New Diversity and Inclusion Officer Toolkit

Group on Diversity & Inclusion (GDI)
In roles as Diversity, Equity and Inclusion leaders in our institutions, each of us is challenged to create our own understanding of how historic and structural racism, sexism, homophobia and other barriers to inclusion are woven into the fabrics of both ourselves and of our institutions. In 2015, the AAMC Group on Diversity and Inclusion and the Diversity Policy and Programs office of AAMC conducted a survey of diversity leaders and champions from across all US Medical schools. We found that the roles held by diversity leaders varied greatly by name and charge across institutions. In addition, there was considerable variation in the range of constituents served by diversity offices including faculty, residents, fellows and postdocs, students, administration, staff and community.

The GDI New Diversity and Inclusion Officer Toolkit has been assembled by the Group on Diversity and Inclusion Steering Committee using resources that they themselves found useful in advancing their own work and careers, as well as resources developed by the many groups, offices and programs of AAMC. Depending on which constituents you are responsible for in your role as a diversity and inclusion leader, you can find resources here that will be helpful to you as you work to embed equity, diversity and inclusion policies and processes into your institutional culture. These resources can help you advance equity, diversity and inclusion and equity in your institution while maintaining your personal balance in life.

The growing recognition of the need for leadership in diversity and inclusion within our institutions as well as nationally is encouraging, but can create challenges when offices are under resourced for their charge. This problem is exacerbated when leaders have not been provided adequate training, exposure and mentoring to prepare them for their roles. Learning to attract and leverage resources is often a major challenge for new leaders entering the field. Leading diversity and equity often requires learning many skills we may not yet have learned or fully developed. The challenge of the work and the accompanying expectations can be balanced by identifying and using the rich network of support from the Group of Diversity and Inclusion nationally as well as identifying resources within your own institution and community.

If you are one of the new leaders in diversity and inclusion, welcome! We hope that you find this toolkit valuable. We invite you to become an active member of the Group on Diversity and Inclusion and use the meetings and the listserv to enter this rich network of collegial support!

Warmly,

Joan Reede, MD, MS, MPH, MBA  
GDI Chair

Edward J. Callahan, PhD  
GDI Chair – Elect
This toolkit was created by the Group on Diversity and Inclusion Steering Committee Chairs and Steering Committee Regional Representatives

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Acknowledgements

The Group on Diversity and Inclusion Steering Committee would like to thank the following individuals for their assistance and support in producing this toolkit:

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Constituent Engagement Unit

**Michelle Oliva**  
Constituent Engagement Specialist, GDI & GWIMS  
Constituent Engagement Unit
Diversity and Inclusion Leadership Survey
Survey findings revealed that the majority of respondents (69%) were in their first
diversity position and 53% had been in that position for three years or less. Critically,
85% stated that they had no professional mentor for their diversity and inclusion role.
In presenting these results to the GDI Business Meeting in 2016, there was a strong
call from members for resources to help new leaders better understand their roles in
their institutions, while identifying ways of building skills to be more effective in their
work. The GDI Steering Committee committed to creating a guide that would serve
this purpose.
AAMC Diversity and Inclusion Leadership Survey, 2015

Purpose

- Learn background, training, and demographics
- Inform us of the varied institutional roles, priorities, and experiences
- Collect research on the role of Chief Diversity Officers or other Senior Diversity and Inclusion Leaders

**Officers or other Senior Diversity and Inclusion Leaders**

- Administered to all Dean Designated GDI Representatives
- Survey response rate 65%
Is this your first Diversity and Inclusion leadership position? \((n=84)\)

- Yes: 69%
- No: 31%
Length of service in current position \((n=85)\)

- 8+ yrs: 10.6%
- 4 to 7 yrs: 18.8%
- 1 to 3 yrs: 28.2%
- < 1 yrs: 42.4%

53% of D&I Leaders have been in the role 3 years or less
Do you have a professional mentor in your Diversity and Inclusion leadership role? (n=86)

- Yes: 85%
- No: 15%
### Diversity and Inclusion Leadership Position Title (n=86)

<table>
<thead>
<tr>
<th>Title</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean</td>
<td>33.7%</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>12.8%</td>
</tr>
<tr>
<td>Chief Diversity Officer</td>
<td>10.5%</td>
</tr>
<tr>
<td>Senior Associate Dean</td>
<td>8.1%</td>
</tr>
<tr>
<td>Director</td>
<td>5.8%</td>
</tr>
<tr>
<td>Vice Chancellor</td>
<td>4.7%</td>
</tr>
<tr>
<td>Vice Dean</td>
<td>4.7%</td>
</tr>
<tr>
<td>Vice President</td>
<td>4.7%</td>
</tr>
<tr>
<td>Chair/Co-Chair of Diversity Council/Committee</td>
<td>4.7%</td>
</tr>
<tr>
<td>No Formal Title</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other</td>
<td>5.8%</td>
</tr>
</tbody>
</table>
Percentage of time spent on Diversity and Inclusion related role/work (n= 86)

56% of D&I Leaders do diversity & inclusion work half time or less
Institutional stakeholders your unit charged with supporting \((n=84)\)
Have you considered departing your Diversity and Inclusion leadership role in the last year? (n=85)

- No: 60%
- Yes: 40%
In what area is the Diversity and Inclusion department/unit housed? (n=85)

- Academic Affairs: 19%
- Community Engagement/Outreach: 7%
- Dean’s Office: 2%
- Faculty Affairs: 5%
- Human Resources: 12%
- Provost’s Office: 2%
- Student Affairs: 7%
- President/Chancellor’s Office: 1%
- Other (please specify): 45%
Top institution-level Diversity and Inclusion Priorities \((n = 79)\)

<table>
<thead>
<tr>
<th>Diversity &amp; Inclusion Priorities</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversifying Student-Faculty Pipeline</td>
<td>High</td>
</tr>
<tr>
<td>LCME Element 3.3</td>
<td>High</td>
</tr>
<tr>
<td>Culturally Competent Clinical Care</td>
<td>High</td>
</tr>
<tr>
<td>Institutional Climate and Culture</td>
<td>High</td>
</tr>
<tr>
<td>Equitable Search and Hiring</td>
<td>Moderate</td>
</tr>
<tr>
<td>Equitable Advancement, Promotion and Tenure</td>
<td>Moderate</td>
</tr>
<tr>
<td>Diversity Assessment and Evaluation</td>
<td>Moderate</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Moderate</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Low</td>
</tr>
<tr>
<td>Sexual Orientation and Gender Identity Policies</td>
<td>Low</td>
</tr>
<tr>
<td>Disability Services, Accommodations, and Supports</td>
<td>Low</td>
</tr>
<tr>
<td>Leave and Career Flexibility for Parents</td>
<td>Low</td>
</tr>
</tbody>
</table>
What is your D&I department/unit’s fiscal year institutional budget (excluding grants)? (n=77)

- 32%: $1M+
- 14%: $500K-$999K
- 11%: $100K-$499K
- 30%: $1-$99K
- 13%: $0
What is your D&I department/unit’s fiscal year grant budget (excluding institutional funding)? (n=76)

- $1M+: 59%
- $250K-$999K: 6%
- $100K-$249K: 7%
- $50K-$99K: 4%
- $1-$49K: 4%
- $0: 20%
Top ranked barriers to success in Diversity and Inclusion position \((n=81)\)

<table>
<thead>
<tr>
<th>Top Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Limited Funding/Budget</td>
</tr>
<tr>
<td>2    Time Constraints/Not Enough Time for Role</td>
</tr>
<tr>
<td>3    Lack of Professional/Support Staff</td>
</tr>
<tr>
<td>4    Limited Institutional Engagement</td>
</tr>
</tbody>
</table>
Functional areas that are unstaffed or understaffed ($n=55$)

- Data/Research: 27.3%
- Administrative Support: 18.1%
- Grant Writing: 9.0%
- Recruitment: 9.0%
- Program Support: 7.3%
Resources to Help you Succeed
Your present circumstances don't determine where you can go; they merely determine where you start.

Nido Qubein
Human Capital Resources

A. Asking for what you want, space and assistants
   - Negotiating for what you need
     - Strategies for Cultivating Career Satisfaction and Success through Negotiation

B. Managing people
   - Management/Supervising 101
     - Keeping the Right People
   - Teamwork
     - Managing through Teamwork for Maximum Performance
Starting an Office from Scratch

A. Starting an Office
   ▪ How to Start a WIMS Office
   ▪ How to Start and Maintain a Robust WIMS Organization
Building a Budget

A. Departmental Budgets
   - Best Practices to Get Budget for Your Diversity Department
   - Budget and Staffing

B. Academic Medicine Finances
   - Financing the Academic Mission: How Medical Schools Work
Creating a Strategic Plan

A. Strategic Planning
   - Creating and Implementing Strategic Plans
The Diversity and Inclusion in Academic Medicine Strategic Planning Guide was produced by a multi-disciplinary team of experts, provides a roadmap that will not only help you to comply with important diversity standards, but also to pave the way for developing and sustaining a climate and culture of inclusion at your institution.
Communicating your Strategic Plan

- Teleconference - Communicating Your Strategic Plan to Enlighten, Convince, Motivate, and Align
Competencies That Will Help You Succeed
“Learn to be quiet enough to hear the genuine within yourself so that you can hear it in others.”

Marian Wright Edelman
Strategic Vision & Executive Acumen

The CDO must have intimate understanding of his or her organization’s core mission and the ability to understand the big picture issues facing health care and academic medicine specifically.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Perspective regarding the shifting identity of today’s patient, the realities of ethnic and racial health disparities, and their implications for health care</td>
<td>▪ Analytical ability</td>
</tr>
<tr>
<td>▪ Perspective regarding shifting hospital standards of care, national health care reform, and the evolution of medical school accreditation standards and their implication for health care</td>
<td>▪ Ethical decision making</td>
</tr>
<tr>
<td>▪ Ability to cultivate a vision, strategic plan, and engage others based on the strategic landscape of academic medicine that informs every other aspect</td>
<td>▪ Financial understanding</td>
</tr>
<tr>
<td></td>
<td>▪ Fundraising skills</td>
</tr>
<tr>
<td></td>
<td>▪ Intellectual acumen</td>
</tr>
<tr>
<td></td>
<td>▪ Manage teams</td>
</tr>
<tr>
<td></td>
<td>▪ Multi-tasking</td>
</tr>
<tr>
<td></td>
<td>▪ Problem solving</td>
</tr>
<tr>
<td></td>
<td>▪ Resilience</td>
</tr>
<tr>
<td></td>
<td>▪ Strategist</td>
</tr>
<tr>
<td></td>
<td>▪ Succession planning</td>
</tr>
<tr>
<td></td>
<td>▪ Visionary perspective</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
**Change Management Expertise & Will**

The ability to engage stakeholders in change efforts that are incremental or transformational, leveraging evidenced-based practice, data, and a focus on achieving results even in the face of obstacles.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ability to build a collaborative vision for change</td>
<td>- Ability to execute</td>
</tr>
<tr>
<td>- Skills to develop and implement diversity plans and strategies</td>
<td>- Monitor, facilitate, develop</td>
</tr>
<tr>
<td>- Ability to manage the change journey as a process of building systems, capacity, and new behavior</td>
<td>- accountable techniques</td>
</tr>
<tr>
<td>- Focus on change goals even in the face of resistance</td>
<td>- Operates with a sense of urgency</td>
</tr>
<tr>
<td>- Focus on change that is both incremental and transformative</td>
<td>- Outcomes-driven</td>
</tr>
<tr>
<td></td>
<td>- Systems thinking orientation</td>
</tr>
<tr>
<td></td>
<td>- Total Quality Management expertise</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
# Political Savvy

The ability to leverage a political style of leadership that aligns the interests of multiple stakeholders using a team-centered approach that is always mindful of competing interests and the need to create alignment.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ability to understand the political challenges of diversity</td>
<td>▪ Building strategic alliances</td>
</tr>
<tr>
<td>▪ Ability to align the competing interests of multiple parties</td>
<td>▪ Conflict resolution</td>
</tr>
<tr>
<td>▪ Ability to use conflict, negotiation, and coalition-building techniques to accomplish change</td>
<td>▪ Decisiveness</td>
</tr>
<tr>
<td></td>
<td>▪ Establish credibility</td>
</tr>
<tr>
<td></td>
<td>▪ Lobbying skills</td>
</tr>
<tr>
<td></td>
<td>▪ Negotiation skills</td>
</tr>
<tr>
<td></td>
<td>▪ Tact</td>
</tr>
<tr>
<td></td>
<td>▪ Political expertise</td>
</tr>
<tr>
<td></td>
<td>▪ Resolution development</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
**Persuasive Communicator & Framer of Information**

The ability to speak and write in a clear and concise manner that frames diversity as fundamental to organizational excellence, inspiring others, aligning the organizations and the community’s interests, and at times leveraging diverse language skills.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ability to communicate persuasively in written and verbal forms</td>
<td>▪ Ability to communicate effectively</td>
</tr>
<tr>
<td>▪ Ability to leverage the diversity 3.0 narrative of why diversity is relevant and critical in the 21st century</td>
<td>▪ Coaching senior leaders</td>
</tr>
<tr>
<td>▪ Ability to leverage the language of academic medicine and the health care industry in general</td>
<td>▪ Communicate across differences</td>
</tr>
<tr>
<td>▪ Ability to inspire others and inspire them to action</td>
<td>▪ Communicate the value of diversity</td>
</tr>
<tr>
<td>▪ Diverse language skills and abilities</td>
<td>▪ Communicate with majority culture</td>
</tr>
<tr>
<td></td>
<td>▪ Influence without authority</td>
</tr>
<tr>
<td></td>
<td>▪ Multi-lingual</td>
</tr>
<tr>
<td></td>
<td>▪ Translate messages</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
# Ability to Navigate the Culture of Academic Medicine

The ability to successfully navigate the hierarchy, tradition, competitiveness, and at times, the exclusionary culture of academic medicine.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and health equity expertise</td>
<td>Knowledge of medical school culture</td>
</tr>
<tr>
<td>Ability to navigate the culture of higher education generally</td>
<td>Knowledge of hospital culture</td>
</tr>
<tr>
<td>Ability to navigate the culture of the health care industry</td>
<td>Connecting diversity and inclusion with the clinical experience</td>
</tr>
<tr>
<td>Ability to navigate the medical school and hospital culture specifically</td>
<td></td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
## Innovators DNA

Because the field of strategic diversity leadership is still evolving and change always takes place in a particular organizational context, the CDO must possess the DNA of an innovator.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to associate across contexts</td>
<td>• Entrepreneurial spirit</td>
</tr>
<tr>
<td>• Ability to question their organization around issues of diversity</td>
<td>• Risk-taker</td>
</tr>
<tr>
<td>• Ability to observe and define new ways of doing things</td>
<td>• Experimentation</td>
</tr>
<tr>
<td>• Ability to network and learn from others</td>
<td>• New initiatives</td>
</tr>
<tr>
<td>• Focus on experimenting and trying new ideas to spark change</td>
<td></td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
The CDO’s must have a high degree of cultural intelligence and technical mastery of diversity and inclusion strategy in academic medicine.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specific Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Knowledge of the cultures of diverse groups</td>
<td>▪ Adult learning theory</td>
</tr>
<tr>
<td>▪ Savvy ability to lead cross-cultural groups</td>
<td>▪ Inclusive mindset</td>
</tr>
<tr>
<td>▪ Technical mastery of recruitment and retention of diverse students, faculty,</td>
<td>▪ Openness to difference</td>
</tr>
<tr>
<td>and staff</td>
<td>▪ Self-awareness</td>
</tr>
<tr>
<td>▪ Technical mastery of diversity and intergroup relations</td>
<td>▪ Social conscience</td>
</tr>
<tr>
<td>▪ Technical mastery of how to infuse diversity into curriculum and clinical</td>
<td>▪ Strategic sourcing of diverse talent</td>
</tr>
<tr>
<td>experiences</td>
<td>▪ Curriculum change</td>
</tr>
<tr>
<td>▪ Technical mastery of diversity procurement</td>
<td>▪ Sourcing diverse vendors</td>
</tr>
<tr>
<td></td>
<td>▪ Building diversity talent pipelines</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.
Issues in Race and Racism

LGBT and Disability

- Association of American Medical Colleges: Curriculum Inventory Reports. Available
- Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators. Washington, DC (free: downloadable: https://members.aamc.org/eweb/upload/LGTDSD%20Publication.pdf
- Reis JP, Breslin ML, Iezzoni LI, et al: It takes more than ramps to solve the crisis of healthcare for people with disabilities. Chicago: Rehabilitation Institute of Chicago; 2004
Women

- Strategies for Advancing the Careers of Women of Color in Academic Medicine – Institutional and Individual Strategies, GWIMS Toolkit Chapters 5, 12.
- Collection of Academic Medicine articles on women in medicine and science.
Mission & Motivation

- Coaching for Performance by John Whitmore
Acquiring and Exercising Informal Power

- Sources of Power in Managing with Power, J Pfeffer 1992
Hiring and Recruitment

- The definitive guide to recruiting in good times and bad, B Groysberg and N Nohria, and C Fernandez-Araoz, 2009, Harvard Business Review
Communication and Personal Effectiveness

- Fierce Conversations by Scott
- The Power of a Positive NO by William Ury
Leading Change

- Immunity to Change by Robert Kegan and Lisa Lahey
- Influence, by K Patterson, J Grenny, D Maxfield, R McMillon and A Switzler, 2008
- Our Iceberg is Melting, John Kotter & Holger Rathgeber, 2005
- Racial Change the Quiet Way, Debra Meyerson, 2001 Harvard Business Review
- Who Killed Change:, Ken Blanchard and John Britt Judd Hoekstra and Pat Zigarmi, 2009
Negotiation & Conflict Resolution

- Ask for It by Linda Babcock and Sara Laschever
- Coping with Difficult People by Robert Bramson
- Difficult Conversations by Douglas Stone, Bruce Patton and Sheila Heen
Leveraging Networks

- The People who Make Organizations Go or Stop, R. Cross and L Prusak, 2002, Harvard Business Review
Resilience, Persistence and Self

- Dear White Boss, Keith Caver and Ancella Livers, 2002 Harvard Business Review
- Leadership and Self Deception: Getting out of the boxz, The Arbinger Institute, 2010
What You Need to Know About Your Institution
The only way to discover the limits of the possible is to go beyond them into the impossible.

Arthur C Clarke
Understand Your Institutions Sphere


- Striving Toward Excellence: Faculty Diversity in Medical Education. https://members.aamc.org/eweb/upload/Striving%20Towards%20Excellence%20Faculty%20Diversity%20in%20Med%20Ed.pdf
Assess Your Institution’s Climate and Capacity

Taking over an existing Process? Evaluate your office and programs, are they effective?


Identify your allies across the campus

Work with the External Community


Understand Institutional Policies Regarding Policy/Legal Action


Sustaining Yourself as a Diversity & Inclusion Officer
If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.

Martin Luther King, Jr.
The role of a CDO can be a very challenging position at any institution depending on the support structure in place. Many CDOs have somewhat limited resources including personnel. It is critical in this case to develop internal and external supports. Identifying champions within your institution is key and tapping into our increasing network of CDOs around the country is absolutely needed to attain sustainable success. Here are some recommendations to help address this issue.
How do CDOs Support Each Other or Themselves to Navigate these Roles Over Time

Creating a network of supporters internally and externally will be keys to success for any CDO.

Here are some ways to create or connect with external supporters:

- Join the GDI Listserve (gdi@lists@aamc.org). This list serve is a great place to make inquiries to colleagues, share challenges and how to address them, and stay up to date with trends as well as best/better practices
- National Association of Diversity Officers in Higher Education (NADOHE)
- Diversity Inc. Best Practices
- Equity of Care
- Inside Higher Ed- Diversity Matters
- National Medical Association
- National Hispanic Medial Association
AAMC Groups That Have Collaborated With GDI

- Group on Business Affairs
- Group on Faculty Affairs
- Group on Women in Medicine & Science
- Group on Resident Affairs
- Group on Information Resources
- Group on Institutional Advancement
- Group on Student Affairs
- Council of Faculty and Academic Societies
- Organization of Student Representatives
- Organization of Resident Representatives
- Group on Regional Medical Campuses
- Other AAMC Affinity Groups
The Role of Sponsors and Mentors

Advisory Groups

Building institutional allies and stakeholders to consider in building your diversity & inclusion efforts through other groups:

- Medical School Deans
- Departmental Chairs
- Students
- Residents
- Business Employee Resource Groups (BERG) and Human Resources
- Faculty and Faculty Associations
- Community Partners
- Residency and fellowship directors
- Public Relations
AAMC Professional Development Toolkits and Resources
“You become strong by doing the things you need to be strong for. This is the way genuine learning takes place. That’s a very difficult way to live, but it has served me. It’s been an asset as well as a liability.”

Audre Lorde
Professional Development

- A Case-Based Approach to Chair Development
- ABC's of Team Leadership in Emergency Medicine
- Academic Writing Workshop for Medical School Faculty
- Conducting Effective Faculty Annual Reviews: A Workshop for Academic Leaders
- Getting Promoted: Turning your Clinical Work into Scholarship
- Giving Effective Feedback: A Faculty Development Online Module and Workshop
- Interprofessional Team Training Scenario
- Leading Innovative Projects: Essential Skills for Academic Faculty
- Meeting Optimization Program: A “Workshop in a Box” to Create Meetings That Are Transformational Tools for Institutional Change
- Navigating the Transition to a New Leadership Position: Moving on and Moving up
- Step by Step Guide for Program Development
- Structuring the Mentoring Relationship: Expectations and Boundaries
- Using the AAMC Toolbox for Evaluating Educators: You be the Judge!
Professional Development

- Becoming a Skilled Mentor: Tools, Tips, & Training Vignettes
- Crafting a Fundable Grant
- Junior Faculty Development Program Using Facilitated Peer Mentoring
- Managing through Teamwork for Maximum Performance
- Medical Emergency during Flight: A team-building exercise
- Part-time Faculty in Academic Medicine, Individual and Institutional Advantages
- Preparing Successful Award Nominations
- Professional Development Planning for Academic Faculty
- Strategies for Cultivating Career Satisfaction and Success through Negotiation
- The Art of Successful Nominations
- Transitioning to a New Role: Practical Tips on Navigating From One Chapter to the Next
- Workshop Preparation and Presentation
Academic Career Development

- A New Investigator's Journal: Writing a Foundation Grant
- Academic Transitions – Saying Goodbye, Shifting into Neutral, and Moving Forward (FV Feature)
- Advice for Faculty Entering Academic Medicine
- Aim to Support a Career Cycle of Vitality
- Building Knowledge and Community: The Native Investigator Development Program
- Community-based Research
- Educational Scholarship: How Do We Define and Acknowledge It?
- Maintaining Vitality in Academic Medicine
- On Transitions
- Pathways and Practices to Educational Scholarship
- Preparing Your Curriculum Vitae (FV Feature)
- Reflections about and Visions for Educational Scholarship (FV Feature)
- Scholarship and Impact of Community Based Research
- The Art of Successful Nominations (Chertoff)
- The Educator Portfolio: A Tool for Career Development
- Train a Powerful Voice
Leadership Development

- AAMC Leadership Development
- Integrity in Academic Medicine: Case Studies
Organizational Development

- Peer Coaching to Counteract Organizational Silence and Foster a Culture of Dialogue
- How to Start and Maintain a Robust WIMS Organization
Certificate and Leadership Programs
Medical Education Research Certificate (MERC)

The Medical Education Research Certificate (MERC) program is intended to provide the knowledge necessary to understand the purposes and processes of medical education research, to become informed consumers of the medical education research literature, and to be effective collaborators in medical education research. Workshop topics include:

- Data Management and Preparing for Statistical Consultation
- Formulating Research Questions and Designing Studies
- Hypothesis-driven Research
- Measuring Educational Outcomes with Reliability and Validity
- Introduction to Qualitative Data Collection Methods
- Program Evaluation and Evaluation Research
- Questionnaire Design and Survey Research
- Searching and Evaluating the Medical Education Literature
- Scholarly Writing: Publishing Medical Education Research

Learn more: https://www.aamc.org/members/gea/merc/
AAMC Leadership Education and Development (LEAD)

The AAMC Leadership Education and Development (LEAD) Certificate Program is an intensive, one-year, cohort-based leadership development program that provides a firm foundation in the best practices and recognized theoretical models of effective educational leadership that are key to advancing medical education at all levels. Participants (Fellows) gain knowledge, skills, values, and real-life application that faculty and professionals in academic medicine need to be successful educational leaders. LEAD is offered as a national program offered in four concurrent cohorts, one based in each of the four regions of the AAMC Group on Educational Affairs.

Upon completion of the LEAD certificate program, you will be able to:

- Apply relevant theoretical frameworks of educational leadership to guide ongoing leadership development and effective actions in various situations
- Provide a solid rationale for using leadership theories to guide practice
- Differentiate between administration, management, and leadership, and explain the contribution of each to performing as an effective educational leadership
- Demonstrate leadership behaviors that include effective communication, supervision, strategic planning, and organizational development (e.g., creating a shared vision, developing people and capacity, facilitating effective change)
- Use reflective practice and feedback to develop and continuously refine their personal leadership style and effectiveness
- Develop supportive relationships with others to facilitate one’s leadership career aspirations.

Learn more: https://www.aamc.org/members/gea/lead/
Minority Faculty Leadership Development Seminar

The three-day Minority Faculty Leadership Development Seminar brings together junior faculty from across the United States and provides participants with real-world guidance and tools for pursuing career advancement in academic medicine, developing key professional competencies, building skills in grant writing and communications, and expanding their network of colleagues and role models.

At the completion of the sessions, you will be able to:

- Identify professional development goals and design a career path, and the tools on how to get there
- Understand the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, and how to plan your own progress through the system
- Develop key professional competencies in academic and organizational leadership
- Build skills in grant writing and communications
- Expand your network of colleagues and role models

Learn more: https://www.aamc.org/members/gea/lead/
Mid-Career Minority Faculty Leadership Seminar

The Mid-Career Minority Faculty Leadership Seminar (Mid-Career MinFac) will address the specific needs of mid-career faculty from a culturally responsive approach while offering skill building and strategies for pursuing career advancement in academic medicine. This professional development seminar provides networking opportunities, small group executive coaching sessions, CV review for career development planning, as well as observational learning opportunities where participants will be matched with a senior faculty member outside of their institution.

At the completion of the sessions, you will be able to:

- Assess professional development goals and identify strategies and tools for promotion and tenure
- Develop key professional competencies in academic leadership
- Enhance leadership skills in the areas of communication, team building, change management and work/life balance
- Expand your network of colleagues and sponsors

Learn more:  https://www.aamc.org/members/leadership/catalog/452848/mid-careerminorityfacultyleadershipseminar.html
Early-Career Women Faculty Leadership Development Seminar

This popular and highly interactive seminar provides women at the assistant professor or instructor level with the knowledge and skills required to navigate the academic medicine enterprise as well as continue on the path to leadership.

This three and a half-day seminar is designed for women physicians and scientists holding medical school appointments at the instructor or assistant professor level, and in the early stages of leadership positions within their discipline, department or institution. The seminar will present participants with a foundation for modeling leadership behavior and assist in creating individual leadership goals. Participants will gain insights into the realities of building a career in academic medicine and science. There will also be a focus on expanding your network of colleagues with the facilitation of peer discussion, small-group career advancement toolbox sessions, and various networking activities. Additionally, there will be an emphasis on establishing wellness practices and applying new skills to practice as participants return to their institution. Attendees will develop academic medicine and science career building skills such as communication, conflict management, and financial acumen, and employ strategic thinking about their career and leadership development.

Seminar faculty from schools throughout the United States and Canada have been chosen for their specialized knowledge in particular areas and demonstrated leadership capabilities. They offer valuable information, inspiring stories, and practical advice to support career advancement.

At the completion of the sessions, you will be able to:

- Integrate new leadership competencies and skills
- Gain insights into overcoming challenges of building a career in academic medicine and science
- Expand their network of colleagues
- Identify skill areas in need of further development

Learn more: https://www.aamc.org/members/leadership/catalog/323134/earlycareerwomenfacultyleadershipdevelopmentseminar.html
Mid-Career Women Faculty Leadership Development Seminar

This leadership development seminar focuses on women physicians and scientists holding medical school appointments at the associate professor level, and holding leadership positions within their discipline, department or institution. The seminar's three and a half day curriculum is designed to provide mid-career faculty with the knowledge and skills required to continue advancing to leadership roles in academic medicine. This intensive and highly interactive seminar emphasizes the skills needed to advance to senior roles within academic medicine and provides time for participants to strategically reinvigorate and realign their career with their goals. The seminar covers leadership topics relevant to mid-career women faculty, such as: communication, overcoming challenges in the changing landscape of academic medicine, negotiation, wellness, politics, etc. all of which are central to being a leader at your academic health center. The personalized curriculum and interactivity of this seminar will help you and your peers discover pathways to leadership and brainstorm ways to advance women in academic medicine and science.

Attendees will develop academic medicine and science career building skills and employ strategic thinking about their career and leadership development.

At the completion of the sessions, you will be able to:

- Visualize potential paths to leadership, and develop career plans to advance toward that vision
- Identify networks of mentors and colleagues in academic medicine and science
- Acquire tools and skills necessary for leading teams toward improved organizational and individual performance

Learn more: https://www.aamc.org/members/leadership/catalog/323118/midcareerwomenfacultyleadershipdevelopmentseminar.html