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IMPACT STATEMENT

#1. Title of Project: Institute for Excellence in Education (IEE);

http://www.hopkinsmedicine.org/institute_excellence_education/

Role: Founding Director

Timeframe/Sustainability: Chair, Abeloff Committee (2006-2008); Director, IEE (2009 – present; endowed since 2014).

Relevance: There remains a critical need to build educational infrastructure at Academic Medical Centers (AMCs) with emphasis on supporting educational scholarship and teaching excellence. National trends suggest that educators feel less valued than their research counterparts, and more frequently leave academic medicine. Educators often lack the necessary skills for scholarship and emerging teaching methods. Many AMCs have adapted to this environment by creating multitrack promotions systems with lower expectation for scholarship. Several AMCs have established honorific “teaching academies” focused on teaching skills development. The IEE emerged as an innovative national model to address these institutional and national needs.

Description: I chaired the JHUSOM Abeloff Committee focused on reinvigorating our educational mission. The committee understood the expectation for scholarship in our single-track promotion system, as well as the ethos that every JHUSOM faculty member should demonstrate teaching excellence. The IEE was created based on four strategic pillars: (1) Improving teaching, (2) Inspiring and supporting research, scholarship and innovation, (3) Valuing and recognizing educators and (4) Fostering a community of educators. I designed and implemented a very active, diverse and widely representative Managing Board to work with me to successfully implement programs in each pillar.

Recognition: Based on my leadership skills and success as a Clinician-Educator (CE), SOM leadership selected me as the inaugural director of the IEE, with an endowed chair bestowed in 2014. I was subsequently selected as the inaugural chair the Academies Collaborative Steering Committee (2011-13), the national organization for the AAMC’s teaching academies. At the five-year IEE review, there was uniform agreement that my leadership was essential to the IEE’s success. I have been invited to give presentations related to the IEE model at Georgetown University (2014), University of New Mexico (2016), and the Jacobs School of Medicine and Biomedical Sciences (2016).

Impact: Dissemination of the IEE’s impact has been demonstrated in three recent peer-reviewed publications. Approximately 1000 people have attended at least one IEE program, the majority several. The Jacobs School of Medicine and Biomedical Sciences will move forward with starting an academy, strongly influenced by the IEE model. Eastern Virginia Medical School, where I also presented and advised, is moving forward with an academy, incorporating many of the IEE’s 4 pillars. Former Dean Edward Miller will present aspects of the IEE to Columbia University as a model program to consider. Visits to the IEE website (650 hits/month) shows national and international interest in our programs. 2018, advised Anne T Vo, PhD, Director of Educational Research at the Keck School of Medicine, University of Southern California. Several faculty attribute their career trajectory - promotion, local and national educational leadership positions - at least in part to IEE programs, including Drs. Susan Lehmann (Psychiatry and Behavioral Medicine), Scott Lifchez (Plastic and Reconstructive Surgery), Nicole Shilkofski (Pediatrics), Brian Garibaldi (Medicine) and Brandyn Lau (Surgery). The success of the IEE has been critical in our philanthropy: \$2.5M Berkheimer, \$2.5M endowed chair, \$1M bequest to establish a “Director’s fund”, \$100K visiting professorship, and multiple smaller donations.

#2. Title of Project(s): Development of specific IEE programs to inspire and support educational research, scholarship and innovation,

http://www.hopkinsmedicine.org/institute_excellence_education/Pillar_2/

Role: Director and Program Builder

Timeframe / Sustainability: Annual Conference and Celebration (2010- present); Faculty Educator Scholarship Program (ESP) (2012- present); Residency Redesign Challenge Grants (RRCG) (2014); Education Shark Tank (2014-present); Small Grants Program (2016- present); Office hours (2016-present).

Relevance: JHUSOM educators need to create, update and continually strive to maintain outstanding educational offerings across all levels of learners, including medical and biomedical students, residents, fellows, post-doctoral students, and across the schools of Medicine, Nursing and Public Health, as well as for national and international learners. They also require dissemination of scholarship for career advancement, satisfaction and retention. However, many lack the skills, resources and guidance to produce quality scholarship. Successful educators are often unknown even outside of their departments. An IEE needs assessment indicated faculty interest in educational scholarship, but demonstrated a need to build programs that provide the necessary venue, resources, skills and mentoring.

Description of Project: I led the development of multifaceted portfolio of programs offering resources, mentorship and guidance that have enabled faculty to complete and disseminate scholarly work while growing their own skills to advance their careers. 1) The Faculty Educator Scholarship Program (ESP) provides \$50,000 to complete a 12-18 month scholarly project important to the JHUSOM, which also has national/international implications and carries with it an expectation of dissemination. Individual “Faculty Development Plans” are also required. All applicants receive detailed, written feedback. 2) The Residency Redesign Challenge Grants (RRCG) provide \$45,000/year for two years, to two teams to redesign residency training. All applicant teams participate in a seminar series covering six essential topics (finances, assessment etc.). 3) Shark Tank (based loosely off the popular TV show) provides live feedback and guidance to presenters for proposals in all areas of medical, biomedical, nursing or public health education, and up to a \$10K award to the winners. 4) The Small Grants Program gives finalists the opportunity to present ideas to the IEE Managing Board, receiving feedback and up to \$7,500. Recipients of all of these grants receive ongoing mentorship from the IEE, as necessary. 5) The Annual IEE Conference enables attendees from SOM, along with SON and SPH, to share ideas, network with other educational researchers, while receiving training in new skills. 6) Finally, Office hours provide an ongoing, open opportunity to form and refine ideas for scholarly work.

Recognition: Approximately 100 people per year attend the Annual conference, representing 4 schools, 36 departments; 92% rate it very good/excellent. Each year, there are approximately 5-10 shark tank, 11 ESP and 25 small grant proposals. Eight teams submitted proposals for an RRCG. Our article . “Development and Implementation of a School-wide Institute for Excellence in Education to Enable Educational Scholarship by Medical School Faculty,” published in *Teaching and Learning in Medicine*, was selected as a “Top Articles in Medical Education 2018” at the Pediatric Academic Societies based upon (their letter) “its potential direct, immediate impact on pediatric educators.” The session was attended by nearly 150 PAS attendees, and they intend to submit a summary of the article, along with the others, to Academic Pediatrics.

Impact: Demonstrating the value of our feedback and guidance, over 1/3 of recipients receive funding in subsequent cycles based on incorporating suggestions/feedback from previous submissions. Grant recipients have thus far produced numerous manuscripts: 9 ESP, 6 RRCG, 1 ST; abstracts: 17 ESP, 5

RRCG; and other national presentations/workshops: 13 ESP, 10 RRCG. Five recipients have gone on to receive additional funding based on their work done under IEE grants. Multiple JHUSOM educational programs have been implemented and sustained. Work related to IEE programs contributed to promotion to Associate Professor (4 ESP, 1 RRCG) and assistant professor (1 RRCG).

#3. Title of Project: Development of a series of IEE programs to improve teaching and the learning experience; http://www.hopkinsmedicine.org/institute_excellence_education/Pillar_1/

Role: Director and Program Builder

Timeframe / Sustainability: Summer Teaching Camp (2013-present); “Improve your Teaching” website (2014-present); Foundations of Teaching and Learning (FTL) course (2016- present)

Relevance to institution: JHUSOM faculty should all play a role in our teaching mission, but students and pedagogy are changing. Many faculty lack the skills and training to be excellent teachers. Increasingly, regulatory agencies require documentation of faculty development in teaching skills.

Faculty time is limited. An IEE needs assessment indicated that faculty are seeking skills in teaching.

Description of Project: I led the development of multifaceted portfolio of programs, both live, on-line and “blended”, while establishing strong partnerships with the Office of Faculty Development, the JH Faculty Development Program, and the Masters of Education in the Health Professions and increasingly, the SON. 1) Summer teaching camp is a two-day immersive, interactive and experiential program focused on improving teaching skills in a variety of venues, with essential topics as well as a selection from a series of in-depth workshops and precourses. Camp changes each year. 2) The Foundations of Teaching and Learning (FTL) course is a shorter, four-hour experience, designed for new faculty, faculty who want a refresher, or those who may be struggling with teaching evaluations. The Improve your Teaching website, which can be utilized at any time, contains a suite of engaging modules based on adult learning theory.

Recognition: Approximately 100 people attend Summer Teaching Camp each year, including part-time faculty, faculty from All Children’s Hospital (10-15 per year), and teachers from other local institutions. Over 30 specialties/disciplines are represented. The vast majority rate it very good/outstanding (>90%), with 100% noting they will change their teaching. FTL, offered several times/year, involves 20-50 learners/session and was endorsed by the ABMF; 95- 100% of attendees note they will change a specific teaching practice because of something learned in the course.

Impact: We were invited to present FTL for a group at the Prince George’s Hospital Center and taught versions of the course at the International Urogynecology Association Annual Meeting in Vienna, June 2018. The teaching website was recently added as a key resource for faculty development by the Associate Dean for Faculty Affairs and Development (Jennifer L Allie, PhD MPA) by the Texas Christian University and the University of Texas Health Science Center School of Medicine in Fort Worth Texas. Recently, The Renaissance School of Medicine (Stony Brook University) link the website to their faculty development website. The Improve Your Teaching website has over 100 visitors each month (with over 800 “page hits”) and for 2018, 37,602 visitors (with over 315,000 page hits). The Cooper Medical School of Rowan University has added the website a resource for their faculty educators.

#4. Title of Project: JHUSOM General Internal Medicine Clinician Educator Mentoring and Scholarship Program (CEMSP); http://www.hopkinsmedicine.org/gim/core_resources/CEMSP.html

Role: Founding Director

Timeframe / Sustainability: Leader, GIM “Working Group on Research” (1997-2007); CEMSP (2007- present)

Relevance: When I joined faculty, the GIM Clinical Group was heavily clinical, with several teaching

responsibilities on campus. Almost none were involved in dissemination of educational scholarship. Few were involved in national organizations, and none held leadership roles. The then division director (Dr. Fred Brancati) and clinical director (Dr. John Flynn) recognized the need to create a program that mentored GIM clinician educators to produce scholarship, achieve national reputation and ultimately achieve promotion and career advancement. Over time, and with expansion of the division's faculty, we include the JHH Hospitalists who are also predominantly involved in the clinical and teaching missions.

Description of Project: I lead the team that created the CEMSP and am responsible for all aspects of operation. I meet with applicants for faculty positions to discuss the CEMSP resources and the expectations for promotion at JHUSOM. Dr. David Levine (Associate Director) and/or I meet regularly with junior faculty. We help faculty: 1) define an area of scholarship; 2) set time lines for scholarly work; 3) provide mentorship in all aspects of a scholarly project or link them to appropriate mentors; 4) assist with manuscript or grant preparation; 5) promote career planning and job satisfaction; 6) identify small grants and award opportunities; and 7) stay abreast of SOM career and promotion policies. I also oversee CEMSP Senior Research Program Coordinator, who assists with all aspects of IRB, data collection and management, basic statistics, poster/manuscript preparation, and provides a link to GIM Methods Core.

Recognition: SGIM National Award for Mid-Career Education Mentoring (2100); David M. Levine Excellence in Mentoring Award (DOM, 2012). Listed as one of "eight highly productive research in medical education groups" (Canada, US, Netherlands) in "Preface: Case Studies of Medical Education Research Group," Arnold L, *Academic Medicine*; 79 (10), 2004.

Impact: Faculty have utilized some aspects of the CEMSP to publish approximately 100 manuscripts (since 2007); innumerable abstracts, clinical vignettes and workshops for national and regional meetings. Five members have held regional societal leadership roles, one national leadership. The Senior Research Coordinator was promoted to a faculty role (Research Associate). Some aspect of the CEMSP was helpful in the academic promotion of 1 Professor, 4 Associate Professors and 4 Assistant Professors. There is interest outside of Hopkins for this type of program; Dr. Shannon Scott-Vernaglia, Pediatrics Residency Program Director at the Mass General Hospital, reached out and is trying to secure funding to create a similar program. Consulted with Dr Donna Windish at Yale University School of Medicine, who is working to create a CEMSP for their Department of Medicine.

#5 Title of Project: Academies Collaborative; <http://www.academiescollaborative.com/>

Role: Inaugural Chair, Steering Committee (2011-13)

Timeframe / Sustainability: 2011-present

Relevance: The expectation that faculty be productivity in all areas of clinical care, research and education threatens both the entry and sustainability of physicians as educators. The research-focused culture of many academic medical centers (AMC) engenders feelings of marginalization among faculty favoring careers as educators. In addition, many educator faculty do not have formal training in teaching. Finally, regulatory agencies are increasingly requiring faculty development in teaching skills. Therefore, many AMCs established "teaching academies". However, each had its own structure and there was no national organization to foster this movement, and enhance the offerings. Some had only honorific membership, most initially had no focus on educational scholarship. A national "home" was needed.

Description: The Academies Collaborative (AC) started as a loose association of those valuing excellence in teaching the health professions. As inaugural chair of the steering committee, I led the team to develop a mission, vision and goals. Then, we created a formal structure, with organizational policies and procedures, leadership and succession plans, and growth goals. Finally, the Steering

Committee explored a variety of ways to be an identifiable, nurturing and sustainable “home” for members.

Recognition: Selected as inaugural chair. Reviewer for member application: University of Tennessee, Academy of Scholars (2013); Washington University in St. Louis, School of Medicine (2019), Academic of Educators, Eastern Virginia Medical School, Fine Family Academy of Educators (2019).

Impact: The AC has grown from approximately 20 member organizations, to over 60, each of which includes several individual members. A strong relationship exists with the American Association of Medical Colleges (AAMC). There is a thriving annual meeting, with members sharing ideas and learning new techniques. Common themes and structures are emergence. Some member organizations have moved to “open membership” (mimicking the IEE’s “open to all” philosophy) and many are developing methods to facilitate educational scholarship (a founding pillar of the IEE). Increasingly, member organizations are working together on multi-institution collaborations.

#6. Title of Project: Study of Perspectives of International Clinician-Educators (SPICE)

Role: Study designer and senior mentor.

Timeframe / Sustainability: SPICE (2013-present); SPICE-2 (planning phase)

Relevance: Internationally, GME is evolving toward competency-based training with large-scale reform occurring in many countries. ACGME-I is growing. A cadre of CE faculty are needed to implement such a transition, yet little is known about CEs in these countries. Finally, gender issues in several international programs impact the retention and advancement of female faculty

Description of Project: I lead a multinational team that conducted two cross-sectional surveys between May 2013 to June 2014 of all institutional leaders and CEs working at institutions accredited by ACGME-I as of June, 2013. We obtained data on the institutions, institutional leaders and CEs. We also explored perceptions about the ACGME-I accreditation process, CE’s preparedness, value and rewards, job satisfaction and gender issues.

Recognition: One of the team members was promoted to Associate Professor; another is under review for Associate Professor.

Impact: Thus far, five recent peer reviewed manuscripts, one oral presentation at the AAMC national meeting (2015) and a workshop at the national ACGME meeting (2016). Two oral posters and a workshop at the Asia Pacific Medical Education Conference (APMEC) meeting (2016).

#7. Title of Project: N/A

Role: Educator in the care of individuals living with HIV

Timeframe / Sustainability: 1997-present

Relevance: HIV remains a worldwide pandemic. Care of individual living with HIV infection continually changes, both in terms of the treatment to control the virus as well as the multitude of complications arising from treatment. HIV has become a chronic, manageable disease and both HIV providers and PCPs require ongoing education – live, on-line and through publications – to maintain competence in the care of this population. Use of pre-exposure prophylaxis (PrEP) is a new modality to prevent at risk groups from acquiring HIV.

Description: I continue to lecture locally, nationally and internationally on the care of those living with HIV, and recently PrEP, as well as contribute to publications in this area. I was involved in online teaching (formerly the Hopkins “Clinician Forum” and the parallel “Patient Forum”) and recently a PrEP MOOC (Massive Online Open Curriculum).

Recognition: I was given an ID appointment for my expertise (though not ID trained); I lead the weekly providers meeting approximately once/month. I have appeared on National Public Radio’s

“Health minute with Elizabeth Tracey” multiple times.

Impact: I have lectured in Brazil, Germany, Japan, and the United Arab Emirates about HIV care, as well as presented at Grand Rounds at multiple institutions in the US. I am a core faculty member for the Hopkins HIV course in Brazil, attended by approximately 1000 Brazilian HIV providers and HIV leaders (2007- present). As a CE, my involvement does not always lead to first/senior author publications (though I have several) but I have been involved in 42 original related peer-reviewed, 19 invited, peer-reviewed reviews, and two editorials specifically related to the care of those with HIV, many of which have been highly cited.