

Office of Faculty
Office of Women in Science and Medicine
Early Career Women's Leadership Program



The Early Career Women's Leadership Program (formerly called the Emerging Women's Leadership Program) supports women assistant professors who are less than 5 years at rank in the Johns Hopkins University School of Medicine. This program is offered through a collaboration between the Office for Faculty (Offices of Women in Science and Medicine [OWISM], Faculty Development, and Well-Being), the Office of Diversity, Inclusion and Health Equity, and the Office of Talent Management.

Goals for the OWISM leadership programs include:

1. Clarify personal missions for career advancement.
2. Equip women with skills for professional advancement.
3. Encourage women faculty to create and seek leadership opportunities.
4. Retain women faculty by building a supportive community of peers.
5. Promote and model diversity, equity, and inclusion.

Sessions will be held in the mornings or afternoons on Tuesdays and Wednesdays with virtual and in-person experiences.

Who is eligible?

Women full-time faculty assistant professors who are less than 5 years at rank in the Johns Hopkins University School of Medicine may be nominated or self-nominate. A selection committee will review applications and create a class of 50 participants who represent a balance of departments, divisions, and different aspects of diversity. There is a high demand for these programs. Applicants who do not receive a spot are encouraged to apply again in the future.

Requirements:

We ask that you fully participate, interact with your classmates, and foster a supportive and respectful learning environment. Some sessions will have assigned readings and assessments. All participants must complete pre- and post-program surveys. Feedback on each session will also be requested.

More faculty will apply to this program than we can admit. Please be respectful of the opportunity to participate. Attendance will be monitored. Full participation in at least 8 of the 11 sessions is required for a certificate of completion.

For the Negotiation session, the daily cost will be charged to staff development tuition remission when participants are JHU employees. **If individuals register but do not attend or do not cancel with at least five working days' notice, the cost (\$235/session) will be charged to the department budget number authorized on the registration form.** Rare exceptions can be made for excused absences, such as unexpected hospitalizations, personal injury or accidents, and serious illnesses. Conflicts in work and other schedules will not qualify for waivers. Written documentation is required for all instances.

There are no financial obligations for the other sessions.

Sessions include:

January 10, 2023 (Tues): 1 – 3 pm (In-person)

Understanding Yourself and Others: the Myers-Briggs Type Indicator by
[Kimberly Skarupski, PhD, MPH, Senior Associate Dean for Faculty Development](#)

Based upon Jung's theory of psychological type, the Myers-Briggs Type Indicator (MBTI) is a self-report questionnaire that identifies normal personality differences and preferences. By understanding and appreciating these differences (or unique gifts), you can improve communication and collaboration in the workplace and in your personal life. We will use practical concepts and exercises in this session.

Location: Chevy Chase arcade meeting room (next to the auditorium), Johns Hopkins Hospital, 1800 Orleans St., Baltimore, MD 21287

January 25, 2023 (Wed): 1 – 3 pm (virtual)

Building Resilience for Successful Academic Careers by [Kimberly Skarupski, PhD, MPH, Senior Associate Dean for Faculty Development](#)

The Hopkins 2005 Report on the Status of Women described the environment in the School of Medicine as sometimes “monastic,” so it is no surprise that women may occasionally feel like outsiders. The tension this dissonance creates may cause us to feel weary and unwelcome, even when things are going well. Building the skills of resilience is key to success in academic medicine. How adaptable are you, and can you be flexible in your approach to solving problems without stressing out or losing impulse control? Are you empathetic and able to build long lasting relationships? Are you self-aware and do you have a general mood of optimism, drive, and resilience? How can you build these important skills? Having a basic model of positive communication in mind can help you be more productive in every role and build more positive relationships across your work group. This session will offer basic insight into how you can communicate more effectively and confront issues that need to be confronted while building and maintaining strong relationships.

February 7, 2023 (Tues): 10 am – noon (virtual)

Navigating the Currency by [Maria Trent, MD, MPH, Senior Associate Dean for Diversity and Inclusive Excellence](#)

Institutions carefully lay out the criteria for advancement. Still, early career faculty often struggle to develop a clear pathway and identify the resources they need to ultimately meet their career goals. We will unmask the process to strategically build the currency necessary to advance in academic medicine. We will also discuss the truth about mentorship and how to build a professional development network that bolsters advancement. This session will help you identify your core mission and vision and create a skeleton of your professional development network.

February 22, 2023 (Wed): 1 – 3 pm (virtual)

Dispelling Myths About Gender and Ethnic Differences in Communication. Panelists:

- [Michael Banks, MD, Vice Chair for Diversity, Equity, and Inclusion in Anesthesiology and Critical Care Medicine](#)
- [Raul Chavez-Valdez, MD, Associate Professor](#)
- [Jarunee Intrapromkul, MD, Assistant Professor](#)
- [Jennifer Lee, MD, Senior Associate Dean for the Office of Women in Science and Medicine](#)
- [Maria Trent, MD, MPH, Senior Associate Dean for Diversity and Inclusive Excellence](#)
- [David Yousem, MD, MBA, Associate Dean for Professional Development](#)

Sometimes the failure to adequately communicate one's point of view (or understand another's view) stems from the cultural norms and differences that govern our language and how we are perceived. In this session, we will use specific scenarios to explore how people from different backgrounds may respond in very different ways or be perceived differently when presented with the same questions, statements, or situations. As an example, how would you respond to your mentor asking you to dinner alone to celebrate a funded grant ... if your mentor was the same or opposite gender or sexual orientation ... married or single ... of a different ethnic background? How can we communicate without running afoul of potential pitfalls?

Malcolm Gladwell's bestselling book, "Talking to Strangers: What We Should Know about the People We don't Know" will be recommended reading for this session. (Please purchase the book, e-book, or audiobook if you are interested.)

March 7, 2023 (Tues): 9 am – noon (In-person, 3 hours)

Negotiation by [Stacey B. Lee, JD, Professor, Carey Business School](#)

Being able to negotiate effectively is a necessity for modern life. Whether the bargaining dynamic involves salary negotiations or career trajectory, fair and effective negotiating can ensure that different interests are blended into an acceptable and hopefully favorable outcome for all parties. In this session, we will discuss the skills needed to optimize your negotiation for a successful career at Johns Hopkins. Come prepared to learn the strategies used to succeed as early career faculty women.

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March 22, 2023 (Wed): 1 – 3 pm (virtual)

Building Your Personal Work/ Life Mission and Saying No by [Jennifer Haythornthwaite, PhD, Professor, Mentoring Consultant for the Vice Deans](#)

Tantalizing offers come along every day, but not all opportunities are equally worthwhile when you are juggling multiple time demands. Please come to this workshop with a draft of your personal work and life mission statement. Strategize about what projects and opportunities you should say "Yes" to and which should get a resounding "No" as you move forward in your career. Learn various methods for saying "No," realizing that by saying "No" you are saying "Yes" other opportunities.

April 11, 2023 (Tues): 10 am – noon (virtual)

Aligning Your Core Values with Leadership Identity and Purpose by [Rachel Levine, MD, MPH, Associate Dean for Faculty Educational Development](#)

We will engage in a series of exercises to identify your core values and reflect on how they relate to your leadership identity and purpose. This session will help you consider your personal leadership goals and strategies to achieve them. Gender stereotypes and bias in leadership will also be discussed.

April 26, 2023 (Wed): 1 – 3 pm (virtual)

Best Practices for Mentors and Mentees by [Jennifer Haythornthwaite, PhD, Professor, Mentoring Consultant for the Vice Deans](#)

Most academicians are both mentees and mentors. This session will provide best practices for gaining the maximum value in the mentee-mentor relationship. For mentees, we will emphasize setting achievable goals and timelines, driving meeting agendas, effectively communicating needs, securing appropriate resources, and establishing and maximizing collaborations. For mentors, our emphasis will transition to listening well with reflection, communicating and providing confirmative and corrective feedback, encouraging risk taking, and providing individualized guidance. Get the most out of being a mentee and mentor by attending this seminar.

May 9, 2023 (Tues): 10 am – noon (virtual)

Being a Well-Being Centered Leader: Why It Matters and How To Do It by [Lee Daugherty Biddison, MD, MPH, Chief Wellness Officer for Johns Hopkins Medicine](#)

This session will help you understand three key concepts: 1. What constitutes well-being centered leadership; 2. Why it matters; and 3. How to build skills that advance the well-being of your teams.

May 24, 2023 (Wed): 1 – 3 pm (virtual)

Graceful Self-Promotion by [Harriet Hopf, MD, Professor and Executive Director of Faculty Development and Academic Affairs in the Department of Anesthesiology, Co-Director of the Utah Coaching and Advancement Network, University of Utah](#)

Description: Do you wish you knew what to say when someone says “Tell me about yourself”? Do you struggle to talk about your accomplishments and claim credit for your work?

Graceful self-promotion is the art of speaking diplomatically and strategically about your work with authentic confidence. In this interactive workshop, participants will practice *noticing*, *documenting*, and *sharing* their accomplishments by

- identifying their *strengths*,
- capturing an accomplishment using the *Situation Task Action Results (STAR) Framework*, and
- polishing, adapting, and practicing presenting their STAR for different contexts.

At the end of the session, participants will have developed a 1-2 min “pitch” that describes their work, project, or vision. Participants will practice delivering their pitch in front of an audience, which provides the extra benefit of learning about each other’s work and creating opportunities for potential collaboration and sponsorship.

June 6, 2023 (Tues): 10 am – noon (*In-person*)

Closing Session: Leadership Panel facilitated by [Jennifer Lee, MD, Senior Associate Dean for the Office of Women in Science and Medicine](#)

Our panelists will discuss lessons they have learned, developing a leadership brand, and creating and communicating one’s vision.

Location: Chevy Chase arcade meeting room (next to the auditorium), Johns Hopkins Hospital, 1800 Orleans St., Baltimore, MD 21287

All program participants will need to submit a short statement (one double-spaced page or less) about your leadership philosophy and identity, how you define yourself as a leader, and whether and how this course helped you develop your leadership identity. This statement will be submitted in the post-program survey.

Instructors and Panelists:

Michael Banks, MD is an assistant professor, the Vice-Chair of Diversity, Equity, and Inclusion in the Department of Anesthesiology and Critical Care Medicine, and assistant residency director. After completing his residency in anesthesiology at the University of Maryland Medical Center, he did a fellowship in critical care medicine at Johns Hopkins Hospital. He received his Master’s in Education in Health Professions at the Johns Hopkins University School of Education in 2018. Dr. Banks’ research is in the development of health equity and diversity education programs as well as program building and development of inter-professional education programs.

Lee Daugherty Biddison, MD, MPH is an associate professor of Medicine in the Johns Hopkins Division of Pulmonary and Critical Care Medicine and Chief Wellness Officer for Johns Hopkins Medicine. She is associate faculty in the Johns Hopkins Armstrong Institute for Patient Safety and Quality and a contributing scholar in the Johns Hopkins Center for Health Security. Dr. Daugherty Biddison’s research interests include hospital operations, patient safety, critical care disaster response, and physician well-being. In addition to her research responsibilities, Dr.

Daugherty Biddison also serves as the Director of Credentialing and Professionalism for the Department of Medicine in the Johns Hopkins School of Medicine. She chairs the School of Medicine Physician Wellness Advisory Council and co-chairs the Mental, Emotional, and Spiritual Health (MESH) Collaborative.

Raul Chavez-Valdez, MD is an associate professor of Pediatrics in the Division of Neonatology and a clinician-scientist with NIH, foundation and intramural funding. He completed his undergraduate and medical school degrees in Lima, Peru followed by residency in pediatrics at the University of Illinois at Chicago and a post-doctoral fellowship at JHU. He then moved to Texas to fulfill his immigration requirements and returned to Johns Hopkins in 2013. He has mentored many clinical post-doctoral fellows and medical and undergraduate students from JHU and other institutions nationwide and internationally. Dr. Chavez-Valdez is well known for his excellence in clinical, translational, and bench research on the long-term consequences of perinatal brain injury and therapeutic targets to improve outcomes.

Jennifer Haythornthwaite, PhD is a professor of Psychiatry and Behavioral Sciences and a psychologist. She completed a Provost Fellowship focused on faculty mentoring and has developed a mentoring skills development program for senior faculty. She actively mentors a range of faculty in medicine and psychiatry.

Harriet W. Hopf, MD, is a Professor and Executive Director of Faculty Development and Academic Affairs in the Department of Anesthesiology, Adjunct Professor of Biomedical Engineering, Co-Director of the Utah Coaching and Advancement Network (U-CAN) at the University of Utah, and Co-Director of the Building Your Career Infrastructure curriculum in the Executive Leadership in Academic Medicine (ELAM) program. She is the immediate past Chair of the Foundation for Anesthesia Education and Research Board of Directors, an Associate Editor for Anesthesiology, and on the Board of Directors for Women in Anesthesiology. Dr. Hopf has more than 100 publications. Her research, which was supported by the NIH for 20 years, focuses on surgical site infection prevention and reducing the environmental impact of infection control, as well as gender equity and professionalism.

Jarunee Intrapromkul, MD is an assistant professor of Radiology and Radiological Science. After completing her diagnostic radiology residency at Siriraj Hospital in Bangkok, Thailand, Dr. Intrapromkul moved to the U.S. for a research and clinical fellowship in neuroradiology at Johns Hopkins from 2010 to 2015. Then, she returned to her home country and practiced as faculty in neuroradiology in Bangkok, Thailand until 2019. She then decided to come back to the U.S. to finish her board certification training with fellowship training in nuclear medicine and pediatric radiology. She joined the Johns Hopkins Division of Neuroradiology in 2021.

Jennifer K. Lee, MD is the Senior Associate Dean for the Office of Women in Science and Medicine and a professor of Anesthesiology/Critical Care Medicine and Pediatrics. She practices

clinically as a pediatric anesthesiologist and leads a translational research program to investigate methods that reduce the risk of permanent neurologic injury after neonatal and pediatric brain hypoxia. Her clinical and basic science research have been funded by the NIH and multiple foundations. She has a long-standing commitment to mentorship, sponsorship, and developing programs for career advancement.

Stacey B. Lee, JD is an attorney, healthcare negotiation consultant, and a professor of Law at the Johns Hopkins Carey Business School with a joint appointment at the Bloomberg School of Public Health. Combining more than a decade of legal experience as a litigator and in-house counsel to several major healthcare institutions, Stacey specializes in training and facilitating transformative, interest-based techniques to assist business professionals, hospitals, physicians, healthcare providers, and healthcare executives in resolving conflict and reaching agreement.

Rachel Levine MD, MPH is the Associate Dean for Faculty Educational Development and a professor of Medicine in the Division of General Internal Medicine. Dr. Levine completed her undergraduate and medical school degrees at McGill University in Montreal, Quebec, Canada followed by residency training in Internal Medicine at the Boston University Medical Center. She then completed a 3-year fellowship in General Internal Medicine at the Johns Hopkins Hospital with a focus on medical education. She received an MPH from the Johns Hopkins Bloomberg School of Public Health.

Kimberly A. Skarupski, PhD, MPH is the Senior Associate Dean for Faculty Development and a professor in Geriatric Medicine and Gerontology and in Epidemiology. Prior to joining Johns Hopkins in April 2013, she served for 7 years as the program director for the Rush Research & Teaching Mentoring Programs in the Office of Academic Affairs at Rush University Medical Center in Chicago, IL. Dr. Skarupski's faculty development interests are focused on leadership, mentoring, and small group dynamics (e.g., WAGs [Writing Accountability Groups]).

Maria Trent, MD, MPH is a professor of Pediatrics, American Health, and Nursing, the Director of the Division of Adolescent/ Young Adult Medicine, and the Senior Associate Dean of Diversity and Inclusive Excellence. She is a Bloomberg Endowed Professor of American Health and an independent research scientist. She serves as the principal or key investigator on multiple research projects and training grants funded by the NIH and other funding agencies. A significant focus of Dr. Trent's research and clinical interest has been on reducing adolescent and young adult sexual and reproductive health disparities. Professional organizations and the lay press have recognized Dr. Trent for her work, and she has emerged as an important voice and forceful advocate for the health and well-being of young people and those who care for them.

David Yousem, MD, MBA is the Associate Dean for Professional Development and a professor of Radiology. Dr. Yousem arrived at the JHU School of Medicine as the Director of Neuroradiology in 1998 and he has served in the Office of Faculty Development since 2012. Dr. Yousem's interests focus on helping faculty understand the business of medicine at Johns

Hopkins and in creating Hopkins leaders of the future through enhancing one's emotional intelligence.

Contact Information

Jennifer K. Lee, M.D.
Senior Associate Dean for the Office of Women in Science and Medicine
Professor of Anesthesiology/Critical Care Medicine and Pediatrics
Email: owism@jhmi.edu; Jennifer.lee@jhmi.edu

Chanell Jones, Senior Administrative Coordinator
Office of Women in Science and Medicine
Email: owism@jhmi.edu; cseasio1@jhmi.edu

