

ABSTRACT: 2017 ELAM Institutional Action Project Symposium

Project Title: Leadership Bootcamp: Tackling Institutional Microclimates to Ensure Optimal Faculty Advancement Opportunities

Name and Institution: Joanne Wolfe, MD MPH, Dana-Farber Cancer Institute (DFCI)

Collaborators and Mentors: Christine Power MS, Jane DeLima Thomas MD, Michael Goldberg PhD, Ann LaCase MD, Lindsay Frazier MD, Jennifer Kesselheim MD Med, Deborah Hicks MA, Edward Benz MD

Background, Significance of project: In 2007, Dr. Edward Benz, then President and CEO of the DFCI, established the Office for Faculty Development (OFD) to provide the organizational framework and infrastructure necessary for the Institute to focus on the needs and interests of faculty. In its first ten years, the OFD developed a comprehensive faculty database; instituted processes to build accountability for faculty advancement and mentoring; built an infrastructure strengthening the community of women and URM faculty and providing a voice for their concerns; strengthened the internal and external pipelines for diverse faculty; clarified career paths, titles, and timelines for promotion and implemented systems to increase parity in recruitment, advancement, and retention of faculty; expanded recognition of and support for work-family integration. The OFD tracked outcomes and showed improvements such as a doubling of female professors over five-years. More recently, Dr. Benz identified that leaders of microclimates, such as research labs and clinical programs, may not have skills to fully support junior faculty. To address this need, we conceived of “leadership bootcamp” to provide basic skills to microclimate leaders.

Purpose/Objectives:

1. To develop a highly engaging and impactful “leadership bootcamp” course as measured by high satisfaction rates (>85%) in its evaluations.
2. To develop an implementation plan for the course which incentivizes greater than 80% of leaders to participate over the next two years.
3. To improve faculty satisfaction with their immediate boss measured by the faculty engagement survey in 2020 compared to a baseline survey in 2017.
4. To develop a plan for long-term sustainability of the course including ensuring that participation remains at greater than 80% and satisfaction rates remain greater than 85% over the next five years.

Methods/Approach: We assembled a working group of faculty and institutional leaders to design the course and engaged leadership development expert, Dr. Lia Lugia of Weill Cornell Medical College, to serve as a consultant during the pilot. The curriculum was developed using a pedagogical arc beginning with an inward focus on leadership qualities and ending with an outward focus on building community. With the support of department chairs, twenty faculty have agreed to participate in a pilot scheduled on June 14, 2017. Concurrently, the OFD is working in collaboration with HR to conduct the 2017 faculty engagement survey. Using data from our outcomes measures we will work with institutional leadership to create a long-term sustainability plan.

Outcomes and Evaluation Strategy: To measure proximal course outcomes we are adapting existing course evaluation tools. We will also track leader participation in more extensive leadership courses within two years of completing bootcamp. Longer-term, we will assess changes in faculty satisfaction with their immediate boss through the faculty engagement survey to be administered in spring 2017 (baseline) and 2020.

Conclusion with Statement of impact/potential impact: Traditionally, faculty take on microclimate leadership positions without formal training and yet are responsible for the advancement of their junior faculty. Basic training through “Leadership Bootcamp” has the potential to improve faculty wellbeing and advancement opportunities across the Institute.

Leadership Bootcamp: Tackling Institutional Microclimates to Ensure Optimal Faculty Advancement Opportunities

Joanne Wolfe, MD MPH, Christine Power MS, Jane DeLima Thomas MD, Michael Goldberg PhD, Ann LaCasce MD, Lindsay Frazier MD, Jennifer Kesselheim MD Med, Deborah Hicks MA, Edward Benz MD

INTRODUCTION

- 2007: Office of Faculty Development established
- 2007-16: Multiple initiatives: comprehensive faculty database; processes to build accountability for faculty advancement and mentoring; infrastructure to strengthen communities of women and URM faculty; strengthened internal and external pipelines for diverse faculty; clarified career paths, titles, and timelines for promotion and implemented systems to increase parity in recruitment, advancement, and retention of faculty; expanded recognition of and support for work-family integration
- Improved outcomes: i.e. Doubling of female full professors over 5 years, increase from 0 to 3 female department chairs
- 2016: OFD needs assessment: leaders of microclimates, such as research labs, training and clinical programs, may not have skills to fully support junior faculty

OBJECTIVES

- To develop a highly engaging and impactful “leadership bootcamp” course as measured by high satisfaction rates (>85%) in its evaluations
- To develop an implementation plan for the course which incentivizes greater than 80% of leaders to participate over the next two years.
- To improve faculty satisfaction with their immediate boss measured by the faculty engagement survey in 2020 compared to baseline survey in 2017
- To develop a plan for long-term sustainability of the course including ensuring that participation remains at greater than 80% and satisfaction rates remain greater than 85% over the next five years

METHODS

- Assembled a working group of faculty and institutional leaders and met weekly to develop course
- Curriculum is based on a pedagogical arc beginning with inward focus on leadership qualities, ending with outward focus on building community
- Elicited support of CEO and department chairs
- Collaborating with HR to conduct baseline 2017 faculty engagement survey

RESULTS

- Pilot Leadership Bootcamp scheduled for June 14, 2017 at DFCI Retreat Center**
 - Pre-course work: Gallop 2.0 strength finder assessment and completion of Implicit Association Test**

	Topic	Facilitator/Speaker
12:00-12:30	Welcome remarks, working lunch	Dr. Laurie Glimcher President & CEO
12:30-1:45	Harnessing strength-based leadership (Gallop 2.0 Strength Finder)	Deborah Hicks Senior VP for Human Resources
1:45-2:00	Break	
2:00-3:15	The value of a diverse team	Dr. Kathryn Rexrode Faculty Director, Office for Women’s Career’s, Brigham and Women’s Hospital
3:15-4:30	Team success through conflict management	Dr. Jo Shapiro Director, Center for Professionalism and Peer Support, Brigham and Women’s Hospital
4:30-5:00	Legacy of Lessons in Building Team Culture	Dr. Edward Benz President Emeritus
5:00-5:30	Reception	

- Post-course evaluation to be completed prior to reception**
- Pilot participants recommended by department chairs and planning group, (aimed for early adopters). Twenty faculty representing all DFCI departments will participate (response rate 83%). Developing plan to “require” participation in bootcamp with faculty appointment to new leadership position. Due to high demand, 2nd bootcamp scheduled for November and will continue twice annually.**
 - Faculty engagement survey to be administered May 2017 including the following items (scale 1-5):**
 - The person I report to treats me with respect**
 - The person I report to is a good communicator**
 - The person I report to gives me meaningful feedback**
 - The person I report to involves me in decisions that affect my work**
 - The person I report to has realistic expectations about what I can achieve**
 - I am satisfied with the career mentoring I receive at DFCI**

OUTCOMES AND EVALUATION STRATEGY

Outcome Measures	Assessment Tool	Timing
Course Satisfaction	Course evaluation tool	At end of course
Course Participation	Participation rates	
Greater awareness about need to enhance leadership skills	Participation rates in more extensive leadership courses	Annual survey of participants
Satisfaction with immediate boss	Faculty Engagement Survey	Baseline 2017 Follow-up 2020

LIMITATIONS

- Many leadership topics not covered in bootcamp
- Impact may not be strong enough to significantly change outcomes on faculty engagement survey

IMPLICATIONS & FUTURE DIRECTIONS

Traditionally, faculty take on microclimate leadership positions without formal training and yet are responsible for the advancement of their junior faculty. Basic training through “Leadership Bootcamp” has the potential to improve faculty wellbeing and advancement opportunities across the Institute.

ACKNOWLEDGEMENTS

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