



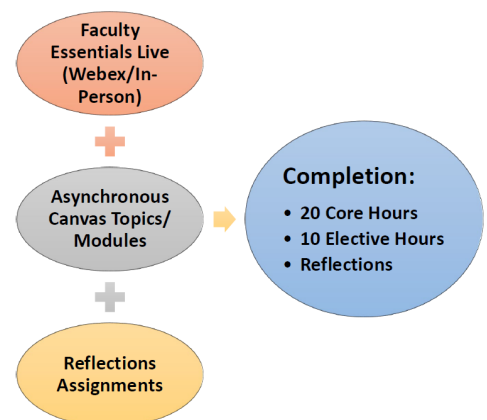
Institutional Faculty Development Program XXII

The Office of Faculty Development is excited to announce the launch of the Institutional Faculty Development Program (IFDP) XXIII.

The Institutional Faculty Development Program (IFDP) is a comprehensive course that extends over eight months. It is offered annually and accommodates faculty members from the Foster School of Medicine, Hunt School of Nursing, Francis Graduate School of Biomedical Sciences, Hunt School of Dental Medicine, and clinical faculty members of affiliated institutions and community faculty. The IFDP XXIII is designed to help junior and mid-level faculty members understand the full range of academic responsibilities, enhance their teaching and assessment skills, develop scholarship skills, understand the steps of academic advancement, and establish a network of colleagues.

The goal of the all-encompassing program is to enable faculty to improve their teaching and evaluation abilities, remain proficient in their field of expertise, progress in their profession,

find fulfillment in their work, conduct research and academic projects, cultivate leadership skills, and participate in public service related to their discipline. The IFDP XXIII is divided into four essential areas (Teaching, Research, Professionalism, and Leadership Development). The Office of Faculty Development strives to promote the growth of both the participants in the IFDP and the general faculty body of Texas Tech Health El Paso by providing weekly synchronous teleconferences and a few in-person sessions, complemented with online modules delivered via the Canvas learning management system (LMS).



Upcoming Workshops

Evidence-Based Medicine and Copyright Essentials

In this workshop, the learner will apply evidence-based resources and formulate questions using PICO and PEO frameworks. Distinguish between types of copyrighted materials and their permitted uses.

02/11 | noon - 1:00 p.m. | [Webex](#)

Nutrition for Health Care Professionals: Prioritizing Your Health in a Busy Lifestyle

In this workshop, the learner will be able to identify key nutrients (macronutrients and micronutrients) and their role in maintaining energy, mental clarity, and overall health for medical professionals. Recognize the impact of stress on eating habits and implement strategies for managing emotional eating and maintaining healthy dietary choices.

02/14 | noon - 1:00 p.m. | [Webex](#)

Identifying Predatory Journals in Healthcare Fields

In this workshop, the learner will be able to evaluate the quality of health sciences journals using metrics such as the Journal Impact Factor. Deduce whether or not a journal is predatory using multiple databases.

02/18 | noon - 1:00 p.m. | [Webex](#)

Research Portal: Your Gateway to Resources, Knowledge, and How To...

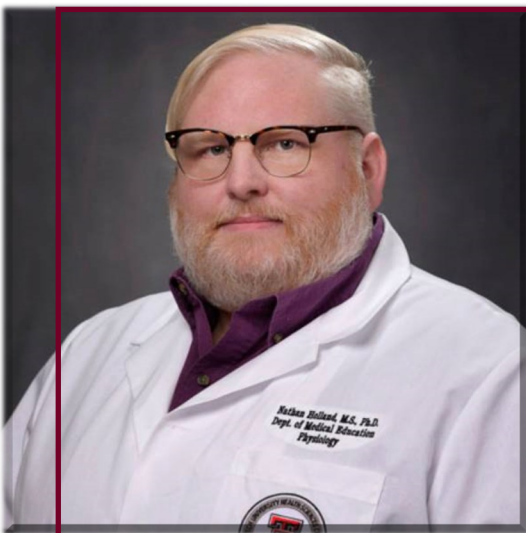
In this workshop, the learner will be able to navigate the key features and interface of the Office of Research portal/website efficiently. Utilize collaboration tools within the portal for individual/group research projects and identify potential mentors for research and scholarship.

02/21 | noon - 1:00 p.m. | [Webex](#)



FACULTY SPOTLIGHT

Assistant Professor
Department of Medical Education
Jessica A. Chacon, Ph.D.



Assistant Professor
Department of Medical Education
Nathan Holland, Ph.D.

“A to Z: A Journey of Health Careers for Me”

Congratulations to Dr. Jessica Chacon and Dr. Nathan Holland on their success in having their bilingual children's book accepted for publication!

In collaboration with faculty, medical students, and community health workers from El Paso and Lubbock, they created a bilingual children's book (English and Spanish) that promotes early childhood literacy. [*A to Z: A Journey of Health Careers for Me \(Med Stories: Little Explorers, Big Health Adventures\)*](#) introduces young readers to various healthcare professions through engaging illustrations and simple, bilingual descriptions. This collaborative effort encourages children to explore future careers in healthcare.

Dr. Chacon is a previous graduate of the Institutional Faculty Development Program XVIII and Leadership Development Academy II. Dr. Holland is a previous graduate of the Institutional Faculty Development Program XXI and Leadership Development Academy III.

FACULTY SPOTLIGHT

Celebrating Excellence: D.C. Ghislaine Mayer, Ph.D.



**Associate Professor
Immunology and Microbiology
Department of Medical Education**

Join us in celebrating Dr. Ghislaine Mayer's election as Research Collaborations Committee Chair-Elect of PLFSOM Women in Medicine and Science Organization (WIMS).

Dr. Mayer is an associate professor in the Department of Medical Education and received a Fulbright Specialist Award Program to teach Biotechnology at the University of Lomé, Togo.

Dr. Mayer is currently a participant in the Institutional Faculty Development Program XXIII.

Faculty Tips Corner

Leading with Emotional Intelligence

“Faculty members serve as leaders in many settings, such as the classroom, laboratory, and clinic. Whether you are leading a search committee, a research team, or a department, having the ability to correctly identify and understand your emotional reactions and the emotional reactions of the individuals that you are leading is a desirable trait. Emotional intelligence “...is the ability to have insight about yourself as well as others and the ability to manage your behavior and relationships.”¹ Effective leaders possess a high emotional intelligence.²

Many strong leaders also appreciate the fact that nonverbal communication is an important aspect of our daily life.³ Much of the information that leaders and non-leaders communicate to one another is done through emotions. In fact, the majority of interpersonal communication is via facial expression, the tone of your voice, and gesture.⁴ Therefore, the next time you give feedback to a colleague, mentee, or learner, ask yourself, are you scowling or is your voice indicating exasperation?

Cherniss and Roche have identified nine strategies linked to emotional intelligence competencies.⁴ Three of these are discussed below.

Monitor the emotional climate⁴

Cherniss and Roche discovered that outstanding leaders actively looked for signs of emotion among their employees in order to take action. Being a good listener and noting how long your employee or learner spends talking about a particular topic are techniques that will help you monitor the emotional climate of your team.

Express your feelings to motivate others⁴

As a leader, your emotional expression sets the tone for your group and can even influence how effectively your group performs. Cherniss and Roche cite a study that reported that teams with a positive leader had less conflict.⁴ Think back on some impressive, optimistic leaders you have worked with. Perhaps their upbeat mood had a powerful “emotional contagion” effect on the team.

Share your emotions with your group. For example, your team may have recently experienced a setback. Expressing your feelings as the leader may help your supervisees cope with the setback and heal. However, Cherniss and Roche write, “...it is usually better for leaders to express emotion but maintain control.”⁴

Faculty Tips Corner

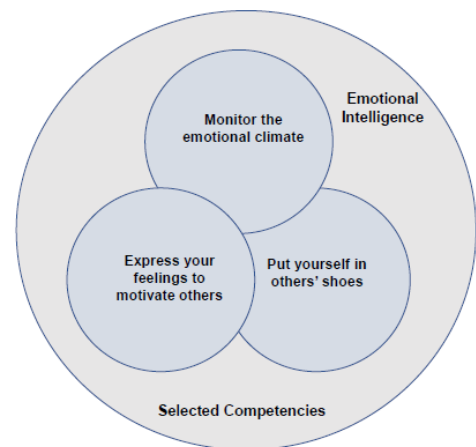
Leading with Emotional Intelligence (continued)

“Put yourself in others’ shoes”⁴

Adept leaders use their emotional intelligence to put themselves in someone else’s shoes. This strategy may help you empathize with others. Cherniss and Roche describe an exercise/activity whose goal is to practice putting yourself in another’s shoes.⁴ Identify someone that you enjoy collaborating with. Ask your activity partner to describe something that happened at home or work that made them feel a particular way. During your conversation with your partner, use key questions and phrases such as, “Tell me more,” “I wonder what that’s like for you,” and “What else can you tell me?”

Cited references

1. White BAA, Quinn JF. Personal growth and emotional intelligence: foundational skills for the leader. *Clin Sports Med* 2023;42(2):261-267.
2. Landry L. Why emotional intelligence is important in leadership. Harvard Business School Online Business Insights Blog. April 3, 2019. Available at: <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>. Accessed: January 30, 2025.
3. Michail J. Strong Nonverbal Skills Matter Now More Than Ever In This “New Normal.” *Forbes*. December 10, 2021. Available at: <https://www.forbes.com/councils/forbescoachescouncil/2020/08/24/strong-nonverbal-skills-matter-now-more-than-ever-in-this-new-normal/>. Accessed: January 30, 2025.
4. Cherniss C, Roche CW. *Leading with Feeling: Nine Strategies of Emotionally Intelligent Leadership*. Oxford University Press: New York, New York; 2020.



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Do you have a professional development tip that you would like to share with your colleagues? If so, send it to us, and we will feature it in the Office of Faculty Development newsletter. Email your tip(s) to

EPasoFacultyDevelopment@ttuhsc.edu

with the subject line Faculty Tips.