

ABSTRACT: 2017 ELAM Institutional Action Project Symposium

Project Title: “Triple AEM”-Advancement of Clinical Faculty through Engagement and Mentoring: Focus on Intersectionality and Functional/Team Mentoring

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Background, Significance of project: “Triple AEM” program for faculty Advancement through Engagement and Mentoring is being established to support Rutgers NJMS faculty with the goal of retention of diverse faculty, while promoting faculty vitality, professional growth and satisfaction. These initiatives are intended to promote a “culture in which faculty thrive”.

Majority (> 60 %) of NJMS faculty is on the Clinician Educator or Professional Practice track. Clinical faculty has unique mentoring needs as they seek to balance expectations for the triple aims of clinical practice, research, and education. Unlike faculty on research intensive tracks, clinical faculty may be ill prepared to define their academic roles in preparation for promotion due to lack of mentorship or guidance on how to document and evaluate clinical practice/teaching criteria. Few mentoring programs explicitly target the needs of clinical faculty. Our Faculty Forward and Faculty Vitality survey also highlighted that minority faculty, mid-career full time faculty and faculty administrators, in particular, clearly identify mentoring as a need.

Purpose/Objectives: A structured mentoring program for faculty advancement is expected to improve faculty self-efficacy as well as confidence in one’s ability to advance while increasing leadership aspirations and skills towards the overall goal of individual and institutional success.

Methods/Approach: Triple AEM program incorporates literature and use of emerging practices after discussions with leaders of faculty mentoring programs across the US including GFA, AAMC, DPPP, GDI members and ELAM. We incorporate concepts such as: 1) intersectionality to meet the multi-faceted needs of diverse faculty, 2) parallel growth of both mentors and mentees and targeted programs for mentor development, 3) “Team mentoring” approach; a peer mentor, discipline mentor, project mentor, career and vitality coach, 4) Functional mentoring through engagement via a project, 5) Guided “learning communities of practice”; cohorts of women, minority faculty, faculty administrators and emerging leaders and 6) use of Rapid Continuous Quality Improvement (CQI) for evolving program.

Outcomes and Evaluation Strategy: We plan to measure outcomes using Kirkpatrick’s multi-level assessments at the learning, behavior and organization levels that measure participant satisfaction and skills as well as impact of program.

Conclusion with Statement of impact/potential impact: Triple AEM program for clinical faculty advancement at NJMS incorporates key emerging concepts in both faculty mentoring and promoting faculty vitality. Outcomes are clearly delineated and will be tracked for rapid CQI and program evolution.

“Triple AEM”- Advancement of Clinical Faculty through Engagement and Mentoring

Focus on Intersectionality, Team/Functional Mentoring

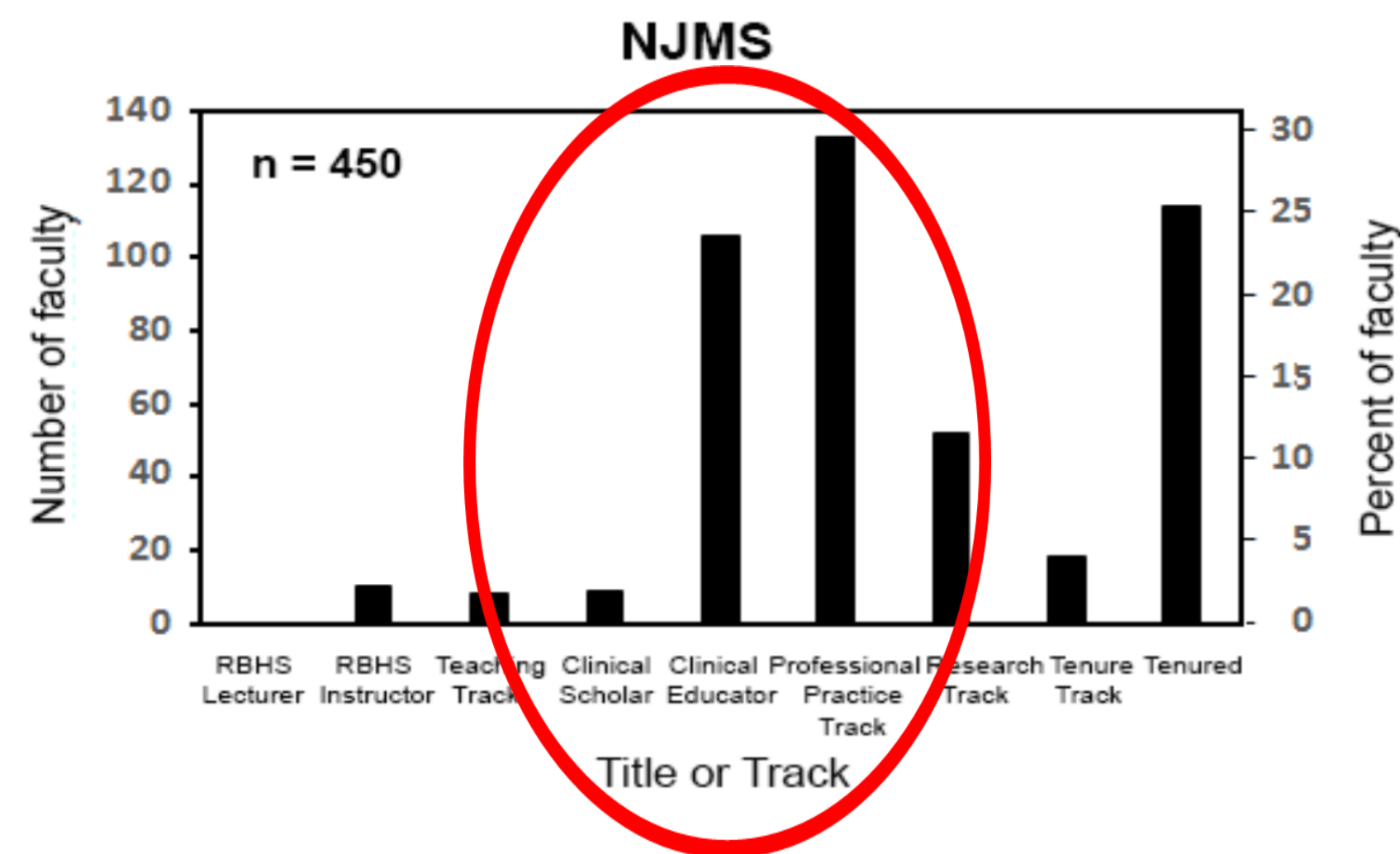
Sangeeta Lamba MD, MS-HPed; Anne Mosenthal MD; Maria Soto-Greene MD, MS-HPed



Background

“Triple AEM” program for faculty Advancement through Engagement and Mentoring aims to promote a “culture in which faculty thrive”.

Why we need Triple AEM?



The majority (approximately 70%) of NJMS faculty are on Clinical, Clinician Educator or Professional Practice academic tracks.

- Clinical faculty have unique mentoring needs as they seek to balance expectations for the triple aims of clinical practice, research, and education.
- Unlike research tracks, promotion criteria for clinical practice/clinical bedside education are less clearly defined.
- Unlike faculty on research intensive tracks, clinical faculty may be ill prepared to define their academic roles in preparation for promotion due to often lack of mentorship or lack of guidance on how to document and evaluate clinical practice/teaching/service criteria.
- Few mentoring programs explicitly target the needs of clinical faculty, though this cohort constitutes the majority of non-tenured faculty at major academic centers.

NJMS Faculty Forward and Faculty Vitality surveys highlight that *minority faculty, mid-career full time faculty and faculty administrators*, in particular, identify mentoring as a pressing need.

Purpose

A structured mentoring program is expected to:

- Improve self-efficacy and confidence in one’s ability to advance
- Improve trust and inclusion
- Increase leadership aspirations and skills
- Create a positive environment that impacts institutional and individual growth

Outcomes

We plan to measure outcomes using Kirkpatrick’s multi-level assessments at the learning, behavior and organization levels.

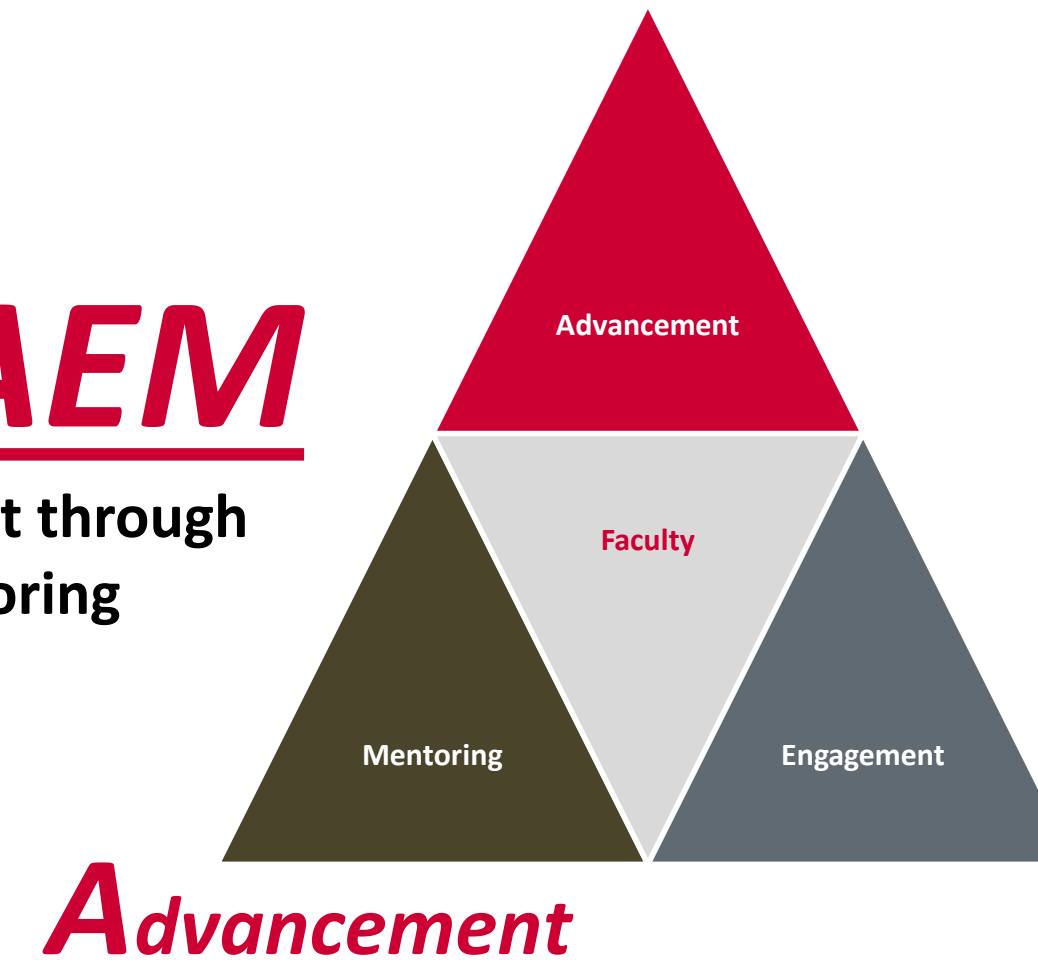
Methods

The program model incorporates literature and emerging practices after conversations with leaders of faculty mentoring programs across academic institutions in the US and members of AAMC Group on Faculty Affairs, Group on Diversity and Inclusion, Group on Women in Medicine and Science and ELAM.

Description

Triple AEM

Faculty Advancement through Engagement & Mentoring



- Establish an “Individualized Development Plan”
 - Empower with knowledge/skills for career advancement and career effectiveness
- Core Advancement Workshops**
- Strategic planning, leadership skills, negotiation, conflict resolution
 - Enhancing professional visibility, locally/nationally
 - Teaching portfolios, Documenting Clinical work, Quality improvement

Engagement

- “Learn-by-doing” - work on an idea that advances scholarship or teaching or improves the health system.
- Examples include a research project, QA/QI project, a clinical policy, designing a course or session for residents/students

Mentoring : “It Takes a Team”

- Institution/Discipline Specific Mentor (and/or Sponsor)**
 - Assigned on hire at NJMS
- Peer to Peer Mentor(s)**
 - Learning Community members (1 year and... beyond)
- Scholarship (Project) Mentor**
 - Education or Clinical or Scholarly project (1 year)
- Career Coach(es)**
 - Life-work integration; Resilience and Vitality
 - Advancement and promotion guidelines (ad hoc)

Recent Strategic Priorities and Steps

Mentor Training: National Research Mentoring Network

Adapting national modules to meet the needs of mentors for Clinician Educators - Pilot of first such course planned for Fall 2017

GWIMS Initiative

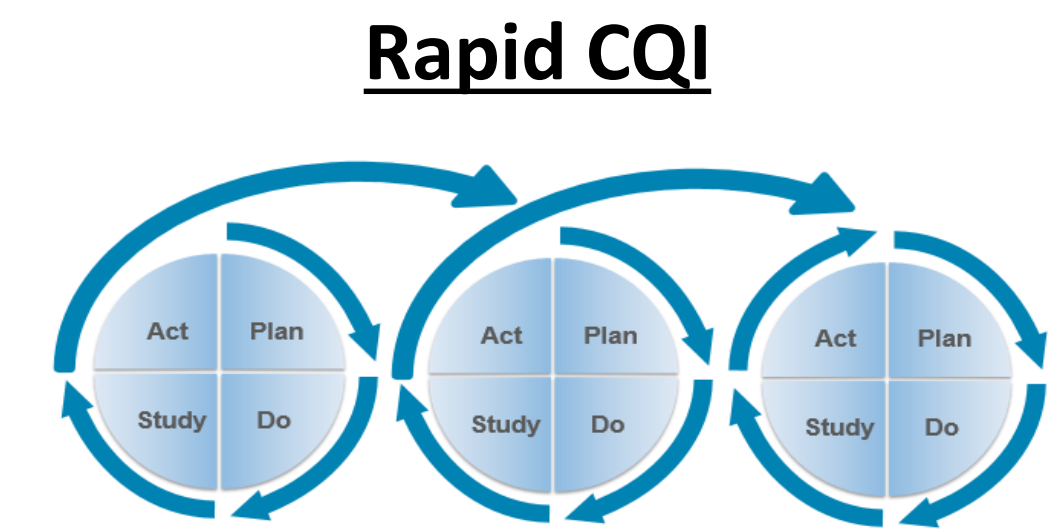
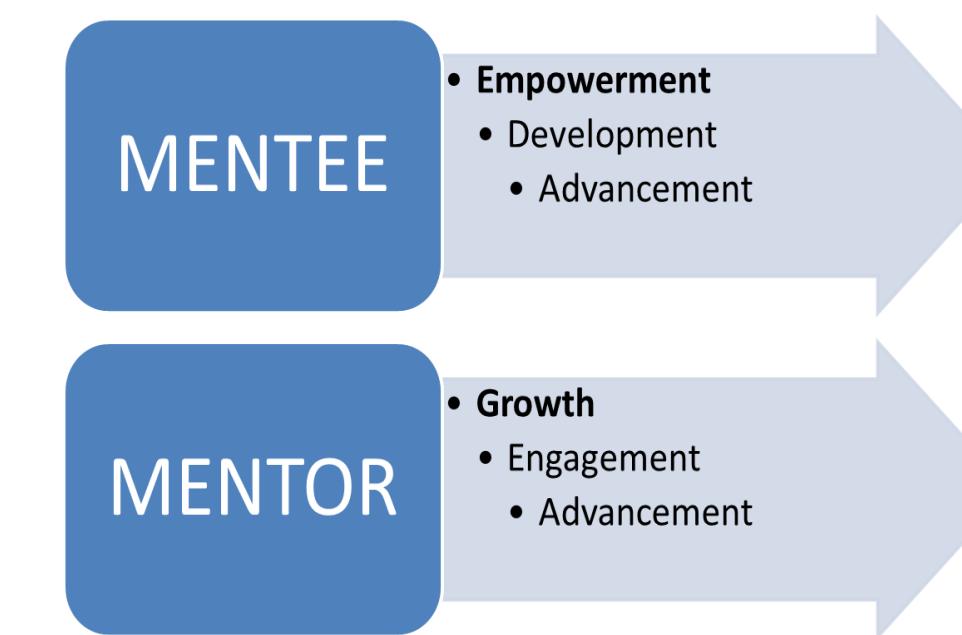
Faculty Vitality Toolkit for Chairs

Best Practices on Recruitment and Retention of Minority Faculty

Centralized Faculty Consultations for Advancement

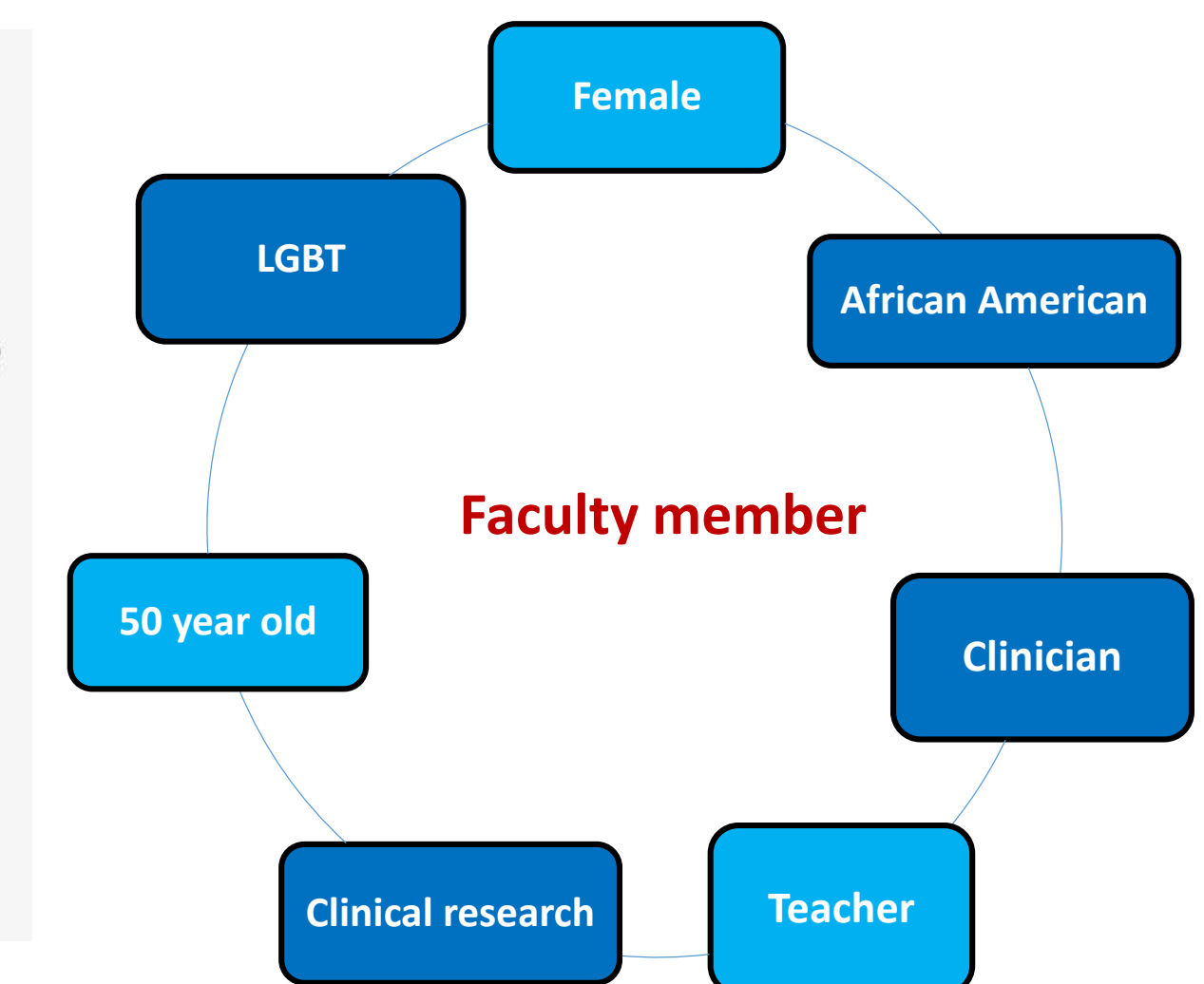
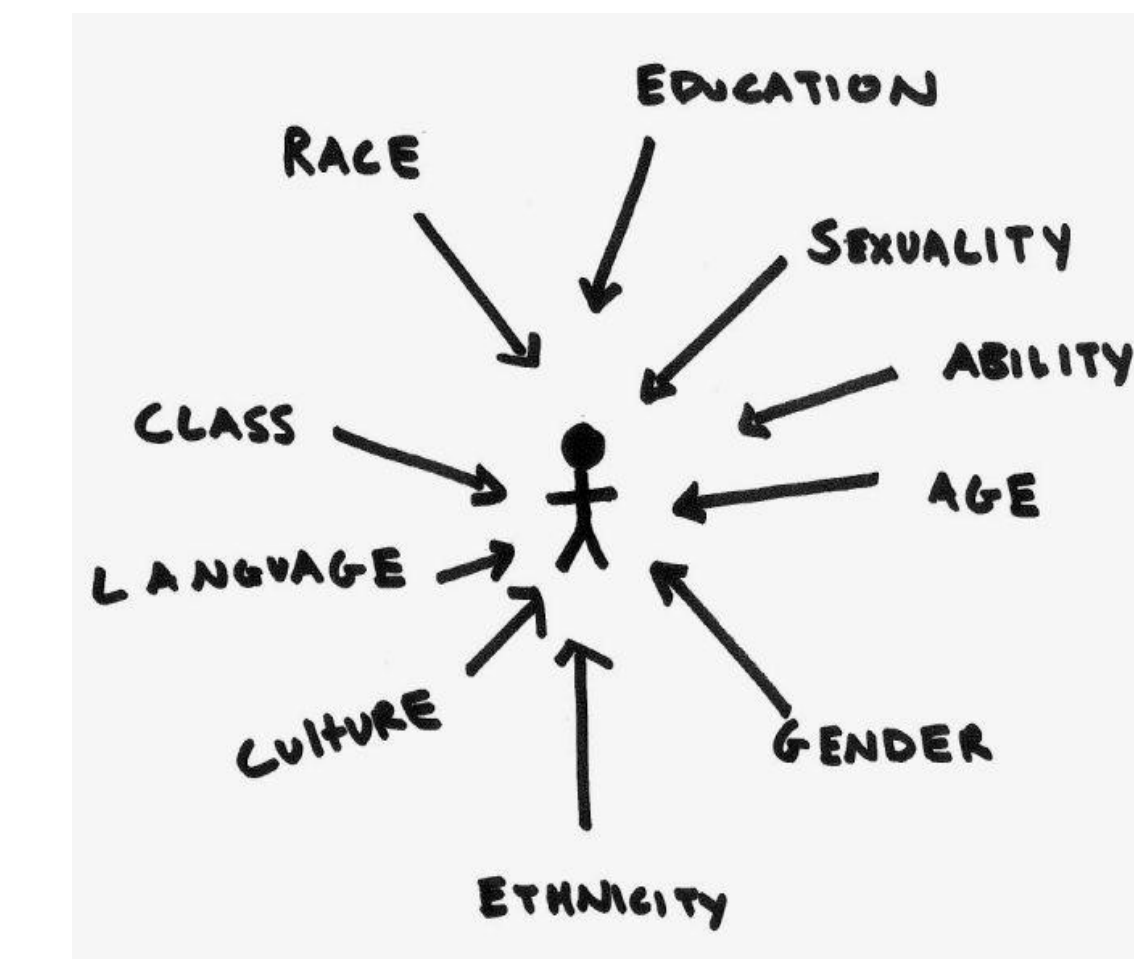
Description: Emerging Concepts

Parallel growth of BOTH Mentors and Mentees



Intersectionality

Move beyond single identities and address multi-dimensional needs



Triple AEM-W

Faculty Advancement through Engagement & Mentoring for **Women**

Triple AEM- FA

Faculty Advancement through Engagement & Mentoring for **Faculty Administrators**

Triple AEM- Lead

Faculty Advancement through Engagement & Mentoring for **Emerging Leaders**

Conclusion

Triple AEM design incorporates key emerging concepts in faculty mentoring for advancement and for promoting faculty vitality. Outcomes off program will be clearly identified and tracked.

Presented at the 2017 ELAM Leaders Forum