

## ABSTRACT: 2019 ELAM Institutional Action Project

### Project Title: Professional Development Planning for Clinical Faculty

#### Name and Institution:

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Associate Chief

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#### Collaborators and Mentors:

##### Mentor

Greg A. Sachs, MD, Division Chief

##### Collaborators

Cathy Schubert, MD, Section Chief, Geriatrics

Jennifer Hur, MD, Key Clinician Educator

#### Topic Category: Faculty Development

**Background, Significance of project:** Pursuing one's passion can give meaning and purpose to work, leading to high engagement and low burnout. In academic medicine, pressures such as electronic medical records and high RVU requirements may impede clinical faculty in their pursuit of a scholarly focus. We hypothesize faculty development to support scholarship will increase scholarly productivity and promotion and will also improve wellbeing and engagement.

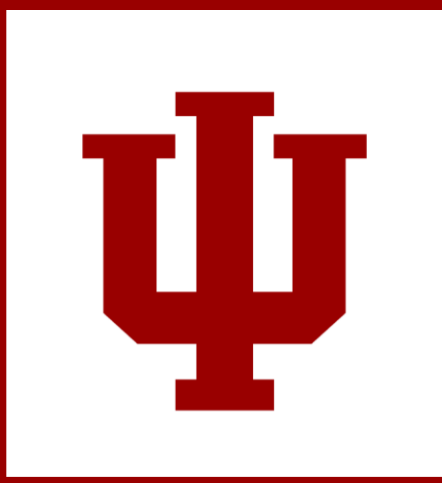
**Purpose/Objectives:** To describe the current state of faculty engagement and scholarship in the Division; To develop a program to engage clinical physician faculty in scholarship.

**Methods/Approach/Evaluation Strategy:** Faculty engagement was assessed by interviews with clinical faculty and through review of the 2017 IU School of Medicine Faculty Vitality Survey. A steering committee of three physicians formed the Professional Advancement for Clinician Educators and Scholars (PACES) team, supported by an educational coordinator (50%FTE). Initial goals included a resource table at the Department of Medicine Medical Education Day, creation of a webpage on the Department of Medicine intranet, and hosting faculty development workshops. The Maslach Burnout Inventory and The Meaning and Purpose at Work Questionnaire will be administered before and 6 weeks after each session.

**Outcomes/Results:** Interviews revealed high desire for additional scholarly activities. A few faculty had participated in an existing, intensive training program in scholarship and found this highly rewarding. Many could identify a specific clinical or educational topic they wanted to pursue. Barriers to scholarship included lack of protected time, high clinical RVU expectations, feeling overly busy, lack of knowledge of how to disseminate scholarship, and lack of guidance or mentorship. The Vitality Survey found 34% of division faculty endorsed feeling burned out. Although 84% felt there were opportunities for faculty development, only 17% reported participating in faculty development in teaching and learning and 11% in research in the past year. We found 85% thought they were meeting/exceeding expectations for curriculum development and 74% for university service. However, only 42% thought they were meeting/exceeding expectations for peer-reviewed publications and 49% for peer reviewed conference presentations. Based on these findings, our faculty development workshops scheduled for April and May and will focus on dissemination of scholarship.

#### Discussion/Conclusion with Statement of Impact/Potential Impact:

A majority of faculty engage in service and curriculum development but few feel they are meeting expectation for dissemination of this work. Few participate in faculty development opportunities to learn the needed skills for dissemination. The workshops and other future activities will provide opportunities for scholarship dissemination. Carving out protected time will be essential for the success of faculty development and engagement in scholarship.



# Professional Advancement for Clinician Educators and Scholars (PACES) in the Division of General Internal Medicine and Geriatrics

Alexia M. Torke MD, MS and Greg A. Sachs, MD

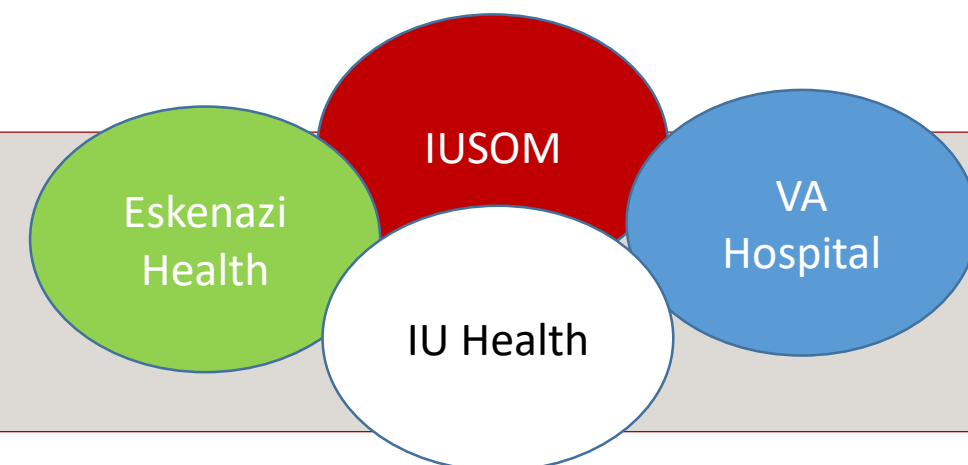
Indiana University Division of General Internal Medicine and Geriatrics, Center for Aging Research

## INTRODUCTION

- Nationally, physician engagement scores are low and burnout scores are high.
- Physicians with low engagement are at risk of making errors, leaving the profession and suicide.
- One key domain of engagement is finding meaning and purpose.
- Initiatives to improve engagement have been multidimensional and included improvements in administrative practice burdens, programs for wellness culture and for building personal resilience.
- Finding one's passion is one potential approach to improving engagement at work and overall wellbeing. Additionally, focused project can lead to publications, presentations and other types of scholarship that are essential for academic promotion.
- Having an engaged faculty is an explicit goal of the IU School of Medicine and IU Health.

## THE DIVISION OF GENERAL INTERNAL MEDICINE AND GERIATRICS

- There are 300 physicians in 4 specialties
  - General Internal Medicine
  - Geriatrics
  - Hospital Medicine
  - Palliative Medicine
- There are multiple employment arrangement with three health systems.



## PROJECT OBJECTIVES

- To describe the current state of faculty engagement and scholarship in the Division
- To develop a program to engage clinical physician faculty in meaningful scholarship.

## MATERIALS AND METHODS

### Phase I: Evaluation

- Faculty engagement was assessed by
  - Interviews with clinical faculty. The PI reviewed and summarized themes.
  - Review of the 2017 IU School of Medicine Faculty Vitality Survey.

### Phase II: Implementation

- A steering committee of three physicians led by Dr. Torke formed the Professional Advancement for Clinician Educators and Scholars (PACES) team
- The team designed faculty development programs based on Phase I results.

## PHASE I: EVALUATION

### Leader Interviews Major Themes and Quotes

#### Desire for Scholarly Activity

There is not a lot of support for scholarship for clinician educators. Publications would be a good metric. But for this to work, we would need statisticians and help with study design. We also need someone to facilitate projects on curriculum design.

Participating in the academic mission is a satisfier for faculty... The clinicians need mentorship, encouragement and guidance to do any scholarly work.

#### Sources of stress

What makes doctors unhappy? All the things we ask docs to do: quality metrics, Risk Adjustment Factor. They have to bill every diagnosis once a year. There are lots of initiatives that cause increased administrative work.

#### Promotion

To be a candidate for promotion, you need mentorship, encouragement and scholarly publications. There are very few opportunities for this for the EMG faculty

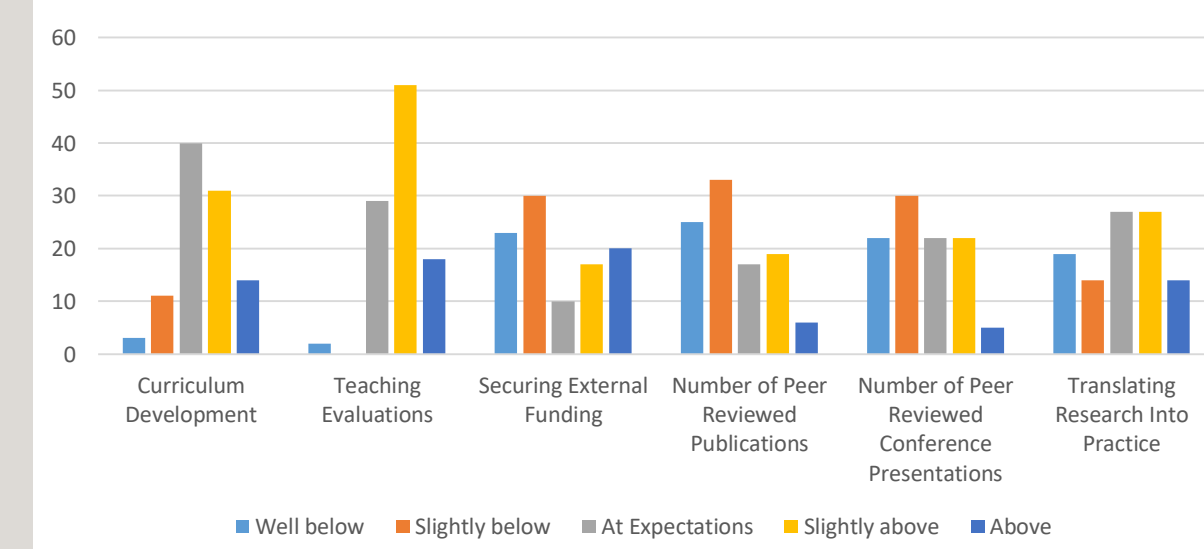
## 2017 Faculty Vitality Survey: Division Results

	Division Number	Percent	Department Number	Percent	School Number	Percent
<b>Gender (female)</b>	23	44.20%	41	28.30%	352	39.60%
<b>Race</b>						
Asian	8	14.30%	39	25.00%	169	16.70%
African American	4	7.10%	1	0.60%	31	3.10%
White	43	76.80%	113	72.40%	774	76.50%
Other	1	1.80%	3	1.80%	38	3.80%
<b>Degree</b>						
MD/DO	48	85.70%	108	69.20%	649	64.10%
PhD	3	5.40%	30	19.20%	225	22.20%
Other	5	9.00%	18	11.50%	138	13.60%
<b>Status</b>						
Full-time	23	41.10%	133	85.30%	835	82.50%
Part-time	16	28.60%	4	2.60%	40	4.00%
Unpaid	17	30.40%	19	12.20%	137	13.50%
<b>Track</b>						
Tenure track	11	19.60%	55	35.30%	337	33.30%
Clinical track/other	45	80.40%	53	34.00%	407	40.20%
<b>Rank</b>						
Endowed/Distinguished	3	5.40%	15	9.60%	70	6.90%
Full	2	3.60%	29	18.60%	151	14.90%
Associate	12	21.40%	41	26.30%	220	21.70%
Assistant	38	67.90%	71	45.50%	556	54.90%
Other/none	1	1.80%	0	0.00%	15	1.50%
<b>Primary Clinical Location</b>						
Eskenazi	22	44.90%				
Riley	1	2%				
VA	9	18.40%				
IU Health	17	34.70%				

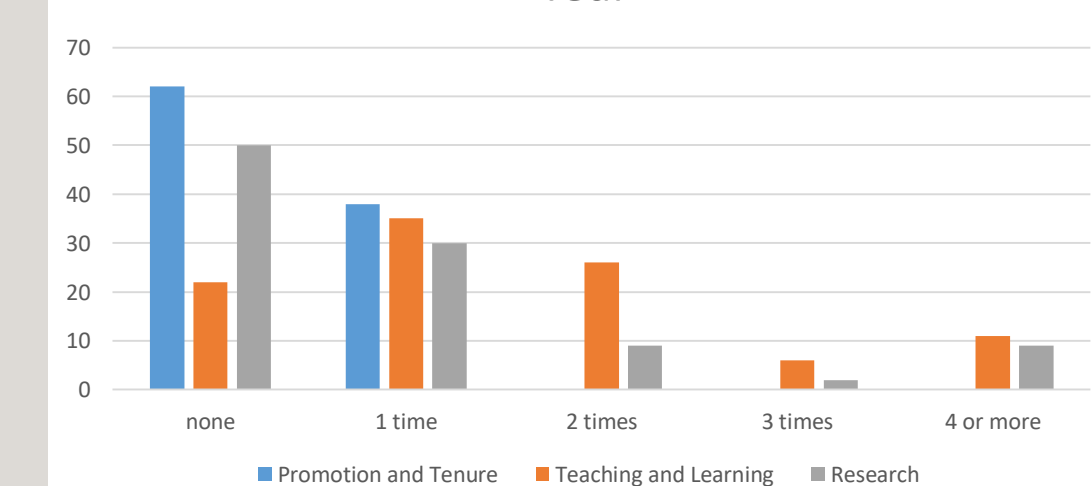
### Career and Life Management and Climate: Percent Agreement



### Am I meeting expectations for scholarly work?



### Professional Development in the Past Year



## PHASE II: IMPLEMENTATION

### MILESTONES

- A resource table at the Department of Medicine Medical Education Day
- Creation of a webpage on the Department of Medicine intranet
- Hiring a project coordinator (.5% FTE)
- Hosting faculty development workshops to identify a scholarly project and define a project plan

### FUTURE PLANS

- A small grant program to provide protected time, project staff and resources.
- Expansion of the program to other divisions or departments

### SUMMARY

- Interviews revealed high desire for additional scholarly activities among a subset of faculty.
- Barriers to scholarship included:
  - Lack of protected time and resources
  - High clinical RVU expectations
  - Lack of guidance or mentorship.
  - Lack of knowledge of how to disseminate scholarship,
- Although most agree that opportunities for faculty development were available, few had participated in the past year
- Most faculty felt they were not meeting expectations for scholarly work.
- The new faculty development programming will engage clinical faculty in scholarly projects by providing mentorship, resources, and protected time.
- Future outcomes will include
  - Scholarly publications
  - National presentations
  - Promotion

### ACKNOWLEDGEMENTS

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