

YOUR GPS:

Guiding Professional Success

at the MGH Institute



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

INTRODUCTION:

This guide has been developed for new and current faculty members at the MGH Institute of Health Professions. Its purpose is to help you navigate your professorial role in all its dimensions and to help assure a clear path toward promotion.

The GPS describes three lanes that you will follow simultaneously during your time here. Each faculty member will have a slightly different path depending on intellectual interests and responsibilities, yet these three lanes represent the common elements of a successful academic career. In each lane, you will find a pre-trip checklist, the distinctive landscape of the Institute, faculty development resources to help you progress smoothly, and checkpoints along the journey.

In this third edition, we have incorporated feedback from supervisors on what they consider when evaluating faculty performance. We have also expanded it to include a more comprehensive overview of the many tools within the Partners HealthCare System that faculty members have access to but tend to overlook.

We intend for the GPS to complement information contained online in Faculty Compass and to support conversations between faculty members and their mentors and supervisors. If we can improve the guide to make it more useful, please let your chair, dean, or one of us know.

Alex F. Johnson, PhD, CCC-SLP
Provost and Vice President for Academic Affairs

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AUGUST 2018 (THIRD EDITION)



ALEX F. JOHNSON



PETER S. CAHN

YOUR GPS: *Guiding Professional Success*

The Faculty Guide
For Navigating the IHP



Mission & Values

In your journey to professional success, you are joined by many others committed to a common mission: “As an independent, interprofessional graduate school of health sciences, MGH Institute of Health Professions prepares health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement.” Two key values allow us to fulfill the Institute’s mission:

1 Inclusion

As one visiting professor shared, diversity is being invited to the party. Inclusion is being asked to dance. The MGH Institute seeks not only to attract students and employees that reflect the patient population but also to give them a chance to excel. Treating everyone with dignity and respect will ensure a safe environment for students to learn and for employees to work. Dozens of Institute members have signed the Dignity and Respect pledge affirming their commitment to civility and humility in their interactions. The principle of inclusion extends to service, teaching, and scholarship:

- **Unconscious bias:** Faculty members are frequently called on to make judgments when evaluating students or interviewing candidates. Tests of unconscious bias can bring implicit assumptions to our awareness so that we can make decisions free of stereotypes.
- **Cultural competence:** Preparing our students to care for patients and clients of all backgrounds requires integrating cross-cultural content in the curriculum. Learning experiences should include an appreciation for socio-economic contexts which shape disparate health outcomes.
- **Academic support:** Students who are the first in their families to graduate from college or are non-native speakers of English may not have the same network of academic support that their peers enjoy. Where relevant, faculty members should become familiar with resources to support students and refer them to academic support counselors, the international student advisor, writing tutor, or the Employee Assistance Program.

2 Interprofessionalism

As exemplified by the IMPACT Practice Center, a defining characteristic of the Institute is its interprofessional focus. Students from different professions learn from, about, and with each other so that the first time they have to work together is not in the practice setting. Interprofessional education occurs in specific courses designed to meet the learning objectives of the Interprofessional Education Collaborative competencies for collaborative practice. At the same time, appreciation for the interprofessional perspective should be incorporated even in uniprofessional learning activities.

Opportunities to become involved include:

- **IMPACT Practice** principles first get introduced to prelicensure graduate students in a required three-course sequence. Faculty members serve as models for interprofessional collaboration in interviewing clients in case rounds and advising student teams in simulated and actual patient encounters.
- **Community IMPACT Day** takes place on a Friday early in the fall semester where faculty members escort teams of students to a community partner in the Boston area to perform service activities.
- **Infant Development Day** occurs in the fall semester where groups of students observe normally developing children with guidance from an interprofessional team of faculty.
- **Schwartz Center Educational Rounds** occur twice in the fall and spring semesters. Faculty members serve as moderators for candid discussions of students’ reflections on how to deliver compassionate care.



NAVIGATING THE INSTITUTE

Navigating the Institute. Every institution has its own systems, lingo, and cultural norms. Some of these expectations are explicit, while others are implicit. The MGH Institute occupies an unusual niche as a graduate school affiliated with a health care system, so experience at other universities or hospitals may not prepare you adequately for succeeding in our environment. In this lane, your goal is to make a smooth transition to the faculty role and to serve the Institute in an impactful way.

Greetings,

A year after I started working at the IHP in 2012, I presented to the new faculty members what I wish I had known a year ago. Here are the top ten lessons that helped me navigate the Institute:

1. Work on your annual work plan review throughout the year.
2. Plan and use your vacation time.
3. Take notes and store information electronically as much as you can. You will be glad you did when you need it in a hurry or if you need to move offices.
4. Walking or biking beats the shuttle on most days. (Not in time but in ambiance.)
5. Eat lunch away from your desk when you can. It is good for you!
6. Give yourself 1.5x the time you think it will take to complete any project
7. Any emails you get for brief volunteer opportunities at the IHP, jump on them. It is a great way to meet people and get involved.
8. When you need IT help, opening a ticket is easy. You can also stop by the fourth floor of the Shouse Building to get your question answered by our fantastic IT staff.
9. I've found electronic tools like Trello.com, Dropbox.com, and Google Chat useful for collaboration.
10. The instructional designers are amazing!

I'm still working on finding time to balance all the things I want to do with all the things I have to do. I hope you can benefit from my experience.

Welcome to the IHP,

Caitlin Fitzgerald, PT, DPT, MS

Associate Director of Clinical Education and Assistant Professor, Department of Physical Therapy



Navigating the Institute

Pre-Trip Checklist

ONBOARDING: As you join the Institute, the Office of Human Resources will help lead you through the onboarding process. They offer a checklist to keep track of the legal, technical, and practical aspects of becoming an employee. In addition, your department or school may provide additional orientation activities.

BEFORE YOU START

DATE COMPLETED

_____	Complete required new hire paperwork and be prepared to provide proof of eligibility to work in the U.S.
_____	Submit an official copy of your transcript to HR.
_____	Plan your commute.

YOUR FIRST FEW DAYS

DATE COMPLETED

_____	Login to Password Self Service to create your Partners account.
_____	If you will be accessing any of the IHP applications from your home laptop or smart phone, these devices must be encrypted.
_____	Login to PeopleSoft to fill out your M-4, W-4 and sign-up for direct deposit and enroll in benefits.
_____	Attend your Occupational Health Services appointment.
_____	Submit your Partners Directory information.
_____	Order business cards through your program manager.
_____	Login to HealthStream to complete required trainings.
_____	Submit information for your Institute web profile .
_____	Register your emergency contact information in iOnline .

YOUR FIRST FEW WEEKS

DATE COMPLETED

_____	Attend monthly wine and cheese socials to meet other faculty and staff.
_____	Read the Daily News emailed every afternoon.
_____	Designate your manager in the IHP Time Off System on the Intranet.

Navigating the Institute

Computer Applications

You will quickly notice that faculty members at the Institute need to access several different online applications to fulfill their responsibilities. Although many of the systems use the Partners logon and password, others are particular to the Institute and require a different username and password. To help manage the array of options, several of the most frequently used links are collected under the “Log In” menu at the top right of the Institute homepage. Institute login is typically your last name followed by first initial. The Partners login consists of three initials followed by a number.

System	Sample Features	Username	Password
<u>Course Eval</u>	<ul style="list-style-type: none"> • End of semester evaluations 	Institute login	Set by user
<u>Desire2Learn</u>	<ul style="list-style-type: none"> • Course shells • Quizzes • Dropbox 	Institute login	Set by user
<u>EMS room reservations</u>	<ul style="list-style-type: none"> • Reserve rooms • Browse events 	Partners login	Partners password
<u>E*Value</u>	<ul style="list-style-type: none"> • Manage clinical education 	Set by IT	Set by user
<u>Faculty annual review (Mentor)</u>	<ul style="list-style-type: none"> • Maintain CV • Reflect on annual goals • Receive feedback 	Institute login	Set by user
<u>Faculty Compass</u>	<ul style="list-style-type: none"> • Faculty Handbook • Teaching resources • Faculty development workshops 	No login required	
<u>HealthStream</u>	<ul style="list-style-type: none"> • Online training 	Partners login	Set by user
<u>Help Desk</u>	<ul style="list-style-type: none"> • Request IT help • Request facilities help 	MGHIHP email (to access old tickets)	Set by user
<u>Intranet</u>	<ul style="list-style-type: none"> • Time off reporting • HR policies • PowerPoint templates 	Partners login	Set by user
<u>iOnline</u>	<ul style="list-style-type: none"> • Class roster • Advisees • Submit final grades 	Institute login	Set by user
<u>Outlook</u>	<ul style="list-style-type: none"> • Check e-mail • Manage calendar 	Partners login	Partners password
<u>Password Self Service</u>	<ul style="list-style-type: none"> • Change password every 90 days 	Partners login	Partners password
<u>PeopleSoft</u>	<ul style="list-style-type: none"> • Manage benefits • View paycheck 	Partners login	Partners password
<u>Pharos</u>	<ul style="list-style-type: none"> • Download printer packages 	No login	Partners password
<u>Treadwell Library</u>	<ul style="list-style-type: none"> • Search databases • Request interlibrary loan 	Partners login	Partners password

Navigating the Institute

Distinctive Features

As you get settled at the Institute, you will discover some features of the landscape that are unique to a standalone graduate school nestled in a health care system. Some of the characteristics that distinguish us:

ADDRESSING EACH OTHER

Ours is a collegial workplace, and we call each other by first names. Even when talking to senior administrators, it is acceptable to use their first names. With students, however, faculty members follow different norms. In most cases, they encourage students to address them as “Professor” or “Doctor.” If you choose a different form of address for students, it is helpful to make your preference explicit.

E-MAIL

You will find that emails addressed to you @partners.org and @mgh.harvard.edu arrive in your inbox. For consistency and branding, it’s best to use @mghihp.edu for your e-mail address. All communication with students is required to occur through the @mghihp.edu e-mail address.

NAMING

The full name of the organization is MGH Institute of Health Professions. We do not spell out “Massachusetts General Hospital.” Our style guide recommends using the full name on first reference in written documents. On subsequent mention, acceptable names are “MGH Institute” and “the Institute.” Colloquially, many of us call the organization, “the IHP.”

OFFICE ETIQUETTE

The work of a faculty member may occur in libraries, with research collaborators, or in clinical sites. Therefore, you are not expected

to be present in your office five days a week. However, maintaining a regular physical presence on campus enables you to interact more easily with colleagues and students. Informally, a closed office door indicates that visitors are not to disturb you except for emergencies. Keeping the door ajar signals that you welcome interruptions.

SERVICE

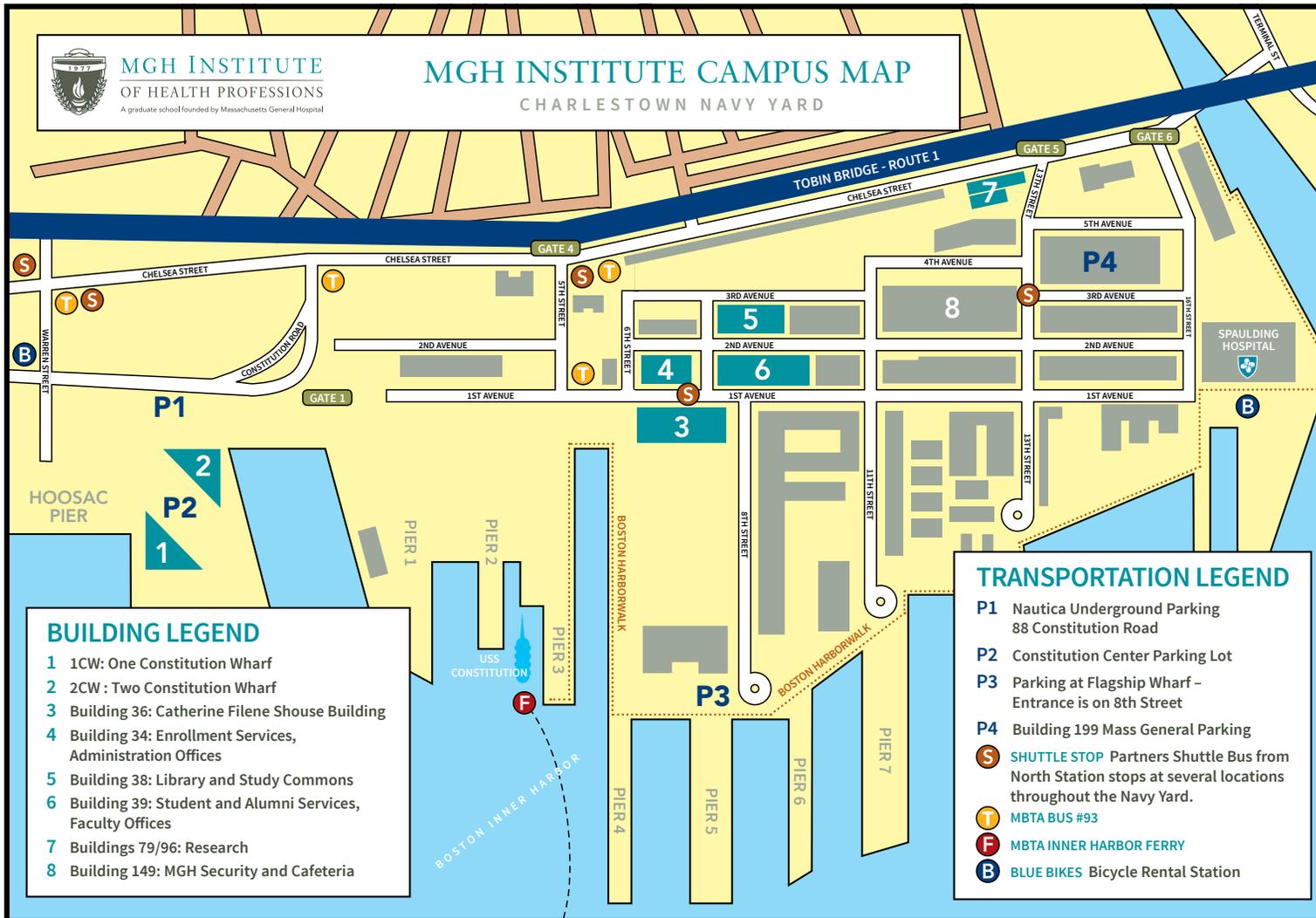
In conversation with your supervisor, you will allocate how much of your work effort is devoted to service on committees. First-year faculty members typically limit participation on institutional committees while they develop their teaching experience and scholarly agendas. As you gain more seniority, you should engage in impactful service at the institutional and national levels. Everyone is expected to participate in Commencement and encouraged to join in social events like the monthly wine and cheese receptions and the annual holiday party.

CAMPUS

The Institute purchased the Catherine Filene Shouse Building in 2000 and moved in a year later. As we have expanded programs and personnel, we have come to occupy eight buildings in the Charlestown Navy Yard. The Partners Shuttle connects the buildings to each other and to the main MGH campus. Favorite places to eat in the Navy Yard are Pier 6, Style Cafe, Decca, and the Bistro.

Navigating the Institute

Campus Map



Navigating the Institute

Faculty Development: Mentoring

As a new faculty member, you will be assigned at least one formal mentor during your first year. The role of the mentor is to introduce you to Institute resources, help establish a plan for career advancement, and provide emotional support. A mentor helps advance your professional development by socializing you to the norms of the institution and guiding you to scholarly and teaching productivity.

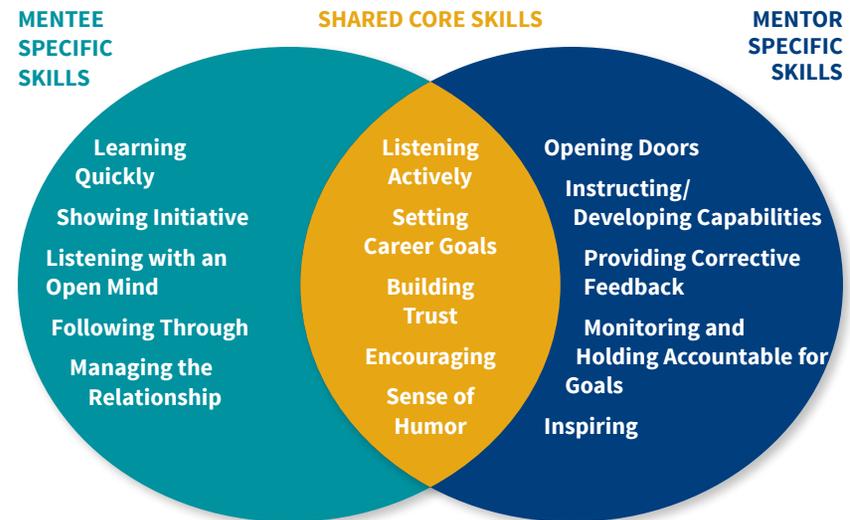
	Career Support →	Psychosocial Support →
MENTOR	High	High
SPONSOR	High	Low
FRIEND	Low	High
ALLY	Low	Low

For new faculty members, mentors are asked to serve for at least one year. Meeting frequency depends on each dyad, though you should check-in with each other at least once a semester.

A productive mentoring relationship should be a two-way conversation.

As a mentee, you are responsible for:

- Taking an honest self-assessment to define career goals
- Initiating contact and scheduling meetings with the mentor
- Arriving at mentoring sessions prepared and with an agenda
- Following through on mentor’s suggestions
- Developing a mentoring network that includes a range of supporters
- Saying, “thank you” to mentors



At the outset, navigating the Institute can feel overwhelming. Checking in with your mentor can help ensure that you’re prioritizing your time efficiently and planning for professional advancement. Possible questions to ask your mentor include:

- Do I understand and connect with the MGH Institute values?
- Am I setting realistic goals for short-term improvement?
- Have I completed an accurate self-assessment of my needs?
- How can I balance teaching, scholarship, and service in alignment with my goals and the Institute’s needs?
- What projects or relationships would make my experience more meaningful?

Navigate the Institute

Guide to Self Evaluation

Throughout the year, faculty members can use the online evaluation system called “Mentor” to record their accomplishments and progress toward goals. Every spring, faculty members reflect on their achievements and meet face-to-face with their supervisors for feedback. To help guide the conversation, you may consider framing your comments with these questions in mind:

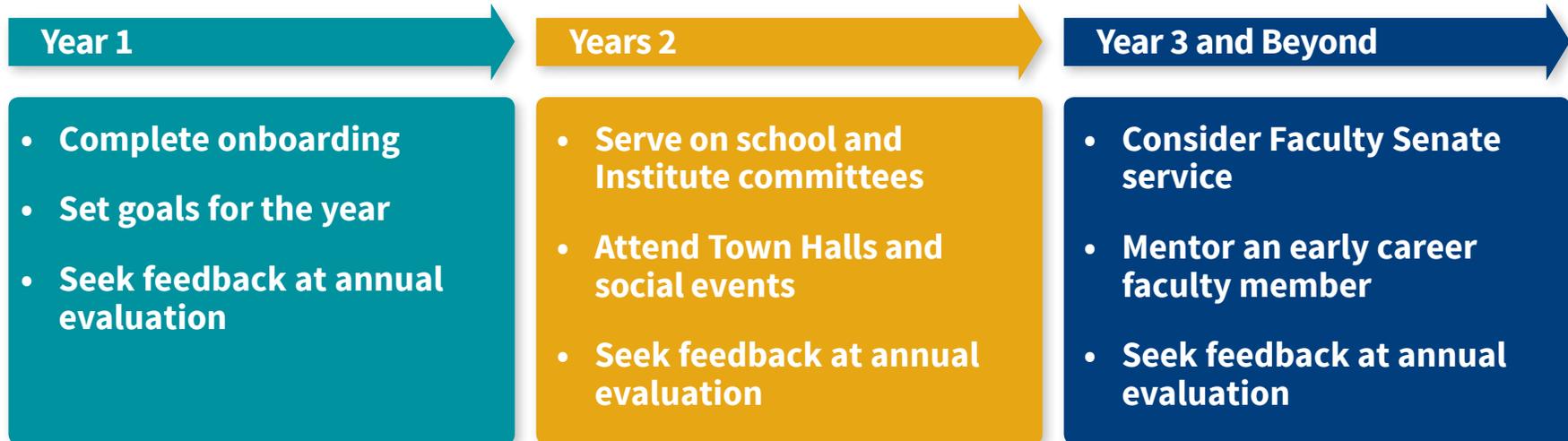
- 1 What drew you to the Institute?
- 2 What did you think that you would be able to accomplish here professionally? Is that still your driving interest?
- 3 At the end of the next three years, what do you want to be known for? How will you know if you have achieved this aim?
- 4 What are tangible smaller steps that can be taken to achieve your larger (three-year) aim? Can you state these steps in terms of measurable goals?
- 5 Please review the [Criteria for Promotion](#). Explain how your three-year aims fit into a plan for promotion.
- 6 Currently, what is holding you back from being wildly successful in achieving your aim? What resources might you need to succeed?
- 7 Who do you currently consider a sponsor (someone who actively promotes you and your career)? Who do you currently consider a mentor (someone who “shows you the ropes” in a particular professional arena)?

Does your service commitment dovetail with your professional goals?

- 8 Is there service work that you are willing to add or subtract in the next year that would better reflect your goals?
- 9 What can you contribute to making your unit known nationally as an excellent program?
- 10 Over the past year, what has surprised you professionally (pleasantly and/or unpleasantly)? What can we do to make that happen more (or less)?

Navigating the Institute

Check Points



TEACHING EFFECTIVELY

Teaching Effectively. Teaching is at the center of our academic life and is expected of every faculty member. Students come to the Institute expecting to learn about their profession from expert faculty members. The challenge is to approach teaching not as a unidirectional imparting of information, but rather as an active process by which learners acquire knowledge, skills, or attitudes through problem solving. This shift has been referred to as moving your role away from the sage on the stage (delivering traditional lectures) to the guide on the side (facilitating active learning).

Hello,

On behalf of the Office of Library and Instructional Design, I'd like to welcome you to the MGH Institute. We offer support for teaching and learning at every stage of course design and delivery.

A typical path for an individual faculty member is to learn about a new teaching technique at one of the Faculty Development Days or in one of the many workshops scheduled throughout the year. The faculty member could then schedule a consultation with an instructional designer to explore how to effectively incorporate that new technique into a course and assess the outcomes. That meeting might lead to working with an IT support specialist to set up the course in Desire2Learn and working with a librarian to develop a reading list. Finally, the faculty member might seek ongoing support from a faculty exchange group or book club.



We also work with groups of faculty who are designing or redesigning curricula. The instructional designers host tailored, intensive workshops on aligning learning objectives with content and assessment. The Office of Information Technology will assist in building program competencies into the learning management system. And the librarians can help develop collections to support the course sequence.

I hope you'll take advantage of the faculty development events throughout the year to learn about new pedagogical research, see new instructional technology in action, and share ideas with colleagues. The librarians and instructional designers are always available for one-on-one conversations to help you teach effectively.

Best wishes,

Jessica Bell, MS

Director of Library and Instructional Design

Teaching Effectively

Pre-Trip Checklist

You will establish specific course responsibilities in discussions with your supervisor. Often, first-time teachers will be assigned a co-instructor to help manage student feedback and ensure consistency across the curriculum. In all cases, there are certain basic preparations for teaching that apply to all faculty members:

ROOM SCHEDULING

The Office of the Registrar will schedule and reserve rooms for your classes and communicate the schedule to students. If you would like to reserve rooms for class meetings outside the designated time, please communicate with your departmental scheduling liaison. You may also use the EMS room reservation system to book a conference room for individual meetings with students or colleagues.

All faculty members are expected to follow the Institute syllabus template and make it available to students at or before the start of the semester. The syllabus includes space to list learning objectives, which may be tied to disciplinary accreditation. Some departments also request the inclusion of specific policies on the syllabus. When it's complete, please publish the syllabus to the Learning Object Repository in [Desire2Learn](#) to contribute to the archive of teaching materials.

CLASSROOM TECHNOLOGY

The Office of Information Technology supports equipment and software to enhance student learning. They offer online and in-person help for using Desire2Learn, the Institute's learning management system, as well as interactive white boards, audience response systems, simulated

electronic health record, and online conferencing. There is also a simulation education specialist on the first floor of the Shouse Building who assists in designing and implementing scenarios using high-fidelity mannequins.

STUDENT ACCOMMODATIONS

Disability Services within the Office of Student Affairs facilitates access for students with documented disabilities. It is the responsibility of the student to register for accommodations with Disability Services and present a letter detailing the services required. Faculty members should not ask students about the nature of their disability or request proof. You may work with the academic support counselors in your school for help in arranging distraction-free testing conditions, if needed.

ACADEMIC INTEGRITY

As a graduate school preparing future health professionals, the MGH Institute expects the highest standards of ethical behavior from all members of the community. Consequently, we take seriously any violations of academic integrity, including cheating, plagiarism, distortion of information, and collusion. If you observe intellectual dishonesty in your classroom, you may choose to issue an oral or written warning. In both cases, you must also inform

your department of the action to add to a centralized record.

GRADING

Each instructor develops his or her own criteria for evaluating student performance. Students appreciate when these criteria are made explicit from the beginning of the semester. Final exams should take place during the designated exam period, and faculty members will have to submit final grades to iOnline shortly after the exam. The MGH Institute uses a [letter grade system](#) where an A is 4.0. Students must earn a 3.0 grade point average to maintain satisfactory academic progress.

EVALUATIONS

At the end of every semester, students will have an opportunity to complete an online evaluation of the instructor and the course. To ensure a high response rate, you may schedule the evaluation on the syllabus and designate a time when students complete the evaluation. It also encourages students to hear examples of how you have improved a course based on past feedback. When the semester is over, you will receive a link to view the student evaluations. Speaking with a mentor or supervisor may help put the comments in perspective.

Teaching Effectively

Distinctive Features

TEACHING DEVELOPMENT DOMAINS

Recognizing that many faculty members have never received formal training in teaching, the Committee for Teaching Excellence has spelled out the domains that effective teachers attend to. Each domain is broken down into objectives that you can use for self-assessment and improvement.



PLANNING & PREPARATION

Faculty members should have foundational knowledge of the process involved in teaching and a willingness to advance these skills over time:

- 1 Understanding pedagogy, target student populations, and overall design
- 2 Designing coherent courses, integrated interactions and learning experiences, and assessment/outcome measures using backwards design.

FACILITATING LEARNING

This domain involves putting the planning and preparation into action and responding to situations as they unfold within the learning environment. This domain encompasses generic responsibilities that apply to all, regardless of the specialty or content areas taught:

- 1 Communicating effectively with students to enhance the learning process.
- 2 Implementing appropriate activities and assignments that will integrate with instructional materials and improve the learning outcomes of students

- 3 Demonstrating proficiency in implementation of assessment techniques
- 4 Demonstrating flexibility and responsiveness in the learning process

LEARNING ENVIRONMENT

Faculty members are responsible for using resources to maximize student learning experiences, promote positive interpersonal relationships, and foster a safe learning environment. Responsibilities within the learning environment domain include:

- 1 Identifying components of the learning environment
- 2 Demonstrating proficiency with tools for engaging students within specific learning modalities

PROFESSIONAL RESPONSIBILITIES

Faculty members assume a range of professional responsibilities related specifically to their roles as teachers. This domain encompasses generic responsibilities that apply to all, regardless of the specialty or content areas taught:

- 1 Maintaining professionalism in all written, telephone, and interpersonal interactions
- 2 Engaging in lifelong learning and reflective practice related to content knowledge, teaching, and learning
- 3 Engaging in scholarly activities that lead to substantive contributions that impact one or more of the following areas: discovery, application, teaching and learning.

Teaching Effectively

Faculty Development

The breadth of the teaching development domains illustrates the need for support in creating optimal learning opportunities for students. The Institute has invested in a continuum of professional development resources to assist you in evaluating and improving your teaching. They range from online, on-demand tools to formal degree programs in health professions education.

Faculty Compass: The section of the Institute website devoted to faculty includes tips and tools for teaching. You can zero in on advice for writing learning objectives, establishing rubrics for grading, and recording presentations to post in Desire2Learn.

Extend Your Impact: All faculty members are automatically enrolled in this self-paced course in Desire2Learn. The animated modules, approximately 8 minutes long, will demonstrate how to maximize discussions, design group projects, and assess students in online classes.

Faculty Development Days: Before and after the spring semester, the Institute hosts a suite of workshops, keynote speakers, and networking opportunities. Past themes have included “Embracing difference in the classroom” and “Getting started with the scholarship of teaching and learning.”

Instructional Designers: Two full-time instructional designers are available for confidential, individual consultations. They can provide guidance for creating assessments that match learning objectives, adapting an in-person class to an online environment, and incorporating active learning strategies, among other services.

Peer Observation of Teaching: The instructional designers can also help match you with an experienced colleague from another department who has been trained to observe teaching and offer feedback. This opportunity adds another perspective to student evaluations of teaching and need not be shared with your supervisor.

Instructional Technologists: The Department of Information Technology houses full-time instructional technologists who can support faculty members in building online courses or integrating technology into the classroom. They maintain a comprehensive repository of tutorials for using [Desire2Learn](#) and are available for individual consultations or in conjunction with an instructional designer.

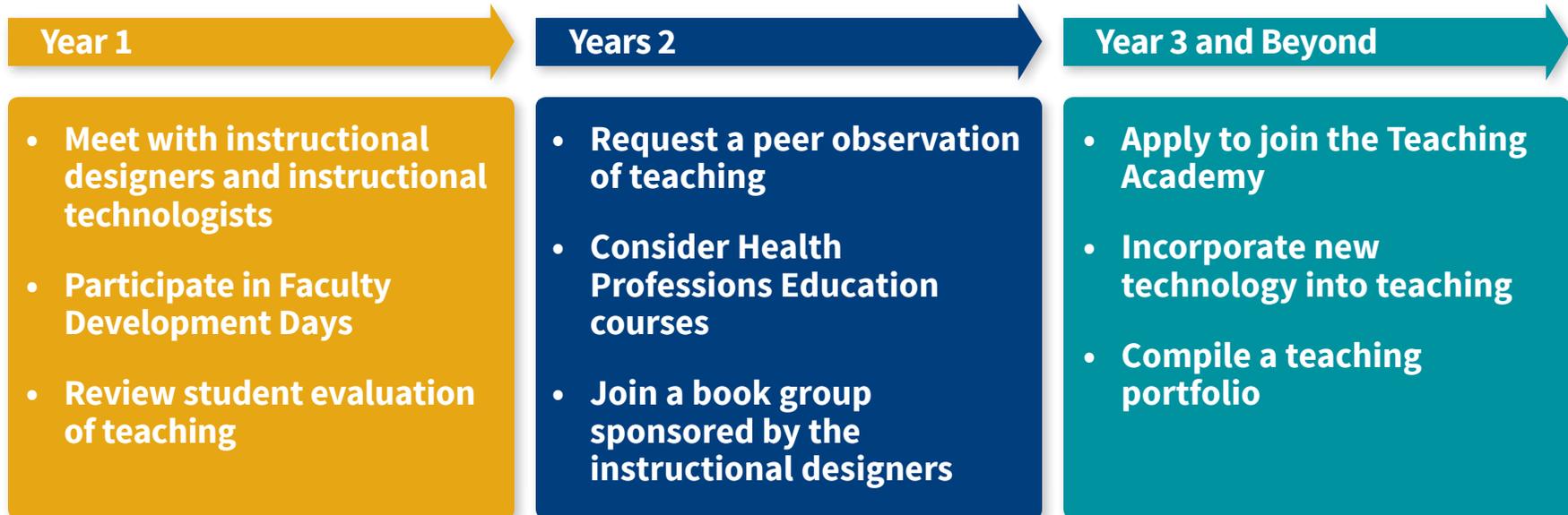
Enroll in the Master of Science in Health Professions Education:

The Center for Interprofessional Studies and Innovation hosts a program in [health professions education](#) designed for credentialed health professionals who wish to improve their teaching skills. The majority of the courses occur online with one or two intensive on-campus seminars per year. Faculty members who apply and are accepted to the program will have their tuition and fees waived.

Teaching Academy: In recognition of their accomplishment in the scholarship of teaching and learning, up to three faculty members will be elected each year to a Teaching Academy. Fellowship in the Academy will come with public recognition and professional development resources.

Teaching Effectively

Check Points



ADVANCING TOWARD PROMOTION

Advancing Toward Promotion.

In general, all faculty members are expected to be good teachers and to demonstrate service to the Institute, their profession, and the community. In addition, each faculty member is asked to define an area of focus for their scholarly efforts. Some faculty members arrive at the Institute clear on where they wish to focus their intellectual energy. Others discover this through reflection and mentorship. However you arrive at your area of interest, it is important to disseminate your knowledge through peer-reviewed venues.

Dear Colleague,

I have been at the Institute since 2004, starting as an assistant professor. In 2010 I was promoted to associate professor, and, in 2015, I was promoted to professor. When it comes to moving your career forward, I share these tips with the faculty I mentor:

Select an area of scholarship in which you want to excel:

- Teaching and learning: create a novel/better way to teach, evaluate it, and disseminate it
- Clinical application: create a novel/better way to care for patients, evaluate it, and disseminate it
- Discovery: investigate or experiment, evaluate it, and disseminate it

Disseminating the work you do is important because the goal of all the hard work is that others will replicate, use, and ultimately benefit from your efforts. Keep track of all the ways you disseminate your work. Also keep track of how your work influences the discipline. Do people use your teaching strategies, curriculum, research instrument, intervention, or cite your publications? Peer review is important because it provides evidence that your peers consider your work worthy. How do you tell people about your work?

- Tell them: presentations
- Show them: posters
- Write about it: journal articles, books, chapters

You will be evaluated on the impact of your work. This can be thought of as your reputation. With

each promotion, your reputation will spread to a larger circle:

- Local: A few people in your neighborhood are familiar with your work and use it.
- Regional: Some people in New England are familiar with your work and use it.
- National: Lots of people in the country are familiar with your work and use it.
- International: People in the United States and other countries are familiar with your work and use it.

Keep in mind that the role of faculty is to move the discipline forward. If you make widgets, then the scholarship of widgets would be to make them better, safer, or more efficiently, evaluate them, and disseminate how you did it.

Good luck in moving your career forward!

Ruth Palan Lopez, PhD, GNP-BC
Professor, School of Nursing



Advancing Toward Promotion

Pre-Trip Checklist

Promotion should be the goal for all faculty members. It recognizes your contribution to the intellectual conversation and opens opportunities for greater leadership in your profession. Promotion also signals to students and mentees the importance of continuous professional development. Moreover, promotion comes with an increase in compensation. There is no tenure for faculty at the MGH Institute, though you should aim for a promotion in rank approximately every six years. These steps will help you chart a path to the next rank:

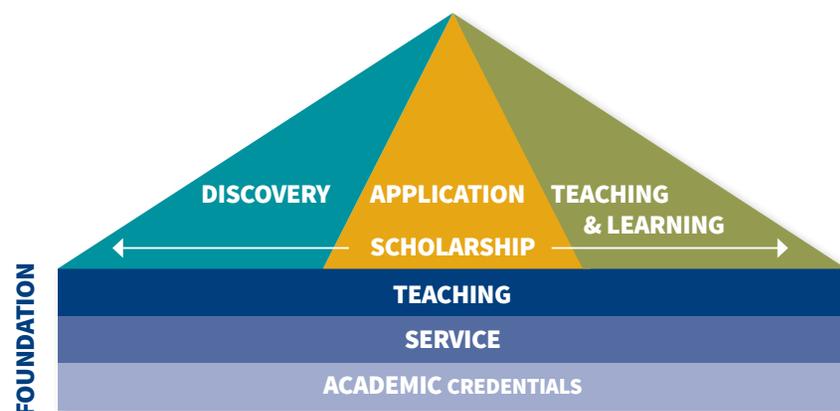
-  Define an area of scholarly interest. What are the unanswered questions in your clinical or teaching environment? Which journals do you read regularly?
-  Identify multiple mentors. Because you may need guidance on research methods, ethical approvals, publishing, or other aspects of scholarship, it's best to cultivate several mentors who can help with different steps of the process.
-  Establish goals. In your annual evaluation meeting, work with your supervisor to define the components of a scholarly project and set realistic, measurable deadlines for each one.
-  Watch for funding opportunities. Both internal and external sources may offer grants to assist your data collection or pilot testing.
-  Reserve writing time. Whatever the medium of dissemination, your ideas will need to be communicated in writing. It's rare that you will have large blocks of uninterrupted time in your schedule, so put regular writing time in your calendar.
-  Enlist a friend. The ride is more enjoyable with someone in the passenger seat. Similarly, asking a colleague who is also building a scholarly agenda to join you in writing sessions and manuscript editing will hold you accountable.

Advancing Toward Promotion

Distinctive Features

AREAS OF SCHOLARLY IMPACT:

In 2014, the Faculty Senate approved new guidelines for promotion. All candidates for promotion will be evaluated on the quality of their teaching and participation in institutional and professional service. In addition, all faculty members choose one of three areas where they can demonstrate having made a scholarly impact.



DISCOVERY:

Focuses on advancing the field by answering new questions and typically falls into the broad category of “research.” Basic, translational, applied, and health services research, or development of new technologies, fall into the “discovery” category.

TEACHING & LEARNING:

The scholarship of teaching and learning is an area that focuses on development of innovative approaches to instruction, assessment, evaluation, and other areas related to education of health professionals.

APPLICATION:

Focuses on scholarly applications to clinical practice and health care delivery to practice and to health care delivery. Many of the IHP faculty members have very strong clinical backgrounds and have contributed significantly in their professional role. The scholarship of application allows individuals who wish to further develop in that role to concentrate their scholarly work in the development and dissemination of practice related products and services. The criteria for consideration for each of these areas of scholarship vary according to the academic rank to which a faculty member aspires. Examples of evidence of impact appropriate to each area are available in the Faculty Handbook.

“Impact” is defined as substantive contributions that influence professional education and practice, health care delivery, and the well-being of society. As you plan your work responsibilities with your supervisor, consider how they contribute to enhancing your scholarly reputation.

Advancing Toward Promotion

Faculty Development

Just as research and scholarship benefit from a team approach, there are several consultants available to support Institute faculty members in achieving their academic goals. Your teammates include:

Director of Research Programs: [Jordan R. Green](#), PhD, CCC-SLP, leads the Institute's research activity. Together with the Research Operations Committee, he sets policies for conducting research and provides resources to support investigators.



JORDAN R. GREEN

Grants administrator: [Michael Moody](#), Senior Grants Administrator, manages pre- and post-award functions. He can assist with planning, budgeting, and submitting grant applications to external funders.

IRB administrator: Research involving human subjects must be approved by the Partners [Institutional Review Board](#). The online portal to submit a protocol is called Insight.

MGH Division of Clinical Research: IHP faculty members conducting clinical research can take advantage of free workshops and consultations sponsored by the [MGH Division of Clinical Research](#).

Research Mentoring Program: The RaMP supports IHP faculty members in establishing a grant-supported career. It matches mentees with experienced faculty members to guide them through the process of applying for external funding.

Librarian: The two Institute librarians conduct literature reviews and help locate information resources. They can also assist in borrowing material from other libraries and acquiring subscriptions through Treadwell Library.

Statistician: Faculty member Annie B. Fox, PhD, can serve as a quantitative methodologist for a short-term consultation or a long-term grant project. You can [request her services online](#).

Faculty Research Fellowship:

Up to two awards of \$10,000 are offered each year to allow faculty members to conduct pilot studies that will lead to external funding.

Manuscript writing group:

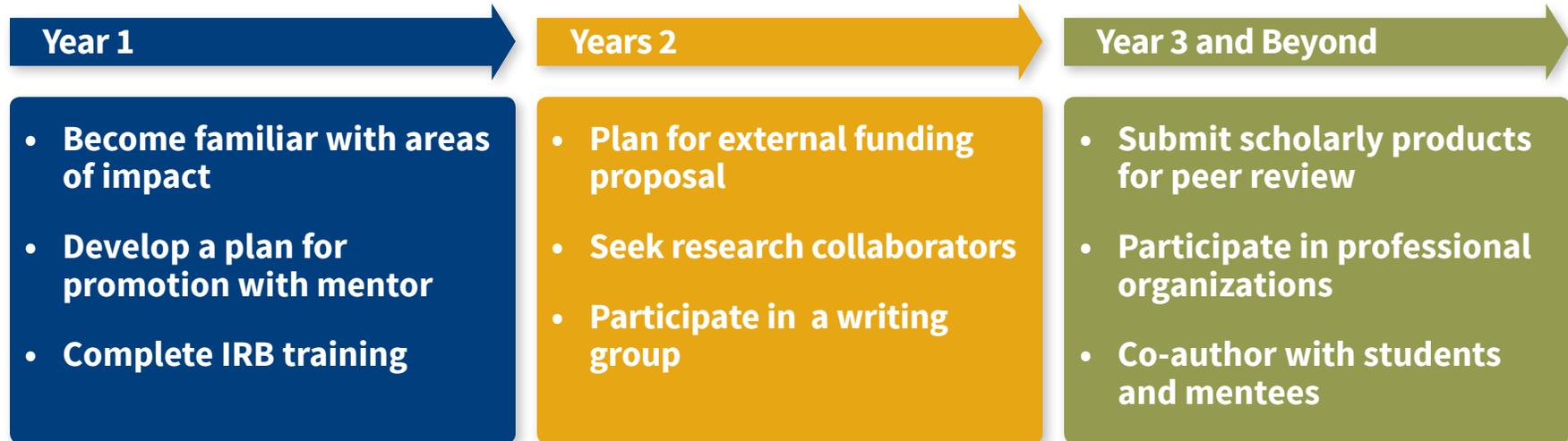
Once you have collected data, the Office of the Provost invites all faculty members to participate in a manuscript writing workshop each fall where participants share drafts of work in progress with colleagues.

Editorial services: Faculty members can receive four hours of free editorial support per semester from a professional editor. Services include polishing language, adhering to formatting guidelines, and consulting in-person or over the phone. To request assistance, please contact [Nada Jovanovic](#) and identify yourself as an IHP faculty member.

Onramp Groups: Every fall, faculty members are invited to join a scholarship [Onramp group](#). Each group is led by a faculty member with expertise around a specific theme who guides the collaborators toward an academic publication.

Advancing Toward Promotion

Check Points



Checkpoints



You will travel on all three lanes simultaneously as a faculty member at the MGH Institute. Successful faculty members achieve a balance between the different facets of their role so that they shift smoothly between lanes. The pace of progress, however, varies for each faculty member. Many longtime members of the Institute community will admit to still having trouble keeping track of all their logins and passwords while early career faculty members may be ready to seek external funding for research. With that range in mind, we offer a possible timeline with key checkpoints that a faculty member may cross on the way to promotion. Together, these milestones will allow you to make course corrections so that you stay on the pathway to professional success.

	Year 1	Years 2	Year 3 and Beyond
Navigating the Institute	<ul style="list-style-type: none"> • Complete onboarding • Set goals for the year • Seek feedback at annual evaluation 	<ul style="list-style-type: none"> • Serve on school and Institute committees • Attend Town Halls and social events • Seek feedback at annual evaluation 	<ul style="list-style-type: none"> • Consider Faculty Senate service • Mentor an early career faculty member • Seek feedback at annual evaluation
Teaching Effectively	<ul style="list-style-type: none"> • Meet with instructional designers and instructional technologists • Participate in Faculty Development Days • Review student evaluation of teaching 	<ul style="list-style-type: none"> • Request a peer observation of teaching • Consider Health Professions Education courses • Join a book group sponsored by the instructional designers 	<ul style="list-style-type: none"> • Apply to join the Teaching Academy • Incorporate new technology into teaching • Compile a teaching portfolio
Advancing Toward Promotion	<ul style="list-style-type: none"> • Become familiar with areas of impact • Develop a plan for promotion with mentor • Complete IRB training 	<ul style="list-style-type: none"> • Plan for external funding proposal • Seek research collaborators • Participate in a writing group 	<ul style="list-style-type: none"> • Submit scholarly products for peer review • Participate in professional organizations • Co-author with students and mentees



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital