

Self Promotion Strategies for Clinician Educators

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Roadmap

- What does your supervisor want?
- What does your institution want?
- Some practical tips
- Opportunities
- Saying no
- Curriculum vitae (if we have time)

What do senior faculty want from junior faculty they supervise?

- Surveyed 20 senior faculty I know from several medical schools April 2011
 - Division Chiefs
 - Department Chairs
 - Vice Deans
 - Deans
- Anonymous
- Consent implied by response-no intent to publish
- Free text responses
- 13 of 20 submitted responses (65%)



As we review these responses, look for repeated themes.....



Question 1

Think about current or past junior faculty who are your stars. Other than the traditional factors associated with academic stardom (grants, publications, awards, teaching excellence, clinical excellence, arrogance, height), what behaviors added to their stardom?



Responses

- flexibility; willing to meet my divisional needs as well as being demanding in their own needs. work ethic.
- common sense, practicality, broader vision, energy and commitment
- people skill and EQ
- They were passionate about their particular research interest. They were inquisitive. The best way I can describe it is that they have a "fire in their belly"



Responses (positive behaviors continued)

- enthusiasm
- self starter, stood up for their own views
- willingness to work. positive attitude. optimism
- citizenship, humility - but confident
- social skills; tolerance for frustration; emotional intelligence
- flexibility, humor, tenacity, reliability, affability
- work ethic, intellectual curiosity



Responses (positive behaviors continued)

- commitment, focus, strong sense of possibility, leading by example, finding a way to be public about what they do. There was a formal plan to get commitment and expertise through development followed by finding a way to apply (and develop leadership) within the department, school, and University followed by national involvement. These were also faculty who were open to, sought, and effectively used mentorship to develop independent careers.
- I like someone who is a self starter and takes assignments with maturity.

What themes did you notice?





My thoughts about what senior faculty value

- Independence is valued
- But, willingness to take on “assignments” is also valued; “citizenship”
- Energy/enthusiasm/passion
- People skills/social skills
- Maturity/emotional intelligence/optimism/humor
- Senior faculty are poor spellers and struggle with punctuation.

Question 2

Think about current or past problematic junior faculty. Other than lack of productivity in the usual areas (as mentioned in the previous question), what behaviors detracted from your opinion?





Responses question 2

- Rigid about schedules. Not being a good citizen (never volunteering to help out, etc).
Complaining with a solution. Not closing charts/dictating/filling out forms, etc.
- inflexibility, constrained, self-centered vision, inability to respond to change
- lazy, not skilled clinically



Responses (negative behaviors continued)

- one of the most irritating things is not "dealing" with advice or disagreement about an academic issue. It is OK to disagree with what someone says, or agree, but it simply isn't appropriate to ignore criticism about a particular paper or result
- lack of enthusiasm lack of clear goals
- late, did not do what they said they would



Responses (negative behaviors continued)

- WHINING and complaining
- think of self, not team, cannot get along with people, high maintenance
- lack of social skills can not handle feedback low drive
- hubris, rigidity, dependence, neediness (high maintenance!)
- Unrealistic assessment of their own capabilities, lack of focus

Responses (negative behaviors continued)

- Lack of focus, scattered. Lack of clear development of an area of interest. Unwillingness to lead by example. In some cases, stubborn adherence to a plan which would not lead to success. Poor mentorship can also play a role if the faculty member is pursuing an area which is too complicated or too risky.
- finding fault with every assignment, change that is made

What themes did you notice?





My thoughts

- Stubborn; inflexible; rigid
- Unfocused
- Complainer, needy, “high maintenance”
- Self-centered



Other thoughts

- Thinking about question 1 and 2 together, there was passion in the responses.
- Senior faculty think often about junior faculty they supervise both in positive and negative ways.
- Senior faculty would not be described as reluctant to learn more about faculty they supervise or mentor.



What does your institution want?

- First, who do you work for?
 - University of Pittsburgh
 - UPMC
 - VA
 - Etc



What does a typical University/Medical School want?

- To provide exceptional training
- To generate important new knowledge

Prestige

- Attract the brightest faculty
- Attract the brightest students
- Attract benefactors



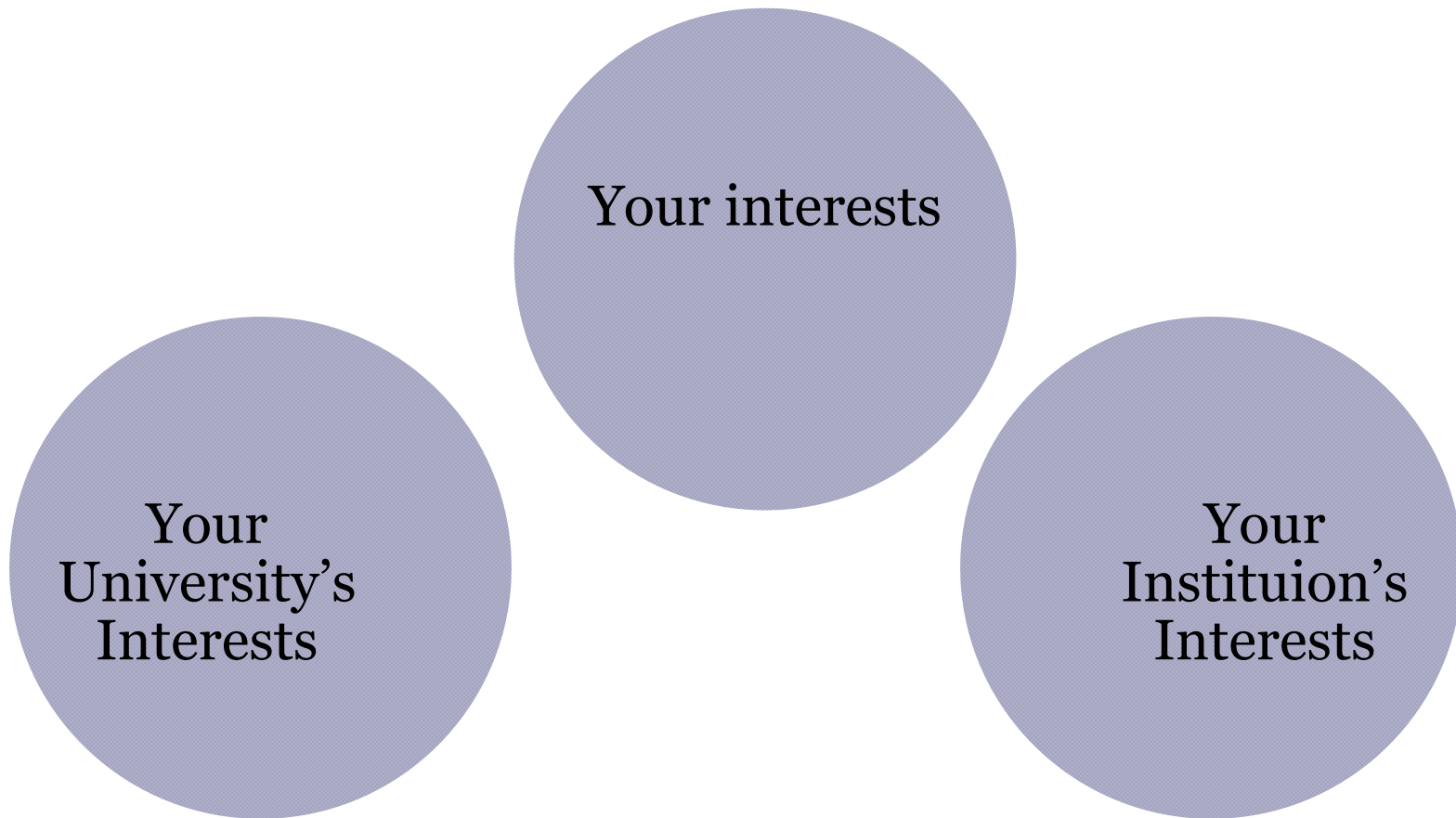


So what is your role in all of this?

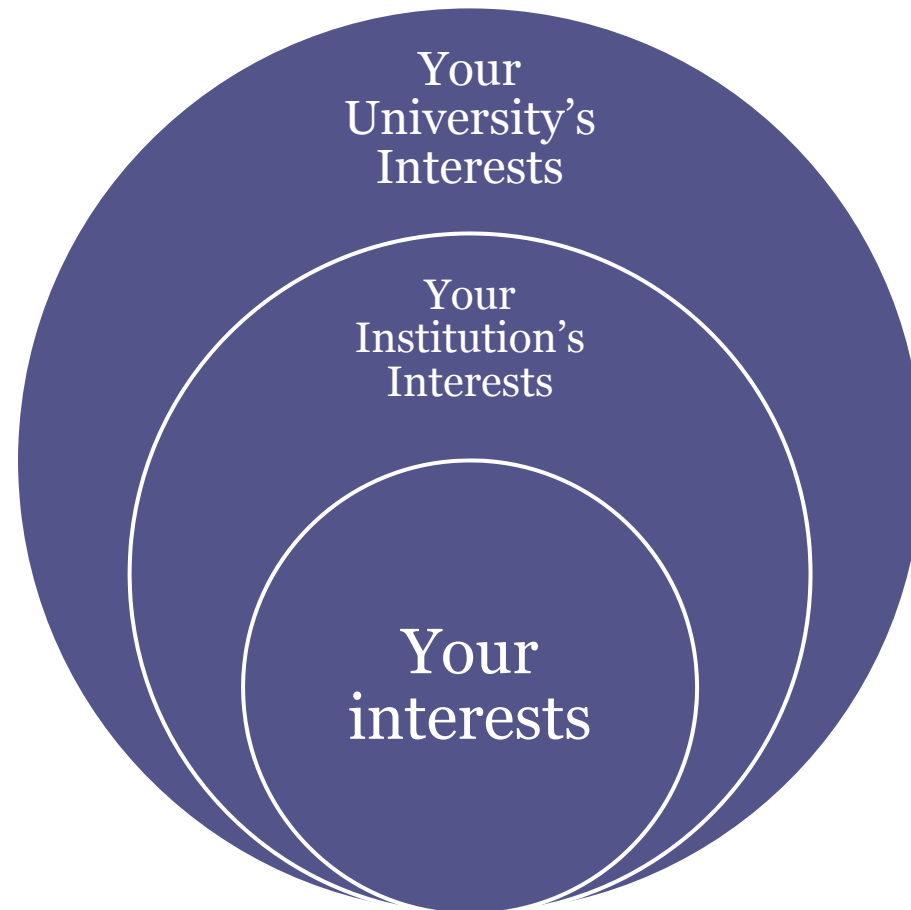
- To represent the university
- Local/Regional/National/International reputation



Misalignment



Alignment





The medical “literature” about self promotion

- Limited.....
- Some snapshots

PubMed self promotion faculty

Search

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Display Settings: Summary, 20 per page, Sorted by Recently Added

Send to:

Filter your results:

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Free Full Text (107)

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Results: 141 to 160 of 497

<< First < Prev Page 8 of 25 Next > Last >>

[Portion size: a qualitative study of consumers' attitudes toward point-of-purchase interventions aimed at portion size.](#)

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[Related citations](#)

[Correlates of quality of life in an Arab schizophrenia sample.](#)

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Soc Psychiatry Psychiatr Epidemiol. 2010 Sep;45(9):875-87. Epub 2009 Sep 2.
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[Survey of health attitudes and behaviors of a chiropractic college population.](#)

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[Keeping granny safe on July 1: a consensus on minimum geriatrics competencies for graduating medical students.](#)

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Search details

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("ego"[MeSH Terms  
Fields] OR "self"  
AND promotion[All  
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OR "faculty"[All
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Search

Recent activity

From one newsletter (Boston University Department of Medicine)

- Sharing good news is not a sign of arrogance. It's being part of a supportive community.
- It is inconsiderate *not* to tell your community what you've accomplished.
- A link on Facebook or a signature line in your e-mail is an acceptable and considerate way to let people know of an activity you're participating in.
- Tell them once and send a link. More than that is harassment.
- Winning awards and publishing articles are not something to be embarrassed about. Sharing them inspires others and opens up opportunities for collaboration.

<http://blogs.bu.edu/pcahn/2011/03/21/graceful-self-promotion/>

- 
- “I was reminded of an odd paradox of academic life: Faculty members are expected to become world renowned in their disciplines and well respected within their institutions, yet are also expected to avoid appearing to be self-promoting or, worse, boastful. “

<http://blogs.bu.edu/pcahn/2011/03/21/graceful-self-promotion/>

From Idaho State University

-some people have confused the important work of promoting your ideas and research with a kind of fatuous promotion of self.
- Promoting yourself ("Look how great I am") is different from promoting your scholarship ("Here's what my research has discovered" or "Here's what I've been working on lately").
- Central to the research endeavor is the desire to disseminate the results of your scholarship widely, and while interesting or groundbreaking research will certainly reflect well on the researcher, the focus should be on the former.

<http://chronicle.com/article/It-Is-Who-You-KnowWho/63560/>

Survey

Question 3-How to inform

Think about what information you want and how often you want it from junior faculty. The spectrum is from only being notified before they receive a Nobel prize to knowing when their mother called them to say she thought they were a good doctor. How should junior faculty make you aware of their accomplishments?



Question 3 responses

- An email. Especially nice if a more senior faculty/mentor can forward accomplishments to folks in leadership positions.
- No major surprises. Temper unbridled initiative with minimal caution and check-in



Responses (how to inform-continued)

- Division recognition helps but must be comprehensive. Proper avenues to display areas strength are difficult - for instance, journal club can be over run by inappropriate presentations unless protected. Separate faculty development sessions are good places to let people expand on their areas. Faculty should all review the end of year compilation of significant achievements by their peers. Lastly, volunteering and leading a teaching or clinical effort never fails.....



Responses (how to inform-continued)

- I meet with my mentees pretty regularly, and like to hear about a host of activities. I think in-person is better than email
- copies of publications, email notice of awards, presentations, etc.
- Send email
- Nobel Prize is a good cut off.



Responses (how to inform-continued)

- usually through division chiefs. Manuscripts, or even research findings pre-pub. letters from patients about their great work routine follow-up to see how they are doing - no accomplishment necessary
- regular meetings to discuss successes and failures and strategies.
- An email (with attachment) about papers and awards is great. A lunch periodically to update personally is also nice.



Responses (how to inform-continued)

- Any time a paper or abstract is submitted, and is accepted (or rejected). Any presentations beyond the usual journal club.
- email is OK



Responses (how to inform-continued)

- If I am the career mentor, I meet with them every two to four weeks with specific goals to be met before the next meeting. If it is someone who is struggling, I would like a report from the mentor on a quarterly basis. If it is someone doing well, I expect a report from division chief or program director on a yearly basis.

What themes did you notice?





My thoughts

- More variability (Nobel prize cutoff to frequently face to face meetings including lunch)
- Likely reflects the level of the responder-
Division Chief needs more than Dean
- Hierarchy is respected



Opportunities

Fantasy

“One day, I didn’t have anything to do and realized I didn’t have to do for the next year. I learned about a grant opportunity, was able to devote all of my time over the next 6 months to prepare a proposal, chose an area that required no IRB approval and was funded for several million dollars annually over 20 years.”



Opportunities

“One day, I was slightly overwhelmed with what I needed to do, but was asked to take on something else. Truthfully, the opportunity came on an a very inopportune time. But, the task was more in line with my interests, seemed to have a good chance of success, and might have a broader influence in my areas of expertise”


Reality



Opportunities

Oftentimes are offered by your supervisor because

- They believe you can accomplish the task
- They believe the opportunity will enhance your chance of promotion.
- They believe you need more work to do.



Other Practical (perhaps even
guiltless) self promotion

- **Don't turn down requests for journal manuscript reviews**
 - **Even if they come at inopportune times**
 - **Especially if you at early career stages-your name may have been provided by a more senior faculty member**
 - **Don't do a superficial job.**



Practical Self Promotion

- **Make friends in your disciplinary society.**
 - Express interest in possible committee assignments
 - Make sure your Department Chair or Division Chief is aware of your interest
 - Volunteer to review workshop/presentation proposals for regional/national meetings
 - Don't do a superficial job in these assignments



Practical Self Promotion

- During meetings-conference call or face to face
 - Offer input when you truly have input related to the topic
 - Don't offer input unrelated to the topic
 - Unrelated but valuable ideas can be saved for later or communicated differently to meeting chairs/leadership



Practical Self Promotion

- Meet deadlines
 - A pattern of missing deadlines will lead to subsequent withholding of opportunities



Practical Self Promotion

- If you seek advancement into more leadership roles
 - Avoid inciting negativism or quickly joining in during whining sessions
 - work on being optimistic and identifying solutions to problems

Question 4-saying “no”

Sometimes junior faculty are advised to say “no” when asked to take on something new. While I know no one has ever said “no” to you, if they did, how would they best convey such an unpleasant message?



Responses-saying no

- Explain why; reference that a mentor told them not to; state that they would be happy to do what I am asking if I 1) provide support or 2) take something else off their plate.
- I believe in filling all gaps so no is a bad word. I prefer a qualified yes
- An honest description of the pinch they are feeling and offers to do work in areas that do correspond to their development professionally.



Responses-saying no (continued)

- by numerating the reasons why it is not in their bests interests or the best interests of the research
- say why and what they will accomplish by saying no
- I'd be happy to but I can't do it justice because of my present responsibilities. If you can free me up or help me to get freed up from a,b or c I'd be delighted.

Responses-saying no (continued)

- I would like to but... here are the priorities that we decided on, and doing this activity would impair my ability to....
- to show why a No is the right with evidence and data.
- I think that they shouldn't say no. I think that they should say that they are flattered to be asked and want to make sure that they can do a good job so they would like to talk about expectations, timelines and why they were selected. then they can say no :)

Responses-saying no (continued)

- Junior faculty can certainly implicate their advisors in declining to take on additional duties or obligations.
- I have said no to faculty members when they have wanted to take on new activities which I did not feel would be commensurate with a successful career. The argument which is most persuasive when I ask is exactly that: it is not compatible with success. Then we can have a discussion. I expect faculty to demonstrate good citizenship. If, on the other hand, it is an important job and the person I am exploring it with will clearly not be committed to it, I would rather know that before they fail.
- In person, with reasons

What themes did you notice?





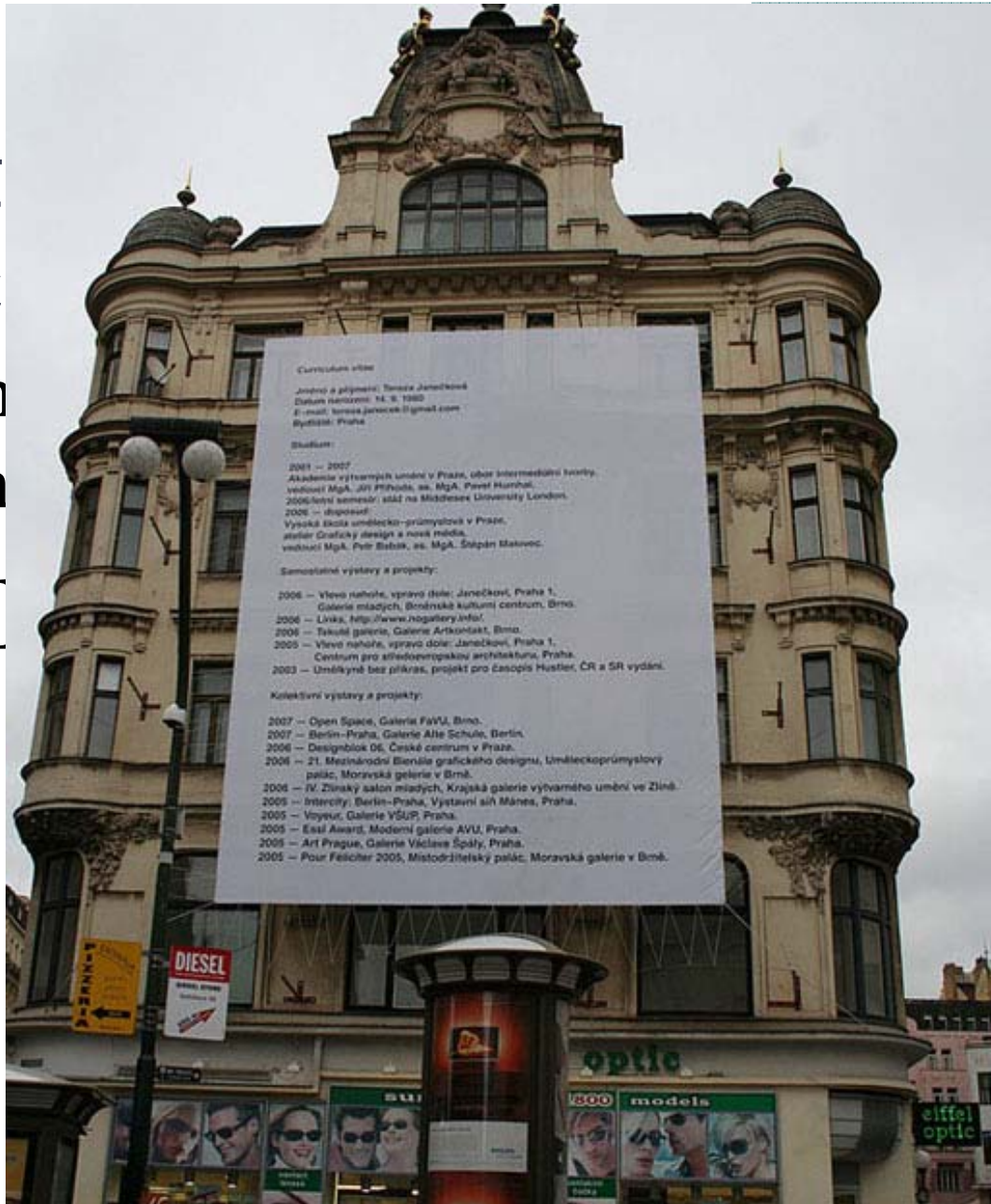
My thoughts

- It is OK to say no
- Always say no with data/reasons
- Saying yes and doing a poor job is problematic

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Curriculum vitae: Who is the audience?

- Potential employers
 - Division Chiefs
 - Department Chairs
 - Search committee members
 - Faculty who will interview you
- Institutions inviting you to speak/visit
- Promotions committees and referees
- Your mother (who is easily impressed)

What is this?

- Culture
- Custom/style



What Matters to Promotion's Committees and Department of Medicine Chairs?

Performance Area	Depart Chairs (N = 114)	Promotion Committee Chairs (N = 115)	Medical Schools with a Diff ≥ 2 Points Between the Two Chairs, % (N = 84)
Teaching skills	6.23	6.38	18
Overall clinical skills	5.86	5.78	28
Coordination of training programs	5.72	5.20 [‡]	39
Other written scholarship	5.52	5.26 [‡]	28
Design, impl and eval of educ programs	5.53	5.28	37
Mentoring and role modeling	5.31	5.63	43
Personal qualities	5.43	4.94 [‡]	36
Reputation	5.31	5.49	37
Research in medical education	5.18	4.51 [‡]	35
Clinical research	4.98	4.88	36
Coordination of clinical practice	4.93	4.72	48

What is the audience's mindset and reading style (excluding your mother)?

- Scan for relevant areas
- Briefly read selected areas for detail
- Scan for relevant areas
- Briefly read selected area for detail
- Finish and move on



Click to **LOOK INSIDE!**

blink

by the author of *THE TIPPING POINT*



The Power of Thinking
Without Thinking

Malcolm Gladwell



What is impressive?

- Excellence
- Innovation
- Leadership
- Reputation
- Volume



University of Pittsburgh School of Medicine Required Format

(<http://www.medfaculty.pitt.edu/documents/cvformat.final.pdf>)

CURRICULUM VITAE FORMAT
University of Pittsburgh
School of Medicine

BIOGRAPHICAL

Name:

Birth Date:

Home Address:

Birth Place:

Home Phone:

Citizenship:

Business Address:

E-Mail Address:

Business Phone:

Business Fax:

EDUCATION and TRAINING

List entries in each section chronologically



Main message

- How you choose to organize influences what the reader learns about you.
- There is no right method
- But, having no method is a mistake

A poorly organized teaching section suggests...

- Poor organizational skills



A poorly organized teaching section suggests...

- Lack of interest in teaching



Curriculum vitae teaching section- Organization Strategies

Emphasis on....	How?
Leadership	Use a header entitled leadership and be sure to emphasize progression in scope of responsibility. Annotate heavily.
Reputation	Organize presentations with headers of local, regional, national and international invited presentations
Innovation	Use a header such as “Curricula Developed” or “Innovation in Teaching” and emphasize what is new or different
Excellence and Volume	List all of your teaching activities and summarize evaluations (briefly)



Summary Points-curriculum vitae

- How you choose to organize influences what the reader learns about you.
- Emphasize your strengths
- There is no right method
- But, having no method is a mistake
- This can be viewed as tedious work but, reflecting on your accomplishments once laid out clearly, can be great fun.

Questions/Comments

