ABSTRACT: 2015 ELAM Institutional Action Project Poster Symposium

Project Title: One from Many: Faculty Development Across Diverse Divisions

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Challenge: The Georgetown University Medical Center Faculty are defined by a shared educational mission, but their diverse employers and wide range of job descriptions introduces considerable variability in their needs and desires. The challenge is to provide a faculty development program that answers varied needs and recognizes different types of accomplishments while encouraging a sense of common purpose.

Objectives: Develop a comprehensive faculty development approach that encourages productivity and resilience, is responsive to the overall strategic mission of the university, and is sufficiently flexible to answer the diverse needs and desires of faculty. The program must cover nine basic faculty tracks with different criteria for appointment and promotion and be attentive to the fact that faculty job performance is evaluated using different scales dependent upon their employer.

Approach: a) Met with stakeholders and identified key barriers to a sense of common purpose and recognition. b) Envisioned interventions in four key areas: new tool for on-line faculty communication built with University Information Services, expanding appointment and promotion workshop program to include more sites and incorporate mentoring content, research grant mentoring through a speed grant review program, and utilization of the Faculty Development Committee (FDC) as a discussion forum across campuses and a vehicle for promoting faculty leadership development c) Discussed and developed specific interventions with collaborators and FDC members. d) Implemented interventions. e) Established a cycle of review and revision with stakeholders, collaborators and FDC members as an on-going process.

Outcomes and Evaluation Strategy: **Outcome 1**.Launched Initial version of an on-line Faculty Portal designed to facilitate communication between faculty, their academic chairs and Office of Faculty and Academic Affairs. **Evaluation strategy**: Follow faculty use; receive feedback from faculty and chairs on an on-going basis in addition to an annual evaluation survey. **Outcome 2.** Conducted expanded program of targeted Appointment and Promotion workshops. **Evaluation strategy**: Monitor number of faculty attending. Workshop evaluations obtained from each attendee at each workshop and summarized for presentation at FDC. **Outcome 3.** Conducted Speed Grant Review sessions of Specific Aims page, biosketches, previous reviews and response to reviewers. **Evaluation strategy:** Session evaluations by participants. Annual survey to ask status of grants revised (submitted, funded). **Outcome 4.** Implemented FDC Co-chairs, invited presentations and review of faculty-initiated development programs (research and education programs reviewed). **Evaluation strategy:** On-going feedback from members. Annual FDC retreat for review of committee performance and to implement change as needed.

One from Many: Faculty Development Across Diverse Divisions

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Background Challenge

Georgetown University Medical Center Faculty are defined by a shared educational mission but with:

- A diverse set of employers
- A wide range of job descriptions
- 13 different faculty tracks

This results in considerable variability in faculty development needs and desires.

Challenge: Provide a faculty development program that answers varied needs and recognizes different types of accomplishments while encouraging a sense of common purpose.

Collaborators

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Objective

Initiate a **comprehensive faculty development approach** that:

- encourages productivity and resilience
- conforms to the overall strategic mission of the university
- is sufficiently nimble and flexible to answer diverse needs and desires in a timely manner
- Covers ten basic (and three additional) faculty tracks with diverse criteria for appointment and promotion
- Is attentive the different job performance scales used by the various employers

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GUMC Faculty Development

New Initiatives
Communication
Online Faculty Portal
-Initial Appointment
-Mentorship
Appointment & Promotion
       -Workshop expansion/online/video
-Review for improvement of online tools for GU CV and annual reports
Research Grant Effectiveness
       -Speed grant reviews
-Support faculty for new online NIH/NSF Biosketch format
Expand university advisory roles for Faculty Development Committee
-Review/support faculty-initiated development programs
-Provide input on available educational and research career development options

Making Partners
GUMC
    Office of the EVP
    Research Dean's Office
    School of Medicine Dean's Office
    School of Nursing & Health Sciences Executive Dean's Office
    Council of Chairs
    CENTILE
        Teaching Academy
    Dahlgren Medical Library
MGUH
    Office of VP Medical Affairs
    Chairs & Chiefs

GU
    University Information Services
MedStar
    MedStar Health Corporate Services
    MedStar Research Institute
    MedStar IT
GHUCCTS
Washington VA Medical Center
INOVA Health System
Hackensack U Medical Center

Approach

- Met with stakeholders and identified key barriers to a sense of common purpose and recognition
- Envisioned interventions in four key areas: new tool for on-line faculty communication built with University Information Services, expanding appointment and promotion workshop program to include more sites and incorporate mentoring content, research grant mentoring through a speed grant review program, and utilization of the Faculty Development Committee (FDC) as a discussion forum across campuses and a vehicle for promoting faculty leadership development
- Discussed and developed specific interventions with collaborators and FDC members.
- Implemented interventions.
- Established a cycle of review and revision with stakeholders, collaborators and FDC members as an on-going process.

Outcomes and Evaluation Strategy

Outcome 1. Launched Initial version of an on-line Faculty Portal designed to facilitate communication between faculty, their academic chairs and Office of Faculty and Academic Affairs. **Evaluation strategy**: Follow faculty use; receive feedback from faculty and chairs on an on-going basis in addition to an annual evaluation survey.

Outcome 2. Conducted expanded program of targeted Appointment and Promotion workshops. **Evaluation strategy**: Monitor number of faculty attending. Workshop evaluations obtained from each attendee at each workshop and summarized for presentation at FDC.

Outcome 3. Conducted Speed Grant Review sessions of Specific Aims page, biosketches, previous reviews and response to reviewers. **Evaluation strategy:** Session evaluations by participants. Annual survey to ask status of grants revised (submitted, funded).

Outcome 4. Implemented FDC Co-chairs, invited presentations and review of faculty-initiated development programs (research and education programs reviewed). **Evaluation strategy:** On-going feedback from members. Annual FDC retreat for review of committee performance and to implement change as needed planned.

Discussion

Interpretation of results. Was able to successfully initiate a comprehensive faculty development approach by partnering with key stakeholders. The process is on-going and will require continued engagement with faculty members, Georgetown University leadership, and MedStar Health leadership and other clinical partners.

Description of impact. Faculty and leadership are aware of new initiatives, have engaged with them and provided feedback on their success and where modification may be desired.
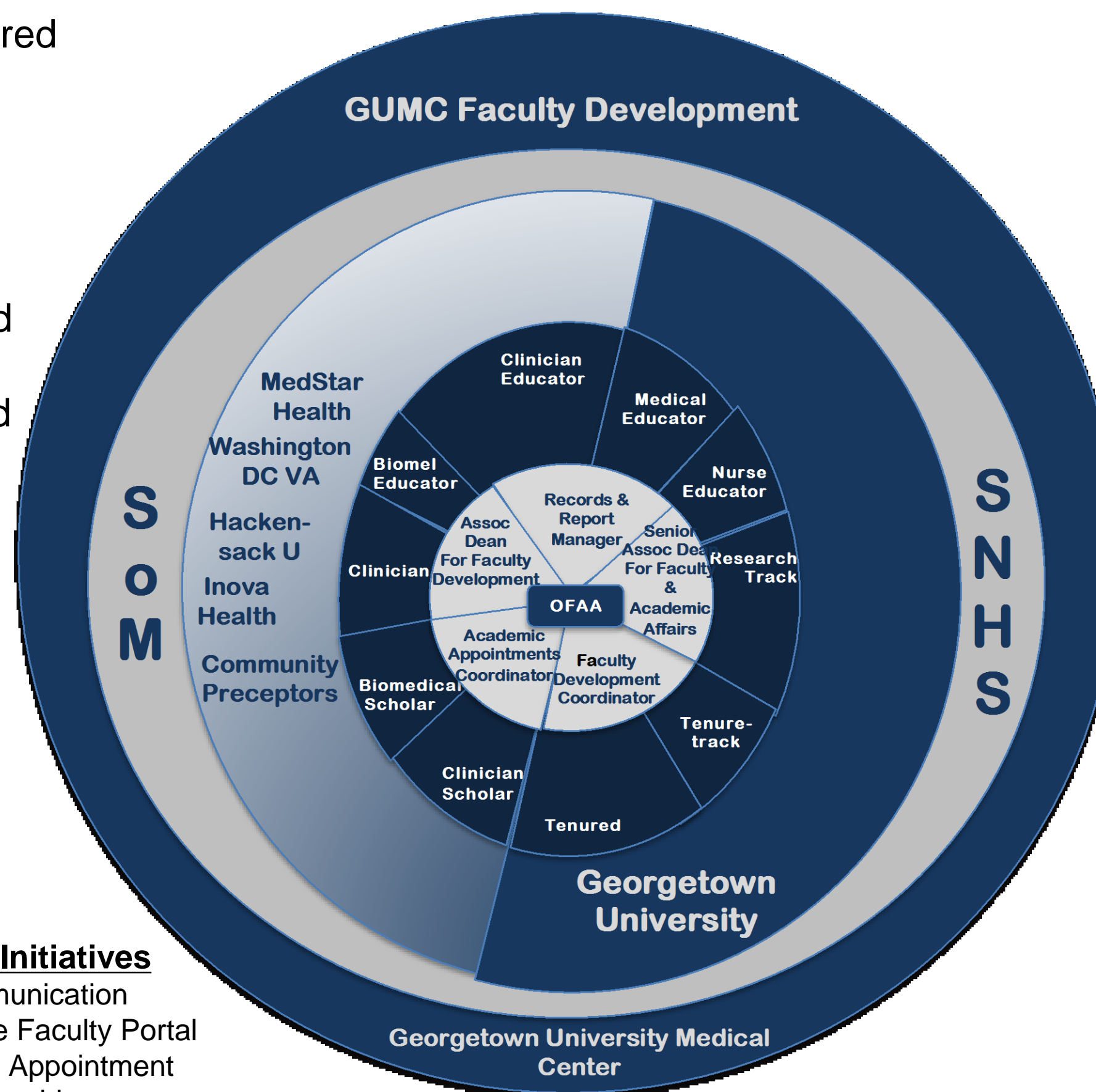
Summary/conclusion

"The beginning is always today."   Mary Wollstonecraft b.1759

Future Goals
-Faculty Service Dashboard
-Chair Development Programs
-Expanded mentoring opportunities
-Explore the impact of a Jesuit identity with the GUMC faculty

Next steps

Presented at the 2015 ELAM® Leaders Forum