

Abstract: Academies Collaborative Mission Survey

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Background: The ACCME website reads, “Our rules reflect the values of our educator community, build on adult education research, and respond to the evolving healthcare environment” (ACCME - <https://www.accme.org/accreditation-rules>). In the evolving landscape of health professions education, these values are also promoted by the development of health professions academies throughout the nation. As we know, enhanced faculty development and education opportunities lead to optimized patient care and provider wellbeing (cite). Through the development and participation in a health professions academy, providers can engage in continued professional development activities and build a community of practice. Medical educator communities have been growing over the last decade yet there is no consistent model or mission available for those who are looking to develop one at their own institution. Also, there is little published regarding the successful outcomes of teaching academies for medical education. This may be attributed to the extreme variance in goals and missions that is found within each academy. As teaching academies continue to grow across the country, we recognize that the goals and missions of each are vastly variable. Authors sought to identify missions of academies from across the country to identify common themes and how academies can be leveraged to enhance continuing professional development.

Methods: Authors developed a survey to disseminate using the National Academies Collaborative email list. Academies across the nation were asked to take five minutes to complete a brief, electronic survey to share information about the mission of their academy. The brief survey asked for academy role, mission, main objectives, and other aspects of the academy. Data was analyzed in aggregate to identify common themes among national academies. We will compile and share the results to foster ongoing successes and collaboration across academies.

Results: Nineteen responses from academies across the nation have been received. “Professional development” and “development activities” were identified themes within academy mission statements. Salient points within mission statements align with the mission laid forth by the accreditation rules of ACCME – research (74%), faculty development (100%), and development of a community of practice (64%).

Discussion: The data we collect from our survey will help to inform the professional development missions of academies throughout the country. This group helps to provide support and share resources to academies throughout the nation. Authors will use this information to leverage the impact of academies on current and future professional development needs.

In the evolving landscape of health professions education (HPE), academies throughout the nation work to offer enhanced faculty development and education opportunities that lead to optimized patient care and provider wellbeing. HPE academies have been growing over the last decade yet there is no consistent model or mission available for those looking to develop one at their own institution. Using a survey of national academies, authors sought to identify common mission themes and how academies can be leveraged to enhance continuing professional development. The data collected will help to inform the professional development missions of academies throughout the country.