

Faculty Development Summit

May 23, 2025

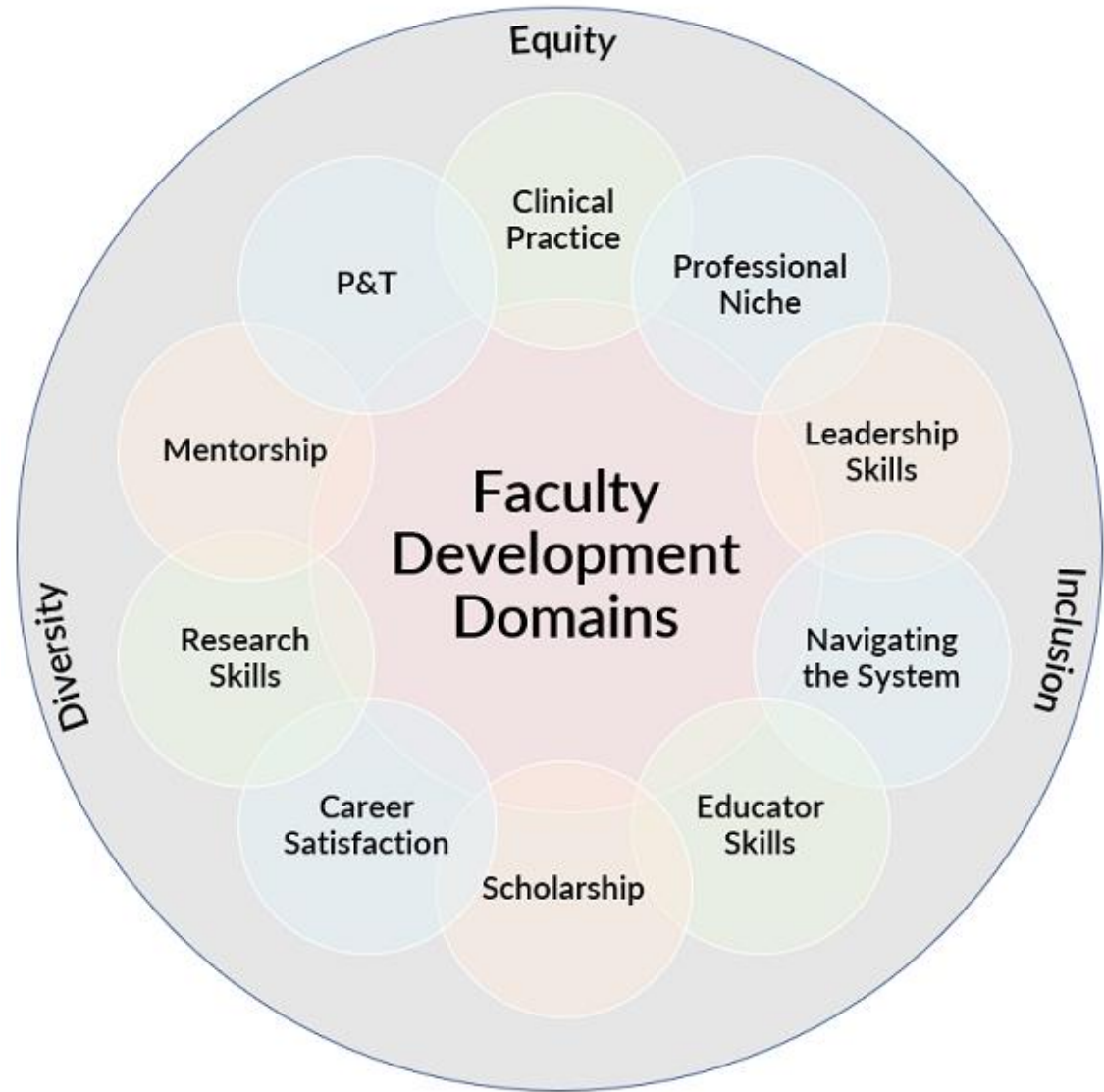
Sponsored by the School of Medicine
Office of Faculty Development

Welcome and Introduction



Andrea Cedfeldt, M.D.
Associate Dean for Faculty Development

Professional Development: *Now more than Ever*



Opening Remarks

Nathan Selden, M.D., Ph.D.
Dean, School of Medicine



Faculty Development Awards



Outstanding Mentor Award

Eric Roeland, M.D.

Associate Professor of Medicine
Division of Hematology/Medical
Oncology



Nominator Statements

“Under Dr. Roeland’s guidance...we support one another, add an extra layer of accountability, and importantly we celebrate one another’s successes.”

“Dr. Roeland has used this meeting time as an opportunity to mentor the group with a focus on setting up for a successful career in academic medicine.”

“I have worked at OHSU for over a decade, but **I’ve learned more about how to be an academic clinician in the last year than I had over the previous ten...** When I reflect on what I have been able to accomplish over the course of the last 18 months, much of that success is due to his mentorship and I cannot think of someone more deserving of this award.”

Clinician Development Award

Emily Waterman, M.D., M.P.H.
Assistant Professor of Family
Medicine






Nominator Statements

“In the field of reproductive medicine Dr. Waterman has spearheaded multiple initiatives to make sure faculty and trainees have up to date skill.”

“Dr. Waterman has not just settled for “well this is the way it always was done”

“I see Dr. Waterman as a champion in this clinical skill area, developing myself and colleagues to treat women with equitable care.”



Scientist Development Award

Ximena Levander, M.D., M.C.R.
Assistant Professor of Medicine
Division of General Internal
Medicine and Geriatrics





Nominator Statements

“Dr. Levander has consistently demonstrated a profound commitment to fostering the growth and development of scientists within our department and beyond.”

“She is a tireless advocate for protected research time, recognizing that meaningful scientific advancement requires the structural support for faculty to pursue rigorous inquiry, including training and education to do so.”

“Dr. Levander's support has made a measurable difference in the professional lives of many early-career scientists.”



Educator Development Award

Laura Byerly, M.D.

Assistant Professor of Medicine
Division of General Internal Medicine and Geriatrics

Emily Janetos, M.D.

Assistant Professor of Medicine
Portland VA Medical Center



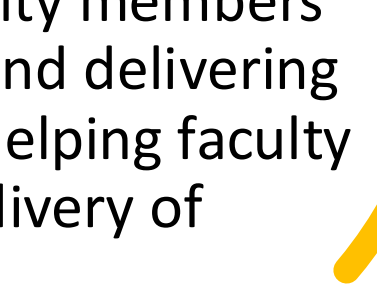


Nominator Statements

“Emily and Laura continually support faculty as they develop and improve their teaching skills. **They coach the many faculty who teach in this curriculum both in preparation for their teaching sessions and in real time.**”

“[They] collect and share feedback such that faculty can revise and improve their talks from one week to the next.”

"They have been in raising the bar for ambulatory education of residents by engaging faculty members who teach in this curriculum, coaching and delivering pointed feedback, giving structure and helping faculty achieve higher levels of excellence in delivery of resident education."



Leader Development Award

Elizabeth Eckstrom, M.D., M.P.H.
Professor of Medicine
Division of General Internal
Medicine and Geriatrics



Nominator Statements

“Dr. Eckstrom has encouraged and mentored the non-clinical work of her division through entrusting junior faculty with leadership roles”

“She has supported involvement of several of her faculty in prestigious national leadership opportunities...[and] she encourages each of us to work towards achieving our own leadership potential.”

“She has contributed to the culture of effective leadership at OHSU through her efforts to support a new generation of leaders in geriatrics – by creating programs for us to lead, mentoring us in our roles, and serving as an effective leader for our section.”

Faculty Development Champion Award

Alexander Mansour, M.P.H.
Co-Director of Relational
Leadership Programs
RELATE Lab



Nominator Statements

“[Alexander] has provided personalized support to both early- and mid- staged faculty leaders, enabling each to develop their relational leadership potential with greater confidence.”

“Alexander [has the] ability to create a supportive, enriching learning environment...promoting an environment of ongoing faculty development.”

“Alexander’s commitment to nurturing the next generation of faculty is evident in his development of the new training program for OHSU Family Medicine chief residents. This program has been requested to become a statewide model, showcasing Alexander’s ability to develop innovative training initiatives.”

Faculty Development Champion Award

Leah Reznick, M.D.
Associate Professor of
Ophthalmology



Nominator Statements

“[Leah] has created a collaborative environment for sharing of effective FD practices.... [and] has gone above and beyond in her focused investment of energy, time and leadership”

“Leah has built the case for non-hierarchical mentoring through inquiry about the lived experience and values that are most important to the individual mentee...[and] has also designed and delivered experiential trainings for faculty...to support other faculty learning how to mentor in this mentee-centric way.”

“I personally have learned from Leah’s example how to “just do it” —her practical, step-by-step assessing and then addressing of a myriad of FD needs continues to inspire me and teach me the power of persistence in making a meaningful difference for faculty peers.”

Development of Inclusion and Belonging Award

Laura Byerly, M.D.

Assistant Professor of Medicine
Division of General Internal
Medicine and Geriatrics



Nominator Statements

“Dr. Byerly serves as the primary investigator and project director of [a] multi-site training and education grant focused on increasing the care capacity of healthcare providers, care teams, caregivers, and patients in Oregon’s rural, underserved, and Tribal communities to provide age-friendly care.”

“Under her leadership as the director for the SOM developing human block (DEVH) the course now includes consistent teaching around DEIB impacts on health, growth and aging throughout the lifespan.”

“She leads by example and with a commitment to DEIB that is contagious to all who work with her.”



Congratulations to all
our Awardees and
Nominees!!

BREAK



Faculty Development Strategic Plan

Mission and Vision

Mission

The School of Medicine Office of Faculty Development advocates for and facilitates ongoing professional development and well-being of all faculty by supporting their pursuit of excellence in teaching, research, personal growth and service.

Vision

All faculty in the OHSU School of Medicine are supported and empowered to achieve their professional and personal goals while flourishing in their communities.

Values

Life-long learning: Professional development across all domains of faculty development is a life-long process. Needs will change across a faculty member's career trajectory.

Diversity, Equity, Inclusion and Belonging: Embracing and supporting diversity, equity and inclusion gives us the power and knowledge to be better serve our community.

Advocacy: Listening to faculty concerns and initiating responses/programs to meet the needs of faculty.

Collaboration and Teamwork: Valuing and encouraging cooperation and collaboration amongst all faculty to encourage "collective competence."

Integrity: Being trustworthy and responsive to faculty needs, committing to maintain confidentiality (when appropriate), and following through with commitments.

Innovation: Cultivating a proactive culture that is supportive of inquiry, discovery, and innovation.

Goals – Strat Plan 2024-2026

- Support and enhance existing longitudinal, cohort-based professional development programs
- Promote a culture of mentorship and coaching
- Continue and expand efforts at prioritizing diversity, equity and inclusion in faculty development
- Support precision faculty development throughout the academic lifecycle
- Optimize the coordination and cohesion of all SoM services for faculty
- Prioritize faculty engagement and well-being

Goals – focus for today

- Support and enhance existing longitudinal, cohort-based professional development programs
- **Promote a culture of mentorship and coaching**
- Continue and expand efforts at prioritizing diversity, equity and inclusion in faculty development
- **Support precision faculty development throughout the academic lifecycle**
- Optimize the coordination and cohesion of all SoM services for faculty
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Goal: Promote a culture of mentorship and coaching

- Many efforts at departmental level and from Provost office
- What do we mean when we say coaching?
 - “Remedial”/Performance Improvement
 - Career guidance
 - “Executive” Level
 - Other?
- Consolidation and collaboration on resources
- Development of a strategic plan for coaching at SoM
 - What’s missing
 - What’s needed
 - Priorities and timeline

Goal: Support precision faculty development throughout the academic lifecycle

- Who/what are the priorities?
- What do we need to get there?
 - Faculty Data Management System
- Examples:
 - New Faculty Foundations
 - Mid-Career Clinical Leadership Development Program
 - New Chair Orientation

Goal: Prioritize Faculty Engagement and Well-Being

- Conceptualize faculty development through a wellness framework (occupational, emotional, physical, social, intellectual, spiritual)
- Recognition (inaugural FD awards!)
- Continued collaboration with OHSU Well-Being
- Partnership with FADC on well-being initiatives
- Revamp SoM Faculty exit interview process
- Stay interview pilots – later this AM

Strategic Planning Discussions

Join a table of interest (1 tables for each goal)

One notetaker/reporter per table

Questions to consider:

- What tactics can move us closer to goal?
- What initiatives are ongoing or planned in your own departments / divisions / programs that could be replicated or scaled?
- What can SoM Office of Faculty Development do to better support your own department / division / program?

Strategic Planning Debrief

A thick, hand-drawn style orange line underlining the text.

BREAK



Stay Interviews

Background

- Stay interviews provide the opportunity to understand the reasons/motivations that keep faculty working at OHSU
 - These can be enhanced/rewarded.
- Stay interviews identify stress points or factors that promote disengagement
 - These can be modified
- Intentionally different and separate from annual reviews
- Who conducts stay interviews matters
 - A leader in the group/division
- Should be done with goal of taking action
- They are conversations, not venting sessions
- Division MFM - Dr. Nicole Marshall

Use at OHSU

Nicole E. Marshall, M.D., M.C.R.

Associate Professor of Obstetrics and
Gynecology

Division Head, Maternal-Fetal
Medicine




Use at OHSU

STAY INTERVIEW QUESTIONNAIRE

Stay Interview Tips

- Keep short (20 minutes)
 - Stay focused on purpose/goals of the stay interview
 - Avoid arguing, being defensive
 - Discuss practical solutions
 - End on positive note
 - Offer professional development resources
-

Use at OHSU




Stay Interview Questions

What do you look forward to at work each day?

What do you like most about working here?

What keeps you here?

Use at OHSU



What might tempt you to leave?

If you could change something about your job, what would it be?

How do you like to be recognized and rewarded?

What should I be doing more or less of as your manager/leader?

Stay Interview Practice

Form pairs (ideally with someone you don't work with)

Take turns conducting Stay Interviews (15 min. each)

- Interviewer should play role of “supervisor”
- Interviewee should answer as though they are speaking with their supervisor
- Use the Stay Interview Form (on tables)

THEN SWITCH ROLES

Stay Interview Debrief

Closing Remarks and Thanks





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

MARGARET J. WHEATLEY

