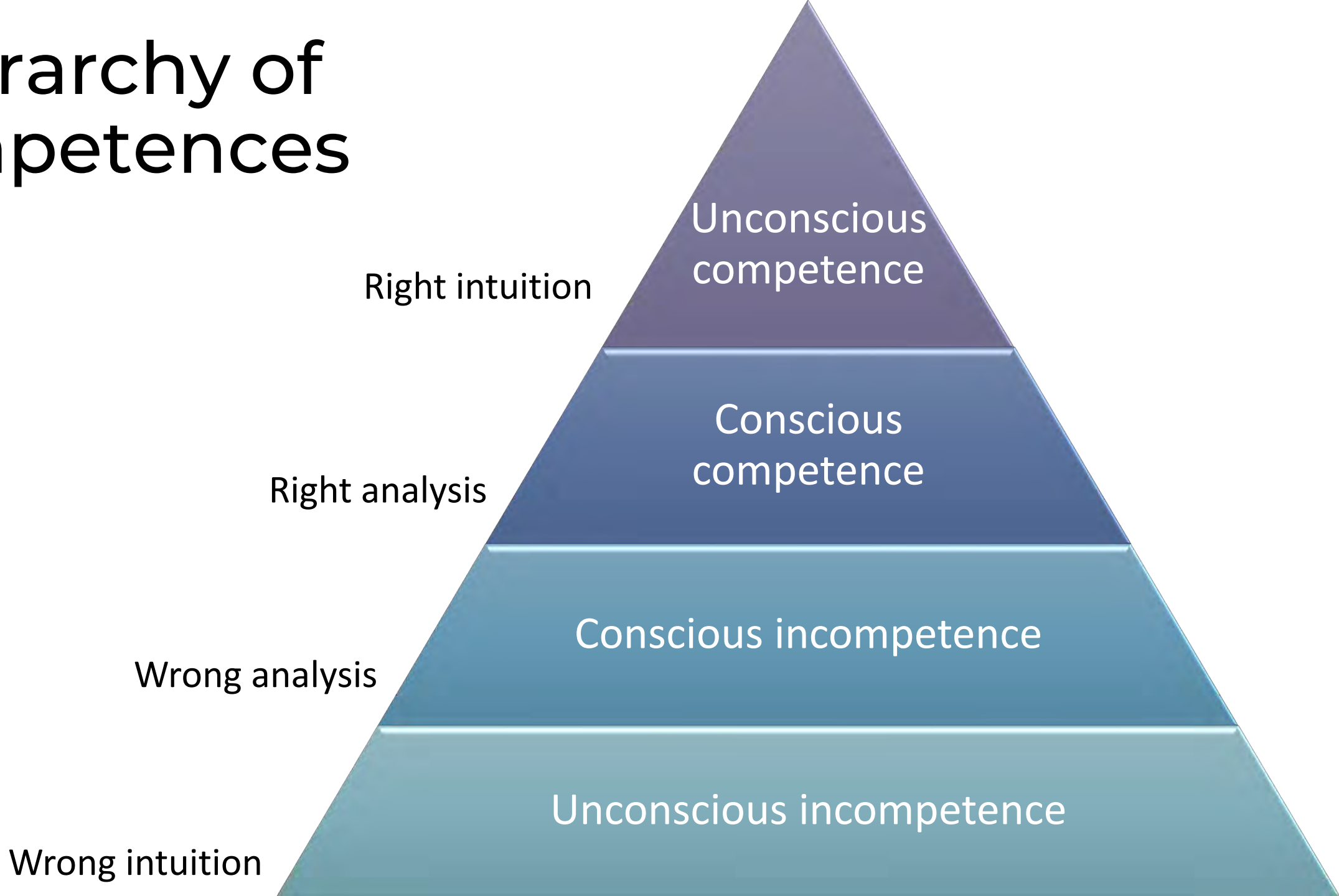
Ability to interpret heart sounds over time







Hierarchy of competences



What are the steps for deliberate practice?

1. Seek input

POPULAR SEARCH THE NEW YORKER

ANNALS OF MEDICINE OCTOBER 3, 2011 ISSUE

PERSONAL BEST

Top athletes and singers have coaches. Should you?

By Atul Gawande

I've been a surgeon for eight years. For the past couple of them, my performance in the operating room has reached a plateau. I'd like to think it's a good thing—I've arrived at my professional peak. But mainly it seems as if I've just stopped getting better.

During the first two or three years in practice, your skills seem to improve almost daily. It's not about hand-eye coordination—you have that down halfway through your residency. As one of my professors once explained, doing surgery is no more physically





What are the steps for deliberate practice?

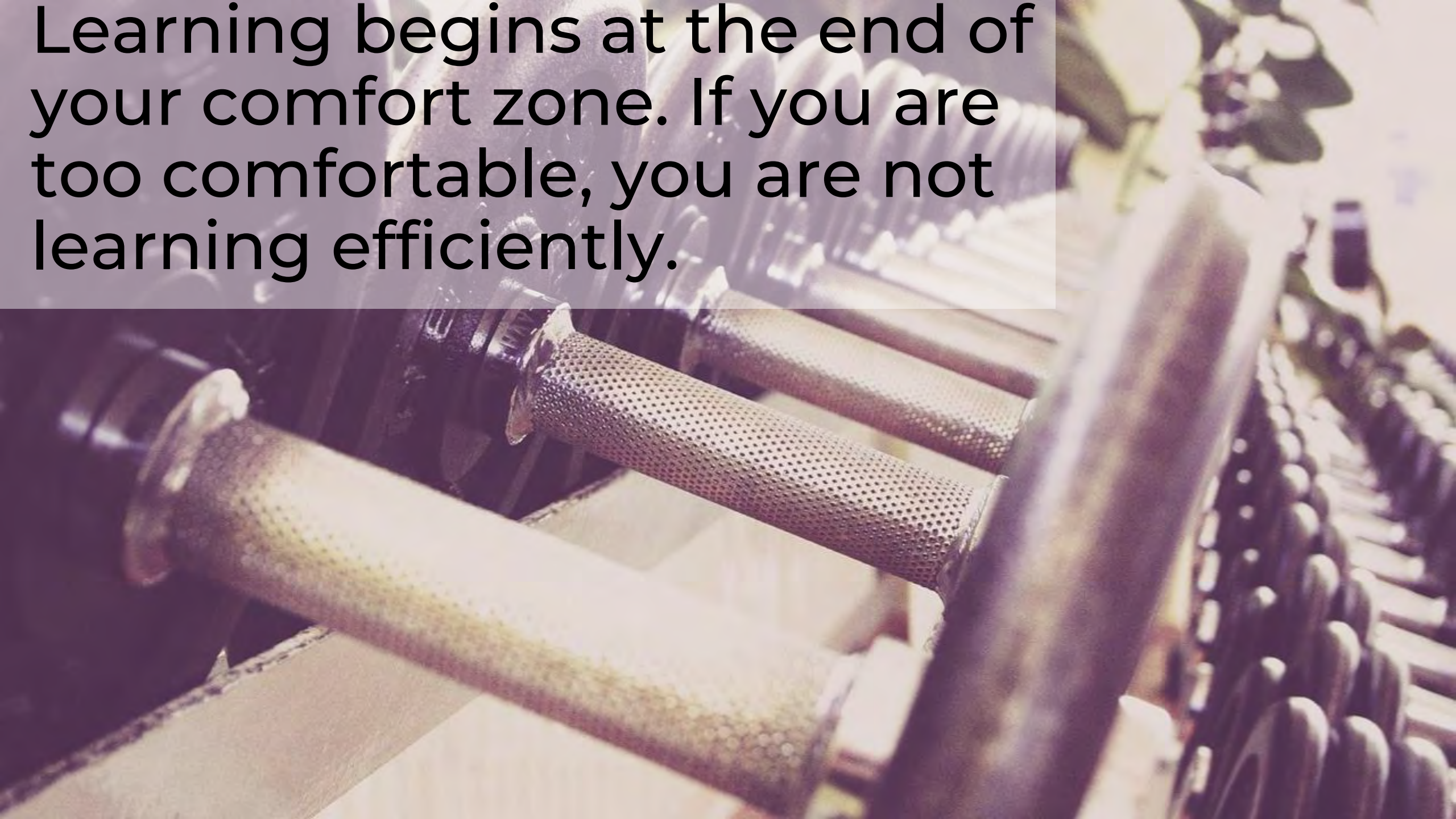
1. Seek input
2. Have an organized, intentional, focused plan

What are the steps for deliberate practice?

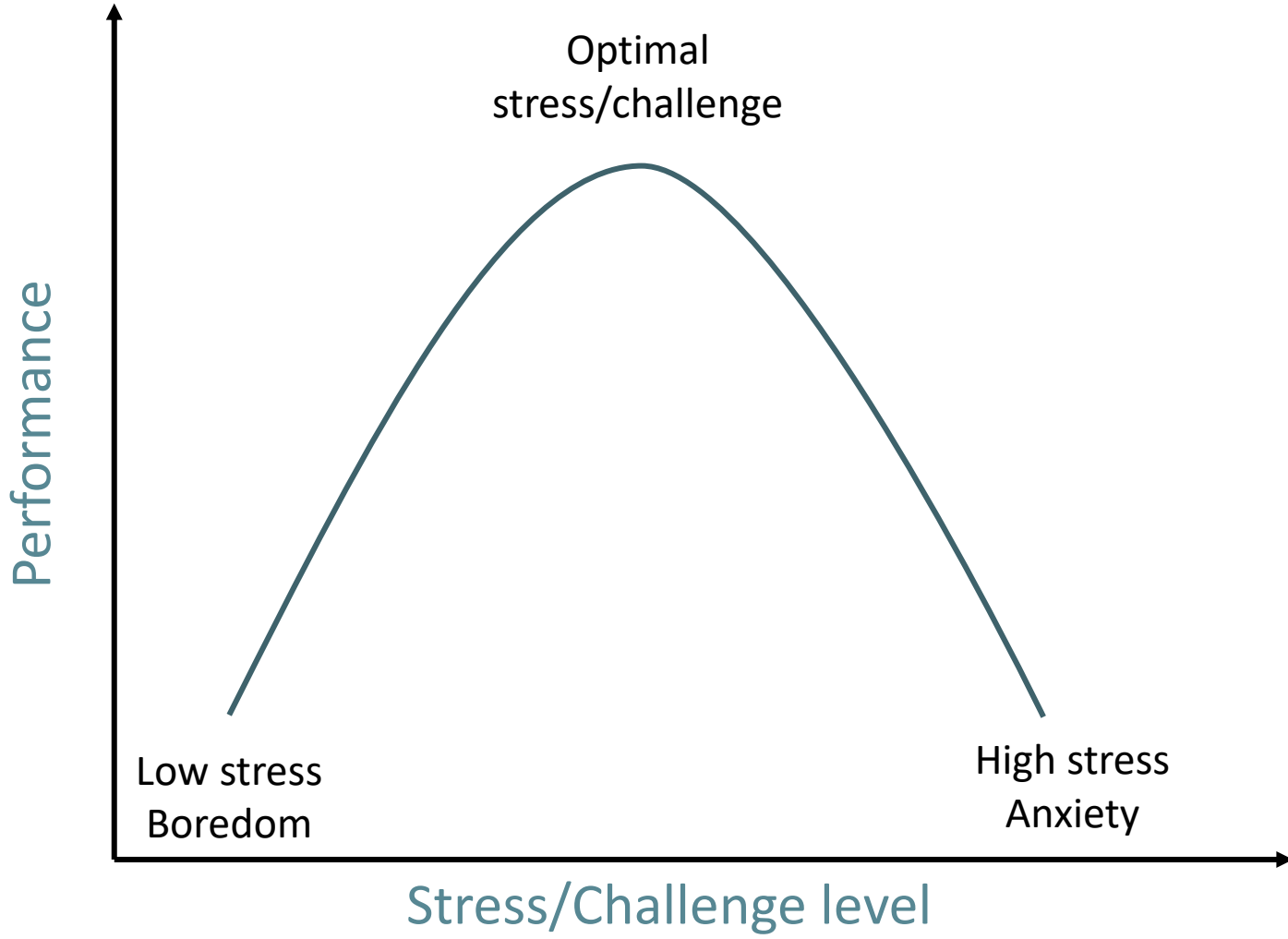


1. Seek input
2. Have an organized, intentional, focused plan
3. Stay in your Zone of Proximal Development (ZPD)

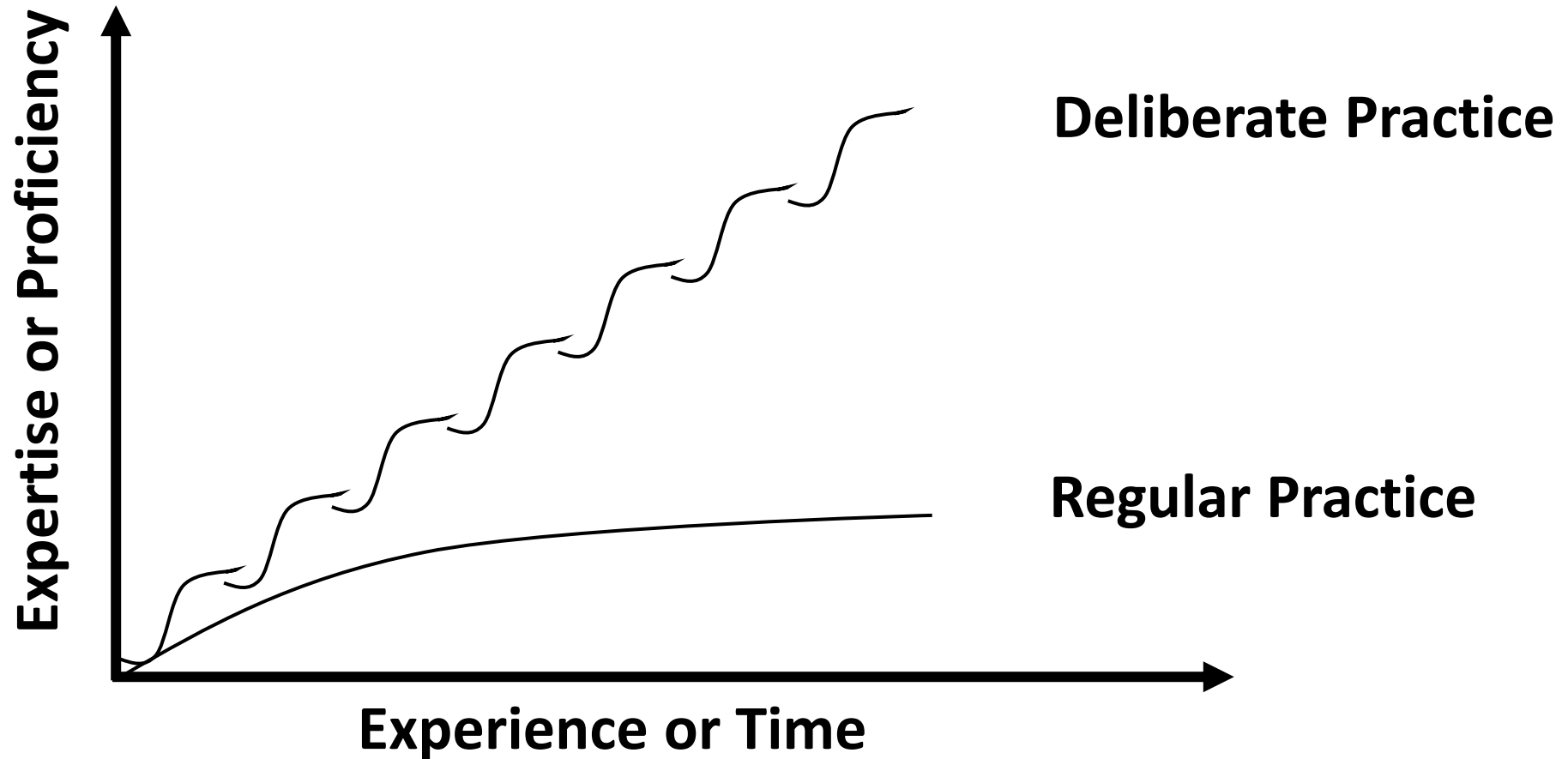
Learning begins at the end of your comfort zone. If you are too comfortable, you are not learning efficiently.



An appropriate stress/challenge level improves performance and learning



How to create expertise



What are the steps for deliberate practice?



1. Seek input
2. Have an organized, intentional, focused plan
3. Stay in your Zone of Proximal Development (ZPD): **plan to fail twice a month (or learn something new)**

Never failing means under-trying

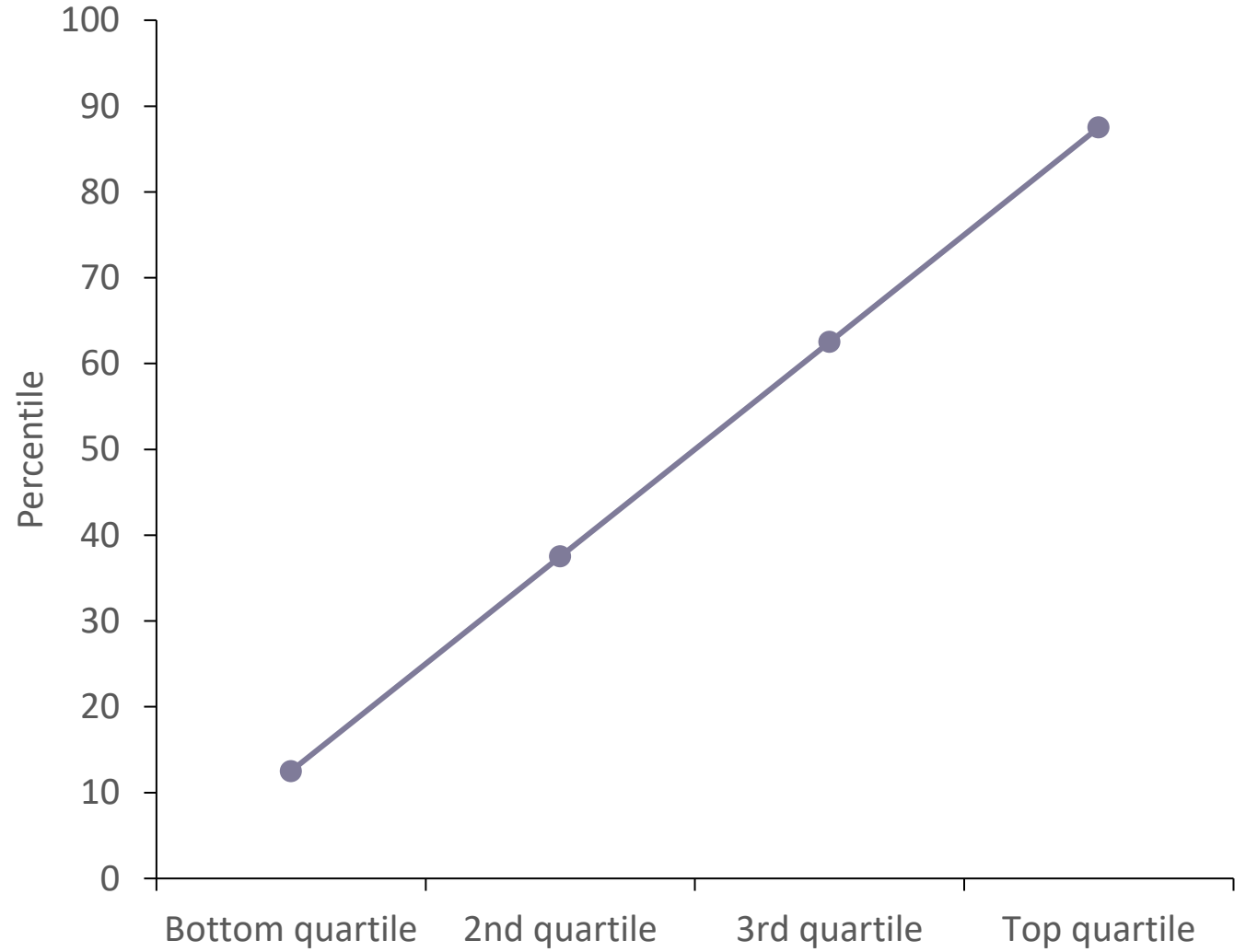


What are the steps for deliberate practice?

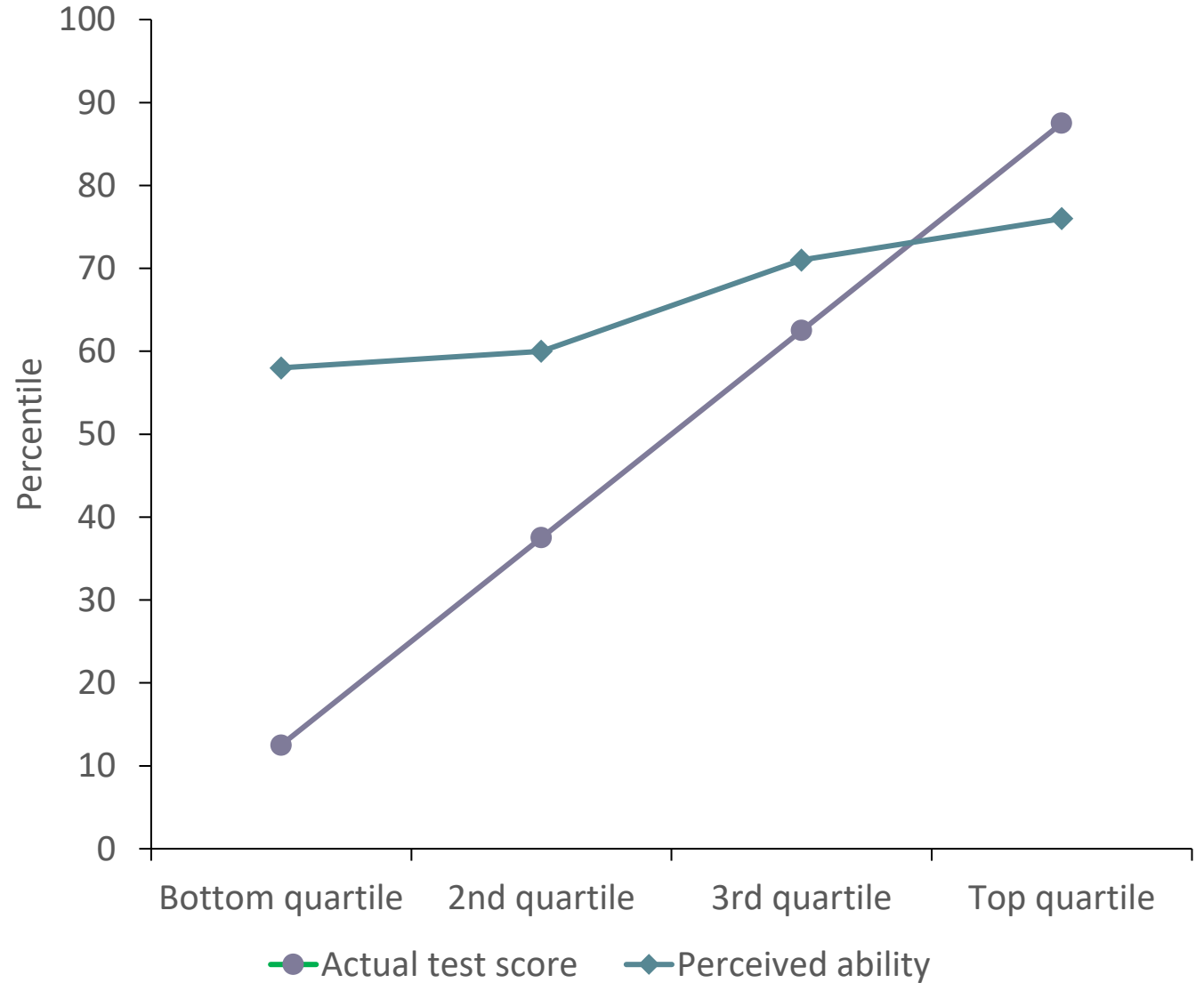


1. Seek input
2. Have an organized, intentional, focused plan
3. Stay in your Zone of Proximal Development (ZPD): **plan to fail twice a month (or learn something new)**
4. Seek honest feedback


We are not
good at
assessing our
own
performance



We are not good at assessing our own performance




How to give effective feedback



“The single biggest
problem in
communication is
the illusion that it
has taken place.”

George Bernard Shaw

A photograph showing two men in a light blue background. The man on the left, older with a mustache, is wearing a light blue button-down shirt and is crying with his mouth open, holding a white tissue to his face. The man on the right, younger with a beard, is wearing a white button-down shirt and is clapping his hands together, looking down with a pained or frustrated expression. The image has a torn paper edge effect.

Good job!
Nice working with you!
Strong work!
Read more!

Feedback is often meaningless or unactionable

To be effective, feedback should be:



Specific (Music/Sports): “Hold the instrument like this not that.”



Timely (Hot stove): In the very moment you see an opportunity (with some exceptions).



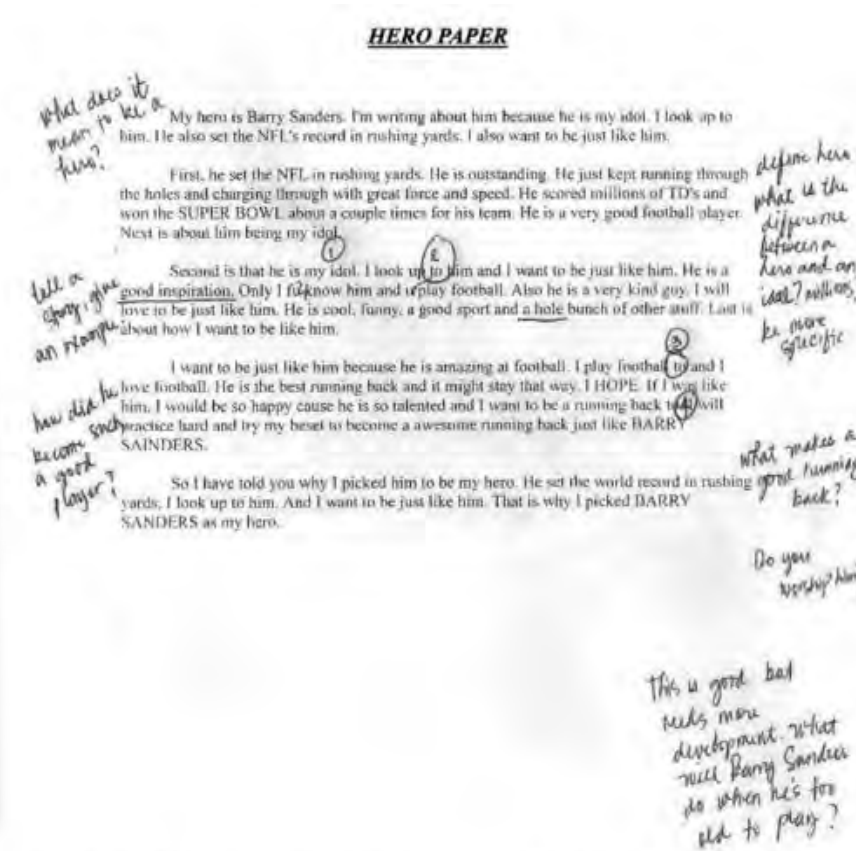
Actionable: Can be acted on and leads to performance improvement (formative vs summative).



Credible: Unbiased, with expertise, and goal of improving learner’s performance (high expectations and belonging).

Effective feedback requires psychological safety and belonging

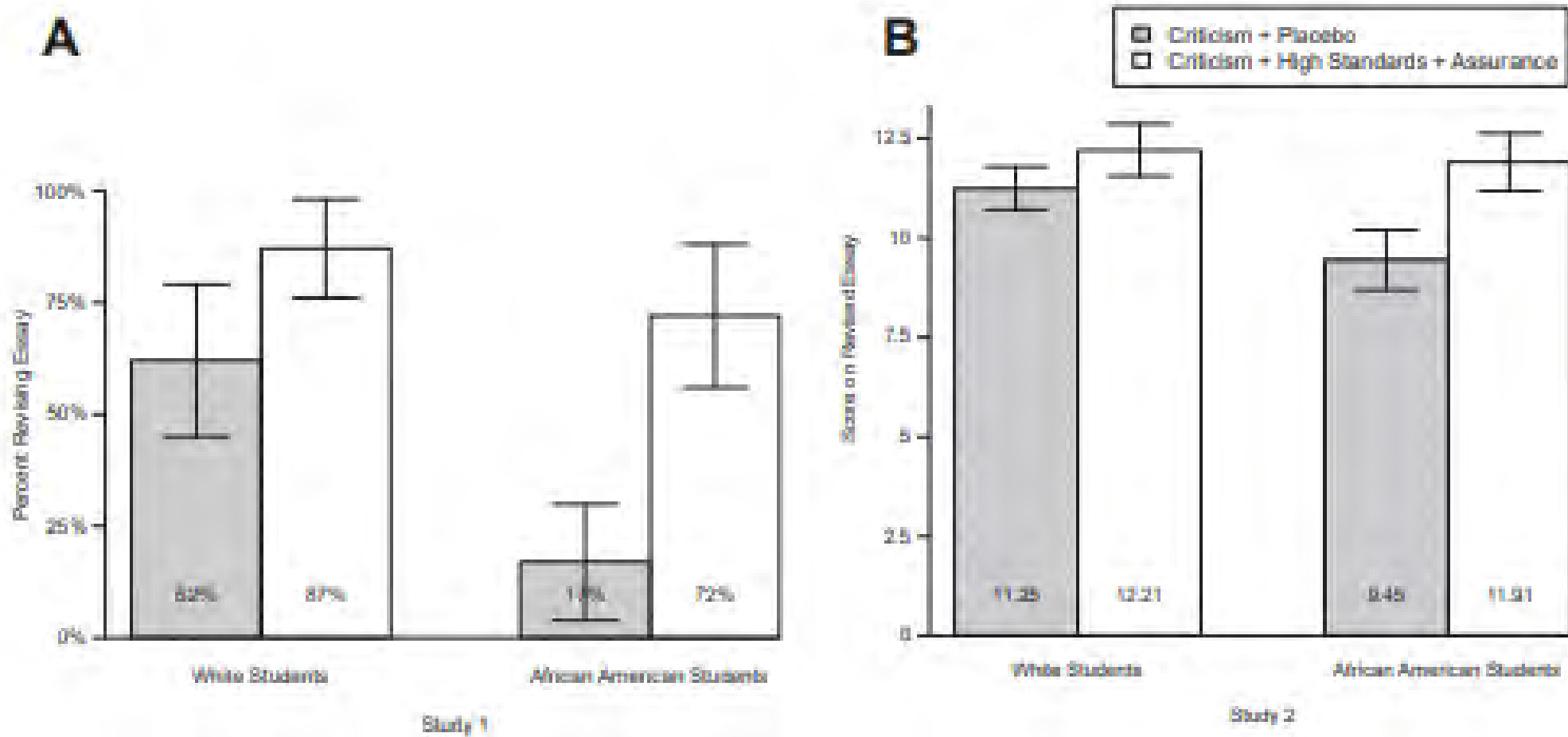
Placebo



"I'm giving you this feedback because I have very high expectations and I know you can meet them."

Figure 1. Sample student essay with teacher feedback, generated in Study 1, and used as experimental materials in Study 3.

Use of the phrase increased effort 40% among white students and 320% among black students *and* improved performance



Good feedback communicates belonging



You are part of this group.

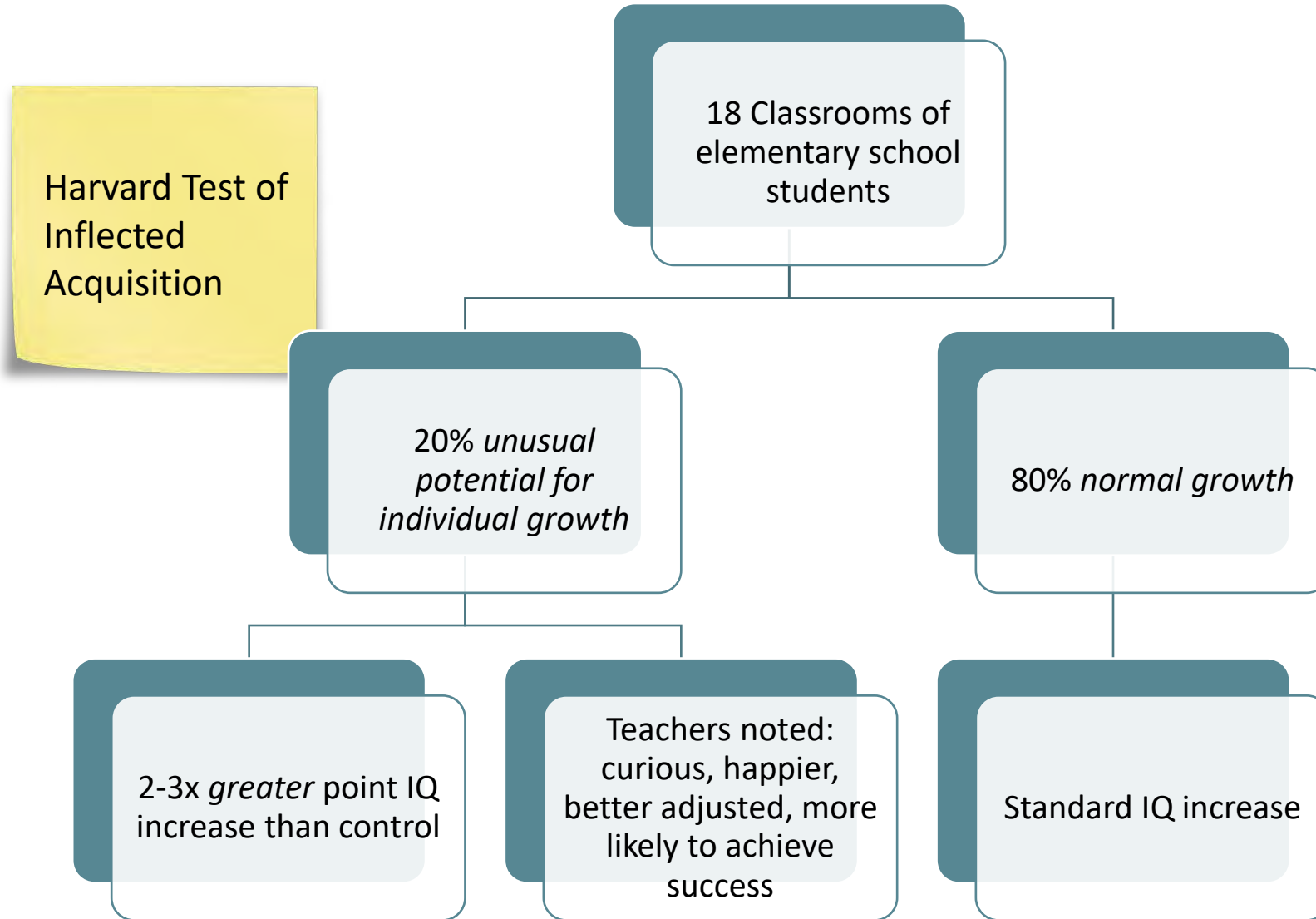


This group is special; we have high standards here.



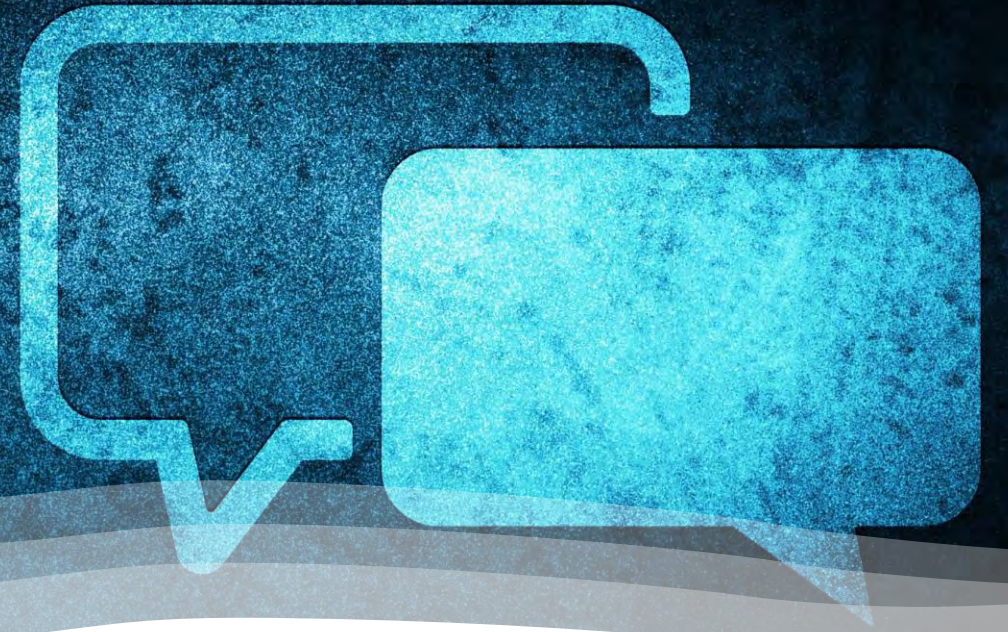
I believe you can reach those standards.

The Rosenthal (or Pygmalion) effect



How to take feedback well

How to take feedback with a growth mindset



Instead of...

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

Choose...

- Acceptance
- Appreciation
- Objectivity
- Curiosity
- Action

What are the steps for deliberate practice?



1. Seek input
2. Have an organized, intentional, focused plan
3. Stay in your Zone of Proximal Development (ZPD): plan to fail twice a month
4. Seek honest feedback
5. Self-regulate



Sliding
Paradigms

The image shows three large radio telescope dishes arranged in a row on a dark, rocky terrain. The sky is a deep blue, filled with numerous bright stars, suggesting a clear night. The dishes are mounted on complex metal structures. The overall scene is a representation of astronomical observation.

Observations

1950s vs 2013 pit crews, what makes them faster?



We develop
expertise through
deliberate practice

#10 Stay on fire without burning out

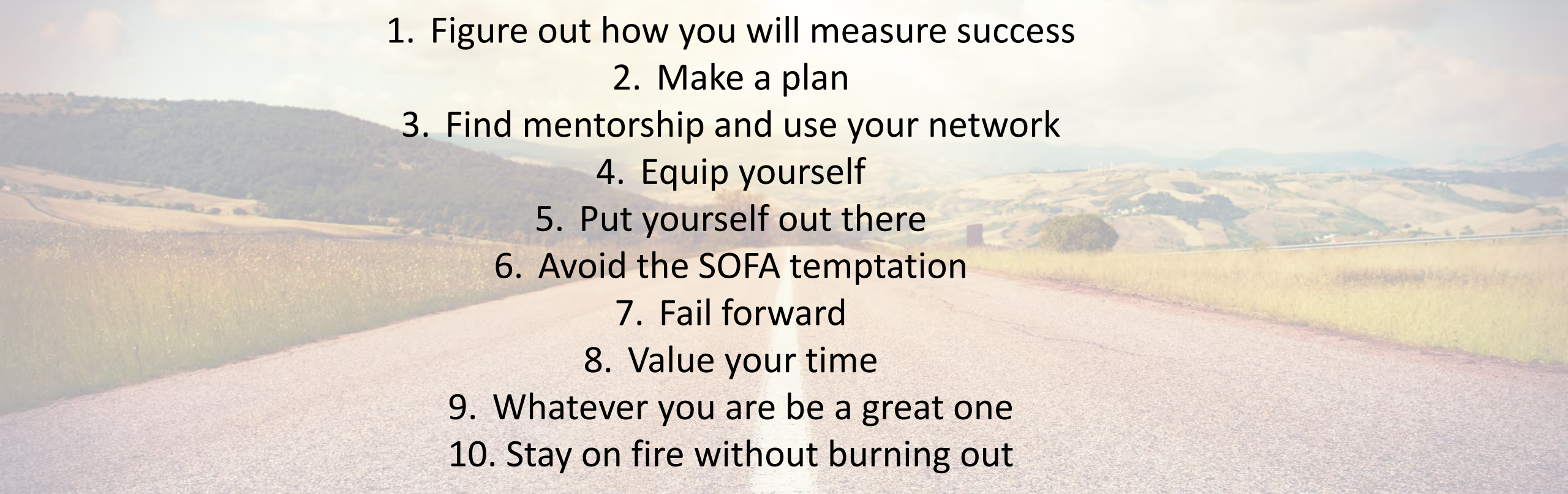
Reflection: What I need
Mission
Margin
Belonging
Growth





*It takes courage
to try hard.*

*It takes resilience
to try again.*

- 
1. Figure out how you will measure success
 2. Make a plan
 3. Find mentorship and use your network
 4. Equip yourself
 5. Put yourself out there
 6. Avoid the SOFA temptation
 7. Fail forward
 8. Value your time
 9. Whatever you are be a great one
 10. Stay on fire without burning out

SUCCESS

Real Life Cases

Your responses

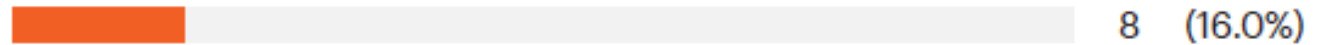


How would
you
categorize
your main
challenges?

Navigating career moves, options, or promotion



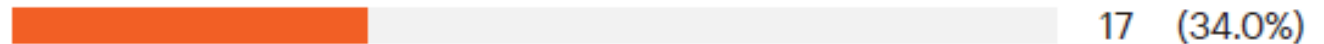
Skill development



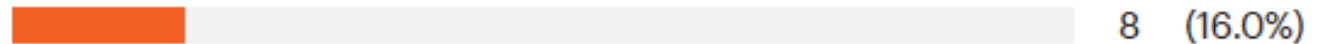
Balancing competing demands



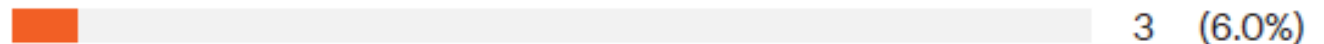
Understanding myself and what I want to do



Interpersonal challenges



Other (please specify below)



Balancing competing demands

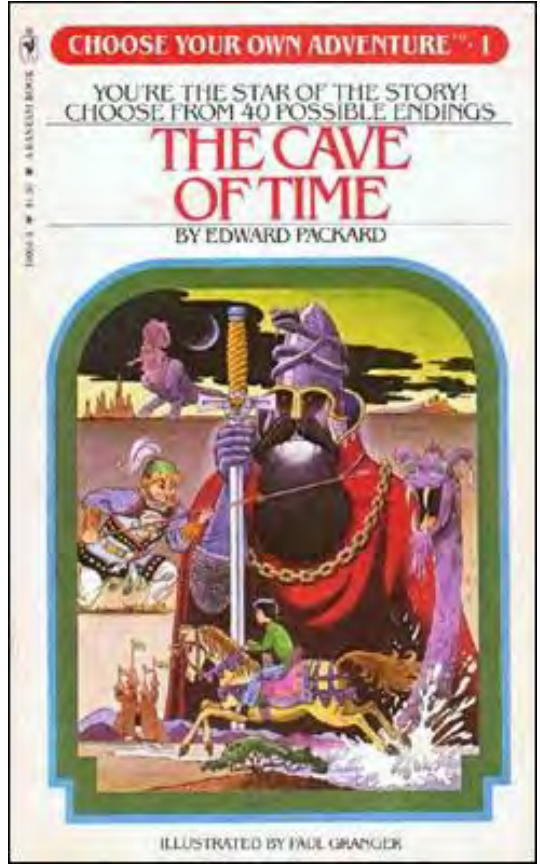
I am trying to balance wanting to complete different work projects but also finally getting to spend time with family after med school/residency/fellowship. I also don't know where I see myself in 5 years and haven't had time to really think about it.

I am not sure where I fit in academic medicine. I do not know what I want to focus on or if I want to continue academic medicine. As much as I enjoy teaching, I do not enjoy feeling like I am in a rat race. There is always someone asking what I am working on or what I am doing next. It has taken the fun out of academic medicine.

I am trying to balance wanting to complete different work projects but also finally getting to spend time with family after med school/residency/fellowship. I also don't know where I see myself in 5 years and haven't had time to really think about it.

A scenic view of a railway bridge over a river, with green hills in the background under a cloudy sky. The bridge is made of dark brown metal trusses and supports two parallel tracks. The tracks are made of steel rails on wooden sleepers, with gravel ballast. The river flows through the valley below the bridge. The hills are covered in lush green grass and some trees. The sky is filled with heavy, grey clouds, suggesting an overcast day.

Introduction to career goals and tracks





Where do you want to go?

1, 5, 10-year plan

“Now that you’re an adult what do you want to do with your life?”



I don't know, I didn't think I'd get this far...



What can take you off track?

- Not having plans or goals
- Not having good mentors/sponsors/coaches
- Not digging into the cost and benefit of opportunities and taking the wrong ones
- Taking on too much

Cost, benefit, and opportunity Cost











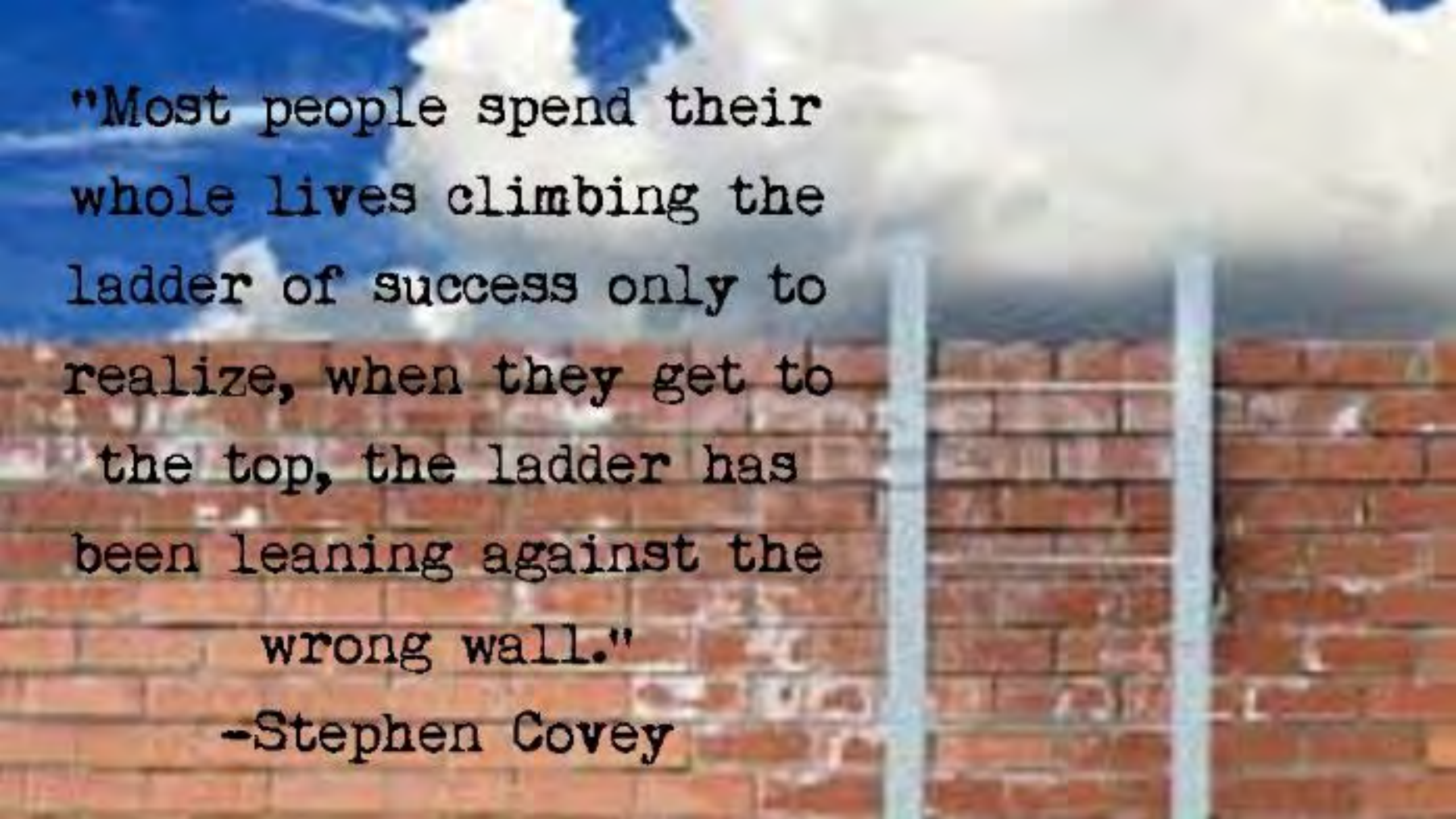




सामान
LUGGAGE

३५ ९८७३०
NC

द्वितीय श्रेणी
SECOND CLASS

A photograph of a red brick wall with a blue sky and white clouds in the background. The text is overlaid on the left side of the image.

"Most people spend their
whole lives climbing the
ladder of success only to
realize, when they get to
the top, the ladder has
been leaning against the
wrong wall."

-Stephen Covey



Where do you want to go?

1, 5, 10-year plan



Self Reflection


Meditation or serious thought about one's character, actions, and motives.

Mission

Vision

Values





Does how you spend
your time and energy
reflect your Big
Values?

My Goals – 15 min

Time Frame	Goals	What do I need to do to get there?
1 year		
5 year		
10 year		

1. Write your goals.
2. Share them with someone else.
3. Help brainstorm how you can both reach them.
4. When you get back home, share with a mentor.

SMART Goals

- Specific
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Timely**
-
- Dream big but plan small



Make a Plan

Time Frame	Goals	What do I need to do to get there?
1 year	<ul style="list-style-type: none">• Leadership Roles• Publications• Teaching/Speaking• Service• Financial	
5 year	Vaguer ideas, directions, or thoughts	
10 year	General direction, dreams, and BHAG	

Make your plans:

Specific

Measurable

Achievable

Realistic

Timely

Breakout Time

1. Write your goals.
2. Share them with someone else.
3. Help brainstorm how you can both reach them.
4. When you get back home, share with a mentor.

A scenic landscape featuring a calm lake in the foreground that perfectly reflects the sky and the surrounding mountains. The sky is a mix of deep blue and soft orange, with scattered white clouds. In the background, several jagged mountain peaks are visible, some with patches of snow or light-colored rock. The overall atmosphere is peaceful and serene.

Pause and reflect

Page 2: Short and long-term goals

Regroup!





Real Life Cases

Navigating career moves and options

- Hospital and departmental leadership that doesn't place as much value on teaching and medical education protected time as they should.
- Difficulty navigating the promotion process.
- Burnout, exacerbated by Covid

I work at a big academic shop and the road to advancement within my departments' education domain is rather crowded.

Academic career success, tracks, and tools

Arnold Schwarzenegger

James Bond

Intelligence Specialist / Security & Surveillance

MIS HQ: 12 Mitbank
London, SW1P 4QE
020 7 555 555
james.bond007@mis.gov

EXPERIENCE

British Secret Service, London — *Intelligence Operative*

Jan 2001 - Present

Protecting the UK and her allies from nefarious masterminds from around the world.

Liaising with intelligence services around the world including the CIA.

Instrumental in foiling international terror attacks including the looting of Fort Knox and the destruction of the world by various means.

Royal Navy, Portsmouth, UK — *Commander*

Jan 1990 - Dec 2000

Special intelligence department of Royal Navy, tasked with identifying threats to national security.

In charge of elite unit of highly trained operatives seeing action in various theatres from Russia and Soviet Union, Africa and Middle East.

SKILLS

Licensed to Kill

Multi-lingual (German, Russian, French, Arabic, Spanish)

Helicopter Pilot License

AWARDS

Royal Naval Marksmanship award - gold

Black belt in four martial arts

Downhill ski champion (Kitzbühel Championships)

CA, USA
888 888
holtTerminator@gmail.com

Personal Statement

Former body builder and action hero, currently looking for a role as a double agent for the right pay. Experienced in tracking down allies from the future and barbarian cult leaders.

Has experience using Microsoft Excel, PowerPoint and

USA

of the Ame
laws

Starting out in Academia

- Start to develop a niche
- Integrate yourself into the department
- Work well with others
- Find mentors
- Say yes often, when you can



YOU HAVE TO

SAY NO

TO A LOT OF

GOOD THINGS

IN ORDER TO BE ABLE TO

SAY YES

TO A LOT OF

GREAT THINGS

What if you don't know where you want to go?

Be more liberal with your 'yeses'



How do you get there?

Currency

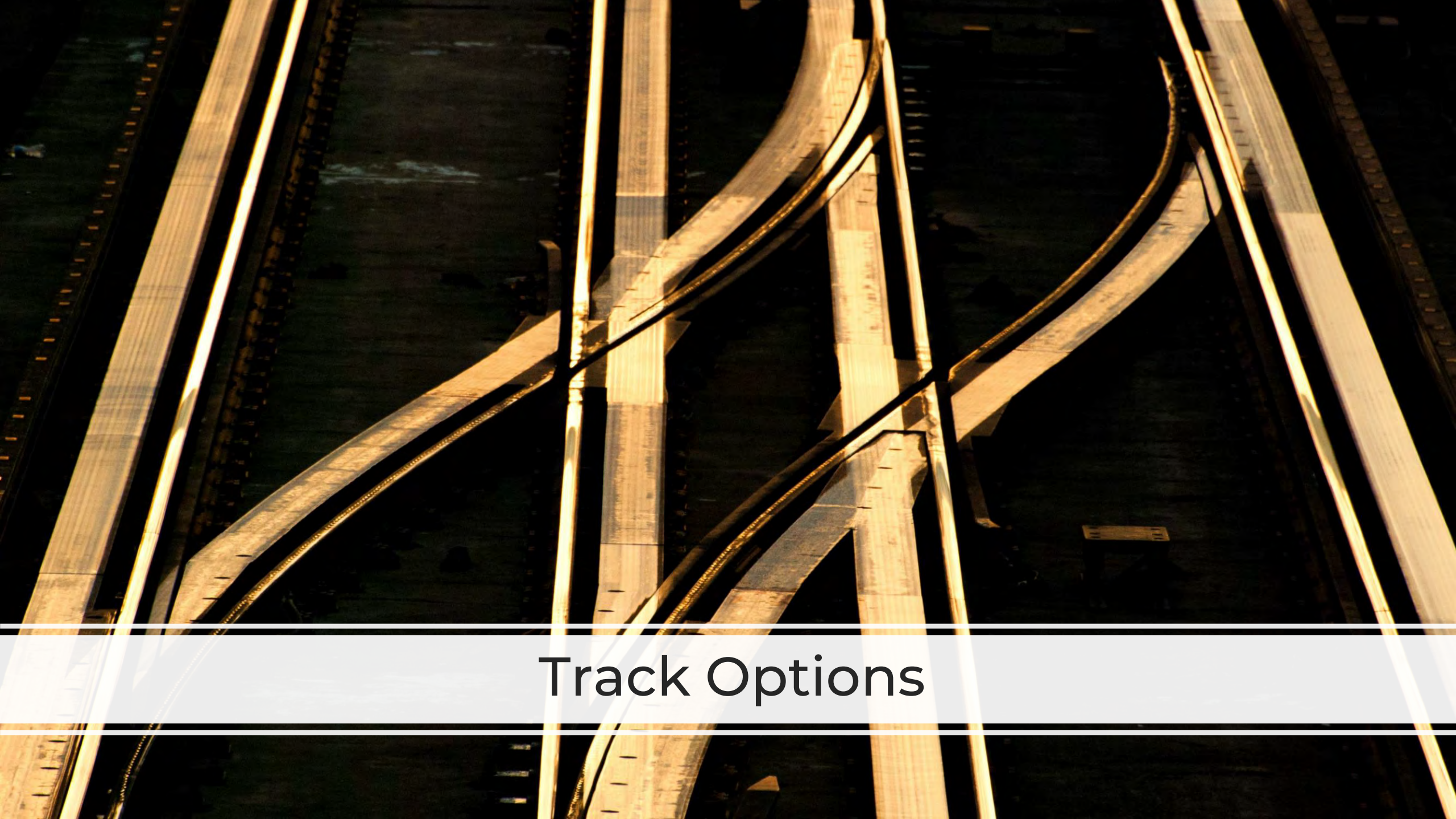
- Publications
- Grants
- Lectures, grand rounds
- Leadership positions
- Service



Tickets

- CV
- Teaching portfolio
- Teaching statement
- Letters





Track Options

Fixed Term Track

- More common for clinical physicians
- Theoretically less job stability**
- Largely judged based on local/regional reputation



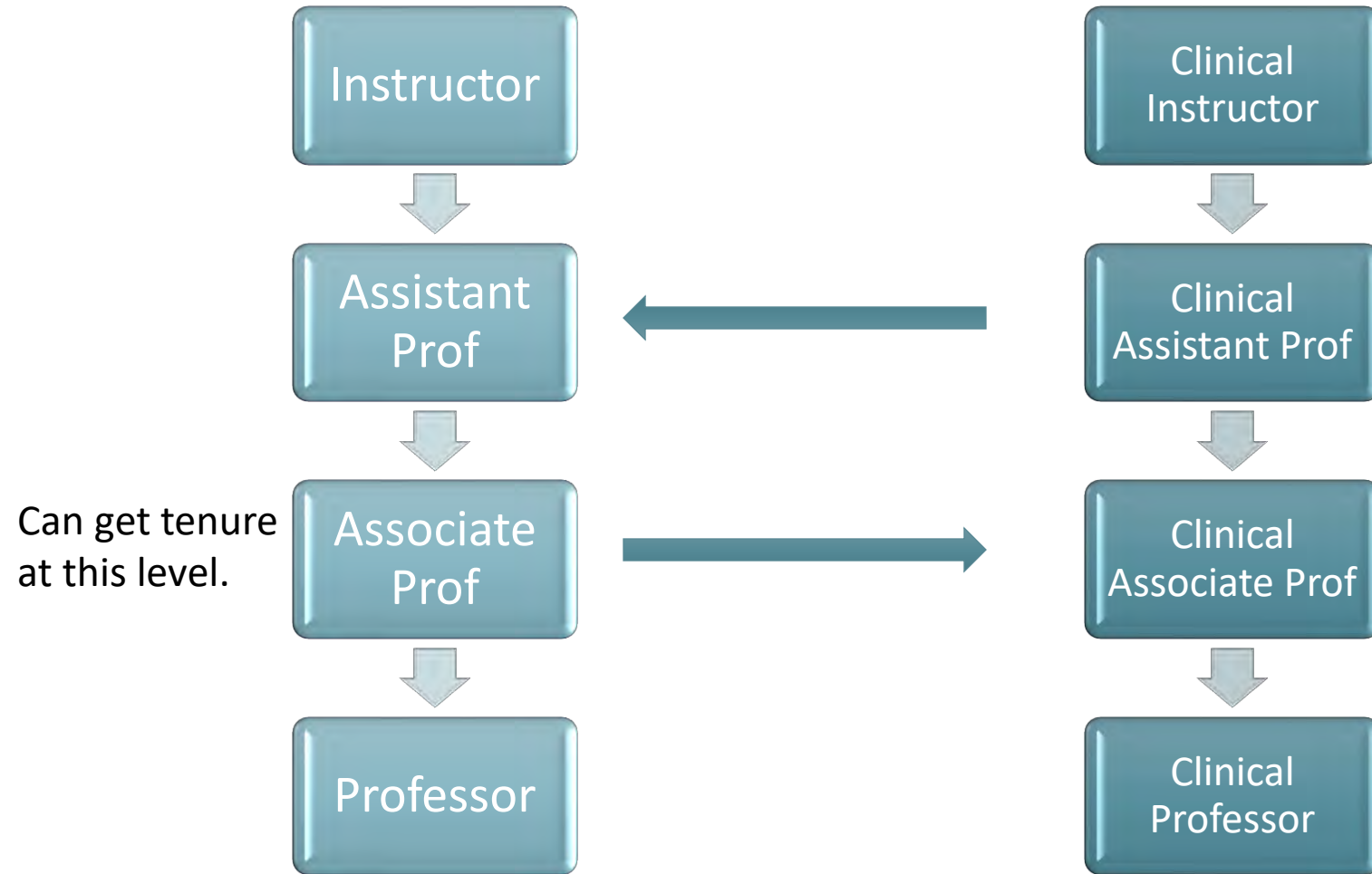
Tenure Track

- Standard track for non-medical faculty
- “Academic freedom”
- “Job stability after tenure”
- “Sabbatical”
- May be helpful if goal is full professorship or department chair
- Largely judged based on:
 - Papers
 - NIH funding
 - National/international reputation



Tenure

Fixed Term



Fixed Term Track

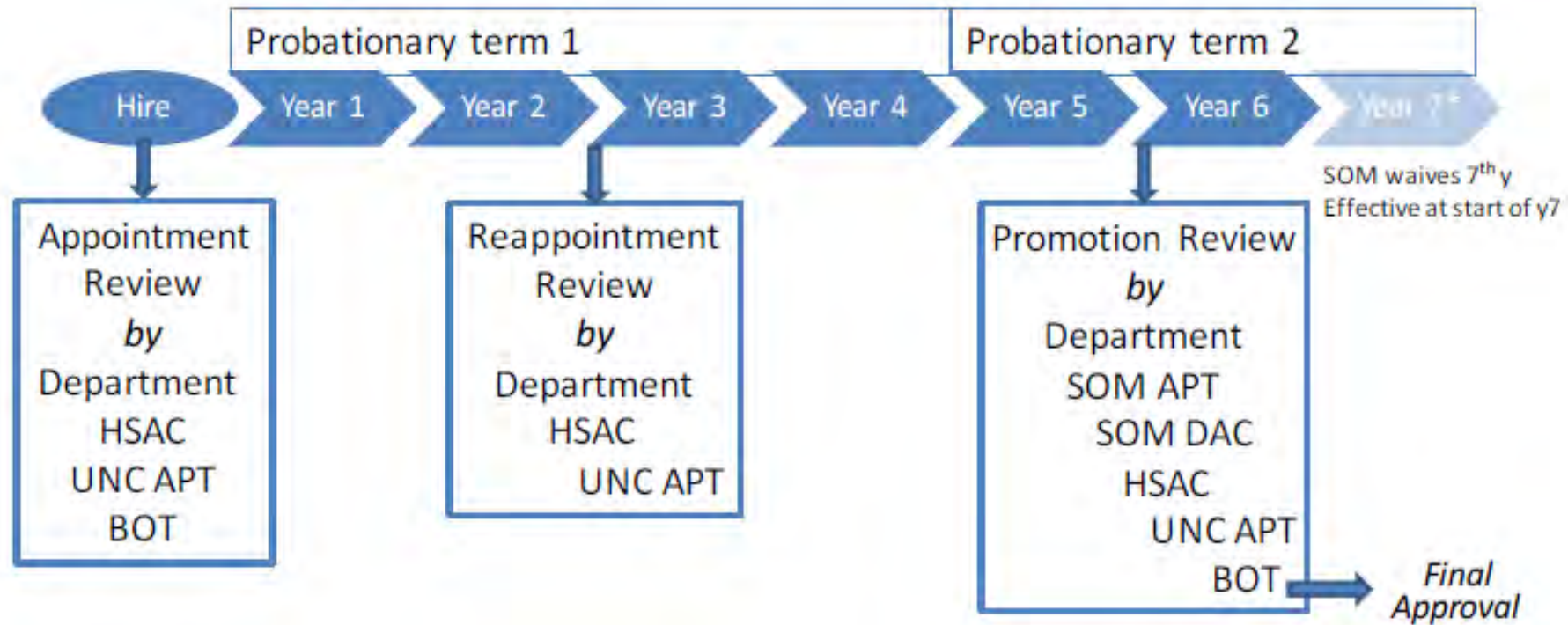
The Road from Assistant Professor to Associate Professor



Tenure Track

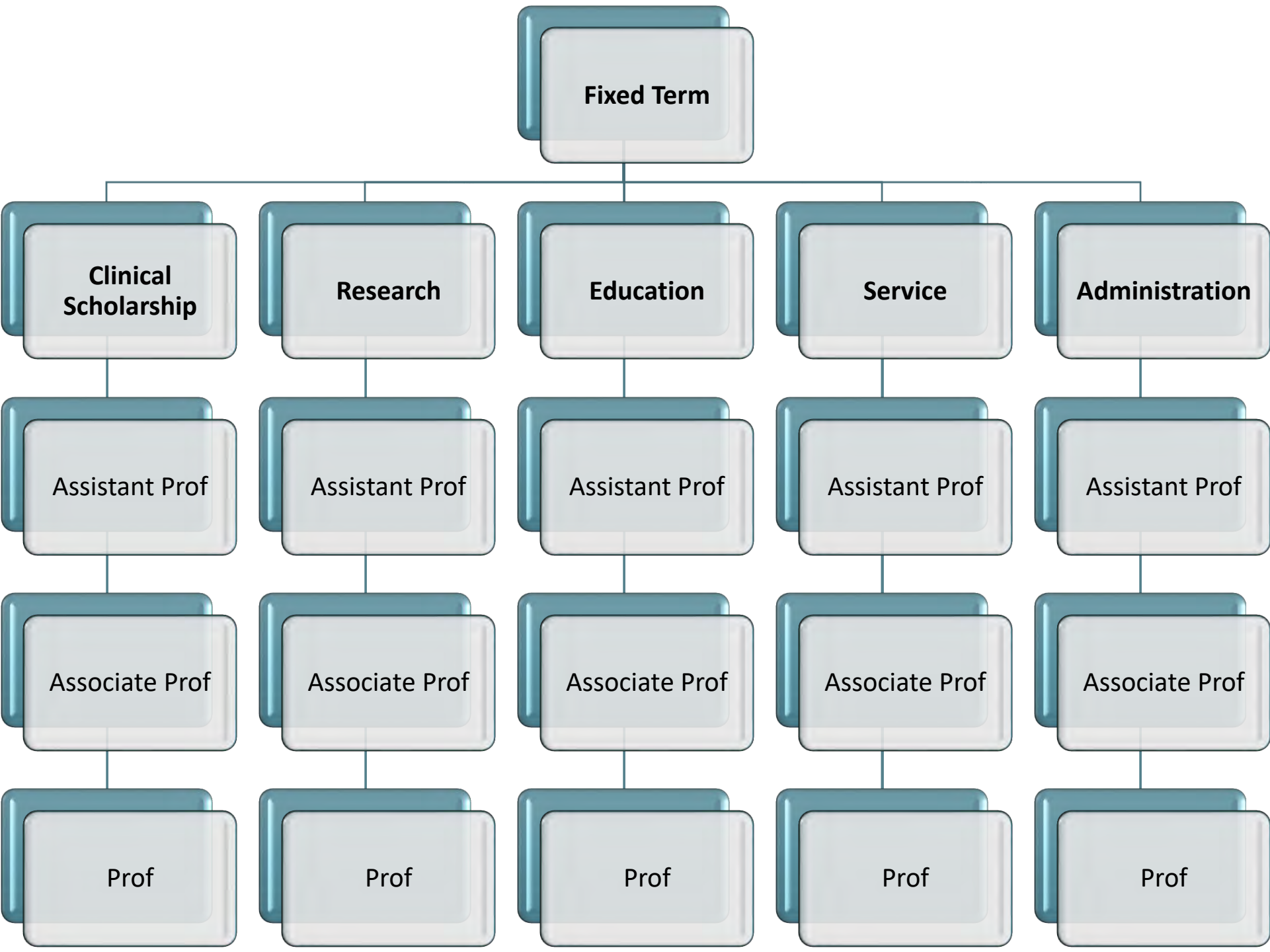
The Road from Assistant Professor to Associate Professor

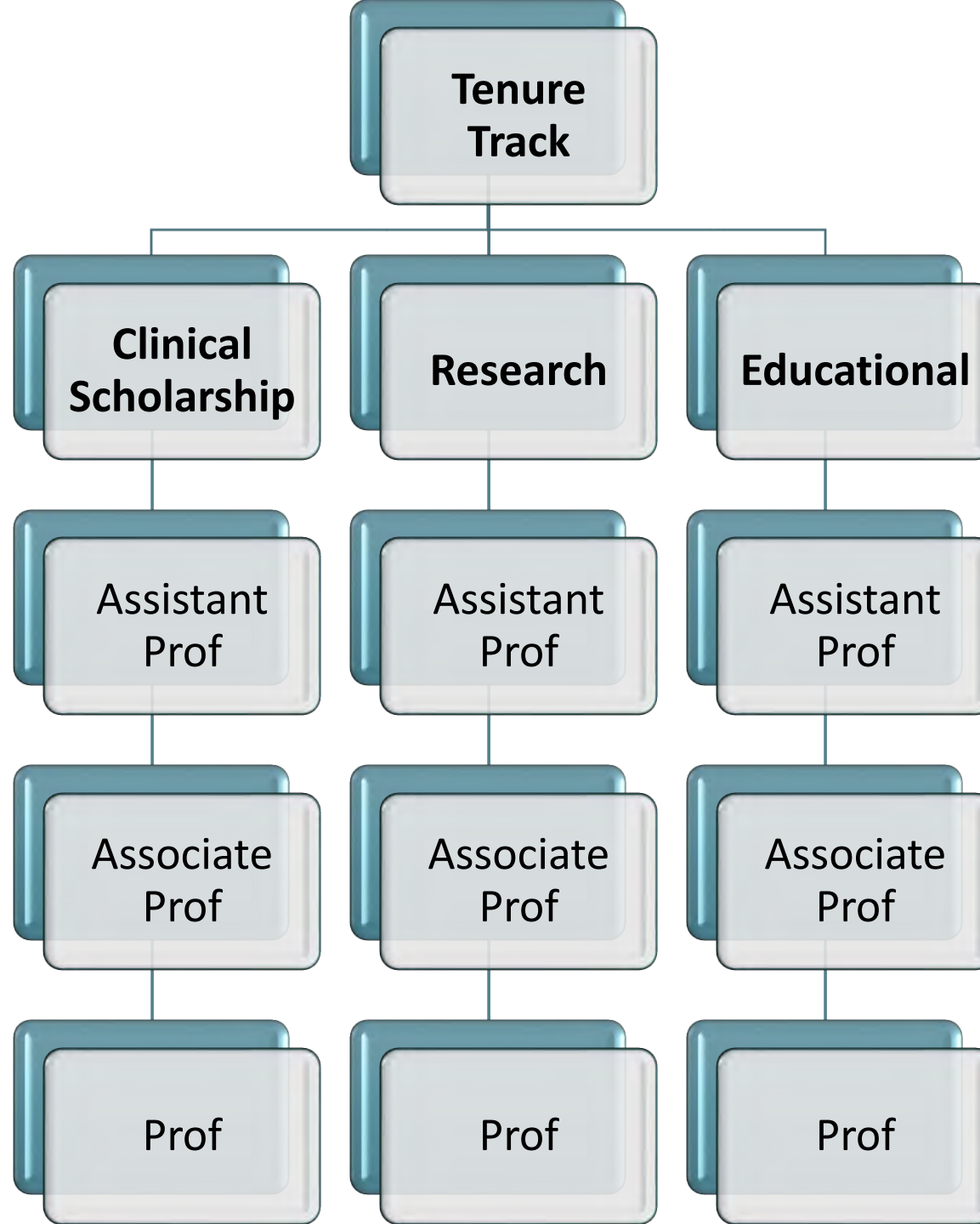
(New faculty without previous tenure accruing time)



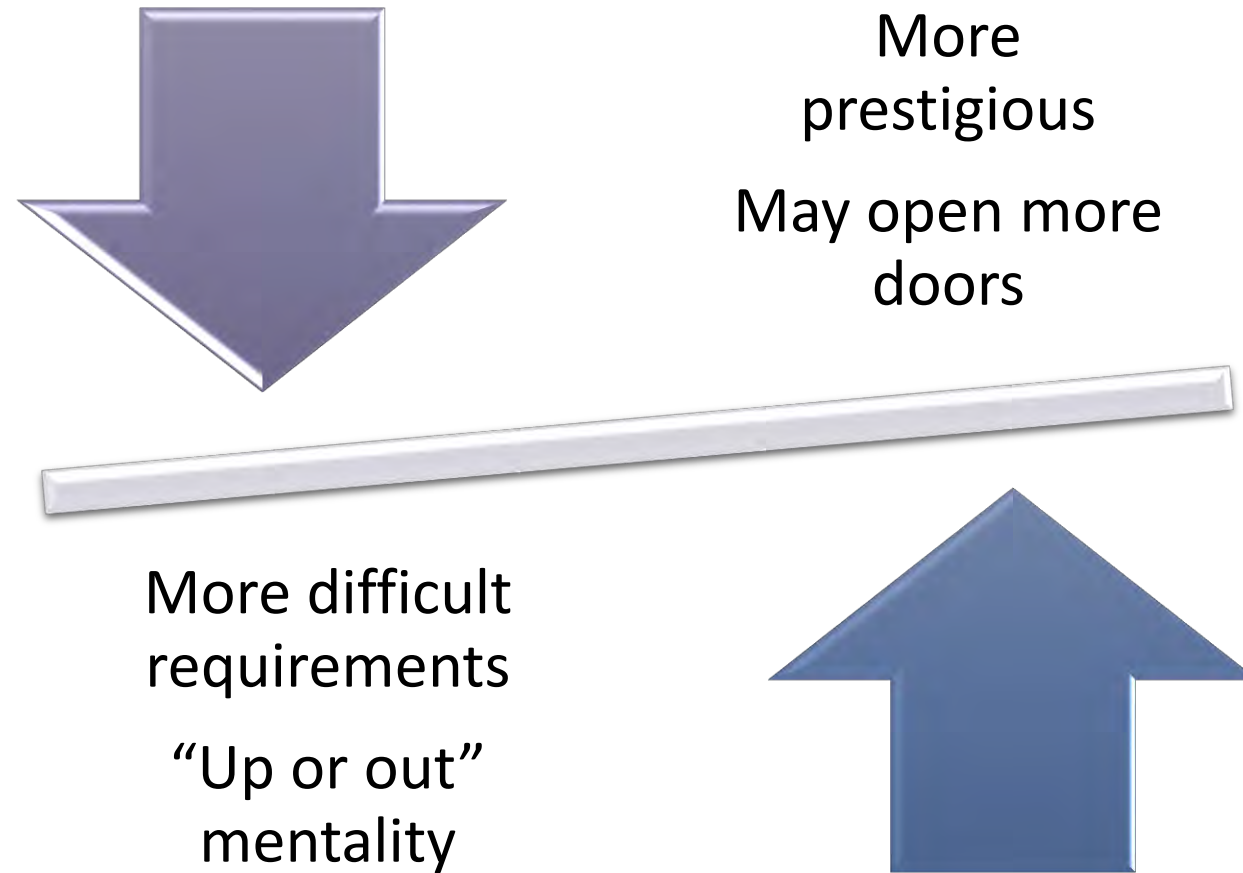
What is Promotion Based On?

TRACKS	TENURE	FIXED TERM
RANKS	Instructor Assistant Professor Associate Professor Professor	Instructor Clinical/ Research* Assistant Professor Clinical/ Research* Associate Professor Clinical/ Research* Professor
AREAS of EXCELLENCE	Research Clinical Scholarship Educational Scholarship	Research Clinical Activity Teaching Administration Community Professional Service



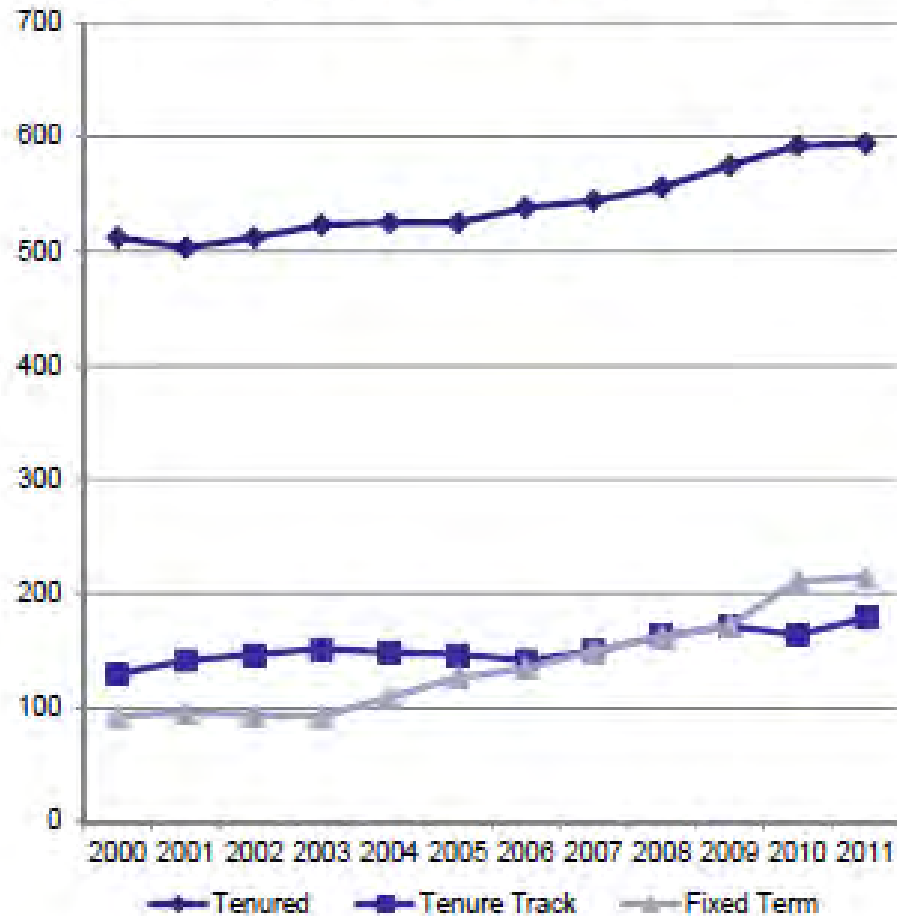


What are the advantages/disadvantages of tenure track?

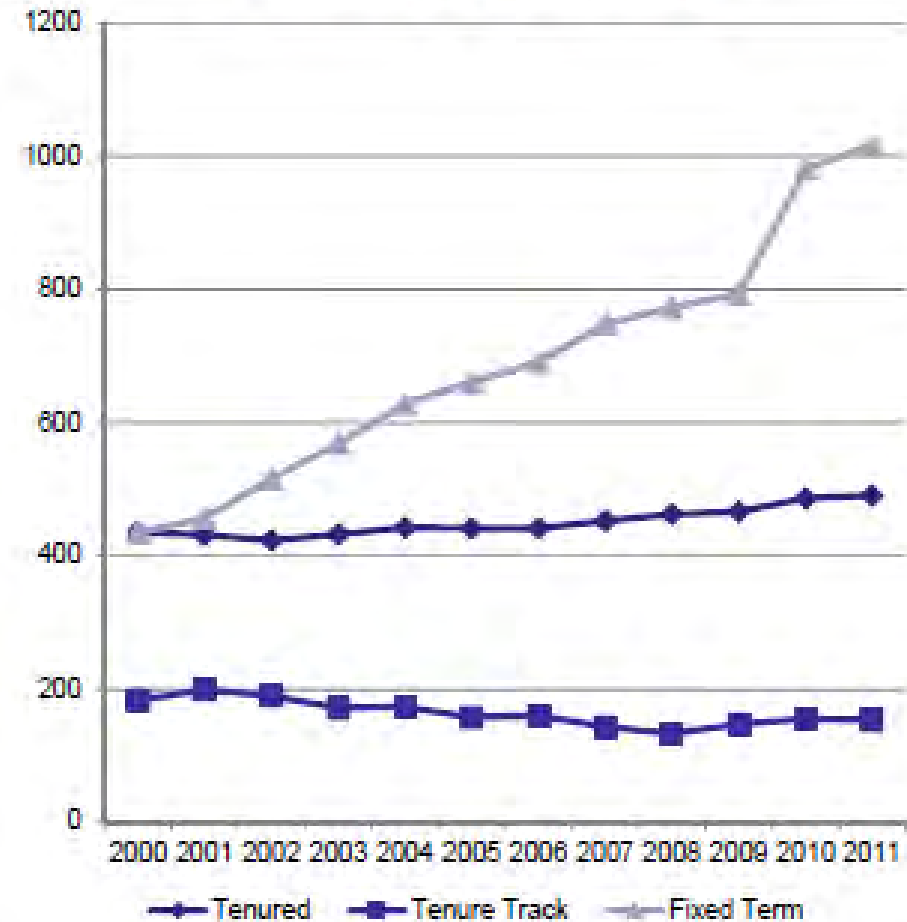


Trends in Faculty Types

College of Arts & Sciences



School of Medicine



A yellow diamond-shaped warning sign with a black border. The word "WARNING" is written in bold, black, sans-serif capital letters across the center of the sign. The sign is set against a blue background.

WARNING

Fixed Term Track: Clinical Scholarship Assistant to Associate

Emerging Local Reputation

- Documentation of substantial clinical activity and productivity
- Evidence of excellence in outcomes of clinical activity, including peer reviews of clinical skills
- Excellent **local reputation** as clinician documented in letters of reference external to the department

A record of one or more:

- Innovation in clinical activity
- Scholarship related to clinical activity
- Excellent teaching of clinical activity
- Funding for support of clinical programs
- Leadership in development of clinical programs
- Invited presentations at **local or regional** meetings

Fixed Term Track: Education Assistant to Associate

Excellent Local Reputation

- Documentation of substantial teaching activity and productivity
- Evidence of superior effectiveness as a teacher, as judged by learners and peers
- And/or evidence of achievements of learners (scores, projects, publications). This evidence should be included in the **Teaching Portfolio**
- Excellent **local** reputation as an educator documented in letters of reference external to the department.

One or more of:

- Innovation in education
- Scholarship in teaching
- External grant support
- Leadership role in the development of teaching programs
- Invited presentations at **local or regional** meetings.

Tenure Track: Clinical Scholarship Assistant to Associate

Emerging National Reputation

- Participation in clinical trials
- External grant support
- Patient referrals
- Invitations to speak
- Participation in NIH study sections
- Membership on Editorial boards
- Reviewer for appropriate journals
- Participation in national boards
- Leadership roles in professional organizations
- Receipt of national awards
- Assessment by external reviewers

Publications

- 1-2/yr as 1st or senior author
- Impact factor, citations, importance to discipline
- Peer reviewed, books, chapters, reviews, other enduring works)
- Significant roles and contributions to multidisciplinary or collaborative based work.

Tenure Track: Education Scholarship Assistant to Associate

Emerging National Reputation

- Formal Teaching Portfolio
- Participation in leading national educational societies
- Invitations to speak (regional and national)
- Invited professorships at other institutions
- Participation on NIH study sections
- Membership on editorial boards
- Reviewer for appropriate journals
- Leadership roles in professional organizations
- Receipt of awards from professional associations
- Assessment by external reviewers

Publications

- 1-2/yr as 1st or senior author
- Impact factor/citations/importance
- Significant roles and contributions to multidisciplinary or collaborative work
- Innovative or novel educational approaches or materials
- Textbook authorship or editorship
- Development of electronic/on-line resources
- Grant support of educational programs or educational research

Things you will have to demonstrate

- Leadership
- Service
- Scholarship
- Publications
- Teaching Efforts
- Grants/funding



LEADERSHIP





Leaders become
great,
not because of their
power, but because
of their ability
to empower others.
- John Maxwell

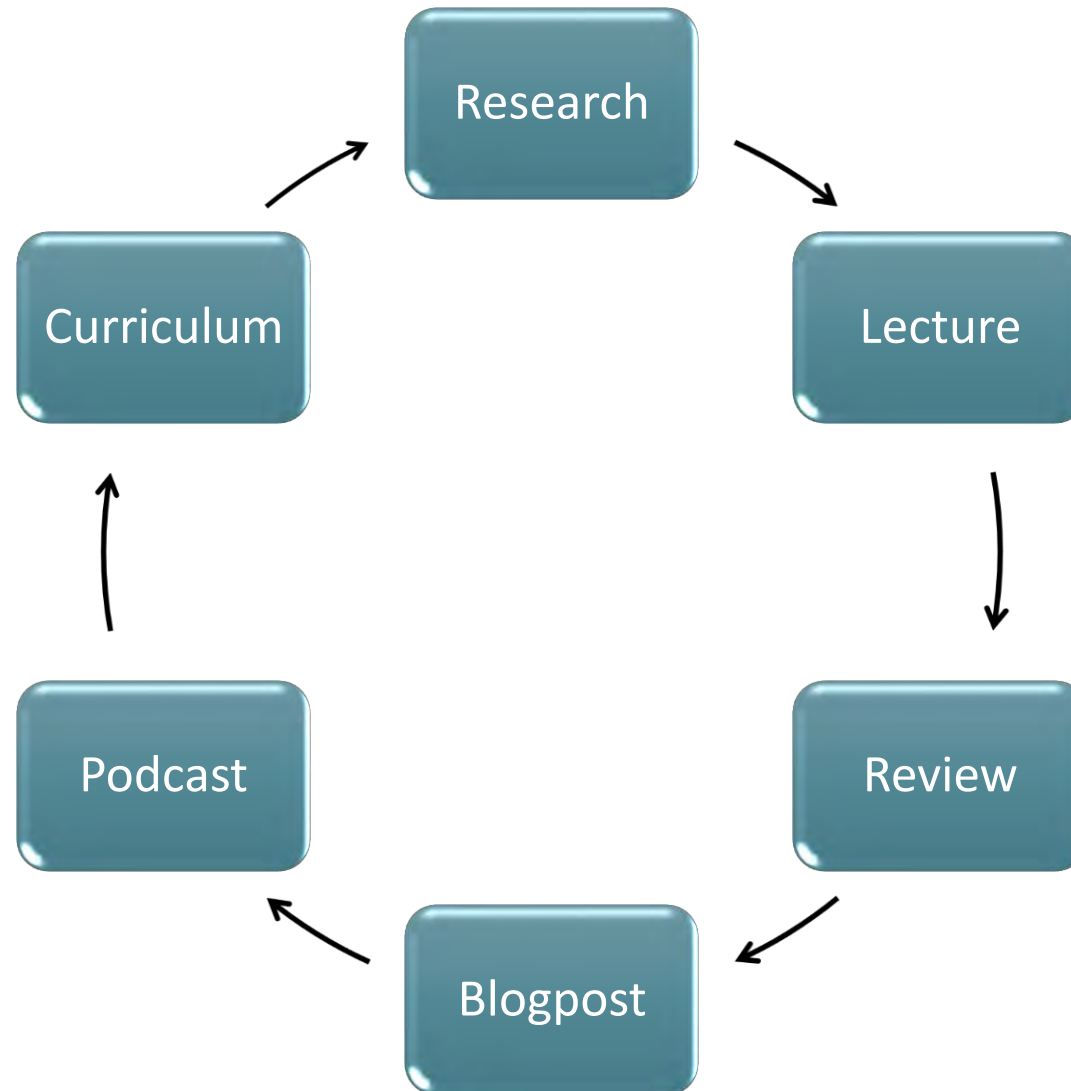
A group of business professionals in a meeting. A woman in the center is looking at a tablet held by another person. There are coffee cups and other people in the background. The text 'Pause and discuss: Leadership articles' is overlaid on the image.

Pause and discuss: Leadership articles



Maximizing Your Niche

Maximizing Your Niche

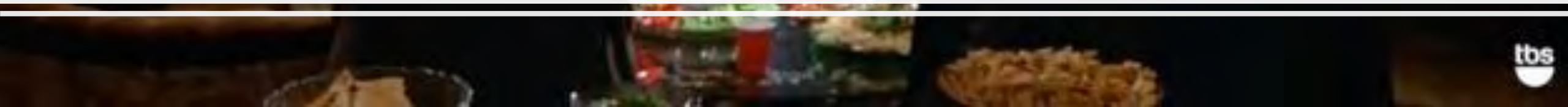


hbs





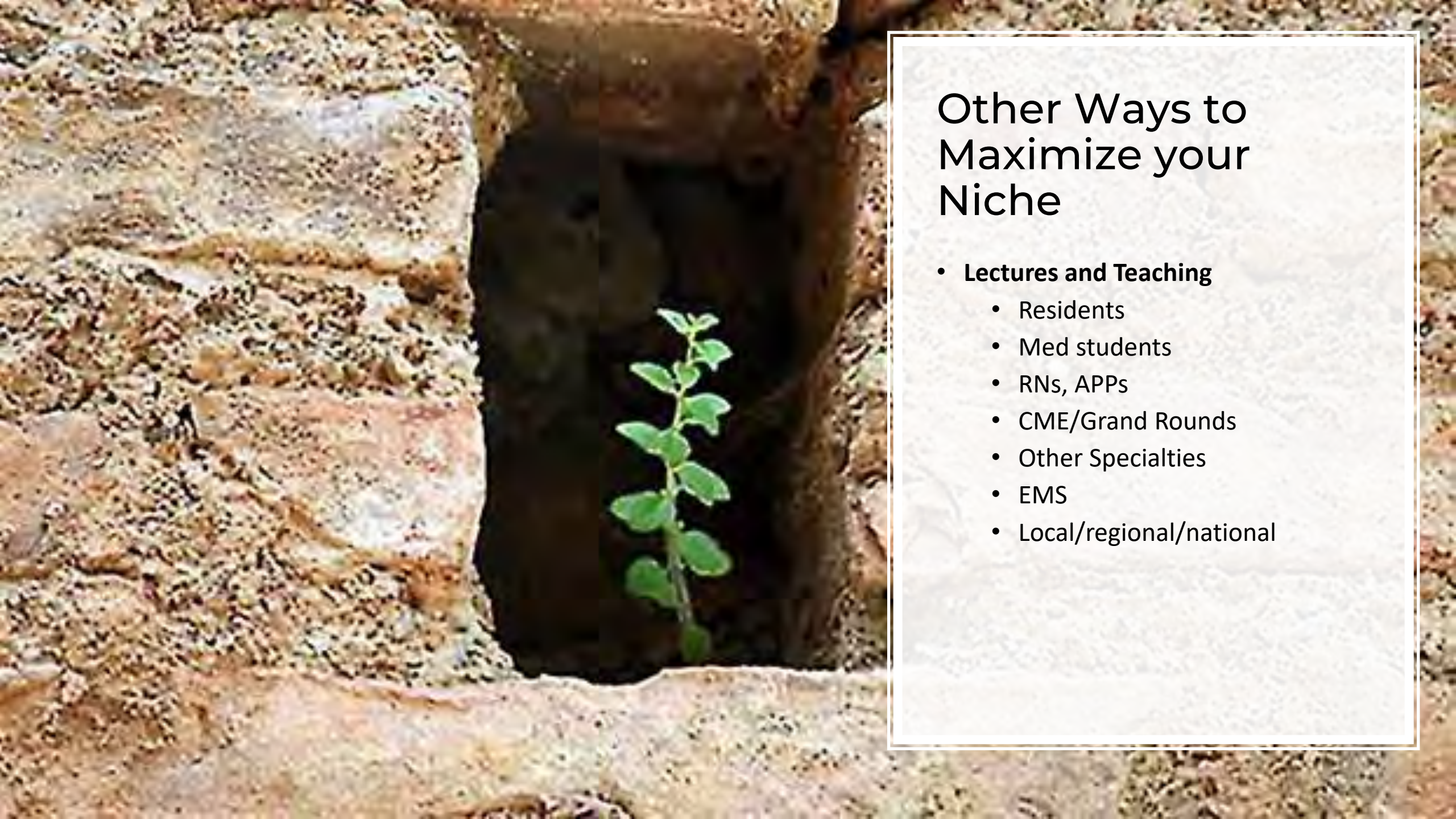
Double dip the chip!



Other Ways to Maximize Your Niche

- **Clinical Activity**
 - Quality and patient safety initiative
 - Risk management issues
 - Write up patient case report or case series
 - Develop departmental protocols
 - Identify knowledge gaps and help fill them



A photograph of a small, vibrant green plant with several leaves growing out of a dark, rectangular opening in a weathered, light-colored stone wall. The plant is the central focus, symbolizing growth and finding a niche in a challenging environment.

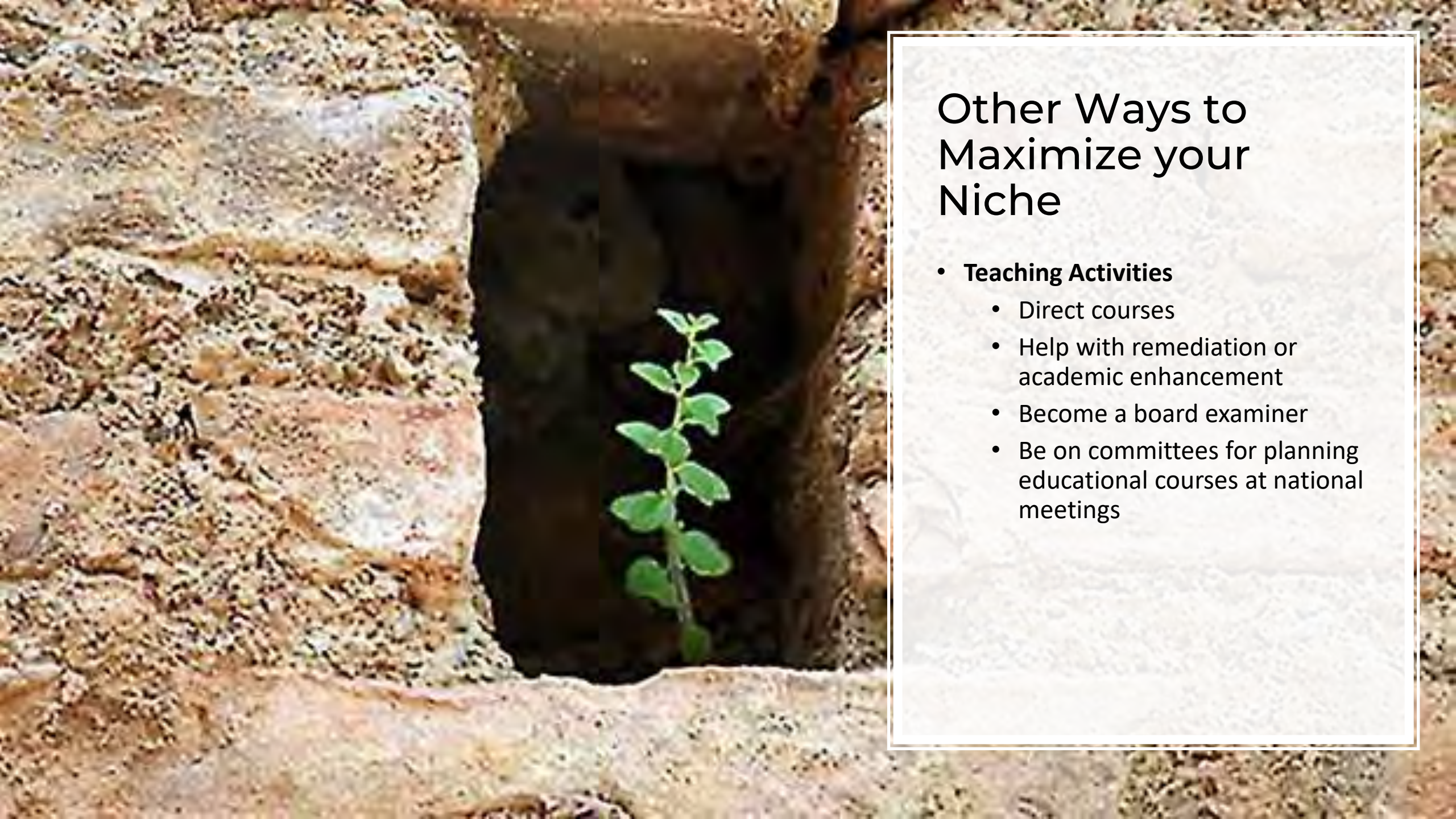
Other Ways to Maximize your Niche

- **Lectures and Teaching**
 - Residents
 - Med students
 - RNs, APPs
 - CME/Grand Rounds
 - Other Specialties
 - EMS
 - Local/regional/national

Other Ways to Maximize Your Niche

- **Curriculum Innovation**
 - Develop a syllabus
 - Record lectures
 - Develop cases
 - Develop evaluation tools
 - Share online somewhere (eg CORD)
 - Present creative procedural innovations at CORD or regionally



A photograph of a small, vibrant green plant with several leaves growing out of a dark, rectangular opening in a weathered, light-colored stone wall. The stone has a rough, porous texture. The background behind the plant is dark, suggesting a shadowed interior or a deep crevice.

Other Ways to Maximize your Niche

- **Teaching Activities**
 - Direct courses
 - Help with remediation or academic enhancement
 - Become a board examiner
 - Be on committees for planning educational courses at national meetings



Throw your name in the hat!

Tools to demonstrate your accomplishments

Things You Write

- CV
- Teaching Portfolio
 - Peer assessments
 - Learners' evaluations
- Teaching Statement

Things Others Write

- Chair's letter
- External review letters
- Internal letters of support
- Teaching evaluations









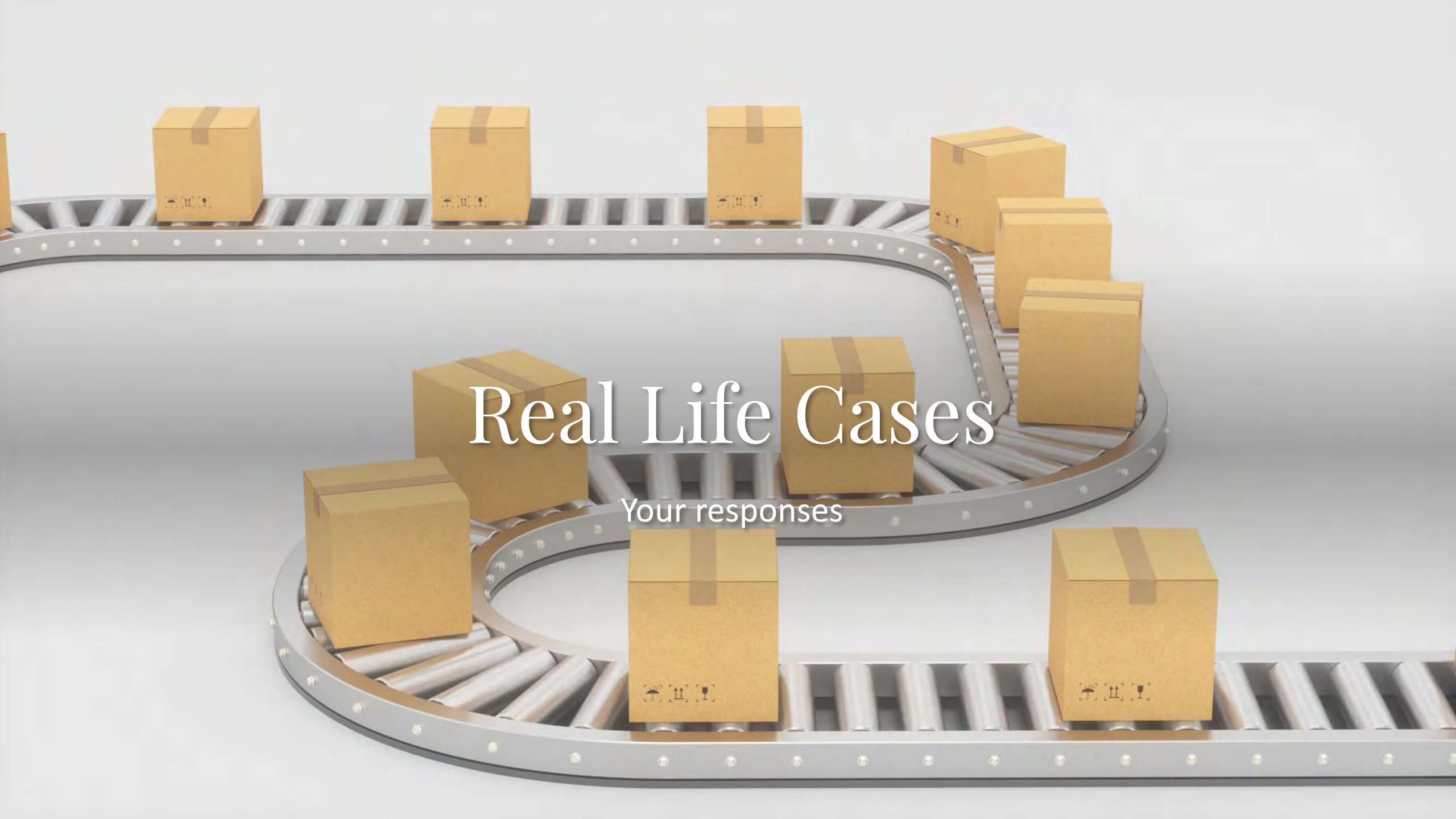




Comparison is the
thief of joy.

Theodore Roosevelt

“ quote fancy



Real Life Cases

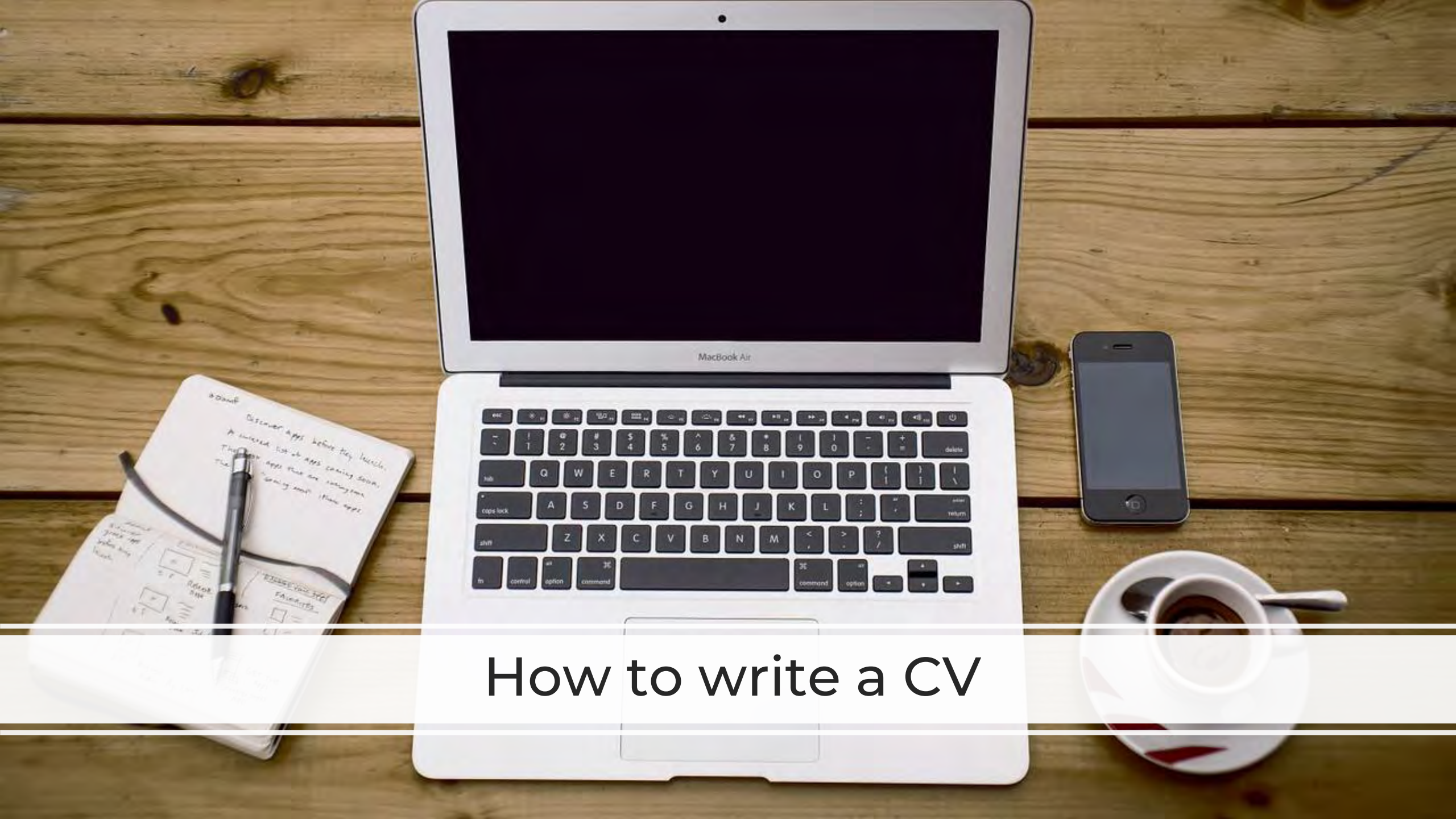
Your responses

Navigating career moves and options

Managing the amount of extra-clinical time I take on and balancing this with my personal life

I am currently starting a new job in a leadership position in a medical school where I am supervising many other faculty teachers my greatest challenge is getting up to speed with the current practices while being asked to create a new vision for the course I am leading. The big challenges I am facing is balancing the how to supervise people with more experience than me. The second major challenge I am facing is how to meet the demands of my supervisors to make curriculum changes.

Dissatisfaction - based on feeling unappreciated etc



How to write a CV

Unashamedly
highlight your
accomplishments
and skills



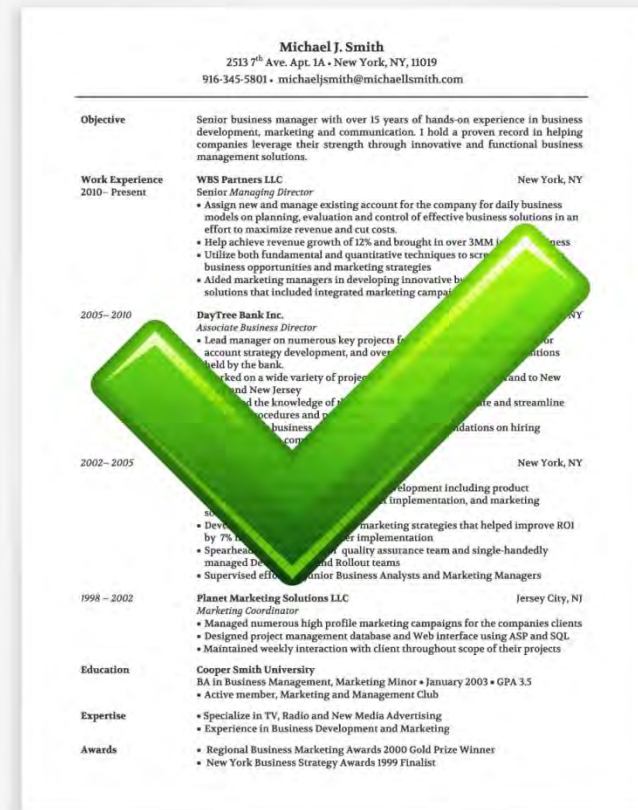
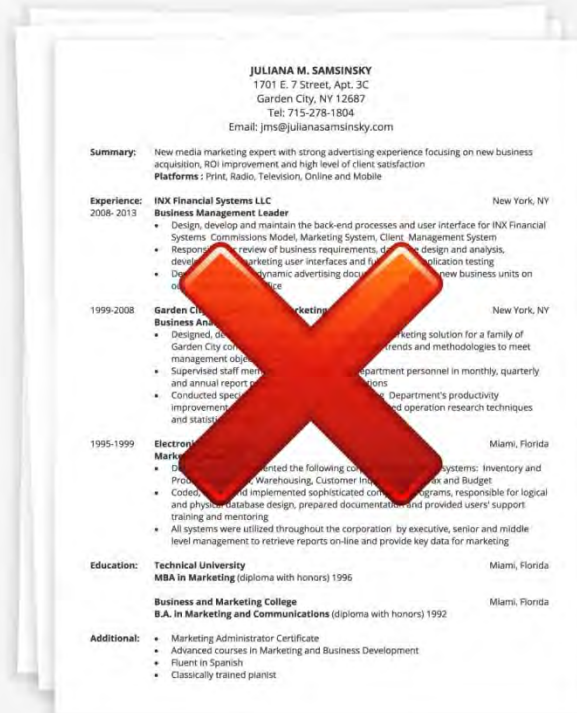
How to include Dungeons & Dragons in your resume

Relevant Skills

Team Building

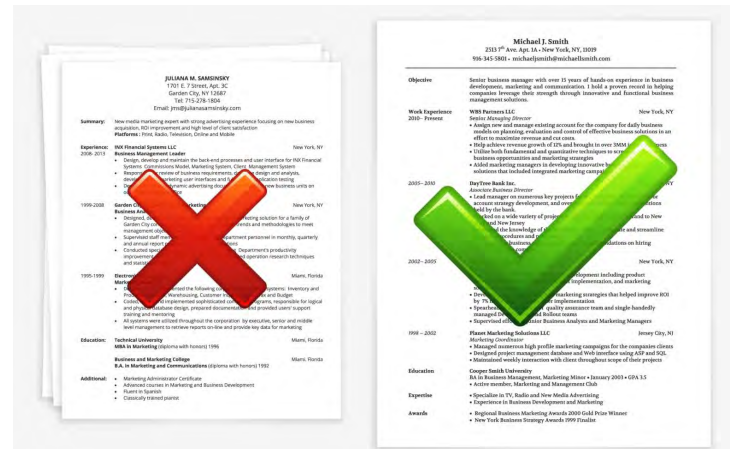
- Met with peers for twice-monthly creativity and conflict resolution exercises.
- Gained necessary experience for character and skill development
- Learned to quickly assess situations and collaborate to find the best practice solutions.

How do you know which CV format is right?



Creating Your CV: Getting it Right

- **Step 1:** Look up what your institution wants.
- **Step 2:** Do what they tell you.
(Caveat: keep a version that works for you if the institutional one is unwieldy or online only).



Typical CV Sections

- Personal Information
- Education (reverse chronological)
- Licensure and certification (license, ATLS, PALS, etc)
- Professional experience (including moonlighting) and Academic Appointments
- Military Experience or Training
- Honors
- Bibliography or other products of scholarship (could be online).
- Teaching activities
- Grants
- Professional service
- Professional Development Courses
- Mentorship



Personal Information

- Name, Degrees
- Mailing address
- Durable email address
- Phone
- Possibly twitter handle and website

Education

- Reverse chronological order!
- Fellowship
- Residency
- Medical School
- Undergraduate
- (nothing before that)

**CRAMS THE NIGHT BEFORE AN
EXAM**



D IS FOR DIPLOMA

Academic Appointments

- Clinical Associate Professor of Emergency Medicine, Utopian Medical School, Awesomesville, CA 2015-2017
- Clinical Assistant Professor of Emergency Medicine, Man's Greatest Hospital, Bright Futures, MA 2010-2015
- Clinical Instructor, Man's Greatest Hospital, Bright Futures, MA 2009-2010

Professional Experience

- Can include your residency and moonlighting experience and a line about it.
- 2015-2016 Emergency physician at St. Elsewhere, Moonlightsville, NY, a rural, single-coverage Emergency Department 20k visits per year.
- 2013-2016 Resident physician at Large Academic Hospital, Metropolis, NY, a level 1 trauma center, seeing 110k visits per year with a diverse, inner-city patient population.

Honors and Awards

Instead of this:

- 2016 Socrates award
- 2010 Medical class award

Write this:

- 2016 Socrates award selected by the residents for the faculty member most dedicated to resident education, Rising Star School of Medicine.
- 2010 Medical class award, given to 3 of 100 graduating medical students for having the highest grades during their clinical years, Smartsville School of Medicine.
- Include award nominations



The NEW ENGLAND JOURNAL of MEDICINE

1993, Vol. 329



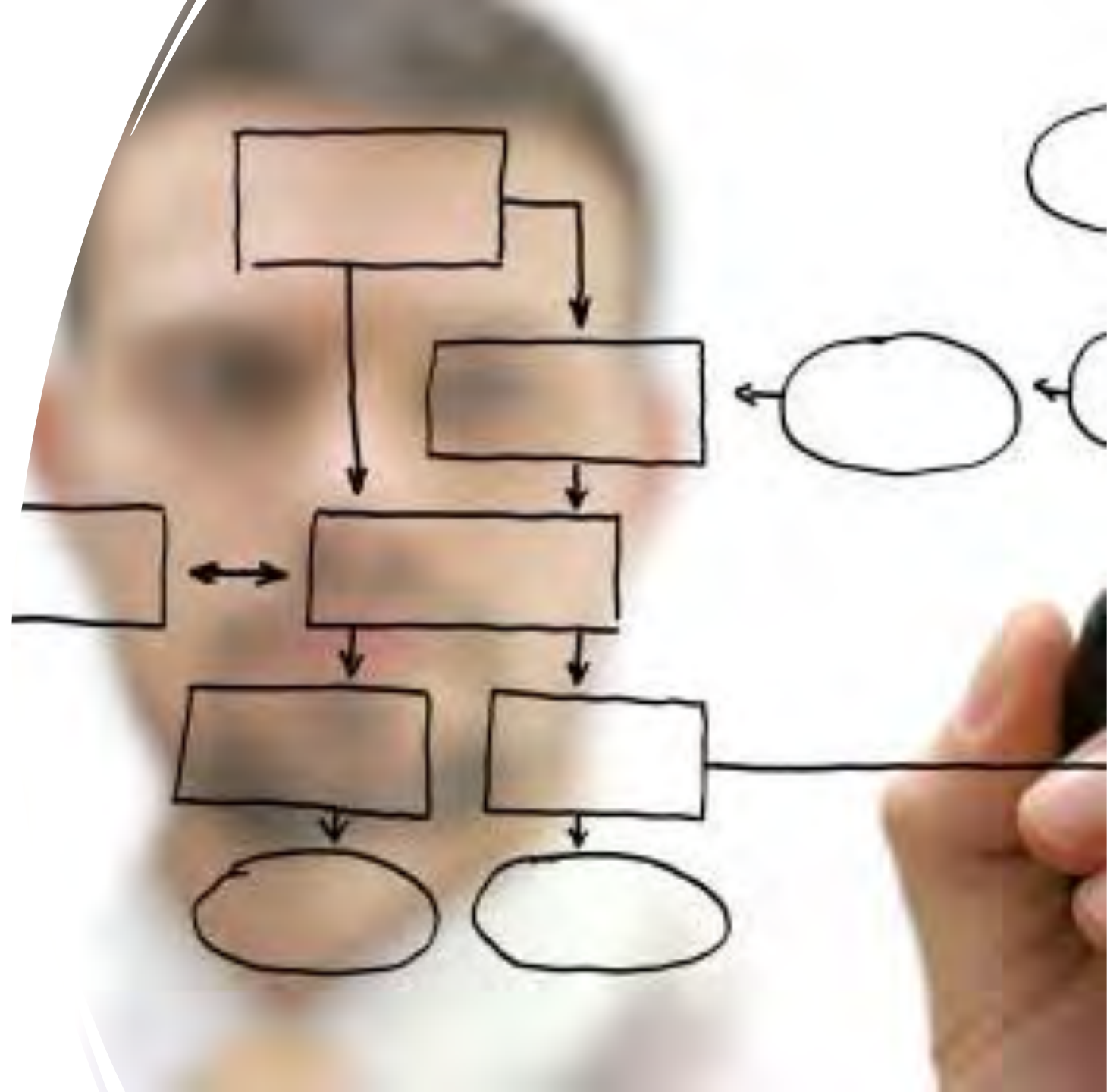
Bibliography

- Books and chapters, including pages
- Refereed papers/articles, including pages
 - Original research
 - Other peer reviewed articles
 - Editorials or letters
 - Published abstracts



Teaching Activities

- Course Directorship or Course administration
 - Medical school course
 - Residency module
 - Journal Club
 - Med Student Boot camp



Teaching Activities

- National or International
 - ACEP, CORD, SAEM, etc
- Grand Rounds, Invited Lectures, Visiting Professorships
 - at outside institutions
 - at home institution
- Lectures
 - to students
 - to residents
 - to graduate students
 - to fellows or attendings

Include number of attendees!



Teaching Activities

- Attending on Clinical Service
- EMIG
- Remediation program leader/mentor
- Graduate Supervision, Committees, Thesis advisors/readers
- Other Supervision/Mentorship
- ATLS, PALS (eg Lead instructor for 8 ATLS training sessions per year, 2014-current)



Grants

- **Title:** Pilot Trial of Intervention and Referral for Alcohol Misuse in Older Adults
- **PI:** Christina Shenvi
- **Research Mentors:** Timothy Platts-Mills, Philip Sloane, James Garbutt, Mark Weaver, Jan Busby-Whitehead, Gail D'Onofrio
- **Dates:** Sept 1, 2014 – May 31, 2016
- **Source:** National Institute on Aging (NIA) - Grants for Early Medical and Surgical Specialists Transition to Aging Research (GEMSSTAR) 1R03AG048090 – 01
- **Amount:** \$150,000 direct costs (\$228,000 total)
- **Percent Effort:** 23%
- **Objectives:** The aims of this pilot study were to enroll older adults who meet criteria for hazardous alcohol use in the Emergency Department, and randomize them to either usual care or an intervention using a brief negotiation interview. Follow up at 3, 6, and 12 months assessed the primary outcome of prevalence of continued hazardous alcohol use, as well as additional outcomes such as healthcare utilization, injuries, and driving after drinking.

Service & Leadership



To Discipline

- ACEP
- CORD
- SAEM
- Editorial appointments

To Institution

- Hospital or University committees or leadership positions
- Division, unit, section or team leader

To Department

- Department committees, groups, task-forces
- Interviewer
- Other volunteer positions



Service & Leadership

- Other (site visits, review panels, etc.)
- Community
- Volunteer teaching, medical service, mentorship



A word of caution

Mentorship

- Who?
- When?
- Outcome?



Professional Development

- 
- A woman with curly hair, wearing a green long-sleeved shirt and a black skirt, is holding a whiteboard. The whiteboard contains a list of three items: ACEP Teaching fellowship!, MERC, and Courses at your university.
- ACEP Teaching fellowship!
 - MERC
 - Courses at your university



Other things

- Professional society memberships
- Language proficiency or skills (more important for jobs than promotion): basic, conversational, fluent, native



The good news?

- You get 'credit' for all the unpaid, extra things you are already doing!
- They are still unpaid.

When to put your CV to work for you

- Promotions
- Annual reviews
- Award nominations
- When you have to write a NIH style biosketch





How often should you update your CV?

- Every. Single. Time. You. Do. Something.
- Really, every time?
- Yes, every time.



**Breakout Time:
CV Workshop**

CV Breakout and Q&A

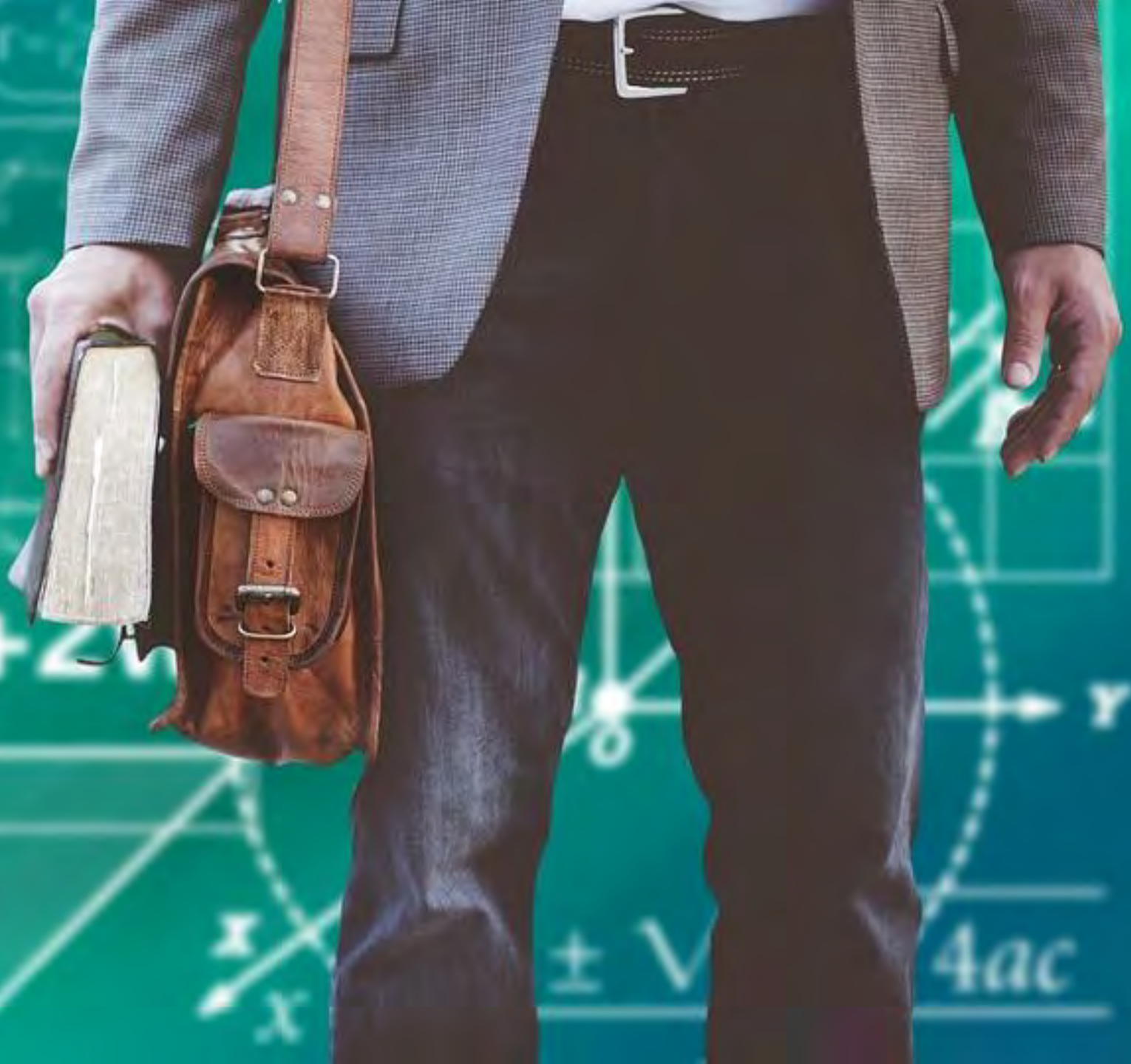
1. Look at some of the sample CVs
2. Find your institutions CV template or guidelines
3. Pull up your CV.
4. See what areas you need to work on or change.
5. Put a time on your calendar when you will do this.
6. Share with someone else to help with wording, structure, and explanations





Regroup!

The Teaching Portfolio



The Teaching Portfolio

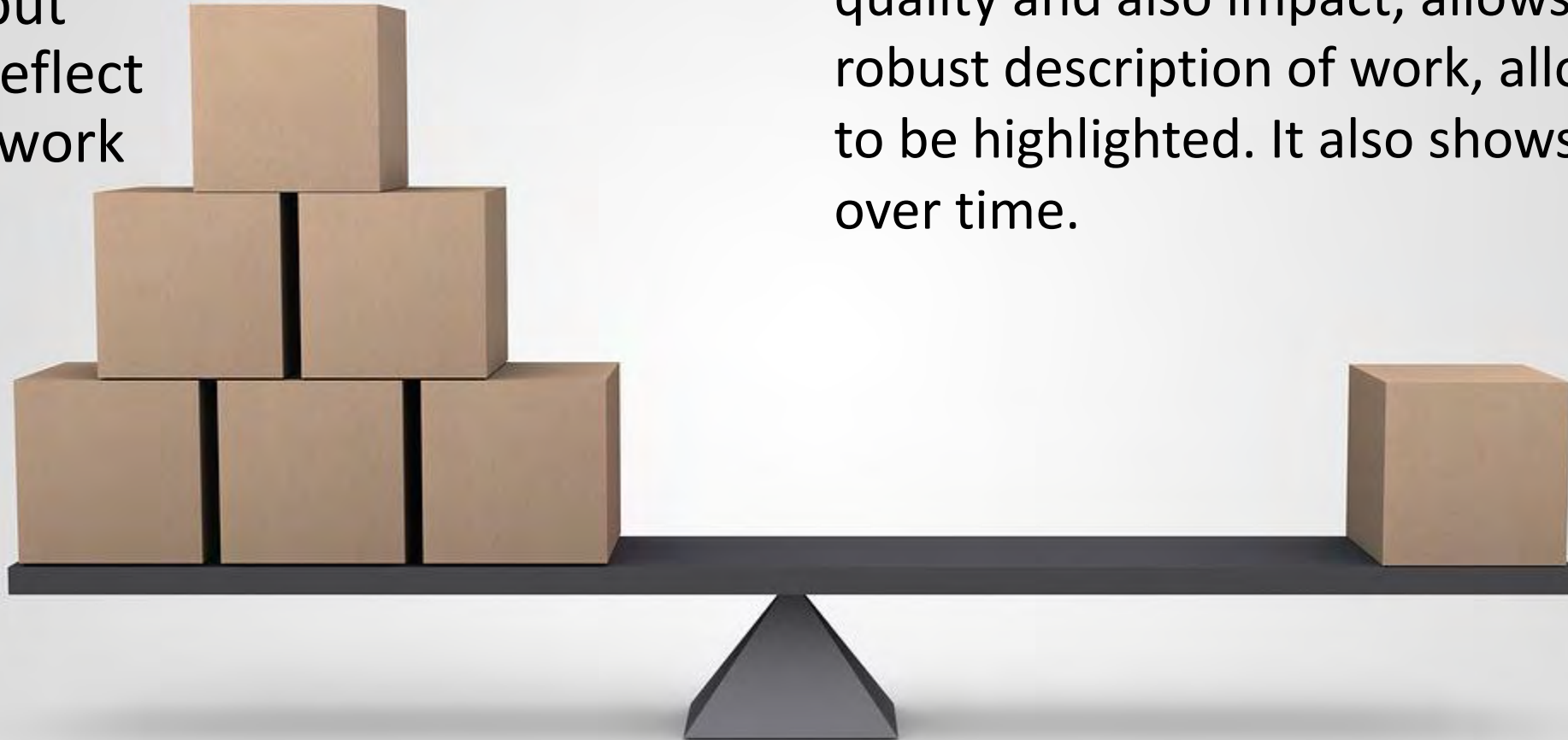
- More detailed than the CV
- All about teaching
- With additional external content and metrics.

- May be similar to annual review paperwork
- Is primarily for EDUCATION TRACK individuals



CV vs. Educator Portfolio

CV defines quantity, but does not reflect quality of work



Educator Portfolio demonstrates quantity, quality and also impact, allows for more robust description of work, allows creativity to be highlighted. It also shows development over time.

Teaching Portfolio



Teaching
Activities

What?
How?



Evaluation
of Teaching

How well?



Teaching
Statement

Why?

What's the right way to structure a teaching portfolio?

- **Step 1.** Look up what your institution wants.
- **Step 2.** Do that.
- If your CV is up to date, this won't take long BUT you have to collect some data prospectively.

The Teaching Portfolio Overview

- Listing of all teaching activities and major roles (including traditional instruction, teaching in a clinical context, advising, workshops and continuing education, etc.).
 - Course administration or design
 - Lectures
 - Learning materials created
 - New digital content created or technology used
- Evaluation of teaching activities:
 - Qualitative and quantitative evaluations
 - Teaching awards
 - Other recognition, letters from learners, etc

Documentation of teaching activities

- List and description of teaching responsibilities
 - Courses, amount of time, # students
- Teaching Methodology, Strategies, Objectives
- Description of Course Materials (Syllabi, Handouts, Assignments)
- Educational administration
- Educational research/scholarship
- Efforts to Improve educational scholarship or teaching skills
 - Conferences/workshops Attended

Teaching Portfolio

Can expound on the thinking behind your teaching and highlight changes or innovations.

Transformed what had previously been a lecture on complications of DM into a small-group, case-based workshop using real cases from the ED. Received feedback scores of 4.9/5, while the lecture format had received scores of 3/5.

Created a new course for 3rd year medical students to rotate in the ED. Prior to this there was no clinical exposure in the ED for all students. Outcomes were...

Evaluation of Teaching Activities

- *Peer and Learner Evaluations of Teaching:*



Peer review of teaching example

Peer Review of Teaching

Name of person observed: _____

Department: _____

Class: _____

Type of class (lecture, lab, seminar, etc.): _____

Level of class (undergraduate, master's, doctoral, professional): _____

Number of students: _____

Name of observer: _____

Date of Observation: _____

Please use the following format in conducting your teaching peer review

I. Structure and Goals

Does the instructor's presentation show clear signs of planning and organization? Are the various instructional elements (lecture, blackboard material, handouts) effectively integrated? Is the class time used efficiently? Is the material presented effectively? Does the instructor respond appropriately to unanticipated situations?

II. Teaching Behaviors

Does the instructor maintain sufficient eye contact with students? Is the oral delivery too rapid, too slow? Does the instructor exhibit distracting mannerisms? Is the language used understandable to students? Is the instructor active enough or too active?

III. Instructor-Student Rapport

Does the instructor demonstrate fair and equitable concern for all students? Do the students seem receptive to the instructor's ideas? Are student questions answered clearly and simply? Is the instructor sensitive to students? How would you describe the instructor-student relationship?

IV. Subject Matter and Instruction

Does the instructor demonstrate adequate knowledge of the subject? Is the instructor up to date in the discipline? Are the transitions between topics effective? Is the course material presented in a lively and interesting style? Is the material appropriate for course and student level? Are the students generally attentive? Does the instructor demonstrate enthusiasm for the subject and for teaching?

V. General

Assess the overall teaching effectiveness of this instructor. How would you rate this instructor against others teaching similar courses in the department? Would you recommend this instructor to students advised by you? Why or why not? What specific changes are needed to strengthen teaching performance?

Strengths of instructor:

Weaknesses of instructor:

Reviewer: _____

Signed: _____

Date: _____

Student Evaluations Example



University of North Carolina-Chapel Hill, School of Medicine
Rotation and Lecture Evaluation Form
October 6, 2016

Please complete the following form, and return it by the end of the lecture. Your input will help shape the rotation and the lectures in the future. Thank You.

Circle the appropriate number, and provide comments below:

Please rate your experience in the Emergency Department during your shift, given the strengths and limitations of working in the ED environment:

	1	2	3	4	5
Overall rotation evaluation	Poor	Fair	Neutral	Good	Excellent

Comments for ED experience

Please rate Dr. ~~Shen~~'s lectures during the CBLC course: If you do not recall the lecture or did not attend, please select N/A.

	N/A	1	2	3	4	5
Intro to EM and logistics of the course	N/A	Poor	Fair	Neutral	Good	Excellent
EM Chief Complaints	N/A	Poor	Fair	Neutral	Good	Excellent
EM Case Debrief	N/A	Poor	Fair	Neutral	Good	Excellent

Comments for Dr. ~~Shen~~'s lectures



Save your emails!

The Teaching Portfolio: Add-ons

- Representative course syllabi which detail objectives, teaching methods, and bibliography.
- Instructional materials (text, visuals, video, computer-based)
- Evaluation/assessment materials developed.
- Reports of any studies conducted by the faculty member relating to medical, graduate, or undergraduate education

- See Alice Chuang's sample

The Teaching Portfolio: Add-ons

- **Material Generated by Others**
 - Statements from colleagues (both on- and off-campus)
- **Products or Outcomes of Teaching**
 - Learners' scores on examination or performance ratings
 - Research reports or papers/presentations
 - Record of learners who succeed in advanced study
 - Statements from graduates or supervisors about the instructor's influence on their careers.

Example of teaching portfolio contents

Educational Publications	Pages 1-2
Other Enduring Scholarly Work	Pages 3-8
Educational Presentations	Pages 10-12
Grants Received for Educational Scholarship	Pages 12-13
Awards	Pages 13-15
Invited Speaking Engagements	Pages 15-21
Educational Administration	Pages 21-28
Educational Advising	Pages 28-34
Other School of Medicine Advisory/ Administrative Activities	Pages 34-37

So what?



What do you need to do now?

- Say yes to teaching here, there, and everywhere!



UP
DATE



What do you need to do now?

Keep your CV up to date. After. Every. Single. Thing.

What do you need to do now?

- Collect learner and peer evals of your teaching
- Keep track of your teaching activity

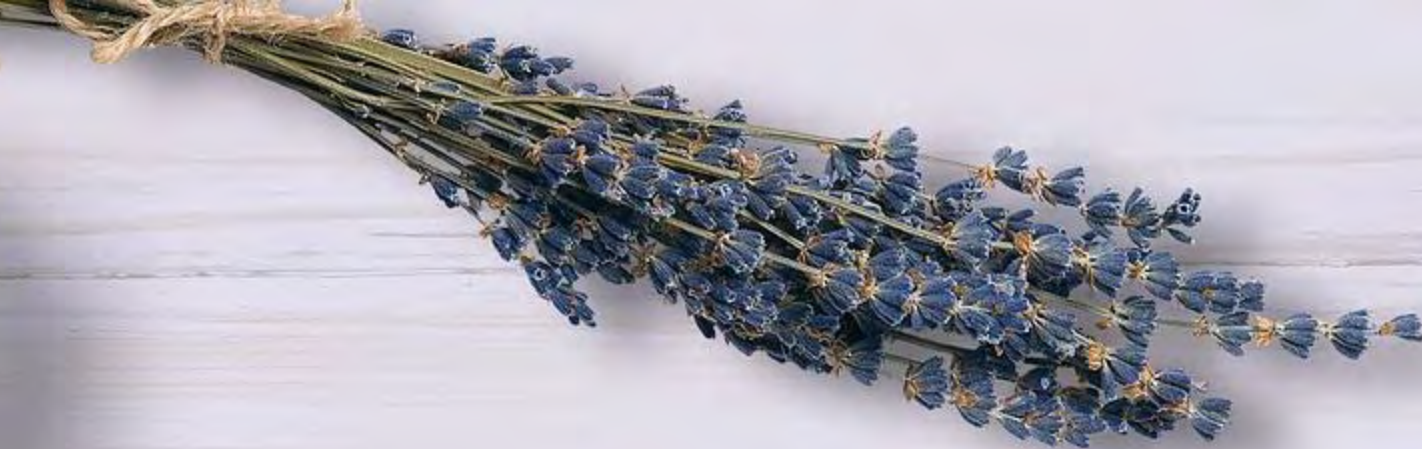


Real Life Cases

Your responses

Joy at Work

- Ramping up a research and publication machine. I am much more interested in teaching and education, but will need some scholarly work for promotion. **I don't particularly enjoy this work so need to get something going that is doable will add to my CV**
- I am having a really hard time balancing my time between work and family. For example, residency graduation is June 19th, and as an APD, I am expected to be there. But my nephew's college graduation is also June 19-20 in a different city, and I am very close to this nephew (and my sister) and it's important I'm there, too. **I often find myself sacrificing personal well being (cutting out exercise, eating poorly because it's quick, not taking time to meet my own wellness needs or have down time) to meet the needs of work and family, and it's starting to take its toll.**



*Writing a
Teaching
Philosophy*



The Reflective Statement

1-3 pages

The faculty member's philosophy and goals as a teacher

Teaching roles and responsibilities

An assessment of his/her success as a teacher over a specific time period

Areas needing improvement and plans for improvement.





What is your ideal learner, setting, method of teaching, and time-frame?
Is it early MS, MS3? Resident? Fellow?

What format do you most like to teach?
Clinical? Procedural? Lecture? 1:1 mentorship? Curriculum design? Educational scholarship/research?

What other things do you like?
Administration? Remediation? Curriculum design? Assessment?

SELF-ASSESSMENT

- Creating your “*Reflective Statement*”
 - Why are you in education?
 - Why does your job bring you joy?
 - What do you do best (personal characteristics, skills and competencies)?
 - What do you like best?
 - What are your favorite educational activities?
 - What are your priorities in life (values, preferences, motivations)?

Big Themes

- Education administration and course directorship
- Individual teaching in clinical setting
- Lecture development
- Mentorship
- Educational innovations
- Educational research

Example: Teaching Style

Based on the teaching style survey, my strongest teaching styles are formal authority, delegator, and personal model (Grasha 1994). As a course director, I am a stickler for rules and do believe in process and standards which must be maintained across the course, across all sites and over time. This is consistent with a formal authority teaching style. I do think **role modeling is the most effective way to teach skills beyond clinical care and medical knowledge, such as communication, professionalism, and lifelong learning.** This is consistent with the personal model teaching style. Lastly, I do believe students are adult learners and need to be able to autonomously engage in self-directed learning; this is consistent with the delegator teaching style. My typology of teaching styles inventory is consistent showing that I view my role as the ego ideal or role model and person, an individual with a give and take relationship with the student (Gelmon, 1999).

Example: Specifics

I try to consider what teaching activities are both enjoyable and effective. Students are busy people and I want to respect their time. At the same time, they are adult learners, and I want to help them develop their self-directed study skills. We commonly use Team-Based Learning as a teaching tool. It requires some preparation ahead of time, team-based problem solving, and allows students to consult resources. All of these I believe simulate important skills in the practice of medicine. I also spend time with the students each week hearing about their experiences. I believe this time is important to keeping my finger on the pulse of what is happening in the various clinical settings they are working in and how these events are affecting them emotionally and intellectually. Again, self-reflection is important to maintaining a career in medicine.

Example: Personal Philosophy

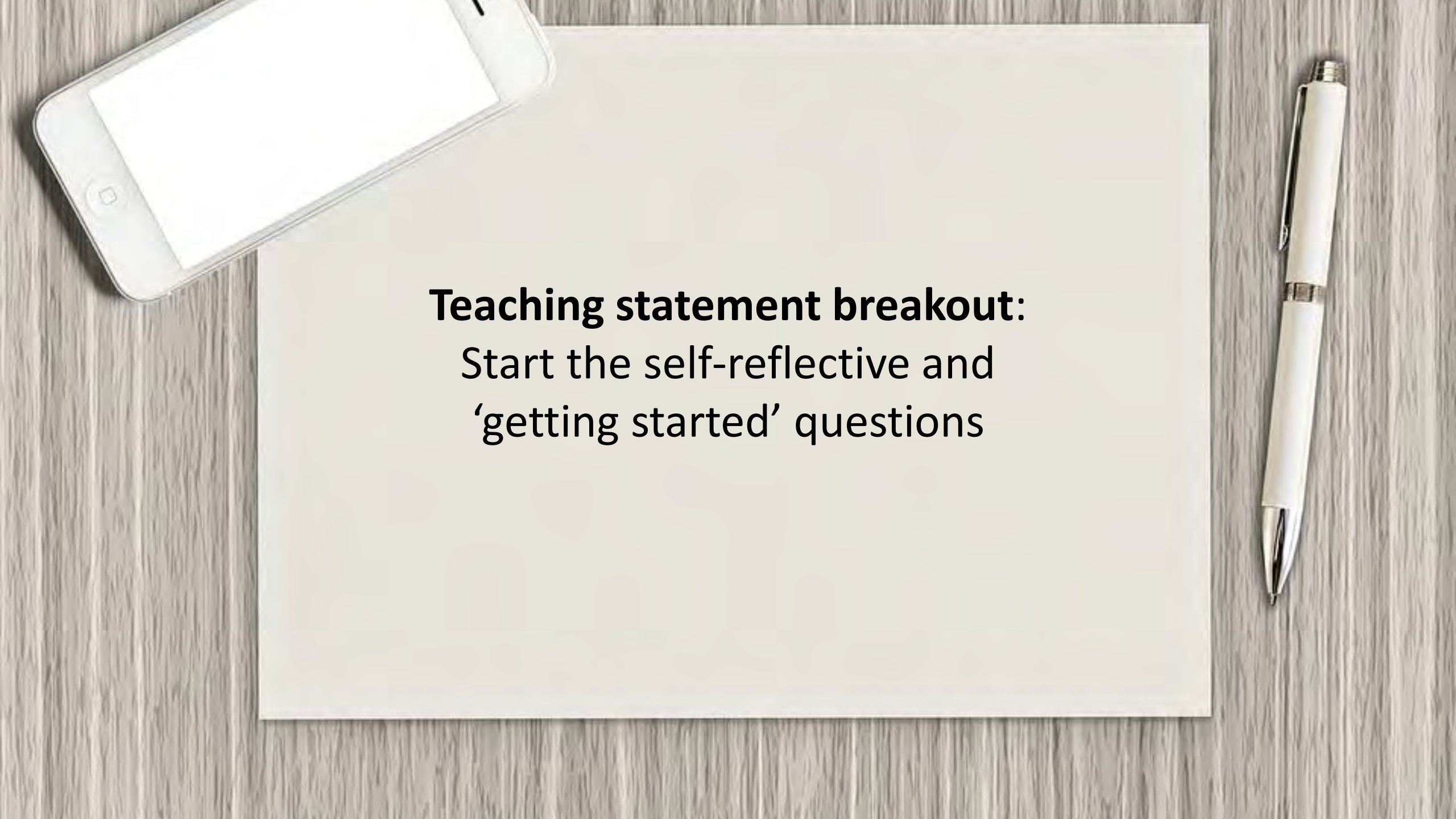
Being an educator to me means more than just teaching. My job is to inspire students and to help them find joy in learning. I strive to help them succeed in whatever they do and this means supporting them at their high points and low points. Additionally, my job is to mentor junior faculty, helping them develop a sustainable enthusiasm for education, what I consider the highest calling. I also hope to maintain relationships with those I have taught, ensuring they are finding joy in their journey towards being a physician. Finally, I should be an active member of the educational community. I love to network and collaborate with other educators, I enjoy exchanging ideas and brainstorming solutions to the challenges in medical education.



THE MOST EFFECTIVE
WAY TO DO IT
IS TO DO IT.

AMELIA EARHART





Teaching statement breakout:
Start the self-reflective and
'getting started' questions

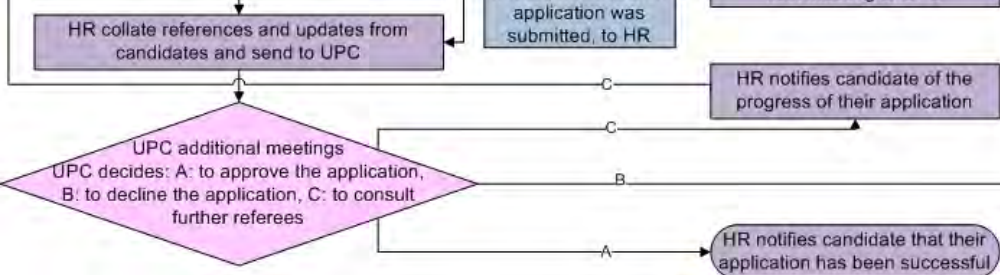
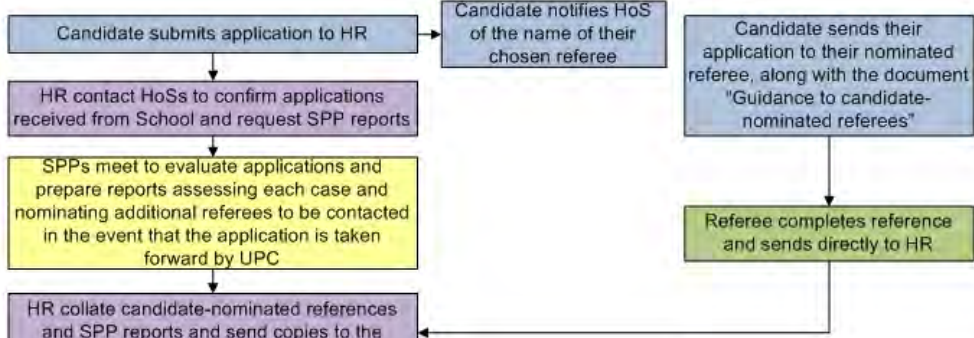
Regroup

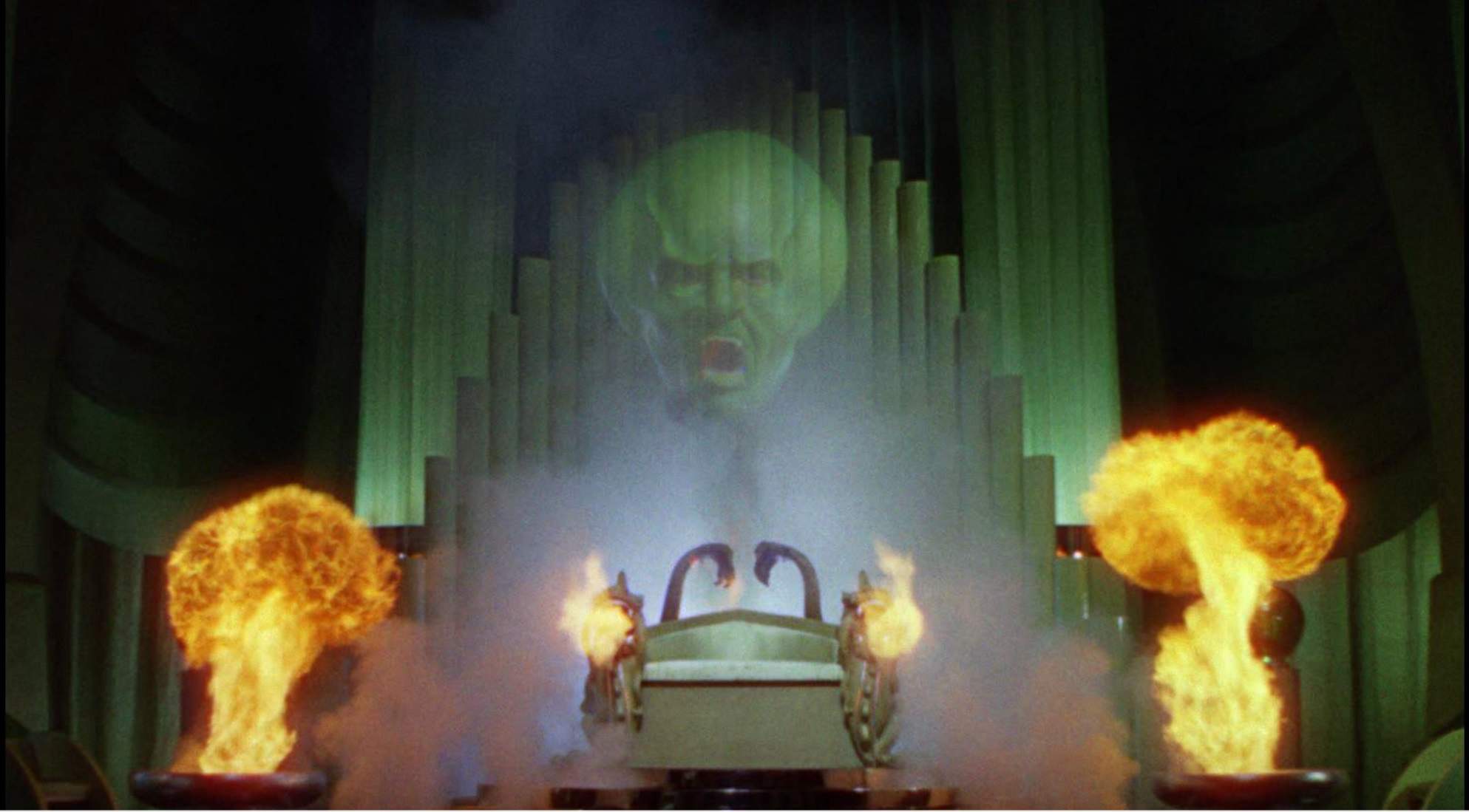




**Getting
promoted
requires strong
letters**

Promotion Timeline





Inside the promotion committee





Inside the promotion committee



How to write a fantastic letter

(including
your own)

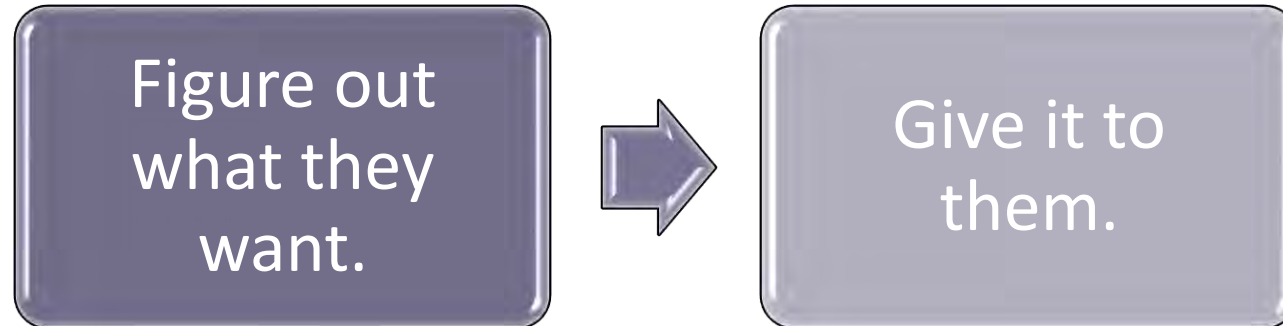


I REALIZED THAT THE
PURPOSE OF WRITING IS
TO INFLATE WEAK IDEAS,
OBSCURE POOR REASONING,
AND INHIBIT CLARITY.



Step 1: Review criteria for promotion

- Institutional requirements
- Track
- Timeline





Step 2: Review his/her CV

- Find areas that align with the promotion requirements and demonstrate local/regional/national influence and reputation
- USE THE BUZZWORDS

Review his/her CV

- Highlight areas to mention for each category
- Add descriptive wording
 - Average, exemplarily, standard setting
- Count/sort scholarly activity

$$V = \frac{1}{3} \pi r^2 \cdot h$$



	30°	45°	60°
sin	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$
cos	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$
tan	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$



me: who am I to judge?

also me:



Judge Kindly.
You are trying
to help them

If you can't recommend
them, then don't agree
to write a letter!!

Example of Request/Criteria

- We would appreciate your comments concerning Dr. Platts-Mills's collegiality and interpersonal skills, organizational citizenship, and other relevant observations to the extent you are able to provide them.

First Paragraph

- Who are you (the author?)
- How are you related?
- What have you worked on together

“It is with great pleasure that I write to offer my strongest possible support for Dr. Timothy Platts-Mills in consideration for promotion to Associate Professor with tenure on the Research track at UNC. I am an emergency physician and educator with clinical and basic science research experience within the same department. During my 9 years at UNC, I have worked closely with Dr. Platts-Mills in the clinical setting and have collaborated with him on a number of projects and papers. He has consistently impressed me with the quality of his clinical work, his skill and dedication to teaching and mentorship, and his outstanding success with and dedication to meaningful clinical research.”

Following Paragraphs/Sections

- Teaching
- Mentorship
- Administration/Leadership
- Service
- Research

Example of Request/Criteria

1. Documentation from letters of reference that the candidate is an excellent researcher.

Example of Request/Criteria

2. A record of a substantial number of original, peer-reviewed research papers in widely respected refereed journals, judged on the quality as well as the quantity of research publications, since the faculty member became an assistant professor. Typically 1–2 publications on average per year as first or senior author since the candidate became an assistant professor is expected, although consideration is also given to the type of research, the impact factor of the publications, and to faculty whose work is primarily part of team research. Authorship of important review articles, chapters, books, and other forms of enduring scholarly work and communication are additional important indicators of research scholarship.

Example of Request/Criteria

3. A record of external grant support as an independent researcher is an important criterion for excellence in research. This record is generally evidenced by a history of at least one active investigator-initiated grant from a federal funding source or its equivalent on which the candidate is the principal investigator, but significant alternative funding sources and evidence of excellent potential for continued future funding are additional indicators.

Example of Request/Criteria

4. Evidence that the candidate is **recognized at a national level** for his/her professional contributions. This recognition may be evidenced in multiple ways, such as invitations to present research results at prestigious national conferences or symposia, election to office in national academic and/or professional societies, participation in NIH study sections or grant review panels, membership on the editorial boards of prominent journals or serving as a reviewer for major journals in the candidate's field, editorship of prominent journals, participation in scientific committees advisory to government or foundations, or national scientific awards.

Example of Request/Criteria

5. Evidence that the faculty member will continue to be productive and an asset to the institution throughout his or her career.

“Dr. Platts-Mills has demonstrated an unwavering dedication to clinical care, teaching, and to research. His focus is on the promotion of the health of older adults, specifically in the areas of emergency care, pain management, and elder abuse. He has an impressive record of mentorship, team-building, research success, publications, and funding acquisition. With his newly-awarded R01 grant, he has the funding and support necessary to expand his research even more. I have no doubt that he will continue to be a productive researcher, an important contributor to his fields, a national speaker, advocate, and leader, and a mentor who promotes the education and development of dozens of trainees, fellows, and junior faculty to come.”

Add personal anecdotes

- Personalize some activities in each section if possible, to provide context
- Discuss specific examples of how mentees have succeeded
- Discuss specific projects you have collaborated on and how that person was helpful



Final Paragraph/Summary

6. Summarize and include your recommendation

“I give him my highest recommendation as a clinician, researcher, educator, and colleague, and have no doubt that he will continue to be an invaluable asset to the department and the institution. Please do not hesitate to contact me with any further questions.”

Real Life Cases

Real Life Cases

Imposter Syndrome - my new job has offered me so much support and a wealth of resources at my disposal. Being new to the academic game, I've tried to get involved in every aspect of academic EM: leading all of our conferences, beginning research, lecturing nationally, and more. I have been able to deliver well so far, but definitely feel the weight of trying to "do it all".

Work-life balance and efficiency in getting admin/planning things complete so that I have time to actually create content

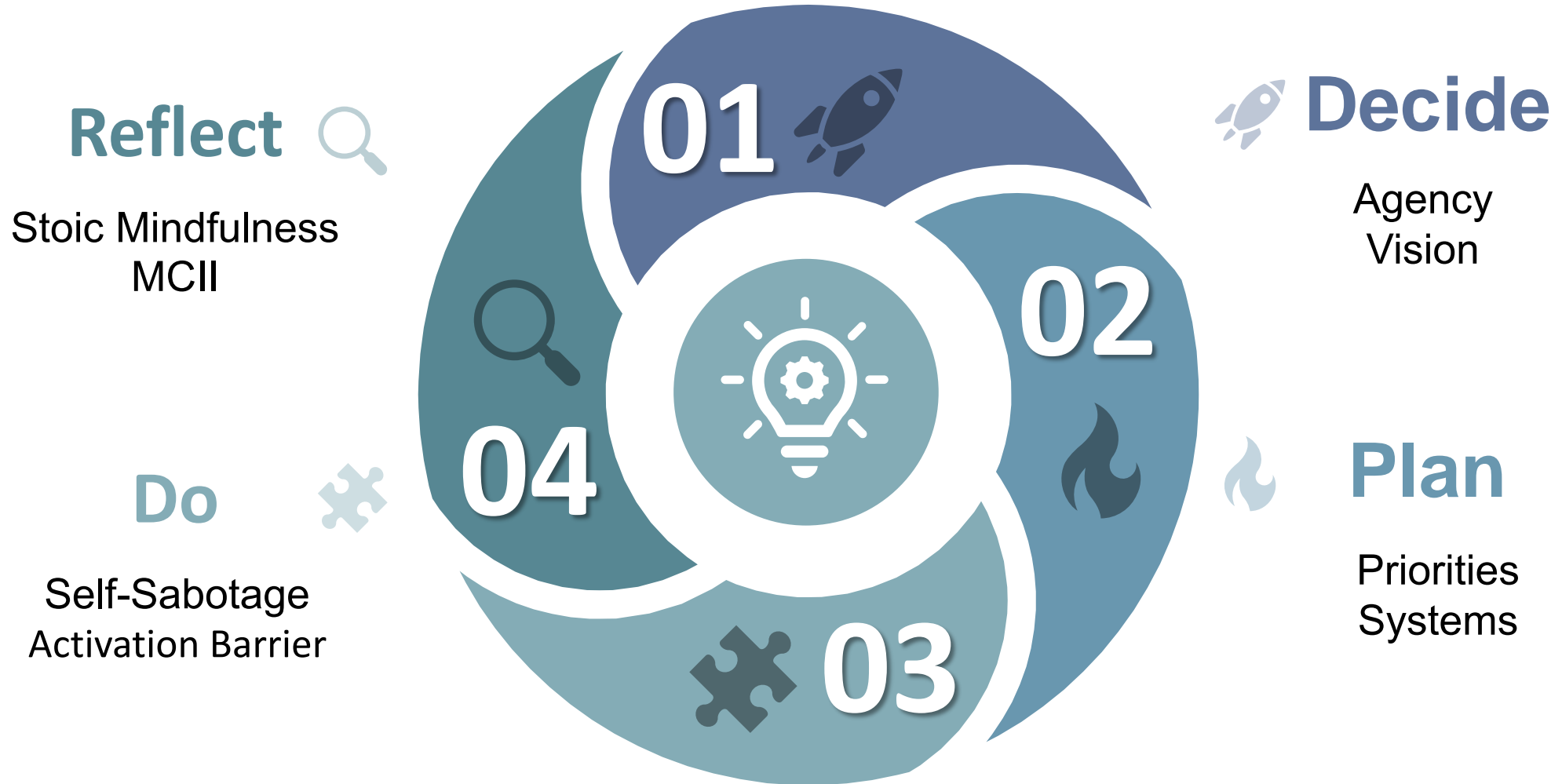
Attaining the right mix of academic development, resident education and professionalism management, and adequate opportunities for creative outlet

How can you practice value-based scheduling?

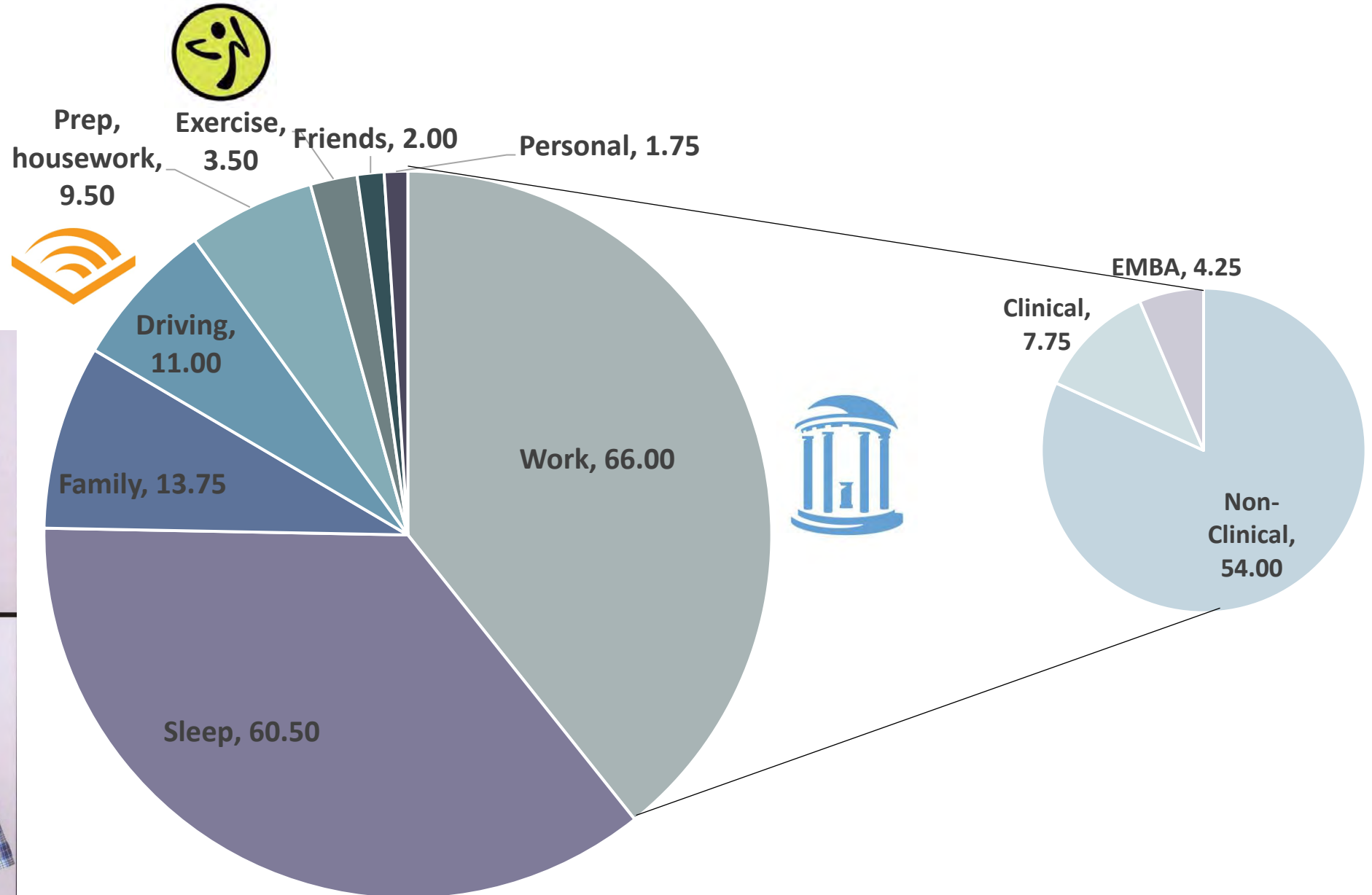


Empowering your time

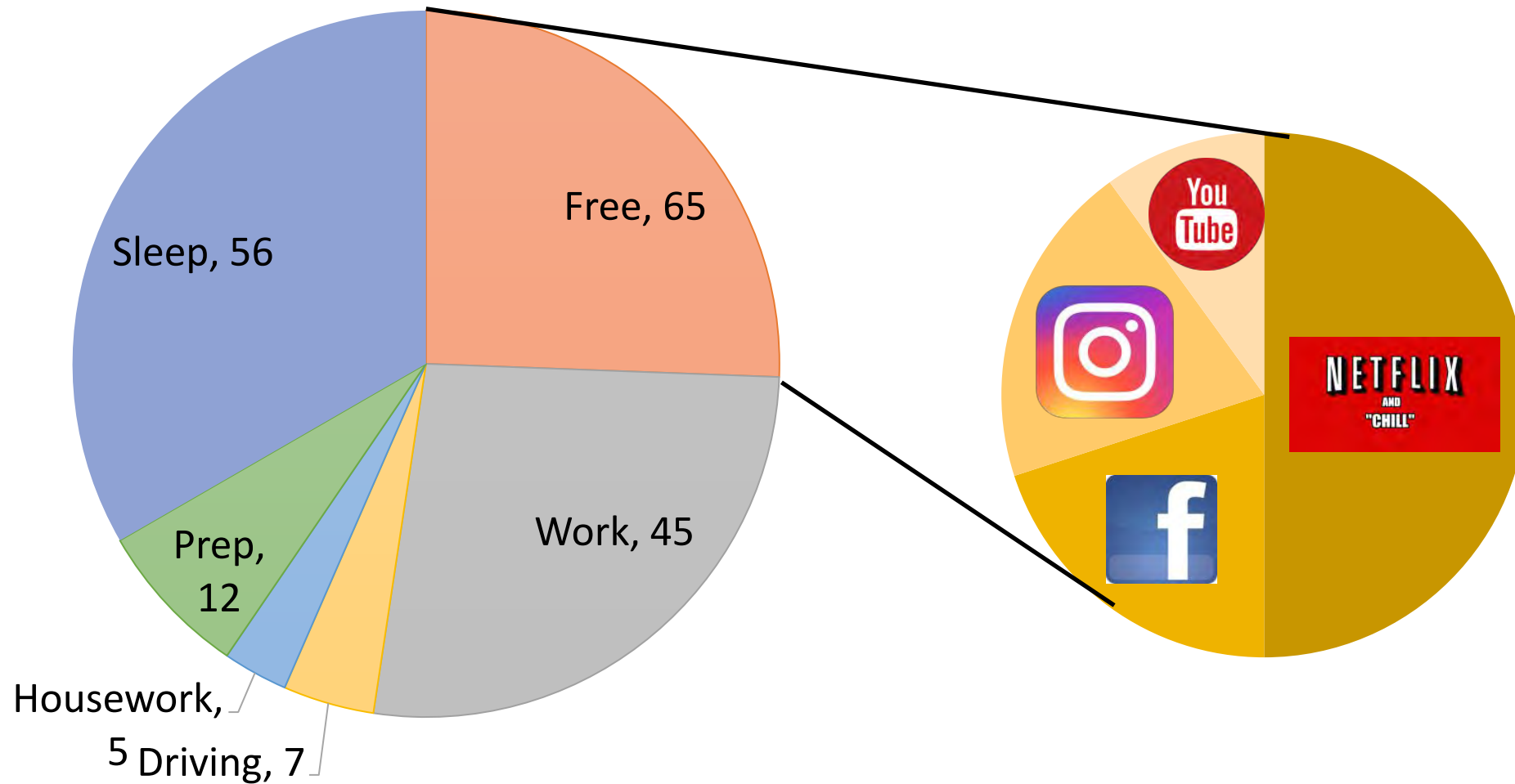
Requires intentional management of 4 steps



Where Do 168 Hours Go?



To intentionally manage your time you have to know where it goes



Look at your time through three lenses

01

Priority: Do the things that matter



02

Strategy: Do them in the right way



03

Efficiency: Do them in the right amount of time

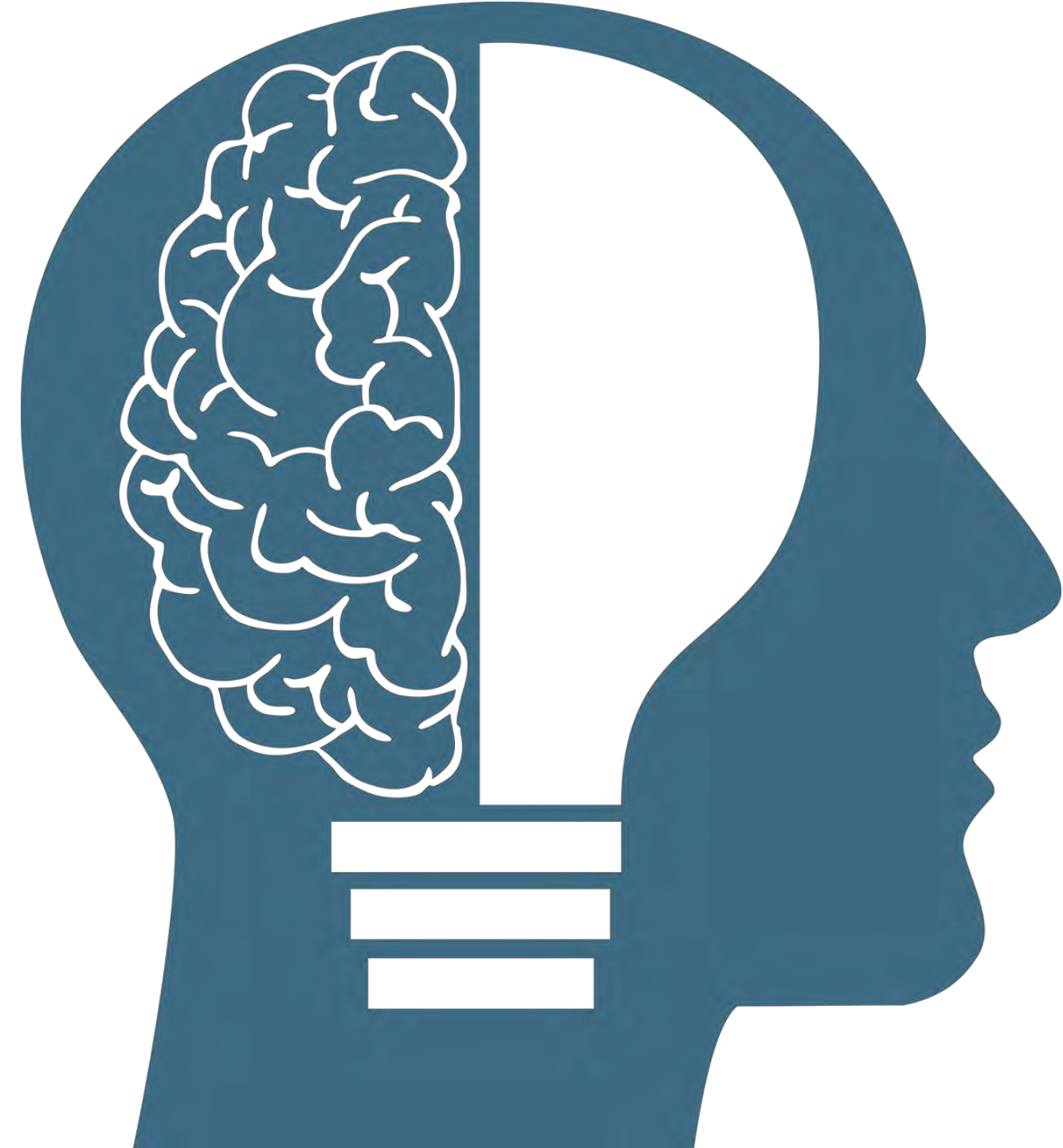




—

Plan strategically

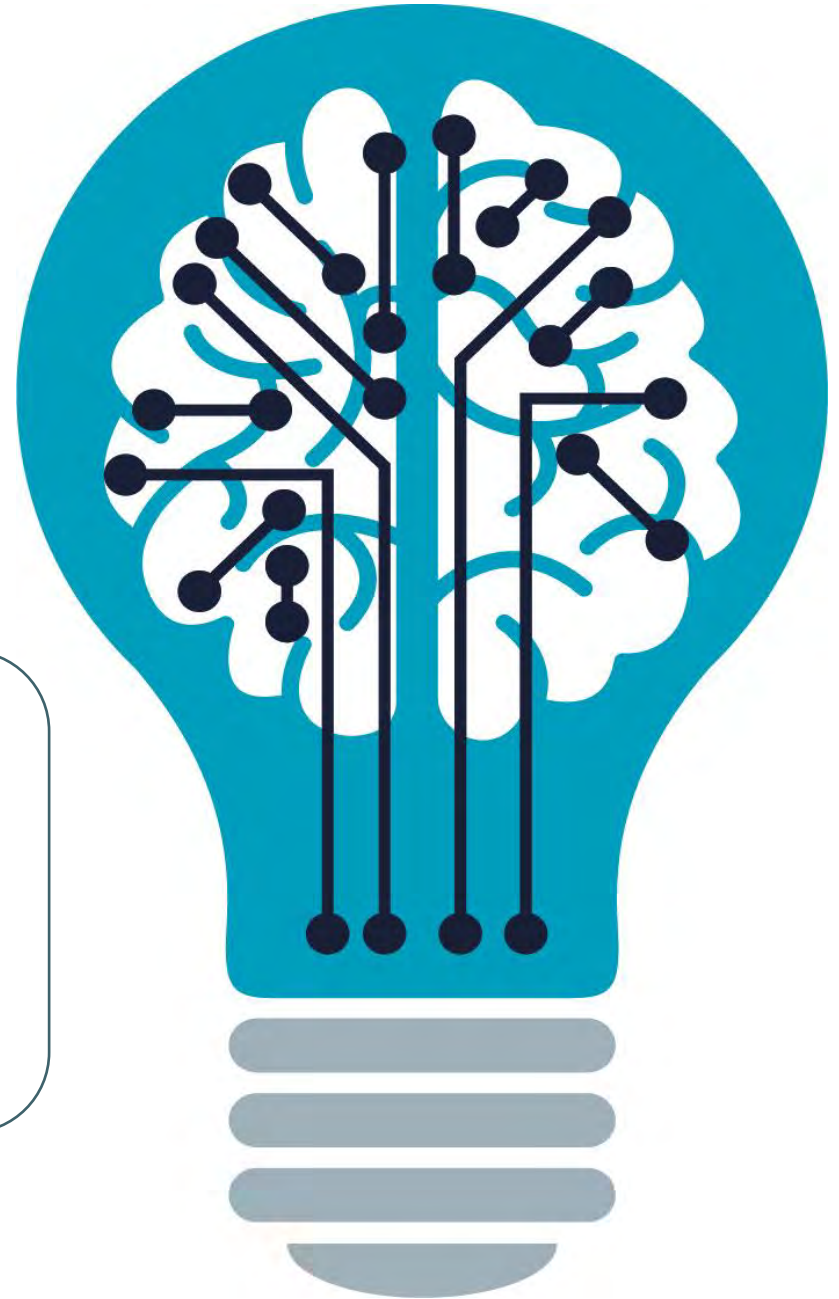
Plan your deep
work time and
create a system
for shallow work



How to work with a deep focus

The deep work equation

$$\text{High quality work produced} \\ = \\ \text{time spent} \times \text{intensity of focus}$$





Deep Work

- Focused, distraction-free
- Deep thinking and planning
- Developing ideas or strategies
- Thinking ABOUT not just OF things
- Brings joy and fulfillment
- E.g. Writing papers, grants, curricula, planning projects



Shallow work

- Short, often interrupted
- Little creativity or deep thought
- Usually not fulfilling or rewarding
- Often required to keep your job
- E.g. Logging hours, most emails, scheduling things, managing trivial logistics

Examine the nature of your work

Protect your cognitive bandwidth



The Problem

“Spend enough time in frenetic shallowness and **you permanently reduce your capacity to perform deep work.**”



Be Strategic

01 Schedule

Schedule deep work time in chunks. Protect your deep work time.

02 Plan

Plan how you will use your deep work. Create implementation intentions.

03 Assess

Assess your own deep work done, deep:shallow done, or hours per day in deep work

How to improve your deep focus



Avoid interruptions: Intentionally structure your environment and your calendar



Avoid rapid task-switching or attempts to multi-task



Create cognitive closure: Have some time pressure, create a cognitive ritual to demark closure.

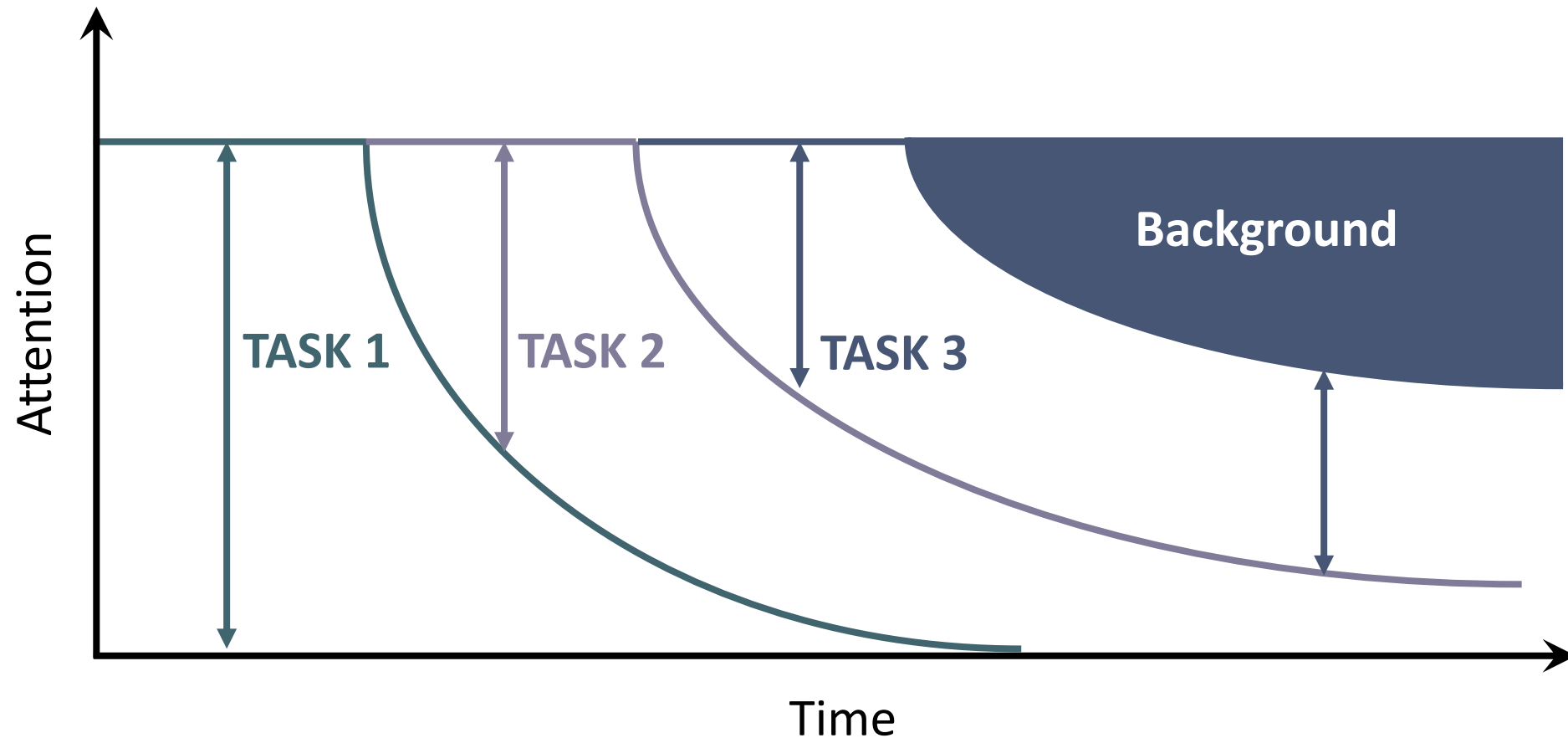
Which of these does your day look most like?



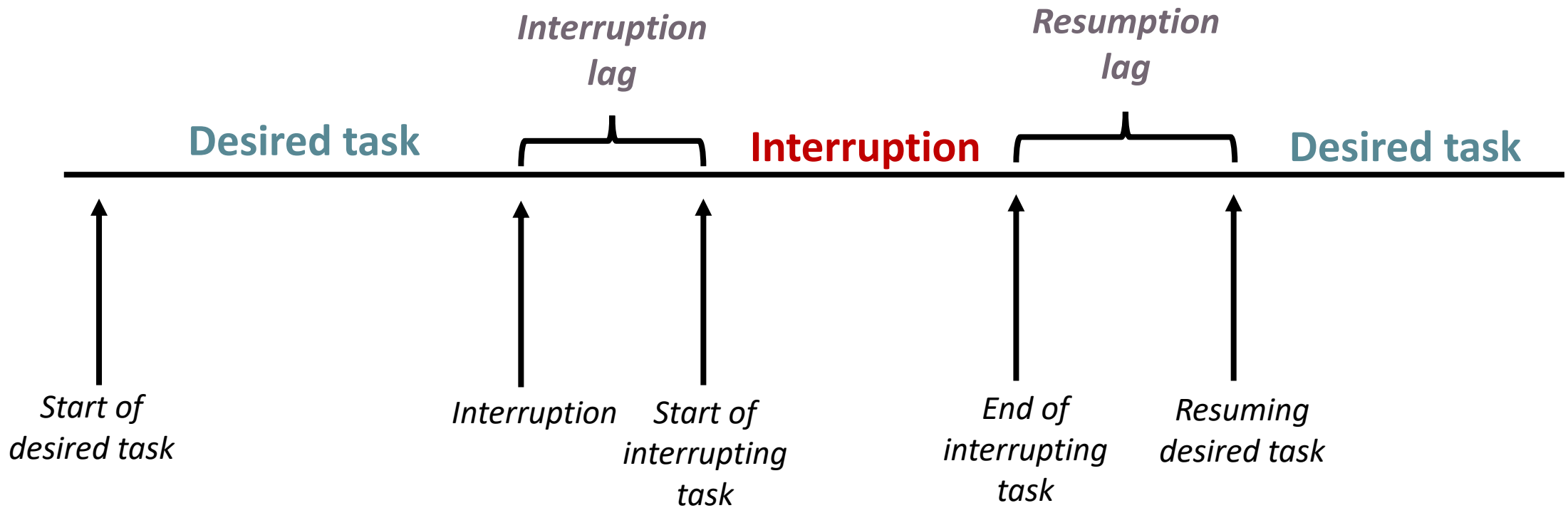
Interruptions could be:

- Self-interruptions
- Interruptions from others
- Email
- Texts
- Phone, etc.

Attention residue and task-switching reduce focus



Interruptions are time poorly wasted



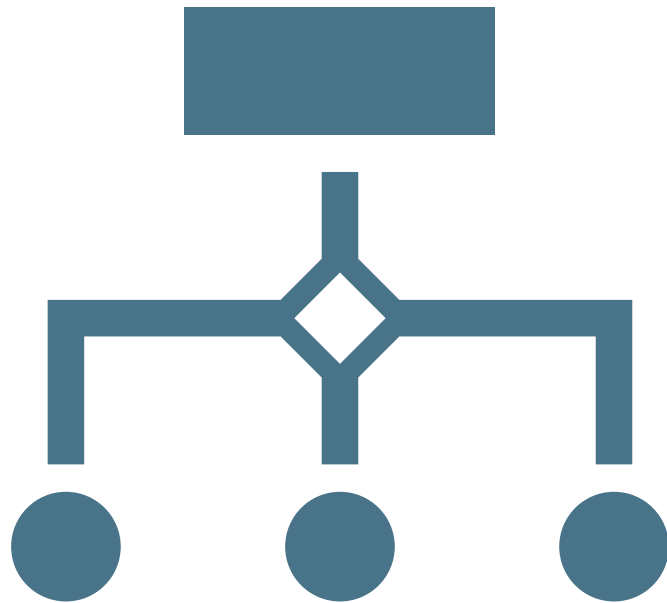


The focus train



**Be efficient:
Create a system to
manage the
shallow work.**

Create an efficient information management system



Schedule the shallow work into your day

- **Delete** - as much as possible
- **Do** - 2min rule
- **Delegate** - outsource the shallows
- **Defer** - do later (add to task list or calendar)
- **Decline** – value-based scheduling
- **De-subscribe** – your future self will thank you

How to work efficiently

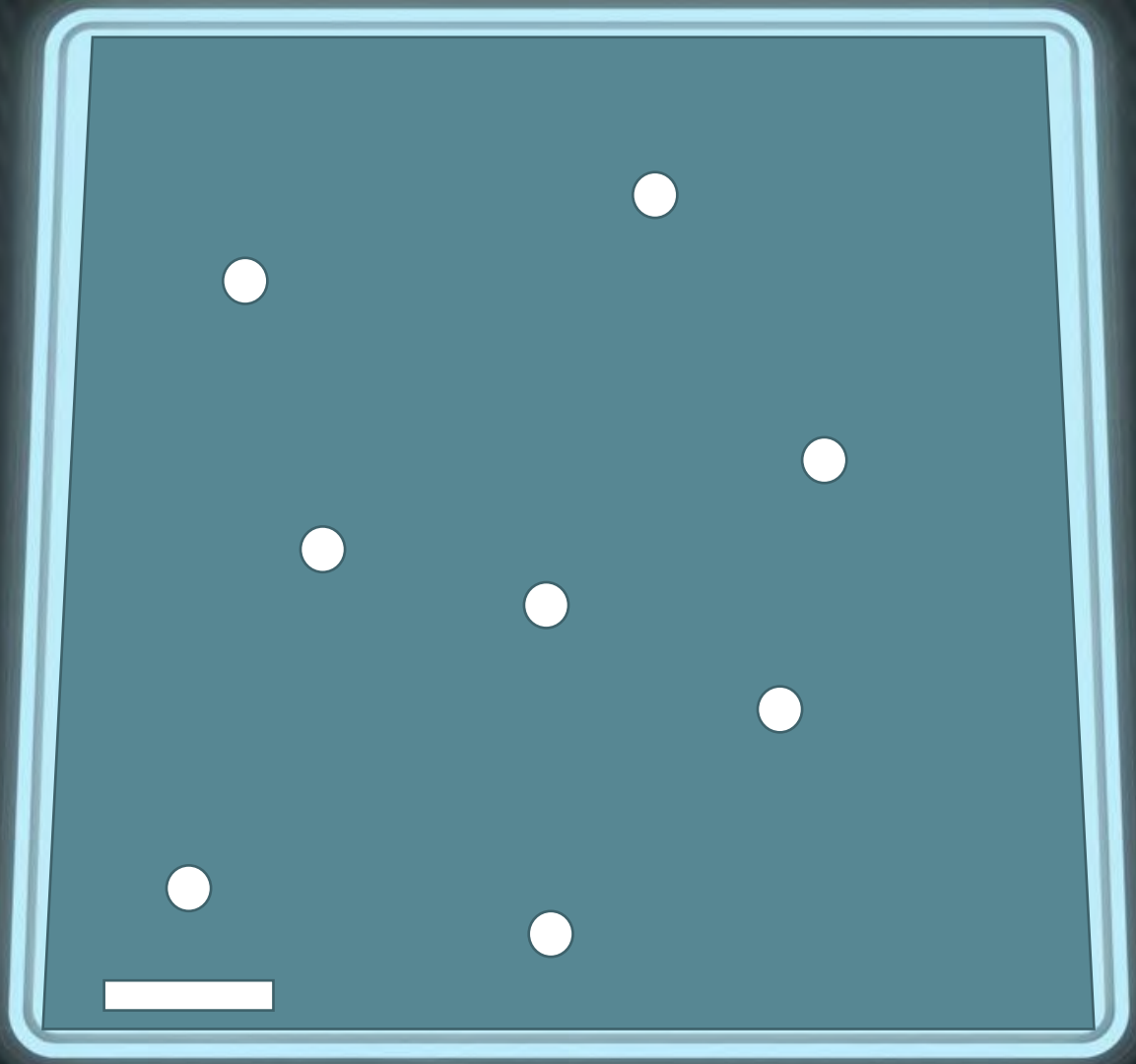
- A MIND LIKE WATER**
- B CLOSE THE LOOPS**



“If you don't pay appropriate attention to what has your attention, it will take more of your attention than it deserves.” - Allen

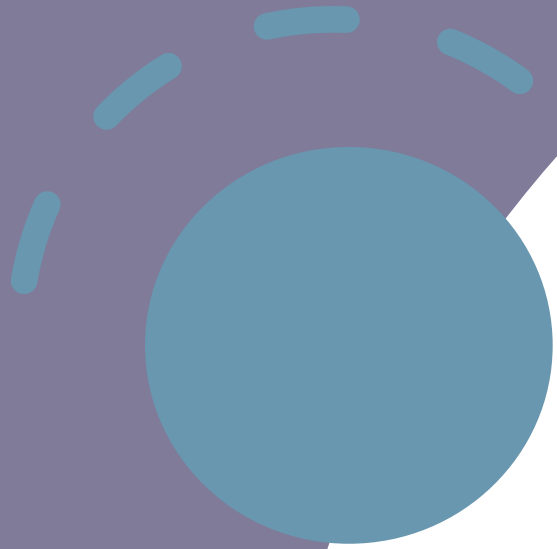
Open loops
are the enemy
of productivity







Closing the loops by making a plan
removes the cognitive load.



How to *stack* your pong balls

Be efficient: Capture the open loops

The simplest method

- Capture and organize your thoughts and to-do items – have a **brain dump**
- **Write them down, then add to your calendar later**



A categorized paper method

Date made

To Do

Writing

- Write paper on x (date)
- Revise and resubmit y (date)
- Read A's draft of z (date)

Talks

- Prepare lecture on x (date)
- Practice lecture for y (date)

Admin

- Do annual training (date)
- Email HR about hiring students
- Send monthly schedule email

Personal

- Do annual goals sheet
- Update goodreads books read
- Manage linkedin account

Book

- Create outline
- Organize background reading
- Create reading schedule
- Create system to review papers
- Review 3 papers/wk

Coaching

- Email dates to Jack
- Email action items to Jacquie

Be efficient: Capture the open loops

Open loops are the enemy of
productivity!

- Bullet Journals
- Planners



Be efficient: Capture the open loops

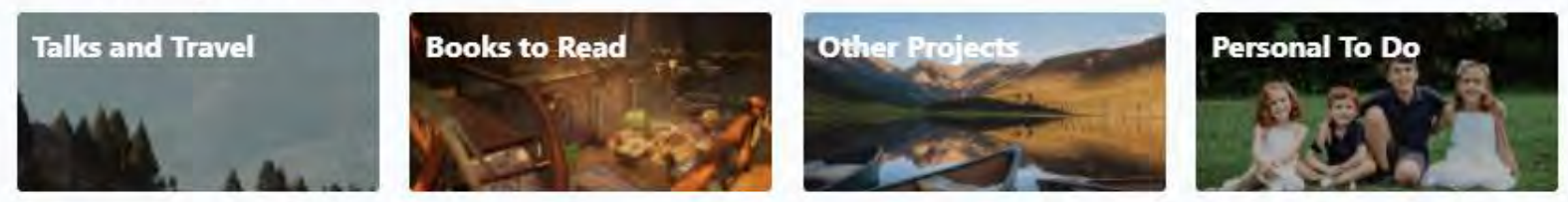
Task or list apps

- Trello
- Google tasks
- Todoist
- Wunderlist
- Microsoft To-Do
- Omnifocus
- Asana
- OneNote
- Evernote



- Boards
- Templates
- Home
- Workspaces +
- Trello workspace ^
 - Boards
 - Highlights
 - Workspace table
 - Members
 - Settings

Recently viewed



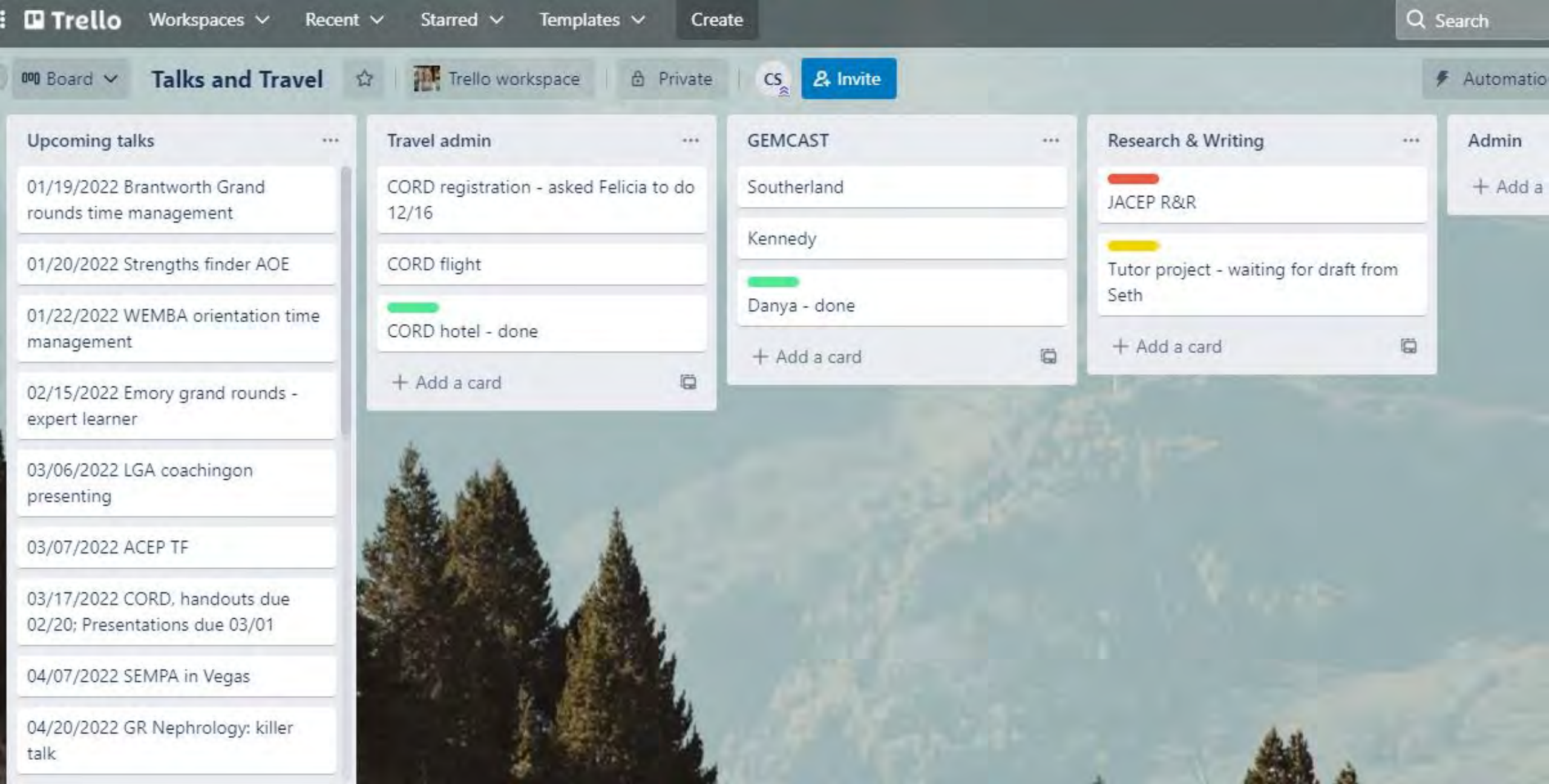
YOUR WORKSPACES

Trello workspace | Boards | Workspace table | Members (1) | Settings | Upgrade

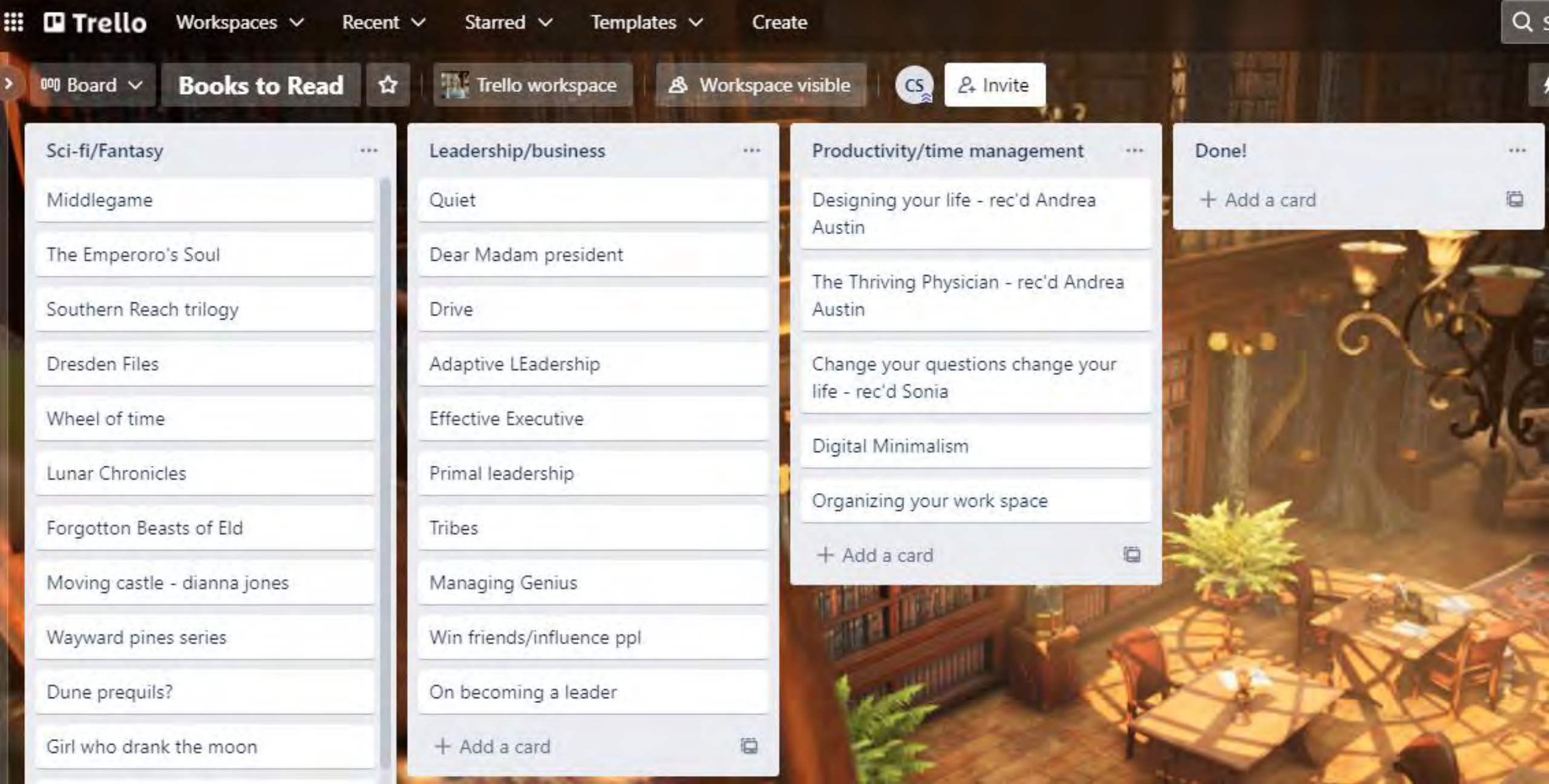


Talks and Travel | Create new board 5 remaining

Example: Trello

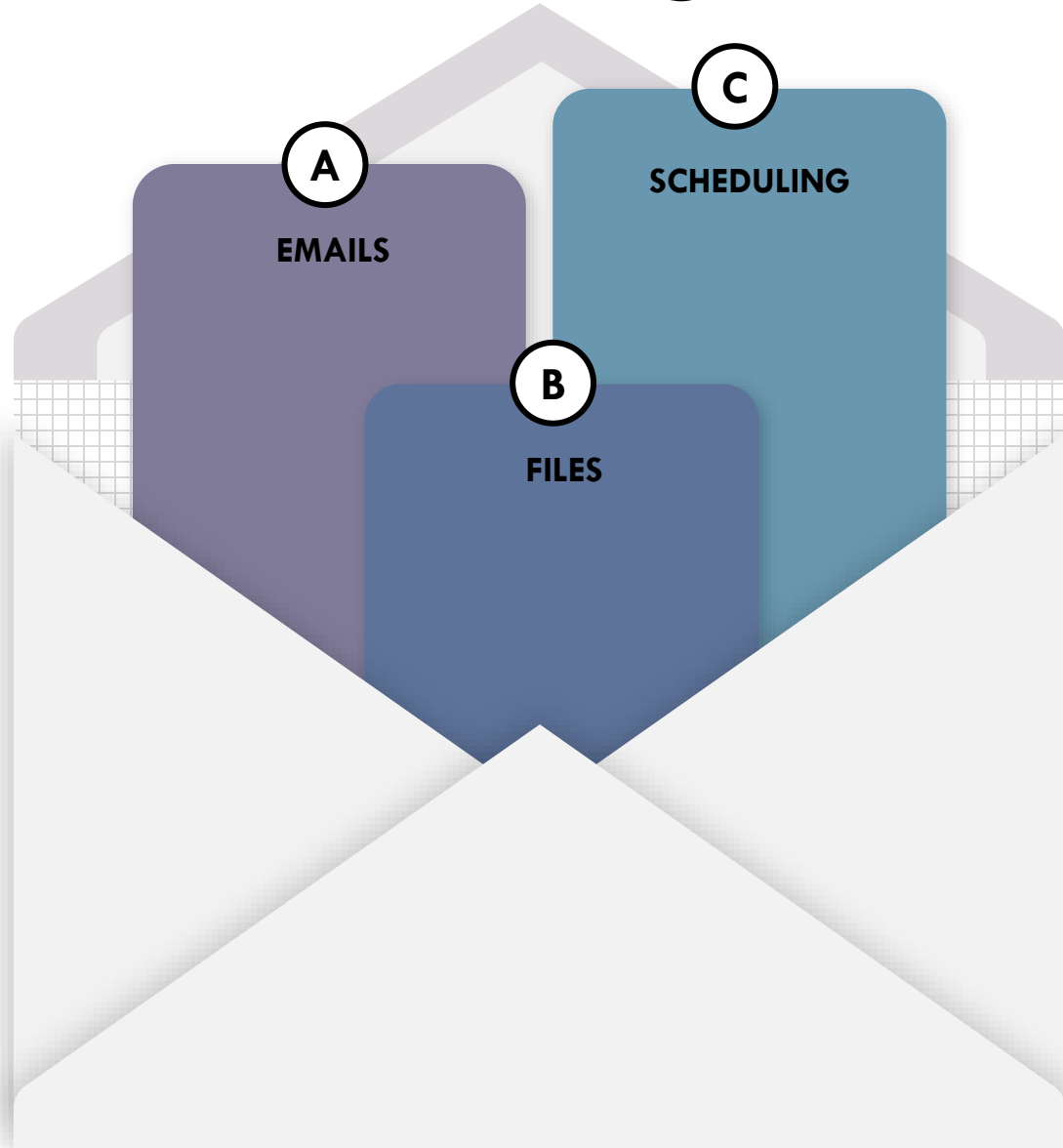


Example: Trello



Example: Trello

Create efficient information management systems



EMAILS

Schedule email time.

2min rule: Do, delete, defer, decline



FILES

Create cloud-based file system, could mirror your email system.



SCHEDULING

Calendly or other scheduling program, or delegate if possible.

How to improve your deep focus




Avoid interruptions: Intentionally structure your environment and your calendar



Avoid rapid task-switching or attempts to multi-task



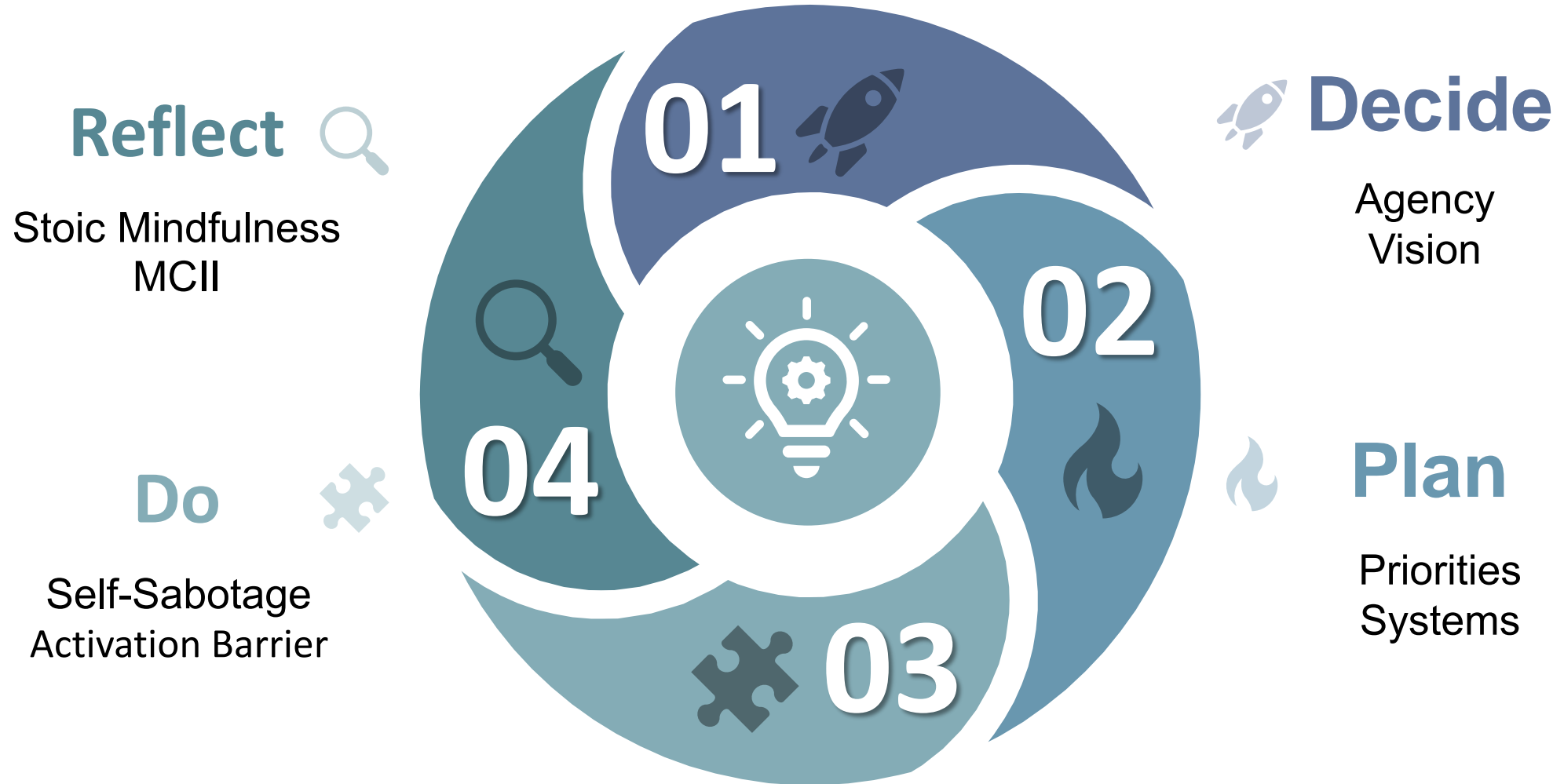
Create cognitive closure: Have some time pressure, create a cognitive ritual to demark closure.

A dark, atmospheric landscape with a mountain range under a cloudy sky. The scene is dimly lit, with the mountains appearing as dark silhouettes against a slightly lighter, overcast sky. The overall mood is somber and contemplative.

We are what we repeatedly do.
Excellence, then, is not an act,
but a habit.
- Aristotle

Empowering your time

Requires intentional management of 4 steps



Why managing your time is really managing yourself




Why you procrastinate

“People engage in this irrational cycle of chronic procrastination because of **an inability to manage negative moods around a task.**”

“Procrastination is... self harm.”

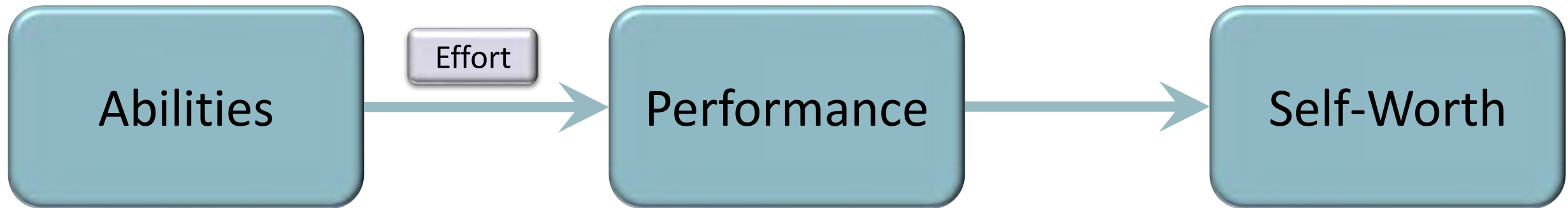
“We must realize that, at its core, procrastination is about **emotions, not productivity.** ”



Self-Worth
Theory and
Time
Management

Self-Worth Theory

Self-worth is a critical dimension of human functioning



Cano et al. High Edu 2018

Covington, Elem School Journal 1984

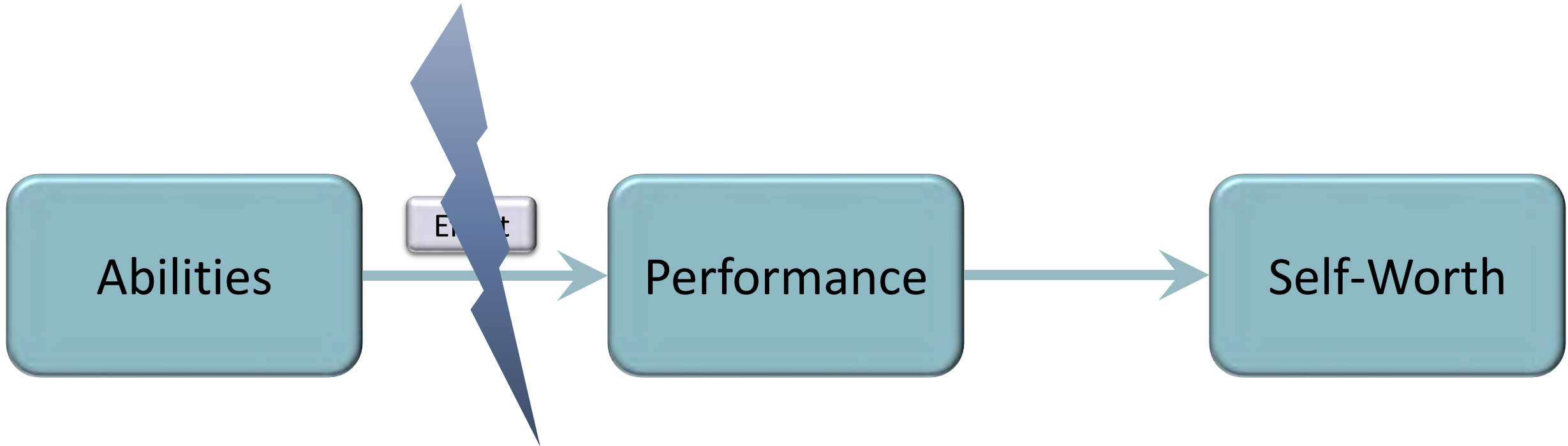
Covington, Ann Rev Psychology, 2000

Adapted from Nic Vogue, Self-Worth Theory, TEDx Princeton University 2017

© Christina Shenvi, MD, PhD, MBA

Self-Worth Theory

Self-worth is a critical dimension of human functioning



Self-Worth Protection (SWP) Strategies

1. Self-sabotage
2. Defensive pessimism



Self Worth Protection

Maladaptive patterns of behavior that we use to protect our self-worth in case of failure.



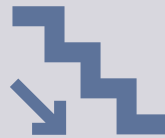
Self Worth Protection Strategies



Withholding Effort

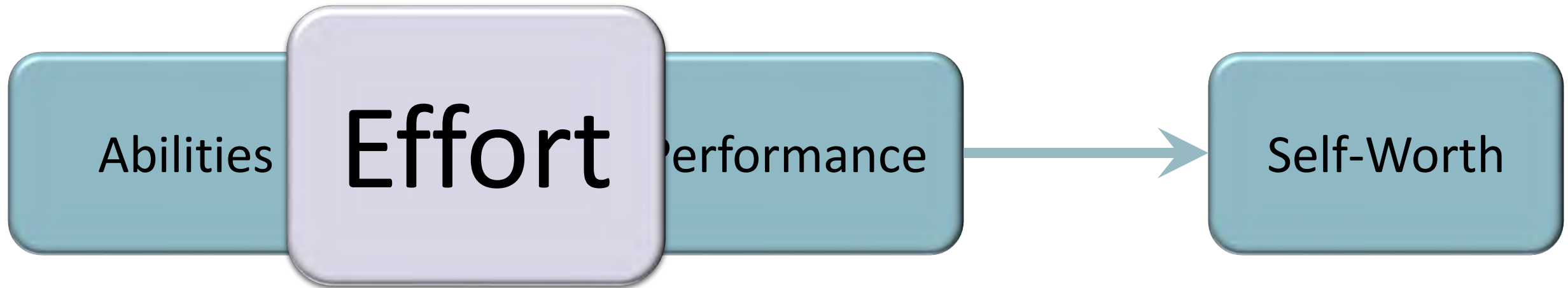


Ready Excuses



Lowering self-expectations

Self-Worth theory explains part of why we over-work



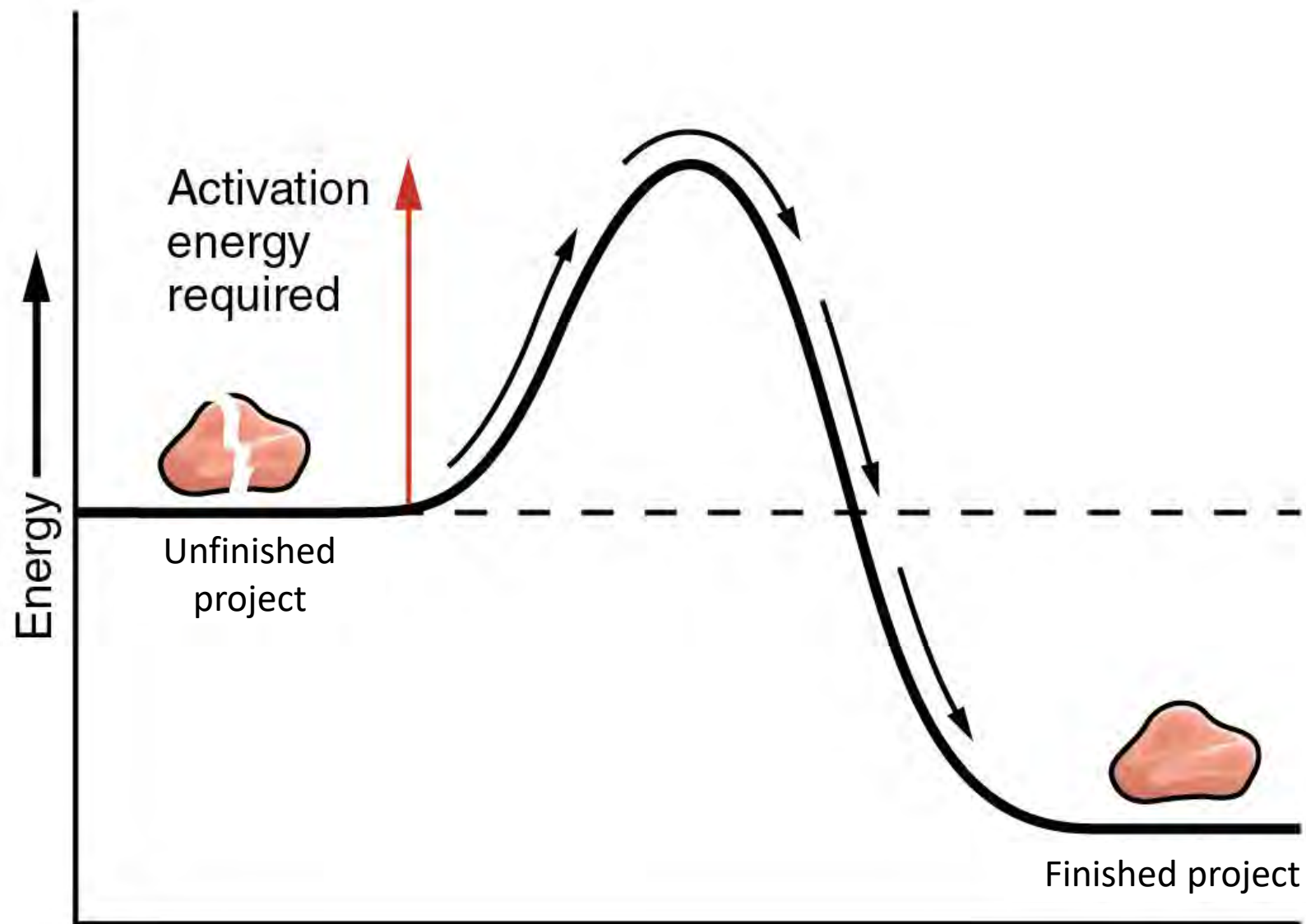
Why managing your time requires you to manage your emotions



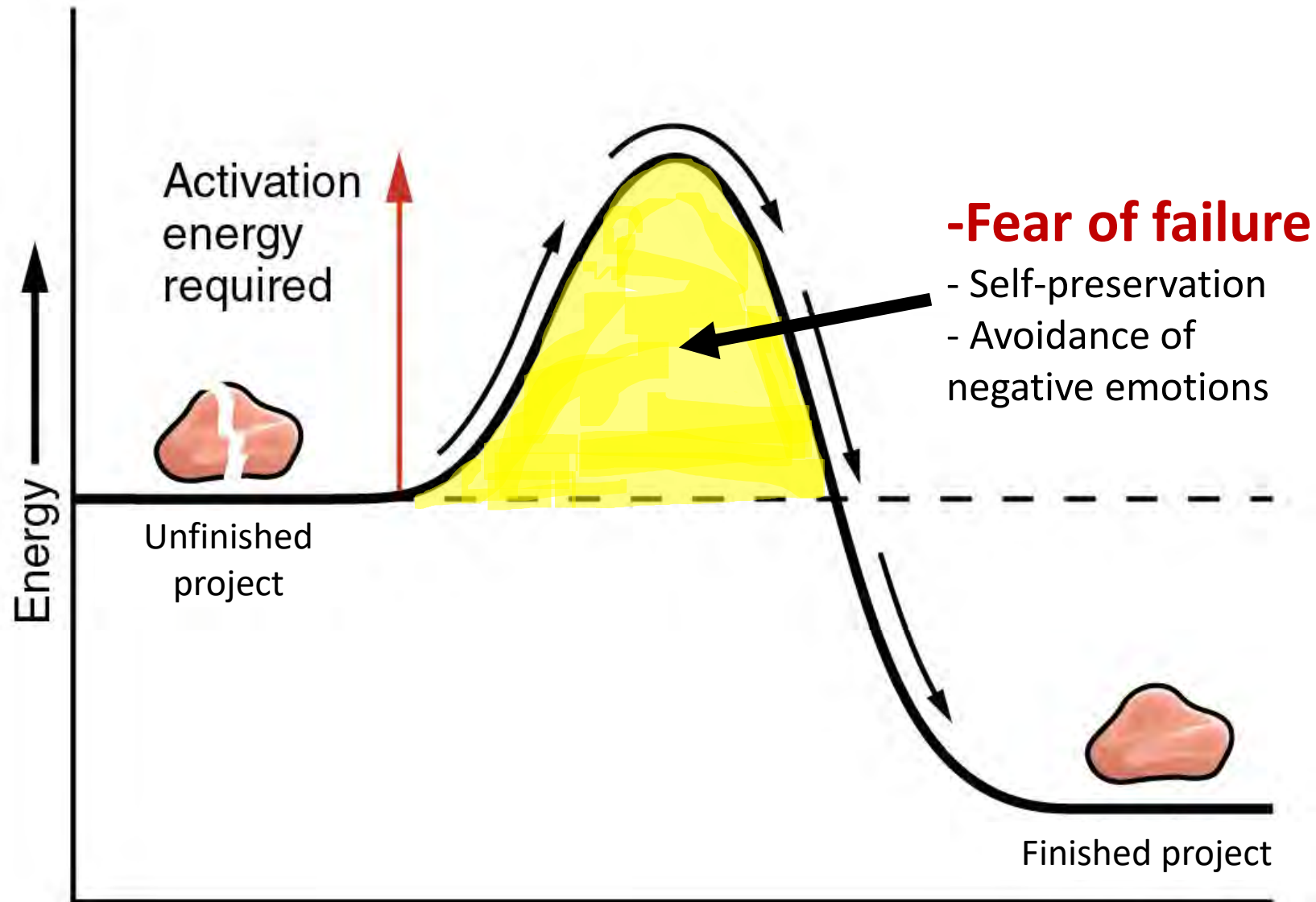
Why you procrastinate

“Procrastination isn’t a unique character flaw or a mysterious curse on your ability to manage time, **but a way of coping with challenging emotions and negative moods induced by certain tasks — boredom, anxiety, insecurity, frustration, resentment, self-doubt and beyond.**”

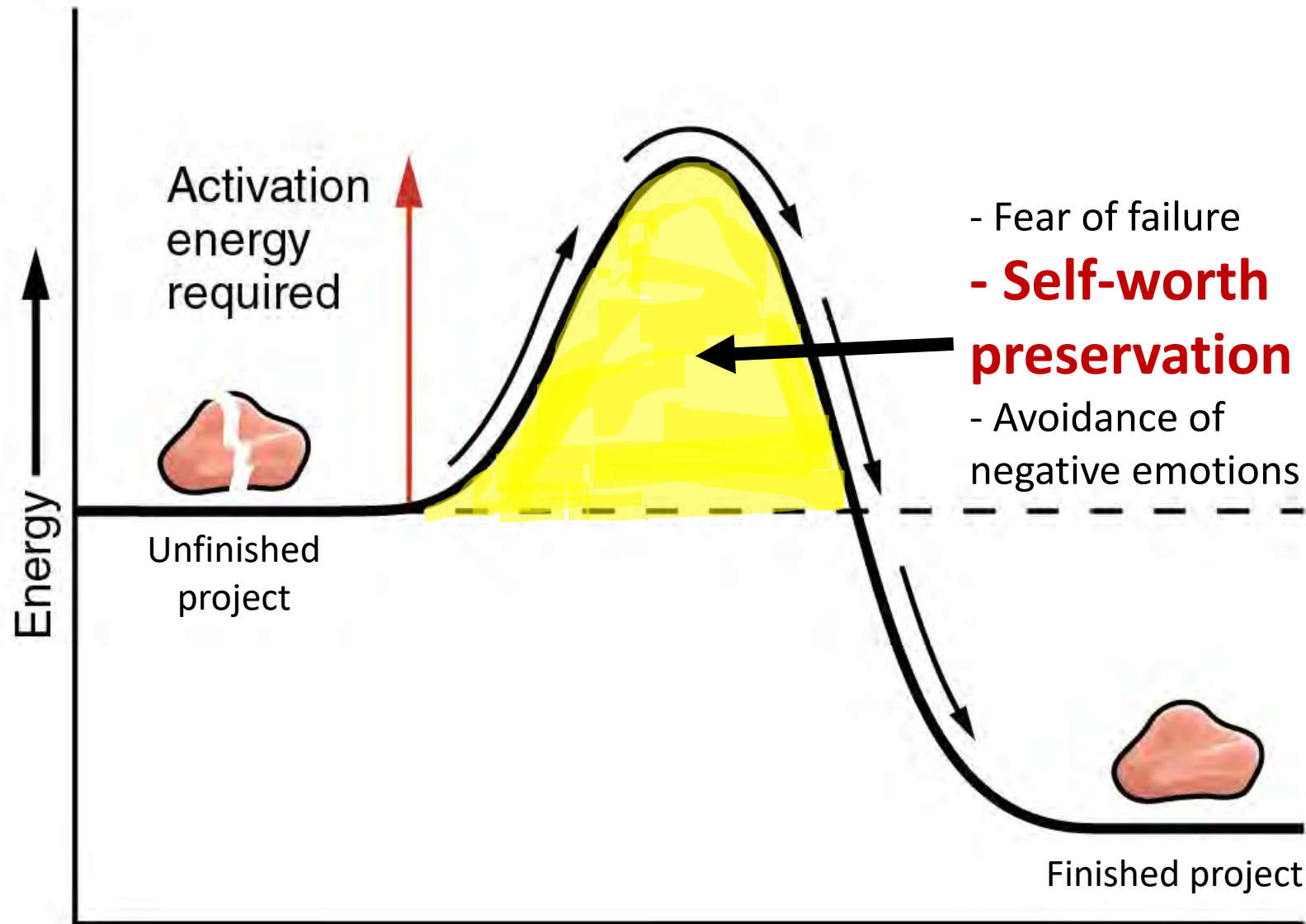
Why we procrastinate



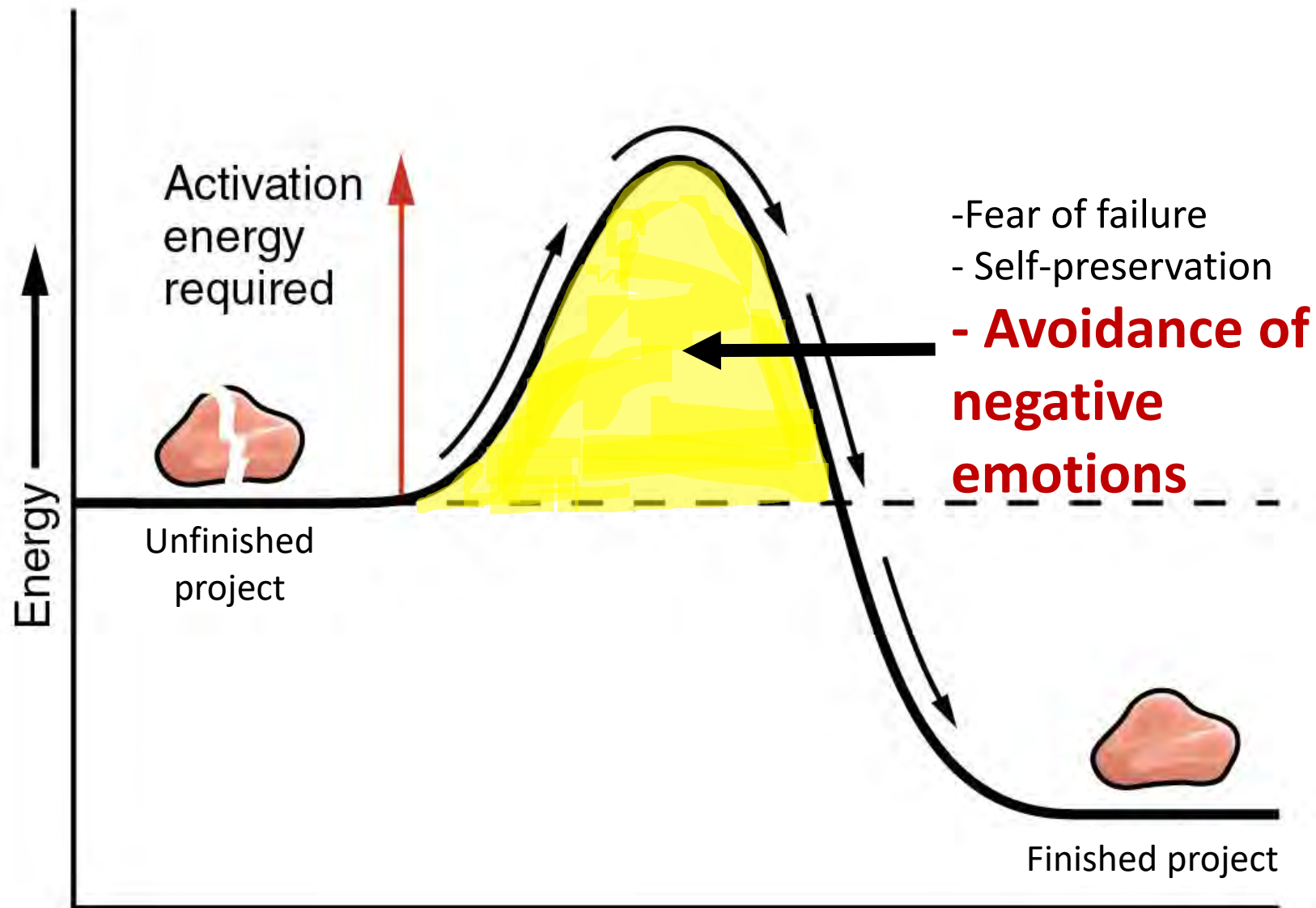
Why we procrastinate



Why we procrastinate



Why we procrastinate





How to overcome the activation barrier of getting started

A small green seedling with several leaves is growing out of a crack in a dark asphalt surface. The background is a blurred, light-colored ground. A large, semi-transparent white circle is overlaid on the right side of the image, containing text.

Practical Strategies: How to overcome the activation barrier

1. Cultivate curiosity.

Let your
curiosity run
amok!



A minimalist desk setup featuring three small potted succulents in white pots, a silver smartphone, and an open notebook with a pen resting on it. The scene is set against a plain, light-colored background.

Identify the emotions

A small, vibrant green seedling with several leaves is growing out of a crack in a dark, textured asphalt surface. The background is a blurred, light-colored ground. A large, semi-transparent white circle is overlaid on the right side of the image, containing text.

Practical Strategies: How to overcome the activation barrier

1. Cultivate curiosity
2. Explore how the work aligns with your Big Values/Mission

A small green seedling with several leaves is growing out of a crack in a dark asphalt surface. The background is a blurred, light-colored ground. A large white circle is overlaid on the right side of the image, containing text.

Practical Strategies: How to overcome the activation barrier

1. Cultivate curiosity
2. Explore how the work aligns with your Big Values/mission
3. Ask “what is the immediate next step?”



What

is the

immediate

next

step?

A small, vibrant green seedling with several leaves is growing out of a crack in a dark, textured asphalt surface. The background is a blurred, light-colored ground. On the right side of the image, there is a large, semi-transparent white circle containing text.

Practical Strategies: How to overcome the activation barrier

1. Cultivate curiosity
2. Explore how the work aligns with your Big Values/mission
3. Ask “what is the immediate next step?”
4. Ask: can I do this for 20 min?

Ask:
Can I do this
for 20 minutes?



Make
temptations
inconvenient



A small green seedling with several leaves is growing out of a crack in a dark asphalt surface. The background is a blurred, light-colored ground. A large white circle is overlaid on the right side of the image, containing text.

Practical Strategies: How to overcome the activation barrier

1. Cultivate curiosity
2. Explore how the work aligns with your Big Values/mission
3. Ask “what is the immediate next step?”
4. Ask: can I do this for 20 min?
5. Plan to fail

“

If you have no tolerance for failure,
you will not create anything new.

”

~ Brené Brown

**Many highly successful students
have a “failure deficit.”**

~ Nic Voge



“

Success is a lousy teacher. It seduces smart people into thinking they can't lose.

”



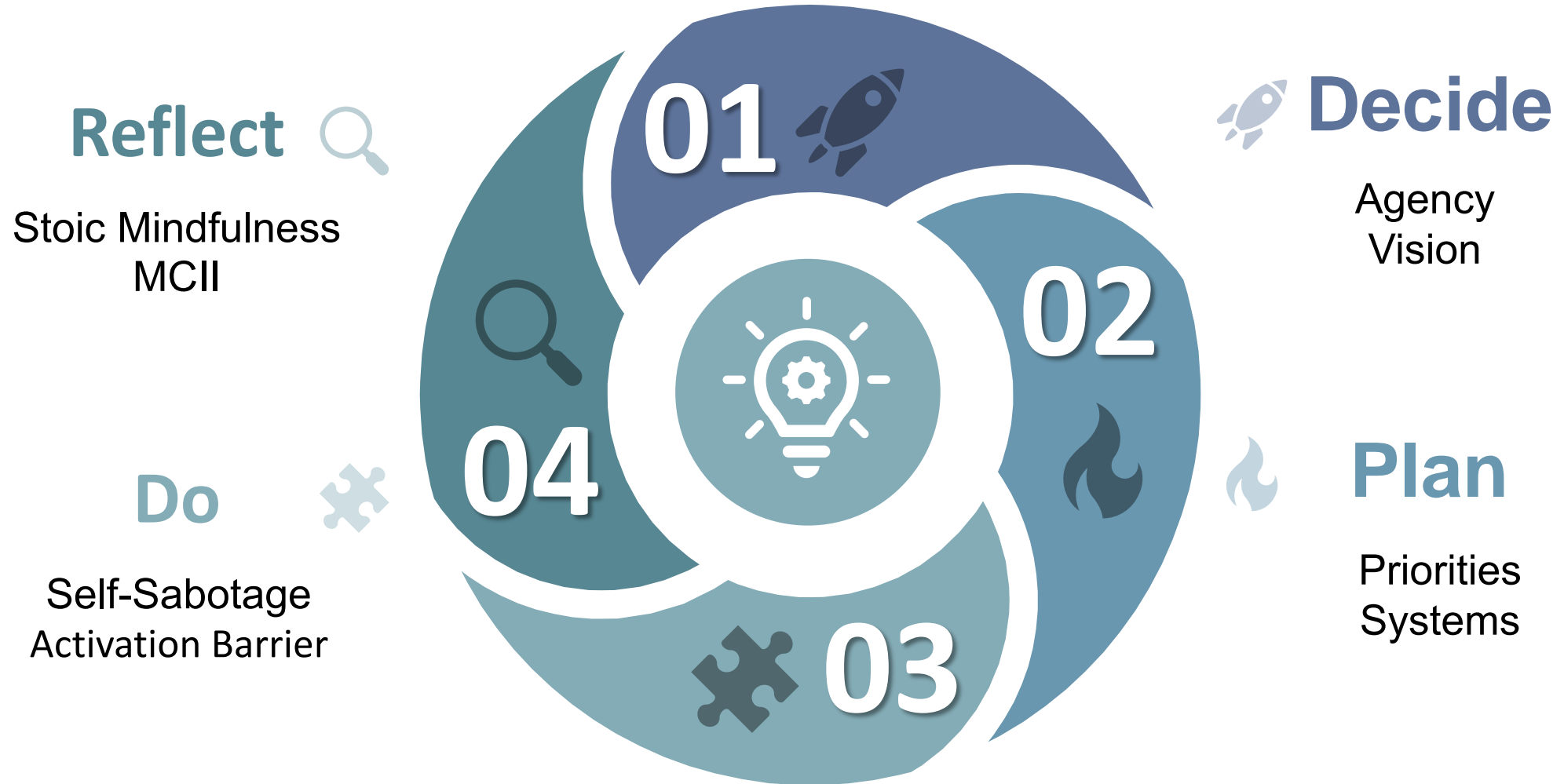


“Success consists of going
from failure to failure
without loss of
enthusiasm.”

– Winston Churchill

Empowering your time

Requires intentional management of 4 steps



Real Life Cases

Your responses

Balancing competing demands

Learning how to advocate for myself - discretionary funds, buy down, etc.

Whether to stay in Academic Medicine or EM in general or pursue other means of making a similar income.

Deciding if there are other career options outside of my current job that are worth pursuing.

A 3D blue arrow pointing up and to the right, resting on a set of white stairs. The text "Next steps" is overlaid in white.

Next steps



**KEEP
CALM**

AND

**REMEMBER THE
KEY POINTS**

Summary

- Understand the system and how you fit
- Find your niche and develop your expertise
- Build your network for depth
- Use your network's breadth during transition times
- Start preparing your promotion paperwork the first day of your new job







Where do you want to go?

1, 5, 10-year plan



Figure out your track options
Find your institution's guidelines and timelines
Keep your CV updated... every time

What do you need to do now?

Say yes to teaching here, there, and everywhere!

Keep teaching evals if you will need a teaching portfolio



Keep the questions and outline for next time you need to a:

- CV
- Teaching Portfolio
- Teaching Statement
- Promotion Letter



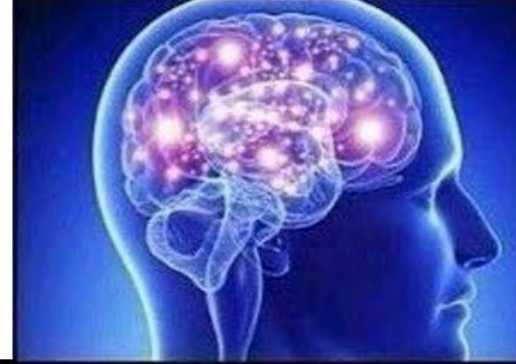
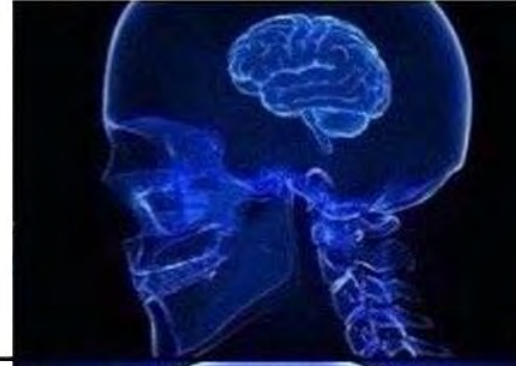
Summary

Has no idea how promotion works and CV is 2 years old.

Figures out timeline and requirements for promotion, keeps CV up to date. Creates niche and expertise.

Fosters mentorship and networking relationships. Stays connected with ACEP TF colleagues/faculty.

Regularly re-assesses life and time use considering personal values and goals. Has successful, long career.





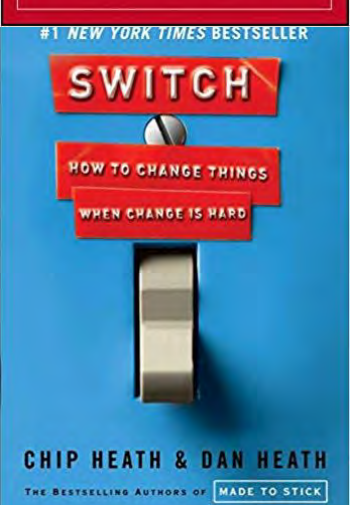
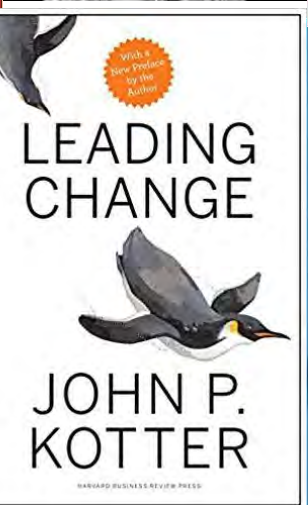
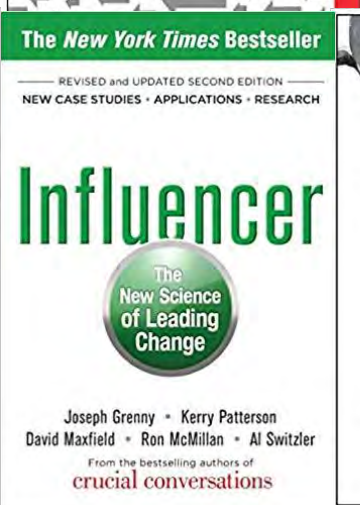
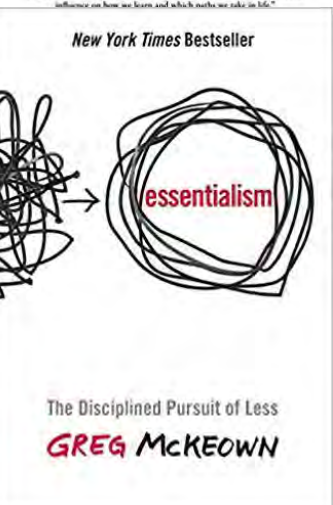
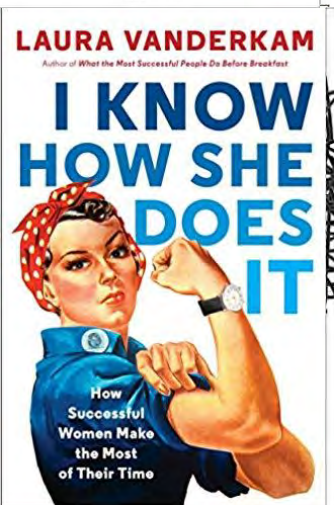
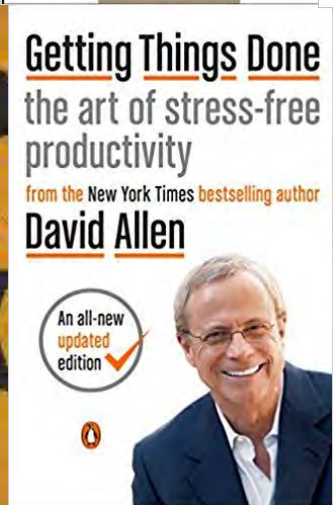
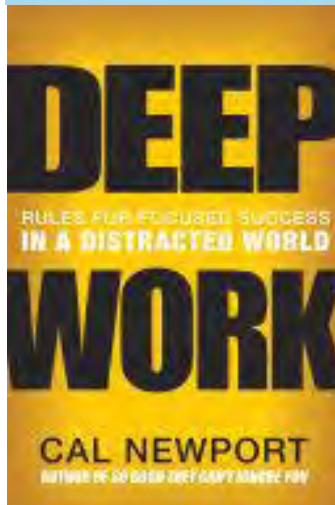
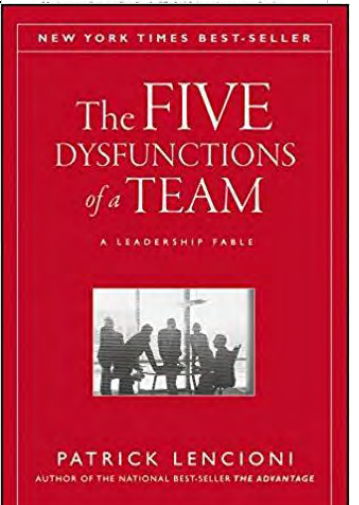
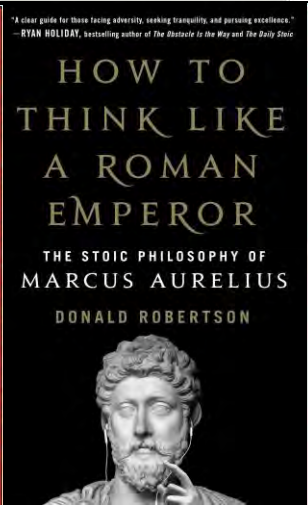
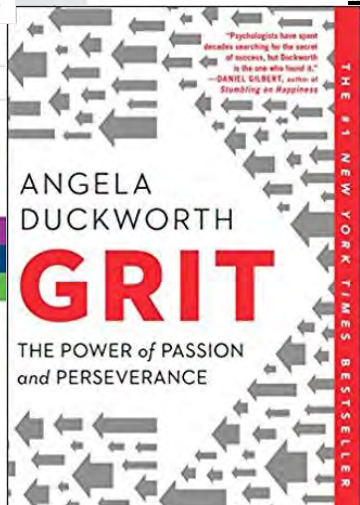
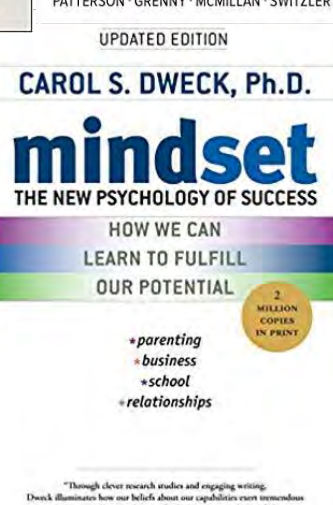
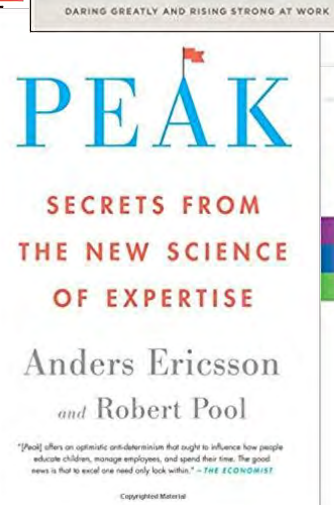
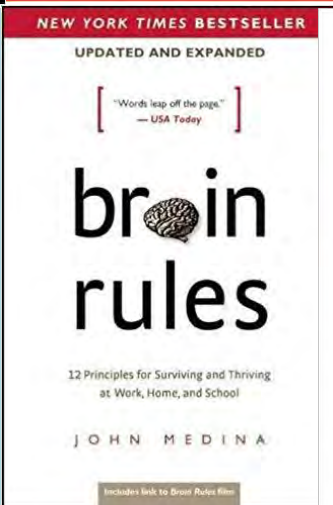
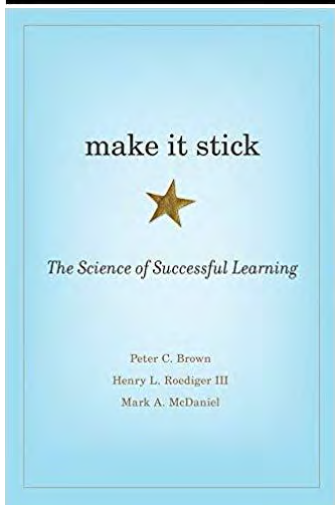
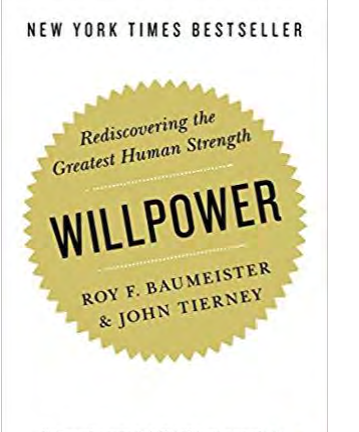
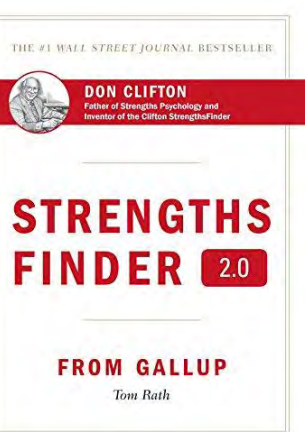
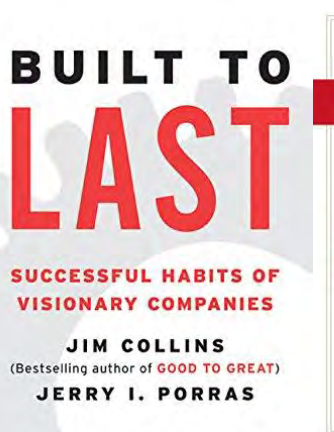
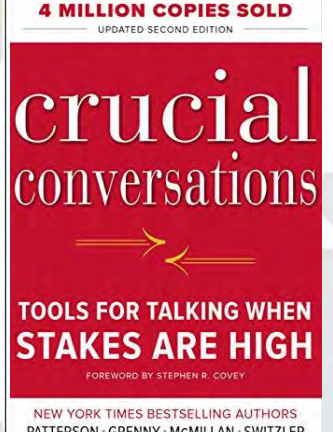
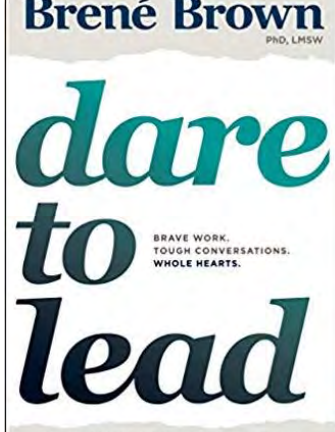
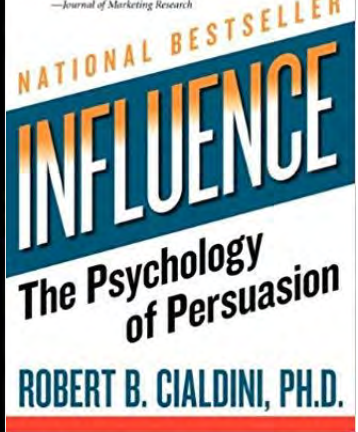
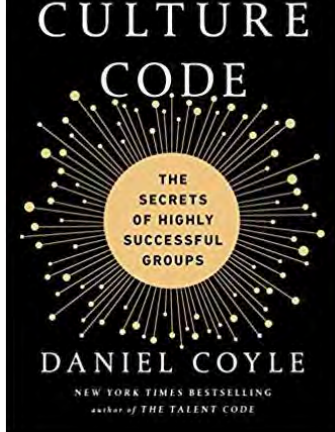
Bill Taylor, What breaking the 4 minute mile taught us about the limits of conventional thinking, HBR, 2018

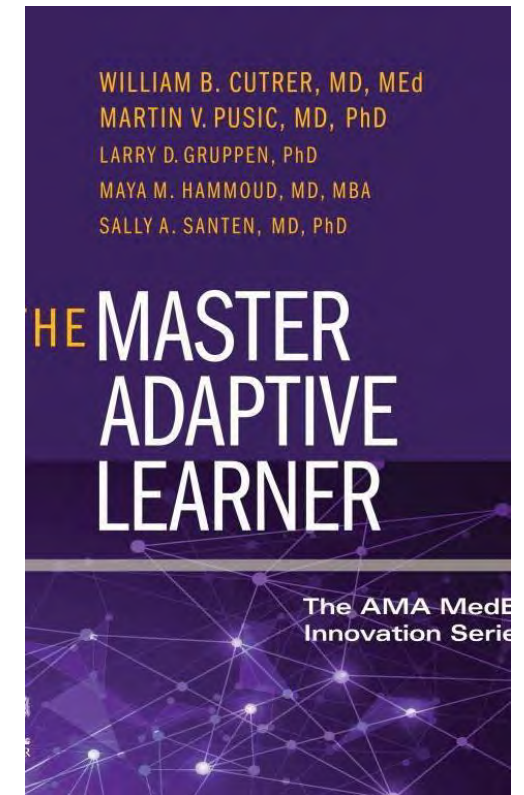
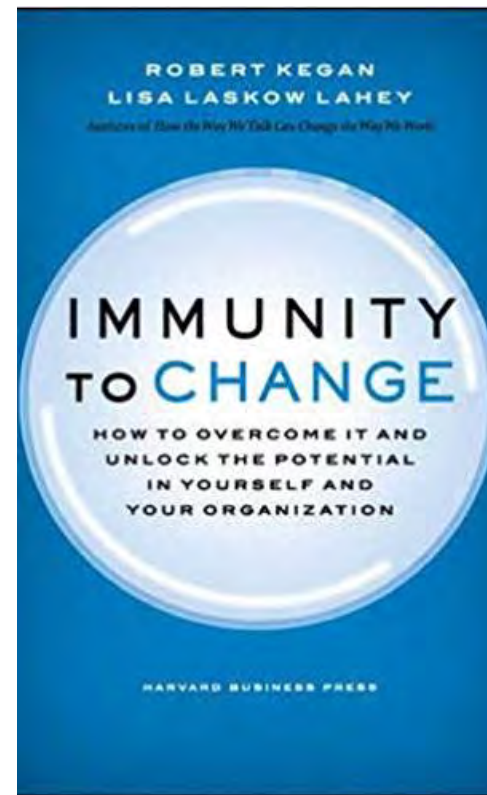
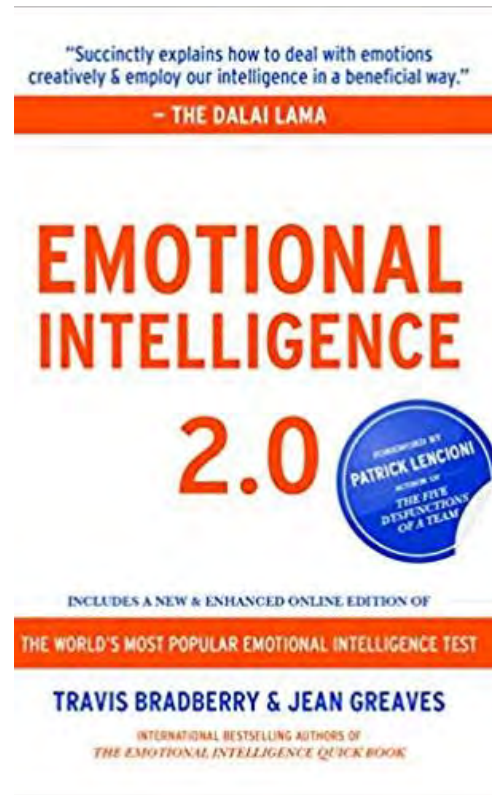
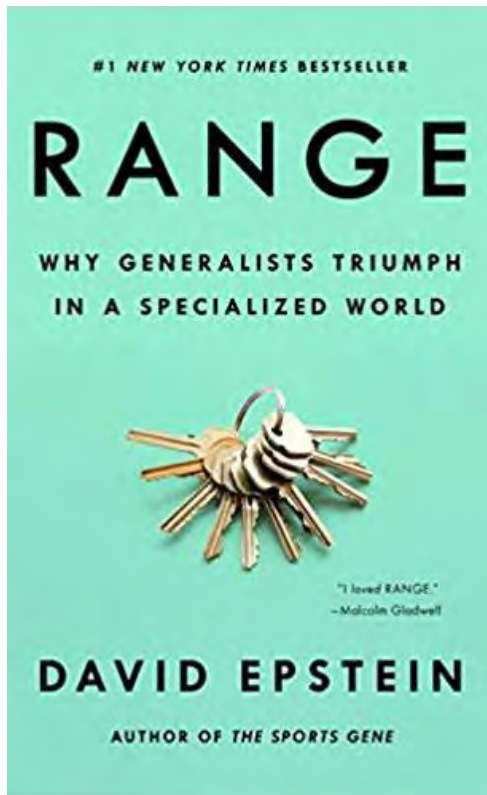
Image: <https://www.thetimes.co.uk/article/on-this-day-special-roger-bannister-the-four-minute-mile-and-a-chance-discovery-nlpzcmfbj>



Stay in
touch!







A few of my favorite things!

Questions



Q

&



A

Resources

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- <http://www.med.unc.edu/md/for-faculty/faculty-development/teachingportfolio>
- <http://teachingcenter.wustl.edu/About/ProgramsforGraduateStudentsandPostdocs/resources/Pages/Creating-a-Teaching-Portfolio.aspx>
- <http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>
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- <http://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/how-companies-are-using-big-data-and-analytics>
- <http://www.thomashanning.com/how-to-stay-up-to-date-on-ios-development/>
- <http://www.themindfulword.org/2015/love-letter/>



We read the book so you don't have to



Scholarly Product #5: Educational DVD

**“START”-DVD: Structured Teaching and Assessment in the Real-Time Clinical Setting:
“Clinical Teaching While You Work: Keeping It Effective and Efficient: Using the Clinical Activities Tool.”**

Description: This faculty development DVD was developed and produced by Dr. Connolly at the University of North Carolina at Chapel Hill. This educational DVD incorporates interdisciplinary (Internal Medicine, Family Medicine, Obstetrics and Gynecology) expert opinion and allows for faculty development to structure teaching and assessment of clinical reasoning in the “real-time” patient care setting via 10 clinical case scenarios. Scenarios present role play between teachers and learners demonstrating one-on-one teaching in the clinical setting

Scenarios include:

Contraception	Abnormal Uterine Bleeding	Menopause	Cultural Competency
Abnormal Pap Smear	First Trimester Bleeding	Preeclampsia	
Obesity	Ectopic Pregnancy	Urinary Tract Infection	

National meetings where DVD has been distributed:

Meeting of / Medical School of Distribution	Location	Date	DVD Recipients	Number of DVDs Distributed
CREOG/APGO Annual Meeting	San Diego, CA	March, 2009	University and Community-Based Faculty	80
CREOG/APGO Annual Meeting	San Diego, CA	March, 2009	OB/GYN Clerkship Directors	75
University of San Francisco School of Medicine, Department of OB/GYN	San Francisco, CA	March, 2010	Departmental Resident and Fellows	150

Example of Teaching Activities Grid

Activity Number	Title or topic of activity	Teaching strategy	Where taught (local, reg, nat, internat'l)	Total teaching hours/yr	Type of learner	# of learners in a year
1	Lecture on Rashes	Repeated lecture in the med student clerkship	department	1 hour every 8 weeks = 6 hours per year	Medical student	20 learners
2	Workshop on Career Advancement	Workshop as part of Faculty Development Program series	institution	4 workshops/yr @ 3 hr each = 12 hrs /yr	Faculty affiliated with med school	70 learners
3	Pediatric Inpatient Rotation	Family-centered rounds with bedside teaching, teaching at delivery attendance, admissions, ED consults and pediatric stabilizations	department	On service about 150 days/yr @ 4 hr/day = 600 hr/yr	Family medicine residents and 4 th year medical students	4 learners
4	Educator Portfolio Workshop for Junior Faculty	Workshop with interactive small groups	national	3 hrs/yr	Mid level, junior faculty, fellows	30 learners
Grand Total				621 hrs/yr		124 learners/yr



Example of Learner Assessment Grid

Assessment Method (Activ # if applicable)	Title of topic of activity	Evaluation context (e.g., # and type of learners, frequency of activity)	Your role in learner evaluation: development implementation analysis/synthesis	Evaluation / feedback methods and process	In what category of Miller's Triangle does this evaluation fall?	How did the results of your learner assessments provide evidence of your teaching effectiveness?
1	Medicine in Contemporary Society	Four years of medical school, required, all students (n=410 over 4 yrs)	Development Analysis	OSCE with an SP dealing with a medico-legal case	Shows how	99% of students passed the "test," suggesting that course met its goals
4	Clerkship	2 students, 1x/mo = 24 students/yr	Implementation	Observe students do H&P, provide 1-on-1 feedback	Does	With feedback, most students achieve competence in history and physical examination skills at the level expected for a third year medical student.

