



Are you trying to recruit faculty? Do you need help finding the spouse a job also?



The MGH has become a member organization of a collaborative employment website for faculty and staff positions at many institutions in New England. This collaboration is called the New England HERC. One particular interest of the New England HERC is finding effective ways to assist the spouses and partners of faculty and staff to secure area employment.

HERC includes centralized job postings from 36 institutions; dual-career search functionality; directories of regional resources such as childcare and relocation services; as well as lifestyle and dual-career resources. The website aims to:

- Offer a comprehensive source of jobs and resources
- Offer additional resources to support dual-career couples
- Broaden applicant pools for faculty and staff positions
- Reach job seekers directly with e-mail job alerts
- Reduce advertising and search agency fees

How MGH Jobs Are Posted

All MGH staff positions and Department Chair positions are automatically sent to HERC for posting. Openings for all other faculty positions at MGH must be sent by individual departments for inclusion on the HERC website. Please send job descriptions to sara_kiarsis@hms.harvard.edu in Dr. Ellice Lieberman's office at HMS Office for Faculty Affairs. And be sure to tell any of your candidates for residencies, fellowships, post-docs, and faculty positions that their spouses can look on this website for job opportunities in the Boston area.

New England HERC Website:
www.newenglandherc.org

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FROM THE DIRECTOR

As the New Year approaches, we hope you will take the time to read our newsletter, reflect on your career and consider taking advantage of some of our resources. We welcome your ideas for programs. We also offer advice for individuals on your CV through individual consultation with Dr. Mary Clark, former Dean of Faculty Affairs at HMS and a wonderful resource. She consults one day a week at MGH. Please call our office for an appointment. We encourage you to visit our website for more suggestions and resources. Best wishes for a happy and healthy New Year.

Sincerely,
Nancy J. Tarbell, MD

CFD=Center for Faculty Development

— Are you trying to recruit faculty?

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Member Organizations Include:

Colleges & Universities:

- Babson College
- Bentley College
- Berklee College of Music
- Boston College
- Boston University
- Brown University
- Clark University
- Colleges of the Fenway
- Dartmouth College
- Emerson College
- Fitchburg State College
- Harvard University
- Keene State College
- Massachusetts Institute of Technology (MIT)
- Merrimack College
- Middlesex Community College
- Mount Wachusett Community College
- Northeastern University
- Suffolk University
- Tufts University
- University of Vermont
- University of Massachusetts Boston
- Wellesley College
- Wheaton College
- Worcester State College
- WPI

Affiliated Teaching Hospitals:

- Beth Israel Deaconess Medical Center
- Brigham and Women's Hospital
- Children's Hospital Boston
- Massachusetts Eye & Ear Infirmary
- Massachusetts General Hospital

CFD News

Upcoming workshops in our ever popular Noontime Learning Series

Please RSVP Rooms have limited capacity.

NETWORKING FOR CAREER SUCCESS

2 CME's

Yawkey Suite B Conference Room 10660

Thursday, January 18, 2007- 12 noon

Networking is a critical component of the package of essential skills required for upward mobility in today's competitive world and can be learned through this workshop. Diane Darling has published books on this topic and will share her insights. The program promises to be informative and enlightening. You will learn tips and techniques you can immediately implement.

As principal consultant for Effective Networking, Inc., Diane Darling believes that everyone can learn to network, they just need to find their own style. Combining interactive training, strategic planning and an exploration of the natural fears of networking, Darling demystifies the process by providing techniques that can be immediately implemented. She has received rave reviews for her seminars and speeches and is increasingly sought after as an expert resource on the subject of networking. She has appeared on NBC Nightly News, in The Wall Street Journal, San Francisco Chronicle, and The Boston Globe.

HOW TO PREPARE YOUR CV AND INPUT IT INTO THE HMS FIRST PROGRAM

1.5 CME's

Haber Conference Room (First floor, across from the O'Keefe Auditorium)

Thursday, February 1, 2007- 12 noon

FIRST (The Faculty Information Retrieval and Search Tool) is an HMS web-based program for entering and maintaining faculty information that allows for: printing/downloading a CV in HMS format; downloading

bibliographic citations (in HMS format) from the National Library of Medicine; performing searches to find HMS faculty who have interests in specified fields; and generating an annual report of professional activities to give to department heads. In this workshop the FIRST program will be demonstrated and preparing your CV for promotion will be discussed. Topics will include: goals of the CV; common challenges in CV preparation; writing the Narrative Report and structuring the Bibliography.

Steve Wimberg works for the HMS Center for Educational Technology Department as a Web Applications Support Associate and provides technical support and training for eCommons, MyCourses, FIRST, and several other web based applications used at HMS. Maureen T. Connelly, MD, MPH is the Assistant Dean for Faculty Affairs at Harvard Medical School and helps faculty with all parts of the promotions process.

What's on our Website?

We have a robust and very informative website that offers all kinds of resources for faculty and hospital leadership. Visit: www.massgeneral.org/facultydevelopment and see such things as:

- upcoming programs and events that we sponsor
- tips on how to write your CV
- resources for Search Committees to conduct more effective searches

We Have a Lending Library for Faculty!

A list of all the books we have available is on our website at www.massgeneral.org/facultydevelopment

Books may be borrowed for up to a month at a time.

You may check out the books at Bulfinch 370 anytime between 9-5 pm.

Promotions consultant on board in our office

We are pleased to announce that Dr. Mary Clark is working as a consultant to MGH faculty for one day per week. Mary recently retired as the Associate Dean for Faculty Affairs at the Harvard Medical School. She has now begun a consulting practice to local hospitals to help Chiefs, hospital departments, and individual faculty in promotion planning. She is here at the MGH working one day per week, on Tuesdays. She has space to meet with people in our area of the Bulfinch building, 3rd floor. Her calendar is being managed by our staff assistant, Edie Sinagra, who can be contacted at: 617-724-0818 or by email at esinagra@partners.org.

We hope you will utilize her expertise and arrange to meet with her and send your colleagues to meet with her so that the promotions process can become easier to understand and navigate.

Wanted: Your Email addresses

In an effort to reach members of the MGH faculty with program announcements and career services, the CFD has compiled a mailing list of all faculty. If you do not think you are on this list, please send us your email address and mailing address so we can update our database.

Skill development opportunities

8 Strategies for Effective Teaching

On September 13, 2006 we were honored to have a guest speaker for our Noontime Learning Series who addressed the topic of effective teaching. The speaker was **Charles J. Hatem, MD**, Harold Amos Professor of Medicine, *Harvard Medical School*, Director of Faculty Programs in Medical Education, *The Shapiro Institute of Education and Research at Beth Israel Deaconess Medical Center and Harvard Medical School*, Director of Medical Education, *Mount Auburn Hospital*, Director, *The Academy Center for Teaching and Learning*.

Dr. Hatem distilled his best practices of teaching to 8 strategies.

1) Remember the ultimate goal of medical education - the care of patients

The assessment of competency can be broken down to two levels.

- COGNITION
 - KNOWS
 - KNOWS HOW
- BEHAVIOR
 - SHOWS HOW
 - DOES

2. Remember the following assumptions about adults as learners

Adults ... Are autonomous and self-directed; Have accumulated a foundation of life experiences and knowledge; Are goal directed; Are relevancy-oriented; Are practical and need to be shown respect.

Knowledge is constructed, not accumulated; Expertise depends on experience with cases; Students learn when they are involved; Learning is both a personal and a social process.

3. Find out where in the world the learners are 'at'

Cognitively; Stylistically; Developmentally; Personally

4. Know the learner

- a) Develop an educational contract where you spell out the needs and expectations, define roles and give feedback consistently
- b) Make sure you do active listening, probe for questions and ask what the students think
- c) Make it a safe learning community where students are confident asking questions and don't feel they have to be right all the time. Correct mistakes in a respectful manner.

5. Use questions effectively

When you ask a question, wait several seconds for the student to respond. Research data indicates that teachers wait less than 1 second for students to respond. By prolonging wait-time to at least 3 seconds, students' responses become 3-7 times longer and contain more logical arguments and speculative thinking.

Benjamin Bloom developed a classification of levels of intellectual behavior important to learning.

Hierarchy of knowledge and examples of questions to determine the learner's knowledge:

FACTS - What is the name of ... ? Where ... ?

COMPREHENSION - What are the causes? Effects? What do you understand by ... ?

ANALYSIS - What is the Dx? Rx? Likely outcome?

SYNTHESIS - What do these findings mean?

EVALUATION - How well have you managed this patient? What have you learned?

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6. Remember the 3 beneficiaries of clinical teaching

a) the patient

b) the house officer -

The house officer/student's voice is heard:
at the bedside; as fellow-student; as fellow-teacher

c) the faculty member -

The faculty's voice is heard: as role model;
hidden curriculum; stimulating the 'curiosity gene'

7. Reflect, reflect, reflect ...

8. Follow the advice of Daniel Federman, MD

- Think out loud
- Stick to the basics
- Be kind

"We must acknowledge again that the most important, indeed, the only, thing we have to offer our students is ourselves." Tosteson D.C. Learning in medicine.

N Engl J Med 1979; 301:690-694.

Self-Assessment:

Are You a Masterful Meeting Participant?

Do you look forward to meetings? Do you leave most meetings feeling a sense of accomplishment, energized to tackle the challenges at hand? No? Take action: become a "masterful meeting participant." This short self-assessment from the author of the new book *The Secrets to Masterful Meetings* will show you how. Visit: <http://www.amanet.org/movingahead>

Training future physicians: An emphasis on empathy

In a book authored by Barbara Korsch and Vida Francis Negrete published in *Scientific American* titled "Doctor-Patient Communication." Korsch and Negrete examined factors that either enhanced or compromised effective communication between physicians and their patients. Knowledge of these factors is important for medical practice since an effective dialogue between these parties is associated with a greater likelihood of patients following through with a doctor's recommendations.

For the entire article please visit Dr. Robert Brooks' website at: <http://www.drrobertbrooks.com/>

You Need to Write!

'Write before you're ready,' I say. 'Even though you haven't finished your research, try to start drafting a small bit each day.'

The plague of writing literature reviews - whether for dissertations, books or articles - is our belief that we need to know everything before we start writing.

This misconception leads to the habit of reading endlessly; then re-reading because we've forgotten what we first read; then doing yet more literature searches to find out what has been published during all this time we've been reading. And so on.

Another problem with over-researching is the tendency to wander off on endless tangents. We follow obscure paths in our anxious quest to make sure that we are not missing anything and it becomes increasingly difficult to discern the essential kernels.

Stop this practice now!

Combat over-researching habits by writing before you are ready.

When you finish reading each day, take a tolerable ten minutes to write - in prose - about what you've just read. The notes sections in reference management programs such as End Notes or Pro Cite are excellent for this purpose. However, don't avoid responsive writing when you're not at your computer: handwritten notes work just as well.

Try to write an outline even before you begin your research. Then develop, refine and revise the outline as you go. Try to turn outline sections into full sentences and paragraphs very early on. Begin a first draft before you feel fully prepared.

If you feel hesitant, try starting a writing session with the following phrase: 'Based on the little I know so far, I would guess that what I might be saying about topic X is something like ...'

When people I work with try writing before they are ready, a surprising thing occurs: they find that they know more than they thought they did. And sometimes, to their astonishment, they come up with a respectable first draft.

Mary McKinney, PhD

Clinical Psychologist and Academic Coach
Successful Academic Consulting

Visit <http://www.SuccessfulAcademic.com>



O W C

JCSW Members from MGH for 2006-07

The Joint Committee on the Status of Women (JCSW) at HMS (www.hms.harvard.edu/jcsw) was formed to facilitate and enhance the contribution of women at Harvard Medical and Dental Schools by expanding and improving women's opportunities for advancement.

A substantial contingent of MGHers have been elected to this committee for this academic year 2006-07.

They include:

JCSW Faculty Co-Chair:
May Pian-Smith, Anesthesia

Linda Duska, OB-GYN
Deborah Quinn, Dept. of Medicine
Susan Vassallo, Anesthesia
Rochelle Walensky, Dept of Medicine
Wilma Wasco, Dept. of Neurology
Deborah Weinstein, VP for GME and Dept. of Medicine

Dr. Nancy Tarbell, ex-officio
Dr. Tayyaba Hasan, Emerita
Ms. Rebecca Starr, Hospital Liaison

OWC=Office for Women's Careers

The 10 P's for Success

Taken from a lecture by Julie Ann Freischlag, MD, Chair, Department of Surgery, Johns Hopkins, at the Radcliffe Institute for Advanced Study on "Women Surgeons: Cutting New Paths" November 13, 2006.

- | | |
|----------------------------|--------------------------------------|
| 1) P lan | 6) Demonstrate P ower |
| 2) Be P repared | 7) Find a P artner |
| 3) P ay Attention | 8) Be P leasant |
| 4) Look at P rocess | 9) P lace Yourself |
| 5) Be P ersistent | 10) Don't take it P ersonally |

Applications for the 2007 Claflin Distinguished Scholar Awards

These annual awards will be announced in the beginning of December for a due date in mid-February. Please look at the Research Management website <http://mghra.partners.org/> in December for the official call for applications.

Eligibility

- MD, PhD, or equivalent advanced degree; candidate must be within 7 years of first faculty appointment at the time the award is initiated.
- Academic appointment at the level of instructor or assistant professor at Harvard Medical School
- Primary appointment at the Massachusetts General Hospital
- Evidence of strong research training, productivity, and a well-defined focus in either basic or clinical research
- Submission of a project description on which the applicant is clearly the principal investigator, whose academic progress would benefit from such funding support
- Responsible for care of children
- Current recipients of the HMS 50th Anniversary Scholar Award are not eligible

EXCITING RESULTS FROM PAST CLAFLIN AWARDEES

- 40 awards given so far.
- Since receipt of Claflin award the winners have:
 - 65 percent promotion rate
 - 90 percent retention rate
 - Brought in additional grant funding of over \$51 million (direct costs only)
 - More than 54 awards/honors received

Overall the Claflin Awards have resulted in an increase in morale, retention and promotion of women faculty! The "return" on investment (over \$51 million in DIRECTS) has been outstanding! The Claflin Awards are a practical institutional initiative to promote women's careers in academic medicine.

Look for our article about these awards in an upcoming edition of Archives of Internal Medicine, entitled "A Targeted Intervention for the Development of Women in Academic Medicine."



English as a Second Language for MGH Researchers

The Office for Research Career Development (ORCD) is currently piloting an English as a Second Language training program this fall to members of the MGH research community. The course is intended to improve the verbal communication skills of bench researchers to enhance their professional lives while at the MGH and beyond. To accommodate the overwhelming demand for the course, we sponsored 4 sections with a total enrollment of 72 scientists comprised mostly of Research Fellows and junior faculty. The ORCD will be sponsoring additional sections in the spring semester and will be open to all members of the research community. For more information on ESL training for the research community, contact our office at orcd@partners.org.



Professional Development for Researchers

*Nature Editor,
Angela Eggleston, PhD,
Biochemistry, "On the Ins and
Outs of the Nature Review
Process"*

Dr. Angela Eggleston spoke to the MGH research community about the "ins and outs" of the Nature Review Process, in the Thier Conference Room, on Thursday, September 7th, 2006. Dr. Eggleston's talk focused on submitting a manuscript into *Nature*, and the process of becoming a Nature Editor. The talk was well received; there was an open discussion after the talk was finished. It was very well attended, with more than 70 attendees.

Jang-Ho Cha, MD, PhD, Associate Professor of Neurology, MassGeneral Institute for Neurodegenerative Disease, "How to Give a Good Talk and Why it Matters"

On Wednesday, September 27th, in the Charlestown Navy Yard, the ORCD collaborated with the MassGeneral Institute for Neurodegenerative Disease (MIND), for a talk by Dr. Jang-Ho Cha on "How to Give a Good Talk and Why it Matters." Dr. Cha spoke to a packed room about

the dos and don'ts on giving a talk. About 150 people were in attendance. If you would like to view Dr. Cha's slides, you may visit the ORCD website at: <http://www.massgeneral.org/facultydevelopment/orcd/within+mgh.html>.

Postdoc News

NPA Affiliate Membership

As a sustaining member institution of the National Postdoctoral Association (NPA), all postdocs, administrators, students, and faculty of the MGH are entitled to a free affiliate membership to the NPA courtesy of the ORCD. Affiliate members have access to "members-only" web content, a subscription to NPA's quarterly newsletter (the POSTDOCKET), and to its periodic e-mail Alerts (E-Alerts). The affiliate membership enrollment form can be found online at http://www.nationalpostdoc.org/affiliate_membership. Please be sure to select the "Office for Research Career Development" as the Affiliated Institution when enrolling. Please note you must enroll using a pre-registered email domain (@partners.org is the default). For more information about the affiliate membership or pre-registered email domains, please contact us at orcd@partners.org.

National Postdoctoral Association Annual Meeting 2008

The NPA's 6th Annual Meeting will be coming to Boston on April 25th-27th, 2008. The Harvard Medical School, in co-sponsorship with the Massachusetts General Hospital, Brigham and Women's Hospital, Dana-Farber Cancer Institute, and Children's Hospital Boston, was granted the bid for the 2008 meeting to be held at the Conference Center at Harvard Medical on the Longwood Campus. The Annual Meeting is a wonderful opportunity for postdocs, faculty, and administrators to discuss and promote the postdoc experience both locally and nationally. For more information about the Annual Meeting, visit the NPA online at <http://www.nationalpostdoc.org>.

Postdoc Association formation

May we introduce to you: MGPA – Mass General Postdoc Association! The last weeks and months have been filled with a flurry of activity to make "us" happen: an organization to represent all biomedical postdocs at the MGH.

A number of dynamic and passionate postdocs have come together to form a postdoctoral association that can help make life better right here in our workplace community. This process was greatly facilitated through the practical support from the Office for Research Career Development (ORCD), and we are looking forward to a fruitful coordination of mutual event programming. So far, we have defined our mission as follows:

Research advancement – Obviously, we came here to conduct world-class research, and as the MGPA, we want to facilitate discussion and practical help related to research on the postdoc level. We intend to organize postdoc conferences, seminars, and platforms to promote scientific exchange between postdocs specifically.

Career development – The postdoc time is a transition period, and it should be used as a springboard on the way to a permanent position. We are planning to introduce seminars and workshops to address postdocs' concerns in particular: How do you transition to independence in your own lab? Are there alternative options? How to polish your application material and prepare for the interview?

Social activities – Hard to believe: Postdocs are not only working, but also living, at times. The MGPA will bring you together with like-minded colleagues for parties, social events, and sports. We also want to provide practical help for incoming postdocs and begin to build an alumni network.

Quality of life and postdoc advocacy – We would like to provide a forum to discuss postdoc issues at large. Which concerns do postdocs have, and how can they be best addressed? We will work with the ORCD to exchange thoughts on the local postdoc status, and on the national level, we plan to register with the National Postdoctoral Association (NPA), which has numerous postdoc associations and offices as members and is, among others, sponsored by the Burroughs Wellcome Fund, the Alfred P. Sloan Foundation, and the American Association for the Advancement of Science (AAAS).

Join the MGPA! We hope we have peaked your interest, and now it is your turn to show your support for our ambitious endeavors. Needless to say, the MGPA is a great opportunity for networking and developing your teamwork and leadership skills. We are looking forward to meeting you and hearing about your interests.

Yours,

The founding MGPA members

Kirsten Brukamp – Research, career development
Mathangi Krishnamurthy – Membership
Pawel Mroz – Membership at MGH Main Campus
Tiago F. Outeiro – Research

Hideo Sakamoto – Alumni network
Keri Siggers – Career development

Olga Syrkina – Quality of life
Emi Takahashi – Social activities

Julie E. Tetzlaff – Membership at MGH Charlestown Navy
Yard Campus

Sarika Verma – Membership, coordination

Danqing Xiao – Social activities

Elena Zalyapin – Newsletter, membership at Simches Building

For specific questions, please contact the postdocs above, or send general inquiries to sverma1@partners.org, kbrukamp@partners.org, ezalyapin@partners.org, or the MGPA mailbox at mgpa@partners.org. We are currently looking for committee members and leaders in additional areas such as communication, event coordination, web page maintenance, sports activities, and new postdoc orientation. Please find further information at www.massgeneral.org/facultydevelopment/orcd and www.nationalpostdoc.org.



Photo from our Annual Reception to Honor Women Faculty - May 2006. The staff of the Center for Faculty Development, left to right, Rebecca Starr, Peggy Ryan, Brenda Vega, Edie Sinagra, Dr. Nancy J. Tarbell, Dr. Mary Clark, Dr. Tayyaba Hasan and Wendy Zosh McLean

Resources in print



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To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development

An annual publication of the Professional and Organizational Development Network in Higher Education (POD), this 25th anniversary edition of **To Improve the Academy** offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants.

The Department Chair:

A Resource for Academic Administrators

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