ABSTRACT: 2019 ELAM Institutional Action Project

Project Title: Professional Development Planning for Clinical Faculty

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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 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

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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.

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

Lea der Interviews Major Themes and Quotes

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<th>Leader Interviews Major Themes and Quotes</th>
<th>Desire for Scholarly Activity</th>
<th>Sources of stress</th>
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<td>To be a candidate for promotion, you need mentorship, encouragement and scholarly publications. There are very few opportunities for this for the EMS faculty.</td>
<td>Participating in the academic mission is a satisfier for faculty. The clinicians need mentorship, encouragement and guidance to do any scholarly work.</td>
<td>Promotion</td>
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<td>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.</td>
<td>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.</td>
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2017 Faculty Vitality Survey: Division Results

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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, 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
We would like to thank Jay Hess, MD for his support of Dr. Torke and the ELAM program and Mary Dankoski, PhD, for the Faculty Vitality Report.

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

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 program plan

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.

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.

Indiana University School of Medicine

Division of General Internal Medicine and Geriatrics

Leaders' Interviews Major Themes and Quotes

Project Development and Fundraising (PACES)

Sachs, MD