

**Project Title: A Longitudinal Faculty Development Certificate in an Urban Academic Medical Center**

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**Background/Significance:** The connection between the satisfaction of academic faculty and their retention at an institution is well documented. Improved faculty retention will have a significant positive financial impact for an institution and can beneficially influence the organization's morale. Current efforts have decreased clinical faculty attrition from 10.5% (FY 20) to 9.9% (FY 21) to 8.8% (FY 22). One driver of satisfaction and retention is the opportunity for participation in programming for development and advancement in all academic medicine mission areas.

**Purpose/Goal/Objectives:** The Senior Associate Dean of Faculty Affairs (SADFA) at LKSOM developed the Temple Medical Faculty Development Certificate (TMFDC) to impact faculty retention by improving vitality and satisfaction via faculty development. Through this program, the goal is to sustain decreased clinical faculty attrition in FY 23 and decrease attrition to 8.0% in FY 24.

**Methods/Approach/Evaluation Strategy:** The TMFDC will be used by faculty to provide evidence of professional development at the time of promotion. The TMFDC allows for self-selection of three 3-hour modules from a panel of topics. Module 1, "Teaching for Equity," is currently underway, with two arms: bedside teaching and didactic teaching. Module 2, "The Emerging Leader" and module 3 "Research Mentorship," are upcoming, with future modules to follow. Participants will gain knowledge and skills in alignment with institutional priorities and goals. Each module is evaluated with a survey of individual sessions and with an overall module assessment. Faculty retention data will be assessed annually, including sorting by race/ethnicity, gender, rank or years in current role, and participation in the TMFDC. Faculty exit interview data, performed by LKSOM's SADFA, will be collated and stratified by participation in the TMFDC.

**Outcomes/Results to Date:** Initial data from Module 1, "Teaching for Equity," notes 41 participants combined in 2 sessions, representing 12 of 27 departments of LKSOM and 6% of all faculty. Thirty completed an end-of-session survey (73% response). In the didactic teaching arm (n=18), there was an increase in knowledge (3.8 to 4.1 on a 5 point Likert scale) and improved comfort (3.7 to 4.1) with topic following the session. In the bedside teaching arm (n=12), there was an increase in knowledge (3.9 to 4.2) and an increase in comfort (3.8 to 4.3). 97% felt the content was important for medical school faculty; 97% reported an intent to participate in future TMFDC modules.

**Discussion:** TMFDC's Module 1/Session 1 was successful in attracting faculty participation and engagement in the topic of equitable teaching. Robust discussions occurred in both settings and yielded increases in participant knowledge and comfort around this topic. The high percentage of faculty intending to participate in future TMFDC modules shows faculty development to be an important need at our institution.

**Summary/Conclusion:** To date, 6% of faculty at LKSOM in 12 departments participated in TMFDC, with most reporting increased knowledge and comfort in the content area of module 1. Future TMFDC modules will be focused on diversity/equity/inclusion, bedside teaching skills, leadership principles, and mentorship based on survey feedback. FY 23 clinical faculty attrition data and exit interview data will be complete in September 2023.