The Academic Leadership Program at Rutgers Biomedical and Health Sciences

ALP RBHS

2022 Fellow Project Proposals

RUTGERS
BIOMEDICAL AND
HEALTH SCIENCES

RUTGERS
Center for Organizational
Leadership

ALP-RBHS Program

The Academic Leadership Program at RBHS (ALP-RBHS) provides a venue for faculty administrators 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 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 leadership strategies, techniques, and tools. The program consists of a series of workshops co-facilitated by content experts from the Rutgers Center for Organizational Leadership and RBHS.

ALP-RBHS Fellows

The program is designed for Rutgers Biomedical and Health Sciences (RBHS) faculty administrators (e.g., chairs, vice chairs, associate/assistant deans, institute and program directors, etc.) with less than two years of experience in the role, or established faculty administrators seeking to enhance their personal leadership capacity. In its fourth year, the 2022 ALP-RBHS cohort is comprised of 16 fellows who reflect an impressive range of experience in clinical care, teaching, research, and service.

Project Proposals

To further integrate, apply, and develop leadership concepts and competencies, Fellows propose and conduct preliminary planning for a project designed to address a significant area of need in their department, school, or RBHS more broadly. The project proposal addresses a topic that extends beyond one's scope of core work responsibilities. Fellows are strongly encouraged to collaborate with others on this project in order to leverage resources, expertise, and strengths.

Fellows are provided with a proposal template to guide the project planning process, focusing on each of the following sections:

- Problem Statement
- Project Goals
- Connections to RBHS Strategic Plan
- Potential Challenges or Obstacles
- Key Stakeholders
- Timeline
- Communication and Engagement Considerations
- Funding Considerations
- Proposed Steps for Implementation
- Effectiveness Measures

Throughout the year-long program, fellows worked together to draft project proposals, receiving feedback along the way. Excerpts of these proposals have been compiled into this booklet.

More Information

The Center for Organizational Leadership (OL) was founded in 1993 and reports to the Senior Vice President for University Strategy in collaboration with the Executive Vice President for Academic Affairs. As a hub for academic leadership development, consultation, and research, our signature offerings aim to improve individual and collective leadership capacity, support university strategy, and cultivate a culture of leadership development across the institution.

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 the 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, Assistant Director, at sara.spear@rutgers.edu.

Congratulations

On behalf of the Center for Organizational Leadership and RBHS Office of Faculty Affairs, we want to congratulate the fourth cohort of ALP-RBHS fellows on completing the program. It has been very rewarding for us to get to know you and we appreciate your many contributions throughout the year. We hope participating in this program has been a rewarding experience, and we hope you will continue to lean upon the network you developed during your participation in this program.

You now join a broader network of alumni who have completed leadership development programs at Rutgers University. As you continue to lead in your roles at RBHS, we invite you to participate in future leadership development and networking initiatives sponsored by our offices. We wish you all the best and offer our support as you continue your important leadership efforts at RBHS.

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Development Program and Resources Toolkit for Clinical Faculty: The Path Toward Success in Academic Roles

Overview

The faculty shortage in the health sciences has been previously explored and described in the scholarly literature. This crisis is significant and has resulted in an inadequate pool of academically prepared faculty to produce quality discipline-specific scholarship and meet workforce demands. Creative models are needed to prepare the increasing numbers of clinical faculty to be successful in academic settings and to meet expectations for the professoriate role. This innovative approach fosters enrollment growth, enhances discipline-specific scholarship, expands career options, and reduces faculty shortages in critical clinical professions such as nursing, medicine, pharmacy, physical/occupational therapy, and nutrition.

Background

When a clinical faculty member enters an academic role, they are often faced with a novel set of challenges for which their clinical training has not prepared them. A search of the literature indicates several possible strategies that can be employed:
- Development opportunities for teaching and pedagogy
- Training workshops and mentorship for research/scholarship
- Leadership development in academic settings
- Supporting collaboration between clinical and PhD-prepared faculty

Project Goals

In this project, we propose to develop an interdisciplinary faculty development program and toolkit for clinical faculty that focus on the three areas of research, teaching, and leadership. The goals of this program are to:
- Promote the development of clinical faculty in academic roles by aligning their needs with institutional goals and priorities around teaching, research, and leadership
- Align faculty development opportunities with teaching interests and experiences to improve faculty retention and promote transition into academic leadership
- Foster education-based graduate training opportunities for healthcare professionals which facilitate transitions into clinical practice
- Provide opportunities for interdisciplinary learning, exchange of ideas, and collaboration

Clinical Faculty Development Seminar & Toolkit Content
- Exploring the Pillars of Academia: Teaching, Service, Clinical Practice, and Research/Scholarship
- Teaching: Objectives and Exam Questions Development; Interactive Methodologies; Layered Learning; Skills Assessment; Clinical Practice Teaching Approaches; Clinical Student Precepting
- Research/Scholarship: Idea Development; Interdisciplinary Collaborations; Publications and Presentations; Navigating the IRB; Grant Writing
- Service: Initial Steps; Establishing a Presence (nationally, internationally); Community Involvement
- Working towards Promotion/Tenure
- Managing Workload
- Developing Effective Feedback and Evaluations
- Mentoring/advising

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Development of an Elective Program to Develop Student Interest in a Future of Academia

Background

The shortage of health care providers is an ongoing medical crisis, exacerbated by the world-wide Covid pandemic. It is projected that there will be a deficit of 200,000-450,000 nurses alone by 2025 (Gooch, 2022). A shortage of qualified faculty in several health fields exists (Grassley et al., 2020; PAEA, 2020) and the unfilled demand for academic clinical faculty limits the ability to increase the size of the health care workforce. Fortunately, predicted job growth for some medical professions is estimated to be over 30% in the next 5-10 years (U.S. News & World Report, 2021). Increasing the size of existing training programs and introducing new training programs are ways to meet the increased demand for health care providers.

Over the last generation, there has been a concerted effort to diversify the health care workforce so that it mimics the patient population it cares for. Gains have been made in the gender, racial, and ethnic diversity of health care clinicians (Kamran et al., 2022). An effort to increase academic faculty diversity has been simultaneously running in parallel. There has been a significant increase in female faculty representation in medical, dental, and allied health training programs in the last 40 years. Increasing the number of faculty who identify from communities historically underrepresented in medicine has not actualized; the number of black male faculty has decreased, resulting in a scarcity of faculty of color in academic health centers.

There are several barriers to recruiting health care providers from the clinical setting to academia including:
- Lack of exposure and experience needed in academia
- Financial restraints
- Lack of faculty role models for underrepresented minorities

Statement of Need

There is a need to create a pathway for the recruitment of faculty members for RBHS with an emphasis on the recruitment of underrepresented faculty interested in teaching.

Future Faculty Elective

The goal of the Future Faculty Elective is to develop and implement a program to recruit and select interested students in their final year of study with an interest in academics, including administration, teaching, and clinic/research. The objective of the elective is to expose current students to the role of a health care educator. The intended outcome of the elective is an increase in alumni interested in becoming faculty.

Successful students will receive elective credit at the conclusion of the course. All RBHS schools require elective credits, with the two medical schools having elective courses in teaching and mentoring and an introduction to academic medicine, teaching skills, and educational scholarship. Selection for this elective will be based on professionalism/ethical behavior and a passion for teaching and/or mentoring as well as scholarly pursuits. An emphasis will be placed on providing a pathway for students who identify from communities traditionally underrepresented in RBHS faculty by presentations to alumni and state organizations. Upon completion, the students will be able to identify key dimensions of patient-centered care and the importance of service.

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Community Engagement and Population Health Innovation Incubator (CEPHII)

Overview

There is an opportunity to build interprofessional groups of individuals with similar interests in community work. Creating synergy and cross collaboration between different practitioners will improve community engagement and community-engaged scholarship at the university. This proposed interprofessional community health incubator will consist of a short online course for addressing best practices in engaging community, plus affinity groups where community engaged faculty can search for mentors, communicate with each other, and serve as a platform for follow up on quarterly meetings to share ideas.

Problem

Community engagement work at RBHS is currently siloed. There are often parallel efforts to engage communities in academic work across the RBHS schools. This leads to redundancies and lack of shared ideas. A forum to provide faculty and staff an opportunity to interface with the community, in which both groups can work together, learn, and positively impact public and population health is needed.

There are few affinity groups or specific training for the RBHS faculty and staff who want to do this work. There is an opportunity to build interprofessional groups of individuals with similar interests in community work. Bridging the RBHS schools is central to improving efforts and reducing the duplication of efforts. Creating synergy and cross collaboration between different practitioners will improve community engagement and community-engaged scholarship at the university.

Evidence

New Jersey ranks as the nation's 11th most healthy state in "America's Health Rankings," published by the United Health Foundation, yet within the state there are dramatic disparities among communities.

There are many groups affiliated with RBHS that are involved with building relationships across different communities in New Jersey. Unfortunately, there is a lack of coordination among Rutgers entities for community engagement, resulting in duplication and decreased efficiency.

Project Goals

The primary goal of this project is to design a program to better address community engagement work at RBHS. This proposed initiative consists of two parts:

- A short Canvas course addressing best practices in engaging community that consists of webinars with associated readings would form the foundation of the program. Content topics may include trauma informed best practices, research best practices, community development, New Jersey history, and the history of Rutgers' relationship with the New Jersey communities that it serves. This training will build capacity to address health issues of mutual concern and ensure best practices in community engagement to promote community and population health. The first of these webinars is intended to be offered during the faculty and staff onboarding and a more comprehensive course would be available to faculty who have additional interest in this work.
- The course would have a shared platform (list/listserv/online communication space) where community engaged faculty can search for mentors, communicate with each other, and build upon the ideas discussed during quarterly meetings. The affinity groups will serve as learning opportunities for RBHS faculty who are interested in community engagement to come together, learn about new initiatives, and share best practices.
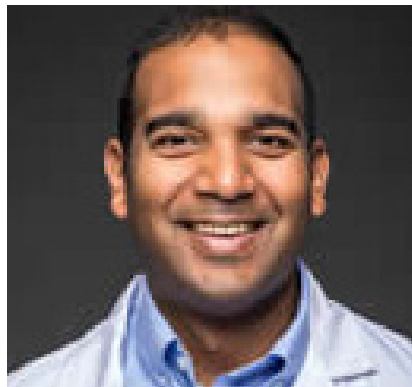
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Research Handshake

Overview

Rutgers University is a research-rich organization with a significant amount of high-quality research being conducted in the basic and clinical sciences. The size and strength of our organization can paradoxically prohibit the communication necessary to build collaborations that may result in meaningful practice-changing research.

We propose creation of an RBHS searchable database and platform where an investigator imputes a particular area of research interest, with results showing faculty currently engaged in a given research topic, a short description of the research, and contact information for mentorship or collaboration.

Project Goals

- To build an information technology (IT)-based tool, electronic bulletin, or bridge to improve communication between basic science and clinical researchers in common areas of interest.
- To explore contribution through this platform between informatics, computer science, engineering, and public health to establish the foundation for cross-disciplinary communication and collaboration.
- To enable interested participants to briefly describe one's specialties and research interests to foster the connections across disciplines.
- To enable a mechanism for direct communication between potential research collaborators.

Key Steps/Activities

Create a new web-based search engine inclusive of Rutgers faculty.
- Each researcher would have the ability to establish and edit their profile, designate research areas of interest and area of expertise. This would require coordination with information technology to design and implement the website. For example, ResearchGate is searchable by individuals rather than by institution.

Create an electronic environment within the website for researchers to post ideas, ask research questions, ask for or identify resources, and ask for potential collaborators.
- This would seek to codify areas of research interest by key word or topic such that individual researchers could then respond to specific questions posted or look for colleagues with a particular area of expertise. Ideally, an electronic notification system would be built into the posting section of the site to avoid overlooking posted questions.
- Identify a webmaster. A project of this scope would require a creation of a new position and recruitment of a person or persons who would be the administrator of the site. In addition to initial startup cost of the project, this would require also funding a 1.0 FTE for this position.
- Grant writing. Identify grants supportive of this type of technology or collaboration.

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Center of Excellence in Rehabilitation and Digital Health (RDH)

Overview

We propose to establish a Center of Excellence in Rehabilitation and Digital Health (RDH) that will be centered at the Rutgers School of Health Professions (SHP) and will be open to faculty across RBHS. Digital Health includes tele-health, utilization of wearable electronic devices for health-related monitoring, and development and employment of computerized clinical decision support systems, including precision therapeutics decisions, etc.

This initiative is perfectly and uniquely suited to be centered at the School of Health Professions given its research, educational, and clinical expertise in interdisciplinary holistic approaches to health, which includes SHP physical, mental, and digital health initiatives. In particular, patient-centric approaches employed by the SHP faculty include physical therapy, occupational therapy, psychiatric and vocational rehabilitation, wearable electronic devices for health-related monitoring, tele-health, speech language pathology, clinical and health informatics, decision support systems, nutritional counseling, yoga and mindfulness meditation techniques, etc.

Supporting Evidence

The use of digital health, including mobile health (mHealth) and mobile rehabilitation (mRehab), has increased in recent years with continued expansion expected in the future (WHO, 2021; Frontera et al., 2017). Digital healthcare can allow rehabilitation professionals to manage care remotely but can also support patient self-management efforts (Morris et al., 2019). The National Institutes of Health (NIH) have been steadily increasing their funding to support research and development of digital health and specifically digital health related to rehabilitation. Research supports the effectiveness of digital health interventions in movement rehabilitation, cardiac and pulmonary rehabilitation, dietary and nutrition interventions for the self-management of chronic kidney disease and Type 2 diabetes mellitus, psychiatric and mental health interventions, and speech therapy.

Rehabilitation-related digital health technologies hold promise as strategies to support improved access to and quality of precision health care and rehabilitation treatment, as well as potential relief for a stretched rehabilitation and healthcare system (Senbekov et al., 2020). Additional research and practice innovation is needed to continue to evaluate the roles of digital health in rehabilitation and to assess strategies to overcome barriers to accessibility and full integration by those who could most benefit from digital rehabilitation technologies.

Center Goals

The Center will serve both as a virtual resource center and as a hub to develop community-based outreach and partnerships, educational, clinical, and research initiatives in an inter-professional setting. On a school-wide scale, the development of this initiative is expected to promote collaborative initiatives among SHP researchers and between SHP and other schools and build a supportive environment to enhance research-related and educational activities.

All activities that will take place at the Center will be in pursuit of goals to: (i) identify and develop multidisciplinary research areas, based on SHP strengths, opportunities, and mission; (ii) enhance recognition and celebration of collaboration, creativity, and innovation; (iii) increase number of major grants, high impact publications, and educational activities; (iv) expand research and education related to rehabilitation and digital health; and (v) foster translational research and community outreach. Effectiveness of the Center will be measured based on these goals.

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