

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Project Title: Enhancing faculty governance and engagement in the School of Medicine
Name and Institution: Deb Houry, MD, MPH; Emory University School of Medicine
Collaborators: Dean Chris Larsen; other stakeholders include Dr. Sharon Weiss and Dr. Dan Brat; AAMC Faculty Forward office

Background, Challenge or Opportunity:

Given the current climate with the Affordable Care Act, changes to GME funding, and federal funding decreases for research; forward-thinking changes are required to excel as a School of Medicine. These changes will require faculty engagement, and in some areas, faculty leadership, to ensure buy-in as well as a forum for innovative thinking and planning for implementation.

Purpose/Objectives: To evaluate and potentially recommend changes to Emory's current faculty governance system to increase faculty engagement in the School of Medicine (SOM).

Methods/Approach: This was a multi-faceted approach. First, I conducted a survey using the AAUP Indicators of Sound Governance Instrument of all full time faculty at the university to evaluate Emory faculty's current attitudes towards school faculty-level governance. Next, the SOM responses were compared to other units at Emory as well as the overall university responses. AAMC sent their Best Practices paper and Faculty Forward data; this was reviewed and when possible similar questions were compared to benchmark Emory to other SOMs. In addition, I queried ELAM classmates to obtain additional information on their faculty governance processes and venues for faculty to give input to the Dean. Finally, I met with multiple stakeholders at Emory to review and revise proposed recommendations.

Outcomes:

Evaluate Emory faculty's current attitudes towards school faculty-level governance

- Survey conducted using the AAUP Indicators of Sound Governance Instrument
- 1,084 university faculty responded including 575 from the School of Medicine

Compare to AAMC benchmark survey

- 45% satisfied or strongly satisfied with med school governance in AAMC survey.
- Emory faculty less satisfied or not aware of faculty opportunities for participation
- Concerns with reprisal were on the same level

Review AAMC white paper on faculty engagement

- Two schools are using Faculty Forward to measure faculty satisfaction and climate
- Oklahoma- established working groups with the Dean composed of diverse types of faculty (level, dept, etc) to increase engagement and communication

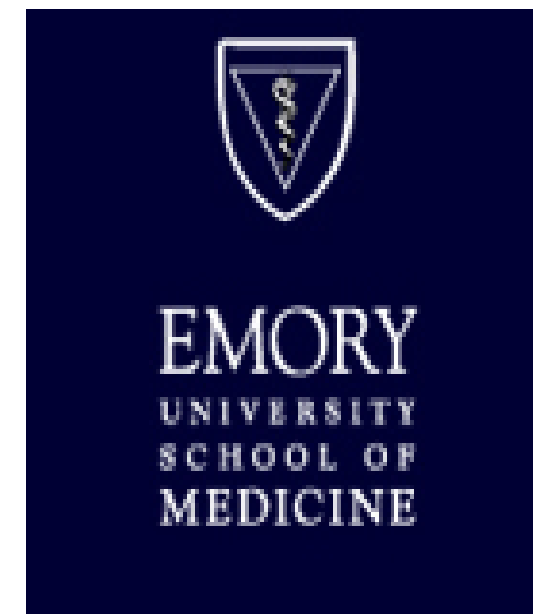
Assess practices at other medical schools for both governance and input

- 24 ELAM classmates responded
- Almost all have elected faculty senates, the majority have >20 members. Scope and authority varies. In a few cases, the Dean chairs the senate.
- Several recommend changes to the Rules of the SOM and take the lead in faculty policies. 50% have standing committees that report to the faculty senate
- Input- faculty senate, townhalls are usual methods. One school implemented an electronic website intercom

Stakeholder meetings

- Revised recommendations and obtained buy-in from faculty affairs, communications, Emory Clinic, faculty advisory committee, and SOM strategic planning.

Evaluation Strategy: Evaluation metrics will include: # of faculty who apply for committees; # of faculty proposed agenda items for the faculty governing body; # of attendees at town halls; # of emails/ electronic suggestions proposed to Dean via formalized input mechanisms; as well as improved satisfaction scores and less "don't know's" on repeat AAUP survey at 2 years.



Enhancing faculty governance and engagement in the School of Medicine

Deb Houry, MD, MPH, Chris Larsen, MD, DPhil; Emory University School of Medicine



Background Challenge & Opportunity:

- Given the current climate with ACA as well as changes to GME and research funding, innovative changes are required to excel as a School of Medicine.
- Changes will require faculty engagement and in some areas, faculty leadership, to ensure buy-in

Purpose/Objectives:

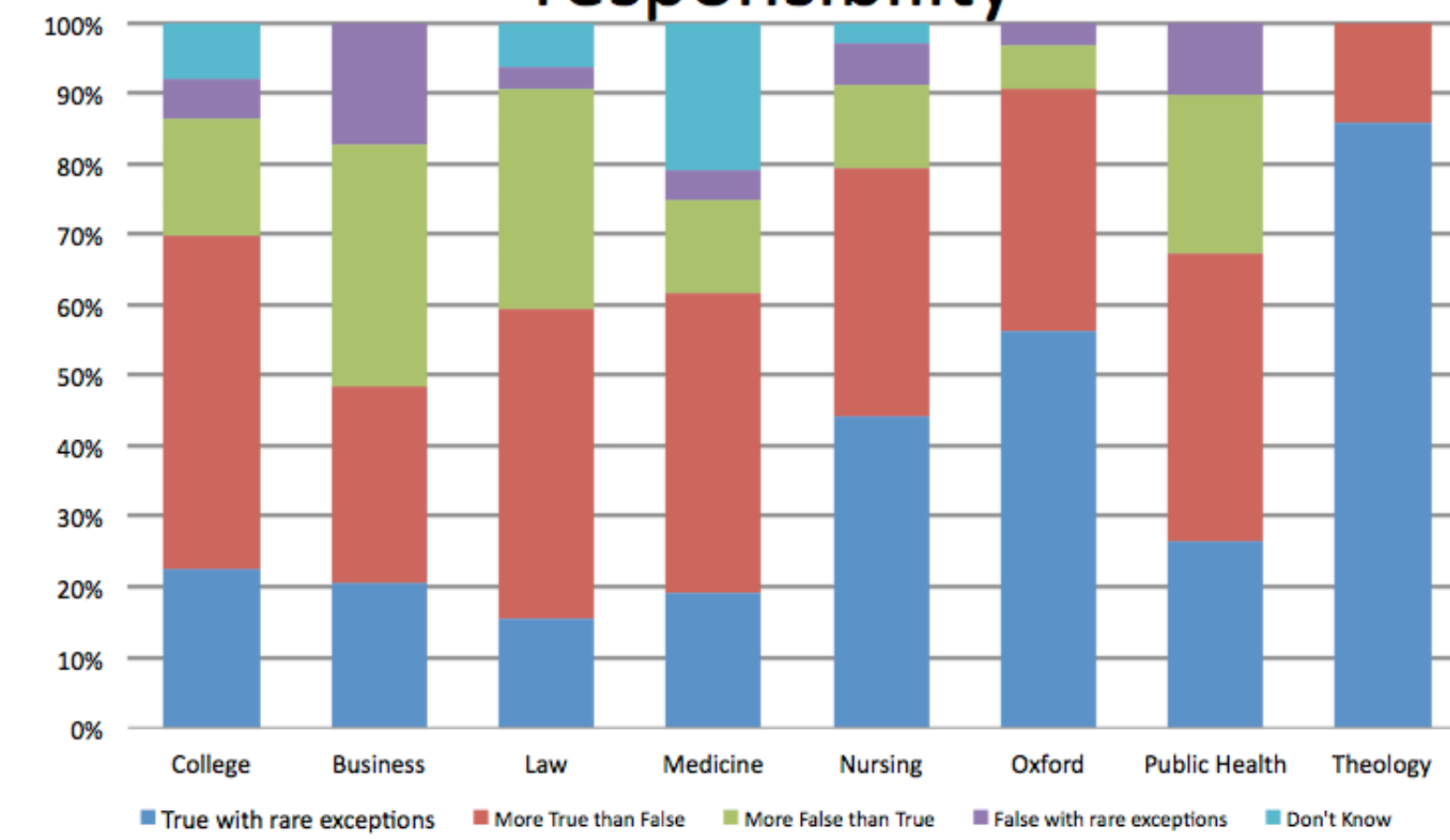
- To evaluate and potentially recommend changes to Emory's current faculty governance system to increase faculty engagement in the School of Medicine

Methods/Approach:

- We utilized a multi-faceted approach:
- Conducted a university-wide survey of faculty using AAUP Indicators of Sound Governance Instrument
 - SOM responses were compared to other units
 - SOM also compared to overall university responses
 - Reviewed AAMC Promising Practices for Faculty Engagement
 - Reviewed AAMC Faculty Forward data
 - Compared questions to Emory data when possible
 - ELAM classmates queried on their faculty governance processes and venues for faculty to give input to the Dean
 - Met with multiple stakeholders at Emory to review and revise proposed recommendations

Outcomes & Evaluation

Participation in shared governance in my school is a worthwhile faculty responsibility



N=1084 with 575 responses from SOM

Comparison of AAMC and Emory data

Item	N	Strongly Agree or Agree	Emor y SA/A	Neither Agree nor Disagree	Emor y Don't know	Strongly Disagree or Disagree	Emor y SD/D	Mean	2009 Mean
There is sufficient communication from the dean's office to the faculty about the medical school (emory question-Dean uses appropriate communication channels for input)	8967	42%	41%	31%	45%	27%	13%	3.14	3.38*
Senior leadership does a good job explaining medical school finances to the faculty (emory question not equivalent- used faculty have input into budget)	8949	28%	5%	31%	43%	42%	52%	2.78	2.92†
The dean's priorities for the medical school are clear (no equivalent question but important)	7904	50%		29%		22%		3.31	
There are sufficient opportunities for faculty participation in the governance (emory question not equivalent but used sat with faculty role in shared gov)	7518	42%	23%	33%	53%	25%	24%	3.15	3.39*
Faculty can express their opinions about the medical school without fear of retribution	7245	47%	45%	32%	35%	22%	20%	3.26	3.33
MEDICAL SCHOOL GOVERNANCE SUMMARY SCORE		45%		33%		23%		3.22	

Emory faculty less satisfied or not aware of faculty opportunities for participation in governance compared to the schools in the AAMC survey. Concerns with reprisal were on the same level.

Outcomes & Evaluation:

Assess practices at other medical schools (n=24)

- Almost all have elected faculty senates, majority have >20 members
- Scope and authority varies. In a few cases, Dean chairs senate
- Several take the lead in faculty policies and rules of SOM
- 50% have standing committees that report to the faculty senate
- Input- faculty senate, town halls are usual methods. One school implemented an electronic website intercom

Discussion:

- Faculty are interested in being more engaged and participatory although many not aware of opportunities
- After revising/ developing Faculty Forum, challenge will be how to change culture regarding how this forum is viewed among faculty and leaders in the SOM

Conclusion (Next Steps):

- Present to current structure- Dean's Faculty Advisory Committee
- Meeting with key stakeholders to finalize support
- Develop bylaws and procedures for faculty forum
- Select 1-2 topics/ policies for forum to handle in first year
- Add in two way communication or surveys to Dean's newsletter
- Pilot small town halls with Dean and executive associate deans
- Re-evaluate at one year

Acknowledgements:

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