# Preparing for Your Promotion from Assistant to Associate Professor Making a 5 and 10 Year Plan

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Division of Vascular Surgery
Department of Surgery

9/10/2019

No Disclosures
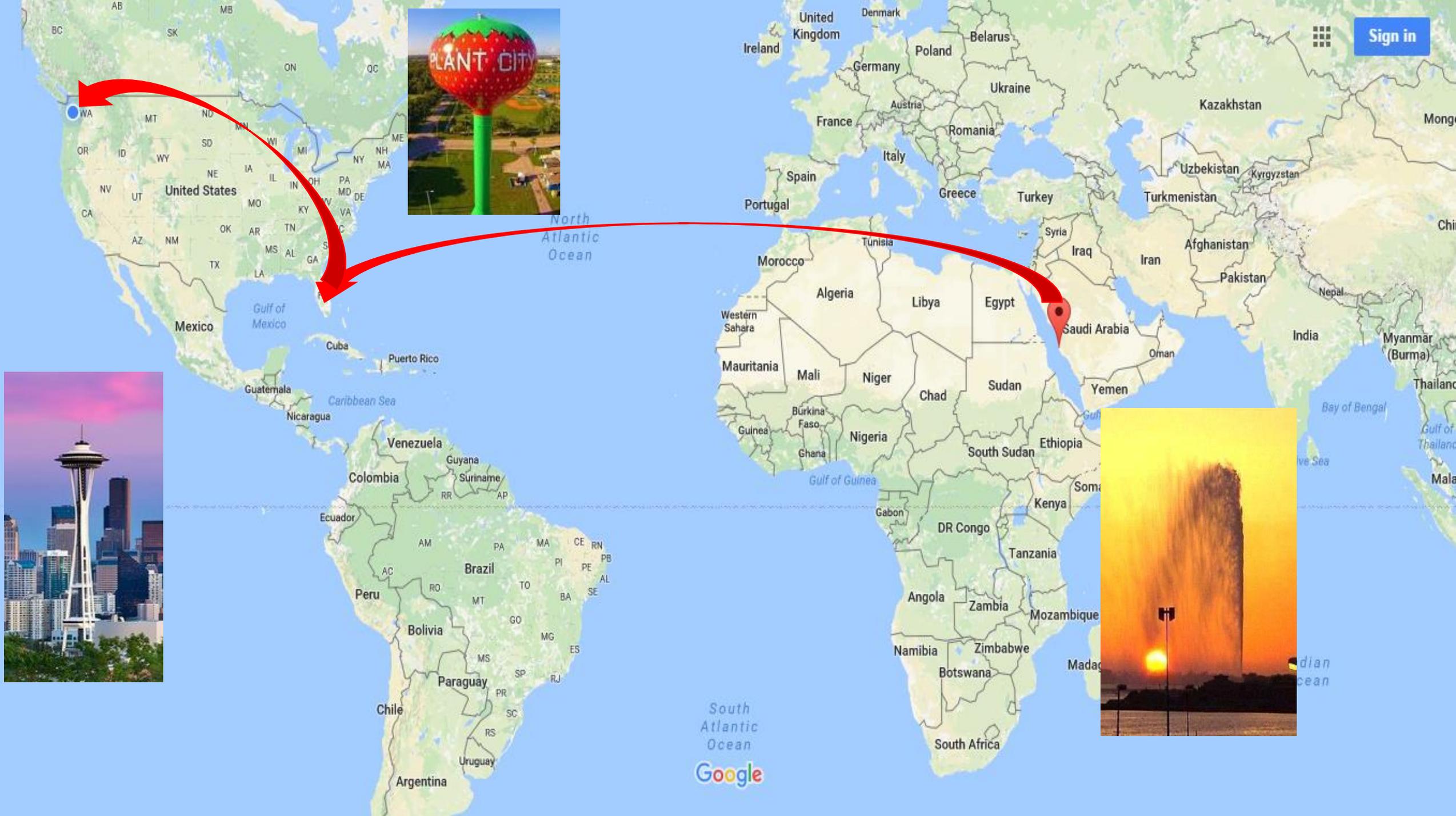
No two academic careers are the same

Success — What people think it looks like

Success — What it really looks like
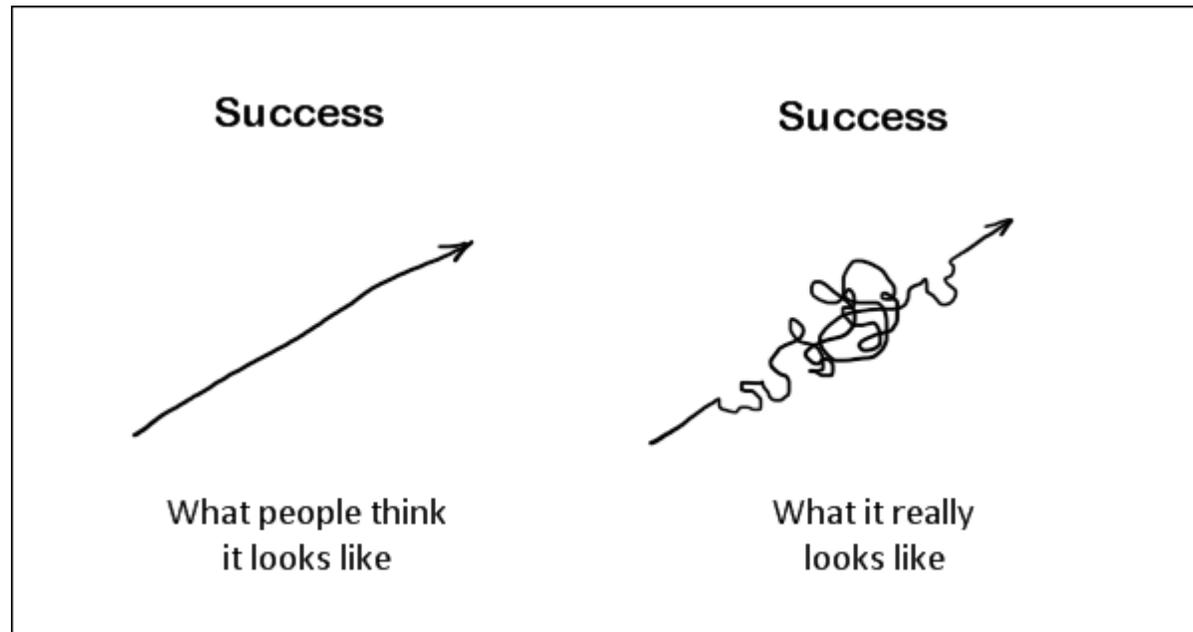
Lessons Learned from the Promotion Process

Your work

- Service: Balance your clinical work load
- Effective Teaching
- Scholarship & research:
  – Take a grant writing workshop if applying for grants
  – Grants
  – Publications

- FUTURE CAREER GOALS
- Past academic work

Your support

- Mentorship is key so choose wisely
- Institutional support

- Letter of support from division head
- Letter of concurrence from service chief
- Internal letters of support
- External review letters

Your Promotion Packet

- CV (School of Medicine format)
- Teaching Portfolio: Teaching philosophy
- Teaching Portfolio appendix

Work on this in real time!

Making a 5 and 10 Year Plan

I.   A primer on the promotion process

II. Self Awareness and identifying your true north

III. Influence
- Become your own best advocate
- Managing up, down, and across
- Mentors and Sponsors
- Communication

IV. Specific Career Challenges
- Imposter syndrome
- Unconscious bias
- Rejection and failure
- Toxic personalities

Academic Human Resources

⌂ › For faculty › Academic human resources › Promotions › Regular faculty promotions

Regular faculty promotions

Candidates are responsible for assembling certain portions of their own promotion packets.

You will need to collect materials and write content (e.g. self assessment and teaching philosophy) that will become part of the comprehensive promotion packet. Your division, your mentor(s) and the department are here to help you as you navigate through this process, and are responsible for soliciting letters of reference and compiling teaching evaluations.

Eligibility for promotion consideration

Assistant professor to associate professor

Assistant professors who will have been in rank 3 years or more on July 1* of the academic

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UW Policy Directory

Search by Keyword   CHOOSE A RESOURCE

Policy Directory > FCG Home > Faculty Code

Faculty Code and Governance

| **Faculty Code** | **Chapter 24** |

Appointment and Promotion of Faculty Members

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Section 24-31   General Appointment Policy

The principal functions of a university are to preserve, to increase, and to transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of this University should be to enlist and retain distinguished faculty members with outstanding qualifications.

Section 13-31, April 16, 1956 with Presidential approval.

Section 24-32   Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the

ADMINISTRATIVE POLICY STATEMENTS (APS)

BOARD OF REGENTS GOVERNANCE (BRG)*

EMPLOYMENT AND ADMINISTRATIVE POLICIES (EAP)*

FACULTY CODE AND GOVERNANCE (FCG)*

PRESIDENTIAL ORDERS (PO)*

STUDENT GOVERNANCE AND POLICIES (SGP)*

WASHINGTON ADMINISTRATIVE CODE: TITLE 478 WAC - UW RULES (WAC)

PRINT THIS PAGE

*Formerly part of the University Handbook

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https://ap.washington.edu/ahr/actions/promotions-tenure/
https://medicine.uw.edu/faculty/academic-human-resources/regular-faculty-promotions

The Department's Faculty Review process is initiated in April.

Non-mandatory Promotion Review process should be initiated by July 1st.

All review documents and promotional materials are uploaded to the SharePoint Faculty Review Documents file at:
https://uwnetid.sharepoint.com/sites/UWSOMDEPT/surgery/

APRIL – Faculty Self-Review *(instructions and access to online form via email)*
- Complete and submit Self-Review
- Upload current CV to Documents folder
- Teaching evaluations by peers and residents will be uploaded to the Documents folder by Faculty Affairs

MAY/JUNE - Faculty Review
- In-person meeting is summarized in Chief letter and signed by faculty member
- Chair review of signed summary letter

JULY - Initiate Non-mandatory review for promotion process - Step 1

Faculty Member: <u>Upload</u> promotion materials listed below to online Documents folder. <u>Notify Chief when completed</u>.
- Teaching Portfolio *(see Department guidelines in the Documents folder)*
- Five (5) selected significant scholarly contributions
- Current CV with 5 publications bolded or highlighted
- Self-Assessment form - This is a summary of your accomplishments of teaching, research and administrative activities *for time in rank.*
  - Prior self-reviews and Self-Assessment form are available in the Documents folder

- Chief review uploaded materials
- Chief to Chair recommendation letter to Faculty Affairs

JULY/AUGUST - Department Appointments and Promotions (A&P) Committee – Step 2
- Chair review of materials in Step 1
- Chair request for department A&P committee review and recommendation
- Committee recommendation to Chair and Chief

AUGUST – Referee list and Promotion materials – Step 3
Upon notification of A&P Committee recommendation to proceed:
- External and Internal referee contact list (approved by Chief)
  - Include name, title, institution, academic address & phone, email address
  - Minimum of six letters required; 1) at least three must come from outside the UW from senior faculty at institutions comparable to ours, and of the three external referees at least two must not be present or past colleagues, teachers, students, friends, mentors or collaborators (worked with or co-authored papers), 2) at least three must come from within UW with one from within the department (excluding chief)

AUGUST/SEPTEMBER – External & Internal recommendation letters – Step 4
- Faculty Affairs will send Chair letter request for referee recommendation letters to be returned within 4 weeks. Referees receive copies of Department A&P criteria, faculty CV, teaching portfolio, and five (5) selected publications.

OCTOBER - Finalize promotion package - Step 5
- Follow-up on any pending items
- Faculty vote
- Chair review of final package

NOVEMBER 1st – Promotion Package Submission to Dean

DEPARTMENT OF SURGERY
EDUCATION-FOCUSED TEACHING PORTFOLIO TEMPLATE

Promotion in the Department of Surgery at the University of Washington is contingent upon demonstration of excellence in the three academic spheres: clinical work, research and education with demonstration of primary focus in 2 of 3 areas. This document provides a template with which to organize and synthesize your educational activities for presentation to the Department's Advancements and Promotions Committee *when education is a primary focus area*.

Guidelines:
It is best to start early in your faculty tenure with the assembly of documentation for your teaching portfolio and add to it as you go. The portfolio itself should be a distillation of your teaching activities that enable you to paint an accurate picture of your educational efforts, and of your educational style and philosophy.

Please do not include:
- any actual teaching materials (presentations, handouts, etc.) in this teaching portfolio.
- educational information from your previous promotion (if applicable). Rather, this portfolio should illustrate your educational activities since your last promotion.

It is important to know that not every blank in this template needs to be filled. One does not need to have activity in every section to have a robust teaching portfolio that demonstrates excellence with a primary focus in education.

In the past, many faculty members organized their teaching portfolio in a loose-leaf binder however, is more practical for the faculty member and the A&P committee members if the portfolio is organized as a PDF or MS Word file.

Portfolio Sections:
Section 1: Personal Information
- Name and contact information
- Current position held (academic rank)
- Subject area, specialties
- Institutional affiliation
- Time course (years) of activities included

Section 2: Teaching Philosophy

This should be one short paragraph detailing your approach to teaching and learning. This should also include your educational goals as they pertain to your current practice.

Section 3: Teaching Activities and Your Role as an Educator

Supporting materials (invitations, teaching materials, etc.) are not to be included here but may be organized and included as Appendices to the teaching portfolio. There are four sub-categories to address in this section:

A. **Supervision of Clinical Activities of Students/Residents/Fellows:** List by level (fellows, residents, medical students and other students, such as allied health professionals).

B. **Didactic teaching:** This information includes: lectures, small group teaching, Problem Based Learning, grand rounds, laboratory and research based teaching, supervision of clinical activities of students/residents/fellows, etc.

C. **Simulation lab teaching:** Describe evidence of regular participation in organized simulation labs or other ad hoc simulation teaching.

D. **Curriculum Development:** Describe innovative educational activities you created, implemented or modified. Examples include: courses, clerkships, faculty development, lab manuals, web-based materials, clinical cases, rotation Goals & Objectives, MedEdPortal publications, a description of courses and/or curricula developed specifically for use in simulation etc.

E. **Educational Scholarship:** Document scholarly materials you produced and published in order to disseminate your medical education experience and expertise. This includes peer reviewed research publications in education, podium presentations, educational materials developed (course syllabi, videos, etc.) and review articles in scholarly journals.

Section 4: Mentoring
In this section, provide a list of mentees, and their level of education/training (e.g. undergraduate shadowing, medical students, residents and fellows, preceptorships, etc). You should also include a description of the mentoring activities and the duration over which this mentoring took place.

Section 5: Participation in Department of Surgery Activities Related to the Educational Program
This section includes documentation of your attendance and participation in important events such as: Applicant Interviews, Mock Oral Exams, Departmental Symposia such as Harkins/Schilling/Buehler/Annual Education Seminar/ etc.

Appendix

- Curricula and Teaching
- Evaluations
  - med students
  - Residents
  - Peer
  - Patient Feedback
  - CME courses/symposia
- Regional and National Recognition
- Service to the University

- Publications
- Letters of funding awards

Leverage your resources

- Learn about your institutional and professional society resources
- Apply for career development grants

https://www.washington.edu/research/osp/

Office of Sponsored Programs

osp@uw.edu   206.543.4043

Self Awareness

Articulate YOUR Values

What makes YOU happy?

What does success mean to YOU?
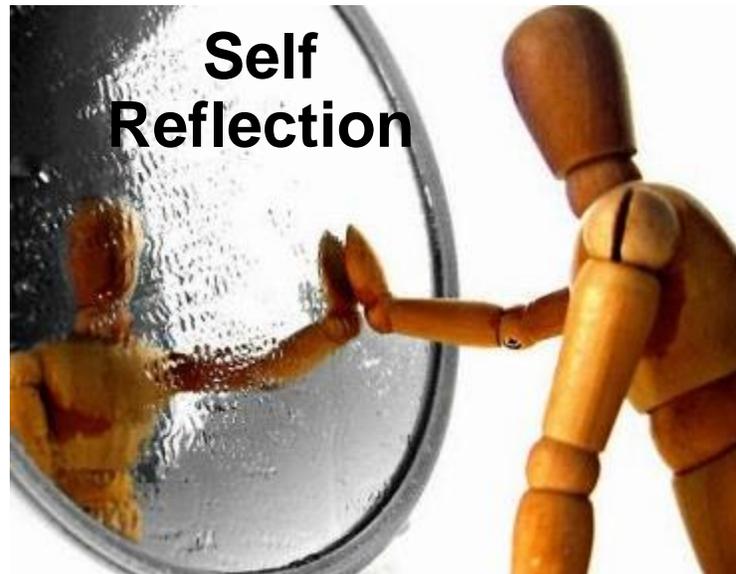
The conscious knowledge of your own character, abilities, motives and desires

Self Awareness

| Passion | Articulate YOUR Values | Authentic Self |

← Passion ← Articulate YOUR Values → Authentic Self →

Passion

What makes YOU happy?

What does success mean to YOU?

Understand your Personality

Understand your Leadership style

Authentic Self

Move away from actions/choices that are in malalignment (Identity Interference and burn out)

Self Regulation
Get rid of maladaptive discourses

Identify your blind spots = awareness of others

Identity Interference
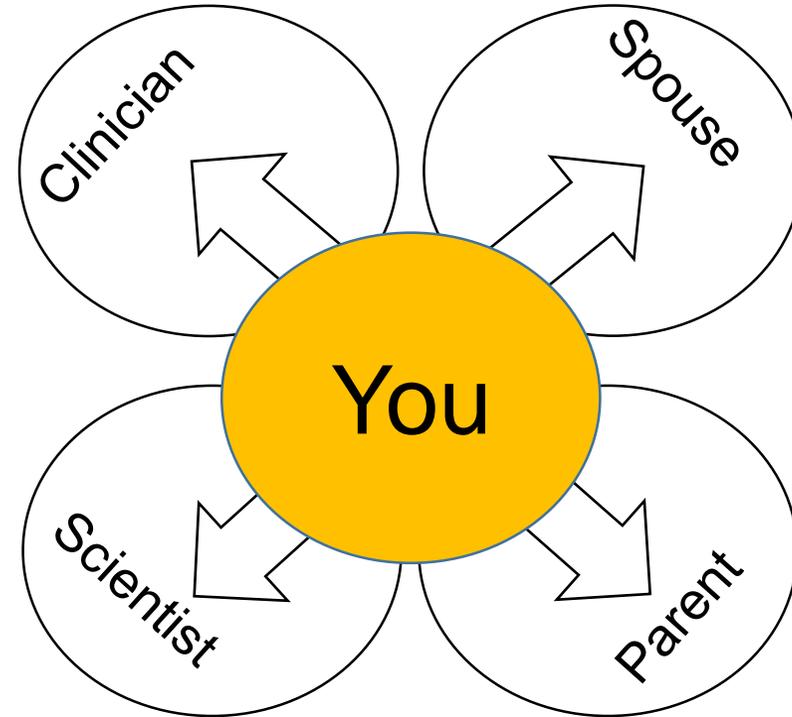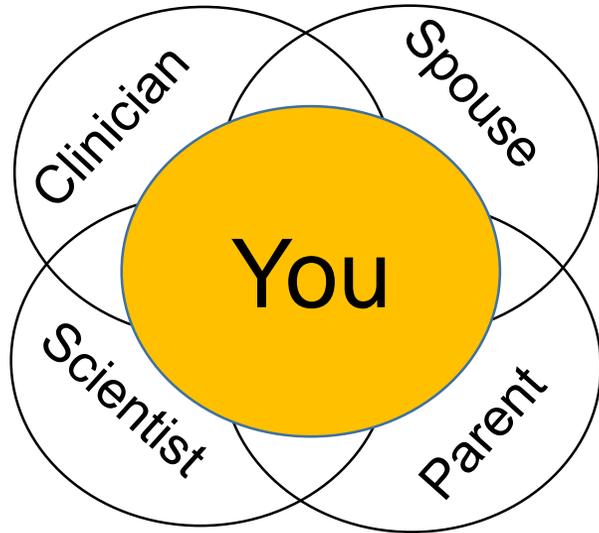
Move away from actions/choices that are in malalignment

Karasek Demand-Control Model

- Expressing confidence in one's ideas
- Taking action to accomplish goals
- Taking risks

Burn Out
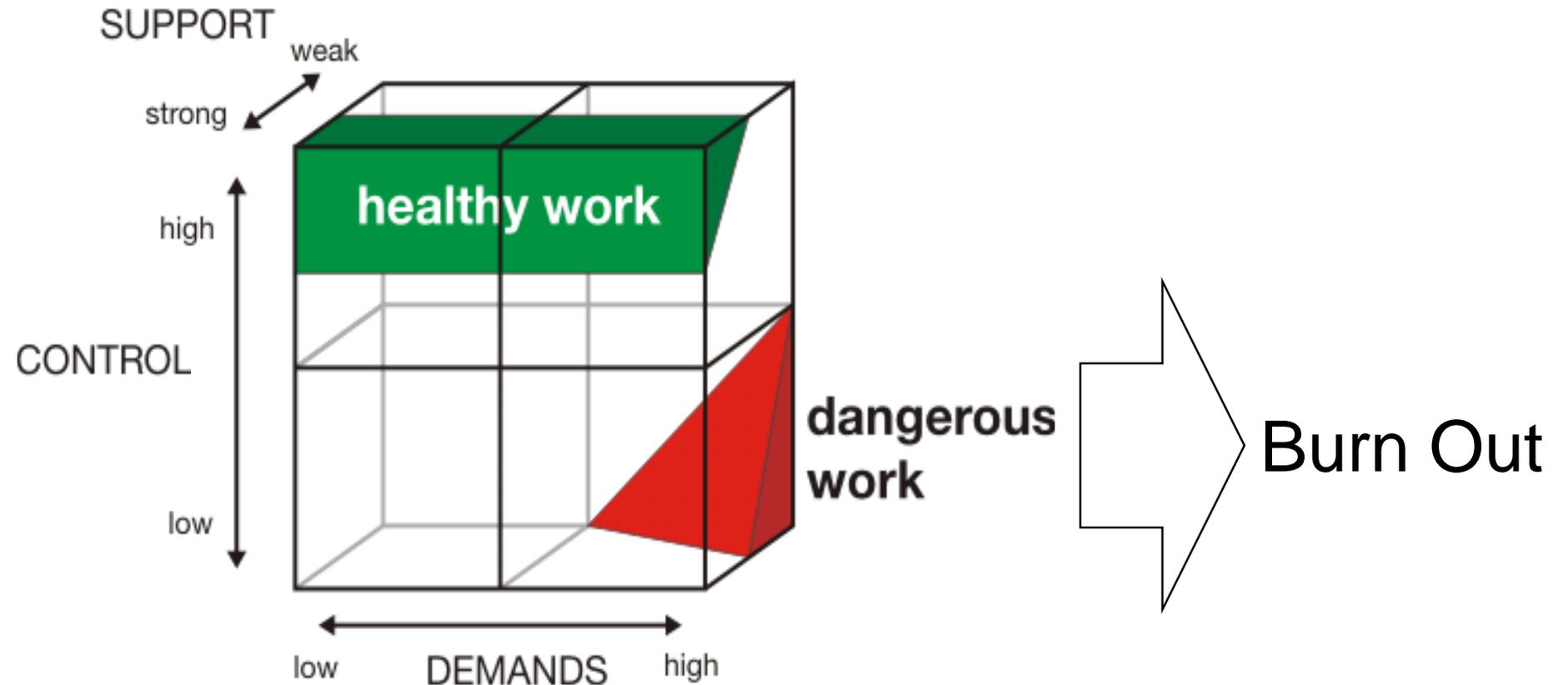
Work-life Integration

There's no such thing as work-life balance. There are work-life choices, and you make them, and they have consequences.

Jack Welch

Myers–Briggs Type Indicator

Sensing vs. Intuition (S vs. N):
How a person takes in information

Extraversion vs. Introversion (E vs. I):
How a person gets energized

Thinking vs. Feeling (T vs. F):
The means a person uses to make decisions

Judging vs. Perceiving (J vs. P):
The speed with which a person makes decisions

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, reserved...

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is beautiful and pr...

INFP
...dreams ...sibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic... solver...

ESFP
...atic, ...aneous, ...xible. Have ...g common sense, ...oy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

Fallacy: Everyone is like me

	1	2	3	4	5	6	7	8	9	10
	2.5%	4.5%	9%	15%	19%	19%	15%	9%	4.5%	2.5%

16%   **68%**   **16%**
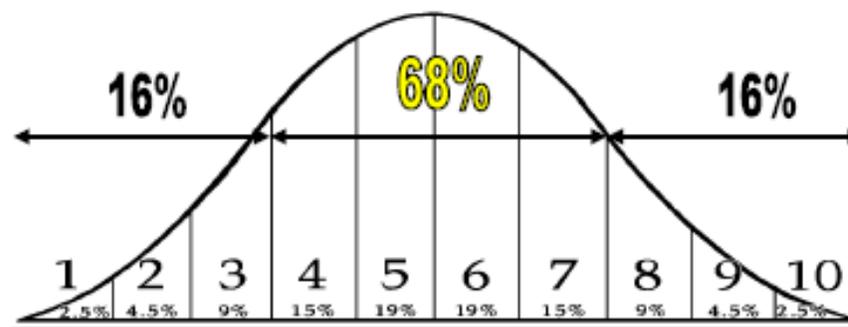
	1	2	3	4	5	6	7	8	9	10
Learning Index	1	2	3	4	5	6	7	8	9	10
Verbal Skill	1	2	3	4	5	6	7	8	9	10

LOW   **HIGH**

Verbal Skill

This is a measure of verbal skill through vocabulary.

High Verbal Skill is often associated with confidence in vocabulary. However, the individual may occasionally "talk over the heads" of others.

Lower scorers do not demonstrate a strong command of vocabulary and may tend to utilize vague or inaccurate expressions when they communicate. Such an individual might not ask for clarification when information is not understood.

Can be slow and deliberate in communicating ideas

Most communications are concrete and straightforward

Capable of precise communication, even under strict time constraints

Competent understanding of written and verbal information

People who speak slower are seen as higher in power. (Gruenfeld, 2010).

	1	2	3	4	5	6	7	8	9	10
Decisiveness	1	2	3	4	5	6	7	8	9	10
Accommodating	1	2	3	4	5	6	7	8	9	10
Independence	1	2	3	4	5	6	7	8	9	10
Objective Judgment	1	2	3	4	5	6	7	8	9	10

Behavioral Traits

Create a Strategic Plan/Individual Development Plan (IDP)

GOAL

Identify Gaps

How do you fit in with surrounding expectations? Awareness of culture

- Career goals - short-term and long-term goals with estimated and actual completion dates

- Career development needs and objectives

- Training and development opportunities

Keep your eye on the big picture and reassess every 6 months …..

Life changes every six months

Alec Clowes

Internalizing a sense of oneself as a leader is an iterative process

I can't go back to yesterday because I was a different person then.

-Lewis Carroll, Alice in Wonderland

www.thefairytaletraveler.com

- Self advocacy
- Managing up, down, and across
- Mentors & Sponsors
- Communication

Influence

Awareness of self and others (Mindfulness)

Cultural Norms   Communication

Mentors & Sponsors

Self Advocate and Inspire others!

Managing up, down, and across (Compassionate Leadership)

We get the most out of other people when we believe in them

- We treat them better than people we think will fail
- More
  - opportunities to succeed
  - accurate helpful feedback
  - teaching (time well spent)

Become your own best advocate

- People who believe in themselves use more metacognitive functions than those who don't

- Update your CV
  - A physical representation of what you have accomplished
  - know what you bring to the table
  - *Imposter Syndrome*

- Seek Opportunity: *Chance favors the prepared mind, so does opportunity*

- Celebrate small victories (mindfulness and deliberately living one's life)
- Practice self compassion and self care

What is personal branding?

- The summary of you that immediately comes to mind
- The intellectual, emotional, and visual impression people have when they think of you
- Your brand is your reputation
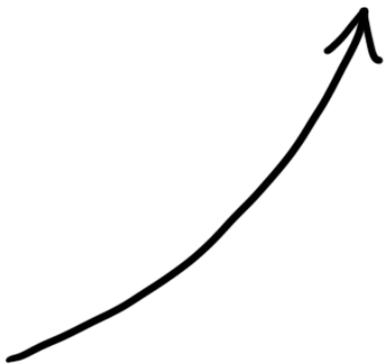
What people think success looks like
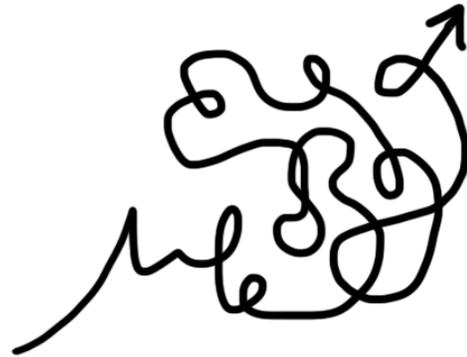
What success looks like

BRAND

YOU

Your Image
Your Mission
Your Values
Your Vision

Why personal branding?

- Spotlights distinctive strengths and capabilities
- Inspires champions and influencers
- Extends visibility
- Enhances personal and professional satisfaction

IMPOSTOR SYNDROME

Also known as impostor phenomenon or fraud syndrome.

Impostor Syndrome:

High—achieving individuals are marked by an inability to internalize their accomplishments and a persistent fear of being exposed as a "fraud"...sound familiar?

Those with Impostor Syndrome are often **HIGHER ACHIEVERS** in their fields or peer groups.

Impostor Syndrome affects **WOMEN** more predominantly than men

FEAR OF FAILURE & crippling Perfectionism are common in those suffering with Impostor Syndrome.

https://persuasion-nation.com/how-to-overcome-imposter-syndrome-as-an-online-entrepreneur/

Imposter Syndrome

What I know

What I think others know

Reality

What I know

What others know

"It's perfectly okay to occasionally feel like a fraud when it comes to your career. I'm just not sure you need to say that on your resume."

The Art of Self Promotion

- To brag is to talk about your best self with pride and passion in a conversational manner = sharing accomplishments

Tips
- Imagine yourself in the Third Person
- Have someone brag for you
- Highlight your team's achievements

- Be aware of gender differences/biases

BRAG!
THE ART OF
TOOTING YOUR
OWN HORN WITHOUT
BLOWING
IT

PEGGY KLAUS
FORTUNE 500 COMMUNICATION COACH

"Start bragging...if you don't speak up for yourself, who will?"
—FINANCIAL TIMES

THIS IS DR. ADAMS. SHE'S A SOCIAL PSYCHOLOGIST AND THE WORLD'S TOP EXPERT ON IMPOSTOR SYNDROME.

HAHA, DON'T BE SILLY! THERE ARE LOTS OF SCHOLARS WHO HAVE MADE MORE SIGNIFICANT...

...OH MY GOD.
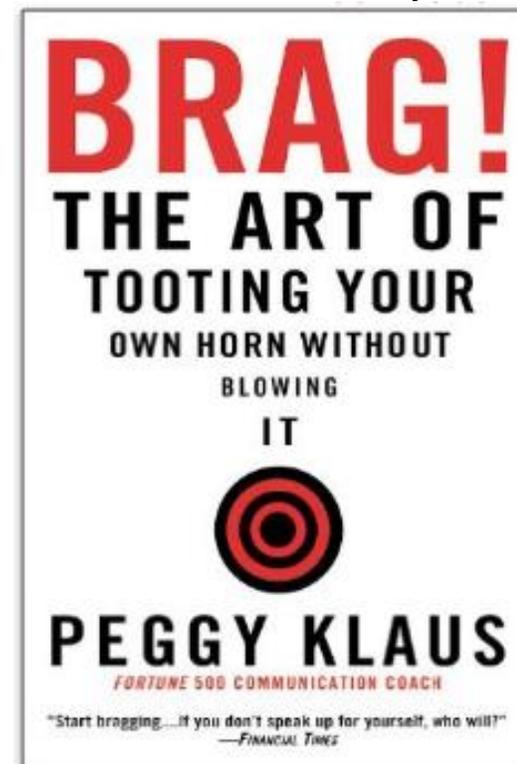
Men set their own cites high: Gender and self-citation across fields and over time

Molly M. King, Carl T. Bergstrom, Shelley J. Correll, Jennifer Jacquet, Jevin D. West

(Submitted on 30 Jun 2016)

Mean self–citations per authorship
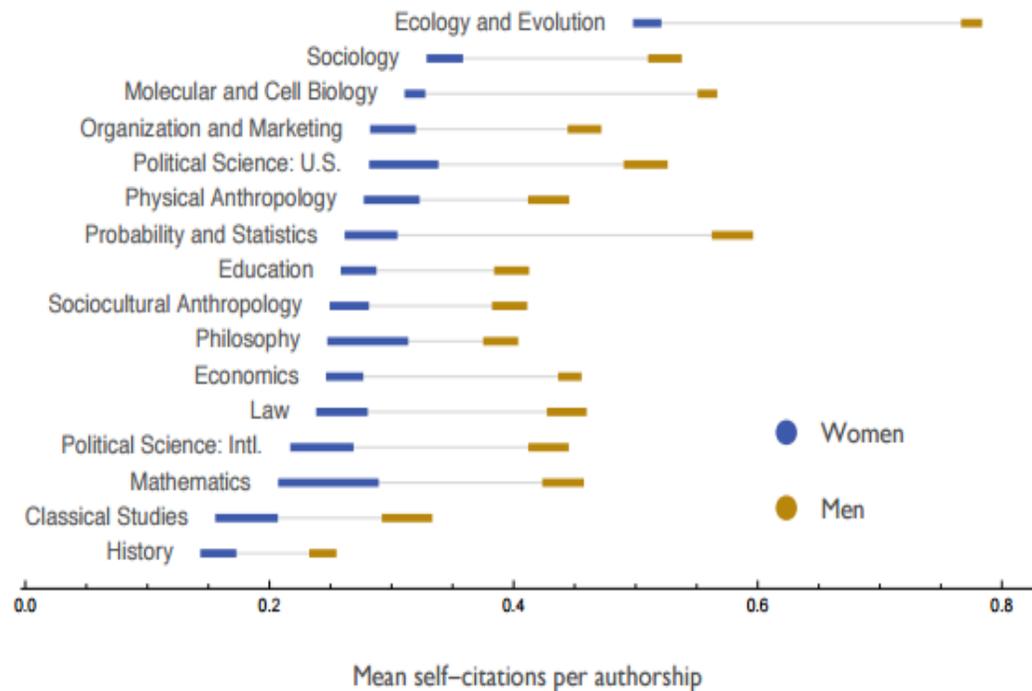
In the last two decades men self-cite 70% more than women

"Gendered perceptions of self-promotion likely influence perceptions of self-citation, which could be viewed as a form of self-promotion in the academic workplace"

https://arxiv.org/abs/1607.00376

The Art of Self Promotion: Gender Differences

Men

- *Brag three times as much*
- *"I excelled on the course"*

Women

- Don't want to appear to be talking about themselves "female modesty"
- Add negative elements achievements
- *"I struggled earlier in the course, because the material was very difficult, but I did much better toward the end"*

Men and women are equally negative toward women who self promote or negotiate (backlash effect due to status incongruity)

Bowles et al, Organizational Behavior and Human Decision Processes 103 (2007) 84–103
Moss-Racusin et al, Psychology of Women Quarterly, 2010: 34: 186–202

Preparing for a Career in Research

- What type of research do you want to do?
- Articulate your goals from your research time

- Diversify your research portfolio
- Be mindful of your research arc (what is your strategy?)

- Stretch beyond your comfort
- Collaborate with others who think differently from you

- Focus on the fundamental scientific training
  - Methods are constantly evolving
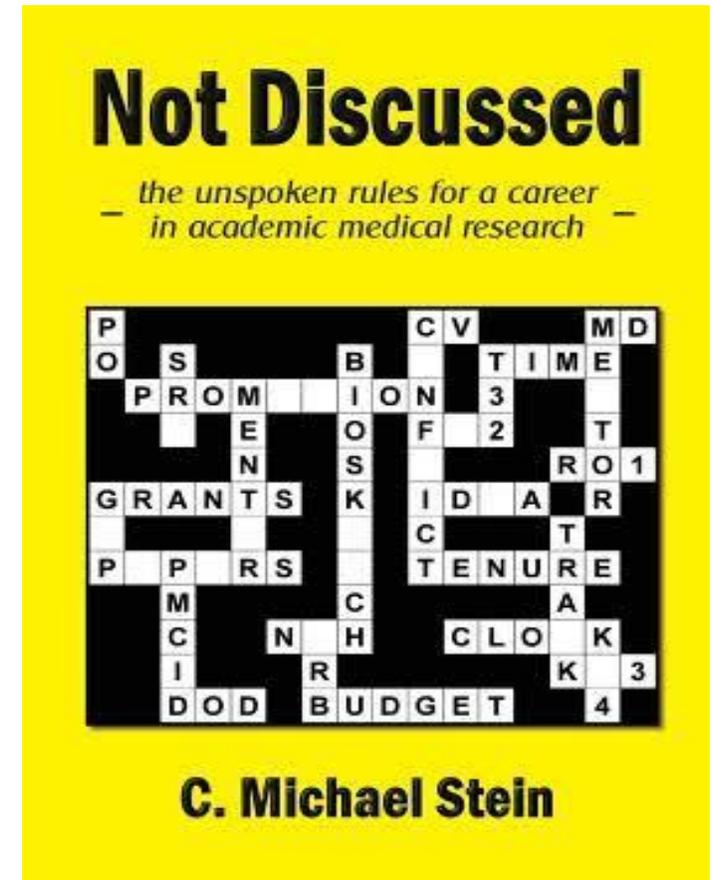
Mentors

- Increase mentees' sense of competence and self-worth
- Networking/connections
- Resources (databases, lab support, $$)
- Needs Assessment and strategic planning

Good reasons for choosing a mentor	
Success	Dr. X published 50 papers, has 2 RO1's and mentored…
Time	Dr. X makes time for trainees…
Expertise	Dr. X is internationally recognized in my research area…
Resources	Dr. X has the funding, equipment, and technicians I need
Character	Dr. X is enthusiastic, supportive, fair and I like…
Clout	Dr. X has influence in my institution and nationally…

- Know what you need and ask for what you need
- Make it easy for them to help you
- None are perfect, choose the right fit

Mentors and Sponsors are Different

Mentors

- Provide emotional support, feedback on how to improve
- Help navigate institutional politics
- Focus on personal and professional development

Sponsors

- Give protégés exposure to others who may help their careers and protect them from negative publicity
- Make sure they are considered for promising opportunities, challenging assignments, and promotions

Mentors and Sponsors are Different

Mentors

Sponsors

Managing up, down, and across: Relationship Centered Leadership

Compassion

- Treating people as *they* like to be treated
- Celebrate success
- Face-to-face meetings
- Express gratitude
- Be a responsive communicator
- Problems and solutions

Mutual respect

- Ask thoughtful questions
- Modes of communication
- Mix of social and professional interactions (Departmental Events)

Conflict management skills – put yourself in the other person's shoes

The State of Women in Academic Medicine

1977
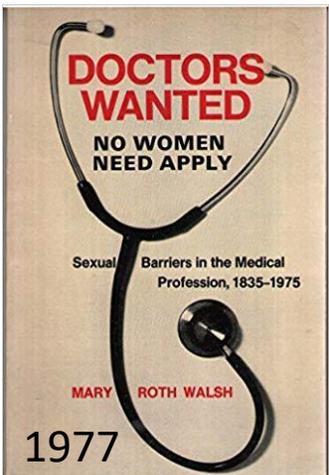
"Academic medicine boasts a wealth of accomplished female physicians, scientists, and educators, but they are hitting the glass ceiling when they try to advance to full professors, department chairs, deans, and hospital chiefs"

Darrell G. Kirch, MD, AAMC President and CEO, May 2019

https://news.aamc.org/diversity/article/advancing-women-academic-medicine-progress/

Female faculty receive Lower evaluations

Compassionate/sensitive vs. fast learner

Female residents start out with better performance than men but that declines over training

Grand Round Presentations: ♀ likely to present

@drnikkistamp

46% Applicants

47% Matriculants

46% Residents

38% Faculty

21% Full Professor

16% Deans
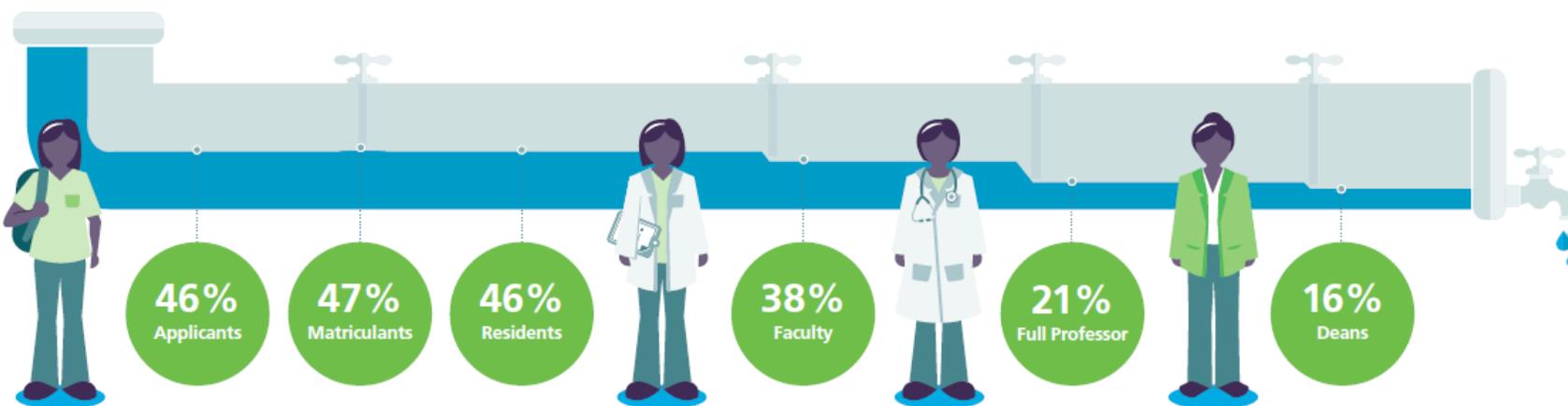
AAMC Association of American Medical Colleges

2013-2014

Career Barrier Inventory
Lack of Role Models (UW Dept of Surgery Experience)

Professor (n=31, 13% W)
- Women: 25%
- Men: 4%

Associate (N=21, 33% W)
- Women: 43%
- Men: 29%

Acting/Assistant (N=21, 67% W)
- Women: 43%
- Men: 14%

0%   10%   20%   30%   40%   50%
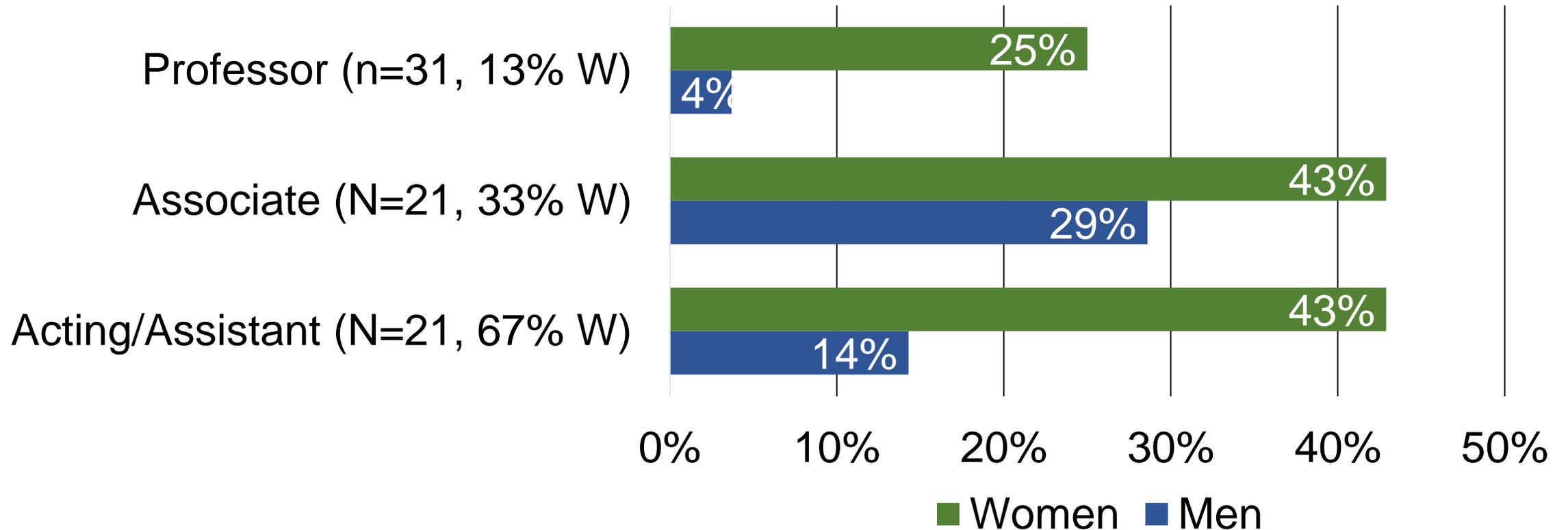
■ Women ■ Men

Lack of role models or mentors as a career barrier is higher among women than men at every faculty rank

Quality of mentorship matters

Harvard Business Review

Why Men Still Get More Promotions Than Women

by Herminia Ibarra, Nancy M. Carter, and Christine Silva

Women: mentoring relationships helped them understand themselves, their preferred styles of operating, and ways _they might need to change_ as they move up the leadership pipeline.

Men: mentoring relationships helped them _plan their moves_ and take charge in new roles

https://hbr.org/2010/09/why-men-still-get-more-promotions-than-women?referral=00134

Implicit Bias

- The "story we make up about people before we know who they are"- Verna Myers

- Everybody has it: Implicit Association Test
https://implicit.harvard.edu/implicit/

- **Microaggressions** (brief and commonplace daily verbal, behavioral, or environmental indignities, intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group)

AI programs exhibit racial and gender biases, research reveals

Machine learning algorithms are picking up deeply ingrained race and gender prejudices concealed within the patterns of language use, scientists say
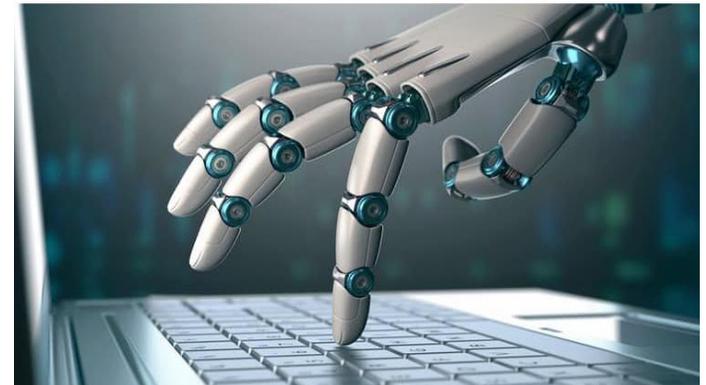
Hannah Devlin Science correspondent

13:00 CDT Thursday, 13 April 2017
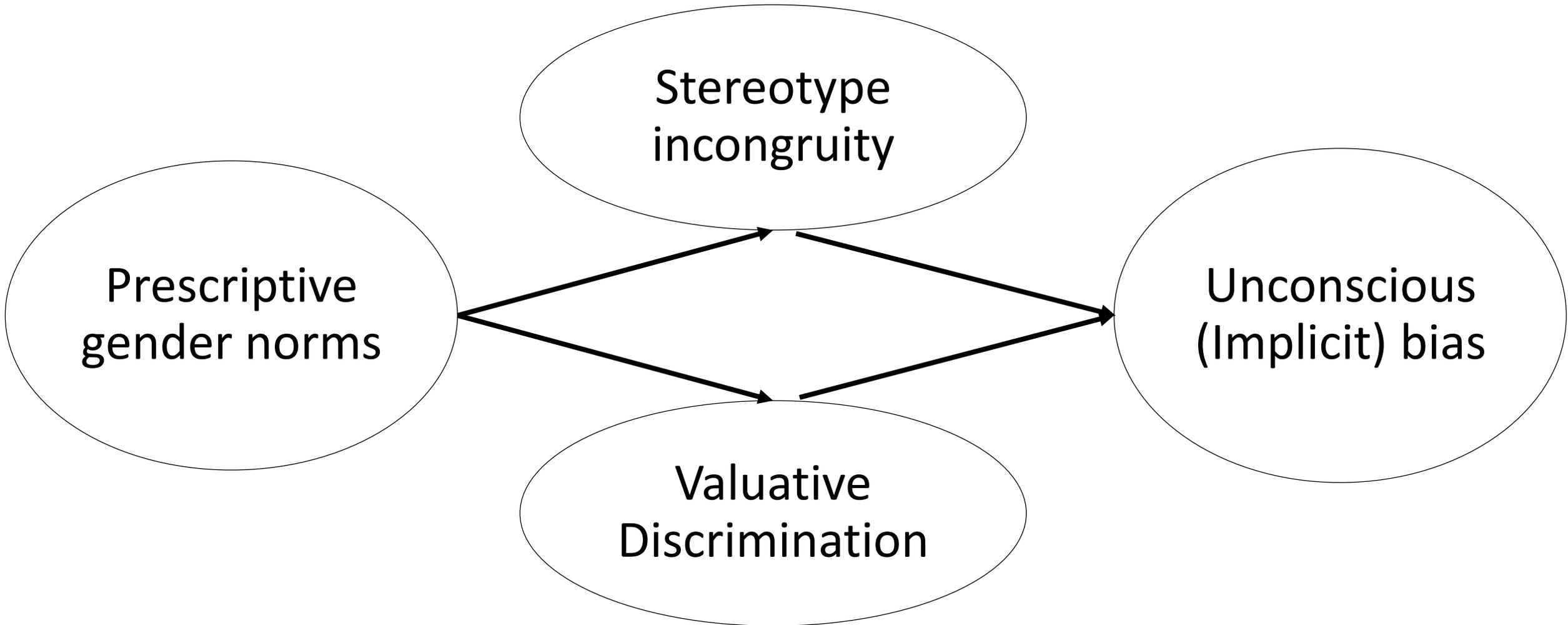
Stereotype incongruity and the backlash effect
The Competence/likability tradeoff

- The assertive, authoritative, dominant behaviors associated with leadership are deemed less attractive in women

- Backlash is a reaction to a perceived "violation" of expected social norms

The subtle suspension of backlash: A meta-analysis of penalties for women's implicit and explicit dominance behavior.

Williams MJ[1], Tiedens LZ[2].

- Explicit dominance hurts a woman's likability but not perceived competence
- Interpersonal evaluations obstruct women leaders

Valuative Discrimination:
On individual level this is the "Matilda effect"

- Research done by women tends to be overlooked in favor of that of men

- Men and women evaluate men more favorably than women, even with identical credentials

- Men are more likely to win scholarly awards regardless of the proportions of men and women in the nomination pool

first described by Matilda Joslyn Gage

Mary is a researcher. She has relevant ideas and has obtained promising results

but

It is Mark, a researcher in the same filed who is going to get the credit for Mary's work
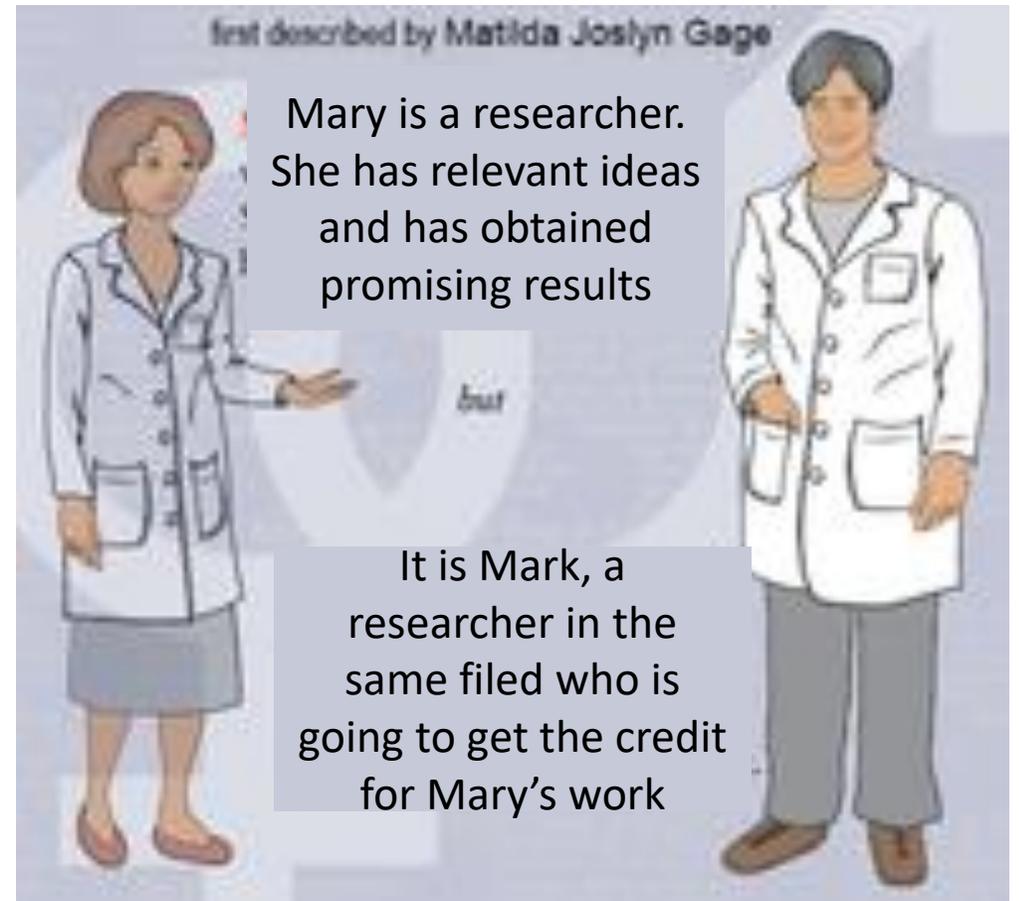
Rossiter MW, Soc Stud Sci, 1993; 23: 325–341
Lincoln et al, Soc Stud Sci. 2012 ; 42:307-20
Lundine J et al, The Lancet 2018; 391: 1754-1756

Stereotype incongruity and the backlash effect

Men and women are equally negative toward women who self promote or negotiate
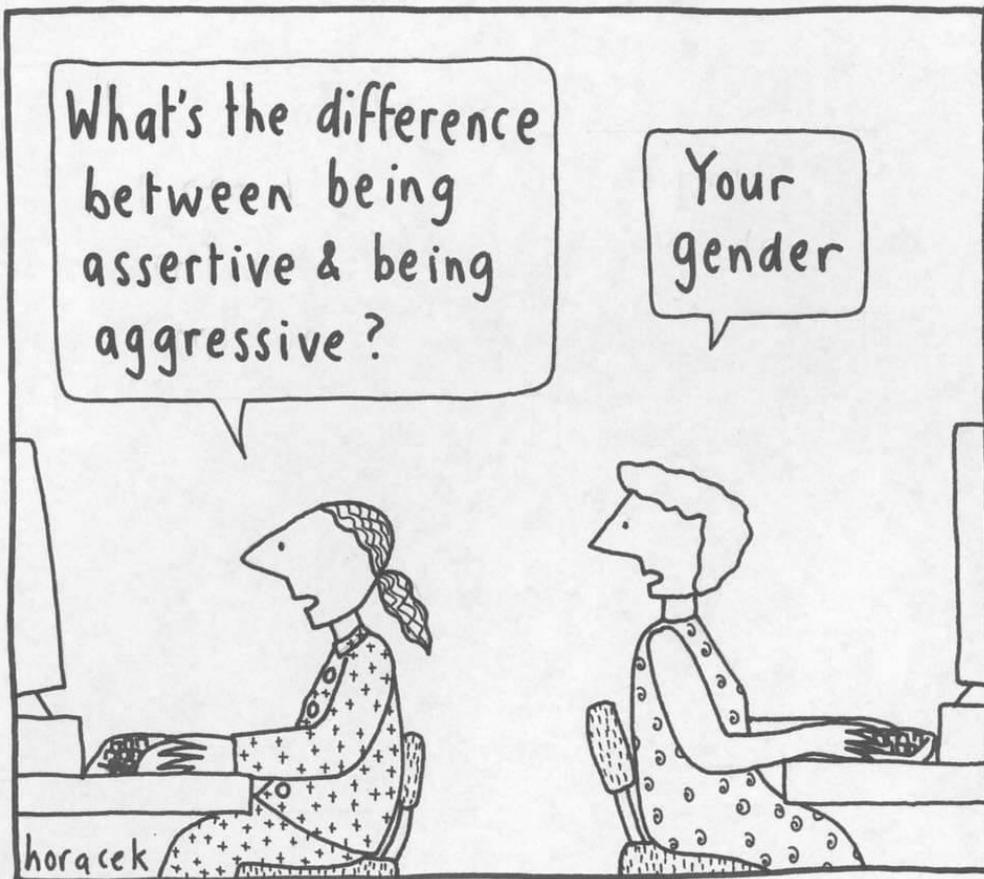
Women are less likely to get credit during group projects, especially when working alongside men.

When women try to claim the credit that is due to them, they are seen as "immodest" and less deserving of success than men who do the same.

Bowles et al, Organizational Behavior and Human Decision Processes, 2007 84–103
Moss-Racusin et al, Psychology of Women Quarterly, 2010: 34: 186–202

Intersectionality

- Systemic biases extend beyond select individual identities
- Oppressions are interlinked and cannot be solved alone
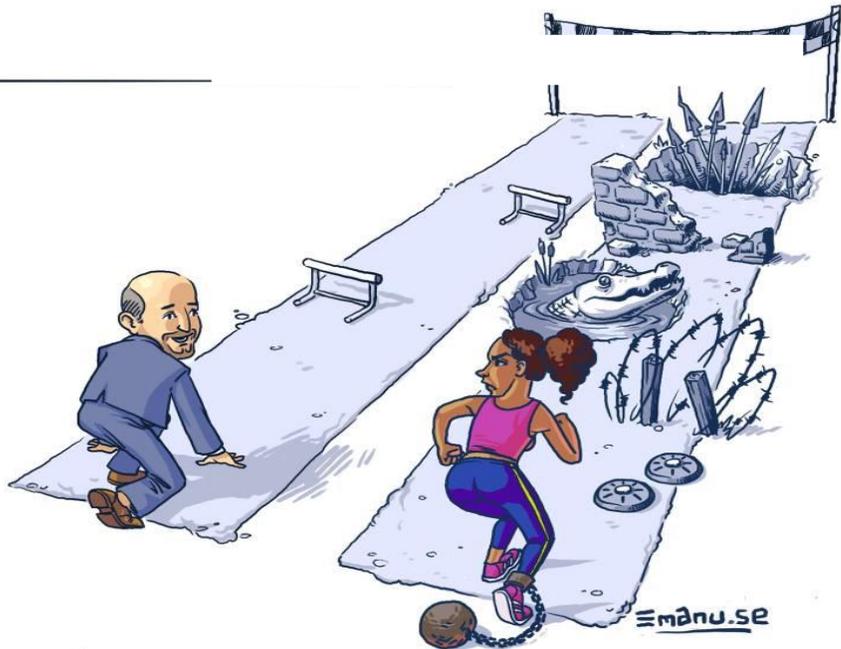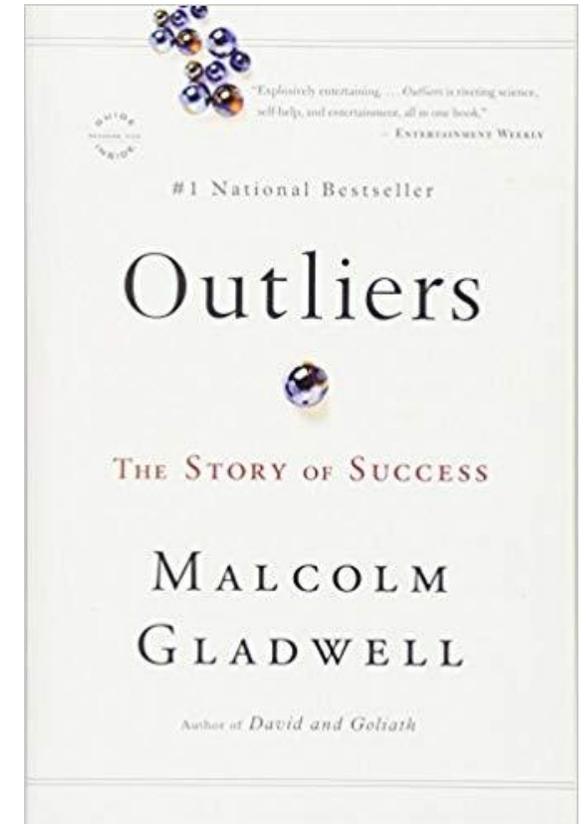
Managing Bias

- Recognize and mange your own biases: ask thoughtful questions and Listen – allow words to stand up to internal bias

- If you hear people stereotyping, bring it to their attention (they may not even realize they're doing it)

https://www.aamc.org/initiatives/diversity/322996/lablearningonunconsciousbias.html
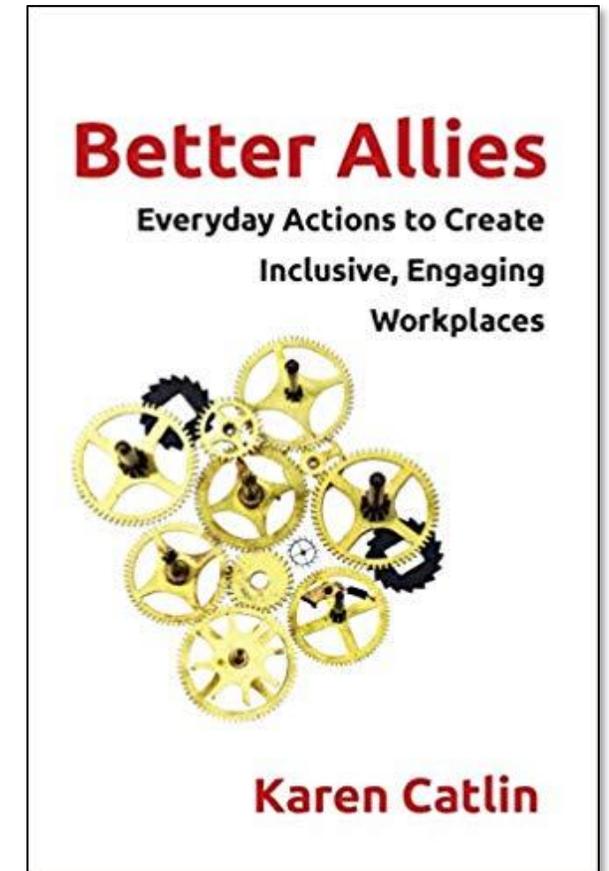
Communication

- People can't read your mind (or know what is in your heart)

- Negotiations

- Selling your ideas
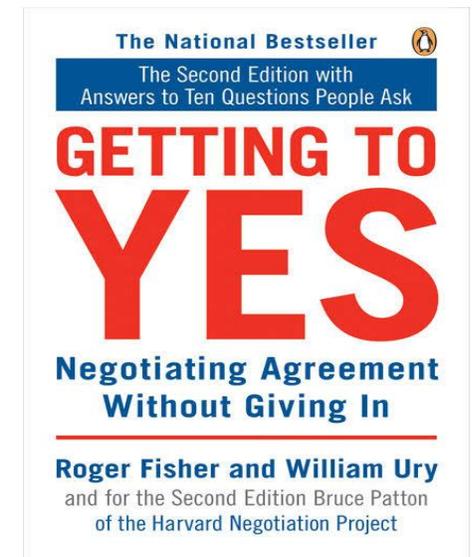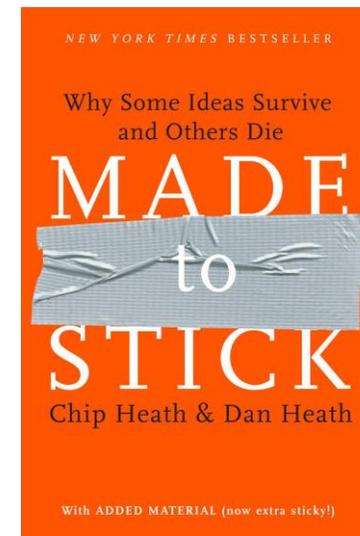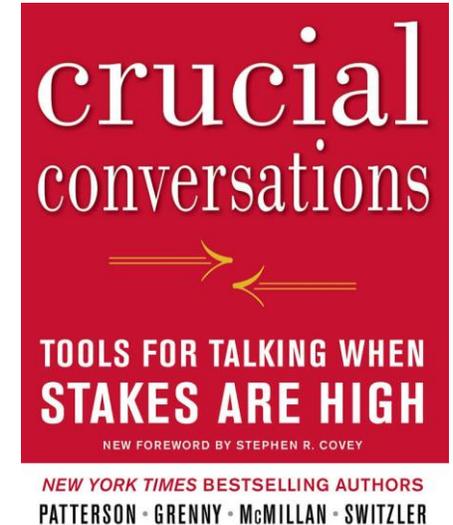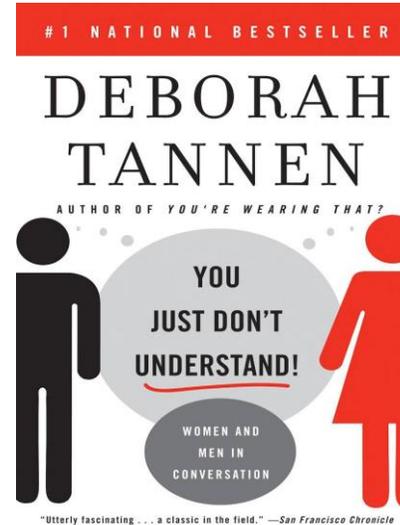
Managing Failure

- You will fail (shame, guilt, imposter syndrome)

- Control your narrative: Reevaluate your perspective
  of the situation

  - Is this a threat to something you value?

  - Is it a problem to be solved?
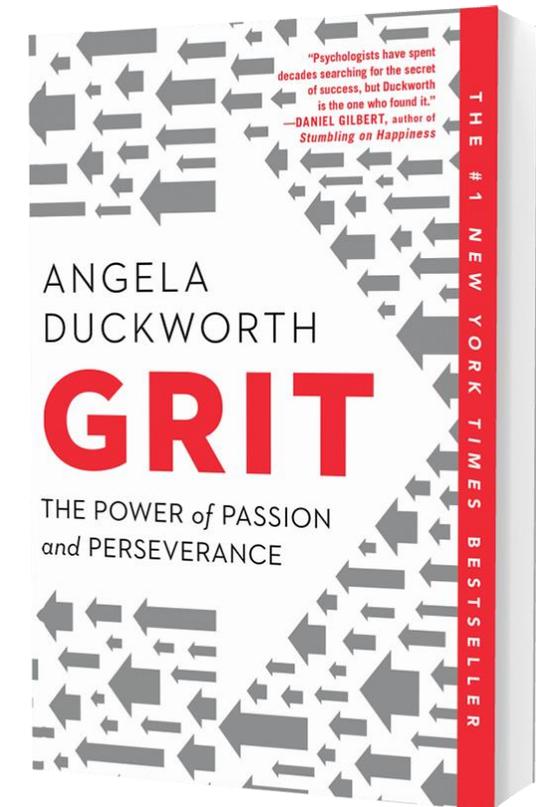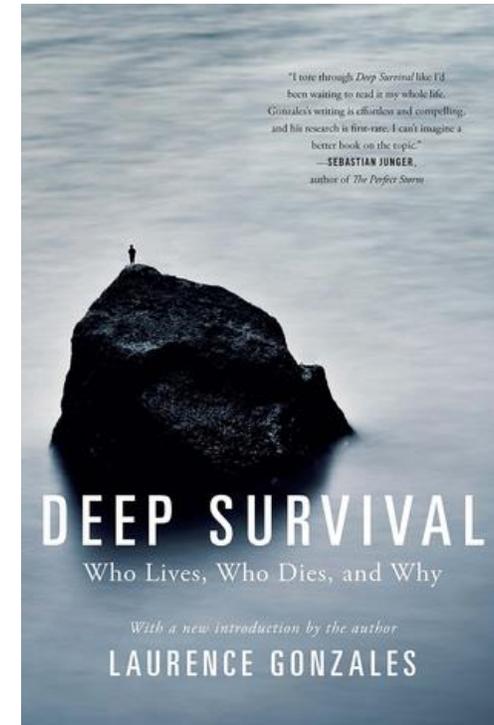
Making a 5 and 10 Year Plan

- Self Awareness and a Strategic Plan: Identify your true north

- Understand the institutional culture and promotion criteria

- Influence:
  - Personal branding: become your own best advocate
  - Be aware of your blind spots
  - Invest time in relationships and build a diverse network of allies (internal and external)

- Intentional presence
  - Executive presence (Gravitas, Communication, Appearance)
  - Leverage your opportunities (leadership positions and publishing are key to advancement)
  - Dealing with rejection, shame, and failure (Resiliency, Grit)

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