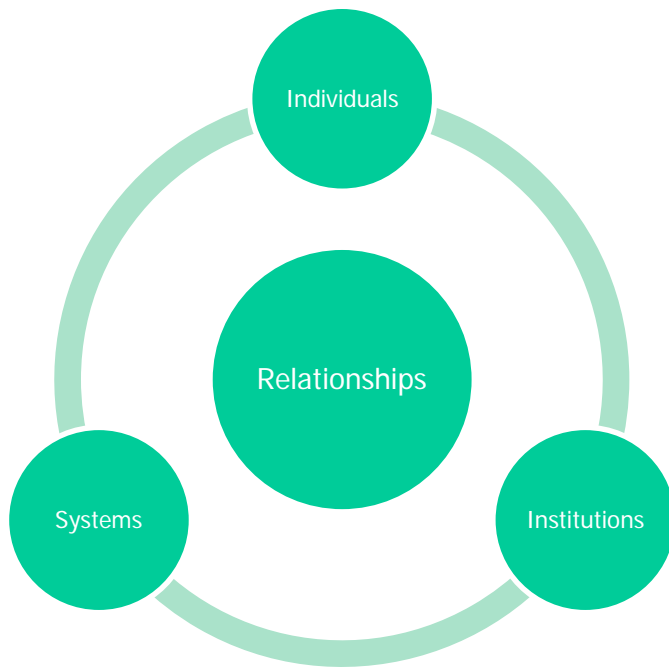


Faculty development networks

John Norcini, Ph.D.

Faculty development partnerships and networks



Organizational independence

- Collaboration, cooperation, coordination

Partners and their roles

- Background and participants

Desired benefits and goals

- Purpose or aims to be achieved

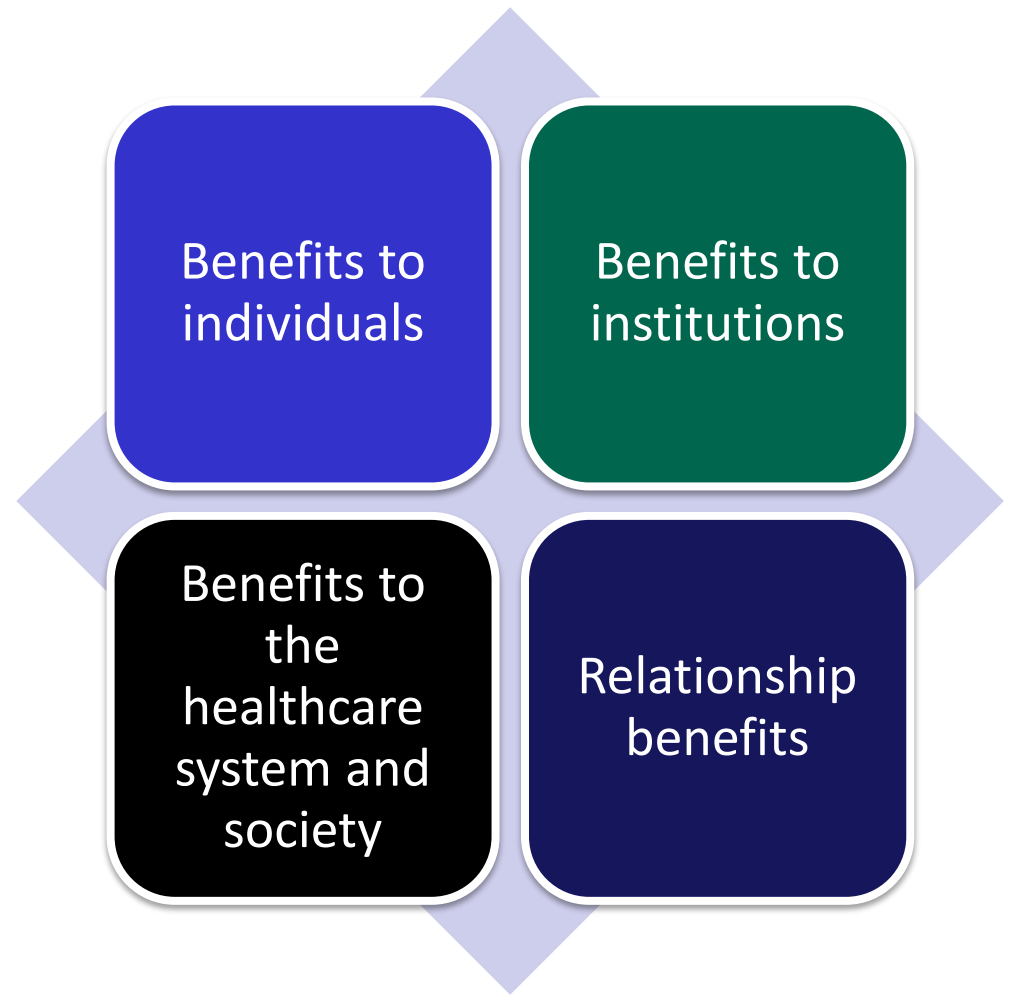
Programs and processes

- Timing, credentialing, content, methods

Resources

- Sources of funding

Benefits of partnerships and networks



Factors supporting partnership and network

Formation

Recognition of the need for partnership

Adequate resources

Multi-way communication and sharing

Cultural bridging and competence

Mutual goals

Supportive environment

Sustainability

Mutual benefit

Contributions appropriate to stage of development

Active and effective leadership and management

Institutionalization of the network

Evaluation of the network

Establishing linkages with other organizations

Measures of success



Process measures

Engagement, commitment,
collaboration

Trust and respect

Mutual support and
encouragement



Outcome measures

Achievement of benefits

- Individual
- Institutional
- Healthcare system
- Relationship

Common types of faculty development networks

- Coordinating organization with multi-institution participation
 - FAIMER Institutes in Philadelphia, India, Southern Africa, Egypt, Indonesia, China, Brazil, Chile...
- Health professions education degree- and diploma-conferring institutions
 - Maastricht and Suez, FAIMER and Keele/GMU
- Twinning or two-institution partnerships
 - Indiana-Moi

Summary

Partnerships and networks vary along a number of dimensions

Benefits to individuals, institutions, and systems

Factors supporting formation and sustainability

Measures of success including process and outcomes

Common types of partnerships and networks