How Institutional Leaders Think about Investing in Educators: Identifying Value Factors

**Gap and Goal**

- Education and educators tends to be underfunded.
- We don’t know what our leaders care about when they commit resources to educator investment programs (EIPs).
- This information is important to inform design and evaluation of EIPs, and to enable effective communication and advocacy with leaders for EIPs.

- To define meaningful value factors for university and health systems leaders who invest in EIPs.
- Context: EIP examples, such as the Innovations Funding in Education and the Endowed Chair Programs.
Theoretical Framework

The Value Measuring Methodology (VMM) framework:

• Designed to help government officials evaluate and select initiatives which yield the greatest benefit to the government beyond a traditional ROI model.

• Part of the methodology is to define and measure tangible/intangible value factors across five domains: financial; direct user; operational; strategic/political; social/societal.

• We adapted the VMM to align with medical education to identify what a key group of stakeholders, institutional leaders, value from EIPs.
Identify Parameters of Value from Stakeholders (Institutional Leaders)

Value Measuring Methodology (VMM)

VMM Value Structure (Domains)

Financial | Individual | Operational | Strategic/Political | Social/Societal

Risk | Value | Cost
Figure 1

Value Measuring Methodology (VMM)

<table>
<thead>
<tr>
<th>Value</th>
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<tbody>
<tr>
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- Financial
- Individual
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Next Steps

Program Design and Improvement

- Advocacy
- Program Evaluation
- Communication
Questions

• Is the gap/problem clear?

• Are the key findings/points compelling – do they align with our gap/problem?

• What stands out as important amongst our findings – do our findings make a difference?

• How can we make this shorter?

• Is this appropriate for RIME?