Faculty Development & Diversity Plan Year 4, July 1, 2019-June 30, 2020

GOALS

1. Enhance the academic success of individual faculty
2. Improve faculty engagement, satisfaction, and collaboration
3. Develop greater faculty effectiveness in the areas of mentoring, research and education
4. Develop a cadre of future leaders

PLAN

1. Enhance the academic success of individual faculty

   • NEW: UMN LEAD Program
     Academic development core curriculum meetings are a major component of this program. This year we are changing our usual format because we were chosen to host the UMN LEAD program. Twenty-two selected faculty were identified as LEAD department emerging leaders. They are scheduled for 9 formal half day workshops, Sept-May, which replace our usual assistant and associate professor meetings. Meetings will include plenary talks, facilitated small group discussion, and in depth exploration of topics.
       - The 9 sessions include:
         o Leadership perspectives (kick-off event)
         o What you lead (vision, results)
         o How you lead (collaboration, equity and diversity, team engagement, team management)
         o Self awareness (accountability)
         o Application of learning (capstone project presentation).
       - For 3 of these meetings (vision, collaboration, accountability), all assistant and associate professors in the department will be invited to join. These will replace the usual core curriculum meetings. Faculty will be excused from clinical responsibilities for these events.
       - MOC2 credit will be offered for attending the meetings, and MOC4 credit to the LEAD participants for their capstone project.
       - We will continue to offer 2 non-clinical PhD meetings and will offer one Professor meeting.

   • PEER TO PEER Activities, led by Mike Pitt
     - NEW: Posters-to-Papers Pilot. Over 3 sessions, a moderated group of 8 interested faculty will mine their CVs for past posters or abstracts that could be turned into papers with a little TLC. The goal is for participants to submit a paper by their final session, with plans to expand this model if effective.
     - On-going: Peer-to-Peer (P2P) Pop-Up Sessions. These have been highly popular. Interested faculty facilitate discussions on topics of general interest that they are well versed in, while creating a space for engagement and sharing ideas. Sessions already scheduled for fall include: How to be an Ally 2.0- Moving from “I wish I’d said that” to “I’m glad I said that”; Got Data? How to find and leverage existing databases; and Point and Click-hands on Powerpoint Skills.
     - Ongoing: “Coffee Coaches”. This peer resource on the department website lists faculty with expertise in specific skills they are willing to share when questions come up. Examples are people who are good at getting workshops accepted, coming up with titles for projects, publishing med ed scholarship, etc.
     - Ongoing: PQUAD (Positive Peer Pressured Productivity). We continue to see engagement on the PQUAD platform for increasing academic products in a fun and modestly competitive format.
• **EQUITY, DIVERSITY AND INCLUSION** Activities to Increase Academic Success, led by Cathy Bendel

- **NEW: Personal Pronoun Project.** Each year EDIC has tackled a department awareness project. In 2018-19 it was distribution of the “No Hate” buttons. The 2019-20 EDIC awareness project focuses on raising awareness within the department on the recognition and appropriate use of personal pronouns.
  
  - Kick-off occurred at the spring EDIC grand rounds, with distribution of stickers identifying personal pronouns. Stickers will be available all year and promoted at various events.
  - Education about personal pronoun use will be included in all ongoing/recurring EDIC activities (ie work with medical student interest groups, etc) and any new activities presented.
  - HR has agreed to incorporate a request for personal pronoun designations at the time of on-boarding new staff. Evaluation and review of this process will occur.
  - EDIC will be partnering with M Health FV Transgender Community Care to explore educational opportunities and potential collaborative projects, including development of inclusive language/symbols on the new M Health Fairview badges and signage. Additional details to be developed over the course of the year.

- **NEW: Focus on Health Care Disparities at Our Own Institution:** Each year EDIC has tackled a department awareness project.
  
  - March Grand Rounds will feature Dr. James W. Collins, Jr. who will address this topic.
  - QI projects to address local disparities are being developed.

- **NEW: Assessment of EDIC Role Beyond the Department of Pediatrics.** EDIC has been asked to address issues beyond the department within UMMCH. They will conduct a needs assessment and make recommendations to Drs. Moran and Neglia.

- **Ongoing: Recruitment/Retention work.** EDIC continues work with HR, OFA and CWIMS to assist in recruitment of new URIM faculty and retention of existing faculty. A faculty “census” has been created and will be updated annually, to maintain a diversity database for the department.

- **Ongoing: EDIC involvement in department and medical school committees/programs.** Dr. Bendel has been named to the search committee for the new medical school Vice Dean for Diversity, Inclusion, and Health Disparities. She was also named to the new medical school Diversity, Inclusion and Equity committee. She will be advocating for other pediatrics faculty to participate in all initiatives and projects.

• **PROMOTION, Ongoing:** We will continue to work to ensure promotion of women to the rank of professor by identifying senior women associate professors and providing mentoring and support.

2. **Improve faculty engagement, satisfaction, and collaboration**

- **NEW: Faculty Wellness Committee.** This new committee is co-chaired by Emily Greengard and Matt Armfield. Emily and Matt were selected as inaugural members of the Earl E. Bakken Center for Spirituality and Healing Leadership Retreat Series which begins Summer 2019 and which involves developing a personal plan for health and wellbeing, advancing organizational wellbeing, and deepening leadership practices. They are also LEAD emerging leaders. During 2019-2020 they have been tasked with assembling their committee to develop a wellness plan for the department.

- **NEW: The Faculty Burnout Survey** will be given at the end of the year to assess changes from Year 1.

- **Ongoing Engagement Activities:**
  - **Website, newsletter:** The GPS (Guide for Physicians and Scholars) “how to get things done around here” feature on the department website is regularly updated, and we will continue with monthly department newsletters.
  
  - **Get-together events for new faculty.** Recognizing the stress and isolation of new faculty, we will continue regular social events for them and their significant others, led by Meg Oberle.
Small group discussions. Time will continue to be allocated for small group discussions during core curriculum meetings. These have been the most popular portion of the meetings.

The Julie Ross Faculty Recognition Event will continue to be held in February.

Junior faculty dinners with leadership: Personal access to leadership was identified as a factor mitigating burnout. We have instituted home dinner gatherings for junior faculty with department leadership including Drs. Neglia, Georgieff, Borman-Shoap, Moran, Mortari-Panoskaltsis, Bendel, Pitt and Jacobs. Faculty are matched with senior leadership with whom they do not typically interact.

Women's book clubs: 3 groups were started with 29 faculty expressing interest. Approximately half this number actually attended, and the book clubs are being consolidated for this year.

3. Develop greater faculty effectiveness in mentoring, research and education

- MENTORSHIP, Led by Iris Borowsky, ongoing activities
  - Faculty-division chief formal meetings have been increased from 1 to 2 per year. The Mentoring Map is now a required form for faculty annual reviews.
  - At the Medical School level through the Master Mentoring Program in the Office of Faculty Affairs, Pediatric faculty are invited to the twice yearly Mentor Training Workshop. The program also plans to pilot facilitated peer mentoring groups, with each group facilitated by a Master Mentor and an NCFDD Faculty Success Program alumna. This small, facilitated, cross-departmental group will meet 1 hour/week for 10 weeks to provide supportive accountability for members' highest priority activities.

- RESEARCH Career Development Opportunity Seed Grants, led by Angela Panoskaltsis Mortari
  - NEW: Pediatric Embracing Diversity in Scholarship “PEDS” award. This award has been created for URM faculty. One $50,000 award will be granted annually ($25,000 per year x 2 yrs) through a competitive, peer-reviewed selection process to an investigator whose project shows significant promise, is innovative and has the greatest potential for improving children’s lives.
  - NEW: Progressive grants. This new funding mechanism supports impactful, innovative ideas. The competition is organized into 4 Stages, with each subsequent Stage awarding progressively larger, but fewer, grants. Each Stage has progressively longer timelines for completion of milestones. Milestones must be completed for consideration of funding at the next Stage.
    - Stage 1: 20 grants of $5000 each to be used March 1 to May 31, 2019---DONE
    - Stage 2: 10 grants of $10000 each to be used from August 1, 2019, to Jan 31, 2020
    - Stage 3: 5 grants of $20,000 each to be used from Apr 1, 2020-Dec 31, 2020
    - Stage 4: 1 grant will be awarded at $100,000 to be used from April 2021 to March 2022.

- Ongoing Department Competitive Seed Grants
  - Summer Pediatric Research “SUPER” award--- $2000 support for a summer internship program for up to 5 students who are underrepresented in Pediatric research.
  - Pediatric Cross-Divisional Grants: One $200,000 grant (divided over 2 years) awarded annually to facilitate a cross-division collaboration with a clear metric toward a larger external grant, clinical trial, or other meaningful scholarship.
  - The Masonic Cross-Departmental grants: Two to three $200,000 grants awarded annually (divided over 2 years) to support new or expanding interdisciplinary research in Children's Health that is innovative and has a high potential for future funding and discovery.

- EDUCATION---rigorous didactic training in quality improvement research
  Many department faculty identify QI as their area of academic focus, and the department is interested in developing leaders in this area. Dr. Danielle Bullock was competitively selected to participate in the 2019-2020 Intermountain Healthcare Delivery Institute Advanced Training in QI program.
4. Develop a cadre of future leaders

- NEW: the LEAD program, as described above.
- Ongoing Leadership activities:
  - National meetings: We will send at least 2 pre-faculty (fellows with a high likelihood of entering academics) and 4 faculty to national leadership workshops, including at least one minority/UIM.
  - Small group facilitator training: We provide formal facilitator training for assistant & associate professor core curriculum small group leaders. This provides them an opportunity to be peer leaders.

**TIMELINE, CORE CURRICULUM**

Year 3 Development Core Curriculum (9 LEAD, 3 for all assistant and associate, 1 professor, 2 PhD)

PhD and Professor meetings yet to be scheduled

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<th>Month</th>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>July 2019</td>
<td>Jan 22, 2020</td>
<td>LEAD only (Equity and diversity)</td>
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<tr>
<td>Aug 2019</td>
<td>Feb 20, 2020</td>
<td>LEAD only Team engagement)</td>
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<td>Sept 17, 2019</td>
<td>March 17, 2020</td>
<td>LEAD + all (Accountability)</td>
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<td>LEAD only (Team management)</td>
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<td>Nov 11, 2019</td>
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<td>LEAD only (Capstone)</td>
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<tr>
<td>Dec 2, 2019</td>
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<td>LEAD + all (Collaboration)</td>
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