

FLOW: Future Leaders of Wake



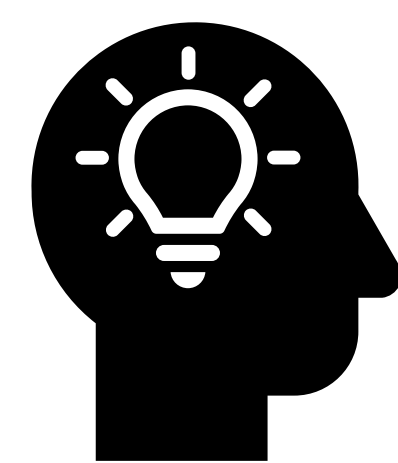
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Background/Significance:

With first jobs out of training, faculty have limited knowledge of the daily work and scope of senior administrators

Roles in the “C-suite” are often unknown and unclear until later in one’s career

Faculty may pursue such roles and prepare for these paths with earlier exposure and understanding of leadership roles



Purpose/Objectives:

Improve knowledge of high-level leadership roles early in career

Identify pathways to secure these roles

Develop professional relationships with senior leaders while early career stage

Obtain sponsorship from Department Chairs for professional development

Methods:

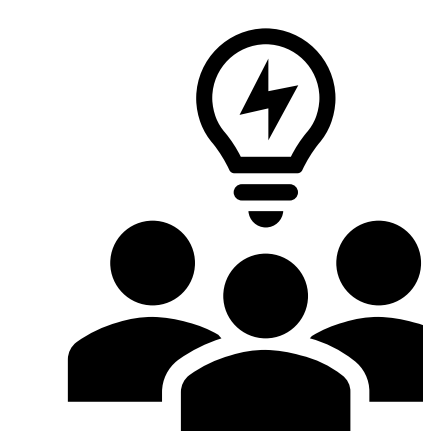
8-10 clinical faculty within the first five years of practice will be selected for program

Participants will receive insights from senior clinical faculty with “C-suite” roles and Deans, Chairs, and Directors

Speakers will be primarily women and underrepresented minorities

Speakers will share their career journeys to current roles with emphasis on:

- preparation for these roles
- knowledge gaps in these roles
- lessons learned



Participants will be paired with a senior leader for mentoring sessions and shadowing opportunities

Pre- and post-program surveys will be obtained from all participants to assess knowledge gained and program value

Outcomes/Objectives:

Program success will be demonstrated by early career faculty becoming more engaged with administrative roles

Promotion and retention will be tracked for participants including:

- pursuit of additional career and leadership training
- acquisition of leadership roles
- promotion and/or tenure progress
- mentorship engagement



Discussion/Impact:

Potential pipeline leadership pathway

Scope of project can be modified for research faculty, residents, fellows

Program is scalable to larger numbers of participants

Program will be transferable to other medical schools

Project Title: FLOW: Future Leaders of Wake

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Collaborators and Mentors: Lynn Anthony MD, Heather Whitley, Robert Hurley MD PhD, Julie Freischlag MD

Project Category: Faculty Development

Background/Significance: When faculty start their first jobs out of training, knowledge of what senior level administrators do is minimal and viewed through the lens of a trainee. The numerous roles in the “C-suite” remain largely unknown until later in one’s career, and many leaders in these positions wished they had more insight and mentoring prior to assuming these roles so they could have been better prepared or more qualified for them.

Purpose/Objectives: Goals of the FLOW program are to improve knowledge of higher-level leadership positions, pathways to secure these roles, development of personal and professional relationships with senior leaders at an early stage of one’s academic career, and commitment for professional development of young faculty from Department Chairs.

Methods: A small group of physicians (approximately 8-10) within the first five years of practice will be selected for a longitudinal program in which they will receive insights from clinical faculty with various senior administrative and “C-suite” roles. The speakers who hold these positions are primarily women and underrepresented minorities, intentionally selected to demonstrate achievable high level career goals among diverse faculty. The limited number of participants provides an intimate space for leaders to share lessons learned along the way in their leadership journeys.

Each leader will be featured separately throughout the first half of the program. Speakers will share their journeys to their current roles, preparation for these roles, what they wish they knew earlier, and lessons learned. In addition to this unique exposure to each of the leaders selected for the program, faculty will be paired with one of the leaders for two mentoring sessions and two days of shadowing in these administrative roles. Pre- and post-program surveys will be obtained from all participants to assess knowledge gained and program value.

Outcomes/Objectives: Success of this program will be demonstrated by continued sustainability and growth each year. Early career faculty will become more engaged with administrative duties and potentially assume additional roles and responsibilities within their departments or institution. Promotion and retention will be tracked for participants including pursuit of other career development programs, participation and leadership of departmental and institutional committees, new leadership roles, and mentorship engagement.

Discussion/Impact: The program is scalable such that a second phase for research scientist faculty can be implemented within 1-2 years of the initial program. While there are several areas of overlapping high-level administrative roles, there are substantial differences in the academic pathways to these roles, and a separate cohort of faculty participants is planned to ensure optimal use of time and exposure to relevant leadership roles. With the new partnership of Wake Forest University School of Medicine with Atrium Health, this program can also be expanded to multiple campuses as part of our strategic plan for a comprehensive Enterprise Learning Health System.