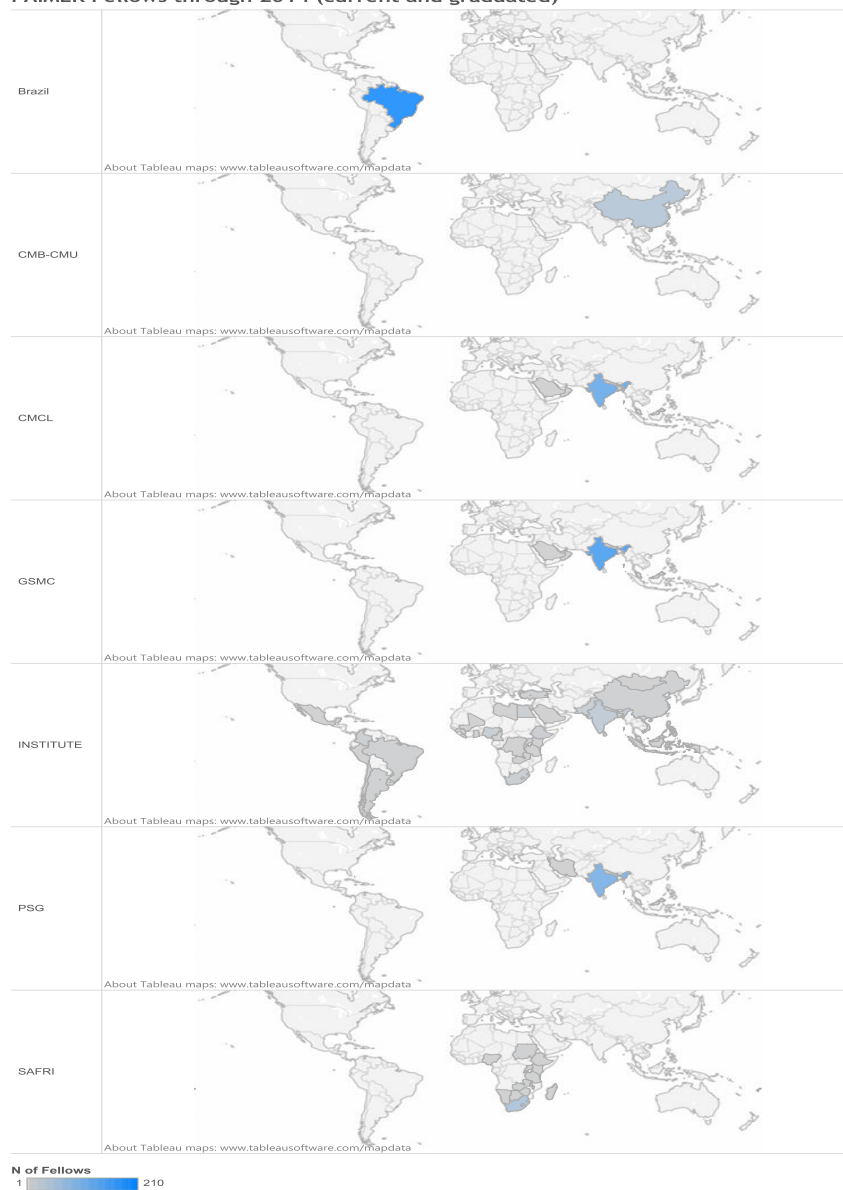




FAIMER INSTITUTES: PROGRAM EVALUATION ANNUAL SUMMARY REPORT 2014

FAIMER Fellows through 2014 (current and graduated)



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FAIMER Institute Curriculum Diagram



BRIEF REPORTS¹

APRIL 2014: FAIMER Fellow Project Status

JULY 2014: FAIMER Community Involvement

AUGUST 2014: FAIMER Fellowship Applications

SEPTEMBER 2014: Health Professions Education Units

NOVEMBER 2014: FAIMER Regional Institute Faculty

JANUARY 2015: Cultural Sensitivity

MARCH 2015: FAIMER Fellow Project Focus

¹ FAIMER program evaluation reports are available at
<http://www.faimer.org/education/program-evaluation.html>

Summary & Conclusions

Community and collaboration are central to the FAIMER fellowships. Fellows join a community of practice. Program curricula aim to enhance fellows' leadership and teamwork skills, along with education methods, scholarship and research, and project management and evaluation skills. Fellows rely on these skills and relationships as they work to achieve educational changes in their institutions, countries, and regions.

For this summary, we will look at the FAIMER community as well as the individuals who collectively create this community:

- **Professional backgrounds of FAIMER fellows**
- **Fellowship program faculty**
- **FAIMER fellow education innovation projects**
- **FAIMER fellowship community**

This summary includes highlights of results from reports and papers during 2014. Within each section of this summary are recommendations for consideration in FAIMER planning and decision-making.

Professional backgrounds of FAIMER fellows

The FAIMER fellowship programs differ from one another with respect to the **mix of professional experience and background** of their fellow populations, including their fellows' number of years of experience as educators.

Among accepted 2013 and 2014 applicants to the FAIMER Institute and FAIMER Regional Institute (FRI) fellowship programs:

- Teaching is a significant professional focus for most.
- Education research was more prevalent as a significant professional focus for accepted applicants in 2014 as compared to 2013.
- Management of education programs/services was moderately common as a significant professional focus among accepted applicants in 2013.

Differences in professional background and focus suggest variety in learning needs and desired career paths among fellows. This poses a challenge for the fellowships in meeting diverse needs and expectations, and an opportunity for creation of a diverse community of educators. FAIMER and program leadership need to continue to consider the fit between program curricula, program goals, and backgrounds and needs of applicants/fellows. This consideration may inform needed adjustments in recruitment, curriculum, or goals.

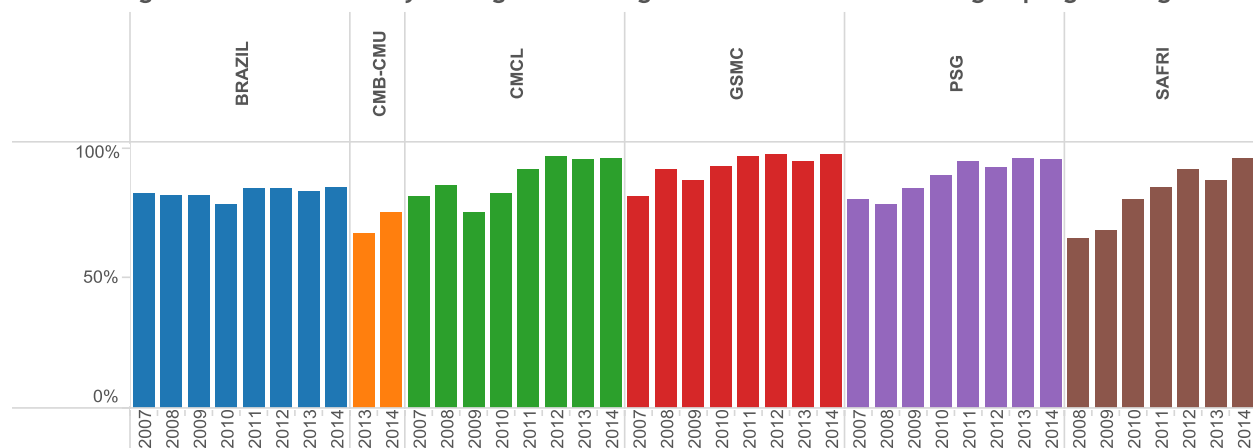
Fellowship program faculty

The expertise and energy of **FAIMER program faculty** are at the heart of the fellowship programs.

- There were 146 FRI faculty in 2013 and 162 faculty in 2014, across 6 FRIs.
- Overall half (50%) of FRI faculty have taught every year since they joined as faculty through the 2014 program year.

- The proportion of program FRI faculty who were graduates of one of the FAIMER fellowships has increased over time. In 2014, 96 percent of CMCL FRI faculty were Fellows, 85 percent for SAFRI, 81 percent for Brazil, 78 percent for PSG, 74 percent for GSMC, and 38 percent for CMB-CMU
- Over the years, there has been a strong and growing base of regional faculty (see Figure below).

FAIMER Regional Institute Faculty through 2014 Program Year: Percent residing in program region

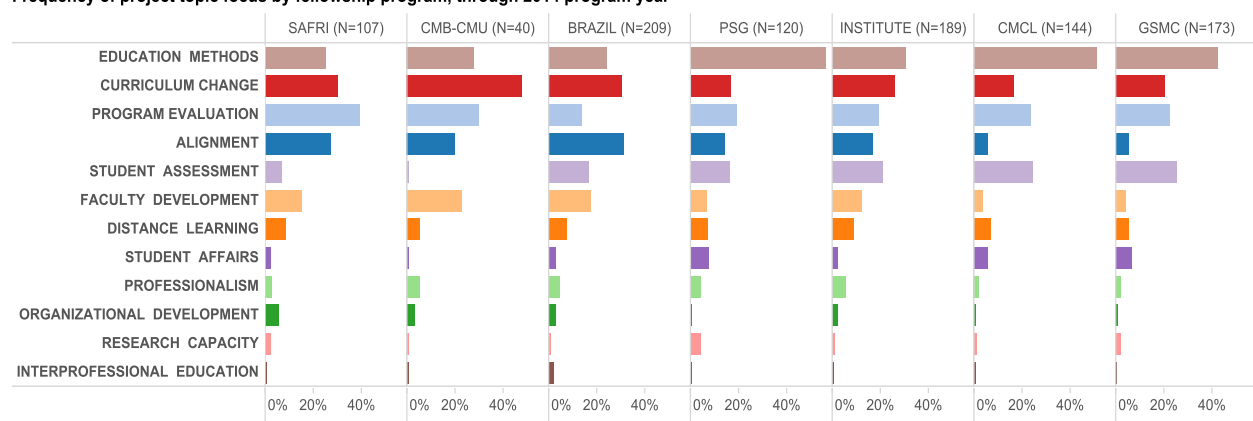


Considerations related to fellowship program faculty recruitment, development, and retention are the comprehensiveness of efforts to help faculty to prepare for teaching (including team teaching), role of faculty choice in session assignments, depth versus breadth of faculty exposure/expertise, optimal balance between recruitment of new faculty and retention of experienced faculty, and clarity and transparency of criteria for faculty recruitment and retention.

FAIMER fellow education innovation projects

Education innovation projects are central to the FAIMER fellowships, as learning experiences and opportunities to improve educational practices and policies. On average, **47% of projects have been replicated** (in a different course, module, year, setting, or country) and **43% have been institutionalized** (incorporated into curriculum, policies and/or procedures).

Frequency of project topic focus by fellowship program, through 2014 program year



What factors are related to institutionalization and sustainability of projects?

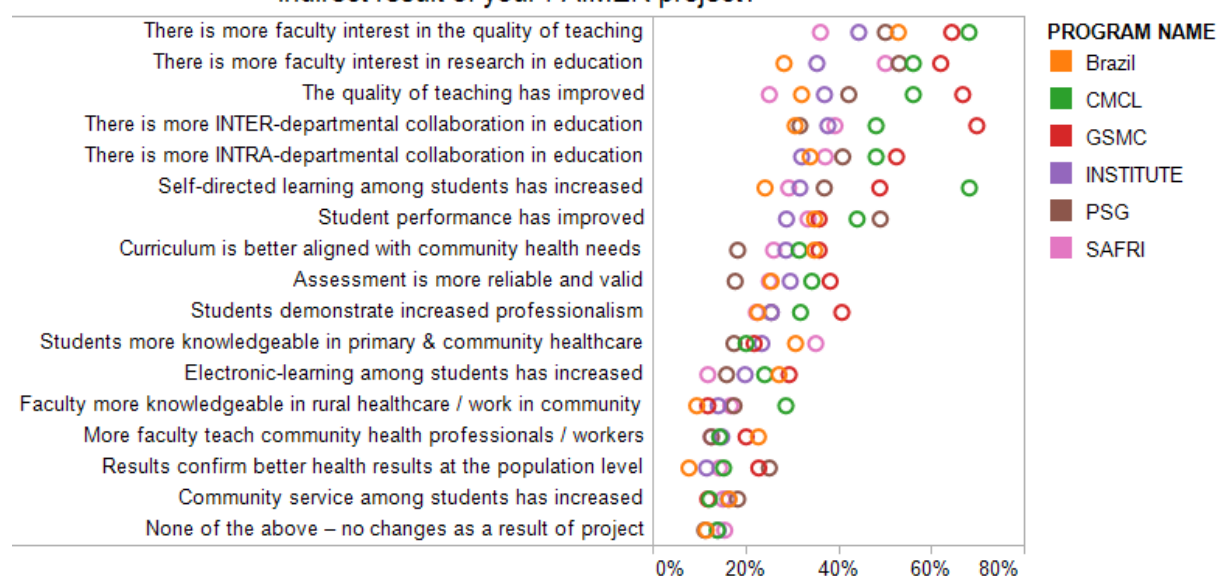
Factors affecting project replication and institutionalization may interact in various ways. There is not a simple linear relationship between project conditions and project outcomes. Thus forces against and facilitators of projects need to be considered as potential interacting influences within a context of complexity.

- **Institutionalized projects tend to be older** than projects that have not been institutionalized, which likely reflects the time needed for a project to be adopted more widely or permanently.
- Commonly reported **forces against projects** are the need for more resources, challenges in the institutional environment, and faculty inertia.
- Conditions reported as **project facilitators** include self-motivation, support of FAIMER faculty and fellows, and support of students, faculty, and institutional leadership.

What changes have occurred in schools/communities/regions as a result of projects?

- When asked what changes have occurred as a direct or indirect result of their FAIMER projects, many fellows noted **changes in faculty attitudes and behavior** (see Figure below).
- Projects were **less frequently linked to outcomes within the community**, such as increased teaching of community health workers and knowledge in rural healthcare among faculty, increased student community service, and evidence of improved population health.

What **changes** in your school or community/region have occurred as a direct or indirect result of your FAIMER project?



Project focus influences the type of change that might be expected to result from a project. FAIMER and program leadership will need to continue to consider the appropriate role of project focus in applicant selection and project development.

It is important to continue to keep in mind the contributions of both project level and context level factors to project success. The FAIMER program curricula are designed to equip fellows with the skills for not only project design but also addressing the role of context in project success.

FAIMER fellowship community

One of the goals of the FAIMER fellowship programs is to build a **community of educators** who collaborate and communicate and support each other during and after the two-year fellowship experience.

- **Most fellows report staying connected with the FAIMER community via not only the listserv but also other means of communication**, including at professional meetings.
- Fellows note many benefits of participation in the FAIMER community, with the most frequent including **gaining new ideas and deeper knowledge about health professions education**.
- Fellows note many types of work where they have been **applying knowledge/skills gained from their FAIMER experience**, with the most frequent including workshops, student assessment, curriculum development, and faculty development.
- Fellows endorse the **utility of many topics in the fellowship curriculum**, with the most frequently endorsed including assessment, leadership, team building, and interactive teaching.

Fellows come from diverse cultural backgrounds, including different professional cultures. Attention to cultural sensitivity is important for the FAIMER community, and fellows have provided suggestions for improving cultural sensitivity including ideas for program activities and discussions, diversity of program participants, and connections to institutions and communities.

The FAIMER community grows every year, and this growth depends on the program applicant pools. Looking at the most recent year compared to previous, some programs have held relatively steady in their number of applications (SAFRI, CMB-CMU, CMCL, PSG), some have seen decreases (FAIMER Institute), and some have experienced increases (GSMC, Brazil).

Through the 2014 program years, there are 987 current and graduated fellows from 7 programs, and over 100 Fellows joining the FAIMER community every year.

- **987 Fellows from 48 countries** enrolled or graduated from FAIMER fellowship programs.
- **93% program completion rate.** Across the six Institutes through 2012 program year, 723 out of 792 fellows (91%) successfully completed program and an additional 14 (2%) are expected to complete in more than two years.

Finding ways to continue to support a large and growing international community, with growing opportunities and needs, is an ongoing challenge as more fellows and programs join the community over time, and as FAIMER looks outward to establish additional relationships. FAIMER needs to continue to think strategically about, and perhaps set targets for, future growth (geographic or otherwise), including the mission-related benefits and resources for various growth strategies.

The table below shows current and graduate fellows by school and country at the time of the fellowship.

Program	Class Years	Fellows*	Schools (growth since 2013)**	Countries (growth since 2013)**	Fellows by Country/Region (new countries in blue)	
FAIMER Institute (Philadelphia, USA)	2001-14	193	111 (+11)	36 (+2)	69 AFRICA 83 ASIA 34 LATIN AMERICA 6 EUROPE 1 MIDDLE EAST new countries: Liberia , Libya	
Brazil FRI (Beberibe, Ceará, Brazil)	2007-14	210	71 (+7)	1 (+0)	210 BRAZIL	
CMU-CMB FRI (Shenyang, China)	2013-14	40	35 (+16)	1 (+0)	40 CHINA	
CMCL FRI (Ludhiana, India)	2006-14	144	78 (+7)	6 (+0)	133 INDIA 5 MALAYSIA 2 NEPAL 2 OMAN 1 BANGLADESH 1 SAUDI ARABIA	
GSMC FRI (Mumbai, India)	2005-14	173	63 (+2)	6 (+0)	164 INDIA 3 MALAYSIA 2 NEPAL 2 UNITED ARAB EMIRATES 1 SAUDI ARABIA 1 OMAN	
PSG FRI (Coimbatore, India)	2007-14	121	61 (+6)	4 (+0)	115 INDIA 4 NEPAL 1 IRAN 1 MALAYSIA	
SAFRI (Sub-Saharan Africa)	2008-14	106	42 (+0)	16 (+0)	54 SOUTH AFRICA 16 UGANDA 6 SUDAN 5 BOTSWANA 4 ZAMBIA 4 ZIMBABWE 3 TANZANIA 3 LESOTHO 2 ETHIOPIA 2 KENYA 2 NIGERIA	1 FIJI 1 MADAGASCAR 1 MALAWI 1 RWANDA 1 NAMIBIA

* Includes only Fellows who completed or are expected to complete the program.

** Note that the total number of schools and countries is impacted year-to-year by not only new schools/countries represented by the new year's classes but also by Fellows whose status changed to incomplete during the past year.