

## FACULTY DEVELOPMENT

### 1. Notable Accomplishments

- Baseline processes were developed, including an annual faculty survey, exit interview, a bi-annual needs assessment from chairs, survey of new faculty and a sampling of annual performance review.
  - Survey of basic science faculty and clinical faculty shows 89 percent and 79 percent, respectively, believe their work environment is collegial.
  - Survey of basic science and clinical faculty shows 49 percent and 57 percent believe their teaching is valued, up from 36 percent and 39 percent, respectively, since the faculty development program was started.
- A widely referenced web presence was established featuring faculty resources, the Faculty Leadership Development Program, and the Academy of Distinguished Educators.
- The Faculty Leadership Program was established.
  - The program is a developmental model reflecting stages of faculty career.
  - The program focused on faculty in their first ten years (up to the award of tenure) and midcareer faculty needs.
  - 110 sessions were held in 2005-06.
  - The program has been presented at several state and national conferences and is being viewed as a model (e.g. Stanford University recently requested an on-site consultation).
  - Modules:
    - Leadership in Academic Medicine (LAM) 2004, 2005, 2006): midcareer.
      - Pilot: inclusion of basic science faculty (2006).
    - Leadership in Humanism (2006): midcareer faculty.
    - Physician Wellness 2004-05, 2005-06.
    - Women in Medicine 2004-05, 2005-06.
    - Thriving in Academic Medicine (2003-06): first ten year faculty
  - Pilots:
    - New Faculty Series (2005-06) orients faculty to the SOM, promotion and tenure process, getting started in research, how to manage people and budgets, and other topics for academic success.
    - Deans Leadership Seminars (new chairs 2006) develops institutional leadership, foster collaboration, and build a community of trust among our departmental leaders.
    - Clinical Investigation Series (2006) helps clinical investigators develop the core skills and knowledge required to be successful.
    - Transitions and Change Seminars (2006) explores issues such as retirement, children, aging, elder care, illness, etc., and the impact on work, personal life, and balance between the two.

- Academy of Distinguished Educators: established in 2003.  
The goals of the Academy are to recognize and celebrate outstanding teachers; to give credit for teaching; to sponsor research in medical education; and to establish the teaching portfolio as basis for promotion and tenure and membership in the Academy. A model to identify and pay teachers individually has been developed and will be piloted shortly.
  - Teaching portfolios were established and used in promotion and tenure, membership in the Academy, and awards. A teaching portfolio collects direct teaching activities in the classroom and in the clinic; innovations in the curriculum, course development, and online study materials; learner outcomes; learner and peer evaluations; and documents excellence.
  - An award structure was established and includes the Lifetime Achievement Award for excellence in undergraduate medical education, the Harrison Distinguished Educator Award to recognize long-time excellence in undergraduate medical education, the Master Educator Award for excellence in resident teaching, and the Robert Kadner Award for basic science teaching of undergraduate medical and graduate science students.

## 2. Two-Year Goals and Metrics for Success

- SOM will be recognized nationally for its faculty leadership programs.
- Develop/expand new faculty programs (recruitment through 3-year review)
  - Models for all of US
    - Submit manuscript for publication in *Academic Medicine*.
    - Word of Mouth website will offer central information about living in Charlottesville, childcare options, benefits, financial planning, and other links to help faculty find helpful information.
  - Improve rankings
    - Reputation: top 8 in public medical schools.
  - Improve operations
    - Improve retention - defined as 90% of retention efforts are success.
    - Maintain or improve faculty satisfaction (currently 79.2% of clinical faculty and 88.6% of basic science faculty say their work environment is collegial).
    - Provide flexible pathways for academic advancement.
- Mature the Transitions and Changes seminars to quarterly programs with web resources from the Health System and UVa HR offices. Provide workbooks for faculty to calculate “the number” and record support networks.
  - Models for all of US
    - AAMC presentation.

- Descriptive (content and outcomes) articles in *Academic Medicine*, *JAMA*, *Modern Maturity* or *UVa Alumni News*.
- Improve rankings
  - Reputation: top 8 in public medical schools.
- Improve operations
  - Faculty satisfaction improved as demonstrated through exit interviews; faculty will see UVa as an option to return to.
  - Resources available to redirect to new recruits.
- Create a culture of leaders, by ongoing programming for and networking with the Leadership in Academic Medicine graduates; expansion of programs for division chiefs and medical directors (with RN leaders) with creation of a continuous onboarding for new chairs; and develop leadership seminars for mature chairs.
  - Models for all of US
    - Manuscripts for Leadership in Academic Medicine, other programs.
    - Editorial commentary for *New England Journal of Medicine*, *Journal of the American Medical Association*.
    - Develop online case syllabus and curriculum.
  - Improve rankings
    - Reputation: top 8 in public medical schools.
  - Improve operations
    - More effective leadership at institutional, center and department level as demonstrated through networking, collaboration, shared values.
- Pilot leadership program with residents and fellows (SOM and MC): Identify residents seeking careers in academic medicine for program to develop skills in leadership, collaboration, strategic decision-making, and other areas that will lead to excellence in academic medicine.
  - Models for all of US
    - Syllabus.
    - Publications and national presentations to ACGME, AAMC.
  - Improve rankings
    - UVa will be more competitive as a site for resident training.
    - Demonstrate that more of our residents are being placed in academic medical centers.
    - Demonstrate that we are recruiting from our residents and that they are prepared to step into their roles as knowledgeable, effective, productive faculty members.

- Improve operations
  - Satisfied and effective housestaff. Specific metrics will be determined.
  - Improved research and clinical collaborations, NIH funds.

### **3. Five-Year Goals and Metrics for Success**

- Faculty will have flexible career paths, opportunities for personal and professional growth and development, and a community of trust, openness, and shared values.
- Implement the leadership pilot for residents and fellows; develop clinical and research pathways; extend to graduate students in Biomedical Sciences and post-doctoral fellows.
- Academy of Distinguished Educators will create model for students to learn research skills in medical education as part of their four-year curriculum; create database for longitudinal outcomes.
- Offer faculty development/leadership programs with the Darden, Law and Curry schools for cross-Grounds and residential seminars for national and international audiences.

### **4. Resources Needed and Barriers to Success**

- UVa investment in expanding number of community slots for 0-2-year-old childcare.
- Support for Visiting Faculty (\$50,000/year) as presenters for the Leadership in Academic Medicine program.
- Access to leadership assessment tools: Benchmarks 360, Leadership Profile Inventory (\$40,000/year) for division leaders, medical directors and their corresponding RN leader; provide consultations with online editors.
- HSF/HR counseling services (e.g. Faculty and Employee Assistance Program, benefits counseling): faculty will need additional options, plans, services; HSF and HR will need additional staff to meet increased demand.
- Flexibility in policies to craft individual transition plans to meet faculty needs.
- Pilot leadership program for residents and fellows: \$100,000/year.