



The Academic Leadership Program at
Rutgers Biomedical and Health Sciences

ALP 
RBHS

2019-2020 Fellow Project Proposals



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HEALTH SCIENCES



RUTGERS
Center for Organizational
Leadership

A Word From the Chancellor

It is with great pleasure that I congratulate you on completing the Academic Leadership Program at Rutgers Biomedical and Health Sciences (ALP-RBHS). On behalf of the senior leadership team at RBHS, we applaud your dedication to the program and your ongoing commitment to various leadership responsibilities across our academic health center.

The ALP-RBHS program brings leaders together from across RBHS to engage with one another in an interprofessional environment, developing leadership knowledge and skills for personal and professional growth. One of the most important components of the program is the project proposal which provides an opportunity for fellows to apply what they have learned to a realistic action project that serves the needs of our community. The proposals included in this digital booklet are the result of interprofessional collaboration, creativity, and strategic project planning, and they touch upon our shared priorities of clinical service, research, and education. Our campus community benefits from the innovation and inventiveness of our faculty and staff, and I encourage you to consider how to best integrate dimensions of your proposal into the work of RBHS. I hope that you will continue to develop ideas and initiatives to further strengthen our institution.

The history of our academic health center has been marked by continuous change and growth, and the impact of the coronavirus pandemic has been particularly challenging. Clinical staff are on the frontlines caring for patients, researchers have developed tests to combat COVID-19, faculty have successfully delivered courses remotely, staff have provided much needed support to our students and communities, and many others have worked tirelessly in every operational area to ensure RBHS continues to run smoothly. The success of our institution relies on effective leadership throughout the organization and so I am thankful to you for your contributions. I am proud of what we have accomplished together during this time and I am confident we will emerge from this experience as an even better organization.

I hope the ALP-RBHS program has been a rewarding experience for you and that you are able to incorporate what you have learned into your current and future roles. I encourage you to utilize the resources provided by the Rutgers Center for Organizational Leadership for the benefit of your personal growth, the teams you supervise, and the projects you oversee. Congratulations and thank you for your continued commitment to our great institution.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Strom".

Brian Strom, MD, MPH
Chancellor, Rutgers Biomedical and Health Sciences

ALP-RBHS Program

The Academic Leadership Program at RBHS (ALP-RBHS) provides a venue for faculty administrators (e.g., chairs, program directors) to examine and further develop their leadership, management, and organizational competencies with attention to current biomedical and health sciences challenges and opportunities at the national and state level, and within Rutgers and RBHS. Developed in collaboration between the Rutgers Center for Organizational Leadership and the RBHS office of faculty affairs, RBHS leaders, faculty, and staff, the program delivers a blend of concepts, best practices, methods, and tools to enhance participants' leadership competencies and ability to advance their individual units and RBHS more broadly. As a result of participating in this interactive one-year program, fellows examine common leadership challenges, share strategies for addressing these challenges and realizing new opportunities, and enhance their understanding of useful strategies, techniques, and tools for enhancing leadership capacity. The program requires a year-long commitment and includes a series of workshops and discussions co-facilitated by content experts from the Rutgers Center for Organizational Leadership and RBHS senior

2019-2020 Fellows Project Proposals

To further integrate, apply, and develop leadership concepts and competencies, fellows propose and engage in preliminary planning for a project designed to address a significant area of need in their school, campus, or RBHS more broadly. Fellows are strongly encouraged to work on the design of their project in collaboration with colleagues from another school in order to leverage interprofessional resources, expertise, and strengths. Fellows are provided with a proposal template to guide the project planning process, including these sections: Problem Statement, Project Goals, Strategy, Key Steps/Activities, Potential Challenges or Obstacles, Potential Members, Timeline, Communication and Engagement, Funding Considerations, Proposed Steps for Implementation, Effectiveness Measures, and Leadership Competencies.

The 2019-2020 cohort represent all eight schools within RBHS with an impressive range of leadership experience in clinical service, teaching, and research. Throughout the program, fellows worked together to draft abstracts and project proposals with the intention of presenting these to senior RBHS leaders during the final session. Due to the coronavirus pandemic, the final meeting sessions were conducted virtually and the project proposal presentations were postponed and later cancelled.

In light of the ongoing impact of the pandemic, a decision was made to share the proposals via this brochure, which will be distributed to senior leaders in RBHS and published on the Center for Organizational Leadership website.

The following excerpts highlight the six project proposals developed by the members of the 2019-2020 cohort. These proposals represent interprofessional collaboration, creative and thoughtful problem-solving, and well-designed project plans. We appreciate the hard work and celebrate the accomplishments of this cohort, and we wish you all the best in your individual leadership pursuits.

Creating an Inter-Professional Wellness Infrastructure to Improve RBHS Student Well-being

Problem Statement:

The preamble to the WHO constitution tells us that “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

The well-being, mental and physical health of our students is central to their academic and interpersonal success. Yet the environment that teaches our students to promote well-being falls short of delivering that care to them. Each RBHS school is charged with providing students with mental health care and wellness programming, which results in widely discrepant preventive physical and mental health services. The solution is to create an infrastructure at RBHS that is accountable for multiple dimensions of student well-being in order to (1) provide equal access to services to students in all our schools, (2) promote self-care so our students can do the same for others, and (3) encourage healthy behaviors by creating a space for students to exercise, eat, collaborate, and connect with each other.

Project Goals:

- Evaluate the health and wellness needs of the RBHS student population.
- Develop a plan to create comprehensive and accessible wellness centers for RBHS students that promote health, well-being, and inter-professional collaboration.
- Gain support for the plan by identifying champions among RBHS leadership.

Project Strategy:

The scope of this project is to create an infrastructure for student well-being at the RBHS level. Our strategy is to develop, propose, and advocate for a unit at the RBHS level that will be responsible for student well-being. This entity will support well-being that is comprehensive (physical and mental), integrated (across all schools), and accessible (to all RBHS students).

Funding Considerations:

We are aware of the challenges that can limit the development of this initiative including funds, organizational culture, and limitation of space. Challenges, particularly funding, will most likely be more difficult to address due to the pandemic. However, the physical and emotional wellness needs of our students are now even more important to consider. We recommend consideration of the following resources to make this proposal a reality. RBHS as an educational institution has current, potential donors and physical resources that can support the development of this project. For example:

- The services currently provided by UBHC Student Wellness Program – to evaluate and assess the current contract and to propose new alternatives.
- Physical structure and vacant space available.
- Faculty and staff with a passion to support wellness in the healthcare profession.
- Alumni who would like to support initiatives to improve and promote wellness in their professions.
- Rutgers University and RBHS can identify other potential donors with resources who are willing to support efforts that lift wellness and promote equity.
- Rutgers has experts in all wellness fields. Together with their students, expertise can be integrated into an educational Rutgers experience (e.g., a cafeteria developed collaboratively with Nutrition Sciences and Environmental Sciences to promote sustainable healthy eating in a wellness center environment that allows students to connect with others and fosters a community).

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Diversity Recruitment and Mentoring

Project Abstract:

It is imperative for Rutgers-RBHS to promote diversity across its academic body, as our faculty is at the forefront of delivering superb clinical care to underserved communities, while providing mentorship and a stimulating learning environment through clinical experiences for our learners. The prioritization of recruitment, promotion, and retention of underrepresented minority (URM) faculty body is important as we believe this investment will cultivate interest amongst minority health profession students to remain within the RBHS system as faculty members. This in turn can lead to the establishment of a robust mentoring program for future learners of URM backgrounds at various stages of their development.

Although RBHS prides itself in the makeup of a diverse and inclusive student body, it lags behind in the recruitment and retention of faculty from URM backgrounds, with recent data demonstrating less than a 7% combined make up of URM across the RBHS spectrum. In addition, there is an absence of a cohesive mentoring program for URM junior faculty, leading to a stagnation in academic development, and an inability to set up a successful pipeline to encourage the growth of URM faculty recruitment.

We should aim to increase URM representation across all schools, which is in line with current RBHS proposals. In doing so, we propose an overhaul to the pipeline program within and across all of our schools – to foster the interest of our most talented students of URM backgrounds, in an effort to attract them to join our faculty upon graduation from their respective programs. This goal can be accomplished via a multidisciplinary approach, with an aim of merging intersecting pipelines across different levels of training, at the undergraduate level, graduate, and post-graduate settings. Additionally, we strongly believe that providing competitive compensation, in addition to incentivizing recruits with programs such as loan forgiveness, and continuing to support productivity-based incentives would be of great benefit in recruiting talented faculty from underrepresented backgrounds.

Once recruitment is successful, the next stage in development is dependent on building a mentorship program with minority members of our senior faculty across RBHS, promoting diversity-driven workshops, symposia, and establishing committees to enhance the academic development of URM, which will further strengthen retention of our URM body. Further, we believe that RBHS and its URM senior faculty need to be given enough resources and time to become effective mentors, and protected time to partake in faculty development programs.

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Faculty Engagement with Academic Endeavors

Problem Statement:

Our faculty want to be more engaged in academic endeavors but are prevented from doing so as a result of too many competing responsibilities. According to recent AAMC survey results:

- One-third of the faculty want to teach more.
- Two-thirds of the faculty want to be doing more research and scholarly activities.
- More than three-quarters of the faculty are driven to help the medical school succeed.

Faculty are faced with numerous competing responsibilities including: clinical service, clinical research (opening/running trials), scholarly research (papers, case reports, LOI/ grant submissions), and medical education. At this time, however, only clinical time is incentivized and accounted for so faculty exhaust their efforts in this area leading to burnout.

Based on the recent AAMC evaluation of all RWJMS-affiliated faculty, burn-out is worse in our Department when compared with similar DOM's regionally and throughout the country. More of our faculty identify themselves as being burned out as opposed to enjoying their work. Fortunately, our faculty rate their peer relationships very highly, but only 20% feel that the medical school culture cultivates wellness. We cannot expect to provide excellent patient care, educate our learners, or excel in scholarly activities if we cannot create a culture of wellness.

The lack of dedicated time toward medical education and feelings of burnout result in demoralization amongst faculty and degradation of the core mission of education.

Project Goals:

- Define the issues preventing faculty from engaging in academic activities.
- Develop strategies to recognize or compensate faculty for academic activities.
- Present findings to senior RBHS leadership.
- The ultimate goal is to increase academic output, faculty satisfaction, and wellness across RWJMS.

Project Strategy:

Solicit faculty feedback via survey and possibly conduct follow-up meetings or focus groups. Present findings to RBHS leadership.

Deliverables:

- Survey results with analysis and comments from survey and meetings or focus groups.
- Defined scale for academic RVU (Relative Value Unit) credit.

Proposal Authors



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Achieving RBHS-RWJBH Integration Through Collaboration on Joint Commission Integrated Care Certification

Problem Statement:

A main purpose of the RBHS-RWJBH Master Affiliation Agreement is to align the clinical operations of the parties through an integrated clinical practice. The parties plan on advancing integration through the implementation of the Epic EMR, but that will not be complete system-wide until the end of 2024. Pending the implementation of Epic, the parties have been pursuing integration efforts informally, but to be effective, integration must be structured and deliberate.

True integration will require alignment in missions and developing a message that inspires a culture of clinical excellence and exceptional patient care. Developing strong systems for transition of patient care between healthcare settings is critical for patient safety. Patients who have strong transitions of care are less likely to be readmitted to the hospital after discharge, reducing cost and unnecessary resource utilization.

Project Strategy:

We propose accelerating the integration process by having RBHS and RWJBH leaders and clinicians from selected schools/units/facilities/ambulatory sites work together to achieve Joint Commission Integrated Care Certification. The focus of the Integrated Care Certification program is to provide a pathway for hospitals and ambulatory settings to demonstrate that they can come together and deliver clinically integrated care, treatment and services with the common goal of improving patient outcomes. The Integrated Care standards focus on establishing the structures, processes and culture that can lead to improved patient outcomes.

Project Goals:

- Transition the separate clinical practice operations of RBHS and RWJBH to a unified interdisciplinary, interprofessional group practice.
- Raise awareness within RBHS and RWJBH of their respective clinical capabilities and leverage the expertise of both.
- Increase utilization of system practitioners and increase patient retention.
- Reduce barriers to system integration by acclimating and engaging practitioners.
- Improve patient outcomes, experience and quality of care.
- Achieve Joint Commission Integrated Care Certification for selected RBHS and RWJBH schools/units/facilities.
- Increase MIPS/APM performance.
- Facilitate transition to risk-based contracting.
- Create a platform to facilitate overall system clinical integration by replicating the process used to integrate select components.
- Foster a common culture centered on the patient and committed to exceptional care.

Effectiveness Measures:

- Retention and access reports will demonstrate the success of integration efforts through increased patient retention.
- Quality reports will demonstrate improved care outcomes.
- Patient satisfaction surveys will demonstrate improved service.
- Achieving Joint Commission Integrated Care Certification.

Proposal Authors



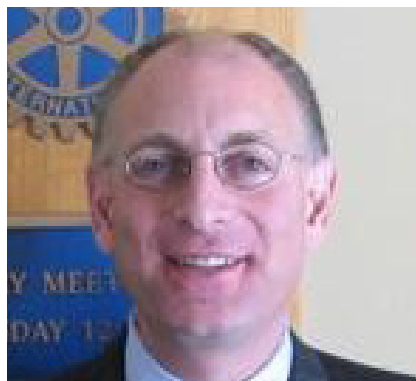
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Pathway to Scholarship: Program for Non-Tenure Track (NTT) Faculty

Problem Statement:

Non-Tenure Track (NTT) faculty account for most faculty appointments in RBHS. These faculty generally focus on teaching in clinical programs and are challenged to produce the scholarship necessary for reappointment and promotion. Individual and institutional barriers/challenges may impede NTT faculty scholarly productivity, such as competing time demands, perceived lack of administrative support, limited resources to build faculty skills, limited confidence to actively engage in scholarly activities, and the need for enculturation when transitioning from the clinic into the academy.

Project Goals:

Using Boyer's (1990) Model of Scholarship as a program framework, the primary goal of this project is to develop a Pathway to Scholarship program for NTT faculty. This program will be designed to facilitate clarification of faculty's scholarly foci, increase scholarly productivity, and create a robust culture of scholarship in the School of Health Professions (SHP) and School of Nursing (SON). Interprofessional collaboration will be encouraged around topics or through communities of scholars.

Project Strategy:

We propose the formation of an advisory committee comprised of individuals and resources across RBHS including, but not limited to:

- SHP Methodology and Statistical Support Team (MSST), Research Office, and Faculty Development leadership.
- SON Center for Educational Research and Innovation.
- Office of RBHS Vice Chancellor for Faculty Development and Research
- Rutgers Research Portal
- Rutgers Office of Research and Sponsored Programs
- Rutgers Health Sciences Libraries

In order to develop faculty scholarship strategies, the committee will assess existing resources and assets at unit, RBHS, and Rutgers levels, and conduct a faculty needs assessment. Based on the results of these assessments, the program will be implemented to include possible components such as:

- Face-to-face and virtual coaching meetings
- Skill development and strategy workshops
- Individual and/or group mentoring
- Communities or networks of mutually supportive writers
- Writing collaborations
- Peer review of manuscripts, and
- Scholarship awards.

Effectiveness Measures:

Short-term outcomes include participant outcomes (e.g. increased confidence in evidence-based practice/research/scholarship skills), knowledge of scholarly products, determination of their focused "line of scholarship," and project development. Medium-term outcomes include manuscript and presentation abstract submissions. Long-term outcomes include accepted peer-reviewed presentations, publications, and grants, invited speakerships, and reappointment and promotion success.

Proposal Authors



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Clinical Education

Problem Statement:

According to the RBHS Aspiration Statement:

RBHS aspires to be recognized as one of the best academic health centers in the United States, known for its education, research, clinical care, and commitment to improving access to health care and reducing health care disparities. This will be achieved through dedication to elevated standards of excellence and innovation, interprofessional collaboration and integration, and deep engagement with the community (p. 6).

The RBHS strategic plan also states that "RBHS will provide Faculty Development programs... to improve faculty morale and invest in resources that support research, clinical, and teaching activities of current faculty" (p. 12).

For RBHS to become a nationally recognized center of clinical excellence, health professions education must be a source of strength for students and faculty both in the classroom and at the bedside. Members of the RBHS faculty are expected to be highly functional and effective educators for students and trainees, with little to no formal training in education or pedagogy.

High-quality education must be a cornerstone of RBHS to ensure that our health-based academic system is a nationally recognized center of excellence. However, training educators has not been a high priority through the RBHS system and its affiliate institutions. Former and/or recently graduated clinicians and students are expected to teach healthcare and health professions students and trainees without any formal educational training, relying on the practices and styles they observed during their own education. This often propagates low-fidelity education, in a cycle that repeats itself throughout the healthcare and academic system.

Project Goals:

The primary goal is to bring together the best of the resources from all of the individual RBHS schools in order to create a centralized location where a faculty educator can find substantial training enabling them to become a high-quality instructor. There are outstanding resources, educators and instructional material throughout the different schools, but often these sources are shared ineffectively and are limited in reach. The goal is to facilitate a process for more efficient sharing of information, preventing each school from having to "reinvent the wheel" by leveraging the vast resources of Rutgers in a more efficient manner.

Project Strategy:

RBHS faculty and educators will receive formal training in an online, self-paced curriculum to ensure a minimum level of competency in teaching our students across all RBHS schools. This curriculum will leverage the institutional knowledge and experts of all the RBHS schools and teaching and learning resources at Rutgers to facilitate the dissemination of high-quality and high-impact learning materials. These materials will remain online in a permanent repository to ensure long-term and continual educational improvement.

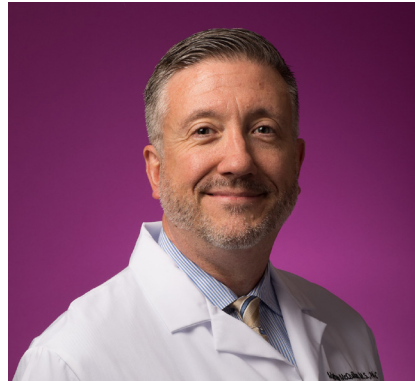
Key Steps and Activities:

By leveraging the resources at the disposal of Rutgers, these curricula can be online, self-paced lessons consisting of such modalities as webinars, PPT lectures, articles, discussion boards, etc. Topics may include, but are not limited to: delivering effective lectures, facilitating small discussion groups (i.e., journal clubs), instructing procedure-based education, and enhancing provider-patient communication, etc. Educational material would be developed in conjunction with faculty from the Rutgers Center for Teaching Advancement and Assessment Research (CTAAR), nationally recognized leaders in academic education, as well as top clinical and teaching faculty from each RBHS school.

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Final Thoughts

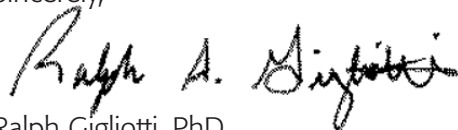
It is with great enthusiasm that I congratulate you on your completion of the Academic Leadership Program at RBHS.

On behalf of our Rutgers Center for Organizational Leadership, we greatly appreciate your many contributions to this program. It has been a pleasure working together and learning from one another. We are very pleased to learn of your positive experience in the program, including the development and enhancement of leadership knowledge, skills, and an expanding network across RBHS.

Although we were unable to conclude the program as intended due the impact of the pandemic, we appreciate your flexibility, and we are pleased to feature your project proposals in this brochure. These collaborative project proposals are designed to address a significant area of need across RBHS. We are impressed with your work on these proposals, and you can count on ongoing and continued support from our Center as you move forward with the design of these projects and assistance with leadership development.

We will be in touch with future opportunities for networking, participation, and professional development in the Rutgers Center for Organizational Leadership Alumni Network. We wish you all the best as you continue in your important work in RBHS.

Sincerely,



Ralph Gigliotti, PhD
Director, Rutgers Center for Organizational Leadership

More Information

The Center for Organizational Leadership (OL) was founded in 1993 and is a Division of the Office of the Senior Vice President for Academic Affairs, serving as a resource for Rutgers University and a national leader within the higher education community. As a hub for academic leadership development research and initiatives, OL's signature offerings aim to improve individual and collective leadership capacity and cultivate a culture of leadership development across the university.

The RBHS Office of Faculty Affairs works with the leadership, faculty, and administrators across RBHS to support the goal of being recognized as one of the best academic health centers in the country. The office supports schools and units in matters relating to recruitment, appointment, promotion, and retention of faculty and works to improve the RBHS experience for all members of the community.

For more information about the ALP-RBHS program, please contact Sara Spear, Senior Program Administrator, at sara.spear@rutgers.edu.