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Junior Faculty Exchange Assists Mid-career Clinician-Educators Increase Scholarly Activity and Meet Promotion Requirements

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BACKGROUND

Our institution requires peer-review scholarly products and an extramural reputation for promotion of clinician-educators to Associate Professor. Given a lack of robust research skill training during residency and a paucity of research mentors in our Division of Hospital Medicine, meeting these two promotion requirements has been especially challenging for many of our hospitalist faculty. We established a faculty exchange with other institutions in order to assist individual faculty members to gain a reputation outside of their home institutions, to develop external mentorship and career advice relationships with early career faculty, and to enhance networking and project collaborations.

PROGRAM OUTLINE

Faculty at the late Assistant Professor level or recently promoted Associate Professors are the target population to participate in this program. Visiting Professors are not expected to be senior or accomplished faculty but rather mid-career faculty who would gain the maximal career benefit from delivering an invited visit to an external institution and who have sufficient track record to deliver effective mentoring advice to early career hospitalists. The program is reciprocal with one faculty member visiting an institution in exchange for that institution hosting a faculty member for a similar invited visit and didactic presentation. Each institution covers the cost of the travel and hotel accommodations for their faculty members when they visit an outside academic medical center.

RESULTS

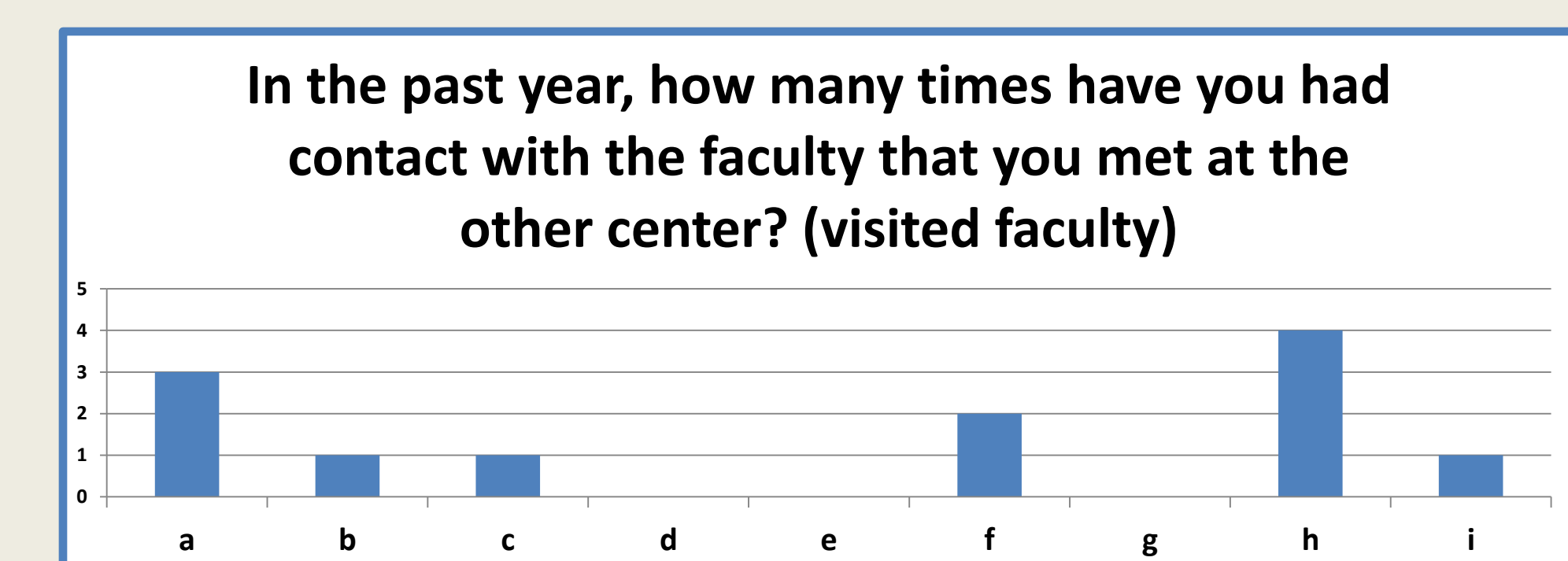
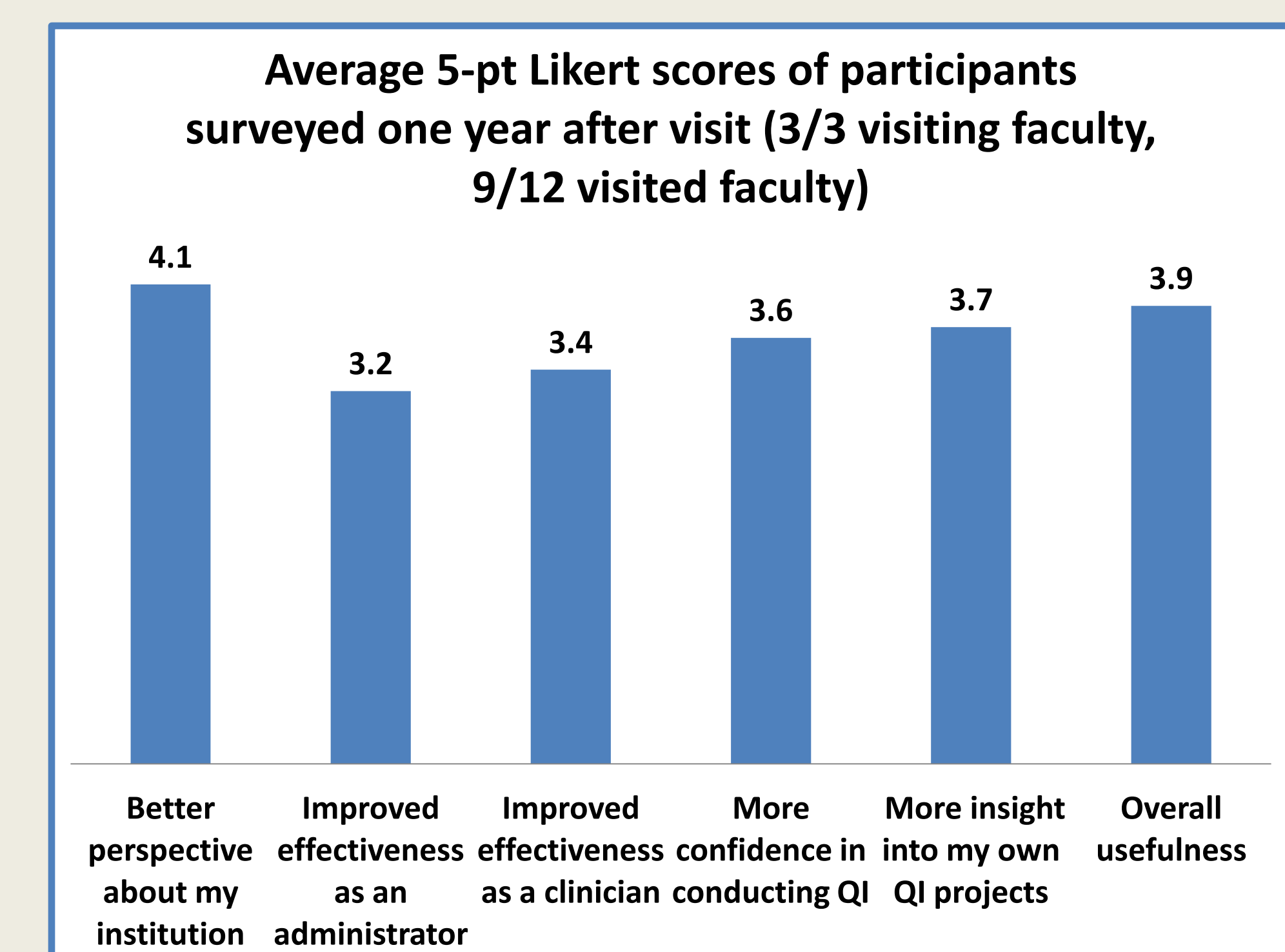
Over the first two years, four junior academic hospitalists were exchanged between three institutions. There was a high degree of satisfaction among surveyed visiting and visited junior faculty. Two on-going collaborative relationships and one jointly authored paper have resulted to date. Two of the visiting faculty have been promoted to the Associate Professor level at their institution.

PROGRAM GOALS

1. Assist individual faculty promotion by gaining reputation outside of home institutions.
2. Development of external mentorship and career advice relationships for junior faculty.
3. Enhance intra-institutional networking and project collaborations.

ACTIVITIES DURING VISIT

1. Dinner the night before with selected faculty.
2. Attend Morning Report or other scheduled student/resident conference(s).
3. Visiting faculty deliver one hour didactic presentation.
4. Meeting with 2-3 junior faculty to provide external input and career advice. Visiting faculty will review visited faculty CV, answer specific career questions, provide tips from their own experience on getting started to a successful career as an academic hospitalist.
5. Meeting with Section Leadership
6. A highlight of one program or initiative that the institution being visited does particularly well and would like to showcase.



CONCLUSIONS

A junior faculty exchange program assisted mid-career academic hospitalists establish extramural collaborations and meet promotion requirements that have been problematic at our institution.

The Innovations Collaborative
Guide for Visiting Professor Faculty

Tips and What to Bring

Handouts of your innovation story of your business model ideas being used at the meetings.

Questions to Consider for Junior Faculty

- Do you have a mentor within the institution? Are you working on a project with your mentor?
- Have you taken on the role of mentor or advisor for a medical student, resident, or fellow? plans for you to create scholarly work with this learner?
- Can you describe a major area of focus/expertise? Consider both a disease state and an overarching theme.
- Describe your academic "mission statement" - The narrative of what you seek to accomplish in academics. Will help to select which opportunities are most appropriate.
- Tell me about what you are doing which represents collaboration with other faculty or across departments within your institution? Collaborations are essential in enhancing productivity.
- Identify how what you are doing clinically or educationally can be translated into scholarly work. Especially if it is concordant with your mission statement.
- Are you collecting your teaching evaluations, letters from patients? Have you begun creating a teachers and clinical portfolio?

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