

Faculty Development to Foster Leadership, Advancement, Well-being, Joy and Flourishing

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BACKGROUND & SIGNIFICANCE

- The need for cohesive and evidence-based faculty development (FD) is one of UICOM's strategic development priorities.

Key Domains



- The COVID-19 Pandemic has taken a physical, mental and emotional toll on everyone, contributing to the need for evidence-based interventions to combat burnout.
- The national emphasis on racism spotlights the need to address diversity, equity, inclusion, and justice.



VISION

Develop a vibrant and diverse community where each faculty member will have optimal support to advance and flourish towards their career goals and become leaders to their optimal potential, contributing to the institution's mission.

PURPOSE

To develop, establish and operate a new Office of Faculty Development (OFD) at University of Illinois College of Medicine.

Offer robust, evidence-based faculty development and advancement programs and resources, with a special focus on advancing diversity, equity and inclusion, as well as promoting leadership, well-being, compassion and resilience in our faculty.

APPROACH & METHODS

ASPIRE Criteria for Excellence in Faculty Development

Clear goals, aligned with organizational priorities; systematically designed, evidence-based; optimizes educational practice, leadership, well-being, scholarship

Offer breadth, depth & diverse approaches, longitudinal progression of learning opportunities, create community of learning & practice

Information, Education, Communication, Celebrating our Faculty; Building Joy and Morale

Ensure sufficient resources to achieve mission, conducted by faculty members with expertise in FD, build capacity by expanding # of faculty skilled in FD

Engage in ongoing program evaluation, examine impact on individuals, organizations, community

Promote educational innovation & scholarship in FD

SELECTED REFERENCES

- Steinert Y. Faculty Development in the Health Professions: A Focus on Research and Practice. NY: Springer, 2014.
- Hunt D, Klamen D, Harden RM, Ali F. The ASPIRE-to-Excellence Program: A Global Effort to Improve the Quality of Medical Education. Acad Med. 2018 Aug;93(8):1117-9.
- Hasnain, M. Time for Restructuring Medical Education to Heal the Healers. The National Collaborative for Education to Address the Social Determinants of Health. Dec 21, 2020.
- Hasnain, M., Goss, E., Yepes-Rios, M., Hasti, S., Patel, P., Wennerstrom, A., Rich, M. 10 Tips for Dismantling Racism: A Roadmap for Ensuring Diversity, Equity and Inclusion across the Academic Continuum. SGIM Forum, Oct 2020.

OUTCOMES THUS FAR

Inaugural Associate Dean for Faculty Development Strategic Development Planning Near Finalized
Monthly FD Newsletter



Pathways to Leadership Speaker Series

AAMC Faculty Engagement Survey

Compassionate Alliances for Resilience and Empowerment (CARE) Peer Support Program

Faculty Academic Advancement Advisory Council

Faculty Development Website

ONGOING PROGRESS

The "Faculty Development Strategy Committee" <https://medicine.uic.edu/strategic-planning-overview/implementation-phase/strategy-committee-members/> working on the following four main tactics:



CHALLENGES



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Mark I. Rosenblatt, MD, PhD, MBA, MHA; Pauline Maki, PhD; Gloria Elam, MD; Stephanie Joe, MD; Elizabeth Wenzel, PhD student; Members of the UICOM Faculty Development Strategic Planning Committee

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ABSTRACT: 2022 ELAM Institutional Action Project

Project Title: Faculty Development to Foster Leadership, Advancement, Well-being, Joy, and Flourishing

Name and Institution: Memoona Hasnain, MD, MHPE, PhD, University of Illinois at Chicago

Collaborators and Mentors: Mark I. Rosenblatt, MD, PhD, MBA, MHA; Pauline Maki, PhD; Gloria Elam, MD; Stephanie Joe, MD; Elizabeth Wenzel, PhD student; Members of the UICOM Faculty Development Strategic Planning Committee

Topic Category: Faculty Development (FD)

Background, Significance of project: Supporting the professional development of faculty is a well-recognized need, encompassing the domains of Education, Administration, Research, Communication, and Professional Academic Skills. FD refers to activities health professionals pursue to improve knowledge, skills and behaviors as teachers, educators, leaders, managers, researchers and scholars. After 40 years of work in this area, it is evident that FD has played a significant role in health professions education and development, with need for prioritizing the following: broadening the scope of FD from teaching to academic development; expanding FD approaches to include peer coaching, workplace learning and communities of practice; utilizing competency-based frameworks to guide curricular development; supporting professional identities; focusing on organizational development and change; and promoting research and scholarship in FD. The need for mitigating burnout also calls for evidence-based interventions to foster leadership, well-being and joy among faculty. Finally, ensuring diversity, equity, inclusion, and justice necessitates FD initiatives to intentionally integrate these values in organizational culture, policies, and practices.

Purpose/Objectives: Establish an Office of Faculty Development (OFD) offering robust, evidence-based FD and advancement programs and resources, with a special focus on advancing diversity, equity, inclusion, and justice, and promoting leadership, well-being, compassion and resilience among faculty.

Vision: Develop a vibrant and diverse community of learning and practice where faculty have optimal support to advance and flourish towards their career goals, become leaders, and contribute to our organizations' missions.

Methods/Approach/Evaluation strategy: We are systematically designing and deploying our FD program in alignment with UICOM's Strategic Development Plan, following the ASPIRE Criteria for Excellence in FD. A FD Strategic Planning Committee is working in four subcommittees: Orientation; Career Development; Mentorship and Sponsorship; and Culture of Health and Wellness. Our FD programming will have an emphasis on serving faculty across the entirety of their career trajectory at UICOM, not solely during their on boarding. Our program evaluation plan includes baseline and ongoing process and outcome evaluation of our FD initiatives.

Outcomes/Results: Appointment of *Inaugural Associate Dean for Faculty Development; FD Strategic Planning* is nearing finalization; monthly *FD Newsletter* and *Pathways to Leadership Speaker Series* have been initiated; *Faculty Development Website* and *CARE Faculty Peer Support Program* are in development; the *AAMC Faculty Engagement Survey* will be administered in Spring 2022; *Faculty Academic Advancement Advisory Council* is being formed.

Discussion, Conclusion, Statement of Potential Impact: My ELAM project is complex and multi-layered. Given our College of Medicine's multi-campus structure and organization, the development, implementation, evaluation, scaling, and sustainability of this project requires extraordinary leadership competencies. We have made significant advances and will continue building the OFD to support our faculty in reaching their professional goals and maximum potential, bringing immense value to our institution. Our faculty are a key asset; ensuring the right support and institutional culture to help them advance and flourish will have a ripple effect on their motivations and abilities to do their best work in all institutional missions, including education, service, clinical, research/scholarship, and social responsibility. By strengthening our faculty, we will strengthen our college and institution.