A Message From the GWIMS Chair on Recruitment and Retention

By: Jocelyn Chertoff, M.D., M.S., Chair, AAMC Group on Women in Medicine and Science; Professor of Radiology and of Obstetrics and Gynecology, Vice Chair of the Department of Radiology, Assistant Medical Director for Medical Staff Affairs, Dartmouth Hitchcock Medical Center; Assistant Dean for Clinical Affairs, Dartmouth Medical School

Despite the fun and excitement of finding and hiring the perfect person for your practice or lab, the process can be lengthy and expensive, and there is a cost to orienting someone new and helping that person come up to speed in a new environment. While there are ways to minimize the stress and maximize the gain from this process, it is equally, if not more, important to put time and resources into retention of valuable staff. This can be difficult to do, especially in an environment where there may be a budget for recruitment but fewer resources available for retention. There is no magic bullet for this work—it takes a commitment to recognizing the needs and talents of your faculty members and helping them find satisfaction in their jobs. Often this means encouraging them to stretch into new areas; but it can also mean finding ways to help them do their current job better, to feel more comfortable in their environment, and to find people who can help them determine what they need. Improving their skills and becoming more confident in their work can help members of your faculty find their own path to greater satisfaction. In this issue of GWIMSWatch we highlight programs that provide creative ways of developing a better environment in which to work and learn.
Leadership Development for Enhancement of Recruitment and Retention—The University of Massachusetts Medical School (UMMS) Leadership Speaker Series

By: Tiffany A. Moore Simas, M.D., M.P.H., M.Ed., FACOG, Director, Research Division, Dept Ob/Gyn; Associate Director, Residency Program, Dept Ob/Gyn; Associate Professor of Ob/Gyn and Pediatrics, University of Massachusetts Medical School and Judith K. Ockene, Ph.D., M.Ed., M.A., Barbara Helen Smith Chair in Preventive and Behavioral Medicine; Professor of Medicine; Chief, Division of Preventive and Behavioral Medicine; and Associate Vice Provost for Gender and Equity, University of Massachusetts Medical School

Optimization of faculty recruitment and retention efforts, and leadership development, are critical to academic health science center missions. Robust, engaged and invested faculty are essential for day to day quality as it relates to patient care, research and education but also to fill the leadership pipeline with consideration of organizational culture. Towards those goals, in 2010, the University of Massachusetts Medical School’s Office of Faculty Affairs developed a Leadership Speaker Series (LSS). The LSS includes presentations and workshops by internationally known speakers addressing approaches to leadership that can improve and enhance leadership skills. Panels of institutional leaders also present thus providing reflection and insight into local philosophies of leadership and how they are applied at UMMS, advice to new and future UMMS leaders, and advice regarding alignment of leadership responsibilities with institutional goals. Each seminar is open to all faculty. Due to their interactive nature and opportunities for application of newly acquired concepts and skills, workshops require advanced registration. Seminar and workshop topics to date have included:

- Integrity and Authenticity in Leadership
- Effective Communication in the Professional Environment
- The Art and Style of Interpersonal Communication
- Leadership Presence: Mindfulness Tools for Leading from the Inside Out
- Teaching Poise, Leadership and Respectful Conflict Resolution
- Appreciative Inquiry in Strategic Planning
- Leading Effective Meetings: Managing Challenging People, Groups, and Topics
- Breakthrough Leadership: Using Emotional Intelligence to Achieve Results
- Evaluation of Educators: A Tool Box for Decision Makers
- Servant Leadership
- Legal Issues in Academic Medicine (How to Keep Things from Going Wrong)
- Time Management
- Micro-Inequities: The Power of Subtle Discrimination and How to Address It
- Temperament: The Key to Knowing Yourself and Others
- Advancing Women in Medicine and Science
- Work-Life Balance: Taking a Proactive Approach
- Working Successfully in a Global Society
- Moving Leaders from Champions to Visionaries

For more information about the development and execution of this speaker series, please contact Dr. Ockene at Judith.Ockene@umassmed.edu.

University of California Health Initiative Seeks to Increase Faculty Diversity

By: Lourdes R. Guerrero, EdD, MSW, David Geffen School of Medicine at UCLA, Alec Rosenberg, University of California, Office of the President and Mijiza Sanchez, MPA, University of California, San Francisco

Since 2007, the University of California Diversity Pipeline Initiative (UCDPI) has been addressing the need for more faculty diversity in the health sciences. The Initiative has organized an annual 3-day conference for women of color pursuing health science degrees focused on giving them the information, skills and motivation necessary to consider pursuing an academic career. Over 250 women have gone through this program to date.

Sixty three students and trainees from all of UC’s health professions schools participated in the 2011 conference held at the Claremont Hotel in Berkeley, CA from April 13–15. “It’s encouraged me to enter a career in academic medicine,” said Juliet Okoroh, a Nigeria native who is a third-year medical student at UC San Diego and participant in the Programs in Medical Education (PRIME) program focused on serving California’s underserved. “I really do want to work with immigrants and people of diverse backgrounds.”

The UCDPI conference was coordinated jointly by UC Office of the President, The California Wellness Foundation, UCSF’s Multicultural Resource Center/Office of Diversity and Outreach/Student Academic Affairs and the UCSF Clinical and Translational Science Institute.
University of California Health Initiative Seeks to Increase Faculty Diversity continued

“You have to be committed to diversity over the long term,” said conference speaker Renee Navarro, UCSF vice chancellor for diversity and outreach. “These training programs take five, sometimes 10 years. We’re starting to plant the seed and identify a roadmap of how that could happen. There are opportunities. Many times people just aren’t aware of them,” Navarro said.

This year’s conference added a session on mentoring for UC faculty participating in the program to help them thrive in their careers. In addition, the session became a catalyst for incorporating campus-level mentoring activities for the participants during the year.

The UCDPI is a great example of how one system is recruiting and retaining women in academic health sciences.

Evolution of University of Nevada School of Medicine’s WIMS Program Using Technology

By: Amy Ellwood, M.S.W., L.C.S.W., Professor of Family Medicine & Psychiatry, AAMC Women’s Liaison Officer (GWIMS), Department of Family Medicine, University of Nevada School of Medicine

Review of article/editing: Jennifer Hagen, M.D., and Melissa Piasecki, M.D.

The University Of Nevada School Of Medicine’s involvement in WIM began in December 1992 when three women faculty attended the AAMC Professional Development Program for Junior Women Faculty in Santa Fe. Despite obstacles to forming a WIMS group following that meeting, persistence paid off and Dean Robert Daugherty appointed Amy Ellwood as the AAMC Women’s Liaison (now GWIMS) and the process began. Nevada is a large state with faculty, residents and medical students located on campuses in Las Vegas and Reno, separated by almost 500 miles of desert, mountains and frontier towns. In the early 1990’s, emails, listserves, internet access and Smart phones did not exist. Desktop computers were assigned to administrators.

The WIMS group communicated by telephone or mail. Small groups of women faculty met for noontime brown bag lunches in both Reno and Las Vegas. Sometimes they met at a colleague’s home. More women faculty attended AAMC WIM faculty development programs but funding for air travel between the campuses was limited. The group process evolved with the advent of technology and the use of email, listserves, and video conferencing. In the early 2000’s, Dr. Tracy Veach developed the Office of Faculty Affairs and Development (OFAD) and in 2005, Dr. Melissa Piasecki was instrumental in cultivating the Women in Medicine Program within

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Evolution continued

OFAD. The WIM list-serve and Survey Monkey were used to organize meeting times and agenda items. The WIM Group met every other month using Polycom video conferencing technology between campuses. In 2009, Women in Medicine and Health Sciences held their first retreat with plenary speaker, Dr. Elizabeth Travis, from MD Anderson Cancer Center’s WIM Program. This program was supported through statewide collaborative efforts of UNSOM, University of Nevada Reno School of Nursing, UNLV’s Schools of Dental Medicine and School of Nursing and Nevada State College Nursing Program. With a generous donation from the E.L. Cord Foundation, it was possible to have the event on consecutive days in Reno and Las Vegas.

The WIM program webpage at the SOM website lists dates of meetings, links to AAMC GWIMS resources, and slides from faculty development programs. The GWIMS liaison is diligent about sending out notifications from AAMC though the WIM list-serve and WIM updates is a standing agenda item at the school’s Faculty Council meeting. The WIM list-serve is now a resource for our school’s recruitment efforts. Other technologies such as Office Communicator, Live Meeting or Go to Meeting are options to engage members from remote sites.

Success Comes with Balance and Collaboration

By: Darshana Shah, Ph.D., Associate Dean, Faculty Affairs & Professional Development, Professor & Chief, Pathology Academic Section, Marshall University Joan C. Edwards School of Medicine

On May 16–17, 2012, women from all phases of their medical and science careers came together for the WIMS Inaugural Leadership Forum, held at Cabell Huntington Hospital in Huntington, W.Va. The women were invited to share experiences and discuss challenges faced while attempting to follow their desired career paths. By combining senior and junior women faculty with medical students and graduate students, an interesting dynamic developed, creating friendships and mentorships that did not previously exist.

The forum, which was sponsored by the Office of Faculty Affairs and Professional Development at the Marshall University Joan C. Edwards School of Medicine, offered tips on how to lead while dealing with daily challenges and negotiating with colleagues proficiently. This balance, which is often difficult to achieve while attempting to follow one’s own career path, was found to be a common thread in this women’s leadership forum.

Medical and scientific training do not cover all the skills needed for career success, and clinical experience and scientific excellence do not necessarily guarantee career satisfaction. Women, especially, continue to face extra challenges in career building. For example, if one finds oneself in a leadership position, there can be challenges when focused on working with a diverse group of professionals. Diversity in age, gender, experience, ethnicity, and even work practices can affect leadership style. These issues, along with other dynamics of the workplace, were covered in this forum.

Reflections from the WIMS Inaugural Leadership Forum

Future women professionals, from left: Rachel Edwards, Kathryne Blair, and Miranda Carper. Edwards said the forum opened her eyes to some of the challenges other female physicians have faced. Carper was provided with mechanisms she can use to be a successful researcher, and she appreciated the opportunity to gain advice from mentors she respected.

Junior faculty, from left: Piyali Dasgupta, Ph.D., associate professor of pharmacology, and Maria Guadalupe Lopez-Marti, M.D., assistant professor of pediatrics. Dasgupta appreciated the tools that emphasized how to deal with daily challenges, accept changes in one’s career path, and avoid getting burned out while achieving goals. She said the seminars have given her skills to achieve better work-life balance. Lopez-Marti found the workshop extremely practical in raising her self-awareness about personal and career issues and in increasing her networking capabilities. She found it a great experience to get to know new role models within the institution.
Aligning Executive Recruitment Practices Around Core Leadership Competencies

By: Megan M. Palmer, Ph.D., Assistant Dean of Faculty Affairs and Professional Development and Assistant Professor of General Internal Medicine, Indiana University School of Medicine

Krista Hoffman-Longtin, M.A., Director of Programs and Evaluation, Office of Faculty Affairs and Professional Development, Indiana University School of Medicine

Mary E. Dankoski, Ph.D., Associate Dean for Faculty Affairs and Professional Development; Vice Chair for Faculty and Academic Affairs, Department of Family Medicine; Lester D. Bibler Scholar; and Associate Professor of Family Medicine, Indiana University School of Medicine

Recruiting top talent, particularly into leadership roles, is one of the most important ways to shape the future of an academic health center. Despite the critical importance of leadership recruitment, studies show that there are multiple challenges inherent in the search process. One study of Deans and teaching hospital CEOs showed that these problems include: haphazard administrative practices, difficulty identifying leadership competencies, challenges in assessing institutional fit, lack of diversity in the pool, and misalignment between the Dean and hospital CEO.¹

Prior to launching an initiative to improve our executive level search and screen processes (department chair and above), Indiana University School of Medicine was no different. We faced a number of challenges. For example, committees were large, lacked clear expectations for members, and their effectiveness was highly variable and dependent on the chair of the committee. Without standardization in the process, committees often ended up “reinventing the wheel” with each search and information was often lost. Further, many committees used a regulatory approach to diversity rather than a proactive and deliberate one.

Approximately two years ago, in consultation with the AAMC action research project on leadership recruitment, the Indiana University School of Medicine Dean’s Office for Faculty Affairs and Professional Development (OFAPD) launched an initiative to institutionalize best practices to address these issues. Some of the steps we took include:

- The development of a transparent process map to outline the structural, regulatory, and process issues involved in searches
- An administrative reorganization to clarify staff roles
- Centralizing the process by including an Assistant Dean from OFAPD as co-chair for each executive level search
- Maximized the use of our web-based course management site to organize candidate materials and search committee documentation
- Created greater consistency in search committee practices through the adoption of Dean’s charge guidelines, communication templates, and a committee member code of conduct
- Minimized the potential impact of unconscious bias through issuing sample interview questions to all interviewers, adopting a structured interview format for the committee interview, and having committee members view the AAMC module on unconscious bias and/or read the Analysis in Brief on the same topic

The ultimate goal of the initiative is to enhance the institution through recruiting the kind of future oriented, emotionally intelligent leadership talent necessary for success in today’s academic health center. Thus, in addition to the steps identified above, we have also aligned our process around the following core leadership competencies:

- Leadership and team development
- Performance and talent management
- Vision and strategic planning
- Emotional intelligence, self-awareness, and personal attributes
- Communication skills
- Commitment to the tripartite mission

Via electronic surveys, we now screen every CV according to these competencies, as well as every candidate interview. In addition, our sample behavioral interview questions are organized according to these competencies, as is the structured committee interview and suggested reference questions.

This initiative has yielded increased efficiencies in committee work, greater transparency in how candidates are screened and selected, clarity in the emphasis on selecting for leadership skills, and has increased diversity in the candidate pool. Both the Dean of IUSM, D. Craig Brater, M.D., and committee members have expressed satisfaction with the effectiveness of the process. In fact, many department chairs who have served on recent searches are now asking for assistance with their department-level recruitment processes. Attending to the manner in which institutional leaders are selected thus yields tremendous benefits to the institution and is a critical lever for shaping the culture and diversity of an academic medical center.

Reference
Medical School Mentoring

By: Emily Abdoler, a third-year medical student at University of Michigan Medical School and OSR Liaison to the GWIMS Steering Committee

Most students enter medical school with an understanding of the importance of mentors. However, the process of finding one—especially while still mired in the rigors of preclinical coursework and far removed from most clinical faculty—can be daunting. To help support students in this process, the University of Michigan Medical School chapter of the American Medical Women's Association (AMWA), a student organization, developed a faculty mentorship program for its members. Every year since at least 2005, AMWA members select two specialties they are considering and are paired accordingly with a faculty volunteer in one of their designated fields. Mentors and mentees meet at an annual dinner, where faculty mentors share advice and information about their own career paths with all students in attendance. Later in the year, specialty-specific dinners take place, and various faculty mentors volunteer to serve on a lunch panel addressing issues central to work-life balance. Meanwhile, individual student-faculty pairs are encouraged to keep in regular contact and plan shadowing opportunities for the students.

The overarching goal of the program is to help support medical students as they begin the journey toward careers in academic medicine, showing them the range of paths available by providing them with mentors to serve as examples and sources of encouragement and advice. Last year, the program involved 52 AMWA students and 46 physicians. Female and male faculty members at different stages of their careers participated, representing a broad range of specialties. For the coming academic year, the current chair plans to enhance the program by organizing opportunities for students to shadow physicians in multiple specialties. This expansion will help further the program’s aim to recruit women into academic medicine by providing students with broader exposure to career options and potential mentors.

New! Academic Medicine® - Women in Medicine and Science Collection

We invite you to browse this collection of articles and reports published in Academic Medicine that are focused on the careers, advancement, mentoring, and leadership of women at medical schools. Women in Medicine and Science Collection


Thank you to the designated GWIMS representatives who participated in the completion of the 2011–2012 AAMC Women in U.S. Academic Medicine Statistics and Benchmarking Survey for their institutions!

The biennial survey examines the representation of women in accredited U.S. medical schools. Your assistance will help us to record, calculate, and examine gender differences in the areas of faculty hiring and promotion. Detailed information about the representation of men and women in academic and administrative leadership positions will also be documented.

The results of the survey will be published online in the fall of 2012 on the AAMC Web site.

To view past benchmarking reports, visit https://www.aamc.org/members/gwims/statistics/

Interested in contributing to GWIMSWatch?

GWIMS is always seeking short pieces, quotes, and photos to include in future editions. Don’t forget, GWIMSWatch has moved in a new direction, with each seasonal issue featuring a different theme! The theme of the fall issue is Awards and Recognition. To submit content, e-mail Elizabeth Coakley at ecoakley@aamc.org by September 5, 2012. GWIMS reserves the right to accept or reject submissions as well as offer suggested edits.

The opinions expressed by the authors of this newsletter do not necessarily reflect the opinions of the AAMC or its members.