

Leadership Development
to Create

Interprofessional Collaboration Ready Faculty

Sharon L. Hostler, MD

McLemore Birdsong Professor of Pediatrics & Vice Provost for Faculty Development

Maggie J. Peña Harden, MA

Director, the Institute for Faculty Advancement

Nancy Deutsch, PhD

Associate Professor, Educational Leadership, Foundations and Policy

Ellen Markowitz, PhD

President, Super Starters Consulting

Dorothy Fontaine, PhD

Dean, School of Nursing



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The University of Virginia

- ▶ 4 -year public research university
- ▶ Undergraduate (14,039)
 - Selective, low transfer
 - Instructional: Arts & Sciences plus professions
- ▶ Graduate (6,525)
 - comprehensive doctoral w/ medical
- ▶ Faculty (2,125)
- ▶ 11 Schools



Leadership in Academic Matters

- 13.5 weeks (~ 56 hrs), 2X per year
- Diverse cohorts of 25-30 participants that cut vertically and horizontally across the institution
- 14 permanent topic areas
- Self Assessments
- Highly Experiential

Research Question

- Six months to two years post program, do LAM participants exhibit behavioral patterns in line with LAM's core constructs (EI & Connectivity)?
- If so, what is the nature and perceived benefits of these changes?

Methods

- ▶ Field notes/observations (fidelity)
- ▶ Focus Groups:
 - 90 minutes, semi-structured
 - ≤ 6 participants per group,
1 facilitator, 1 note-taker
 - Recorded & then transcribed for
analysis
- ▶ Qualitative Analysis



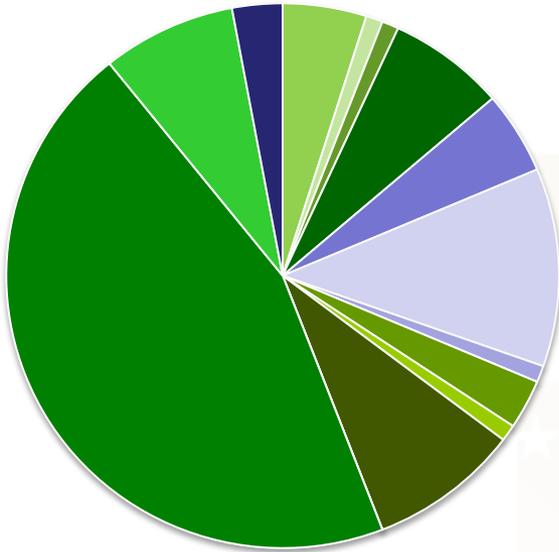
Participant Characteristics

► Participation Rate: 57% (102/180)

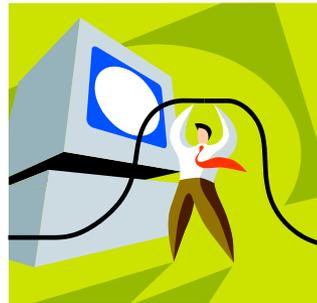
	Target Population		Focus Group Participants	
	<i>n</i>	%	<i>n</i>	%
Race/Ethnicity				
URM	35	19	19	19
Unknown	8	4	3	3
White	137	76	80	78
Gender				
Women	90	50	54	53
Men	90	50	48	47
Position Type				
Administrative & Professional	30	17	23	23
Teaching and Research ³	129	72	72	71

³Includes academic administrators: deans, vice provosts, chairs

Participants: Professional Diversity



Unit Type	Target Population		Focus Group Participants	
	<i>n</i>	%	<i>n</i>	%
◀ Schools (11)	150	83	81	79
◀ Other VP Unit	29	16	21	21



Outcomes: Emergent Leaders

- ▶ 11 U.Va. Chairs
- ▶ 5 Exported Chairs
- ▶ 37 U.Va. Division Chiefs
- ▶ 11 Exported Division Chiefs
- ▶ 9 Center Directors
- ▶ 18 Deans (Assistant & Associate)



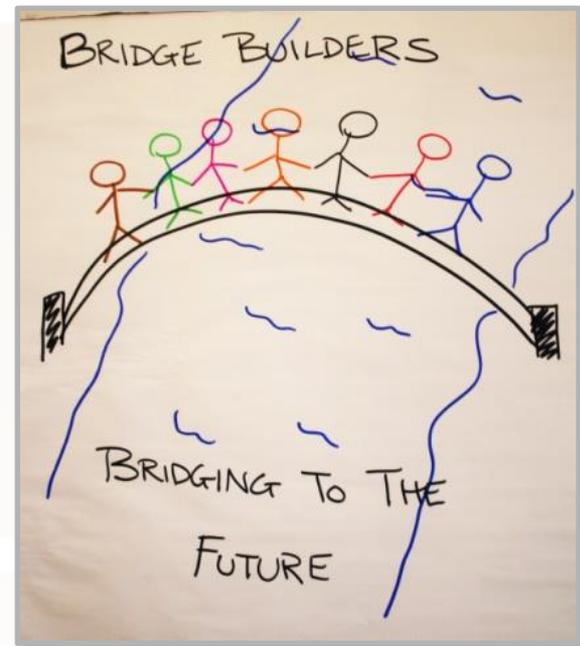
1: Shared Experience: In-Cohort Connectivity

“...I felt bonded to the point that I felt a part of everyone else’s success. I wanted to be a part of making that success happen for others.”



2: Border Crossing

“[LAM] sort of made me feel more comfortable reaching out, even if I’m not reaching out to those people [other LAM alum]...It just sort of makes me feel like there’s more fluidity across the university.”



3: Shared Goals: Community



“...we just sometimes see the small picture...and the ability to interact with people from other areas of [my school] as well as every other school at the university was phenomenal...it was a learning experience throughout because I really learned how much there is in common...and it gave me a better view of what the university is as a whole.”

4: Appreciation of Difference

“...I come away with...[a] better understanding of others.”

“[LAM] was inspirational to me because I could see all these really great things that people were trying to do in large different fields and it inspired me to try to do things that maybe I was more afraid to do than I thought I was...”

“[LAM] really made a difference in terms of recognizing that... we [can] think differently about a person or an issue or whatever and solve it...”

5: Collaborations

“We’re going to put in a grant probably in September and we’re doing some pilot work...[and] now I’m doing this whole inter-professional education work with the ___ school..and all of these [projects] were helped by being willing to work more with teamwork ...”

“I was trying to find a way to bring all of that work under one umbrella...trying to do it by myself was more than I could manage...so now in the space of a year, we have a center. We have a website, and we are about to go to the bank for this major sponsorship.”

Results

Participants reported:

1. increased sense of **connection to each-other** (without regard to discipline, rank etc.)
2. increased willingness and self efficacy to **cross disciplinary and institutional boundaries**
3. increased **respect for and appreciation of differences** (personality, problem solving, culture)
4. increased **institutional connectivity**, a sense of **shared goals** and a better understanding of how they and their unit fit into the whole
5. specific examples of cross-disciplinary, cross-institutional, research, education and administrative **collaborations and mentoring**

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LAM Core Faculty and Planning Committee

- ▶ Sharon L. Hostler, MD, Senior Associate Dean and Vice Provost for Faculty Development
- ▶ Troy S. Buer, MS, Educational Programs Director
- ▶ Daniel M. Becker, MD, MPH, MFA, Tussi and John Kluge Professor and Director, Center for Biomedical Ethics and Humanities
- ▶ Dorothy Fontaine, PhD, Dean, School of Nursing
- ▶ Susan M. Pollart, MD, MS, Ruth E. Murdaugh Associate Professor of Family Practice and Associate Dean for Faculty Development
- ▶ John B. Schorling, MD, MPH, Harry T. Peters Sr. Professor of Medicine and Public Health Sciences

