



JOHNS HOPKINS  
SCHOOL *of* MEDICINE

# THE EARLY CAREER COHORT LEADERSHIP PROGRAM

Office of Faculty - Women in Science and Medicine

## 2025 PROGRAM GUIDE

The Early Career Cohort Leadership Program supports the professional advancement of people who want to enhance their leadership skills and pursue higher levels of leadership.

## PROGRAM GOALS

1. Clarify personal missions for career advancement.
2. Equip participants with skills for professional advancement and leadership.
3. Prepare participants to create and seek leadership opportunities.
4. Build a supportive community of peers and increase retention at Johns Hopkins.
5. Promote and model gender equity.

## ELIGIBILITY

Women and allies of all genders are encouraged to apply. The program is designed for people who seek leadership at the faculty level or who currently serve in this capacity. Applicants should decide for themselves if they are “early career” and would benefit from participating. One common guide for demarcating the early career phase is being at the rank of assistant professor for less than five years.

Applicants 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.

Full-time and part-time Johns Hopkins University employees are eligible to participate.

# REQUIREMENTS

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

More people will apply to this program than we can admit. Please be respectful of the opportunity to participate. Attendance will be monitored, and participants must commit to attending at least eight seminars.

# FINANCIAL OBLIGATIONS TO THE DEPARTMENT

Attendance is required for seminars with asterisks. If the seminar is scheduled to be in-person, only in-person attendance is available. These seminars are paid by staff development tuition remission and we must use this benefit responsibly. Johns Hopkins University requires that we charge an absence fee and follow a strict cancellation policy. If you do not attend the required seminars, your department will be charged a fee. The absence fees for the academic year 2023-2024 were \$400 for a 2-hour seminar and \$600 for a 3-hour seminar. We expect absence and late cancellation fees for the 2025 Early Career Cohort Leadership program to increase.

Rare exceptions can be made for excused absences, such as unexpected hospitalizations, personal injury or accidents, and serious illness. Conflicts in work and other schedules, including travel problems, will not qualify for waivers. Written documentation is required for all instances. Notice of cancellation is required at least 7 full days before the seminar.

There are no financial obligations for seminars without asterisks.

# Program Schedule

08

JAN

## BUILDING RESILIENCE FOR SUCCESSFUL ACADEMIC CAREERS

10 A.M. - NOON (VIRTUAL)

with Jennifer Lee, Senior Associate Dean for Women in Science and Medicine

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 can help you be more productive in every role and build more positive relationships across your work group. This seminar 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.

22

JAN

## UNDERSTANDING YOURSELF AND OTHERS: THE MYERS-BRIGGS TYPE INDICATOR

10 A.M. - NOON (IN-PERSON)

with Kimberly Skarupski, 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 seminar.

Location: Welch Medical Library, West Reading Room. 1900 E. Monument Street, Baltimore, MD 21205

05

FEB

## ALIGNING YOUR CORE VALUES WITH LEADERSHIP IDENTITY AND PURPOSE

10 A.M. - NOON (VIRTUAL)

with Rachel Levine, 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 seminar will help you consider your personal leadership goals and strategies to achieve them. Gender stereotypes and bias in leadership will also be discussed.

19

FEB

## \*\*WOMEN LEADING IN HIGHER EDUCATION: NAVIGATING THE INTERSECTION OF IDENTITIES

10 A.M. - NOON (VIRTUAL)

with Sharon Fries-Britt, Distinguished University Professor, University of Maryland

Increasing diversity offers opportunities to learn effective strategies for research, teaching, mentoring, and working collaboratively as a community. This session will examine the importance of intersectionality on gender identity and how the saliency of identities such as race, religion, culture, physical abilities, work, and education shape the lived experience and capacity of leaders and employees to engage effectively in diverse working contexts. Culture change requires a commitment to shared leadership practices and collaboration to identify problems and solutions.

**\*\*Attendance required**

# Program Schedule

**05**  
MAR

## BUILDING YOUR PERSON WORK/LIFE MISSION AND SAYING NO

10 A.M. - NOON (VIRTUAL)

with Jennifer Haythornthwaite, Professor and 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” to other opportunities.

**09**  
APR

## BEST PRACTICES FOR MENTORS AND MENTEES

10 A.M. - NOON (VIRTUAL)

with Jennifer Haythornthwaite, Professor and Mentoring Consultant for the Vice Deans

Most academicians are both mentees and mentors. This seminar 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.

**23**  
APR

## \*\* NEGOTIATION

9 A.M. - NOON (IN-PERSON)

with Stacey B. Lee, 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 seminar, 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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**\*\* Attendance required**

# Program Schedule

**07**  
MAY

## **\*\* GRACEFUL SELF-PROMOTION**

**10 A.M. - NOON (VIRTUAL)**

with Harriet Hopf, Professor, University of Utah

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

**\*\*Attendance required**

**20**  
MAY

## **\*\* UNCERTAINTY MITIGATION TECHNIQUES**

**9 A.M. - NOON (IN-PERSON)**

with Sam Yanofsky, Professor, University of Southern California

Having to deal with uncertainty in the work place is a recognized stressor that reduces productivity, well-being, retention, and recruitment. Uncertainty can stem from a wide range of sources, including financial changes, new personnel on a team or in leadership, changes in work expectations, and awaiting approval for a project. Being exposed to various degrees of uncertainty can trigger burn out and differing degrees of anxiety. This can lead to poor communication and dysfunctional teams.

The framework of uncertainty management theory encompasses neuroscience, cognitive biases, and wellness. This seminar will assist participants in developing resilience and greater tolerance to uncertainty through a series of large group and small group activities. A self-assessment tool, psychometric inventory, and skill building activities will support individuals in creating personal strategies to handle uncertainty more constructively.

Location: Welch Medical Library, West Reading Room. 1900 E. Monument Street, Baltimore, MD 21205

Additional people who are not part of the Early Career Cohort Leadership Program may be invited to join this special event.

**\*\*Attendance required**

**21**  
MAY

## **\*\* BUILDING EFFECTIVE NETWORKS**

**10 A.M. - NOON (IN-PERSON)**

with Sam Yanofsky, Professor, University of Southern California

Professional networks are key to success and job satisfaction. Networking relationships affect personal development, career choice, well-being at work, and productivity. Moreover, not being included in influential networks is one of the most common barriers to career advancement and attaining leadership positions. This seminar will teach participants to critically evaluate the purpose and effectiveness of their current network, identify methods to enhance their network so its components match their goals, and develop a plan to form and maintain productive relationships within their network.

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**\*\*Attendance required**

# Program Schedule

04  
JUN

## CLOSING SEMINAR: LEADERSHIP PANEL

10 A.M. - NOON (IN-PERSON)

with Jennifer Lee, Senior Associate Dean for 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: Welch Medical Library, West Reading Room. 1900 E. Monument Street, Baltimore, MD 21205

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.

## Facilitators

Sharon Fries-Britt, PhD, is Distinguished University Professor in Higher Education, Student Affairs, and International Education Program at the University of Maryland. As a higher education scholar, she examines the experiences of high achieving Blacks, underrepresented students in STEM fields and issues of race, equity, and diversity. Dr. Fries-Britt has published widely within peer-reviewed journals and has served on multiple editorial boards. Her research has been funded and supported by the National Science Foundation, Bill & Melinda Gates Foundation, Lumina Foundation, and the National Society of Black Physicists.

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 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.

# Facilitators

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]).

Sam Yanofsky, MD, is a Professor of Clinical Anesthesiology and Medical Education at the Keck School of Medicine at the University of Southern California (USC), where he attends at the Children's Hospital Los Angeles in the Department of Anesthesiology and Critical Care Medicine. He is also the Vice Chair of Medical Education and Professional Development and has a Master of Science in Medical Education from the USC Rossier School of Education. As faculty in the Masters of Academic Medicine in the USC Keck School of Medicine program, he trains health care professionals in medical education with a focus on leadership and organizational change. Sam has developed and delivered many workshops and presentations on learning principles, teaching, evaluation, ACGME competencies, motivation, leadership, team development, and physician well-being. His research focuses on the assessment and evaluation of Graduate Medical Education.



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## QUESTIONS? CONTACT US!

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