

2024 MEG Executive Leadership Program



MARY ELIZABETH GARRETT
EXECUTIVE LEADERSHIP PROGRAM



The Mary Elizabeth Garrett Executive Leadership Program is designed to enrich the skillset of women faculty in the School of Medicine as they prepare for high level leadership roles. Objectives include:

- Retain JHU women leaders by providing a prestigious and challenging learning experience in a cohort program.
- Create an action learning project to practice and implement skills.
- Work with a sponsor to develop and refine the action learning project. (The sponsor will be a JHU leader who nominated the participant to the program.)
- Receive a 360-degree feedback and executive coaching.

ACTION LEARNING SESSIONS

Participants work with their sponsor to identify an opportunity facing their organization. The participant will then work on investigating the opportunity and proposing solutions to address it during the entirety of the program.

Components of Action Learning:

- Resolution is of high importance and feasible
- Individual has responsibility and is empowered to analyze the problem and recommend action
- Opportunity for learning and reflection on learning is imbedded in the process and is viewed as a critical component of this work
- Skills and competencies learned via the curriculum portion will be incorporated into the project
- Active participation of the participant sponsor at project initiation and throughout the project is critical

Participants will be asked to present their projects at a variety of forums including OWISM events, departmental meetings, Committee of the Whole, Faculty Senate, etc.

Sessions will be held **IN PERSON** at the Miller Research Building (MRB), Room 200 (Faculty Commons).

Schedule of Events

October 18, 2023—virtual—9:00 a.m.—10:00 a.m.

Session 0: Pre-Kickoff Meeting—review schedule expectations and instructions for completing the 360-feedback assessment

January 10, 2024—9:00 a.m.—4:00 p.m.

Session 1: Program Kickoff—program logistics, presentations by JHM leadership, and 360-degree feedback review

February 28, 2024—9:00 a.m.—4:00 p.m.

Session 2: Strategic Planning & Action Learning—best practice techniques as well as critical aspects of the JHM strategic plan

March 27, 2024—10:00 a.m.—1:00 p.m.

Session 3: Permission to Wonder: An Interactive Art Museum-Based Session—arts-based experiences to foster personal and professional development

April 24, 2024—9:00 a.m.—4:00 p.m.

Session 4: Executive Presence—communicate with confidence in leadership settings (department meetings, executive forums, press interviews, etc.)

May 22, 2024—9:00 a.m.—12:00 p.m. OR 1:00 p.m.—4:00 p.m.

Session 5: Action Learning

June 26, 2024—9:00 a.m.—4:00 p.m.

Session 6: Negotiation—tactics, skills and practices for significant negotiations for yourself and department and strategic interests

July 24, 2024—9:00 a.m.—4:00 p.m.

Session 7: Interviewing Best Practices—techniques for individual and panel interviews

August 28, 2024—9:00 a.m.—12:00 p.m. OR 1:00 p.m.—4:00 p.m.

Session 8: Action Learning

September 25, 2024—9:00 a.m.—4:00 p.m.

Session 9: Women in Leadership—navigating organizations and how to break down barriers for others to achieve leadership roles

October 23, 2024—9:00 a.m.—4:00 p.m.

Session 10: Fundraising, Sponsorship and Mindfulness—Fundraising best practices and techniques in securing philanthropic gifts for programs and departments; Sponsorship focuses on leveraging sponsorship to advance your career and how to be an effective sponsor for others; Mindfulness introduces participants to the foundations of a mindfulness practice

November 20, 2024—9:00 a.m.—12:00 p.m. OR 1:00 p.m.—4:00 p.m.

Session 11: Action Learning—Prepare to Present

December TBD, 2024

Session 12: Action Learning Presentations and MEG Program Graduation

Who is eligible to participate?

School of Medicine women faculty (Associate Professor for at least 5 years or Full Professor) who have a current leadership role in JHM or have had previous leadership training. The class size is limited to 15 participants.

What will be expected of participants?

To gain the full value from peers who participate as partners in self-discovery, participants should adopt an attitude of active inquiry and experimentation while fully participating in the program. Participants are asked to complete assigned readings and assessments in advance of each session and to interact with all classmates to create a dynamic learning community.

What is the department's financial obligation?

When individuals who are university employees register and attend, the daily cost is charged to Staff Development Remission. When individuals register, but do not attend or cancel with the necessary one week's notice (7 full days), the cost (\$800/6-hour session; \$400/3-hour session) is charged to their department. Exceptions can be made for excused absences, such as unexpected hospitalizations, personal injury accidents, and serious illnesses. Conflicts in work schedules do not qualify for waivers. Written documentation is required in all instances.



Johns Hopkins University
School of Medicine

Jennifer Lee, MD
Senior Associate Dean for the Office of
Women in Science and Medicine
Bloomberg Children's Center
1800 Orleans Street, Suite 6321
Baltimore, MD 21287
Phone: 410.955.6412
Email: OWISM@jhmi.edu
Email: Jennifer.Lee@jhmi.edu



Mary Elizabeth Garrett
Artist: [John Singer Sargent](#)
Date: 1904
Medium: Oil on canvas
Dimensions: 72 x 40 in.



The Four Doctors
Artist: [John Singer Sargent](#)
Date: 1906
Medium: Oil on canvas
Dimensions: 10.75 x 9.5 ft.

Mary Elizabeth Garrett (1854-1915)

Garrett, the founding benefactor of the Johns Hopkins University School of Medicine, was born in Baltimore. Although tutored at home and educated in a private school for girls, she did not pursue a course of higher education. However, she had an acumen for business which was nurtured by her wealthy and politically powerful father, John Work Garrett, president of the Baltimore and Ohio Railroad. Valuing her business sense and sound judgement, he included her in his meetings with industrial leaders and major politicians. In 1884 when he died, he left her a large fortune as well as the freedom to manage it on her own. Going forward, she used her inheritance to support causes that were closely aligned with her dedication to advancing rights and opportunities for women. She extended funding as well as leadership in support of the Woman's Industrial Exchange, the Bryn Mawr School, Bryn Mawr College, The Johns Hopkins University, and the women's suffrage movement.

In 1889 when The Johns Hopkins Hospital opened, the long planned school of medicine was put on hold because of a major loss in the university's endowment. While President Daniel Gilman sought a "man of large means" to endow the school of medicine, Garrett and a group of women friends seized the opportunity to launch a fund-raising campaign. They included M. Carey Thomas, Elizabeth King, and Mary Gwinn, whose fathers were members of the Board of Trustees of The Johns Hopkins Hospital, University, or both, which afforded them intimate knowledge of the Board's affairs. They and another friend, Julia Rogers, established the Women's Medical School Fund, and formed a network of committees in major cities throughout the country. Their ambition was to force the university, through public opinion and financial leverage, to admit women and men on an equal basis at the proposed school.

The women initially raised \$111,300 which included a gift of \$47,787.50 from Garrett. In the fall of 1890 the committee made a formal offer of \$100,000 to university trustees which included the provision that the school of medicine would accept women on an equal basis with men. In the meantime, the trustees had increased the amount needed for the endowment to \$500,000. The university set out to raise the additional funds, but the effort was unsuccessful. Garrett ultimately agreed to donate the balance of \$306,977 provided that that university accept terms stipulated by the Women's Medical School Fund.

On December 24, 1892, the university trustees voted to accept Garrett's offer and conditions. The trustee fathers of Mary Gwinn and M. Carey Thomas were strong advocates for their cause. Although President Gilman and some faculty opposed some of the conditions that Garrett wished to impose, minor modifications were negotiated. In addition to the admission of women, the terms required that the school be a full graduate school leading to a medical degree, and that high academic standards be imposed for admission. Garrett's coercive philanthropy enabled the school of medicine to open in the fall of 1893 and to welcome both female and male students. In his history of the medical school, Alan M. Chesney offered, "To this lady, more than any single person, save only Johns Hopkins himself, does the School of Medicine owe its being."

Although Garrett's friends had urged university trustees to commission John Sargent to paint her portrait, they balked at his fee of \$5,000 until she agreed to pay for half of the commission. She also commissioned the group portrait by John Singer Sargent of four original members of the medical faculty who were personal friends and eventual supporters of her campaign for admission of women—William Osler, William Welch, William Halsted, and Howard Kelly. That she did not select any of the notable faculty from the division of basic sciences to be represented in this masterful group portrait raised a bit of ire within the Hopkins medical community. Advocates for recognizing founding faculty of the basic sciences soon set up committees to raise funding for portraits of John Jacob Abel and Franklin Mall.

Source: <https://portraitcollection.jhmi.edu/portraits/garrett-mary-elizabeth>