Faculty Development Summit

April 26, 2024
Sponsored by the School of Medicine
Office of Faculty Development
Welcome and Introduction

Andrea Cedfeldt, M.D.
Associate Dean for Faculty Development
OHSU SoM Faculty Development Team

Atif Zaman, M.D.
Senior Associate Dean
for Clinical and Faculty Affairs

Andrea Cedfeldt, M.D.
Associate Dean

Devon Ritter, M.A.
Program Design Specialist

Kacy Kesecker
Admin Coordinator

Jessica Lasneski
Admin Coordinator
OHSU SoM Faculty Development Team

Education Scholars Program

Early Career Advancement Program

Mid-Career Clinical Leadership Development Program

Paths to Leadership

P&T Peer Mentorship Program
Collaboration with SoM
Diversity/Equity/Inclusion/Belonging

• Stepping In
• Faculty Development Fridays
• Faculty Diversity Advancement Pathway
• Other collaborations
On the horizon...

- New Faculty Foundations: Building for Success
- POCUS Champion Training Program
Professional Development: Now more than Ever
"There is no power for change greater than a community discovering what it cares about."

MARGARET J. WHEATLEY
Today...

• Introduce yourself to someone new.
• Spend the time to catch up with a known colleague.
• Forge a new collaboration.
• Schedule a calendar appointment to get a cup of coffee or meal to follow up on a conversation.
Welcome and Introduction

Nathan Selden, M.D., Ph.D.
Interim Dean, School of Medicine
Session One
Mentorship
Faculty Mentorship and Coaching in the Department of Emergency Medicine: A Mentor Family Approach

Session 1: Mentorship

DEM Mid-Year Check In

SECTION 1: SELF-REFLECTION AND ASSESSMENT
Please review and revise this section prior to each coaching session.

1. Core Values: Please describe your personal and professional core values.

2. Wellness Check-in: Below is a series of faces that represent common mood states that residents experience. Please identify the face that best illustrates how you have been feeling during the past week, including today.

<table>
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<tr>
<th>Contributing Factors</th>
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<td>3.</td>
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Please describe 3 strategies you aim to implement to maintain your wellness

Lainie Yarris, M.D., M.C.R.
Professor and Vice Chair for Faculty Development
Department of Emergency Medicine

Leah Reznick, M.D.
Associate Professor
Department of Ophthalmology

Mary Tanski, M.D., M.B.A.
Associate Professor and Chair
Department of Emergency Medicine

Chad Brown, M.D.
Assistant Professor
Department of Emergency Medicine
Goals:
- Mentor as a thinking partner rather than expert imparting wisdom
  - Limited interpersonal chemistry needed
  - Mentee forges own path and solve own problems
    - Introspective exercises
    - Learning frameworks for non-medical problems (difficult conversations, choosing opportunities, etc.)
  - Provides foundation for OHSU culture that values each individual rather than engraining hierarchical relationships.
- Mentor across differences

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<tr>
<th>Training #1</th>
<th>Training #2</th>
<th>Training #3</th>
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<tbody>
<tr>
<td>▪ Deliberate and Generous Listening</td>
<td>▪ Introspective Exercises</td>
<td>▪ Frameworks to Use as a Thinking Partner for Common Academic Medicine Mentoring Discussions</td>
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<td>▪ Didactic, paired practice, and group reflection</td>
<td>▪ Total Leadership (Stuart Friedman) Values, Time Utilization, integration of four domains exercises</td>
<td>▪ Opportunities vs Dysopportunities</td>
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<td></td>
<td>▪ Paired discussion (practice deliberate listening)</td>
<td>▪ Difficult/Crucial Conversations</td>
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<td>▪ How to Say No</td>
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Session 1: Mentorship
Session 1: Mentorship

Growing education scholarship through a community of practice

Jessica Walter, Ed.D.
Assistant Professor
Division of Management

Heather Hawk, D.N.P., R.N., CNE
Assistant Professor of Clinical Nursing
School of Nursing

Next Steps
- Add writing retreat (summer?)
- Formalize evaluation process, metrics
- Scholarship about the group - how works in other contexts?

Findings
- Sustained interest & attendance
- Added Tuesday writing & colloquial
- Increased individual output
- Enhanced sense of community
- Connections to other groups
- Replicated by others, contexts
- Small enough to be known
- Quarterly evals, consistency & synchronicity = motivating

Who
- Shared topic: SoTL
- Shared needs: structure, mentorship, accountability, & collaboration
- Post-cont'd isolation

TIPS
1) Identify the specific need
2) Assign a facilitator
3) Keep it small & inclusive
4) Create simplicity & consistency
5) Track quant & qual metrics
6) Adapt as needed, keep identity

Why/need
- Target:
  - Anyone in the Ed Collab
  - Focused SoTL
  - Newsletter, word of mouth
- Participants:
  - Som, Sin, Cbn, SoTL, + provost office
  - 21 interested
  - 12 regular attendees

Resources & More
- MO Teams: meet & chat
- Spreadsheet: track interest
- 1leave for facilitator

Facilitator vs. Mentor
- Facilitator:
  - Organizational support
  - General administration
  - Evaluations, reports
- Mentor:
  - No assigned mentor
  - All being skill & experiences

Methods
- Frameworks
  - Community of practice
  - 3rd places
  - Body doubling

Structures
- 1 facilitator
- Meet virtually & chat
- Writing time: Tues & Fri @ 9 am
- Collaborative monthly, Fri @ 10 am
- Quarterly evaluation

References & More
MCD follows life design - a proactive approach that invites individuals to follow meaningful career pursuits and curiosities through mentorship and immersive experiences to construct work life wellness.
Panel Q&A
Mentorship
Session Two
Onboarding and Orientation
Onboarding for Advanced Practice Providers, to Enhance Community and Foster Information Sharing

- Process is Extremely Variable
- Lack of Belonging and Community with other APPs
- Onboarding Event that Last 2 days
- Proven Benefits of APP Specific Onboarding

Coordination with Department of Diversity, Equity, and Inclusion

Material is Culturally Sensitive and Not Exclusionary

Measure Impact
- Track Retention Rates First 2 Years
- Qualtrics Pre and Post Survey

Onboarding
- Coordinate with Other Faculty Processes
- Offered to all APPs Regardless of Background

Sophia Lichenstein-Hill, D.N.P., F.N.P.
Assistant Professor
Department of Medicine, Division of Gastroenterology and Hepatology

Kristin Bowden, D.N.A.P., M.B.A., CRNA
Assistant Professor
Department of Anesthesiology and Perioperative Medicine

Session 2: Onboarding and Orientation
Investing in the Future: Improving the APP Onboarding Process for the OHSU Department of Family Medicine

Hunter Poarch, M.D.
Assistant Professor

Emily Jacobsen, P.A.
Assistant Professor

Shelby Lee Freed, F.N.P.
Assistant Professor

Mary Bartlett, N.P.
Assistant Professor

Ashley Atwood, P.A.
Instructor

Ella Clark-Nicholson, P.A.
Assistant Professor

Daisuke Yamashita, M.D.
Associate Professor

Onboarding Supports

- AP Lead
- Mentor
- Med Dir

New APP

Jan 2022
Pilot

May 2022
Initial Eval

Dec 2022
Full implementation

- Case Review (8 -12 weeks)
- CME (64 hrs. total)

Learning

- Gradual Increase in volume
- Assigned preceptor during the clinic
- Epic Efficiency Training (8 hrs.)

Clinical Experience

Mentoring

24 months for new 12 months for experienced

- Monthly Meeting
- Chart Review
- In-basket Review

May 2024 Next Steps

- Formal Evaluation
- Procedure Workshops

Session 2: Onboarding and Orientation
Panel Q&A
Onboarding and Orientation
Morning Break - We will return at 10:40 a.m.

P&T Peer Mentorship Program

Are you an OHSU Assistant Professor seeking promotion this year? If so, you can sign up to be paired with a peer mentor who will help guide you in the final stages of this process.


Learn about all of our office supported faculty development programs:
www.bit.ly/somfacdev
Session Three
Well-being and Professional Development
Camaraderie Groups: Cultivating Belonging

Megan Furnari, M.D., M.S.
Associate Chief Wellness Officer
Associate Professor
Department of Pediatrics, Division of Neonatology

Session 3: Well-being and Professional Development
**Positive Moment Initiative During Morbidity, Mortality and Improvement**

**Otolaryngology Grand Rounds Conference: Our initial 6-month experience**

**BACKGROUND AND AIM:**

M&MI are crucial forums to critically discuss adverse events and work towards continued quality. However, the inherent nature of discussing adverse outcomes can contribute to a somber atmosphere. 

*Initiative aims to create a culture of appreciation, collaboration, and mindfulness.*

**INTERVENTION:**

First 5-minutes of the M&MI conference sharing of positive experiences, achievements, or moments of gratitude

*Anyone could send an email to the M&MI’s moderator*

**IMPACT:**

1) Important recognition and all are included (residents and faculty).
2) Helped people to know what’s going on in the department.
3) Provides positive feedback and boosts morale.

Myriam Loyo, M.D., M.C.R.  
Associate Professor  
Department of Otolaryngology-Head and Neck Surgery

Session 3: Well-being and Professional Development
Supporting the Rebuilding of Department of Surgery Advanced Practice Community

Education

Camaraderie & Collaboration

Department of Surgery Advanced Practice Council Education Series

Professional Development

Academic Advancement

DEI

Burnout in Faculty by Role

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<tr>
<th>Role</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>MD/DO</td>
<td>30%</td>
<td>86</td>
</tr>
<tr>
<td>NP/PA</td>
<td>75%</td>
<td>20</td>
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Source: Primary Care Worklife Study, Abigail Leverett, MD.

2019 APP Survey Result – Specialty Training

- I would have appreciated more opportunities for on-the-job training in order to expand my skill set and knowledge as it relates to my specialty.

Session 3: Well-being and Professional Development

Mindy Hamilton, P.A.
Vice Chair of Advanced Practice Department of Surgery

Julie McKee, N.P.
Instructor
Department of Surgery, Division of Pediatric Surgery
A faculty development program provided during work hours is feasible, and participants are highly satisfied.
1. Purpose

➢ Promote wellness through employee engagement and directed listening
➢ Support faculty retention

2. Process

Questions
• DH/ADH selected 6 questions
• Questions shared with faculty ahead of meeting

Interview
• Faculty chose facilitator(s) – DH/ADH
• Scheduled 50-minute meeting
• Facilitator took notes & wrote draft

Compilation
• Draft shared with faculty for revisions, then kept on file
• Summary shared with chair along with relevant data

3. Metrics

Participants:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Assistant</th>
<th>Associate</th>
<th>Professor</th>
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<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
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Key Themes:

➢ Transparency
➢ Pay equity
➢ Clinical support
➢ Work hour expectations
➢ Impact of increased cFTE
➢ Protected time

Outcomes:

➢ Realignment of coverage
➢ QGenda to track payments
➢ Adjusted division meetings
➢ Division newsletters

Session 3: Well-being and Professional Development

Nicole Marshall, M.D., M.C.R.
Associate Professor, Division Head
Department of Obstetrics and Gynecology, Division of Maternal-Fetal Medicine

Stay Interviews as a tool for retention and engagement
Panel Q&A
Well-being and Professional Development
Session Four
Diversity, Equity and Inclusion
Building Up: Retaining a Diverse Research Workforce

Session 4: Diversity, Equity and Inclusion

De'Sha Wolf, PhD
Research Assistant Professor, PSU
Staff Scientist and Current KL2 Scholar

Cirila Estela Vasquez Guzman, PhD, MCR
Assistant Professor, Dept. Family Medicine
Former KL2 and Current BIRCWH Scholar

4 Things You Need to Know about Building Up (BU)

1. WHAT & WHO
Year-long program to retain underrepresented post-docs and early career faculty in health science research

- Based on UPitt CEED
- RCT-tested
- Productivity, Retention, Community, & Diversity

2. WHY

- <0.5% AIAN
- 6%
- 12%

$400k LOST

3. HOW

Near-Peer Approach

1. Monthly Meetings
2. Two-tiered Mentoring
3. Networking Events
4. Writing Support

Visit Our Website: Ohsu.edu/buildingup

4. YOU

Contact Us! buildingup@ohsu.edu

Based on National Center for Education Statistics (NCES) 2021
Q&A

Diversity, Equity and Inclusion
Lunch Break - We will return at 1:15 p.m.

Education Scholars Program

Interested in a career dedicated to scholarship in health professions education? Apply by May 1 for consideration for the 2024-25 cohort of ESP.


Learn about all of our office supported faculty development programs:
www.bit.ly/somfacdev
Session Five

Faculty Skill Building
POCUS Champion Program: A Longitudinal, Multidisciplinary POCUS Training Program for Faculty

Basic Skills Workshop  
Mentored Scanning  
Clinical Integration  
Portfolio Development  
Quality Assurance Review  


James Anstey, M.D.  
Assistant Professor  
Department of Medicine, Division of Hospital Medicine

Michael Wollenberg, M.D.  
Associate Professor  
Department of Anesthesiology and Perioperative Medicine

Kevin Piro, M.D.  
Associate Professor  
Department of Medicine, Division of Hospital Medicine

Session 5: Faculty Skill Building
Faculty Development Webinars: Everything You Wish You Learned in School but Were Never Taught

1. PROBLEM
- Low proportion of female-identifying faculty in full Professor and other leadership roles.
- Gap between what is taught in school/training and what is expected of faculty/required for career advancement.

2. PROPOSAL
- Series of monthly, lunchtime webinars
  - Maintained in perpetuity on GEAHM website
  - Feedback solicited via pre- and post-surveys
    - Including questions about P&T planning

3. PROPOSED TOPICS
1) Effective project management
2) Maintaining your CV and educators’ portfolio
3) How to publicize your work
4) Negotiation for academic physicians
5) Promotion and tenure for new faculty
6) Time and inbox management
7) How to leverage your social media presence for good (and for promotion!)
8) Understanding OHSU compensation
9) How to mentor well
10) How to do a high-quality peer review
11) Team management skills for researchers
12) Finding a mentor at OHSU

Bethany Tara Samuelson Bannow, M.D., M.C.R.
Associate Professor
Department of Medicine, Division of Hematology/Medical Oncology

Session 5: Faculty Skill Building
Early Career Advancement Program (ECAP)

1. PURPOSE
- Supports early career faculty across SOM to build, maintain, and grow their research portfolio
- Designed for early career faculty participating in basic, translational, and/or clinical research
- Focus on key competencies essential to management of research portfolios & teams, successful grant writing, & leadership

2. TIMELINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2014</td>
<td>Pilot program within CDCB established by Drs. Schedin &amp; Coussens</td>
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<tr>
<td>2016</td>
<td>Expanded to KCI with support of Drs. Coussens &amp; Druker</td>
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<tr>
<td>2018</td>
<td>Expanded across SOM with support of Dr. Heinricher</td>
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<tr>
<td>2019</td>
<td>Integrated into SoM FD with support of Dr. Cedfeldt</td>
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3. APPROACH
- Catalogue of 15 distinct hands-on & experiential workshops designed to provide step-by-step guidance for time, team, and goal management.
- Seven 90-minute in-person workshops annually. Participants polled annually to select desired content.

4. METRICS
- ECAP monitors time to promotion since appointment, funding success, and publication productivity.
- As of July 2023, ECAP has served 129 faculty across 36 unique departments, divisions, institutes, and programs at OHSU and 34 early career faculty have completed the program (≥ 6 workshops).
- Of 20 members who have been in rank for ≥5 years, 17 have received R01-level funding and 15 have been promoted as of 2023.

5. CHALLENGES
- Identification of target faculty to join program
- Prioritization of attendance by participating faculty
- Mid/senior faculty to provide workshop content
- Quantifying value of ECAP participation due to lack of reference population

Session 5: Faculty Skill Building

Christina Lancioni, M.D.  
Associate Professor  
Department of Pediatrics

Pepper Schedin, Ph.D.  
Professor and Leonard Schnitzer Chair in Breast Oncology  
Department of Cell, Developmental and Cancer Biology, Knight Cancer Institute
Session Six
Coaching
DHM COACH - Connection & Onboarding with Action & Care in Hospital Medicine – a Coaching Program for New Hires in the Division of Hospital Medicine

Why
- Intentional Clinical Onboarding for Complex Clinical Care
- Improve connection and reflection in rapidly growing division
- Support Diversity of Faculty

How
- 7 new hires diverse experience & backgrounds
- Clinical Preceptor Shadowing with selected DHM faculty
- Recruited 7 experienced faculty as Coaches
- DHM Coach Training Program; Generous listening/Value Clarification/Career Decision Making
- OHSU Well-being Grant to support Coach training from Cleveland Clinic (online) Program

What
- Day 0 Clinical Preceptor Coaching
- First Month Pairing Coaches & Coachees
- Q 4 month Coaching Training April – CC training
- Coaches & Coachees meet Q3 mos (4 sessions)
- Survey – impact of Program on Coaches and Coachees

Angela Alday, M.D.
Assistant Professor of Medicine, Section Chief Division of Hospital Medicine

Michael Hendricks, M.D.
Assistant Professor, Assistant Medical Director Division of Hospital Medicine

Rebecca Harrison, M.D., FACP
Professor of Medicine
Vice Chair Faculty Development, Department of Medicine
Director Faculty Development, Division of Hospital Medicine

Session 6: Coaching
**Department of Interventional Radiology Leadership Coaching**

**1. PURPOSE**
- To support junior faculty (instructor/asst. prof) to identify and work toward career goals
- To foster ongoing faculty development for associate professors

**2. METHODS**
- 2021: Program initiated
  - Included coaching for workload management
- 2022: 6-month targeted coaching with pre-defined goals
- Present: Faculty perception and engagement

**3. METRICS**
- **Participants:** Chair, VC, PD, QD, Section chiefs, DA
- **Initial experience:**
  1. Circumstantial challenges
  2. Communication challenges
  3. Personal challenges
- **Future target:**
  1. Goal-based coaching effort
  2. Supporting faculty diversity into leadership roles

**4. CHALLENGES**
- Scheduling
- Faculty perception and engagement
- Cost
- Undefined benefit
Panel Q&A Coaching
Afternoon Break - We will return at 2:55 p.m.

Upcoming Workshops

Faculty Development Fridays

Clinical Teaching Skills: Part II  
Friday, May 3  
Noon – 1 p.m.  
Webex

Early Career Advancement Program

Strategies for Negotiating UP  
Thursday, May 30  
Noon – 1:30 p.m.  
MAC 3198
Session Seven
Faculty Development Scholarship and Evaluation
Session 7: Faculty Development Scholarship and Evaluation

Family Medicine Faculty/Fellows Research Development Cohort

Research Question
Forming clinical and educational passions into researchable questions

Team Science/Data
Finding partnerships; study design; data sources

Methods & Dissemination
Qualitative and quantitative; writing basics; oral and poster presentations

Taking Action
CV and educator’s portfolio; setting scholarship goals; finding funding

Sonja Likumahuwa-Ackman, M.D., M.P.H., Research Administrator
Deborah J. Cohen, Ph.D., Professor & Vice Chair of Research
Kathryn Bonuck, M.S.E.d., Research Data Analyst
Smriti Ohri, M.D., Associate Professor, Director of Faculty Development
Alexandra Verdieck, M.D., Assistant Professor, Associate Vice Chair of Education
Ana Quinones, Ph.D., M.S., Associate Professor, Associate Director of Faculty Development

[Graph showing MD/DO, PA, NP, Fellow from 2018-19 to 2024]
Educational Scholarship Resources

- Education scholarship SharePoint site
- OHSU Library Research & Publishing Support
- Professional Development Series

Lisa Hatfield, Ed.D., M.A., MAT
Director, Teaching and Learning Center

Pam Pierce, M.S., M.L.S.
Publishing and Data Services Manager

Session 7: Faculty Development Scholarship and Evaluation
Panel Q&A
Faculty Development
Scholarship and Evaluation
Session Eight

Promotion and Tenure
Goal-based bi-annual reviews for promotion and tenure

1. PURPOSE

➢ To support junior faculty (instructor/asst. prof) to identify and work toward career goals
➢ To foster ongoing faculty development for associate professors

2. METHODS

2023
Program initiated

2024
Specific mid-year assessment tool

Present
Focus on goal-based career assessment

3. METRICS

Participants: 29 Faculty: 17 asst prof, 5 assoc. prof, 7 APP

28% identifying female | 32% non-white

Targets:
1. Identifying connections (global health, MS program, curriculum development, MCCLDP leadership course)
2. P&T progress
3. Personal and Professional goals
4. Recruitment and retention

Future:
1. Successful P&T
2. Faculty retention and satisfaction

4. CHALLENGES

- Scheduling
- Faculty engagement
- How to implement across larger faculty
Teamwork - Promotion and Tenure Support Evolving with the Times

Candidate preparation
- From Annual review to Department committee

Committee work
- Review process, meeting dynamics

Mentor / coordinator support
- Document refinement
  - Coordinator; proofing, tracking, coordinating

Committee Chair / senior leader support
- Referee process, letters

Alexandra Verdieck, M.D.
Assistant Professor
Associate Vice Chair of Education
Department of Family Medicine

Ana Quinones, Ph.D., M.S.
Associate Professor
Associate Director of Faculty Development
Department of Family Medicine

Smriti Ohri, M.D.
Associate Professor
Director of Faculty Development
Department of Family Medicine

Session 8: Promotion and Tenure
Panel Q&A

Promotion and Tenure
"There is no power for change greater than a community discovering what it cares about."

MARGARET J. WHEATLEY