Division of Hospital Medicine (DHM)
Incubator - Faculty Development Program (FDP) Pilot Guidelines
September -December 2012

Thursdays at 1:10 – 2:00 pm in U107

- **Who:** The Incubator-FDP Pilot will focus on scholarship projects led by junior faculty and fellows (Assistant Professor and below).

- **What:** The pilot will more formally integrate the **DHM Incubator** works in progress (WIP) session into the **Faculty Development Program** for the first half of the year (1) to test the concept of a junior faculty-focused Incubator, and (2) to assist in the preparation for the upcoming academic meeting abstract deadlines (SHM and SGIM in early January 2013)

- **Why:** To provide junior faculty and fellows *practical training* and *experience* in:

  - Learning to provide and accept feedback on scholarship projects (eg. quality improvement, curriculum development, global health, or research)
  - Developing ideas into feasible projects
  - Learning to develop projects into presentable and publishable products
  - Fostering mentoring skills
    ### And to:
  - Maximize the division's presence at scientific meetings (eg. SHM and SGIM)

- **How:** By providing a safe, structured and mentored environment for junior faculty presentation and collegial feedback. The works in progress (WIP) is a multidisciplinary group process where smart people come together and can make the product better, and junior faculty can learn a lot by participating in the decisions their colleagues are wrestling with. During this pilot, the Incubator will focus on project development for junior faculty (≤ Assistant Professor level) with a focus on faculty enrolled in the Faculty Development Program (FDP) and fellows.

There will be **four roles** (assigned in advance):

1. **Presenter:** Junior faculty (≤ Assistant Professors) or fellow with projects in progress (Quality improvement, global health, research) that would benefit from peer feedback and discussion. **We encourage each FDP member and DHM fellow to present a project at least once this year.** We also welcome presentations from Palliative care and Global health fellows and from faculty members at the Assistant Professor level and below. Junior researchers are welcome to present papers, abstracts, small grants and collaboration projects (however, career development applications will be reviewed in a separate WIP session)

2. **Primary Discussant:** Junior faculty (focus on Assistant Professor [2nd to 4th year faculty]) or DHM fellow assigned to be the primary reviewer for a presentation and to give initial feedback. **We would like for each FDP faculty member and DHM fellow to serve as a primary discussant once or twice this year.** Palliative Care, Global health fellows and faculty at the Assistant Professor level and below are also welcome to serve as discussants.

3. **Moderator:** Senior faculty or research faculty that will facilitate session, give additional input and summarize comments

4. **Attendees:** All DHM faculty and fellows are encouraged to attend. Senior faculty and research faculty members not assigned to the moderator role will be valuable reviewers and secondary discussants.

1. Suggestions for Presenters:

- **How to get the most out of Incubator:**
  - **Start presentation with your "elevator pitch"**: a two to three sentence summary of your career focus, a.k.a the "mission statement." This will allow your reviewers to see how the study fits into your overall career goals. It can be helpful to introduce in the context of how you became interested in this area.
  - **Distribute a short set of materials in advance (by Tuesday at 4 pm), with a cover note that specifies the main questions you would like to answer in Incubator**
  - Minimize presentation time, maximize interaction: In the words of Steve Schroeder: "the more you filibuster, the less valuable feedback you will receive!"
  - You will have 10 minutes at the end of the session to comment on the feedback you have received and brainstorm on your plans moving forward
  - Don't feel like you have to incorporate all feedback. Use the ideas that work for you, drop the rest.
  - Also:
    - Don't be defensive
    - Invite mentors to meeting
- **What to present:** Whatever you want input/feedback on in order to advance your career focus and goals. The emphasis should be on "Works in Progress," not nearly completed products. Feedback is usually most helpful when the work is still in its formative stages. Some suggestions:
  - Designing and conducting quality improvement, curriculum development or global health projects; determining how you can turn your projects into research ("making it count twice"):
    - Defining/refining the project/research question
    - Choosing the project/study design
    - Choosing the project/study population and input on recruiting/data acquisition
    - Developing data collection methods/instruments
    - Developing a survey questionnaire
    - Analyzing the data, deciding between statistical methods
    - Interpreting results
  - Preparing Oral and Written Presentations of your project/research
    - Abstracts (we will set aside formal abstract review sessions for SHM and SGIM)

- Meeting presentations (we will set aside formal Incubator sessions for poster and oral presentation reviews for SHM and SGIM)
- Manuscripts (often helpful to point us to where input is needed – presentation of data, discussion, etc.)
- Responding to manuscript reviews
    - o Grant writing or CHR applications

2. <u>Suggestions for Discussants:</u>
- When materials are distributed in advance, provide a brief overview of the presenter's project and reiterate their key questions for Incubator
- **Try to provide 2 major suggestions and 3 minor suggestions** (or more) – Refer to WIP reviewers form
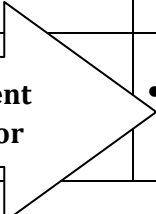- Be constructive; try thinking outside the box

3. <u>Suggestions for Moderators:</u>
- Facilitate session: Introduce presenter and discussant, call attention to time
- **Offer the presenter an opportunity to present their "elevator pitch" and/or a few words on why they became interested in this project after introductions**
- Keep discussion from getting off track
- **Withhold your expert commentary until after junior faculty and fellows with feedback have had the opportunity to provide feedback**
- Summarize and synthesize the consensus comments from the group 10 minutes before the end of the session
- Allow the last 10 minutes for the presenter to respond, and discuss their plans

4. <u>Suggestions for attendees:</u>
- **FDP faculty and DHM fellows: Be there**→give top priority to attending Thursdays at 1:10 – 2:00 pm when **not on service**
- Either present or review: **Everyone is expected to be familiar with the materials presented**
- Help problem-solve; provide follow-up; develop collaborations
- Provide non-overlapping comments
- Be collegial, supportive
- **More senior faculty (≥associate professor) and research faculty are encouraged and welcome to attend.** However we request that you allow junior faculty and fellows to take the "first stab" at feedback (after primary discussant). This will allow them to test and build their editorial skills.

Timeline 2012 Incubator Pilot – Important Dates

September	October	November	December	January
Junior faculty and fellows present scholarship projects at Incubator			• Abstract review # 1: 12/20/12	• Abstract review # 2: 1/3/13 **<u>Abstract Deadlines:</u>** • SHM: 1/7/13 at Midnight EST • SGIM: 1/9/13 at 9 am EST