Group on Faculty Affairs and Group on Diversity and Inclusion
Joint Professional Development Conference

Creating Diverse and Inclusive Cultures: Transforming Ourselves, Our Faculty, Our Institutions

GFA | GDI

Reception and Conference Posters

August 10, 2012
Westin Indianapolis
Indianapolis, IN

Continuing Medical Education credits provided by University of California, San Diego School of Medicine.

Association of American Medical Colleges
2012 GFA/GDI Joint Professional Development Conference
Creating Diverse and Inclusive Cultures: 
Transforming Ourselves, Our Faculty, Our Institutions

GFA/GDI Reception and Conference Posters
August 10, 2012, 5:00 pm
Westin Indianapolis Hotel, Grand 5

Dear GFA and GDI colleagues:

Welcome to Indianapolis!

Health care in the United States is in an era demanding extensive and intensive reform to improve health care outcomes for diverse populations. To achieve excellence in health care delivery and medical education, academic health centers need to transform by building diverse and well functioning teams. These teams must successfully address the full spectrum of educational, research, and clinical care activities.

The 2012 GFA/GDI Poster Session and Welcome Reception highlights the creative collaborations at academic medical centers by bringing together two AAMC professional groups critical to academic medicine’s needed transformation. This poster booklet shows some of the most intriguing and informative information sharing at this conference from the posters accepted for display. This year we had a record number of poster submissions, a signal of the tremendous amount of collaborative efforts already happening to trigger transformation of attitudes, skills, and competencies needed to transform ourselves, our faculty, and our institutions.

During the reception, we encourage you to peruse the posters and engage those presenting each poster. Remarks from our hosts at the Indiana University School of Medicine will be delivered at the start of the session to optimize your chance to gain the most from the posters. This will be a wonderful opportunity to meet and network with new colleagues who have similar interests. We hope you and your colleagues will leave energized with new ideas for collaborations to educate tomorrow’s professionals, craft innovative clinical programs, and discover new knowledge to improve the health of all. Posters will remain on display throughout the conference.

Enjoy learning and networking!

Sincerely,

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Deputy Chief Academic Officer
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David Acosta, M.D., FAAFP
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1. Low-Cost Interactive Forums for Women Faculty Offered by the Johns Hopkins University School of Medicine’s Office of Women in Science and Medicine (OWISM)

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In response to identified institutional gender inequities, The Office of Women in Science and Medicine of the JHU School of Medicine developed a drop-in program for female faculty consisting of “Information & Conversation (I&C) Sessions” offered throughout the year in order to assist women with issues related to professional development. We report on the program’s development and provide an assessment of the early years of this low-cost initiative targeting women in medicine.

2. The Leadership Program for Women Faculty (LPWF) of the Johns Hopkins University School of Medicine’s Office of Women in Science and Medicine (OWISM)

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In response to identified institutional gender inequities, The Leadership Program for Women Faculty (LPWF) was developed to assist females at the Johns Hopkins University School of Medicine overcome barriers to career advancement and professional development. We report on this new longitudinal cohort program’s evolution, and provide an assessment of the positive outcomes achieved in meeting the objectives of the Office of Women in Science and Medicine.
3. Setting the Stage for Success: Creation of a Learning Community to Foster Faculty Diversity at Two New Medical Schools

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An approach to the recruitment and retention of underrepresented faculty taken collaboratively by two new and emerging medical schools.

4. The Application of Glassick’s Teaching Principles in the Service-Learning Environment: The Martin Luther King Day of Service

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The application of Glassick’s teaching principles in the service learning environment. Medical students in the community performing health assessments in conjunction with Martin Luther King Day.
5. An Outcome-Driven, Promotion-Oriented Mentoring Program for Women, Hispanic and URM Faculty: Results of a Pilot Program at a Newly-Established Medical School

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Women, Hispanic, and underrepresented minority (URM) faculty are known to lag behind the other faculty in achieving scholarly activities that are essential for tenure-promotion. To address the disparity, the Office of Faculty Affairs & Development developed a promotion-oriented mentoring program at the Paul L. Foster SOM (PLFSOM), a newly-established medical school. This structured mentoring program requires the mentee to fulfill four objectives during the 12-month partnership. The majority of faculty mentees successfully achieved the objectives.

6. The Participation of Women, Hispanic and Underrepresented Minority Faculty in a Structured, Monitored and Comprehensive Faculty Development Program

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The Office of Faculty Affairs & Development (OFAD) developed a program for faculty to enrich their career development capabilities, and to enhance skills in teaching and assessing learners. Giving priority to women, Hispanic and under-represented minority (URM) faculty, OFAD engaged them into the Faculty Development Course (FDC), a 90-hour comprehensive program. Intervention outcomes showed that FDC has contributed significantly to the successful career development of the participants and to the promotion of the institutional diversity.

7. An Innovative and Inclusive Approach to Promoting Faculty Diversity and Excellence

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Michigan State University has designated for each College a Faculty Excellence Advocate as a part of the ADAPP-ADVANCE initiative. MSU College of Human Medicine has expanded this and established a Faculty Excellence Team including the Associate Deans for Diversity and Inclusion, Faculty Affairs and Development, Research and Community Engagement, and the Assistant Dean for Administration. This team is collectively responsible for the coordination of diversity efforts to recruit, develop, and retain diverse and women faculty.
8. Revisiting the Practitioner-Teacher Model at Rush University

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The Practitioner-Teacher (P-T) model of education retains the relationship between academia and clinical practice. Rush University uses the P-T model throughout its four colleges to educate health care leaders who collaboratively develop knowledge into outstanding health care outcomes. While there are many strengths of the model, it also presents specific challenges. This presentation will report recent and ongoing analysis of its performance and describe examples of the model’s implementation.
9. Exploring the Relationship between Faculty Effort Devoted to Clinical Care and Retention

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Financial pressures have led to an increasing emphasis on clinical productivity by physician faculty members. The role that this pressure to produce clinical income may play in faculty attrition will be explored using data from the 2011 Faculty Forward survey. We hypothesize that, for clinical faculty, high effort in clinical care to the exclusion of effort in other mission areas predicts intent to leave the institution (and academic medicine).

10.

Part-Time Faculty in Academic Medicine

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The number of part-time faculty in academic medicine that U.S. medical schools report employing has increased over the past several decades. Despite the fact that many medical schools have increased their reliance on part-time faculty over the years and they serve a permanent part of the workforce, limited information about their roles and work exists in the literature. This poster is designed to provide insight into what we know about part-time faculty members from research efforts and the extant literature and to put forward a framework of research questions and hypotheses to guide future research.
11. The “Mid-Career Award”: A Tool to Assist Senior Research Faculty Reinvent Themselves to Maintain Vitality and their Contributions to their Institution

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As faculty members advance in their careers, their work life often evolves from their original career paths to other ways in which they can support the mission of their institution. Faculty may lack the skills to support a mid-career
transition, or find themselves in institutions challenged to accommodate such an evolution. Through the use of a “Mid-Career Award”, we can address an important career transition point for our mid-career research faculty.

12. Who Is Your Public? Using Communication Strategies to Engage Faculty in Development Opportunities

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This study explores how communication frameworks can be paired with modern studies in web design and attention economics to increase the effectiveness of communication with faculty members. Using existing resources and available feedback channels within our own institution, we developed and tested three communication approaches designed to enhance faculty identification and engagement with our office’s programs. The advantages, disadvantages and level of effectiveness of each model are addressed, with a focus on implementation.

13. Advancing Women in Medicine and Science at Indiana University School of Medicine: Vision, Methods, and Outcomes

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Faculty affairs deans are key partners in effective diversity efforts. The IUSM Women’s Advisory Council and Office of Faculty Affairs and Professional Development received the 2009 Group on Women in Medicine and Science Organizational Leadership Award in 2009. This poster will present the vision, methods, and outcomes of our initiatives to inform the discussion of effective methods for improving the status of women and transforming the culture of academic medical centers.

14. Optimizing the Practice of Mentoring: An Online Curriculum for the Professional Development of Research Mentors

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The support of talented mentors can be the lynchpin for launching an independent research career. The authors describe an online professional development curriculum for faculty members who mentor early-career investigators. Content is organized into five modules that cover mentoring models, mentor roles and responsibilities, structure and dynamics of the mentoring relationship, and strategies for facilitating, and addressing challenges to, the mentoring process. The course engages learners through text, audio, mini-presentations, self-assessments, and other interactive activities.
15. Faculty Diversity: Myths and Realities

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Recruitment and retention of URM, non-traditional, and disadvantaged students is related to a larger URM applicant pool and a diverse physician workforce. However, diversifying the faculty workforce is more challenging due to myths that pervade the discussion and resulting actions linked to recruitment and retention. Come explore the myths and realities of faculty diversity based on national data and as well as a case study from one academic health center.

16. Faculty Scholarship Roadblocks

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Clinician educators face the challenge of balancing clinical obligations with academic scholarship requirements. We surveyed faculty in an academic emergency medicine department to identify factors that prevent them from initiating or completing scholarly projects. The most common roadblocks identified included a lack of mentorship, a lack of resources, time constraints, competing demands, and a lack of motivation. Knowledge of these roadblocks can guide targeted strategies for faculty development in the current academic medical environment.
Identifying Mentoring “Best-Practices” for Medical School Faculty

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Mentoring is a fundamental component for career success, productivity, and satisfaction in academic medicine. We sought to identify and understand the essential practices of successful mentoring programs within our institution via thematic and content analysis of focused interviews and reports from an institutional mentoring taskforce. Results identified general mentoring “best practices” for all faculty, as well as, themes for three distinct faculty groups: basic science researcher (tenure-track), clinician educators, and clinician researchers. It is imperative to adopt mentoring strategies to serve a diverse faculty seeking robust academic careers.
18. Tenure and Promotion Process Using SharePoint® Technology – Impact on Faculty Participation

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The Tenure and Promotion (T&P) process must be timely, efficient, confidential, and, above all, fair. The Texas Tech University Health Sciences Center School of Medicine (SOM) has migrated the T&P process from paper to an electronic process using Microsoft® Office SharePoint®. Review personnel are granted access, can submit evaluations, and then have access removed, while ensuring anonymity and confidentiality. Push-back on this process has been minimal. Strengths and weaknesses of this system will be discussed.

19. Faculty Database: Integrating and Utilizing Information of Faculty across the Institution

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Faculty Database: Integrating and Utilizing Information of Faculty across the Institution A topic of continued interest on Faculty Affairs list serves is tracking faculty activity, paperless promotion and tenure processes, electronic standardized CV’s, and how the data can be utilized across the institution not just for Faculty Affairs and Faculty Development purposes, but for accreditation reporting process, human resources, marketing and development and for the faculty members career advancement.
20. Preparing the Next Generation: Columbia University/NYP Faculty Leadership Academy

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A Leadership Academy offered and funded by the Columbia Department of Pediatrics/NewYork Presbyterian Morgan Stanley Children’s Hospital and inclusive of other disciplines is currently in its second year. This poster will present the objectives of the leadership academy, training topics covered, participant projects, costs, lessons learned (especially regarding the use of local talent for much of the teaching and mentoring), participant evaluations of the Academy, and Institutional leader evaluations of the value to the institution.

21. A Model for Leadership and Management Training for Mid-Career and Senior Women Faculty at Columbia University’s College of Physicians and Surgeons

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While women comprise 40-50% of medical school classes, they are not proportionately represented in leadership positions. An internal program that addressed gender nuances in leadership and management roles and promoted networking and sponsorship was developed at CUMC’s College of P&S to explore the outcomes of training on advancing women into leadership positions. The institute focused on fundamental concepts of leadership and management addressing areas where gender differences may impact leadership and management approaches and styles.

22. **Fostering Diversity through Collaboration at Washington University Medical Center**

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With the assistance of a focused team of committed faculty members, senior leaders, and in collaboration with our hospital partners, Washington University School of Medicine has developed policies, programs and initiatives over the last two decades to foster racial and ethnic diversity in the student and trainee population and ultimately in our faculty.

23. **BxSHOP: A Comprehensive Health Careers Educational Pathway and Community Partnership**

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The goal of the Bronx Science and Health Opportunities Program (BxSHOP) is to expand a Bronx-based regional collaboration between free-standing middle, high school, college and post baccalaureate programs, community-based enrichment and clinical exposure programs to promote student interest and academic success in careers in the health professions. By expanding existing programs and developing closer ties, collaborations, articulations and conjoint programs, we provide opportunities for disadvantaged Bronx students to successfully pursue the rigorous educational.
24. Writing More through Peer-Mentoring: Developing and Implementing a Writing Accountability Group within a Faculty Mentoring Program

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The goal of the Research Mentoring Program at Rush University Medical Center is to prepare junior faculty members to lead independent, funded programs of translational research. To further this mission, a series of writing accountability groups was established to help mentees increase their publication productivity. We used a peer-mentoring approach to engender a sense of community among mentees. We describe the structure and process of the writing groups and initial outcomes.

25. Partnering in Faculty Affairs Research: The Process and Outcomes for GFA Collaborative Proposals

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In 2009, the GFA Research and Project Development Committee initiated a process to stimulate collaborative projects across the GFA membership. The review process includes: general inquiry, committee chair appraisal, template completion, committee review, and notification. The submission template includes six areas with relative weights of importance to assist the review. Seven proposals were reviewed, six endorsed, and several presented nationally. The process has resulted in advancing scholarly collaboration with the AAMC.
26. Emory University: Creating a Diverse and Inclusive Culture by Transforming Our Institution

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At the request from the Office of Community and Diversity at Emory University, the Emory University School of Medicine (EUSOM) has developed a framework for community and diversity with a focus on three primary objectives: 1) recruitment of faculty, staff, and students from diverse backgrounds, 2) retention of faculty, staff, and students from diverse backgrounds, and 3) development initiatives for faculty, staff, and students related to cultural sensitivity and diversity.

27. Departmental Career Advancement Initiatives: The Career Development and Research Office Model

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Douglas Ziedonis, M.D., M.P.H.
Professor and Chair
Department of Psychiatry
University of Massachusetts Medical School

In order to address a wide range of faculty career goals and needs, including both basic scientists and clinical faculty, the UMass Department of Psychiatry has created a career development and research office (CDRO) to enhance career development and clinical research. This Departmental office complements the support of Faculty Affairs Offices with very positive results in both faculty advancement and research productivity.
NOTES:
GFA Planning Committee

Rob Rockhold, Ph.D.
Chair, GFA Professional Development and Program Planning Subcommittee
Deputy Chief Academic Officer
University of Mississippi School of Medicine

Valarie Clark, M.P.A.
Director, Faculty Development
Association of American Medical Colleges

Nicholas H. Benson, M.D., M.B.A.
Vice Dean
The Brody School of Medicine at East Carolina University

Susan Chubinskaya, Ph.D.
Associate Provost, Academic Affairs
Ciba-Geigy Professor of Biochemistry
Professor of Biochemistry, Orthopedics, and Medicine (Rheumatology)
Rush Medical College of Rush University Medical Center

Mary Dankoski, Ph.D.
Associate Dean for Faculty Affairs & Professional Development
Vice Chair for Faculty and Academic Affairs
Associate Professor of Family Medicine
Indiana University School of Medicine

Leslie Morrison, M.D.
Director of Student and Faculty Affairs, HSC
University of New Mexico School of Medicine

Darshana Shah, Ph.D.
Associate Dean, Faculty Affairs and Professional Development
Marshall University Joan C. Edwards School of Medicine

GDI Planning Committee

David A. Acosta, M.D.
Chair, Group on Diversity and Inclusion
Chief Diversity Officer
Clinical Professor, Department of Family Medicine
University of Washington School of Medicine

Juan Amador
Director and GDI Program Leader
Diversity Policy and Programs
Association of American Medical Colleges

Steven M. Block, MB, BCh
Senior Associate Dean for Academic Affairs
Professor of Pediatrics
Wake Forest School of Medicine of Wake Forest Baptist Medical Center

Edward J. Callahan, Ph.D.
Associate Dean, Academic Personnel
Professor of Family and Community Medicine
University of California, Davis School of Medicine

Francis G. Lu, M.D.
Assistant Dean for Faculty Diversity
Luke & Grace Kim Endowed Professor in Cultural Psychiatry
Associate Chair for Medical Student Education in Psychiatry
University of California, Davis School of Medicine

Maria L. Soto-Greene, M.D.
Vice Dean and Professor
University of Medicine and Dentistry of New Jersey-New Jersey Medical School

Alonzo P. Walker, M.D.
Senior Associate Dean for Faculty Affairs and Diversity
Ruth Teske Professor of Surgical Oncology
Medical College of Wisconsin