

## **ABSTRACT: 2017 ELAM Institutional Action Project Symposium**

**Project Title:** Informing a Strategic Plan for Faculty Development at Weill Cornell Medicine

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**Background, Challenge or Opportunity:** Weill Cornell Medicine (WCM) has been in a state of rapid growth in the past five years with innumerable local changes. At the same time all academic medical centers nationally are facing extraordinary challenges due to the tumultuous environment of healthcare economics and policy changes. Weill Cornell Medicine recognizes that its *single greatest resource* to thrive in this dynamic environment is its talented faculty across the three core missions of clinical care, education, and research. As such, it is critically important to invest in faculty to optimize their achievements.

How to manage the human capital of academic faculty requires a thoughtful and comprehensive understanding of faculty needs at all levels from new junior hires to the most senior leaders. Given the established evidence on the value and effectiveness of faculty development, mentoring, and talent management, WCM seeks a detailed blueprint for faculty development, complete with the landscape of current resources, identified gaps, and anticipated future needs. The outcome of this project is to have the necessary data to inform a strategic plan that articulates the key priorities for faculty development.

**Purpose/Objectives:** To canvas the landscape of existing offerings to faculty and to identify any gaps to use as data to inform the development of a strategic plan for faculty development for WCM articulating short, mid, and long-term goals.

**Methods/Approach:** We created a framework to organize the comprehensive needs of faculty around mission and stage of career to serve as the classification system. We then identified and assessed activities currently offered to faculty at WCM, seeking to understand the quality, impact, scale and depth of each. Using those data plus data obtained through interviews with Department Chairs and the LCME Self Study, we will map the current offerings to the comprehensive framework, allowing us to identify gaps and recognize redundancies. These data will inform the development of a strategic plan for faculty development.

**Outcomes and Evaluation Strategy:** The outcomes include the framework, the collected data, and the final blueprint of faculty development at WCM to inform the strategic plan. This blueprint can be shared as a resource with faculty broadly. Evaluation includes programmatic changes, self-reported mentoring in the annual faculty review and trending data on faculty participation in faculty development offerings. The ultimate outcome will be measured by faculty productivity and advancement once the strategic plan is enacted.

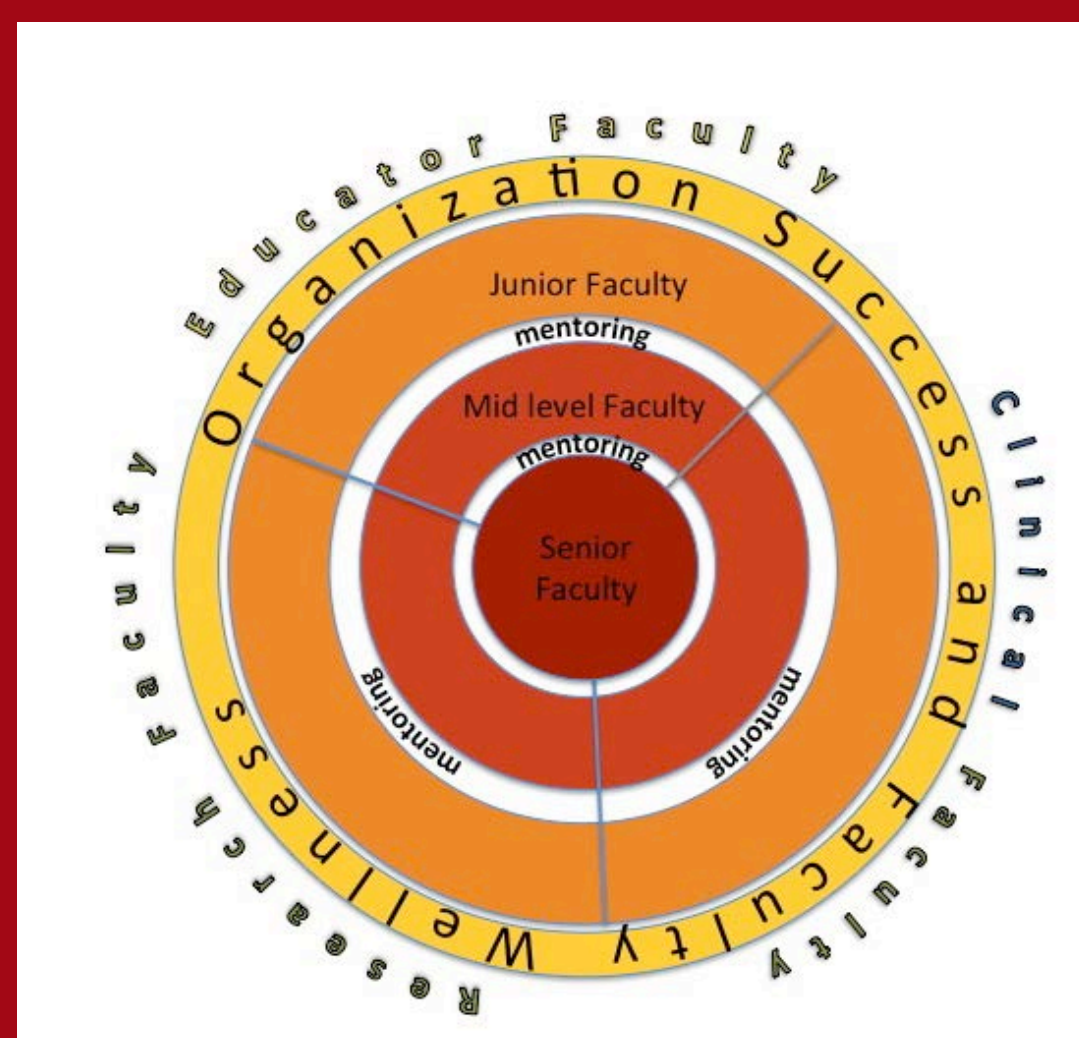
**Conclusion With Statement of Impact:** Faculty development is vital in 2017 and requires a thoughtful and strategic approach to meet the dynamic needs of academic faculty without undo strain on limited resources. Successful delivery of this project will lead to a thoughtful strategic plan for WCM faculty development. The ultimate impact will be on the WCM faculty who will benefit from the investment in their academic success.



## Background

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## Purpose/Objectives

To canvas the landscape of existing offerings available to faculty and to identify gaps to use as data to inform the development of a strategic plan for faculty development for WCM articulating short, mid, and long-term goals.

## Methods/Approach

The framework organizes the comprehensive needs of faculty around *mission* and *stage of career*. We intentionally integrated mentoring, organizational success and faculty wellness throughout to foster a vibrant community where every faculty member can succeed. We canvassed current programs and activities, seeking to understand the quality, impact, scale and depth of each. Mapping these data to the comprehensive framework will shed light on gaps, help us recognize redundancies, and allow us to prioritize needed program development.

## Articulated Goals of Strategic Plan

- to foster and sustain an academic community that values each faculty member by providing opportunity for continuous learning across the missions
- to cultivate connections focused on healthy and effective mentoring in every direction
- to create appropriate mechanisms for assessing faculty needs and for measuring the impact of faculty development programs and offerings
- to develop skilled leaders and innovators in academic medicine to help meet the present and future challenges locally, regionally, nationally
- to identify creative solutions for the problems facing academic medicine faculty with broad dissemination

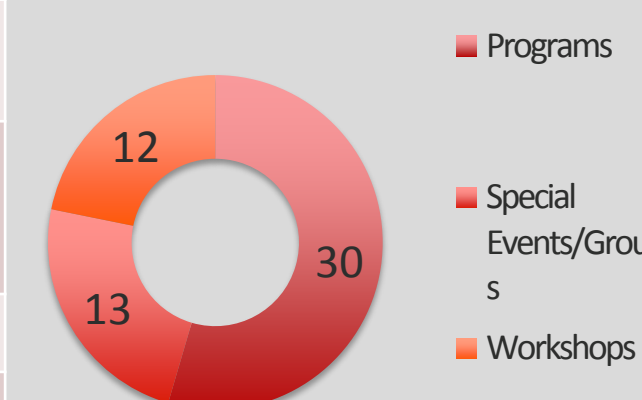
## Outcomes

The initial inventory includes 55 different faculty development activities in three broad categories: ongoing programs, special events or special group activities, and workshops. Programs are the largest component including 11 distinct offerings through the Clinical and Translational Sciences Center (CTSC). Diversity and Inclusion initiatives are addressed mainly through special events or special group activities with room to grow in this area. Wellness, teaching skills, leadership development, technology, and clinical skills also seem to be areas for further expansion of faculty and professional development efforts.

Junior and mid-level faculty are the target audience for much of the current effort. A needs assessment of senior faculty would be valuable.

Category	Total Inventory	Programs	Events & Special Groups	Workshops
Research and Research Administration	22	18	1	3
Mentoring	21	17	2	2
Faculty Affairs	18	12	3	3
Communication Skills	17	7	4	6
Wellness and Community Building	15	4	8	3
Teaching Skills	14	4	5	5
Leadership Development	11	5	5	1
Technology	11	4	3	4
Clinical Skills	8	4	0	4
Diversity and Inclusion	8	2	6	0

Current Activities  
n=55



## Discussion

Faculty and professional development are necessary for academic medical centers to thrive in the dynamic environment of caring for patients, making discoveries, and teaching the next generation of healthcare providers. In the 2017 environment, the benefits include improved productivity and innovation, succession planning for the organization in addition to recruitment and retention. Weill Cornell Medicine (WCM) is reviewing its current landscape in order to develop a strategic plan that will prioritize ongoing and anticipated future needs of medical school faculty.

Specific goals towards developing multimodal offerings that can reach faculty where they are will require a thoughtful approach that leverages local and regional resources to avoid waste and redundancy. In addition, given the ongoing discussion about physician wellness and burnout, building community must be articulated as a key goal.

This spring, WCM is participating in the StandPoint Faculty Engagement Survey administered by the AAMC. These data will serve as baseline data and can be tracked to measure faculty vitality

## Summary

Academic faculty members have emerging needs that can be included in a deliberate strategic plan for faculty and professional development. New programs should include technology tools to “work smarter not harder,” expansion of the high value care practice, continuous quality improvement methods, change management, disruptive innovation, population health and big data as well as leadership development and organizational management. A comprehensive model aids in visualizing current resources, identifying gaps, and prioritizing new initiatives. Supporting all faculty across the missions and creating a strong sense of community are the **primary goals** of faculty development. Successful delivery of this strategic plan will lead to implementation in a staged fashion that will transform the faculty experience at WCM.

## References:

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