

Academies of the Future: Engagement, Innovation and Community



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Academies Collaborative

November 3, 2012

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Disclosure and Stance



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- No conflicts of interest to disclose
- Stance
 - Vice Dean
 - Member of UCSF Academy
 - Participated in Academies Collaborative since inception

Dissemination of Academy Concept



- Rapid speed of replication
- Team sport
- Great diversity



Core Argument

- Academies meet fundamental needs of both universities and faculty members
- Motivation theory illuminates why and how
- Four engagement strategies can energize academies
- Five possible future directions and five metrics for success

Question



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- What motivates you?
 - To teach
 - To do faculty development and/or
 - To serve in your academy
- Think, pair, share
- Listen for commonalities

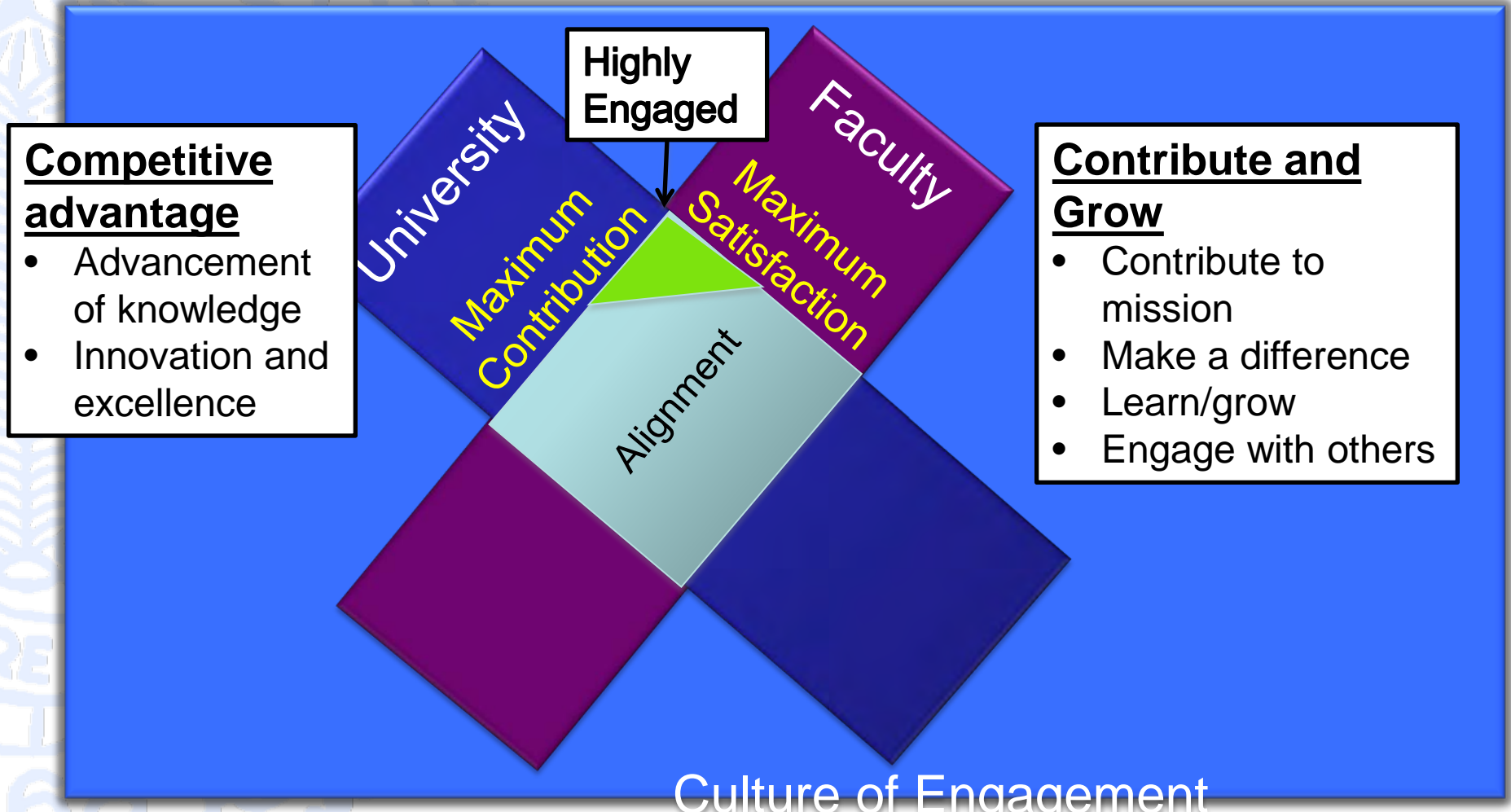
Academic Needs

Motivation Theory

Academy
Contributions

Future Directions

University and Faculty Needs



Culture of Engagement

Academic Needs

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Motivation Theory



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- Herzberg two factor theory
- Four primary motivators
- Engagement hierarchy

Herzberg's Two Factor Theory

Hygiene Factors

- Pay and benefits
- Pay for performance
- Policy and administration
- Relationships with co-workers
- Supervision

Motivating Factors

- Achievement
- Recognition
- Work itself
- Responsibility
- Promotion
- Growth

Herzberg, F.I. 1987, 'One more time: How do you motivate employees?', *Harvard Business Review*, Sep/Oct87, Vol. 65 Issue 5, p109-120

Motivation Theory

- **Autonomy**
 - Desire for control
- **Mastery**
 - Desire to learn new things
- **Purpose**
 - Desire to contribute to something larger than self
- **Community/relatedness**
 - Desire to be connected to and engaged with others
- Pink D. Drive: The Surprising Truth about what Motivates Us. 2009.
- Rosenberg T. Join the Club: How Peer Pressure can Transform the World. 2011.

Engagement Hierarchy

1. Opportunities to learn and grow
2. Progress in last six months
3. At work, my opinions count
4. Coworkers committed to quality
5. Mission/purpose of organization
6. I have a best friend at work
7. Do what I do best every day
8. Recognition last seven days
9. Someone encourages my growth
10. Someone at work cares
11. I know what is expected of me
12. I have what I need to work



- Gallup, Inc.
- Buckingham M, Coffman C. First, Break All the Rules: What the World's Greatest Managers Do Differently. 1999.

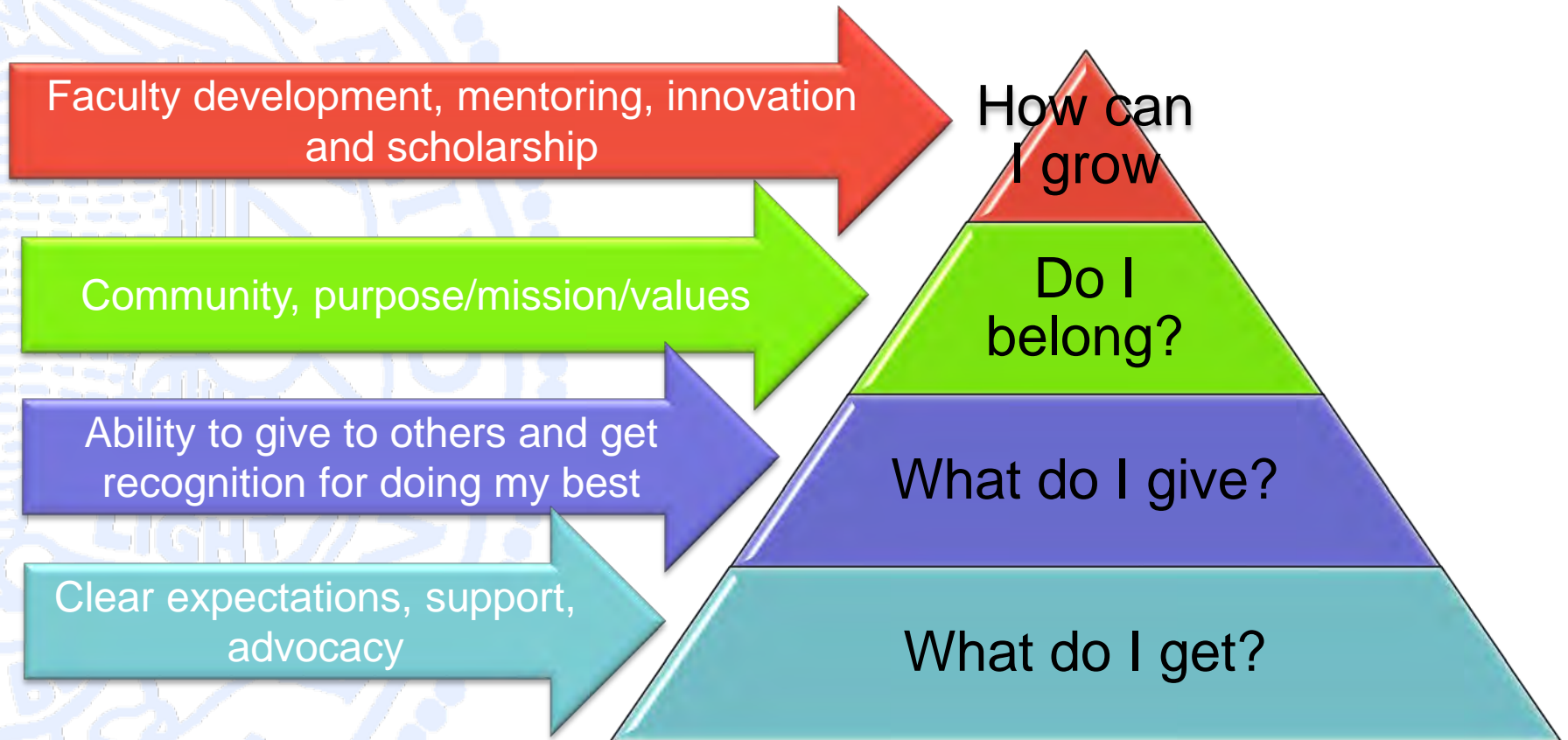
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What Do Academies Offer?



http://www.youtube.com/watch?feature=player_embedded&v=gZ3wxgog4nc

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**Academy
Contributions**

Future Directions

What Do I Get?

Clear expectations, support,
advocacy



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- Clarity and documentation of educational activity
- Support for teaching
- Advocacy for teaching and the educational mission

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Making Educational Activity Visible

Category	Quantity	Quality	Building on work of others (scholarly)	Contributing to the field (scholarship)
Teaching	X	X	X	
Curriculum	X	X	X	X
Mentoring	X	X		
Leadership	X	X	X	X
Assessment	X	X		

Simpson D, et al. Advancing educators and education by defining the components and evidence associated with educational scholarship. Med Educ. 41: 1002–1009, 2007.

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Clarity of Expectations: Pathway to Scholarship

Scholarship of Activity

Public, peer review, platform



Scholarly Approach to Activity

Informed by the literature or other programs



Quality in Activity

Data Collection



Education Activity

Teaching • Curriculum Development • Mentoring/Advising
Assessment of learner performance • Educational Administration

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Future Directions

Advocacy for Mission at UCSF



- Strategic planning and goals for campus
- Chancellor's priorities



What Do I Give?

Ability to give to others,
recognition for contributions



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- Opportunity to serve
- Recognition for own contributions
- Chance to work with others who are giving their best

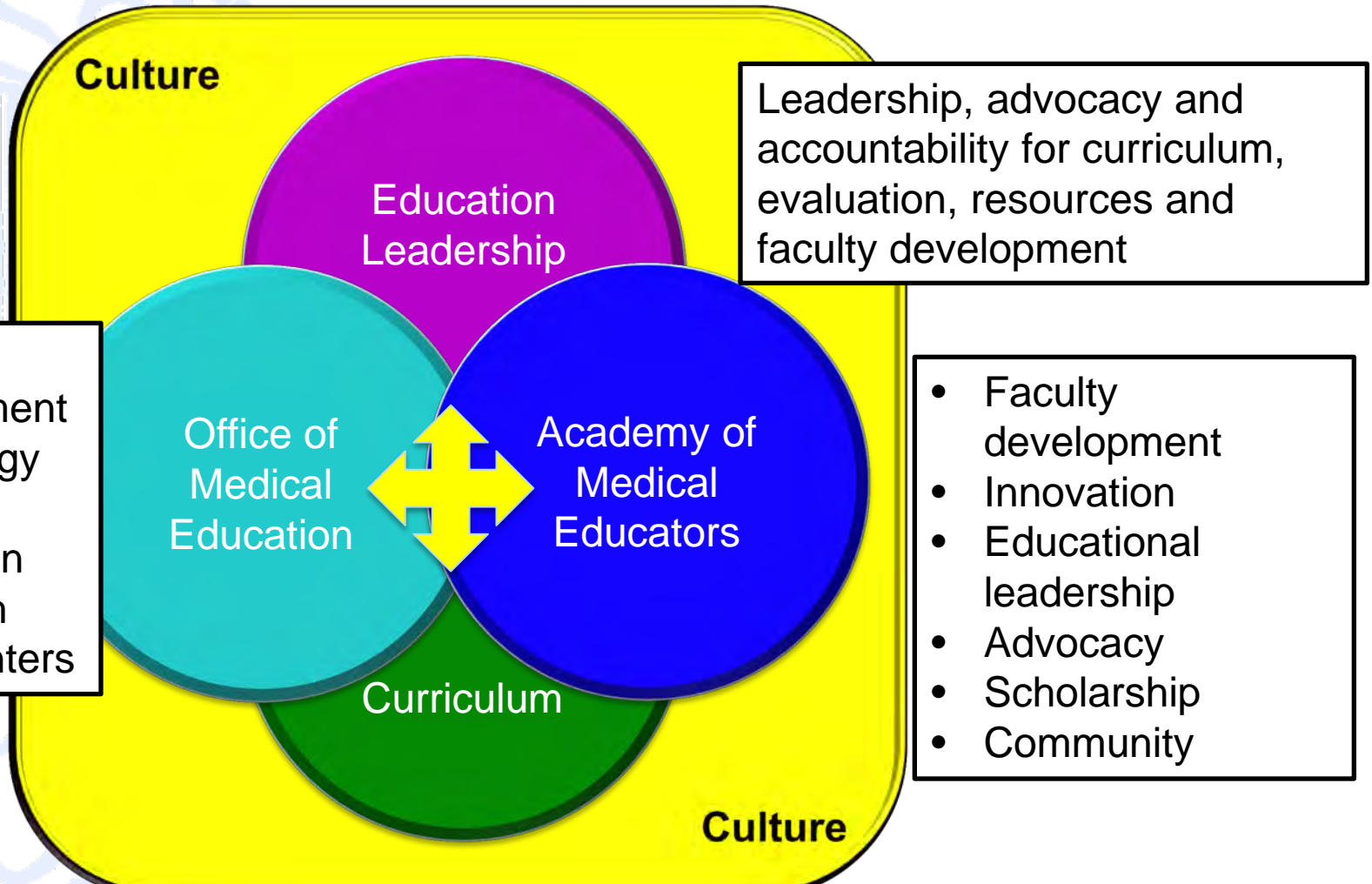
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Leadership and Partnerships



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Do I Belong?

Community, purpose/mission/values



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- Participation in a community of educators
- Sharing core values and a passion for the educational mission

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Future Directions

Why Attend Faculty Development Activities?

- Conducted focus groups with 23 teachers
- Findings
 - Workshops facilitated their personal and professional growth
 - Topics viewed as relevant to their needs as teachers
 - Participation in the program generated a new and supportive network of colleagues

Steinert, Y. et al. (2010). Faculty development: If you build it, they will come. *Medical Education*, 44(9), 900-907.

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Future Directions

Identity Formation

- Interviewed 29 faculty at UCSF who provide periodic faculty development
- Their identities evolved with their roles
 - Clinician → clinician/scientist educator +
 - Changed perceptions of others and self
 - Increased local and national recognition
 - Advanced career
 - Created sense of community
 - O'Sullivan and Irby, in progress.

How Can I Grow?

Faculty development, mentoring,
innovation and scholarship



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- Participate in faculty development
- Receive mentoring
- Obtain funding for innovations
- Get support for scholarship

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UCSF Innovations Funding

- 2001-2010
 - Supported 62 PIs, 83 projects, over \$1.8m
- Results
 - Opportunity for career growth, enhancing local and national identity and stature
 - Created innovative, enduring programs
 - Faculty supported for engagement & growth

Adler S. et al. Impact of Intramural Medical Education Grants on Career Development of Faculty. RIME Abstract, 2012.

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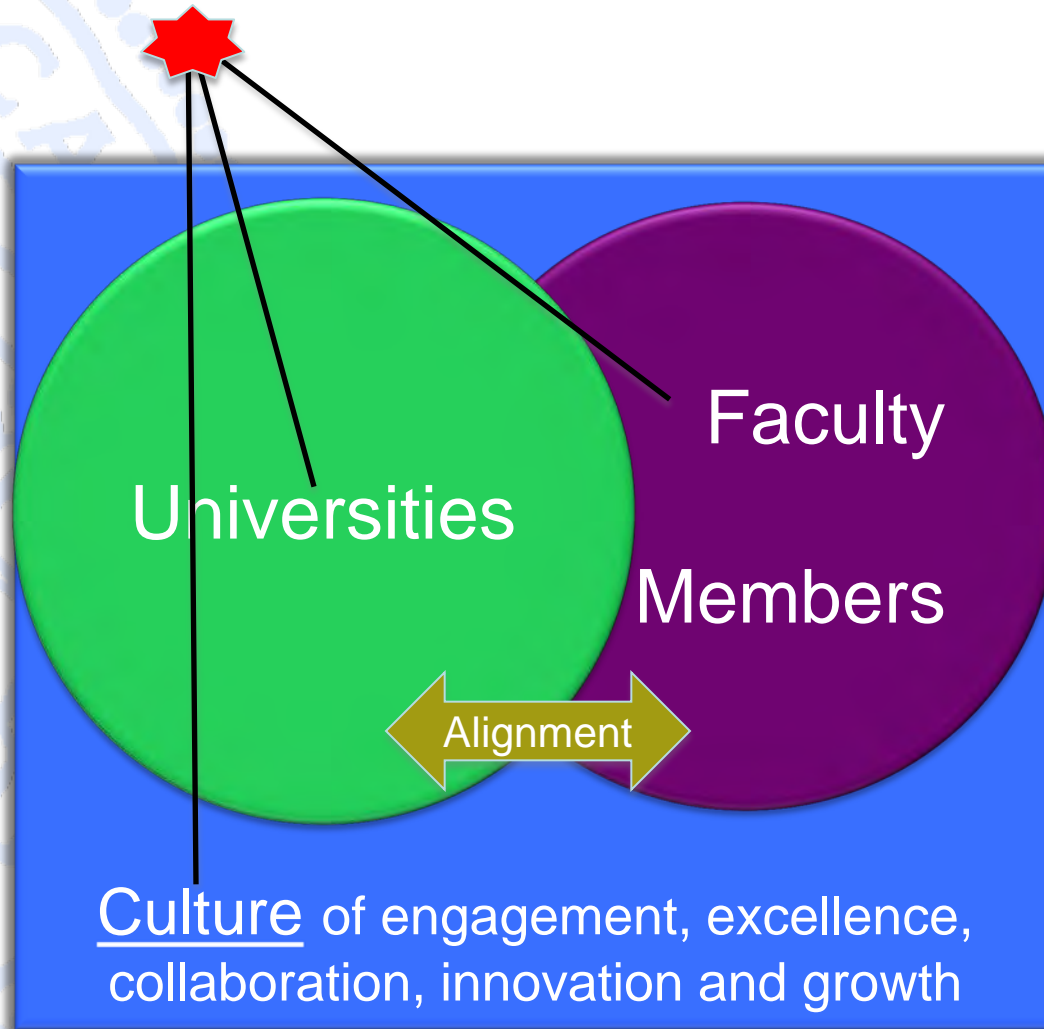
Comments about UCSF Culture



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- “Depth of knowledgeable faculty and leadership.”
- “Creativity, innovation and scholarly approach”
- “Collaborative and engaging culture”
- “Investment in faculty, who feel valued”

Academies Address Key Needs



Competitive advantage

- Advancement of knowledge
- Innovation and excellence

Contribution & Growth

- Basic support
- Individual contribution
- Teamwork
- Purpose
- Growth

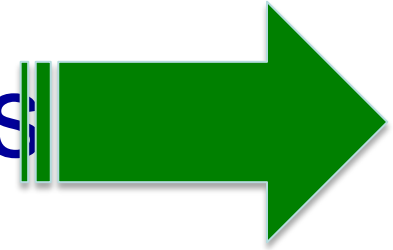
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Future Directions

Five Future Directions



1. Establish new forms of community
2. Expand beyond UME and medicine
3. Empower innovation and scholarship
4. Advocate for education and teachers
5. Create and measure metrics, add value

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Five Outcome Metrics



1. Innovations and scholarship in education
2. Depth & quality of educational leadership
3. Measures of faculty, programs and learners
4. Magnet for future educators
5. Culture of engagement, innovation, scholarship and excellence

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Conclusion

- Academies engage the faculty and improve universities
- Deans and offices of medical education can be strong partners for academies
- Academies advance the work and scholarship of teaching and learning



Bright
Future

How Scholars Trumped Teachers

- University purpose to advance knowledge
- Faculty valued and rewarded for this
- Teaching that supports faculty research is valued, otherwise not
- Resistance to curriculum reform derives from this set of value propositions

Cuban L. How Scholars Trumped Teachers: Change Without Reform in University Curriculum, Teaching, and Research, 1890-1990. New York: Teachers College Press, 1999.

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