

OSF HEALTHCARE • A DECADE OF GROWTH

Sustaining Growth Through Structured Leadership

A Decade of Expansion in an APP Fellowship Program

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Learning Objectives

By the end of this session, participants will be able to:

1

Evaluate leadership structures and accountability processes that support sustainable fellowship growth.

2

Incorporate practical strategies such as curriculum report-outs, gap analyses, and faculty development into fellowship operations.

3

Adapt components of a scalable oversight model to improve alignment, collaboration, and accreditation readiness.

A Decade of Deliberate Expansion



THE CHALLENGE

Growth Creates Complexity

When fellowship programs expand:

- Variation increases across programs
- Communication becomes more difficult
- Accreditation risk grows
- Faculty development becomes inconsistent
- Leaders become stretched thin

THE QUESTION

**How do you
scale
without losing
quality?**

Growth Requires Structure

01

Alignment

Shared direction across every program and leader.

02

Accountability

Clear ownership for outcomes at every level.

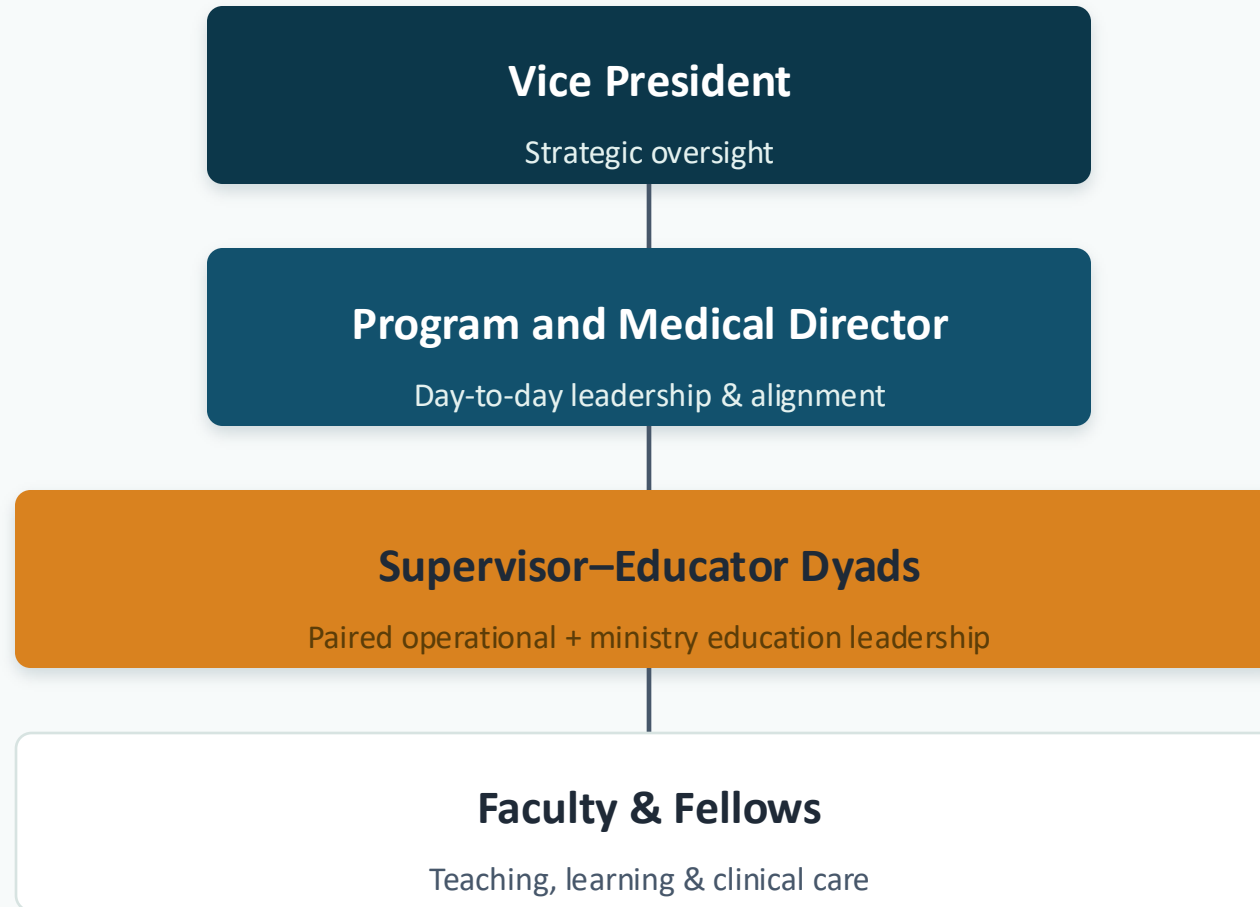
03

Relationships

Trust that makes the structure sustainable.

The goal wasn't more oversight. The goal was sustainable excellence.

A Clear Line of Sight



Why the Dyad Model Works

Educator Focus

- Curriculum
- Assessment
- Accreditation
- Learner development

Supervisor Focus

- Operations
- Coaching for performance
- Stakeholder management
- Preceptor engagement

Shared accountability: two leaders, one set of outcomes.

Clarity Through a RACI Process

Clear expectations

Everyone knows what they own before work begins.

Shared work

Responsibilities could be shared to avoid gaps.

Accountability

A single owner is named for every key task.

RACI Example

Task	Supervisor	Educator	Leadership
Compile fellow binder	I	R/A	I
Review Qualtrics End of Day Evals	R/A	R	I
Update Qualtrics to align to schedule	A	R	I
Simulation scheduling	C	R/A	C/I
Monthly Fellowship Education Review: Gather content and present	R/A	R	I
CET, PPET monitoring/completed on time	A	R	I
CET, PPET review	R/A	R	I
Save fellow CETS, presentations, goals, evals into shared drive	I	R/A	I
PPET: Provide feedback to preceptor	R/A	I	I
Site Visits (Monthly)	R/A	R	I
Fellow primary clinical schedule	R/A	C	C
Fellow performance management and evals UKG pro	R/A	C	C
Hiring decisions (yes/no)	R/A	C/I	C
Monthly Rounding/Nobl	R/A	I	I
Create or Update MC test	R/A	R	C
Program Evaluation: Disseminate mid/end of program eval & MC Test	A	R	I
Program Evaluation: Analyze mid/end of program eval & MC Test	A	I	C/I
Review Results from Program Evaluation & MC Test	R/A	R	C/I
Grade MC Test	I	R/A	I
Cohort planning	C	I	R/A
Curriculum design and development	R/A	R	C

R Responsible

A Accountable

C Consulted

I Informed

Standardized Operating Procedures

THE STANDARD

**Done the same way,
each time, every time.**

Documented policies

Written procedures and internal policies keep the team aligned.

Repeatable checklists

Core steps run the same way, every time.

1

Interviewing

Every candidate meets the same structured questions and scoring.

2

Onboarding

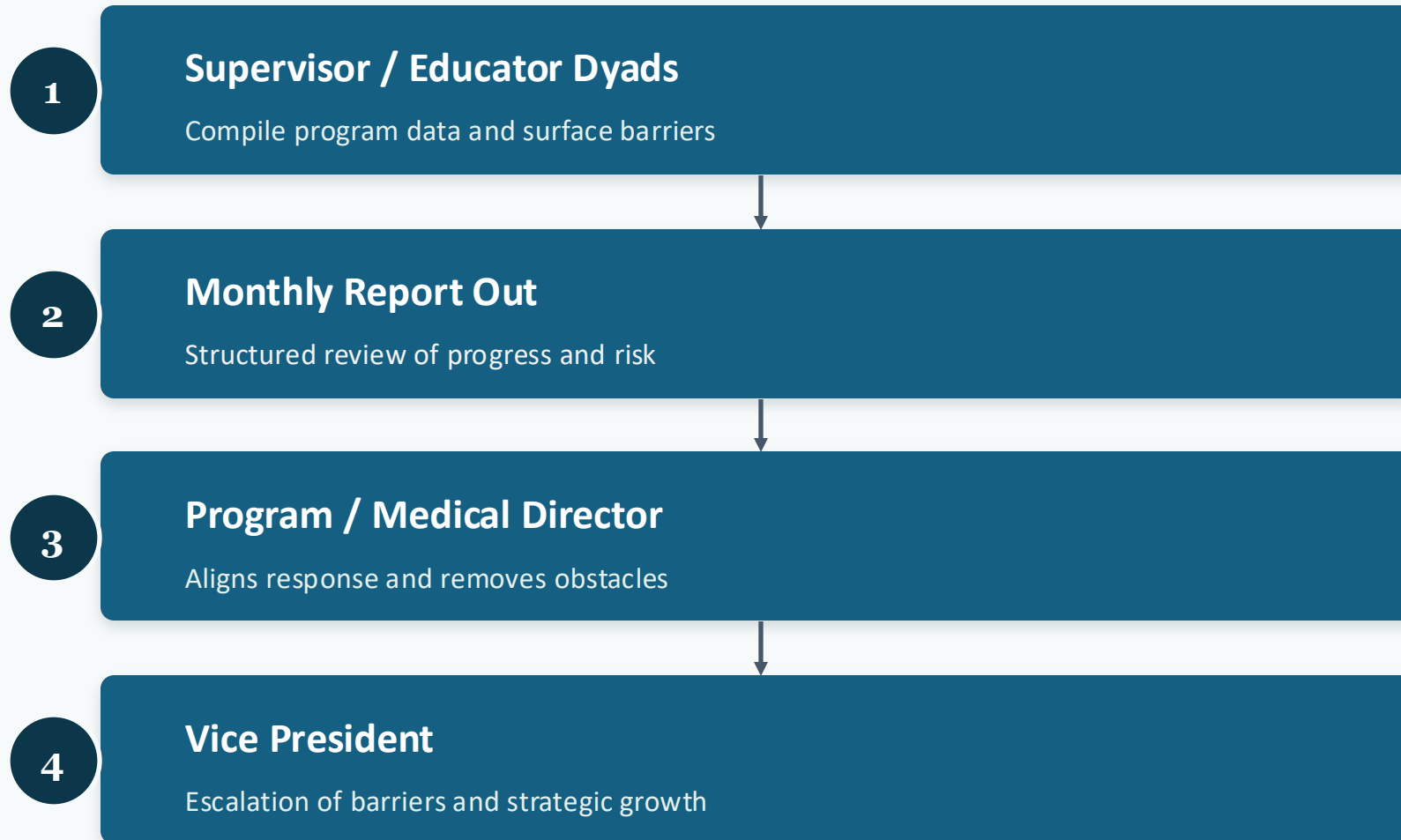
Each fellow gets identical setup, credentialing, and paperwork.

3

Orientation

The same welcome, expectations, and program overview for all.

A Monthly Leadership Cadence



What Gets Reviewed Every Month

1

Fellow progress

Milestones, competencies, and individual trajectories.

2

Didactic outcomes

Mixed modalities, engagement, and content gaps.

3

Clinical experiences

Case mix, volume, and exposure across rotations.

4

Accreditation metrics

Documentation, outcomes, and survey-readiness.

5

Program barriers

Operational obstacles needing leadership action.

Monthly Curriculum Report

Primary Care– July



Center for Advanced Practice
OSF HEALTHCARE



Activities and Accomplishments since last report

- Sim- The List- Luke really did a great job. Significant improvement in his patient interaction!
- Heavy guest lecturers. Great feedback (verbal and on eval) for these- but do make dense days.
- 1:1s this month- Different approach to schedule=feeling more present in the moment
- Those moving to mentored model on July 6th: Megan, Jenny, Luke, Carly, Katie, Susanna (2 days in Monticello; other 2 days may switch to Bloomington Primary Care Office); Amber-shift to Pekin- Amanda reaching out

Lessons Learned & Next Steps

- Mentored Epic Template- ensuring this is adhered to- something to make sure is addressed at site visits and fellows speak up if there are concerns
- Mix up day simulations- plan to submit for by July 15th. Amanda is creating the PC portion and Yaw/Stevi are doing the Hospitalist simulation.
- Rescheduling for faculty development day.
- Faculty development recap:
- Goal- Review 12 months of simulation to look for opportunities to create more challenging cases or addend scripts for better clarification or flow.
- Changes made: More Pediatric simulations. Endo Sim creation (will go into more detail)
- Challenge or topic of interest- documenting takeaways and notes for future educators on simulations (ie tips and tricks to make each run accurately).
- Goal- MC review
- Goal- Preceptor Bundle

Evaluation Completion

	April	May	June
CET	100%	97%	73%
Site Visits	100%	100%	100%
Monthly 1:1	60%	100%	100%

Fellow Feedback (Last 30 Days)

Fellow Feedback	Learner Engagement Average	Facilitator Engagement Average	% Increase Over Baseline	Overall Satisfaction (% Strongly Agree)	Volunteerism (Hours/Fellow)
Target	4.75	4.75	25%	85%	20
Monthly Last 30 days of data	4.86	4.85	24.7	93.3	7
YTD Cumulative data from Jan 1 to date	4.9	4.9	23.5	93.2	5.95

Issues / Challenges / Risks

- Missing CETs: Katie (1 for May, 4 for June); Luke (4); Meg (2) Carly (2), McKenzie (1)- AS of 6/26/26
- July- Lots of faculty vacations, community events, and CERs needing scheduled

CONNECT

SERVE

SHARE

BE ACCOUNTABLE

A Year in Review

Keep

What is working?

Protect and reinforce proven strengths.

Add

What is missing?

Identify gaps before they become risks.

Adjust

What is changing?

Adapt to new requirements and needs.

Stop

What should be stopped?

Retire low-value activities and effort.

From

PROGRAM OL

PROGRAM EX

Meeting or exc

- Compet
- Self-rep
- Commu
- Fellow s
- Stakeho
- Offered
- Transiti
- Leaders
- Volunta

Program and Faculty Strengths	Strengths of our fellowship track include consistent top box scores, strong end of day evaluations, fellow retention, incorporating a variety of curriculum content and modalities, and being flexible to make changes based on feedback from fellows or with identification of a struggling learner. We have had many lessons this year with creating remediation schedules for those with an extended leave. We developed a 'pulse check' to help identify if there was a true knowledge gap in a learner, when viewpoints from preceptors and fellowship faculty differed. This pulse check is something we will modify and continue implement for all fellows. This year we also implemented individual simulations in order to have a better pulse on fellows' performance. This was something that came out of last year's gap analysis and was extremely successful.
Program and Faculty Opportunities	Creating a process for intentional reflection on curriculum and programmatic evaluations. In the day-to-day grind, we can lose sight of the big picture. Prioritizing and setting aside a standard block of time to complete these tasks is something we need to pursue in 2026.
Additional Feedback	

Level 1 Has not met Expectations. Program faculty is highly dependent on scaffolding and support from fellowship leaders. Even with significant support and guidance, the fellowship has minimal, inaccurate, or incomplete alignment to standards. New programs would be considered a Level 1

Level 2 Approaching Expectations: Program faculty understands expectations independent of additional prompting and guidance but are only partially meeting standards. Faculty of the program requires prompting and guidance to be successful.

Level 3 Meeting Expectations: Faculty demonstrates consistent and precise understanding of the standards without major errors or omissions and without prompting or guidance from leaders.

Level 4 Exceeding Expectations: Program operates from a deep understanding of the "why" behind the standards, can anticipate needs within their program and respond to them quickly, problem-solving in real-time.

Weekly Faculty Development



Purpose

- Standardization in processes
- Enhancements in curriculum development
- Faculty growth in team dynamics and communication

Meeting Structure

- Announcements
- Focused recognitions for the team
- Takeaways from the previous week's asynchronous assignment

Recurring Topics

Feedback

Remediation

Teaching Modalities

Accreditation

Building Leaders, Monthly

Supervisors meet monthly to strengthen the skills as developing leaders

1

Difficult conversations

Approaching hard discussions with candor and care.

2

Leading through discomfort

Staying steady when situations are ambiguous.

3

Performance management

Setting expectations and addressing shortfalls.

4

Accountability

Following through and owning outcomes.

The Role of the Program Director

Regular 1:1s

Consistent, direct contact to keep the team supported and problems small.

“Leaders who don’t listen will eventually be surrounded by people who have nothing to say.”

— Craig Groeschel

Goal setting

Clear, shared objectives for each leader.

Problem solving

Working through challenges in real time.

Barrier removal

Clearing obstacles that slow the team.

Leadership development

Growing the next generation of leaders.

Stay curious

What’s on your mind? • What’s working well? • What issues or concerns do you have?

Quarterly Faculty Development

Educators and supervisors gather for an immersive day each quarter to align on what makes the fellowship work.

1

RACI Alignment

Reconfirm who owns each task across the educator–supervisor dyad.

2

Communication

Align on shared expectations and keep dialogue open between sessions.

3

Innovation

Surface new ideas to improve teaching and the fellow experience.

4

Curriculum Development & Quality Assurance

Refine curriculum together and review the measures that keep quality high.

5

Culture Building

Strengthen trust, psychological safety, and a shared sense of purpose.

Structure That Supports Success

The remediation structure turns a struggling learner into a supported one.



Structure Makes Readiness Routine



Consistent documentation

Records are complete, current, and centralized.



Outcome monitoring

Metrics are tracked continuously, not at year-end.



Continuous improvement

Gaps feed directly into the next cycle.



Faculty engagement

Educators, supervisor and preceptors are active partners in quality.



Accreditation Ready

Constantly preparing the program and the team

CULTURE MATTERS

Structure Holds Because the Culture Supports It

- Trust
- Psychological safety
- Transparency
- Consistency
- Relationships

“When people feel safe to speak, problems surface before they become failures.”



What Worked



Defined roles Clarity removed friction and confusion.



Standardized meetings A predictable cadence kept everyone aligned.



Faculty development Consistent investment raised the whole team.



Accountability Named owners drove follow-through.



Consistent leadership presence Showing up, reliably, built trust.

What We'd Do Differently

If we could rewind, we'd move faster on the things that compounded over time.

Earlier standardization

Locking in shared processes sooner would have reduced variation.

Earlier leadership training

Developing leaders ahead of growth, not alongside it.

More metrics, sooner

Tracking outcomes from day one to show impact earlier.

More faculty development

Investing in educators even more aggressively.

If You're Just Beginning: Start Small

1

Define roles and responsibilities

Name who owns what before you grow.

2

Establish reporting cadence

Set a predictable rhythm for review.

3

Implement gap analysis

Build in honest, annual reflection. Align with your accreditation.

4

Develop faculty

Invest in the people who teach and lead.

5

Build community

Create belonging that sustains the work.

KEY TAKEAWAYS

Sustainable Growth Doesn't Happen by Accident

It requires:

1

Alignment

2

Accountability

3

Relationships

4

**Intentional
leadership**

DISCUSSION

Questions?

Thank you! Let's talk about scaling with structure.

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