

Leadership Training in Academic Medicine

Monthly on Mondays Faculty Development Series

Office of Academic Affairs

October 12, 2026

Academic Medicine

A time of extreme change

Academic medicine is a specialized branch of healthcare that combines clinical patient care with medical research, teaching, and community service. It typically takes place at research universities, medical schools, and teaching hospitals.



Volatility

Rapid changes and scalability



Uncertainty

What does the future hold?



Complexity

Many interconnected parts
and priorities

Leadership in Academic Medicine

Leading across the three missions at UCI: **Discover, Teach and Heal**



Discover

Research

Leading labs, studies and collaborations that advance science



Teach

Education

Mentoring students, residents and fellows, the next generation of physicians



Heal

Patient Care

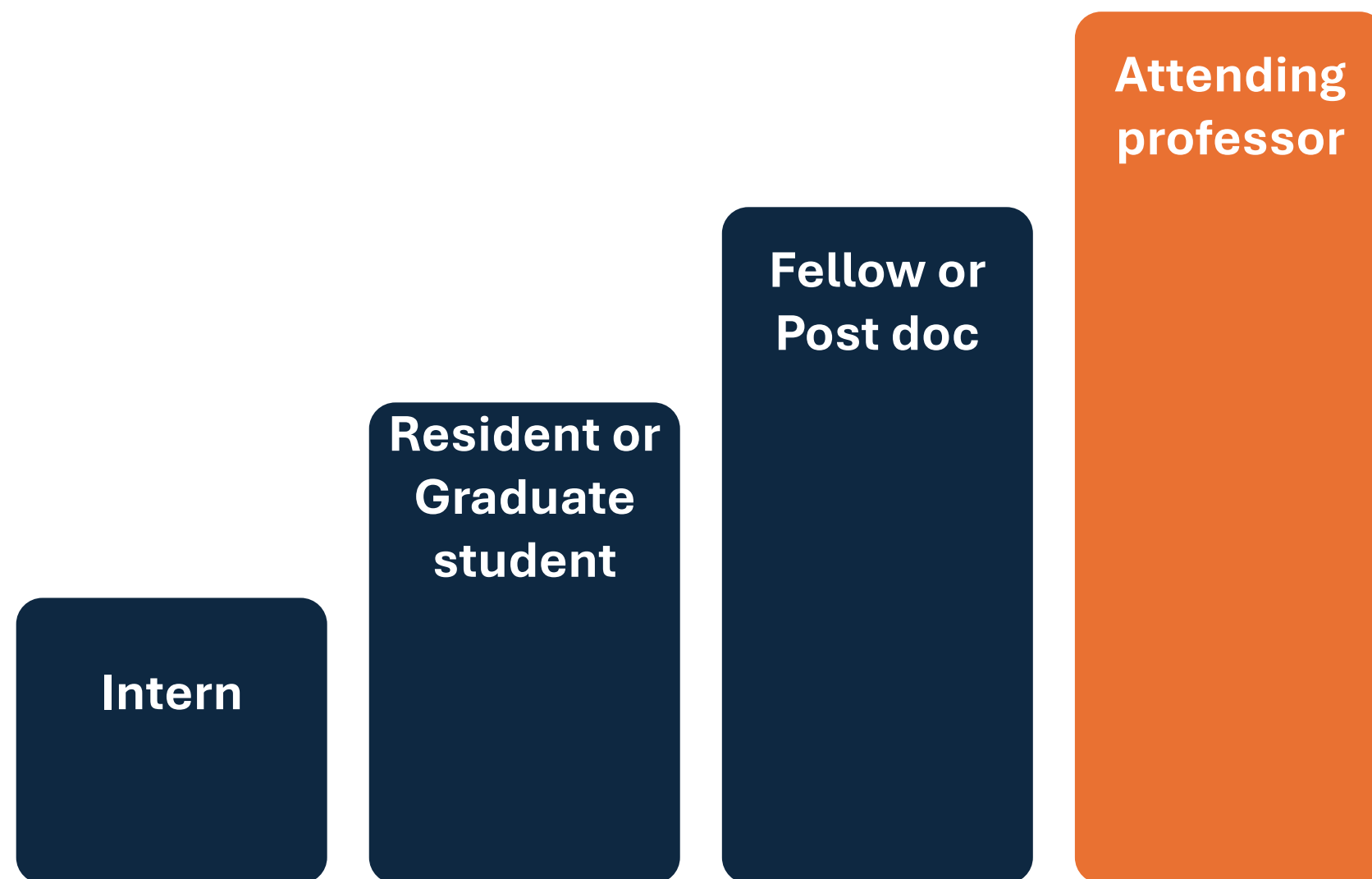
Leading clinical teams, programs and quality improvement

Leadership is an opportunity to create conditions to uplift people

You are all leaders in what you do every day.

To be a physician or scientist is to lead

Responsibility grows at every step — and nearly everyone climbs



Lead early, without training

Residents direct junior residents and care staff in their first years, with no formal preparation.

Not taught, not rewarded

Leadership is named a core competency, yet rarely taught or reinforced in training.

Missing basics

Few learn how to lead a team, coach others, confront problems or resolve conflict.

Leadership quality shows up in outcomes



Better clinical care

Hospitals with stronger management and boards deliver higher-quality care, including lower mortality.



Happier patients

Better management practices are linked to higher patient satisfaction.



Stronger finances

Well-managed organizations show better financial performance.



Less burnout

Stronger leadership is associated with less physician burnout and higher satisfaction.

And physicians are now asked to lead larger multidisciplinary teams amid high burnout.

What to teach — and how



Interpersonal literacy

- Coordinating teams
- Coaching and giving feedback
- Interprofessional communication
- Emotional intelligence



Systems literacy

- Business of healthcare: insurance, patient costs
- Quality and safety improvement
- Recognizing, disclosing and addressing errors

How to deliver it

- Teach over multiple years as responsibility grows
- Use didactics, orientations and retreats
- Assess leadership in evaluations; remediate gaps
- Require proficiency to progress
- Guard against bias in assessment

Team Science at UC Irvine

UCI ICTS

Paul Merage School of
Business

Maritza Salazar Campo, Ph.D.



Launch of Team Scholarship Acceleration Lab at UC Irvine in 2017

Who is the Team Scholarship Acceleration Lab (TSAL)?

There have been several researchers at the University of California, Irvine (UCI), who have made the study of team scholarship their primary area of research. The UCI Vice Chancellor for Research, Pramod Khargonekar, invited this group to work with him on some problems pertaining to team scholarship. After a series of discussions with him, and briefings of key administrators, we formed the Team Scholarship Acceleration Lab (TSAL).



Pramod Khargonekar Appointed as Vice Chancellor for Research at UC Irvine in 2016

The principal faculty members are:



Maritza Salazar Campo

Assistant Professor, Merage School of Business



Judtih Olson

Professor Emeritus, Department of Informatics



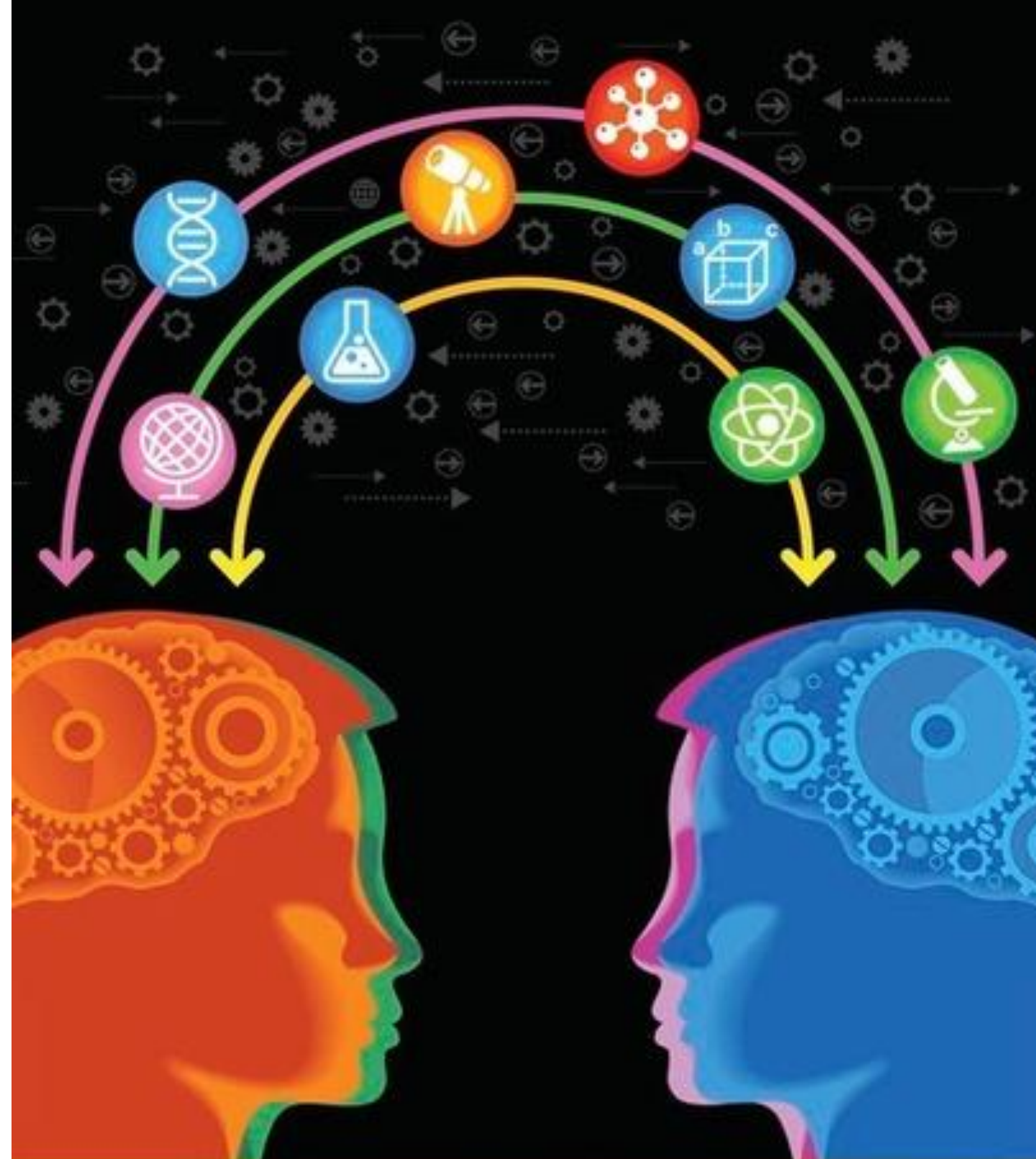
Gary Olson

Professor Emeritus, Department of Informatics



Dan Stokols

Professor Emeritus, School of Social Ecology



ENHANCING THE EFFECTIVENESS OF TEAM SCIENCE

NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

COMMITTEE ON THE SCIENCE OF TEAM SCIENCE

NANCY J. COOKE (*Chair*), Human Systems Engineering, The Polytechnic School, Arizona State University
 ROGER D. BLANDFORD (NAS), Department of Physics, Stanford University
 JONATHAN N. CUMMINGS, Fuqua School of Business, Duke University
 STEPHEN M. FIORE, Department of Philosophy, University of Central Florida
 KARA L. HALL, Behavioral Research Program, National Cancer Institute
 JAMES S. JACKSON (IOM), Institute for Social Research and Department of Psychology, University of Michigan, Ann Arbor
 JOHN L. KING, School of Information, University of Michigan, Ann Arbor
 STEVEN W. J. KOZLOWSKI, Department of Psychology, Michigan State University
 JUDITH S. OLSON, Department of Informatics, University of California, Irvine
 JEREMY A. SABLOFF (NAS), Santa Fe Institute
 DANIEL S. STOKOLS, School of Social Ecology, University of California, Irvine
 BRIAN UZZI, Kellogg School of Management, Northwestern University
 HANNAH VALANTINE, Office of the Director, National Institutes of Health



Judy Olson, Information
and Computer Science



Dan Stokols
Social
Ecology

Organizational Scientist on a Journey: Maritza Salazar Campo, Ph.D.



[Team Science Consultation Registration](#)



“How do we turn a Team of Experts into an Expert Team?”

NSF's 10 Big Ideas

NSF's 10 Big Ideas

RESEARCH IDEAS

Harnessing the Data Revolution

The Future of Work at the Human-Technology Frontier

Windows on the Universe: The Era of Multi-messenger Astrophysics

The Quantum Leap: Leading the Next Quantum Revolution

Harnessing the Data Revolution

Navigating the New Arctic

Understanding the Rules of Life: Predicting Phenotype

ENABLING IDEAS

Mid-scale Research Infrastructure

NSF 2026: Seeding Innovation

Growing Convergence Research at NSF

NSF INCLUDES: Enhancing STEM through Diversity and Inclusion

2

Multidisciplinary Seed Funding Program and TSAL

Annual internally funded program aimed at multidisciplinary research

Restricted to multidisciplinary teams

Two stage review process

7-8 Awards per year

Key requirement: *awarded teams are expected to consult with TSAL*



Demonstrated record of success in externally funded center-scale projects

Team Science Accelerator Consultation Cycle

- ✓ Seed Grant Consultation
- ✓ Project & People Integration
- ✓ Revise Management Plan
- ✓ Use of Team Science Themes
- ✓ Project Launch Support
- ✓ Ongoing Training & Facilitation



TSAL Training and Education Modules Offered

- Building Your Team & Charting the Way: Strategic Team Mapping Strengthening Team Communication
- Aligning your Team: Brainstorm Facilitation
- Managing your Mentorship & Developmental Network
- Managing conflict in collaborations: Best Practices
- Establishing a Collaborative Agreement Inclusive
- Leadership in Team Science Scientific Leadership
- Development

Strategic Team Mapping: A 9-step Design Process to Support Collaboration

Purposefully configure the elements of interdisciplinary teams (i.e., disciplinary expertise, infrastructural cores, translational research projects) to achieve valued outcomes:

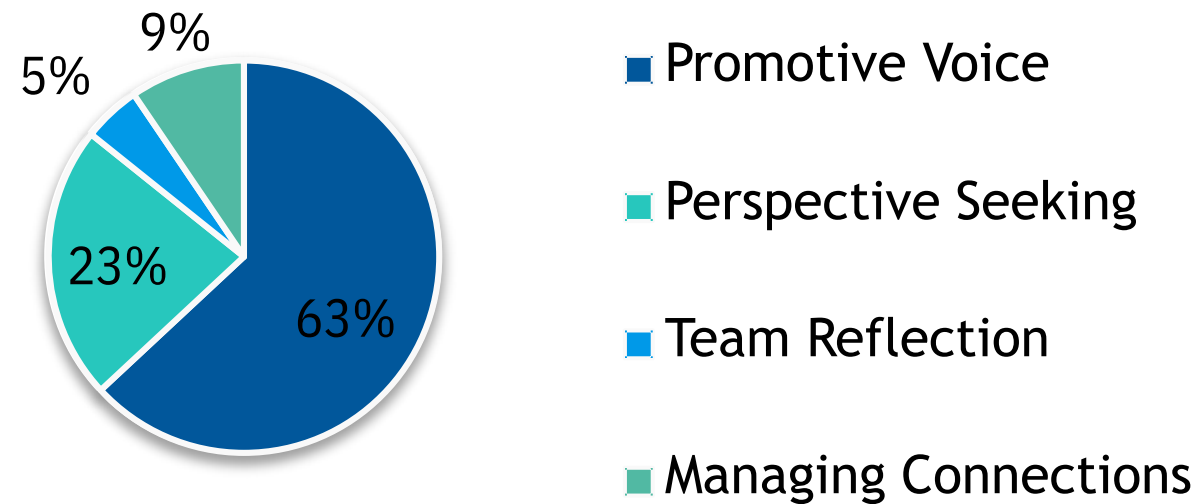
- Motivate joint effort
- Utilize talent more
- efficiently
- Uncover interdependencies
- Identify gaps in expertise
- Anticipate conflict zones

Reduce coordination losses

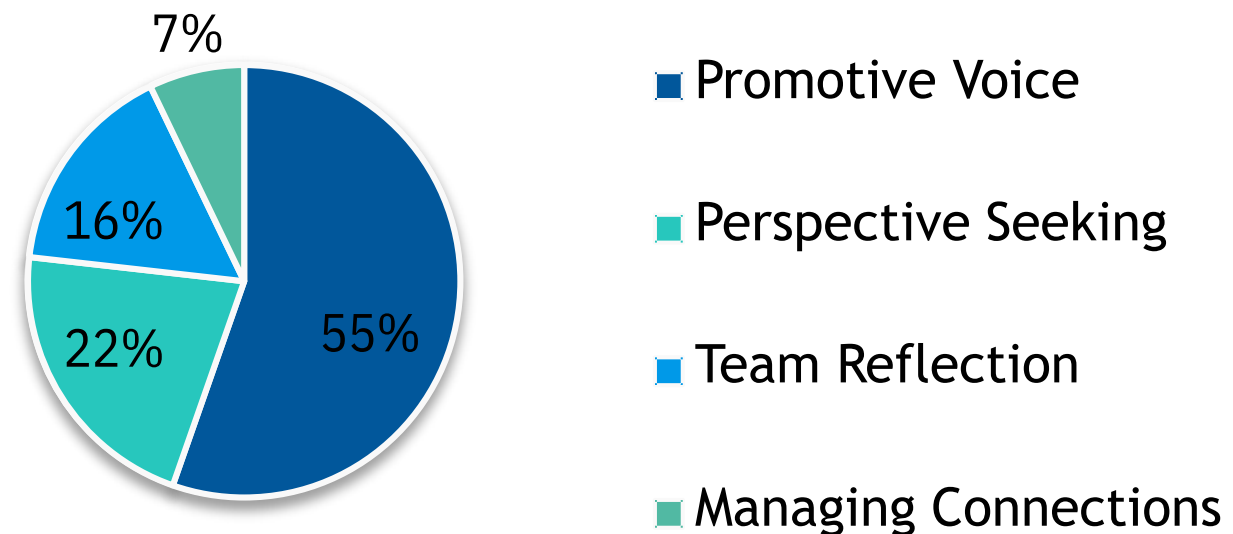


Four Principles of Team Communication Training

Most Creative Team



Less Creative Team



Team Developmental Assessment and Feedback

- Measure and strengthen team's integrative capacity
- Measure aspects of collaboration known to lead to success
- Developmental Network & 360degree leadership feedback
- Suggest remedies for weaknesses

Appendix A: Transdisciplinary Orientation Scale

The following items pertain to your thoughts, expectations, and behaviors about your research to date. Please indicate how strongly you agree with each of the following statements.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

1. My research to date reflects my openness to diverse disciplinary perspectives when analyzing particular problems.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

2. My research to date reflects my interest in learning about disciplinary concepts and theories in addition to the ones I am most familiar with.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

3. My research to date reflects my interest in learning about new research with.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

4. I would describe myself as someone who values interdisciplinary collaboration.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

5. I am willing to invest the time required for learning about fields that are different from my own.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

6. I enjoy tackling the challenges posed by working on complex problems, even if they are outside my expertise.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

7. I generally approach scientific problems from a multi-level perspective that considers both the big picture and the details.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

8. My research projects to date reflect my ability to conceptualize complex problems.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

9. My research to date reflects my ability to create conceptual frameworks that integrate knowledge from different disciplines.

1 (strongly disagree)	2	3	4	5 (strongly agree)
0	0	0	0	0

The Collaboration Success Wizard

To what extent do you think FaceBase members are naturally collaborative?

Note: some kinds of work information, etc.), and so same goals or resources. Neither is inherently good consideration.

1 = Naturally Collaborative
2
3
4 = Some common ground
5
6
7 = Naturally Collaborative
I don't know

Explanation, comment:

Copyright 2009, The Center for the Study of Complex Systems

Collaboration Success Wizard Report for The FaceBase Consortium

July 31, 2010 2:03 pm

This report is generated from your survey responses and is focused on suggesting remedies where your project may be improved. For areas that are really unproblematic, we don't suggest anything because we feel you have already figured out those areas of your collaboration. As such, the shorter this individual report, the better your project is doing, from your perspective. The report begins with an Overview of the various aspects of distributed collaboration and proceeds to our feedback to your responses to specific questions. The Overview is a new feature, still under development, and may give a different impression than the individual response feedback. This is due to the challenge of automatically processing "I don't know" responses, an active area of research. If you do see conflicting impressions, ignore the Overview summary. If you have any suggestions to improve this report, please feel free to email them to Dr. Steve Adams.

Overview based on your responses

The Nature of the Work
Your responses here suggest you have a collaboration with some serious challenges to overcome and which should be addressed as soon as possible.

Common Ground
Your responses here suggest you may share common ground with some colleagues, but not with others. If your work depends on others, make an effort to understand those with whom you lack common ground. Be advised, however, that common ground is fluid and can change with changes in a project's membership or leadership.

Collaboration Readiness
Your responses here suggest there are some areas you and your colleagues need to work on together to become better prepared to cope with problems that may arise in this area.

Management, Planning, and Decision Making
Your responses here suggest the leaders in your project, both formal and informal, have covered many of the key areas of organizing this collaboration and will likely manage well any project-level problems that may arise.

Technology Readiness
Your responses here suggest that some technology systems available to project members may not be supporting the collaboration as well as they could be, either in their deployment or in their "fit" with the needs of project members.

Conclusion
It's a good sign that you believe this collaboration will succeed and we certainly hope you are correct. Good luck!

Strong Points

1. (Common Ground): To what extent do you think the people in FaceBase actively help each other to resolve confusions when they arise?
Your answer: 6 (1 = Not very helpful; 7 = Very helpful)
Research shows that having a culture of noting when others are confused, and reaching out to help them, results in better work. Look for opportunities to reinforce your culture of helping.

2. (Conclusion): In your opinion, will this project be successful? Please explain your answer in the box below. If you can think of anything we did not ask, but should, please describe it in the box below.
Your answer: 6 (1 = It has a poor chance of success; 7 = It has a good chance of success)
Good luck! We certainly hope you succeed!

Areas that Need Improvement

1. (Collaboration Readiness): In general, to what extent do you trust that others in FaceBase keep your needs in mind and won't take advantage of you?
Your answer: 6 (1 = Very distrustful; 7 = Very distrustful)
When people do not believe others will keep their interests in mind when actions are taken in their absence, they become reluctant themselves to keep others' interests in mind, creating a fit-for-all attitude. They engender bad feelings and a reluctance to work together. Research shows that, by having social interactions early in a project (e.g., go out to dinner together, have a common experience like a hike or visit to a famous spot), people look out for each other's interests later, both personally and professionally.

2. (Collaboration Readiness): In general, to what extent do you trust there is a fair distribution of resources among FaceBase collaborations?
Your answer: 7 = Very Unfair (1 = Very fair; 7 = Very Unfair)

Measurement & Metrics

- Longitudinal Assessment of Team Composition and Team Outcomes
- Mentorship Development (Developmental networks of Jr Faculty and Funding Speed)
- Teaming Dynamics in Temporary Innovation Teams (Qualitative study)
- Scientific Leadership Coaching Evaluation (Leadership Circle)



Hund et al, 2018; Mubasher et al, 2021;

Training Capabilities → Outcomes

Targeted Skills & Abilities

- Project Planning & Driving Deliverables
- Effective Communication
- Mentorship Education
- Strategic Planning
- Group Processes
- Collaboration Skills

11-20% average increase in our measure of interdisciplinary collaboration behaviors and communication.

Developmental Network Support led to faster grant readiness compared to control, 2-5 months

50% increase in external funding application and 2x increase in publication rate within a year.

Strategic mapping exercise leads to better ideas from better use of interdisciplinary expertise

Asynchronous Learning

https://www.youtube.com/watch?v=9xE2_8VSSwU

- Team Science Blog
- Online Offerings, with Live Sessions:
 - Research Career Accelerator
 - Scientific Lab Accelerator
 - Proposal Prep Challenge
 - Team Leadership Coaching



Merage Program Milestones & Metrics

1

Clarify Strategic Direction

2

Develop Change Leadership Capability

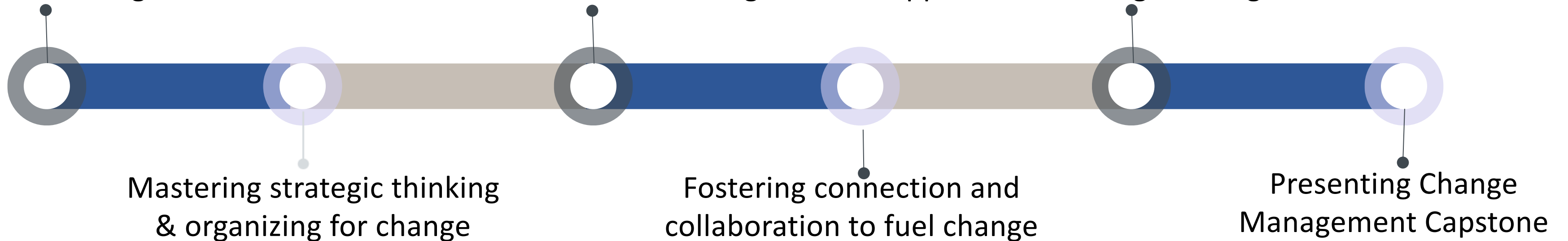
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Strengthen Systems for High-Performance

Deepening our understanding of culture and strategic direction

Leveraging capabilities and resources to enable change

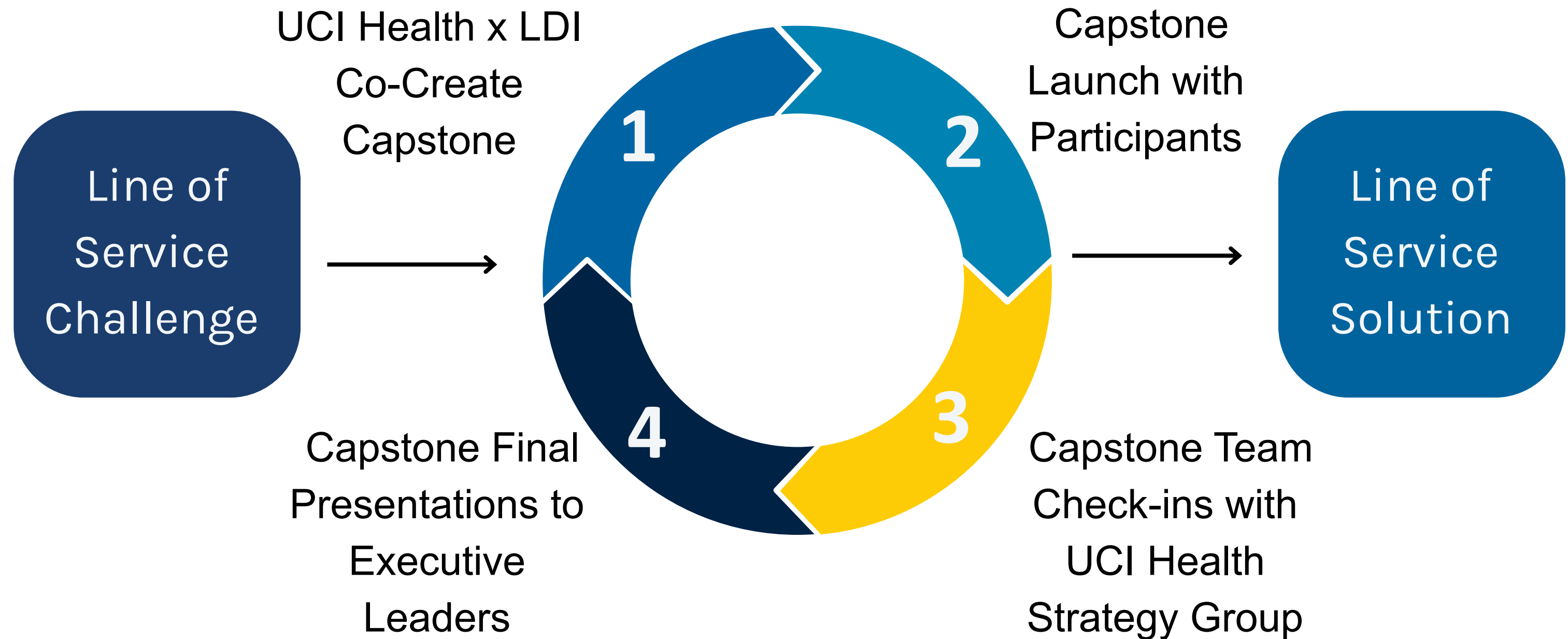
Building a common language and approach for change management



Group Interaction & Executive Coaching



And a Capstone Project to begin shaping change...



Health Industry Leadership Accelerator (HILA)

Built for Health Industry Leaders

The skills, perspective, and network to navigate industry change and drive impact in enterprise-level roles

Applied Learning

Hands-on exercises and real-world challenges you can apply immediately

Leadership Lab

Signature four-day experience turning self-awareness into strategic action

What You'll Achieve

Discover Your Leadership Purpose

Clarify your leadership strengths, values, and unique impact.

Who Should Attend

Mid-to-Senior Level Industry Professionals

Directors
High-Potential Leaders
Senior Functional Experts
Cross-Functional Team Leaders

Program Phases

In-Person Kick-Off
Live Virtual Sessions
One-Week Intensive
Individual Coaching

Learn More



Fee: \$15,995

Comments

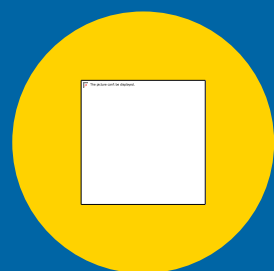
Ideas

Questions?

smaritza@uci.edu

SAIL Leadership Academy

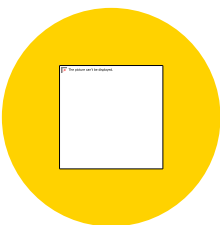
Sustainable Advancement Initiatives in Leadership



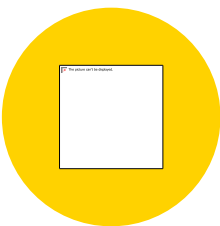
Purpose
Develop physician and scientist
leaders at UCI

Early Career
Mid Career
For Leaders

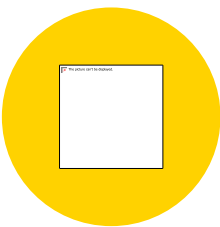
An experiential professional development program for
faculty across the School of Medicine to:



Gain knowledge



Develop skills to advance careers



Be effective in leadership roles at UCI

How SAIL Began

From WLA to SAIL: all genders need leadership training

100

faculty have completed
SAIL Early Career

6th

Early Career cohort now
underway

1st

Inaugural SAIL
Mid-Career
cohort — you!

2×

goal: double the faculty
completing SAIL

SAIL started as WLA and evolved as we learned that faculty of all genders benefit from leadership training.

Other Leadership Training Programs

- AAMC
 - RISE for medical students
 - Early Career, Mid Career Faculty
 - Women in Medicine
 - Organizational Leadership
 - Chief Medical Offices
- National Societies
- Merage School of Business
- Harvard School of Public Health
- ELAM/ELH through Drexel University
- Physiciansleaders.org
- Working one on one with coach