FAIMER INSTITUTES:
PROGRAM EVALUATION ANNUAL SUMMARY REPORT 2013

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FAMER Education Theory of Change

Initiatives:
- FAMER Regional Institutes
- FAMER Institute
- FAMER Education Centers
- FAMER Distance Learning modules
- IFME fellowships
- FAMER Community

Values:
- Global diffusion of HPE knowledge and resources
- Collaboration & communities of practice
- Adult learning principles
- Leadership development
- Creation of explicit links between education and health via policy & practice change

FAIMER Institutes & IFME Fellowships
- HPE expertise development among Fellows
- Sharing of expertise by Fellows with institutions and peers
- Establishment of relationship between FAMER and Fellow’s institution
- Development of individual & institutional leaders in educational innovation & change aligned with educating a health workforce adequate to meet population health needs

Education Centers: Institutional capacity development
- Increase in HPE activities & advocacy in institutions with “critical mass” of Fellows
- Institutions & their faculty are active within FAMER & HPE communities
- Institutions committed to policy & practice innovations aligned with educating a health workforce adequate to meet population health needs

FAIMER Community
- Increased connection between & among current & alumnus Fellows, HPE individuals & institutions, FECs, FRIs & FAMER

FAIMER DL modules: education resource dissemination
- HPE interest & knowledge gain among participants
- Global diffusion of HPE knowledge and resources
- Continuing education through DL pursued by FAMER community members

FAIMER Regional Institutes
- Sustainable Regional Institutes with adequate resources & program faculty retention
- FRI leadership & faculty share expertise as leaders, consultants & mentors within FAMER & HPE communities
- Positive regional impact & recognition of FRIs

Changes in Health Professions
- Education processes, practices, and policies to enhance support and promotion of:
  - Effective teaching methods
  - Education curricula and content that is relevant to priority health needs
  - Emphasis on continuity of care and all levels of care
  - Coordination of education policies and practices with health systems and services
  - Inter-professional coordination and collaboration in education of health professionals
  - Flexibility to adapt education practices to changing social contexts and health needs
  - Adequate and appropriate education resources and infrastructure to meet health workforce demands
  - Professional valuing of health professions education and educators
  - Education research and evaluation for data-informed planning & identification of promising practices

Health professions graduates who are adequately trained to meet population health needs.

A health workforce supply adequate to meet demand.

Decreased gaps and inequities in health within and between countries.

Outside Focus factors that may influence achievement of outcomes
- Health professional migration patterns (global labor markets)
- Political influences
- Variability in accreditation practices (use and quality of)
- Rapid introduction of health technology advances
- Changes in health systems (demographic and epidemiological changes, etc)

Establishment of relationship between FAMER and Fellow’s institution
Summary & Conclusions

We hear about and see evidence of educational changes in FAIMER fellows’ institutions, countries, and regions. These include introducing new educational approaches, starting or strengthening education units/departments, and faculty development efforts.

Individuals who seek to improve education in their institutions, countries, or regions are often trying to introduce change in a context of complexity (many interacting factors, dynamic environment, uncertain future). Most if not all FAIMER fellows face this challenge.

O’Sullivan & Irby (2011) propose that “...faculty development is embedded in two communities of practice (the faculty development community and the workplace community) and, to bring about desired change, requires the interaction of four primary components (facilitator, participants, context, and program) with their associated processes (mentoring and coaching; relationships and networks; organizations, systems, and cultures; and tasks and activities).”

How do interactions between FAIMER fellows and their contexts (including fellowship community and institutional community) influence change in education policies and practices?

Much of this summary examines these interactions. For this summary, we will look at these interactions within the frameworks of:

- Professional development of FAIMER fellows and faculty
- FAIMER fellow education innovation projects
- Community and relationships

This summary includes highlights of results from reports and papers during 2013. Within each section of this summary are recommendations for consideration in FAIMER planning and decision-making.

Professional development of FAIMER fellows and faculty

The 7 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.

Comparison of retrospective pre to post knowledge ratings for 2012 program classes show gains across curricular topic categories (see figure below; each category in the figure below included multiple items for specific topics within the category). The variability between programs and categories in percent of fellows rating their knowledge “above average” before starting the program (retrospective pre) shows again differences in background knowledge.

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Among accepted 2013 applicants to the 6 FAIMER Regional Institute (FRI) fellowship programs:

- Teaching is a significant professional focus for most.
- Education research is not prevalent as a significant professional focus.
- Management of education programs/services is moderately common as a significant professional focus.

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.

Closely related to the professional development of FAIMER fellows is the professional development of FAIMER program faculty, whose expertise and energy are at the heart of the fellowship programs.

- There were 132 fellowship program faculty across 6 FRIs in 2013.
- About half (51%) of faculty have taught every year since they joined as FRI faculty through the 2013 program year.
- More than 90 percent of 2013 faculty for the three Institutes in India resided in the program region, SAFRI had 91 percent, Brazil FRI had 81 percent, and CMB-CMU FRI had 67 percent.
- In 2013, 95 percent of CMCL FRI faculty were graduates of a FAIMER fellowship; about 85 percent for GSMD, PSG, and SAFRI; 76 percent for Brazil; and 42 percent for CMB-CMU.

FAIMER Regional Institute faculty report “personal professional development” as one of the factors that has motivated them to get and stay involved as FRI faculty. Other motivating factors include:

- Desire to contribute to society (institution, field, national, other individuals)
- Giving to and gaining from FAIMER experience
- Opportunities for collaboration and sharing
- Mentorship and recognition
- Institutional support
- Time management
Opportunities for professional development among fellowship program faculty can strengthen both faculty commitment to the programs and the quality of the programs themselves. FAIMER and FRI leadership may wish to review current professional development opportunities, considering how and how well these opportunities encourage collaboration and sharing, offer mentorship and recognition, and prepare faculty for their roles in the fellowships.

Other 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, 41% of projects have been replicated (in a different course, module, year, setting, or country) and 49% have been institutionalized (incorporated into curriculum, policies and/or procedures).

What factors are related to institutionalization and sustainability of projects?

- **Institutionalized projects tended to be older** than projects that had not been institutionalized.
- Fellows with institutionalized projects reported **more supportive conditions** than fellows whose projects were not institutionalized. Supportive conditions include self-motivation, support of FAIMER faculty and fellows, and support of students, faculty, and institutional leadership.
- **Factors promoting sustainability of education innovations** include project level factors (e.g., project design) and context level factors (e.g., institutional support), as well as availability of resources.

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.
Community and relationships
The FAIMER fellowships have nurtured an international community of learning and innovation, where individuals and institutions share and collaborate to gain expertise and create and sustain positive change in complex environments.

Institutional communities
Institutional environments influence change efforts in multiple ways. Barriers to educational change include faculty and student attitudes or preparedness, institutional issues, governmental guidelines and regulations, and financial and physical resources. Facilitators of educational change include achieving a critical mass of teachers and students willing to adopt new methods, along with committed leadership in both the institution and the surrounding environment.

The FAIMER community connects fellows in different institutions (and countries) as well as fellows working at the same institution. The latter have the opportunity to collaborate on change within their institutions.

Of all current and graduated fellows through 2012 program years, about 20% are in institutions with one fellow, 50% in institutions with 2-5 fellows, and 30% in institutions with more than 5 fellows.

There are many factors potentially at play as we try to understand the potential for “greater change” in institutions with multiple fellows, including differences in individual fellows, their interactions, and their environments. There are also multiple types of change, such as individual and team growth and advancement, faculty development, and curricular changes.

FAIMER and program leadership will need to continue to reach out to fellows’ institutions to build relationships, nurture teams, and learn about context-specific barriers and facilitators of educational change.

FAIMER fellowship community
The existence of a learning community is a central element of the FAIMER fellowships, with terms such as “FAIMER family,” “mentoring-learning web,” and “community of practice” referring to this sense of community, connections, and common desire to learn with and from each other. One reflection of this community is the network of “requests for help” on the FAIMER fellowships listservs.

This community grows every year, and this growth depends on the program applicant pools. Looking at the most recent year compared to previous, some programs (like SAFRI) have held relatively steady in their number of completed applications (accepted + denied), some have seen decreases (FAIMER Institute), and some have experienced increases (GSMC).

Through the 2013 program years, there are 880 current and graduated fellows from 7 programs, and over 120 Fellows joining the FAIMER community every year.

- **880 Fellows from 50 countries** enrolled or graduated from FAIMER fellowship programs.
- **97% program completion rate.** Across the six Institutes through 2011 program year, 619 out of 667 fellows (93%) successfully completed program within two years and an additional 27 (4%) completed or 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Class Years</th>
<th>Fellows*</th>
<th>Schools (growth since 2012) **</th>
<th>Countries (growth since 2012) **</th>
<th>Fellows by Country/Region (new countries in blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIMER Institute</td>
<td>2001-13</td>
<td>177</td>
<td>100 (+6)</td>
<td>34 (+1)</td>
<td>58 AFRICA 80 ASIA 33 LATIN AMERICA 5 EUROPE 1 MIDDLE EAST new countries: Guinea</td>
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<tr>
<td>(Philadelphia, USA)</td>
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<tr>
<td>Brazil FRI</td>
<td>2007-13</td>
<td>182</td>
<td>64 (+7)</td>
<td>3 (+0)</td>
<td>179 BRAZIL 2 MOZAMBIQUE 1 ANGOLA</td>
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<tr>
<td>(Beberibe, Ceará, Brazil)</td>
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<tr>
<td>CMU-CMB FRI</td>
<td>2013</td>
<td>20</td>
<td>19 (+1)</td>
<td>1</td>
<td>20 China</td>
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<tr>
<td>(Shenyang, China)</td>
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<tr>
<td>CMCL FRI</td>
<td>2006-13</td>
<td>135</td>
<td>71 (+7)</td>
<td>6 (+0)</td>
<td>124 INDIA 4 MALAYSIA 3 NEPAL 2 OMAN 1 BANGLADESH 1 SAUDI ARABIA</td>
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<td>(Ludhiana, India)</td>
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<tr>
<td>GSMC FRI</td>
<td>2005-13</td>
<td>163</td>
<td>61 (+3)</td>
<td>6 (+0)</td>
<td>155 INDIA 2 NEPAL 2 MALAYSIA 2 UNITED ARAB EMIRATES 1 SAUDI ARABIA 1 OMAN</td>
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<tr>
<td>(Mumbai, India)</td>
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<tr>
<td>PSG FRI</td>
<td>2007-13</td>
<td>107</td>
<td>55 (+1)</td>
<td>4 (+0)</td>
<td>101 INDIA 4 NEPAL 1 IRAN 1 MALAYSIA</td>
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<tr>
<td>(Coimbatore, India)</td>
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<tr>
<td>SAFRI</td>
<td>2008-13</td>
<td>96</td>
<td>42 (+10)</td>
<td>17 (+3)</td>
<td>44 SOUTH AFRICA 16 UGANDA 6 SUDAN 5 BOTSWANA 4 TANZANIA 4 ZAMBIA 4 ZIMBABWE 2 ETHIOPIA 2 NIGERIA 1 FIJI 1 MADAGASCAR 1 MALAWI 1 MOZAMBIQUE 1 RWANDA 2 LESOTHO 1 KENYA 1 NAMIBIA</td>
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<td>(Sub-Saharan Africa)</td>
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* 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.