



AAMC

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2020 GFA Compendium

Professional Development Conference

July 21-24, Portland, Oregon

Group on Faculty Affairs (GFA)

2020 GFA Compendium

The Group on Faculty Affairs (GFA) sustains faculty vitality in medical schools and teaching hospitals by supporting faculty affairs deans and administrators as they develop and implement institutional policies and professional development activities.

For more information visit: www.aamc.org/gfa

This document was created by the GFA Communications Committee in consultation with the GFA Program Planning Committee and is intended to highlight the GFA Carole J. Bland Phronesis Award recipient and the peer reviewed and accepted skill-based workshops, podium presentations, ignite sessions, and poster presentations from the canceled GFA Professional Development Conference, July 21-24, Portland, OR. This compendium is intended for the GFA membership. All content reflects the views of the GFA Communications Committee and does not reflect the official position or policy of the Association of American Medical Colleges unless clearly specified.

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Acknowledgments

The Group on Faculty Affairs wishes to thank the following individuals for their invaluable contribution to this document:

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Contents

I.	Introduction from Chair of GFA Communications Committee	1
II.	Message from Chair of GFA Program Planning Committee	3
III.	AAMC GFA Carole J. Bland Phronesis Award	5
IV.	GFA Skill-based Workshops	7
V.	GFA Podium Presentations	15
VI.	GFA Ignite Sessions	27
VII.	GFA Poster Presentations	32
VIII.	GFA Steering Committee	52
IX.	GFA Committees	54
X.	Recognition of Outgoing GFA Committee Members	59

I. Introduction from the Chair of the GFA Communications Committee



Dear GFA Members,

The Communications Committee is delighted to produce this GFA Compendium. Although the GFA Conference “Vision 2020: Together Towards Tomorrow” was canceled due to the COVID-19 pandemic, it is necessary that we continue to connect, and share our ideas and scholarship. The GFA Compendium is a tool for disseminating a description of the scholarship that would have been presented at the GFA Conference. It highlights the skill-based workshops, podium presentations, ignite sessions, and poster presentations that were submitted, peer reviewed, and accepted. Regardless of the fact that our ability to gather together is limited due to the pandemic, we must continue to network, collaborate and maintain connectivity. The purpose of this compendium is to provide knowledge and to encourage continued networking and collaborations. Knowledge is the basic foundation for innovation and creativity.

In the process of producing the compendium we were impressed by the extensive amount of collaboration that is occurring among GFA members. You are encouraged to utilize the compendium to increase your awareness of the scholarship that is produced, to examine best practices and challenges that others are facing and to contact members and establish additional collaborations. I am thankful to the Communications Committee for producing the compendium and to the Program Planning Committee, the Research and Scholarship Committee for reviewing the submitted abstracts and our AAMC partners for their expertise and assistance. Most importantly, we are thankful to you, the GFA membership, for your dedication to developing and supporting faculty and staff. Your continued commitment to improving healthcare, education, research, and diversity and inclusion is applauded. On behalf of the Communications Committee, it is a joy and honor to serve you.

Lisa Cain, PhD
Chair-Elect, Group on Faculty Affairs
Chair, GFA Communications Committee
University of Texas Health Science Center at Houston

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II. Message from Chair of the GFA Program Planning Committee



Dear GFA Community,

Although we are saddened by the cancellation of the GFA Professional Development Conference scheduled for Portland, Oregon in July, the Program Planning Committee is delighted that the GFA Communications Committee prepared a compendium of all the accepted scholarly works to the planned GFA conference - “Vision 2020: Together Towards Tomorrow.” The four big themes emerging from the submissions were developing the next generation of leaders, creating a safe and inclusive environment, the changing academy and organizational policies and procedures. From what is included in the compendium, I think you will agree that the scholarly approaches and the impact of the work are high, timeless, and very relevant given the challenges we all face today. You will find content and contacts for programming applicable to faculty from various disciplines and professional staff whether it is your first year in the GFA community, whether you are early or mid-career or if you are a seasoned GFA member.

Congratulations to those of you whose work was accepted! I wish to thank the members of the GFA Program Planning Committee, the GFA Research and Scholarship Committee, the GFA Professional Development Committee, and the GFA Communication Committee and the wonderful partners at the AAMC for all the work they did to create this compendium. Look for ongoing opportunities to connect with the GFA and we look forward to connecting with all of you soon.

On behalf of the GFA Program Planning Committee members,

Amanda M. Termuhlen, MD
Chair, GFA Program Planning Committee
University of Minnesota Medical School

GFA Program Planning Committee Member

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Medical College of Wisconsin

Valerie Campana, MBA
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Group on Faculty Affairs Carole J. Bland Phronesis Award

III.

The AAMC Group on Faculty Affairs (GFA) established the **Carole J. Bland Phronesis Award** to commemorate the legacy of service and example of Dr. Bland. This award serves to honor members of the Faculty Affairs community who exemplify the spirit of phronesis through dedicated and selfless promotion of faculty vitality.

Phronesis (fro-NEE-sis):

Acting for the welfare of others without thought for the self; seeking and enabling heroically the development and success of others.

This year we are honored to recognize Dr. Archana Chatterjee as the 2020 Carole J. Bland Award Winner.



As of April 2020, Dr. Archana Chatterjee is Dean of the Chicago Medical School and Vice President for Medical Affairs at Rosalind Franklin University of Medicine and Science in Chicago, IL. For the previous 7 years, she served as Professor and Chair of the Department of Pediatrics and Senior Associate Dean for Faculty Development at the University of South Dakota Sanford School of Medicine (USD SSOM), Sioux Falls, SD. She has spent nearly 12 years as a leader in Faculty Affairs/Faculty Development (FA/FD), initially at Creighton University School of Medicine, and later at USD SSOM.

Dr. Chatterjee has been elected/selected to serve on several national Advisory Boards and Committees including the Steering Committee of the Association of American Medical Colleges (AAMC) Group on Faculty Affairs (GFA). She is currently serving as Past Chair of the AAMC Group on Women in Medicine and Science. One of her most significant

contributions to the GFA has been her leadership of the “History of the GFA Project” through which she created a PPT of the history of the formation of the GFA, its administrative structure, accomplishments, and plans for the future; Conducted interviews with GFA leaders to obtain their perspectives on the value the group brings to the AAMC and its member medical schools; Developed a poster and booklet that

could be utilized in a number of venues by diverse individuals such as the office-bearers, staff and other members of the GFA.

Mentorship and sponsorship of faculty and learners has been a hallmark of Dr. Chatterjee's entire thirty-year career in academic medicine. Through her untiring efforts at guiding, promoting and encouraging faculty and learners, she has impacted the careers of numerous leaders, faculty members, fellows, residents and students, not only at her home institutions, but nationally and internationally. In addition, she has focused some of her scholarly effort on collaborative projects related to the field of FA/FD, participating in presentations at national conferences and publishing her work in high-impact, peer reviewed journals. Details of her leadership, mentoring and scholarly activities related to FA/FD may be found in her CV.

Trained as a pediatric infectious disease specialist, Dr. Chatterjee has practiced in her field for over 20 years, conducted over 120 clinical trials, published over 90 peer-reviewed articles, 26 invited review articles, 24 book chapters and one book. She serves as a reviewer for 35 journals. In the past 20 years, Dr. Chatterjee has delivered over 700 lectures and 175 scientific presentations at various international, national, regional and local venues. She has served as the course director for over 30 CME programs, given over 55 media interviews and published 25 newspaper articles.

Note: Dr. Dr. Archana Chatterjee was recognized by the GFA on July 24, 2020 during the GFA Business Meeting and Virtual Town Hall.

IV. GFA Skilled-based Workshops

Session Format: deep dive, 90-minute workshops focusing on skills, behaviors, or competencies

The skill-based workshops are an opportunity for participants to get in-depth practical instruction to enhance capabilities and critical skills. The planning committee includes workshops that cover topics of high interest for faculty affairs and staff. The workshops provide an opportunity to learn about and practice the skills, attitudes, and behaviors necessary in each topic area.

Addressing Bias, Harassment, and Mistreatment Through Bystander Intervention Training

Submission Type: Skill-based Workshop

Authors:

- Kenya A. McNeal-Trice, MD - Interim Associate Dean of Inclusive Excellence, Professor and Vice Chair of Education for the Department of Pediatrics, University of North Carolina at Chapel Hill School of Medicine
- Ashalla Freeman, PhD - Director of Diversity Affairs and Initiatives for Maximizing Diversity in the Biological and Biomedical Sciences Program, University of North Carolina at Chapel Hill School of Medicine
- John P. Cullen, PhD - Professor of Clinical, Director of Diversity and Inclusion for the Clinical and Translational Science Institute, University of Rochester School of Medicine and Dentistry
- Franklin Trimm, MD - Associate Dean, Assistant Vice President of Medical Affairs for Diversity and Inclusion, University of South Alabama College of Medicine
- Morgan Resnick-Kahle, MAEd - Assistant Director for Faculty Affairs and Leadership Development, University of North Carolina at Chapel Hill School of Medicine
- Stephanie Brown, PhD - Senior Program Coordinator in the Office of Inclusive Excellence, University of North Carolina at Chapel Hill School of Medicine
- Edward Callahan, PhD - Associate Vice Chancellor for Academic Personnel for the Schools of Human Health Sciences, University of California at Davis School of Medicine

Full Session Description:

Faculty and leaders from multiple institutions will present on the important topic of bias and its impact on diversity, equity, and inclusion in the learning, research, and workplace environment. The Schools of Medicine at the University of North Carolina, University of South Alabama, and University of Rochester have implemented programming aimed at improving the workplace culture and learning environment. This workshop presents elements of a sampling of our programming and addresses unconscious bias, learner mistreatment, gender and sexual harassment and allyship.

For more information about this abstract, please contact: kmtrice@med.unc.edu.

Advancing Faculty Scholarship in the 21st Century

Submission Type: Skill-based Workshop

Authors:

- Jennifer McCall-Hosenfeld, MD, MSc - Associate Dean for Faculty and Professional Development, Pennsylvania State University College of Medicine
- Julie Lockman, PhD - Director of Faculty Affairs, West Virginia University School of Medicine
- Heather Dorr, MEd - Director of Faculty Affairs, University of Minnesota Medical School
- Leigh A. Patterson, MD, MAEd - Associate Dean for Faculty Development, Brody School of Medicine at East Carolina University

Full Session Description:

This skill building workshop is designed for faculty development professionals who advocate for scholarly pursuits outside of the scholarship of discovery. Workshop leaders will review a classical lens for scholarly work (Glassick's criteria). Participants will then work through facilitated small group case-based discussions in which these criteria are applied to forms of "nontraditional" scholarship common among medical faculty: quality improvement, team science, and social media. The session ends with a review of best practices, a group debrief, and commitment to change.

For more information about this abstract, please contact: jmccallhosenfeld@pennstatehealth.psu.edu.

Faculty Development for Early Career Faculty: Tools and Tips to Help Faculty Achieve their Potential

Submission Type: Skill-based Workshop

Authors:

- Janine R. Shapiro, MD - Associate Dean for Faculty Development, Professor of Anesthesiology, University of Rochester School of Medicine and Dentistry
- Elza Mylona, MBA, PhD - Vice Provost for Faculty Affairs and Institutional Effectiveness, Eastern Virginia Medical School

Full Session Description:

Faculty pursuing a career in academic medicine may not have the skills needed to be successful. Institutional support through faculty development is needed to support the career of early stage faculty. In addition, faculty members must take responsibility to gain the knowledge and skills needed through self-regulated learning. This workshop will address faculty development for early stage academic faculty and the development of a career plan with a focus on how to incorporate self-regulated learning and scholarship in the context of practice and everyday work responsibilities.

For more information about this abstract, please contact: janine_shapiro@urmc.rochester.edu.

The Missing Link in Creating Sustainable Faculty Programs: Incorporating the “Why” Before “What”

Submission Type: Skill-based Workshop

Authors:

- Elaine E Schulte, MD, MPH - Vice Chair, Academic Affairs and Faculty Development and Professor of Pediatrics, Albert Einstein College of Medicine
- Andrea Sikon, MD - Chair, Department of Internal Medicine and Geriatrics, Associate Professor of Medicine, Case Western Reserve University School of Medicine

Full Session Description:

Have you been asked to design a well-being program or create a mentoring program? Often times we create programming to “fix a problem” without fully delineating the real goal. Using coaching principles in program development is a novel way to address the missing link of incorporating the “Why” into our goal formation before we generate action plans. During this skills-based workshop, we will teach you to apply the coaching principles of asset-based reframing, values clarification, and motivation generation to develop your true program goals and set you up for sustainable success.

For more information about this abstract, please contact: elschult@montefiore.org.

Program Evaluation and Scholarship in Faculty Affairs and Development

Submission Type: Skill-based Workshop

Authors:

- Guadalupe Federico Martinez, PhD - Assistant Dean of Faculty Affairs and Development, Assistant Professor in Medicine, University of Arizona College of Medicine in Phoenix
- Kimberly Skarupski, PhD - Associate Dean of Faculty Development, Johns Hopkins University School of Medicine
- Clara Lapiner, MPH - Executive Director of Faculty Professional Development, Diversity and Inclusion, Columbia University Vagelos College of Physicians and Surgeons
- Janine Shapira, MD - Associate Dean for Faculty Development, Professor of Anesthesiology, University of Rochester School of Medicine and Dentistry
- Jessica Kahn, MD, MPH - Director of Academic Affairs and Career Development, Cincinnati Children's Hospital
- Koko Aung, MD, MPH - Vice President for Faculty Success, Texas Tech University Health Sciences Center School of Medicine
- Troy Buer, PhD, MS - Director of Faculty Development and Special Projects, University of Virginia School of Medicine

Full Session Description:

Facilitated by the GFA Research and Scholarship Committee, this workshop is designed for faculty affairs and development (FAD) professionals with intermediate research and publication experience and who are interested in using program evaluation to broaden their scholarship efforts in the FAD context. This workshop will build on the 2019 workshop, which focused on research and scholarship in faculty development. Participants will develop fundamental knowledge, skills, tools and techniques to plan and conduct program evaluation in FAD, which can lead to quality scholarship.

For more information about this abstract, please contact: gmartinez@deptofmed.arizona.edu.

Addressing Lapses in Faculty Professionalism: Vignettes from the Front Line

Submission Type: Skill-based Workshop

Authors:

- Jeffrey Lyness, MD - Senior Associate Dean for Academic Affairs, Professor of Psychiatry and Neurology, University of Rochester School of Medicine and Dentistry
- Ann J. Brown, MD, MHS - Vice Dean for Faculty, Professor of Medicine, Duke University School of Medicine
- Erick Messias, MD, MPH, PhD - Associate Dean for Faculty Affairs, Professor of Psychiatry, University of Arkansas for Medical Sciences College of Medicine

Full Session Description:

Faculty affairs offices are increasingly charged with leading efforts to support faculty professionalism. Holding faculty accountable when they fall short is challenged by the complexities of the regulatory, policy, and legal frameworks that inform interventions. This interactive workshop will use real vignettes to spark discussion about structural factors that influence the climate for professionalism. Attendees will gain a broader understanding of these intricacies and be able to apply them when promoting professionalism at their home institution.

For more information about this abstract, please contact: Jeffrey_Lyness@urmc.rochester.edu.

Cultivating Future Institutional Leaders from Within: Program Development for Mid-Career Faculty

Submission Type: Skill-based Workshop

Authors:

- Maureen A Gannon, PhD - Associate Dean for Faculty Development, Professor of Medicine, Vanderbilt University Medical Center

- Gerard Rabalais, MD, MHA - Associate Vice President of Faculty Development, Chairman Emeritus, Department of Pediatrics, University of Louisville School of Medicine
- Ashley Wood, PhD – Manager of Faculty Development Programming in the Office of Faculty Affairs, Vanderbilt University School of Medicine
- Staci Saner, MEd - Faculty Development Program Manager, University of Louisville School of Medicine

Full Session Description:

Representatives from Vanderbilt University Medical Center and the University of Louisville will facilitate a session that describes the planning, implementation, and program evaluation of leadership development programs for mid-career faculty. In this hands-on workshop, participants will gain insight and skills for establishing their own programs and for interacting with institutional leaders to secure the necessary institutional investment.

For more information about this abstract, please contact: maureen.gannon@vumc.org.

How to Build an Evidence-Based Faculty Mentor Development Program at Your Institution

Submission Type: Skill-based Workshop

Authors:

- Akshay Sood, MD, MPH - Assistant Dean of Mentoring and Faculty Retention, University of New Mexico School of Medicine
- Natasha Mickel, PhD - Assistant Director for Faculty Development and Mentoring, University of Oklahoma College of Medicine
- Nora Domingue, PhD - Mentoring Institute Director, University of New Mexico
- Bronwyn E Wilson, MD, MPH - Senior Associate Dean, University of New Mexico School of Medicine

Full Session Description:

Although the effectiveness of training mentors is established, many institutions need help in building faculty mentor development programs. We hypothesize that attendees at this workshop will demonstrate improved self-efficacy for leading and facilitating such programs. The workshop will provide attendees the training to run and evaluate online and face-to-face mentor development programs. Attendees will create and strengthen similar programs at their institutions to help develop the next generation of national leaders in academic medicine.

For more information about this abstract, please contact: asood@salud.unm.edu.

Using Appreciative Inquiry to Foster a Culture of Wellness and Humanism for Our Faculty Development

Submission Type: Skill-based Workshop

Authors:

- Alice Fornari, EdD, RDN - Associate Dean of Educational Skills Development, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
- Janine R. Shapiro, MD - Associate Dean for Faculty Development, Professor of Anesthesiology, University of Rochester School of Medicine and Dentistry

Full Session Description:

Achieving joy in clinical practice is more critical to improve the healthcare system than was previously thought. Individuals perform their best work when they find personal meaning in their work and feel they make a difference. Appreciative Inquiry (AI) is an asset-based model focused on discovery on "what is" and take "what is going well" to create "what should and could be". This approach will be practiced and applied. Examples that focus on humanistic education environments that support wellness and resilience will be explored.

For more information about this abstract, please contact: afornari@northwell.edu.

Creating A Culture of Civility: Bystander Intervention Training

Submission Type: Skill-based Workshop

Authors:

- Andrea S. Cedfeldt, MD - Assistant Dean for Faculty Development, Oregon Health and Science University School of Medicine
- Leslie Garcia, MPA - Assistant Chief Diversity Officer, Oregon Health and Science University School of Medicine
- Laura Stadum, JD - Director of Affirmative Action and Equal Opportunity and Title IX Coordinator, Oregon Health and Science University School of Medicine
- Mary Lind, MS - Conflict Management Specialist, Oregon Health and Science University School of Medicine
- Linda Strahm, MSIR - Director of Human Resources, Oregon Health and Science University School of Medicine

Full Session Description:

Participants will be exposed to a bystander intervention training developed to address and confront bias in an academic medical center. After a brief background of prevalence data, presenters will deliver key features of the training, and participants will practice active bystander intervention strategies using case scenarios.

A facilitator's guide will also be reviewed, and implementation strategies and barriers will be addressed. All curricular content, including the facilitator's guide, will be shared so participants can deliver this training at their home institution.

For more information about this abstract, please contact: cedfeldt@ohsu.edu.

Creating Faculty Developers: Moving from Fragmentation into Wholeness

Submission Type: Skill-based Workshop

Authors:

- Jessica T. Servey, MD, MHPE - Associate Dean for Faculty Development, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine
- Jessica L. Bunin, MD - Assistant Dean of Faculty Development, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine
- Thomas McFate, PhD - Education Program Manager, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine
- Sabrina Silver, DO - Family Medicine Residency Core Faculty, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine

Full Session Description:

Faculty development has becoming increasingly recognized from accrediting agencies as crucial to support medical education. Our organization has numerous outlying clinical sites supporting our curriculum with faculty challenged to attend faculty development. We created a program of deliberately trained faculty to deliver foundational workshops at these teaching hospitals. We developed a community of practice now creating shared products for future faculty development. Our local University office supports these faculty who have delivered over 170 workshops in 18 months.

For more information about this abstract, please contact: jessica.servey@usuhs.mil.

Practicing High Grade Vetting: Tips and Tricks in the Gentle Art of Coaxing the Truth from Reference

Submission Type: Skill-based Workshop

Authors:

- Daniel Shapiro, PhD - Vice Dean Faculty and Administrative Affairs, Pennsylvania State University College of Medicine
- Kimberly Skarupski, PhD - Associate Dean, Faculty Development, Johns Hopkins University School of Medicine

Full Session Description:

It is possible to have a stellar CV, be a fantastic interviewee, and ultimately a horrible faculty member. Those of us who play the role of middle school vice principle in our organizations live with this sad fact every day. The one shiny opportunity we often neglect is vetting. In this session we will practice the tricks and techniques you can use in those conversations to distinguish a promising faculty member from a harbinger of culture destruction.

For more information about this abstract, please contact: dshapiro@pennstatehealth.psu.edu.

V. GFA Podium Presentations

Session Format: a 75-minute session featuring four (4) oral presentations

Each speaker is allotted 10 minutes for presentation. A 35-minute Q&A session is conducted after the final speaker. Accepted podium presentations are grouped and assigned a session moderator to manage the timing of the sessions.

The Future Role of the Medical Educator (2025)

Submission Type: Podium Presentation

Authors:

- Judith C. Taylor-Fishwick, MSc - Director of Professional Development, Assistant Professor of Pediatrics, Eastern Virginia Medical School
- Deborah Simpson, PhD, MA - Professor (Clinical Adjunct) of Family Medicine and Community Health, Aurora University of Wisconsin
- Karen Marcdante, MD - Professor of Pediatric Critical Care, Medical College of Wisconsin
- Elza Mylona, PhD, MBA - Vice Provost for Faculty Affairs and Institutional Effectiveness, Eastern Virginia Medical School

Full Session Description:

Job analyses reveal that physicians in 2020 must be superb communicators, fluent with digital data and technology, agile and innovation-driven and capable as leaders and members of teams. Recently, a diverse group involved in medical education generated key job elements/features and roles of the 2025 medical educator. Embracing these role changes and new professional identities requires new skills and a redevelopment and expansion of old skills. This session will discuss the future role of the medical educator and implications for faculty affairs/professional development.

For more information about this abstract, please contact: taylorjc@evms.edu.

MedEd Intensive: Getting New Hires Started Right

Submission Type: Podium Presentation

Authors:

- Bradley E. Barth, MD - Assistant Dean for Faculty Development, Associate Professor, University of Kansas School of Medicine
- Julius T. Leary, Sr., EdD - Program Manager, University of Kansas School of Medicine

Full Session Description:

We have developed a rapid-fire introduction to the role of a medical educator for faculty within the first year of hire. Our goal is to increase the number of faculty that attend an introductory medical education course and that are introduced to important concepts as well as a question and answer session with the Dean of the school and the deans of Student Affairs, Faculty Affairs, and Medical Education. In this session we will discuss our intervention, the effects of the intervention, and provide a brief overview of the literature and best practices around on-boarding new faculty.

For more information about this abstract, please contact: bradbarthmd@gmail.com.

#GFATalks - Tweeting to Connect and Develop the Faculty Affairs Flock

Submission Type: Podium Presentation

Authors:

- Leigh A. Patterson, MD, MAEd - Associate Dean for Faculty Development, Brody School of Medicine at East Carolina University
- Wendy Ward, PhD, ABPP - Director of Interprofessional Faculty Development, University of Arkansas for Medical Sciences

Full Session Description:

In the most recent needs assessment, GFA Members requested new options to enhance communication among the members. Twitter is an open platform that supports simultaneous and asynchronous conversation. Can Faculty Affairs Professionals use a Twitter chat for conversation, idea sharing, and increasing a sense of community amongst a nation-wide group of professionals? The GFA Communication Committee initiated a monthly Twitter Chat on topics relevant to Faculty Development and Affairs offices. This session describes the chat process and measurements of effectiveness.

For more information about this abstract, please contact: pattersonl@ecu.edu.

Exit Interviews: Why Do Faculty Leave? A Mixed Methods Approach

Submission Type: Podium Presentation

Authors:

- Bradley E. Barth, MD - Assistant Dean for Faculty Development, Associate Professor, University of Kansas School of Medicine
- Julius T. Leary, Sr., EdD - Program Manager, University of Kansas School of Medicine

Full Session Description:

Every year more than 100 faculty leave our institution. Replacing a faculty member costs, the institution in both time and financial expenses for recruiting, start-up costs, and delays in becoming productive. Departing faculty may also worsen our progress towards diversity and inclusion. We initiated a mixed methods study of departing faculty to identify the reasons they left, and to identify ways the institution could change to retain desired faculty.

For more information about this abstract, please contact: bradbarthmd@gmail.com.

Developing a Faculty Retention Plan for an Academic Medical Center in a Small Rural State

Submission Type: Podium Presentation

Authors:

- Wendy Nembhard, PhD, MPH - Associate Professor and Chair, University of Arkansas for Medical Sciences College of Medicine
- Yevgenyia Gokun, MS - Biostatistician, University of Arkansas for Medical Sciences College of Public Health
- Mir M. Ali, PhD - Post-Doctoral Fellow, University of Arkansas for Medical Sciences College of Public Health
- Sheila Thomas, MA(LS), MEd - Health Sciences Librarian, University of Arkansas for Medical Sciences
- Emily Freeman, MHSA - Faculty Center Director, University of Arkansas for Medical Sciences College of Medicine
- Mary Burgess, MD - Assistant Professor in the Division of Infectious Diseases, University of Arkansas for Medical Sciences College of Medicine
- Lori Fischbach, PhD - Associate Professor, University of Arkansas for Medical Sciences College of Public Health
- Andrew James, PhD - Associate Professor, University of Arkansas for Medical Sciences College of Medicine
- Grover P. Miller, PhD - Professor, University of Arkansas for Medical Sciences
- Joshua Phelps, PhD - Associate Professor, University of Arkansas for Medical Sciences College of Health Professions
- Daniel C. Spadaro, PharmD - Associate Professor, University of Arkansas for Medical Sciences
- Jeanette M. Shorey, MD - Associate Provost and Professor, University of Arkansas for Medical Sciences College of Medicine

Full Session Description:

Recruiting faculty to academic medical centers in rural states is challenging. High faculty turnover has adverse consequences. Our objective was to develop a campus-wide faculty retention plan for an academic medical center in a rural state. An ad hoc faculty retention committee was formed from each college. Quantitative and qualitative methods were used to assess faculty retention issues. Lack of recognition/feeling valued were important concerns for faculty. Our mixed methods approach is a model for other institutions to address faculty retention at their institutions.

For more information about this abstract, please contact: wnnembhard@uams.edu.

Junior Faculty Leadership Bootcamp Series

Submission Type: Podium Presentation

Authors:

- Magali Fassiotto, PhD - Assistant Dean of Faculty Development and Diversity, Stanford Medicine

Full Session Description:

Junior faculty in their first four years are often thrust into leadership roles with little training. Delivered by Stanford Medicine (SM) leaders across four half-days over one year, SM's Junior Leadership Bootcamp is a foundational course incorporating diversity themes. Program evaluation allows for real-time changes to session content and structure. This low-cost, high-impact program successfully introduces the next generation of physician leaders to the skills necessary to build their leadership repertoire.

For more information about this abstract, please contact: magalif1@stanford.edu.

Leadership Academy: Effective Professional Development for Faculty and Staff

Submission Type: Podium Presentation

Authors:

- Jennifer Apps, PhD - Assistant Dean of Faculty Affairs, Medical College of Wisconsin

Full Session Description:

The Medical College of Wisconsin (MCW) recognizes leadership development must include tools relevant to the growth of all types of leaders and created an innovative program to prepare high potential individuals to address the challenges that arise in academic medicine with strong leadership and business skills. Results of participation highlight growth in personal communication styles, leadership dimensions, and more. Discussion will highlight how others can utilize a similar structure to promote

leadership development across faculty and staff, leading to stronger development of your organization as a whole.

For more information about this abstract, please contact: japps@mcw.edu.

Innovations in Leadership Development

Submission Type: Podium Presentation

Authors:

- Archana Chatterjee, MD, PhD - Chair of Pediatrics, Senior Associate Dean for Faculty Development, University of South Dakota, Sanford School of Medicine
- Tim Ridgway, MD - Executive Dean/Dean of Faculty Affairs, University of South Dakota, Sanford School of Medicine
- Janet F. Williams, MD - Vice Dean for Faculty, UT Health SA Long School of Medicine
- Susan Chubinskaya, PhD - Vice Provost of Faculty Affairs, Rush University Medical Center
- Susan Pollart, MD, MS - Senior Associate Dean for Faculty Affairs and Faculty Development, University of Virginia School of Medicine
- Elza Mylona, PhD, MBA - Vice Provost for Faculty Affairs and Institutional Effectiveness, Eastern Virginia Medical School

Full Session Description:

Leaders from diverse institutions will profile leadership development programs featured on their campus/coordinated by them. Partnerships with university-based programs and external organizations will be highlighted. The various frameworks and formats provide participants the opportunity to develop leadership and management skills in core areas such as communication, influence, professional development, negotiation, conflict management, financial savvy and the fundamentals of administration.

For more information about this abstract, please contact: archana.chatterjee@sanfordhealth.org.

A Call to Action: Incorporating Sustainability into Faculty Leadership Development Programming

Submission Type: Podium Presentation

Authors:

- Guadalupe Federico Martinez, PhD - Assistant Dean of Faculty Affairs and Development, Assistant Professor in Medicine, University of Arizona College of Medicine in Phoenix
- Beth Schermer, JD - Consultant and Professional Resource Officer, University of Arizona College of Medicine in Phoenix

- Rosemarie Chrisofolo, JD - Consultant and Professional Resource Officer, University of Arizona College of Medicine in Phoenix
- Casey Giblin, MPH - Research Specialist, University of Arizona College of Medicine in Phoenix
- Kenneth S. Knox, MD - Associate Dean of Faculty Affairs and Career Development, Professor of Medicine and Immunobiology, University of Arizona College of Medicine in Phoenix

Full Session Description:

Our college professional resource office (PRO) employs faculty consultants with extensive executive coaching, organizational development and motivation experience in academic medicine. As part of a Faculty Affairs office initiative, we collaborated with the PRO to pilot an innovative faculty leadership development program. The curriculum aims to develop and sustain leaders through a re-conceptualization of sustainability as essential to faculty performance and wellbeing. We close with future research plans as discussion points.

For more information about this abstract, please contact: gmartinez@deptofmed.arizona.edu.

Facilitating Faculty Success in Academic Medicine: An Institutional Example

Submission Type: Podium Presentation

Authors

- Lara M. Stepleman, PhD - Director of the MCG Office for Faculty Success, Augusta University, Medical College of GA
- W. Vaughn McCall, MD - Executive Vice Dean, Medical College of Georgia at Augusta University

Full Session Description:

This presentation describes one institution's progress developing an Office for Faculty Success (OFS). The Medical College of Georgia's OFS engages individual faculty in thoughtful career-planning while simultaneously advocating with leadership for culture shift that recognizes flexible, individualized faculty success pathways and facilitates removal of barriers to success. The OFS has had significant buy-in thus far but also resource challenges that impact its long-term potential. We will discuss these issues as related to implementation at other institutions.

For more information about this abstract, please contact: lsteplem@augusta.edu.

The Time has Come for Science Faculty to Learn Scientific Management Accelerating Research & Tenure

Submission Type: Podium Presentation

Authors:

- Helen Yin, PhD - Associate Dean, Office of Women's Careers, Professor of Physiology, University of Texas Southwestern Medical School
- Sandra Schmid, PhD, MSEL - Professor and Chair of Cell Biology, University of Texas Southwestern Medical Center
- Vincent Tagliabracci, PhD - Associate Professor of Molecular Biology, University of Texas Southwestern Medical Center
- Jen Liou, PhD - Associate Professor of Physiology, University of Texas Southwestern Medical Center
- Mike Henne, PhD - Assistant Professor of Cell Biology and Biophysics, University of Texas Southwestern Medical Center
- Jenna Jewell, PhD - Assistant Professor of Molecular Biology, University of Texas Southwestern Medical Center
- Traci Barros - Program Coordinator, Office of Women's Careers, University of Texas Southwestern Medical Center
- Christy E. Ahn, PhD - Director, Office of Faculty Diversity and Development and Office of Women's Careers, University of Texas Southwestern Medical School
- Byron Cryer, MD - Associate Dean of Faculty Diversity and Development, Professor of Internal Medicine, University of Texas Southwestern Medical School

Full Session Description:

Leadership programs specifically for faculty principal investigators (PIs) has lagged behind those for physicians in academic medical centers. We at UT Southwestern (UTSW) adapted our year-long LEAD (Leadership Emerging in Academic Departments) program, which is designed for faculty on all academic tracks, to design a new minicourse customized for junior investigators. This minicourse, called SMART (Scientific Management Accelerating Research & Tenure) was inspired by Capstone projects of 4 LEAD tenure-track graduates, and organized by the Office of Faculty Development.

For more information about this abstract, please contact: helen.yin@utsouthwestern.edu.

An Effective Pipeline Program to Support Research Careers of Junior Faculty

Submission Type: Podium Presentation

Authors:

- Giselle Sandi, PhD - Director of Mentoring Programs, Rush University Medical Center
- Susan Chubinskaya, PhD - Vice Provost of Faculty Affairs, Rush University Medical Center

Full Session Description:

The Offices of Faculty Affairs and Mentoring Programs at Rush University facilitate the advancement of junior faculty through fostering independent research and career opportunities. Since 2014, 30 mentees (named Cohn fellows) received a one-year grant in the amount of \$20K to conduct a pilot research project. Twenty-four have completed their one-year fellowship. The success of the Cohn fellows is remarkable: graduated fellows have received over \$11 million in external funding, have published 90 peer-reviewed papers and delivered 140 podium presentations.

For more information about this abstract, please contact: giselle_sandi@rush.edu.

Building Better Clinical Training Experiences: A Learning Collaborative

Submission Type: Podium Presentation

Authors:

- Joanna Drowos, DO, MPH, MBA - Associate Dean for Faculty Affairs, Clerkship Director, Associate Professor, Florida Atlantic University, Charles E. Schmidt College of Medicine
- Melissa Abuel - Manager of Conferences and Special Projects, Society of Teachers of Family Medicine
- James Ballard, EdD, MS - Director and Associate Professor, University of Kentucky Center for Interprofessional Health Education
- Somu Chatterjee, MD, MPH - Assistant Professor, Senior Clinical Coordinator, IM and FM Clerkship Director PA studies UKPA program, University of Kentucky College of Medicine

Full Session Description:

The Society of Teachers of Family Medicine's (STFM) Preceptor Expansion Initiative addresses the shortage of clinical training sites by increasing the availability and quality of teaching at community-based sites. Tactic Team 4 developed educational collaboratives across institutions to improve administrative efficiencies related to precepting. Sites implemented and evaluated standardized onboarding materials for students and/or preceptors, to assess the impact on preceptors' administrative burden, and the learning experience for students. This session shares best practices identified through this work.

For more information about this abstract, please contact: jdrowos@health.fau.edu.

Building a Bridge: Transforming Student Evaluations into Engines for Change Using the SEDIC Protocol

Submission Type: Podium Presentation

Authors:

- Rosemary Tyrrell, EdD - Director of Faculty Development, University of California Riverside School of Medicine

Full Session Description:

Most faculty receive their student evaluations of teaching like a firehose gushing raw data. Often, the faculty member is left without an idea of how to interpret or use the feedback to improve their teaching practice. Whether you believe student evaluations of teaching are valid or hopelessly biased, they appear to be with us to stay. The SEDIC (Student Evaluation Data-Informed Coaching) protocol creates a process wherein the student evaluations of teaching can be transformed into a significant tool for faculty development.

For more information about this abstract, please contact: rosemary.tyrrell@medsch.ucr.edu.

How an Academic Medical Center is Building a Culture of Mentorship

Submission Type: Podium Presentation

Authors:

- Ruth Gotian, EdD, MS - Assistant Dean for Mentoring and Executive Director Mentoring Academy, Chief Learning Officer, Weill Cornell Medicine

Full Session Description:

This session provides tips, thoughts and ideas about launching a Mentoring Academy in an academic medical center. There are many ideas and initiatives inculcated in the launch of a Mentoring Academy and its programs that both overtly and covertly amplify mentoring at an institution. Learn how an Ivy League medical school built a culture of mentoring and developed over 50 programs within 18 months. This is an ideal session for those looking to launch a serious and significant Mentoring Academy at their institution.

For more information about this abstract, please contact: rgotian@med.cornell.edu.

Creating and Validating a Novel Instrument to Measure Institutional Mentoring Climate

Submission Type: Podium Presentation

Authors:

- Akshay Sood, MD, MPH - Assistant Dean of Mentoring and Faculty Retention, University of New Mexico School of Medicine

Full Session Description:

Emerging evidence indicates that a supportive institutional mentoring climate is the key to mentoring success. We have created a set of climate scales for this purpose. Following content validity, the scales underwent reliability and construct validity testing. Data from 355 faculty at two institutions show that the most important climate components are: 1) Ensuring that all junior faculty are assigned a mentor; and 2) Availability of a mentor training program. Having reliable and valid institutional mentoring climate scales will help support and evaluate climate interventions.

For more information about this abstract, please contact: asood@salud.unm.edu.

A New Faculty Development Program to Assist Clinicians Challenged by Educator/Scholarly Promotion

Submission Type: Podium Presentation

Authors:

- Byron Cryer, MD - Associate Dean of Faculty Diversity and Development, Professor of Internal Medicine, University of Texas Southwestern Medical School
- Christy E. Ahn, PhD - Director, Office of Faculty Diversity and Development and Office of Women's Careers, University of Texas Southwestern Medical School
- Helen Yin, PhD - Associate Dean, Office of Women's Careers, Professor of Physiology, University of Texas Southwestern Medical School

Full Session Description:

As faculty have increasing clinical loads there is a crisis in the changing landscape of academic medicine for faculty to meet the demands of competing missions and to become successfully promoted. The new SUCCESS program helps clinicians build knowledge in the criteria for academic promotion: clinical, educator, scholar & professionalism. SUCCESS is offered in three learning formats: 1) full-day in person session covering 27 learning modules, 2) enduring web-based modules with audio-PowerPoint files for on-demand, future learning, & 3) learning modules through mobile devices.

For more information about this abstract, please contact: byron.cryer@utsouthwestern.edu.

Enhanced Engagement through Empowering Clinical Faculty in a Re-engineered Promotion Process

Submission Type: Podium Presentation

Authors:

- Chelsea E. Meraz, MEd - Manager of Faculty Affairs and Career Development, University of Arizona College of Medicine in Phoenix
- Amanda M. Hendricks, MEd - Manager of Appointments, Promotion and Tenure, University of Arizona College of Medicine in Phoenix
- Casey Giblin, MPH - Research Specialist, University of Arizona College of Medicine in Phoenix
- Guadalupe Federico Martinez, PhD - Assistant Dean of Faculty Affairs and Development, Assistant Professor in Medicine, University of Arizona College of Medicine in Phoenix
- Kenneth S. Knox, MD - Associate Dean of Faculty Affairs and Career Development, Professor of Medicine and Immunobiology, University of Arizona College of Medicine in Phoenix

Full Session Description:

As a newly accredited college of medicine with a distributive model of clinical teaching, we found that most clinical faculty held junior rank titles and perceived the promotion process to be of modest value and onerous. We embarked upon three initiatives to increase faculty engagement and internal motivation to pursue promotion. We share early wins and lessons learned when implementing a new clinical faculty promotion process.

For more information about this abstract, please contact: chelseameraz@email.arizona.edu.

A Quality Improvement-Based Approach to Improve Faculty Vitality: Outcomes and Lessons Learned

Submission Type: Podium Presentation

Authors:

- Jamilah Hackworth, MEd, EdD - Assistant Professor, Associate Director of Academic Affairs and Career Development, University of Cincinnati College of Medicine
- Mallory DePalma, MEd - Program Manager of Academic Affairs and Career Development, University of Cincinnati College of Medicine
- Jessica Kahn, MD, MPH – Director of Academic Affairs and Career Development, Cincinnati Children's Hospital

Full Session Description:

In an effort to empower faculty members to contribute to the creation of work environments that drive vitality, we facilitated a wellness initiative in five divisions and one department within an academic pediatric health center. The initiative included assessments of burnout, engagement, and key drivers of burnout; root cause analyses of the key drivers; and the development and implementation of strategies for addressing the key drivers.

For more information about this abstract, please contact: jamilah.hackworth@cchmc.org.

An Incentivized Approach: Building a Culture of Faculty Vitality, Diversity and Inclusion

Submission Type: Podium Presentation

Authors:

- Alvaro Tori, MD - Associate Dean for Diversity Affairs, Indiana University School of Medicine
- Amy K. Ribera, PhD - Research and Evaluation Analyst for Faculty Affairs, Professional Development, and Diversity, Indiana University School of Medicine
- Senem Guler, MS - Assistant Director of Faculty Recruiting, Indiana University School of Medicine
- Britt Booram, BA, SHRM - Director of Faculty Affairs, Indiana University School of Medicine
- Mary Dankoski, PhD - Executive Associate Dean for Faculty Affairs, Professional Development, and Diversity, Indiana University School of Medicine
- Megan Palmer, PhD - Senior Associate Dean for Faculty Affairs, Professional Development, and Diversity, Indiana University School of Medicine
- Sydney Rucker, MAT - Director of Diversity Initiatives, Indiana University School of Medicine

Full Session Description:

Session participants will learn how an Executive Incentive Compensation (EIC) program serves as a platform to build urgency and ownership among chairs for addressing strategic faculty vitality, diversity, and inclusion issues. Over the last four EIC cycles, chairs have been incentivized to: 1) address learner mistreatment; 2) implement department diversity plans focused around representational diversity, cultural competency, and inclusive climate; 3) plan leadership succession; and 4) adopt best practices in recruiting diverse faculty.

For more information about this abstract, please contact: ajtori@iu.edu.

VI. GFA Ignite Sessions

Session Format: large-group Ignite presentations are two-minutes and used to ignite a conversation.

The presentation is followed by a 1-hour group discussion. There are many promising examples of what's working in faculty affairs. Yet, we don't often have the time to explore new and emerging trends or to push ourselves to think outside the box. Ignite sessions allow facilitators to offer provocative and thought-provoking questions to their audience and guide the session purely through conversation to push the envelope and begin to answer these questions.

The Struggle is Real: Maintaining a Safe and Inclusive Environment in the Midst of Unrest

Submission Type: Ignite Session

Authors:

- Kenya McNeal-Trice, MD - Interim Associate Dean of Inclusive Excellence, Professor and Vice Chair of Education for the Department of Pediatrics, University of North Carolina at Chapel Hill School of Medicine
- Ashalla Freeman, PhD - Director of Diversity Affairs and Initiatives for Maximizing Diversity in the Biological and Biomedical Sciences Program, University of North Carolina at Chapel Hill School of Medicine
- W. Christopher Golden, MD - Associate Professor of Pediatrics, Johns Hopkins University School of Medicine
- Sherita H Golden, MD, MHS - Vice President and Chief Diversity Officer, Johns Hopkins Medicine
- David Wilkes, MD - Dean, University of Virginia School of Medicine
- Stephanie Brown, PhD - Senior Program Coordinator, Office of Inclusive Excellence, University of North Carolina at Chapel Hill School of Medicine
- Morgan Resnick-Kahle, MAEd - Assistant Director for Faculty Affairs and Leadership Development, University of North Carolina at Chapel Hill School of Medicine
- Meg Keeley, MD - Assistant Dean for Student Affairs, Professor of Pediatrics, University of Virginia School of Medicine

Full Session Description:

The response of universities to acts of institutional injustice, hate, or violence aimed at communities of color has become an important part of the public conversation. This Ignite Session aims to explore

strategies that universities have taken to address these issues, support the campus communities most impacted, and ensure that our campuses remain safe spaces for all students, trainees, faculty, and staff.

For more information about this abstract please contact: kmtrice@med.unc.edu.

Advocates and Allies Programs: What Your Institution Needs to Know. Part 1.

Submission Type: Ignite Session

Authors:

- Scott D. Markowitz, MD - Director of Faculty Development, AAMC CFAS Representative, University of Colorado School of Medicine
- Bonny L. Dickerson, PhD, MS, MPed - Associate Dean for Faculty Affairs, Mercer University School of Medicine
- Claire Becker, MA - Faculty Development Program Manager, Medical College of Wisconsin
- Colleen Clancy, PhD - Associate Vice Chancellor for Academic Personnel Schools of Human Health Sciences, University of California at Davis School of Medicine
- Whitney Steller, MA - Faculty Affairs Program Manager, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
- Leigh A. Patterson, MD, MAEd - Associate Dean for Faculty Development, Brody School of Medicine at East Carolina University
- Jonathan I. Matsui, PhD - Senior Program Director for Academic Affairs, Harvard Medical School

Full Session Description:

To better understand the scope of challenges medical schools face in developing their own Advocates and Allies (A&A) programs, we will lead a facilitated group discussion to engage the audience in asking and answering questions about these new programs. The discussion will clarify what institutions need to know before creating an A&A program and how program outcomes might be evaluated. The session will be informed by the original North Dakota State University (NDSU) A&A program designed to improve gender equity through the direct and proactive engagement of male faculty.

For more information about this abstract please contact: scott.markowitz@ucdenver.edu.

Rewarding Master Clinician Faculty: Defining and Measuring Clinical Excellence

Submission Type: Ignite Session

Authors:

- Maryam Asgari, MD, MPH - Associate Professor, Massachusetts General Hospital, Harvard Medical School
- Carol Bates, MD - Associate Dean for Faculty Affairs, Harvard Medical School

Full Session Description:

Excellent care delivery is at the cornerstone of the academic mission and if undervalued, risks departure of academic faculty engaged predominantly in care delivery. To nurture the career of clinically focused faculty, who are increasingly forming a larger contingency in academic medical centers, we need to understand how to identify and ultimately reward clinicians who excel at patient care delivery. This ignite session engages audience members in ways to define and measure clinical excellence.

For more information about this abstract please contact: masgari@partners.org.

Work/Life Strategies: Identifying Best Practices and Opportunities to Implement Programs

Submission Type: Ignite Session

Authors:

- Jonathan I. Matsui, PhD - Senior Program Director for Academic Affairs, Harvard Medical School
- Nina L. Dickerman, MS - Work/Life Program Manager, Dana-Farber Cancer Institute
- Tara L. Lauriat, PhD - Program Director for Academic Affairs, Harvard Medical School
- Christine Power, MA - Director for Faculty Development, Dana-Farber Cancer Institute
- Bethany Westlund, PhD - Associate Dean for Faculty Affairs, Harvard Medical School
- Carol Bates, MD - Associate Dean for Faculty Affairs, Harvard Medical School

Full Session Description:

Many professional groups and societies, including the AAMC and the National Academy of Medicine, have identified burnout as a threat to the medical profession. Work/life initiatives have been identified as potential approaches to reduce stress associated with burnout, and many different programs are being proposed or implemented at GFA-member institutions. This session is designed to discuss best practices and address barriers to improve work/life programs for faculty.

For more information about this abstract please contact: jonathan_matsui@hms.harvard.edu.

Excelling in Equity Together – Enlisting White Men to Advance Diversity and Inclusion Efforts

Submission Type: Ignite Session

Authors:

- Valencia Walker, MD, MPH - Assistant Dean for Equity and Diversity Inclusion, University of California at Los Angeles, David Geffen School of Medicine
- Daniel L. Dent, MD - Distinguished Teaching Professor and Surgery Program Director, University of Texas School of Medicine at San Antonio
- Scott Markowitz, MD - Director of Faculty Development, University of Colorado School of Medicine

Full Session Description:

This session introduces an Allyship Education Framework specifically for white men. It outlines structured interactions that enlist white men as advocates for diversity, justice and inclusion efforts. Attendees discuss and dissect the inequitable distribution of privilege and power commonly ascribed to white men. Participants also propose strategies for dismantling barriers that discourage white men from disrupting situations and systems adversely affecting women and other marginalized groups.

For more information about this abstract please contact: vpwalker@mednet.ucla.edu.

AAMC Gender Equity Lab (GEL) Workshop and Discussion

Submission Type: Ignite Session

Authors:

- Diana Lautenberger, MA - Director, Faculty and Staff Research, AAMC
- Laura Castillo-Page, PhD - Senior Director, Diversity Policy and Programs and Organizational Capacity Building Portfolio, AAMC

Full Session Description:

The AAMC recently announced the formation of the Gender Equity Lab (GEL) which will lead and advance the work on achieving gender equity and addressing sexual and gender harassment in academic medicine. The GEL internal team will be meeting interactively with constituents through small-group discussion and focus group-like sessions to report on the AAMC's progress and receive feedback on ways the AAMC can assist institutions in their gender equity efforts.

For more information about this abstract please contact: dlautenberger@aamc.org.

Scholarship Reconsidered: Academic Advancement for Faculty without Requiring Scholarly Productivity

Submission Type: Ignite Session

Authors:

- Michael T. Fitch, MD, PhD - Professor, Associate Dean for Faculty Affairs, Wake Forest School of Medicine of Wake Forest Baptist Medical Center
- Evelyn Y. Anthony, MD - Professor, Senior Associate Dean for Faculty Affairs, Wake Forest School of Medicine of Wake Forest Baptist Medical Center

Full Session Description:

Add your voice and experience to this Ignite Session where we discuss ways that our academic medical centers can provide faculty career advancement and professional acknowledgement outside of traditional promotion and tenure mechanisms. Growing health systems with an increasing need for clinical faculty are looking for innovative solutions to recognize outstanding contributions without diminishing academic rank expectations. Is scholarly productivity still required for promotion in your faculty?

For more information about this abstract please contact: mfitch@wakehealth.edu.

Journey to Retirement: Mentoring and effective planning for the next phase

Submission Type: Ignite Session

Authors:

- Stacey Drifka, PHR - Director of Faculty Affairs, Medical College of Wisconsin

Full Session Description:

In the ever-changing environment of academic medicine, it is imperative that our faculty and staff are prepared to address planning for the final phases of their careers. MCW made a commitment to address the needs for those nearing the next phase of their careers with knowledge, preparation, and mentoring.

For more information about this abstract please contact: sdrifka@mcw.edu.

VII. GFA Poster Presentations

Session Format: a poster session

Abstracts for posters showcase new, innovative, or tested programs, policies, interventions, or research that reflected the conference theme and content areas. Poster presenters also submit one slide before the conference and give a one-minute “teaser” highlighting a key finding or message from the poster.

Annual Faculty Performance Evaluations: A Comprehensive Electronic Platform

Submission Type: Poster Presentation

Authors:

- Cheryl Welch MPA - Director of Faculty Affairs, University of Colorado School of Medicine
- Dalan R. Jensen BS, MS - Research IT Director, University of Colorado School of Medicine
- Michael G. Miller - Director of Information Technology, University of Colorado School of Medicine
- Nik Levinsky, IT Principal Professional, University of Colorado
- David R. West, PhD - Professor Emeritus, University of Colorado
- Steven Lowenstein MD, MPH – Professor, Emergency Medicine, University of Colorado

Full Session Description:

We designed and built a comprehensive, electronic platform to facilitate faculty performance reviews at the University of Colorado School of Medicine that enables faculty members to list their accomplishments and to update career goals, while providing customizable approval routing and automatic uploading of teaching evaluations and publications. The platform has helped ensure consistency and accountability and has helped establish a culture that promotes faculty and institutional excellence, through performance reviews, goal setting and constructive feedback.

For more information about this abstract please contact: cheryl.welch@cuanschutz.edu.

Be a BRAT: One Year of Experience on a Bureaucracy Reduction Team

Submission Type: Poster Presentation

Authors:

- Daniel Shapiro, PhD - Vice Dean Faculty and Administrative Affairs, Pennsylvania State University College of Medicine

Full Session Description:

In February of 2017 our Vice Dean's Office for Faculty and Administrative Affairs conducted a burnout survey of our faculty. With considerable help from faculty liaisons from each of our 26 departments, we enjoyed a 70% response rate. Notably, faculty rated bureaucracy as a more important cause of burnout than staffing, space, our EHR, and even compensation. In response, we formed a Bureaucracy Reduction and Administration Team (BRT). Here we present one year of progress and challenges including who staffed the new committee, what we tackled first, and what we discovered along the way.

For more information about this abstract please contact: dshapiro@pennstatehealth.psu.edu.

Calibrating personal challenges faced by faculty

Submission Type: Poster Presentation

Authors:

- Carol Bates, MD - Associate Dean for Faculty Affairs, Harvard Medical School
- Brain R. Crete - Faculty Development Coordinator, Harvard Medical School
- Diana Longden - Administrative Coordinator, Joint Committee on the Status of Women, Harvard Medical School

Full Session Description:

Many junior faculty balance career goals with responsibilities in their personal lives. We run a competitive junior faculty awards program that provides financial support for specific academic projects. Our program has always weighted "personal need" in scoring applications. We developed a new rubric to numerically "score" these personal challenges. Our rubric would be transferable to other competitive programs for early career faculty and, in general, to assess the need for support when resources are constrained.

For more information about this abstract please contact: carol_bates@hms.harvard.edu.

Collaborating to Promote Inclusive Mentoring Relationships in Biomedical Science Research

Submission Type: Poster Presentation

Authors:

- Tara Hobson, MA – Director of Graduate Programs and Student Success, Indiana University School of Medicine
- Matthew R. Allen, PhD - Assistant Dean for Faculty Affairs, Professional Development, and Diversity, Professor, Indiana University School of Medicine

- Gustavo Arrizabalaga, PhD - Professor, Indiana University School of Medicine
- Sylk Sotto, EdD, MBA, MPS - Vice Chair for Faculty Affairs, Development, and Diversity, Assistant Professor, Indiana University School of Medicine
- Julie Welch, MD - Professor, Clinical Emergency Medicine and Director, Mentoring Training for the CTSI, Indiana University School of Medicine
- Brittney-Shea Herbert, PhD - Assistant Dean for Physician Scientist Development, Indiana University School of Medicine
- Tammy Sajdyk, PhD - Associate Director of the Diagnostics and Therapeutic Development Project Development Team at CTSI, Indiana University School of Medicine

Full Session Description:

Using evidence-based approaches, three units at the IU School of Medicine are building a culture of mentoring through inclusive mentorship training and professional development programming for faculty mentors and research trainees. Implemented at all faculty and trainee levels, these initiatives have resulted in skill building, peer-to-peer guidance and professional coaching, and enhanced research quality and productivity for participants.

For more information about this abstract please contact: tlhobson@iu.edu.

Creating New Paths - Off Road Driving

Submission Type: Poster Presentation

Authors:

- Shannon Boerner, MD - Director of Faculty Mentoring and Development, University of Nebraska College of Medicine

Full Session Description:

This poster presentation describes a novel approach to building leadership within an academic department. The author saw an opportunity to develop a personal skill set and align this desire with departmental goals. Ultimately, this led to FTE support and a formal leadership role. Women particularly can benefit from development of innovative approaches to career development and attaining leadership; this presentation describes one successful approach.

For more information about this abstract please contact: sboerner@unmc.edu.

Developing Emerging Leaders via a Leadership Development Academy Aligned with Institutional Values

Submission Type: Poster Presentation

Authors:

- Sanja Kupesic Plavsic, MD, PhD - Professor of Obstetrics and Gynecology, Associate Dean for Faculty Development, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Zuba D. Mulla - Professor of Obstetrics and Gynecology, Assistant Dean for Faculty Development, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Consuelo Rosales, BS - Assistant Director, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Eduardo Vazquez, MS - Lead Analyst, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Marco Rodriguez, MEd, MS - Lead Analyst, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Valarie Paton, PhD - Senior Vice Provost, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Paul Ogden, MD - Provost and Vice President for Academic Affairs, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Christiance Herber-Valdez, EdD - Director of Office of Institutional Research and Effectiveness, Assistant Professor of Medical Education, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Oliana Alikaj-Fierro, PhD, MBA - Associate Managing Director of Effectiveness and Accreditation, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
- Julie Blow, PhD - Assistant Managing Director of Assessment, Texas Tech University Health Sciences Center Paul L. Foster School of Medicine
-

Full Session Description:

We describe the creation of a leadership development program that is geared towards our institution's mission, vision, values, and strategic goals.

For more information about this abstract please contact: sanja.kupesic@ttuhsc.edu.

Developing the Role of the Associate Dean of Wellness/Chief Wellness Officer

Submission Type: Poster Presentation

Authors:

- Jennifer Hartwell, MD, FACS, CNSC - Associate Dean of Wellness, Assistant Professor of Surgery, Associate Trauma Medical Director, Indiana University
- Megan Palmer, PhD - Senior Associate Dean for Faculty Affairs, Professional Development, and Diversity, Indiana University
- Amanda Bates - Executive Director of Human Resources, Indiana University
- Mary Dankoski, PhD - Executive Director of Human Resources, Indiana University

Full Session Description:

This abstract reviews the structure of the role of Associate Dean and Chief Wellness Officer, a joint effort between Indiana University School of Medicine, the largest medical school in the US, and Indiana University Health Physicians, a large multispecialty practice group with over 2000 physicians. The reader will learn practical methods to implement a similar model at other institutions.

For more information about this abstract please contact: jhartwell@iuhealth.org.

Establishing a Faculty Development Curriculum for Health Science Educators in a New Medical School

Submission Type: Poster Presentation

Authors:

- Beatriz Tapia MD, EdD, MPH - Assistant Dean of Faculty, University of Texas Rio Grande Valley School of Medicine
- Robert N. Nelson, MD, MS - Senior Associate Dean, Faculty Affairs, University of Texas Rio Grande Valley School of Medicine
- Karina Madrigal, EdD - Education Development Specialist, University of Texas Rio Grande Valley School of Medicine

Full Session Description:

New Medical Schools need health science educators, to teach throughout the medical education continuum from basic science to clinical years. The need to establish a defined faculty development curriculum to health science educators will aid in standardizing best teaching practices and build a potential master teacher to move the curriculum toward active learning and innovation. The UTRGV SoM is a distributed campus, to achieve increased outreach we will offer face-to-face (F2F) learning and asynchronous online faculty development. This poster will share our progress to date.

For more information about this abstract please contact: beatriz.tapia@utrgv.edu.

Ethnic and gender influences on Medical School faculty and Chair Workforce

Submission Type: Poster Presentation

Authors:

- Dotun Ogunyemi, MD - Professor, California University of Science and Medicine School of Medicine
- Devin Barrientos - Medical Student, California University of Science and Medicine School of Medicine

Full Session Description:

Recruiting a diverse medical education workforce improves learning environments and healthcare outcomes. The purpose of this study was to determine diversity correlates of the medical education workforce of 2014 by analysis of AAMC Database from 141 U.S. medical schools in 2014. Results showed that female faculty were significantly more prevalent in South west US and medical schools located in high income areas, but less likely to be chairs. UIM faculty were significantly higher in urban areas; in schools ranked lower by US news, in private schools and were highest in the Southeast region.

For more information about this abstract please contact: dogunye@outlook.com.

Exploring the Career Pathways of Faculty Identifying as Racially Minoritized Women in Health Professions Education

Submission Type: Poster Presentation

Authors:

- Antonio A. Bush, PhD - Director of Research, Association of American Medical Colleges

Full Session Description:

Recruiting and retaining racially and ethnically diverse faculty is of critical concern in health professions education (HPE). However, little research has investigated the pathways of racially minoritized (RM) faculty into HPE. This qualitative study explored the experiences that facilitated and/or impeded agency in the career decisions of HPE faculty identifying as RM women. The findings reveal six themes illustrating how and why the participants chose a faculty career. This research may inform policy and practice across HPE to better attract, recruit, and retain RM faculty.

For more information about this abstract please contact: abush@aamc.org.

Faculty Affairs and Development Scholarship: A Content Review of All Abstracts Presented at the 2020 GFA Conference

Authors:

- Janine Shapira, MD - Associate Dean for Faculty Development, Professor of Anesthesiology, University of Rochester School of Medicine and Dentistry
- Kimberly Skarupski, PhD, MPH - Associate Dean for Faculty Development, Johns Hopkins University School of Medicine
- Valarie Dandar, MA - Director, Medical School Operations, AAMC
- Guadalupe Federico Martinez, PhD - Assistant Dean of Faculty Affairs and Development, Assistant Professor in Medicine, University of Arizona College of Medicine in Phoenix
- Clara Lapiner, MPH - Executive Director of Faculty Development, Diversity and Inclusion, Columbia University Irving Medical Center
- Koko Aung, MD, MPH - Vice President for Faculty Success, Texas Tech University Health Sciences Center School of Medicine
- Jessica Kahn, MD, MPH - Director of Academic Affairs and Career Development, Cincinnati Children's Hospital
- Troy Buer, PhD, MS - Director of Faculty Development and Special Projects, University of Virginia School of Medicine

Full Session Description:

Scholarship in faculty affairs and development (FAD) is critical for capacity building, to communicate the effectiveness of FAD programs, and to disseminate promising practices. Led by members of the GFA Research and Scholarship Committee, the authors will share their analysis of FAD scholarship presented at the 2020 GFA Professional Development Conference, describe areas of study and scholarship practice, and engage the audience around strengths, gaps, disruptive trends, and opportunities in FAD scholarship.

For more information about this abstract please contact: janine_shapiro@urmc.rochester.edu.

Faculty Development Related to Teaching: A Benchmark Survey

Submission Type: Poster Presentation

Authors:

- David W. Musick, PhD - Senior Dean of Faculty Affairs, Virginia Tech Carilion School of Medicine
- Maria Rudd, BS - Manager of Continuing Professional Development, Virginia Tech Carilion School of Medicine
- Nicholas Torre - Manager of Digital Measures System, Virginia Tech Carilion School of Medicine

- Shari Whicker, EdD - Assistant Dean of Faculty Development, Virginia Tech Carilion School of Medicine

Full Session Description:

This study sought to examine the national landscape associated with faculty development pertaining to teaching in medical education. Our results may serve as a national benchmark for the status of professional development in teaching initiatives in medical education. Congruent studies could reveal more information on how to optimize and/or improve medical education across both the classroom and clinical settings.

For more information about this abstract please contact: dwmusick@vt.edu.

Fellowship for Emerging Faculty Leaders: A Promising Practice for Mid-Career Faculty Leadership Development

Submission Type: Poster Presentation

Authors:

- Jennifer S. McCall-Hosenfeld, MD, MSc - Associate Dean for Faculty and Professional Development, Pennsylvania State University College of Medicine
- Benjamin Fogel, MD, MPH - Associate Professor of Pediatrics, Pennsylvania State University College of Medicine
- Robert C. Aber, MD - Senior Advisor to the Dean, Pennsylvania State University College of Medicine
- Daniel Shapiro, PhD - Vice Dean of Faculty and Administrative Affairs, Pennsylvania State University College of Medicine

Full Session Description:

Mid-Career faculty are the institutional leaders of tomorrow. Too often, positions with broad administrative responsibility are bestowed on faculty who have little preparation. We describe our institution's 3-year experience with a facilitated, peer-led model for leadership skills building among mid-career faculty. Many of the first participants have gone on to roles including division chiefs, medical directors, and an interim chair. This program is a promising practice that can be replicated in resource-limited environments.

For more information about this abstract please contact: jmccallhosenfeld@pennstatehealth.psu.edu.

Fostering Community among Faculty through “Connector Series” Development Programming

Submission Type: Poster Presentation

Authors:

- Jacqueline Hill, PhD, MPH - Director of Faculty Development, Teaching Assistant Professor, Children's Mercy Kansas City and University of Missouri-Kansas City School of Medicine
- Eric Rush, MD - Clinical Geneticist, Associate Professor of Pediatrics, Children's Mercy Kansas City, University of Missouri-Kansas City
- Emilie B. Keeton, BA - Development Coordinator, Office of Faculty Development, Children's Mercy Kansas City
- Denise Bratcher, DO - Chair, Graduate Medical Education, Children's Mercy Kansas City
- Susan B. Hataway, PhD - Vice Chair/Administrative Director, University of Missouri-Kansas City School of Medicine

Full Session Description:

The Office of Faculty Development at a pediatric teaching hospital piloted a new monthly ‘Connector Series’ after burnout data revealed faculty desired more options to connect with colleagues outside of clinical and research settings. To date, this series has been well attended by faculty and executive leadership, with participants expressing appreciation to 1) spend ‘non-work’ time with coworkers and 2) intentionally discuss often avoided topics. These events have also engaged leadership in faculty onboarding and conversations to reevaluate policies and benefit structures.

For more information about this abstract please contact: jdhill@cmh.edu.

From Theory to Practice: Reinvigoration of an Academy of Medical Educators

Submission Type: Poster Presentation

Authors:

- Morgan Resnick-Kahle, MAEd - Assistant Director for Faculty Affairs and Leadership Development, University of North Carolina at Chapel Hill School of Medicine
- Eric Zwemer, MD - Associate Program Director, UNC Pediatrics Residency, Assistant Professor of Pediatrics, University of North Carolina at Chapel Hill School of Medicine
- Lauren M. Westervelt, MPH – Director for Faculty Affairs and Leadership Development, University of North Carolina at Chapel Hill School of Medicine
- Joanne M. Jordan, MD, MPH - Former Vice Dean for Faculty Affairs and Leadership Development, Professor Emeritus, University of North Carolina at Chapel Hill School of Medicine
- Alice Chuang, MD, MEd - Assistant Dean of Student Affairs, Professor of Obstetrics and Gynecology, University of North Carolina at Chapel Hill School of Medicine

- Amy Shaheen, MD, MSc - Professor of Medicine, University of North Carolina at Chapel Hill School of Medicine

Full Session Description:

The University of North Carolina at Chapel Hill (UNC) School of Medicine established an Academy of Medical Educators in 2006 to promote scholarship, teaching ability, and the professional identity formation of educators seeking educationally focused faculty development. The Academy, once viewed as an honorary society with little faculty engagement, was transformed over the past year to a high functioning, engaged community of medical educators. This poster will detail the strategies implemented to reinvigorate the UNC School of Medicine Academy of Educators.

For more information about this abstract please contact: morgan_resnick-kahle@med.unc.edu.

Gender Harassment and Engagement Among U.S. Medical School Faculty

Submission Type: Poster Presentation

Authors:

- Katherine Balas, MS - Research and Data Management Specialist, AAMC
- Valarie Dandar, MA - Director, Medical School Operations, AAMC
- Diana Lautenberger, MA - Director, Faculty and Staff Research, AAMC

Full Session Description:

Gender harassment is known to be prevalent in academic medicine, yet few multi-site studies have been conducted, as well as, assessed the impact of harassment on workplace engagement. To bridge this gap, AAMC's StandPoint Survey has been continuously collecting data on harassment frequency and perceptions in reporting. Findings from approximately 13 institutions will be presented characterizing gender harassment among U.S. medical school faculty and its effect on engagement.

For more information about this abstract please contact: kbalas@aamc.org.

If You Build It, Will They Come? Developing a New Process for Completion of the Annual Academic Performance Evaluation

Submission Type: Poster Presentation

Authors:

- David W. Musick, PhD - Senior Dean for Faculty Affairs, Virginia Tech Carilion School of Medicine
- Shari Whicker, EdD - Assistant Dean for Faculty Development, Virginia Tech Carilion School of Medicine

- Daniel Harrington, MD - Vice Dean, Virginia Tech Carilion School of Medicine
- Cynda Johnson, MD - Dean Emeritus, Virginia Tech Carilion School of Medicine
- Nicholas Torre - Manager, Digital Measures System, Virginia Tech Carilion School of Medicine

Full Session Description:

We established a new academic performance evaluation as an annual requirement for the approximately 700-800 people who held faculty appointments at a new medical school. Using an electronic platform, the process was greatly simplified and proved to be an effective means of furnishing feedback to faculty on their education activities, as well as generating vital data for a number of internal and external constituent reports. The use of a similar approach by other schools may simplify the performance review process.

For more information about this abstract please contact: dwmusick@vt.edu.

It's Not What You Say but How You Play: Fostering an Inclusive Learning**Environment**

Submission Type: Poster Presentation

Authors:

- Ann Stahr, MS - Director of Faculty Development Programming, University of Wisconsin School of Medicine and Public Health
- Nancy Raymond, MD - Professor of Psychiatry, Associate Dean for Faculty Affairs and Development, University of Wisconsin School of Medicine and Public Health
- Amy Stickford Becker, MA - Director of Longitudinal Curriculum and Instruction, University of Wisconsin School of Medicine and Public Health

Full Session Description:

Future academic health sciences learning environments need to be more inclusive and equitable for all students. By addressing and eliminating inequities, we enable our students to thrive and not just survive. This session will provide a perspective taking opportunity for educators to see and experience the disadvantages or struggles some students may encounter and envision ways that we can make the learning environment more inclusive and equitable for all. We use a simulation game to enable participants to appreciate the complexities and nuances of cross-cultural communication.

For more information about this abstract please contact: stahr2@wisc.edu.

IWill MCW Gender Equity Initiative: Results of 1300 Initial Pledges

Submission Type: Poster Presentation

Authors:

- Elizabeth Ellinas, MD - Associate Dean of Women's Leadership, Medical College of Wisconsin

Full Session Description:

MCW's Center for the Advancement of Women in Science and Medicine believes that time alone will not bring equity; action is needed for all genders to thrive. In 2019, ASWM partnered with an IWill Leadership Team to build IWill MCW, a personal "call to action" that encourages everyone at MCW to make public pledges toward gender-equity actions. These pre-populated pledges had suggested ways to learn, reflect and act toward pledge completion. During the initial Oct-Nov 2019 pledge period, over 1300 people made pledges for gender equity. We will report the initial pledge results.

For more information about this abstract please contact: libby@mcw.edu.

Leadership Development for Educators: Leading and Action for Change

Submission Type: Poster Presentation

Authors:

- Nancy Moreno, PhD - Associate Provost of Faculty Development and Institutional Research, Baylor College of Medicine

Full Session Description:

Modern biomedicine requires adaptable leaders. Faculty educators often are developing their own skills as leaders, while contributing to the leadership development of students and trainees. This session focuses on one institution's experiences in advancing faculty members' growth as academic leaders by participation in a three-month program focused on institutional context, personal leadership competencies, organizational awareness, communication, systems thinking, and the development of action projects related to the context of a health sciences university.

For more information about this abstract please contact: nmoreno@bcm.edu.

Leading Up and Across: A Toolbox for Influencing Change in Academic Health**Centers**

Submission Type: Poster Presentation

Authors:

- Niki Steckler, PhD - Associate Professor of Management, Chair of the Faculty Advancement and Development Committee, Oregon Health and Science University School of Medicine
- Andrea Cedfeldt, MD - Assistant Dean for Faculty Development, Oregon Health and Science University School of Medicine

Full Session Description:

Understanding your own leadership style is key to “leading up” and influencing change across all three missions of the AHC. Build your leader's "tool box" as you assess your leadership style, formulate a vision, and identify/analyze key stakeholder relationships, all while building your repertoire of influence skills. You will leave with a “next action” plan for initiating an important conversation with a key stakeholder back home as a way to apply your learnings from the session.

For more information about this abstract please contact: steckler@ohsu.edu.

Leaning In to Faculty Development: Using Lean In Circles to Foster Peer Mentoring

Submission Type: Poster Presentation

Authors:

- Joelle Lomax, PhD - Program Director for Faculty Affairs, Harvard Medical School
- Grace Huang, MD - Director of Academic Careers and Faculty Development, Associate Professor of Medicine, Beth Israel Deaconess Medical Center and Harvard Medical School

Full Session Description:

The Lean In Circle is a framework for small-group peer mentoring that can be adapted to foster faculty development. In this workshop, participants will receive concrete guidance on how to utilize the Lean In Circle model as an effective and sustainable peer-mentoring tool for both faculty and staff. Our hands-on module will allow participants to experience example activities from the program and will highlight best practices for successfully implementing the Lean In Circle model to promote peer-guided career development at their home institutions.

For more information about this abstract please contact: joelle_lomax@hms.harvard.edu.

Medical Education Research and Curriculum Innovation Collaborative: An Innovative Faculty Development Program

Submission Type: Poster Presentation

Authors:

- Jason Booza, PhD - Assistant Dean of Continuous Quality Improvement and Compliance, Wayne State University School of Medicine
- Heidi K. Kromrei, PhD - Assistant Dean for Learning and Teaching, Wayne State University School of Medicine
- Nada McIntyre, MBA - Senior Director, Wayne State University School of Medicine
- Charlene K. Brain, MLIS - Faculty Affairs Senior Specialist, Wayne State University School of Medicine
- Basim A. Dubaybo, MD - Vice Dean, Wayne State University School of Medicine

Full Session Description:

Faculty Development Programs (FDP) are critical for faculty satisfaction and promotion. Faculty involved in medical education must possess a broad range of skills. Most institutions have structured FDP which include didactics, workshops, mentorship, and other tools. An additional venue is medical education research (MER). Wayne State University School of Medicine developed a novel and innovative collaborative model for developing and executing MER. This program will also serve as a faculty development incubator which translates FDP concepts into practical applications.

For more information about this abstract please contact: jbooza@med.wayne.edu.

Mentorship Programs in Academic Health Centers: A Scoping Literature Review

Submission Type: Poster Presentation

Authors:

- Wendy Ward, PhD, ABPP - Director of Interprofessional Faculty Development, University of Arkansas for Medical Sciences
- Mithu Sen, MD - Professor, Vice Dean Faculty Affairs, Assistant Dean Faculty Equity and Wellness, University of Western Ontario, Schulich School of Medicine and Dentistry
- Penny Archuleta, MA - Associate Chair for Faculty Advancement, University of Colorado School of Medicine
- Alice Fornari, EdD, RDN - Associate Dean of Educational Skills Development, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
- Lauren M. Westervelt, MPH - Director for Faculty Affairs and Leadership Development, University of North Carolina at Chapel Hill School of Medicine
- Liza Hill - MD/MPH Candidate, Medical Student, University of Arkansas for Medical Sciences College of Medicine

- Larry Hurtubise, MA - Director of the Office of Educational Innovation and Scholarship, Ohio State University College of Medicine
- Gerald Crites, MD, MEd - Professor of Medicine, Campus Associate Dean for Faculty Affairs and Development, Medical College of Georgia at Augusta University

Full Session Description:

Mentoring programs support the professional development of faculty. Mentoring programs differ in terms of stakeholders, goals, structure, funding, outcomes, etc. Few reviews exist that capture how to create successful mentoring programs. A scoping review of published and unpublished sources was conducted and a bank of articles meeting inclusion/exclusion criteria was created. Key findings regarding the diverse nature of mentoring programs will be presented along with gaps that guide future research and successes/lessons learned for developing a database of this nature.

For more information about this abstract please contact: WWard@uams.edu.

Paths to Leadership: A Local Strategy and Pedagogy for Faculty Leadership Development

Submission Type: Poster Presentation

Authors:

- Niki Steckler, PhD - Associate Professor of Management, Chair of the Faculty Advancement and Development Committee, Oregon Health and Science University School of Medicine

Full Session Description:

Over 10 years our school has found value in a local leadership development curriculum customized for our faculty. The structure, content, rationale and benefits of the curriculum are articulated so that GFA attendees might consider the potential fit for a similar approach in their schools. The poster maps development activities including readings, reflection questions, guest leader visits and 1:1 meetings with key stakeholders while making explicit how these are thought to build leadership capacity. Outcomes of the program are summarized.

For more information about this abstract please contact: steckler@ohsu.edu.

Senior Women Faculty in Academic Medicine: Opportunities for Building an Engaging and Equitable Workplace

Submission Type: Poster Presentation

Authors:

- Diana Lautenberger, MA - Director, Faculty and Staff Research, AAMC
- Valarie Dandar, MA - Director, Medical School Operations, AAMC

Full Session Description:

Women remain underrepresented in senior faculty ranks and leadership positions in academic medicine. Research on women faculty to date has focused on women faculty as a whole versus men faculty or has focused heavily on women in junior faculty ranks. To bridge this research gap, engagement-survey data from over 20,000 medical school faculty from 29 institutions was analyzed to better understand the senior women faculty experience, with regards to disparities in advancement to leadership in academic medicine and the progress of our institutions in supporting senior women faculty.

For more information about this abstract please contact: dlautenberger@aamc.org.

Show Me the Data! Storytelling with Data in Faculty Affairs

Submission Type: Poster Presentation

Authors:

- Alicia Schiller, PhD - Director of Combat Casualty Medicine, University of Nebraska College of Medicine
- Linda Love, EdD - Director of Faculty Development, University of Nebraska College of Medicine
- Martina Clarke, PhD - Assistant Professor, University of Nebraska College of Medicine

Full Session Description:

It's a speed and data driven age and relevant information has to be delivered fast. Faculty affairs professionals and leaders have important stories to tell with data—the kinds that can be culture shifting, process rocking, landmark breaking, and/or deeply questioning. How we use real organizational or societal data, affects the “listening” during important messages. Data visualization has emerged as a valuable communication tool and leader competency.

For more information about this abstract please contact: alicia.schiller@unmc.edu.

Supporting Adjunct and Adjoint Faculty Through Career Development

Submission Type: Poster Presentation

Authors:

- Janet F. Williams, MD - Vice Dean for Faculty, UT Health San Antonio Long School of Medicine
- Andrea E. Trease, MAGEo - Faculty Appointment Navigator, University of Texas School of Medicine at San Antonio

Full Session Description:

This poster presents an organization's process improvement to recognize the career trajectory needs of our Adjunct and Adjoint faculty, and meet related organizational accreditation requirements. Corresponding Adjunct/volunteer faculty process improvements resulted through designing and implementing a career development process that encourages developmental dialogue aligned with a goal-directed annual evaluation, and is technology facilitated for documentation, record-keeping and data management purposes.

For more information about this abstract please contact: jawilliams@uthscsa.edu.

Supporting Faculty at all Levels in Saying Yes, Saying No, and Letting Go

Submission Type: Poster Presentation

Authors:

- Susan L. Rosenthal, PhD, ABPP - Vice Chair for Faculty Development, Professor of Medical Psychology (in Pediatrics and Psychology), UT Health San Antonio Long School of Medicine
- Sara E Landers, MSW - Doctoral Student, Columbia University Vagelos College of Physicians and Surgeons
- Catlin Gamble, MEd - Program Manager, Columbia University Vagelos College of Physicians and Surgeons

Full Session Description:

Faculty are offered many opportunities and they cannot say yes to all of them. To aid faculty in strategic decision-making and how to say yes or no, we developed an interactive program that has been used in individual and group settings (researchers and leaders). Faculty provided scenarios and were guided through questions about their current energy state and the impact of the decision on their career goals. Faculty intend to use this process in the future, and the program is useful even when not the case example. Feedback was similar for individual and group sessions, and across scenarios.

For more information about this abstract please contact: slr2154@cumc.columbia.edu.

The Leadership in Academic Medicine Program (LAMP): Nurturing and Retaining New Leaders at Weill Cornell Medicine

Submission Type: Poster Presentation

Authors:

- Carolyn Hill, MA - Manager of Program Development and Analytics, Office of Faculty Development, Weill Cornell Medicine
- Judy Tung, MD - Associate Professor of Clinical Medicine, Director Leadership in Academic Medicine Program, Weill Cornell Medicine
- Lia Logio, MD - Professor and Chair of Medicine, Drexel University College of Medicine

Full Session Description:

This poster will present an overview of Weill Cornell Medicine's Leadership in Academic Medicine Program (LAMP) program and its successful impact on the skills acquisition, academic promotions and institutional retention of its participants. This program is designed specifically for junior faculty who serve or plan to serve in leadership roles. It consists of 10 monthly afternoon sessions over the academic year that introduce participants to the fundamentals of self-management, career planning and leadership skills.

For more information about this abstract please contact: cah2010@med.cornell.edu.

Unconscious Bias: In minor ways we differ, in major ways we are the same "Maya Angelou"

Submission Type: Poster Presentation

Authors:

- Dotun Ogunyemi, MD - Professor, California University of Science and Medicine School of Medicine
- Davin Barrientos - Medical Student, California University of Science and Medicine School of Medicine

Full Session Description:

Unconscious or Implicit Bias are universal and have adverse consequences on the workplace, healthcare and the learning environment. This workshop aims to improve awareness, perceptions and knowledge regarding unconscious bias. The workshop includes: 1) pre-intervention survey; 2) interactive presentation on unconscious bias; 3) first impressions test, 4) educational video on workplace impact scenarios and five tools that participants can use to counter their own unconscious biases; 5) small group discussions and 6) completed a post intervention survey

For more information about this abstract please contact: dogunye@outlook.com.

Using the “Coach Approach”: A Novel Peer Mentorship Program for Physicians*Submission Type: Poster Presentation***Authors:**

- Elaine E. Schulte, MD, MPH - Vice Chair for Academic Affairs and Faculty Development and Professor of Pediatrics, Albert Einstein College of Medicine
- Elizabeth Alderman, MD - Division Chief of Adolescent Medicine, Professor of Pediatrics, Albert Einstein College of Medicine
- Jonathan M. Feldman, PhD - Associate Professor of Pediatrics, Albert Einstein College of Medicine
- Patricia Hametz, MD, MPH - Division Chief of Pediatric Hospital Medicine, Associate Professor of Pediatrics, Albert Einstein College of Medicine
- Thomas Havranek, MD - Associate Professor of Pediatrics, Albert Einstein College of Medicine
- Rick Kaskel, MD, PhD - Professor of Pediatrics, Albert Einstein College of Medicine
- Adam Levy, MD - Professor of Pediatrics, Albert Einstein College of Medicine
- Deepa Manwani, MD - Professor of Pediatrics, Albert Einstein College of Medicine
- Ruth Stein, MD - Professor of Pediatrics, Albert Einstein College of Medicine

Full Session Description:

Developing support networks allow for a sense of collegiality that is lacking for many physicians. Traditional mentorship programs can provide connection, though certain limitations exist. We designed a faculty peer-mentoring program (PMP), consisting of peer coaches, mentors, and mentees. All members were taught to use coaching fundamentals of asset-based reframing, empowering language, listening, and empathy in their peer mentor groups. We sought to increase mentee’s engagement and attainment of their stated short-term goals using this unique group structure.

For more information about this abstract please contact: elschult@montefiore.org.

Weill Cornell Medicine’s Annual Faculty Review System: An Evolving Tool for Faculty Review Documentation*Submission Type: Poster Presentation***Authors:**

- Carolyn Hill, MA - Manager of Program Development and Analytics, Office of Faculty Development, Weill Cornell Medicine
- Joy Tatusko, MA - Faculty Affairs Associate, Office of Faculty Affairs, Weill Cornell Medicine

Full Session Description:

We will present an overview of Weill Cornell Medicine's (WCM) online annual faculty review tool, how it has evolved over the seven years since it was launched, and how we expect it to change in the future. We will note major challenges and outcomes of the system, to better help GFA colleagues as they address similar issues at their own institutions.

For more information about this abstract please contact: cah2010@med.cornell.edu.

Welcoming All Faculty: A Professional Development Onboarding Series

Submission Type: Poster Presentation

Authors:

- Kristin Moreno, PhD, MEd - Education Manager, Oregon Health and Science University
- Constance Tucker, PhD, MA - Vice Provost of Educational Improvement and Innovation, Oregon Health and Science University

Full Session Description:

This poster describes a series of onboarding workshops that OHSU has been curating for the last two years. The workshops are aimed at early career faculty or those who are new to OHSU. The goal of the series is to provide consistent information about resources and how our institution works to faculty across all five of our Schools. Topics in the Series include classroom and clinical pedagogy, research and publishing, promotion and tenure, authorship, and professional growth. The poster presents evaluation data from several sources, lessons learned, and next steps as this Series evolves.

For more information about this abstract please contact: morenok@ohsu.edu.

VIII. GFA Steering Committee, 2020-2021

The Group on Faculty Affairs (GFA) Steering Committee is responsible for the leadership and management of GFA affairs and for approving all committee appointments.

Chair

Elza Mylona, MD, MBA
Vice Provost for Faculty Affairs and Institutional Effectiveness
Professor of Medicine
Eastern Virginia Medical School

Chair-Elect and Communications Committee Chair

Lisa D. Cain, PhD
Adjunct Professor, Neurobiology and Anatomy, McGovern Medical School
Professor, Diagnostic and Biomedical Sciences, School of Dentistry
Associate Dean for Professional Development and Faculty Affairs, School of Dentistry
University of Texas Health Science Center at Houston

Past Chair and Nominating Committee Chair

Jeffrey Lyness, MD
Senior Associate Dean, Academic Affairs
Professor, Psychiatry and Neurology
University of Rochester School of Medicine and Dentistry

AAMC Director

Juan Amador, CAE
Director, Constituent Engagement
Association of American Medical Colleges

Professional Development Committee Chair

Christina Runge, PhD, CCC-A
Chief, Division of Communication Sciences
Director, Koss Cochlear Implant Program
Associate Professor
Medical College of Wisconsin

Program Planning Committee Chair

Amanda Termuhlen, MD
Associate Dean, Faculty Affairs
Professor, Clinical Pediatrics
University of Minnesota Medical School

Research and Scholarship Committee Chair

Kimberly Skarupski, PhD, MPH

Associate Dean for Faculty Development, Office of Faculty Development, School of Medicine

Associate Professor, Department of Medicine

Associate Professor, Epidemiology, Bloomberg School of Public Health

Johns Hopkins University

Members-At-Large

Erika T. Brown, PhD

Associate Dean for Faculty Affairs and Development

SACSCOC Liaison

Associate Professor, Pathology and Anatomy

Morehouse School of Medicine

Kimara Ellefson

Interim Vice President, Human Resources and Faculty Affairs

National Director for Partnerships, Kern National Network for Caring and Character in Medicine

Medical College of Wisconsin

Diana L. Gray, MD

Associate Dean for Faculty Affairs

Professor, Obstetrics and Gynecology, Radiology

Washington University in St. Louis School of Medicine

Jennifer Hagen, MD

Senior Associate Dean for Faculty

University of Nevada Reno School of Medicine

Kathy M. Pipitone, MS

Director of Faculty Affairs

University of Mississippi Medical Center

Council of Deans (COD) Liaison

Deborah C. German, MD

Vice President for Health Affairs and Dean

University of Central Florida College of Medicine

Council of Faculty and Academic Societies (CFAS) Liaison

Scott D. Gitlin, MD

Associate Professor, Internal Medicine

University of Michigan Medical School

IX. GFA Committees, 2020-2021

GFA Communications Committee

This committee shall be responsible for disseminating information and news among members of the GFA and to the AAMC. The Communications Committee will be chaired by the Chair-elect.

Chair

Lisa Cain, PhD

Adjunct Professor, Neurobiology and Anatomy, McGovern Medical School

Professor, Diagnostic and Biomedical Sciences, School of Dentistry

Associate Dean for Professional Development and Faculty Affairs, School of Dentistry

University of Texas Health Science Center at Houston

Members

Erika T. Brown, PhD

Associate Dean for Faculty Affairs and Development

SACSCOC Liaison

Associate Professor, Pathology and Anatomy

Morehouse School of Medicine

Jennifer Hagen, MD

Associate Dean, Faculty Development

Professor

University of Nevada, Reno School of Medicine

Leigh A. Patterson, MD, MAEd

Interim Associate Dean for Faculty Development

Associate Professor

The Brody School of Medicine at East Carolina University

Morgan Resnick-Kahle, MAEd

Assistant Director for Faculty Affairs and Leadership Development

University of North Carolina at Chapel Hill School of Medicine

Susan L. Rosenthal, PhD, ABPP

Professor of Medical Psychology

Columbia University Vagelos College of Physicians and Surgeons

Jessica Schonberg Womack

Program Director, Faculty Development

Duke University School of Medicine

GFA Program Planning Committee

This committee shall be responsible for developing, implementing, and evaluating the annual GFA Professional Development Conference.

Chair

Amanda Termuhlen, MD
Associate Dean for Faculty Affairs
Professor of Pediatrics
University of Minnesota Medical School

Members

Jennifer Apps, PhD
Assistant Dean of Faculty Affairs
Associate Professor, Psychiatry and Behavioral Medicine
Medical College of Wisconsin

Valerie Campana, MBA
Administrative Director, Academic Affairs
Children's Hospital Los Angeles

Kimara Ellefson
Interim Vice President, Human Resources and Faculty Affairs
National Director for Partnerships, Kern National Network for Caring and Character in Medicine
Medical College of Wisconsin

Jamilah Hackworth, EdD
Associate Director, Office of Academic Affairs and Career Development
Cincinnati Children's Hospital Medical Center

Joseph E. Losee, MD, FACS, FAAP
Associate Dean for Faculty Affairs
Dr. Ross H. Musgrave Endowed Chair in Pediatric Plastic Surgery
Professor and Executive Vice Chair, Department of Plastic Surgery
University of Pittsburgh School of Medicine

GFA Professional Development Committee

This committee shall be responsible for developing, implementing, and evaluating the educational and professional development programs for GFA members outside of the annual GFA Professional Development Conference. This committee is also responsible for the GFA mentoring circles.

Chair

Christina Runge, PhD, CCC-A
Chief, Division of Communication Sciences
Director, Koss Cochlear Implant Program
Associate Professor
Medical College of Wisconsin

Members

Robert Best, PhD
Associate Dean of Administrative and Faculty Affairs
Professor of Biomedical Sciences
University of South Carolina School of Medicine Greenville

Chantal Brazeau, MD
Interim Chair, Department of Family Medicine
Rutgers New Jersey Medical School

Emily Freeman, MHSA
Director, UAMS Faculty Center
University of Arkansas for Medical Sciences College of Medicine

Jane Gibson, PhD
Chair, Department of Clinical Sciences
Professor of Pathology
University of Central Florida College of Medicine

Jacqueline Hill, PhD, MPH, CHES
Director, Office of Faculty Development
Children's Mercy Hospital Kansas City

Kathy M. Pipitone, MS
Director of Faculty Affairs
University of Mississippi Medical Center

Elizabeth (Betsey) Ripley, MD, MS, RAC
Interim Senior Associate Dean for Faculty Affairs, School of Medicine

VCU Clinical Research Compliance Officer
Professor of Medicine
Virginia Commonwealth University School of Medicine

GFA Research and Scholarship Committee

This committee is responsible for promoting faculty affairs and faculty development research and scholarship.

Chair

Kimberly A. Skarupski, PhD, MPH
Associate Dean for Faculty Development, Office of Faculty Development, School of Medicine
Associate Professor, Department of Medicine
Associate Professor, Epidemiology, Bloomberg School of Public Health
Johns Hopkins University

Members

Beatrice A. Boateng, PhD
Assistant Dean, Faculty Assessment and Evaluation, College of Medicine
Professor, Department Pediatrics
Director of Evaluation, UAMS Translational Research Institute (TRI)
University of Arkansas for Medical Sciences College of Medicine

Troy Buer, PhD, MS
Director of Faculty Development and Special Projects
University of Virginia School of Medicine

Leonie Gordon, MD
Associate Dean for GME/Faculty Development
Medical University of South Carolina College of Medicine

Diana Gray, MD
Associate Dean, Faculty Affairs
Washington University School of Medicine

Michele Kutzler, PhD
Assistant Dean for Faculty Development
Associate Professor of Medicine
Associate Professor of Microbiology and Immunology
Drexel University College of Medicine

Clara Lapiner, MPH
Director of Faculty Professional Development and Manager of Academic Affairs
Columbia University Vagelos College

X. Recognition of Outgoing GFA Committee Members

Research and Scholarship Committee Outgoing Members

Koko Aung, MD, MPH, FACP
Vice President and Associate Dean, Office of Faculty Affairs
Professor, Department of Internal Medicine
Texas Tech University Health Sciences Center at El Paso

Jessica A. Kahn, MD, MPH
Associate Chair, Academic Affairs and Career Development
Professor, Pediatrics
Cincinnati Children's Hospital Medical Center and
the University of Cincinnati College of Medicine

Guadalupe “Lu” Martinez, PhD
Assistant Dean, Faculty Affairs and Development
University of Arizona College of Medicine – Phoenix

Janine R. Shapiro, MD
Associate Dean for Faculty Development
Professor of Anesthesiology
University of Rochester School of Medicine and Dentistry

Professional Development Committee Outgoing Members

Jeffrey Love, MD, MSc
Founding Program Director, Department of Emergency Medicine
Vice Chair of Academic Affairs & Professor
Washington Hospital Center

Michael Rowland, PhD
Associate Dean, Faculty Affairs
University of Kentucky College of Medicine

Wendy Ward, PhD, ABPP
Associate Director of Faculty Affairs
University of Arkansas for Medical Sciences College of
Medicine

Communications Committee Outgoing Member

Sangeeta Lamba, M.D., MS HPEd
Associate Dean of Education
Rutgers New Jersey Medical School

Program Planning Committee Outgoing Member

Johnson George, MBA, PMP, CAHIMS
Executive Director of Administration and Faculty Affairs
McGovern Medical School at The University of Texas
Health Science Center at Houston