Leadership Training Opportunities for Faculty

Professional Development Seminar
UF College of Medicine
Wednesday, August 29, 2012
Overview

• Program Descriptions and Information
• Reflections from previous participants
• External Programs
  – AAMC
  – HERS
  – ELAM
• Internal Programs
  – COM - LDP
  – UF
External Programs

• Association of American Medical Colleges (AAMC)
  – Early Career Women Professional Development Seminar
  – Minority Faculty Career Development Seminar
  – Mid-Career Women Professional Development Seminar
  – Executive Development Seminar
• UF will sponsor attendees – covering registration and travel
• Selection of attendees - Office of Faculty Affairs
AAMC Early Career Women Faculty Professional Development Seminar

• Early July every year – various locations, near DC
• Applications due in Spring
• Competitive selection by AAMC
• 3 ½ day program for women at the assistant professor or instructor level
• Seminar is target at physicians and PhD scientists holding medical school appointments and considering leadership positions within their discipline, department or institution.
AAMC Early Career Women Faculty Professional Development Seminar

Goal:

• to provide an introduction to the knowledge and skills needed to follow the path to leadership in academic medicine.

• Topics
  – strategic communication skills
  – negotiation
  – leadership

• Small-group sessions focus on mentoring participants in career building skills in narrative and CV development
AAMC Early Career Women Faculty Professional Development Seminar

Seminar objectives:

• To assist participants in creating an agenda for working toward leadership goals;

• To provide participants with insights into the realities of building a career in academic medicine;

• To help participants to expand their network of colleagues; and

• To assist participants in identifying the skill areas in need of further development
AAMC Early Career Women Faculty Professional Development Seminar

Previous Attendees, since 2008

• Carolyn Stalvey, MD
• Sharda Udassi, MD
• Virginia Clark, MD
• Jacqueline Hobbs, MD, PhD
• Michelle Rossi, MD
• Shelley Collins, MD
• Erin Dunbar, MD
• Lisa Merlo, PhD

• Shahnaz Sultan, MD
• Christy Carter, PhD
• Azra Bihorac, MD
• Priya Gopalan, MD
• Nicole Black, MD
• Muna Canales, MD
• Jocelyn Gravlee, MD
• Elizabeth DeVos, MD (JAX)
Participant Input

1. What expectations did you bring into the program?
2. How were your expectations met?
3. Name at least one new skill or approach you developed as a result of attending this program?
4. How have you applied what you learned?
AAMC Minority Faculty Career Development Seminar

• Held annually in September (nominations generally due before August) – various locations

• 3- day professional development seminar for junior faculty who are members of underrepresented racial and ethnic minority groups and who aspire to leadership positions in academic medicine

• Includes an optional K-Writers Coaching Group, including a pre-seminar workshop, and virtual post-meeting virtual group sessions for 2-3 months
AAMC Minority Faculty Career Development Seminar

Objectives

• Assisting participants in identifying their professional development goals and designing a career path and the tools on how to get there

• Providing attendees with an understanding of the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, as well as to assist attendees in planning their own progress through the system;

• Developing key professional competencies in academic and organizational leadership

• Building skills in grant writing and communications

• Helping participants expand their network of colleagues and role models
Previous UF Attendees (since 2007)

- Michelle Jacobs-Elliott, MD
- Mildred Maldonado-Molina, PhD
- Donna Parker, MD
- Winston Richards, MD
- Albert Robinson, MD
- Levette Dunbar, MD
- Ibrahim Faruqi, MD
- Tamekia Jones, MD
- Marie-Carmelle Elie, MD (Sept 7-10, 2012)
Participant Input

1. What expectations did you bring into the program?
2. How were your expectations met?
3. Name at least one new skill or approach you developed as a result of attending this program?
4. How have you applied what you learned?
AAMC Mid-Career Women Faculty Professional Development Seminar

- Held annually in early December, applications generally due in the fall: next **Dec 1-4, 2012, Austin, Tx.**
- Competitive selection by AAMC
- 3 ½ day program designed for women primarily at the associate professor and early stages of a professorial appointment
- Intended for physicians and scientists holding medical school appointments and holding leadership positions within their discipline, department or institution
AAMC Mid-Career Women Faculty Professional Development Seminar

Goal:
• to provide protected time to allow further honing of the knowledge and skills needed for the leadership journey in academic medicine.
• The seminar covers skills related to
  – the formation and use of teams, central to effective collaboration in various mission-critical activities.
  – Workshops feature leadership topics, such as
    • managing conflict productively,
    • communicating effectively, and
    • developing productive partnerships.
  – Career mapping sessions focus on mentoring participants’ strategic thinking about career and leadership development.
AAMC Mid-Career Women Faculty Professional Development Seminar

Previous UF Attendees (since 2007)

- Rebecca Beyth, MD
- Kelli Komro, PhD
- Maureen Novak, MD
- Mary Jo Koroly, PhD
- Emina Huang, MD
- Jill Boylston Herndon, PhD
- Ana Alvarez, MD (JAX)
- Linda Edwards, MD (JAX)
Participant Input

1. What expectations did you bring into the program?
2. How were your expectations met?
3. Name at least one new skill or approach you developed as a result of attending this program?
4. How have you applied what you learned?
AAMC Executive Development Seminar for Associate Deans and Department Chairs

• September-October
• 5 day seminar program, Wellesley, MA
• Applications due in August
• Intensive learning experience to provide
  – leadership and managerial skills through the exploration of leadership and management topics, theories, and techniques.
AAMC Executive Development Seminar for Associate Deans and Department Chairs

Objectives, Participants should be able to:

• Explore **legal issues** and the implications for **management and decision making** in the academic medical center

• Develop a better understanding of the role values play in **creating cultures of integrity** in academic medical centers

• Examine the influence of **temperament and communication styles** on team development, group effectiveness, and the management of scientists and professionals

• Develop a deeper appreciation for **technical financial management**, physician and hospital reimbursement, and departmental budgeting

• Enhance skills in effectively **crafting messages and managing communications**

• Examine strategies for increasing the likelihood of success in the **implementation of planned change**

• Enhance fundamental skills of **effective negotiation and influence**

• Summarize teamwork and the **art of leading teams** and,

• Explore the **nature and development of leadership** in the academic medical center
AAMC Executive Development Seminar for Associate Deans and Department Chairs

• Previous attendees (2011)
  – Ralph Rice, DHSC, PA-C
  – Paul Gulig, PhD
Participant Input

1. What expectations did you bring into the program?
2. How were your expectations met?
3. Name at least one new skill or approach you developed as a result of attending this program?
4. How have you applied what you learned?
Other External Programs

• Executive Leadership in Academic Medicine (ELAM)

• Higher Education Resource Services (HERS)
  – Bryn Mawr Summer Institute
  – 2 week session
## HERS (Higher Education Resource Services)

<table>
<thead>
<tr>
<th>HERS Bryn Mawr Summer Institute</th>
<th>HERS Denver Summer Institute</th>
<th>HERS Wellesley Institute</th>
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<tbody>
<tr>
<td>• Concentrated Immersion Format:</td>
<td>• Concentrated Immersion Format:</td>
<td>• Concentrated Multiple</td>
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<tr>
<td>• 12-day core curriculum in 14 day residency</td>
<td>• 12-day core curriculum in 14-day residency</td>
<td>Session Format:</td>
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<tr>
<td>• Two week schedule June-July (Sunday to Sunday)</td>
<td>• Two week schedule July – August (Sunday to Sunday)</td>
<td>Four 3-day sessions</td>
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<tr>
<td>• Tuition, Meals, &amp; Campus Housing $6600*</td>
<td>• Tuition, Meals, &amp; Campus Housing $6600*</td>
<td>across the academic year</td>
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<td>• Application Deadline: March 1</td>
<td>• Application Deadline: April 1</td>
<td>October 11-13, 2012</td>
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<td>November 8-10, 2012</td>
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<td>February 7-9, 2013</td>
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<td>March 14-16, 2013</td>
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<td></td>
<td></td>
<td>(Thursday-Saturday sessions)</td>
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<td></td>
<td></td>
<td>• Tuition &amp; Meals $5400*</td>
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<td>• Application Deadline: May 1</td>
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Travel costs (variable)
*Plus $75 non-refundable application fee
HERS

• HERS is an educational non-profit providing leadership and management development for women in higher education administration. Since 1972 HERS has served the higher education community, preparing more than 4300 women faculty and administrators for leadership roles.

• Today HERS Alumnae are active on over 1200 campuses across the USA, South Africa, Botswana, India, Nigeria, Saudi Arabia, Micronesia, and Caribbean region. The campuses served include public and private institutions in all Carnegie categories. Currently, over 500 HERS alumnae serve as dean, vice president, provost or president.

• HERS Institutes offer an intensive 12-day curriculum focused on developing institutional leadership for women faculty and administrators. HERS participants from mid-career through senior levels of responsibility strengthen skills & perspectives for immediate impact; as well as create plans & networks for continuing professional development.
UF HERS

- Jean Cibula, MD
- Teresa Dolan, DMD
- Leilane Doty, PhD
- Angel Kwolek-Folland, PhD
Participant Input

1. What expectations did you bring into the program?
2. How were your expectations met?
3. Name at least one new skill or approach you developed as a result of attending this program?
4. How have you applied what you learned?
ELAM
Executive Leadership in Academic Medicine

- Held annually with three sessions – total 18 days

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Jun 1 - Sep 7, 2012</td>
<td>Complete self-assessments, assigned readings, and online assignments</td>
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<td>Sep 8 - 14, 2012</td>
<td>Attend Session I (in Lafayette Hill, PA)</td>
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<td>September 15- January 6, 2013</td>
<td>Work on group and independent projects</td>
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<tr>
<td>January 7-10, 2013</td>
<td>Attend Session II (in San Antonio, Texas)</td>
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<tr>
<td>January 11-April 19, 2013</td>
<td>Work on group and independent projects</td>
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<tr>
<td>April 20-26, 2013</td>
<td>Attend Session III (in Lafayette Hill, PA), including the Leaders Forum (April 25-26 with deans)</td>
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- ELAM’s Program fee is $11,300 plus travel (variable) and lodging ($5,700)
ELAM

History - Since 1995, ELAM has enrolled nearly 700 women leaders in academic medicine, dentistry and public health. More than 50 percent of them currently hold senior administrative positions ranging from department chair to dean, center director to provost and president at more than 140 institutions of higher education and health care in the United States and Canada.

Intended for - Senior women faculty at U.S. and Canadian academic health centers who have attained at least the rank of associate professor; have achieved significant administrative experience in personnel and budget matters, preferably both (e.g., as chair, division chief); express a clear desire for attaining a leadership position; embrace strategic risk-taking in their career path; realistically assess their leadership opportunities, both internal and external; possess growth opportunities, either formal or informal, within their institution; and have an expressed commitment from their institution to support their formal or informal advancement and opportunities for increased responsibility in the immediate to five-year range.
ELAM

Objectives –
Develop a strategic career approach that utilizes personal awareness and leadership strengths to enhance professional effectiveness.
Collaborate with diverse team members to build a community of leadership practice that enhances its members’ effectiveness and career development.
Compare economic indicators and benchmarks/financial trends for diverse academic health science organizations.
Compare the roles and responsibilities of various institutional leaders with respect to academic organizational structure, function and responsiveness to change.

Methods – The program advances knowledge and skills in strategic finance, personal and professional leadership effectiveness, and academic organizational dynamics by applying readings and classroom instruction to simulation activities. Upon graduation, each ELAM fellow becomes part of an international network of alumnae who continue to support each other and their organizations.
ELAM

• Dean attends Leader’s Forum in Session III
• Application – extensive and competitive
  – If interested, connect with UF ELUMs
  – Selection made by ELAM
• Application process is due January (2013)
## UF ELUMs

<table>
<thead>
<tr>
<th>Faculty/Fellow</th>
<th>Academic Year</th>
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<tbody>
<tr>
<td>Martha E. Brown, M.D.</td>
<td>2005-2006</td>
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<tr>
<td>Susan Cooke Frost, Ph.D.</td>
<td>1996-1997</td>
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<tr>
<td>Linda B. Cottler, Ph.D., M.P.H.</td>
<td>2006-2007</td>
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<td>Maureen M. Goodenow, Ph.D.</td>
<td>2004-2005</td>
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<tr>
<td>Nancy Sisson Hardt, M.D.</td>
<td>1995-1996</td>
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<td>Lucia Notterpek, Ph.D.</td>
<td>2010-2011</td>
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<td>Maureen A. Novak, M.D.</td>
<td>2009-2010</td>
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<td>Rebecca Rainer Pauly, M.D.</td>
<td>2001-2002</td>
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<tr>
<td>Mary Frances Stavropoulos, D.D.S.</td>
<td>2009-2010</td>
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</tbody>
</table>
Participant Input

1. What expectations did you bring into the program?

2. How were your expectations met?

3. Name at least one new skill or approach you developed as a result of attending this program?

4. How have you applied what you learned?
• Designed especially for UF faculty and staff
• To help maximize the leadership qualities you already possess while allowing you to cultivate new strengths—all within a framework designed with the goals of UF in mind
• For established leaders interested in continued professional development or someone considering leadership or management as a next step in their careers
• UF Management/Leadership Competency Model
  – What knowledge, skills, behaviors are needed to be successful at UF?
• College of Medicine Leadership Development Program
  – 6 sessions, most typically ½ day
  – FranklinCovey Leadership Foundations
  – Quadrants: Build Trust, Create and Communicate Vision, Generate Alignment, Cultivate Talent
  – Next program is expected to begin in early 2013
  – Matt Ryan, MD; Peter Sayeski, PhD
• UF Academy
  – Year-long program for emerging and new to UF leaders, competitively selected (in April)
  – Meets each month for 8 to 12 hours, variable schedule
• Advanced Leadership for Academics and Professionals
  – Year-long program for established leaders, Six sessions, typically 1.5 days
  – Two tracks, competitively selected (in April)
  – Great Leaders, Great Teams, Great Results
  – Ralph Rice, DHSC, PA-C
• Managers Cohort—Managing at UF
  – Over the course of two semesters
  – Friday mornings
• UF Leader 360
  – Multi-source assessment
  – Provides leaders with anonymous, questionnaire-based feedback from a variety of raters including colleagues, direct reports, supervisors, and others
• Organizational Development Services
  – Tailored sessions, executive coaching, retreats, etc.