

ABSTRACT: 2018 ELAM Institutional Action Project Symposium

Project Title: Faculty Launch: a longitudinal leadership and professional development program for mid-career faculty

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Topic Category: Faculty Development

Significance of project: Mid-career faculty (MCF) have been described as highly productive and the foundation of academic missions. MCF frequently face challenges that include limited mentorship and professional development opportunities with an unclear path to academic advancement, lack of leadership development, limited opportunities for promotion into higher level leadership positions, and feelings of isolation within institutional level silos. At Drexel University College of Medicine (DUCOM), a needs assessment was completed and revealed similar areas of frustration by clinical and basic science MCF. Challenges associated with balancing high expectations in clinical and/or research productivity with service and teaching obligations were reported. Faculty attrition puts institutions at jeopardy due to interruptions in leadership pipelines, decrease in morale, and disproportionate loss of women and underrepresented minorities (URMs) leading to less diverse faculty leader pipelines. Unanticipated financial burden is associated with loss of productive MCF and the recruitment costs to replace them.

Purpose: The goal of Faculty Launch is to create an innovative training program for MCF that addresses leadership training, career planning, and mentorship while establishing a robust interdisciplinary faculty network. Faculty will implement innovative organizational Faculty Leadership Impact Projects (FLIP) that align with DUCOM missions.

Methods: Faculty Launch will meet the needs of MCF, with priority for women and URMs, by adapting aspects of the robust and well established framework of the *Hedwig van Ameringen* Executive Leadership in Academic Medicine® program. Faculty Launch will implement a longitudinal curriculum in strategic finance, resource management, personal and professional leadership effectiveness, organizational dynamics, and practices of self-care to sustain personal and professional well-being. Curriculum will be delivered to facilitated peer groups, called Dragon Learning Circles (DLC), and interdisciplinary workshops with the full Dragon cohort. MCF will apply skills learned to their FLIP, designed as a key activity supporting leadership development and organizational innovation thus increasing their institutional visibility during implementation of FLIPs. The yearlong Faculty Launch will commence in July 2018 at the start of the academic year. Didactic learning and the FLIP will align with institutional timelines including annual budgets and appointment and promotion deadlines, and the requirements of Liaison Committee of Medical Education and Accreditation Council for Graduate Medical Education.

Outcomes: Faculty Launch provides a mechanism by which institutions can deliver leadership and professional development training to MCF at the foundation of institutional core missions. By providing emerging leader MCF tools for success, outcomes include increased faculty scholarship productivity, improved faculty retention, decreased time to promotion in faculty rank, and increased number of leadership roles at the institution and in outside professional societies and organizations. The use of interdisciplinary DLCs to breakdown institutional silos across missions will increase professional networks. Data on the growth of participant institutional, regional and national professional networks over time will be collected to develop novel quantitative and qualitative tools to measure and track the growth of faculty networks.

Impact. Investing in MCF will improve the long-term success and stability of institutions, including the development of a culture of leadership, professional development and mentoring. Faculty Launch will improve retention of more diverse and skilled MCF leadership pipeline, thus creating opportunities to recruit from within faculty with enhanced innovative problem solving skills and the use of interdisciplinary approaches in both research and education at academic health centers.