



Leadership Development Courses in Academic Medicine

I. Early Career Courses

[AAMC Early Career Women Faculty Leadership Development Seminar](#)

Target Audience: The Early Career Seminar for Women Faculty is designed for women physicians and scientists with an appointment at an AAMC member school of medicine, with a **minimum of two years of experience** (from the date of the seminar) as an Assistant Professor. Generally, this seminar is designed for women faculty who have held an academic appointment at a school of medicine for 8 years or less.

Program Objectives:

At the conclusion of this activity, participants should be able to:

- Demonstrate leadership behaviors that include effective communication, expanding self-awareness, increasing financial acumen, and other leadership topics necessary for skill development and career advancement.
- Gain insights into overcoming challenges and developing strategies for navigating gender dynamics in the workplace.
- Create individualized leadership goals that align with their long-term career vision and short-term goals for promotion.
- Expand their network of colleagues within academic medicine and science.

Emory Alumni¹: Quratulain Syed, Sara Turbow, Candace, Taniqua Miller, Ashley Aiken

[AAMC Minority Faculty Career Development Seminar](#)

Target Audience: Junior faculty and postdocs who aspire to leadership positions in academic medicine.

Learning Objectives:

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.

Emory Alumni¹: Marshall Fleurant, Idil Kore, Taniqua Miller, Ifeoma Onuorah

[Junior Faculty Development Course \(Emory\)](#)

Target Audience: All instructors and assistant professors in the School of Medicine.

Educational Objectives:

- Build personal awareness of leadership and team behavior

- Gain a basic understanding of the organization of WHSC and funds flow
- Improve teaching and presentation skills
- Understand the basics of promotion and tenure
- Become familiar with the basics of manuscript and grant writing
- Discuss ethical conundrums in medicine
- Enhance negotiation/conflict resolution skills
- Interact with WHSC and university leaders
- Network with colleagues

Alumni: [Junior Faculty Development Course Cohorts](#) | [Emory School of Medicine](#)

Faculty Development Program: Under-Represented in Medicine* (URiM)

Target Audience: Under-represented in Medicine* (URiM) faculty

Educational Objectives:

- Enhance peer mentoring and sense of community among URiM faculty members
- Develop/enhance leadership and career development skills identified by participants
- Engage in meaningful discussions about the experience of navigating academic health sciences as a URiM faculty member
- Contribute to efforts to create a more diverse and inclusive environment

Program Components

- Experiential seminars. Senior faculty members and leaders from Emory and beyond engage with participants around career and leadership development topics.
- Discussion forums on URiM faculty experience. Articles from academic journals and the lay press, TED Talks, and other relevant media are used as launching point for discussions about the career experiences, challenges, and successes faced by participants in academic health sciences.
- Peer Mentoring. Participants meet in learning communities during each session to provide support and accountability to one another to successfully negotiate challenges, foster resiliency, and achieve personal goals.
- Leadership coach. Participants will be paired with a leader from across the school of medicine to serve as a coach and advisor through this process. These leaders will represent chiefs, chairs, deans with clinical and academic leadership roles.
- Career development project goal. Participants commit to making substantial progress on a project that advances their career development or leadership goals throughout the program, with support from a network of peer and senior mentors. They will be expected to present their work at the end.
- Participant commitment. Participants commit to actively participate in at least 6 of the sessions, to make progress and present their project, and engage in self-reflection and honest conversation with peer and senior mentors.

Structure & Time Commitment: The course includes 8 sessions held 2-3 times per month from August through December. Course will be offered on a biannual basis with the next cohort taking place in 2025.

II. Mid-career Courses

[AAMC Leadership and Management Foundations for Academic Medicine and Science](#)

Target Audience/About: Assistant and associate professors, program directors, division chiefs, and administrative leaders.

Learning Objectives:

- Defining expectations and success factors of leadership
- Describe the role of emotional intelligence in leading yourself and others
- Utilize innovative interpersonal and team communication strategies
- Apply strategies for managing time and setting priorities that result in the achievement of both personal and organizational goals

Emory Alumni¹: Michael Lloyd

[AAMC Mid-career Women Faculty Leadership Development Seminar](#)

Target Audience: The Mid-Career Seminar is designed for women physicians and scientists with an appointment at an AAMC member school of medicine, with a minimum of two years of experience (from the date of the seminar) as an Associate Professor. Mid-career applicants should have demonstrated leadership ability, either in formal administrative or other leadership roles. Applicants should have a minimum of eight years' experience in academic medicine and science and actively seeking to progress to the next stage of their career, along the path to full professorship and/or other advanced leadership position.

Program Objectives:

At the completion of the seminar, participants will be able to:

- Apply critical knowledge from the seminar and create an actionable plan to achieve career goals
- Acquire personal and organizational strategies for successful leadership in academic medicine and science
- Expand their networks of mentors, sponsors, and colleagues to increase engagement with peers

Emory Alumni¹: Michael Lloyd, Shelly-Ann Fluker, Sheryl Heron, Michelle Lall, Courtney Moreno, Modele Ogunniyi, Julie Williamson

[Executive Program in Managing Healthcare Delivery \(Harvard Business School\)](#)

Target Audience: This program is designed for clinical and nonclinical leaders with more than 10 years of experience in large established health care delivery organizations, physician chiefs and subspecialty chiefs, nurse executives, and leaders from physician network organizations, and administrative executives and those in functions such as innovation, strategy, information technology, finance, and human capital. Because this health care management program focuses on developing strategies that address organizational challenges, it is ideal for teams. Attendance by multiple representatives from your organization not only will foster teamwork but also will amplify impact.

Key Benefits:

- Improve your organization's performance
- Become a more capable health care leader
- Expand your personal and professional network

Emory Alumni¹: Michael Lloyd Angel Leon, June Connor, Don Brunn, Greg Anderson, Bryce Gartland, Dallis Crowe, Dan Owens, Jeff Lesesne

Harvard Macy Program for Educators in Health Professions

Target Audience: Physicians, basic scientists, and other healthcare professionals

Course Objectives: Upon completion of the program, participants will have gained:

- Evaluate how adults learn and incorporate teaching strategies and other methods that enhance learning
 - Strategically design and implement effective curricular changes that anticipate and adapt to evolving educational needs
 - Utilize leadership techniques that foster a culture of acceptance and readiness for change
 - Develop and implement strategic plans for sustainable educational innovation within institutions
 - Assess and report the impact of educational innovation, using insights to guide future advancements
 - Reflect on one's career path and professional development, embracing lifelong growth and adaptability as an educational leader
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HERS Leadership Institute

Target Audience: The HERS Leadership Institute is an inclusive program, welcoming all participants who identify as women. It is designed for faculty and staff who generally hold mid-to-senior level positions in higher education and have a desire to emerge as more dynamic leaders for themselves and their institutions.

Learning Objectives:

- Self-knowledge
- Institutional Awareness
- Networking
- Immediate and Practical Application

Emory Alumni¹: Odette Harris

Academic Leadership Program (Emory)

Target Audience: Emory's academic leaders. The program goals are (1) to strengthen academic leadership performance across the university, and (2) to establish a leadership pipeline for succession planning.

Educational Objectives:

- Conflict resolution
- Diversity and inclusion
- Leadership styles
- Legal affairs
- Management skills
- Media and communications
- Strategic planning
- University finance, planning, and assessment

SOM Alumni¹: Jaffar Khan, Jacques Galipeau, Deb Houry, Gordon Churchward, Zoher Kapasi, Tracey Henry, Jason Liebzeit, Anandi Sheth, Gulisa Turashvili

EM-ProLEAD: Emory Medicine Professional Leadership Enrichment and Development Program (Emory)

Target Audience: The program is open to all faculty members of Emory School of Medicine or Emory Healthcare in a mid to senior leadership position. Candidates must be nominated by their Department Chair, Division Director or Executive Administrator.

Educational Objectives: This program focuses on enriching leadership skills, enhancing business knowledge, and promoting collaborative efforts across Emory health professionals with an emphasis on diversity and

inclusion.

Alumni: [EMProLEAD Cohorts | Emory School of Medicine](#)

Radiology Leadership Academy (Emory)

Target Audience: 12 early-to-midcareer faculty and staff of the Emory Radiology Department who through a nomination process are selected for their potential to grow or gain in their leadership contributions to the department/Emory

Educational Objectives:

- To gain a deeper understanding of the Emory Radiology department and its place in the academic healthcare community
- To gain and understanding of how each person's contribution is interwoven into the other areas/pillars of our department
- To supply our leaders with the tools that will empower them to create a positive and constructive work environment
- To increase intra-departmental communication for the purpose of enhancing quality of patient care, research and education
- To develop leaders that will bring about continuous positive transformation within the Emory Radiology Department.

Emory Alumni¹: 47 radiology faculty, including Dan Lee, Dawn Moore, Ioannis Sechopolous, Anh Duong, Baowei Fei, Leonel Vasquez, Ashley Aiken, Ted Brzinski, Hiroumi Kitajima, Brent Little, Roger Williams, Kaundinya Gopinath, Omari Johnson, Amit Saindane

Website: Restricted access for Radiology faculty.

Emory Women's Leadership Development Program

Target Audience: Emory School of Medicine women faculty members at the ranks of senior assistant professor, associate professor, or recently promoted professor who demonstrate a strong potential for assuming executive leadership positions and an inclination to lead in academic medicine.

Educational Objectives:

- Career building and leadership skills
- Decreasing the gender gap

Alumni: [Women Leadership Cohort](#)

III. Senior-level courses

Leadership Development for Physicians in Academic Health Centers (Harvard School of Public Health)

Target Audience: The program is designed for physicians in administrative leadership positions in academic health centers, who lead a clinical division and report directly to the chair of their department. Potential participants include individuals in positions such as chief of a clinical division within a major clinical department, vice chair of a clinical department, medical director with similar responsibilities as a division chief, and associate dean for clinical affairs.

Program Objectives: Upon completion of the program, participants will have gained:

- Increased understanding of the responsibilities and tasks of leaders in complex institutions
- Broader appreciation of the challenges and changes occurring in academic medical centers and the implications for their own institution and service or area of responsibility
- New perspectives on issues they face currently and on those which arise in the future

- Knowledge of relevant concepts and techniques in several key management disciplines
- New methods to analyze problems and an enhanced capacity to identify the critical questions
- Greater effectiveness as unit and institutional leaders in formulating and implementing initiatives and managing change

Emory Alumni¹: Carlos del Rio, Tris Parslow (would not recommend), Sharon Weiss, Denise Jamieson, C. Matthew Hawkins, Carrie A. Cwiak, Craig S. Jabaley, Jessica B. Spencer, Terry C. Wall, C. Adam Lorent, Jonathan Sevransky

[AAMC Executive Development Seminar for Deans](#)

Target Audience: The Executive Development Seminar for Deans is open to current members of the Council of Deans (COD) and expected members whose appointments have been announced by an AAMC-member medical school. COD Fellows are also welcome to attend. Participation is by invitation only.

Learning Objectives: During the seminar, new deans gain perspective from national experts and from within their cohort on a variety of topics:

- Emerging issues at academic medical centers
- Driving alignment across the academic medical center
- Stewarding institutional resources such as talent, finances, and institutional reputation
- Best practices for advocacy
- Leading your institution through major change events

Emory Alumni¹: Tris Parslow, Sandra Wong

[AAMC GME Leadership Development Certificate Program](#)

Target Audience: GME leaders, with up to five years' experience in an Institutional GME leadership role, who are responsible for the institutional oversight of GME at an AAMC member institution including: designated institutional officials, GME deans, vice presidents for academic affairs, GME directors, and others. Leaders with more experience are welcome to apply and placement will be granted on a case by case basis; however, the course is most beneficial for those newer in their institutional GME leadership position.

Program Objectives:

- Develop/enhance regional and national networks of professional peer groups, in addition to understanding the specialty groups available for membership.
- Understand and actualize the difference between management and leadership, knowing that both skill sets must be enriched for success as a DIO.
- Design an organizational structure for their educational mission which stresses agility and proficiency; identifying potential contributors and developing their skill sets.
- Establish a competency in financial principles; understand the options of educational and medical financing and develop a long-range monetary plan.
- Demonstrate competency in basic change management techniques and utilize strategies to implement change within their institution.
- Integrate tools from the field of human resources to manage central and program-level GME leadership; develop a long-range plan based on people as a key need.
- Demonstrate proficiency in comprehending ACGME policies, and those of other regulatory agencies, and implement appropriate protocols.
- Be proactive in planning and guiding their institution's GME programs; integrate innovation into the culture.
- Lead the GME enterprise in the role of advocacy for trainees, faculty, and patients.

- Synthesize applicable legal standards for medical education; devise appropriate protocols for the GME Office and convey a standardized approach to others involved in graduate medical education.

AAMC GRA spring 2025 meeting: dates and location TBD

To successfully complete the program, participants are required to attend the September (in-person) and January (virtual) modules and the AAMC Group on Resident Affairs (GRA) Spring Meeting in their entirety.

Emory Alumni¹: Maria Aaron

Executive Leadership in Academic Medicine (ELAM, Drexel University)

Target Audience: 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.

Educational Objectives:

At the conclusion of this course, participants should be able to:

- Use strategic approaches to financial and resource management that enhance the missions of their organizations
- Adapt their leadership behaviors to effectively address strategic, operational, and relational challenges
- Lead and manage change initiatives within complex and dynamic academic organizations
- Collaborate with diverse team members to build a community of leadership practice that supports academic organizational leadership

Emory Alumni: [Emory ELUMs](#)

Executive Leadership in Health Care (ELH, Drexel University)

Target Audience: rising women at the equivalent of the associate or full professor level who are established experts in their domain. Candidates will have a track record of achievement in clinical program development (or other institutional-level activities that mark them as appropriate) and have aspirations to lead at the executive level in the next five years.

Educational Objectives: At the conclusion of this course, participants should be able to:

- Use strategic approaches to financial and resource management that enhance the missions of their organizations.
- Enhance their leadership behaviors to effectively address strategic, operational and relational challenges.
- Lead and manage change initiatives within complex and dynamic organizations.
- Collaborate with a variety of stakeholders in order to build a diverse community of leadership practice that supports personal, professional and organizational effectiveness.

Emory Alumni: Carrie Cwiak

Leadership Strategies for Evolving Healthcare Executives (Harvard School of Public Health)

Target Audience: Healthcare executives and emerging leaders who wish to adapt their knowledge and skills

to the constantly changing field, including CEO, CIO, COO, CMO, Department Chairs/Division Chiefs, Group Practice Executives, Health Care Consultants, Health Systems Executives, Hospital Executives, Medical Directors, Nurse Executives, Physician Executives

Objectives:

- Identify leadership styles, strategies and approaches to improve personal navigation of challenges and opportunities
 - Understand design thinking and how it can be used as a process for stimulating innovation in your organization
 - Understand design thinking and how it can be used as a process for stimulating innovation in your organization
 - Develop the crucial qualities, actions, and approaches necessary to be a successful leader
 - Improve capacity to manage change in your organization
 - Develop a leadership toolkit that can be implemented immediately on return to your organization
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Harvard Program for Chairs of Clinical Services

Target Audience: The program is designed for chairs of major clinical departments in teaching hospitals whose responsibilities require them to allocate resources, develop policies, make difficult decisions in times of great uncertainty, and provide leadership. Potential participants report directly to the CEO/Dean and include heads of major departments of medicine, surgery, obstetrics-gynecology, pediatrics, psychiatry, neurology, anesthesiology, pathology, and radiology.

Educational Objectives:

- Increased understanding of their responsibilities and tasks as leaders of clinical departments and members of the leadership group of their institution
 - A broader appreciation of and insight into the external challenges facing, and changes occurring in, academic medical centers; the range of options and responses available; and the implications for their own institution, clinical service, and academic program
 - New perspectives on issues they face currently and on those which arise in the future
 - Knowledge of relevant concepts and techniques in several key management disciplines
 - New methods to analyze problems and an enhanced capacity to identify the critical questions
 - Greater effectiveness as departmental and institutional leaders in formulating and implementing new initiatives and managing change
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Woodruff Leadership Academy (Emory)

The Woodruff Leadership Academy (WLA) was formed to help professionals and managers within the Woodruff Health Sciences Center (WHSC) to further advance their leadership skills, with the over-arching goal of developing proficient, effective future leaders for the WHSC. Individuals chosen for WLA fellowships have demonstrated leadership skills at some level of their organizations and are identified as having a high probability of even greater leadership potential.

Target Audience: Individuals seeking knowledge, skills, and attitudes about finances, planning, management, operations, and leadership necessary for managerial success who are potential future leaders in WHSC.

Educational Objectives:

- To gain information and understanding of the WHSC's history, heritage, and current-day structure, Governance and operations – including how the WHSC operates within and interacts with all of Emory University
- To gain broad understanding of the WHSC's long-standing mission, and the current vision and strategic plan

- To understand the principles, qualities and responsibilities of leadership
- To study and understand the specific leadership qualities needed to pursue interdisciplinary and programmatic work relationships in a matrix organization
- To model best leadership practices for all industries in the 21st Century
- To study and understand the specific leadership qualities needed to pursue interdisciplinary and programmatic work relationships in a matrix organization
- To comprehend, energize, and advance all of the Woodruff Health Sciences Center Strategic Plans
- To build personal awareness for each of the Woodruff Leadership Academy Fellows through testing instruments – self awareness (Birkman) and 360 degree feedback (Voices)
- To create appreciation for, and expertise within, the teamwork approach to problem solving, planning, and operational implementation
- To develop strategic thinking capabilities and processes
- To develop negotiating skills, including conflict resolution techniques
- To educate WLA Fellows in WHSC and Emory University areas of finance, human resources, communications, marketing, legal, development, and external relations
- To advance interpersonal proficiencies of an organizational leader
- To develop effective change agents

Nomination Process: The WLA nominations process usually begins in mid-July and nominations are accepted only from WLA Alumni and WHSC Senior Leaders. Typically, 90-100 nominations are received and around 20-40 are selected. The deadline for nominations is mid-to-late August.

Emory Alumni: Over 350 fellows.

¹ Emory alumni listed in this document do not represent a comprehensive list, but rather those self-identified or identified by chairs.