



A Comprehensive Approach to Faculty Development

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What is faculty development?

Programs, leaders, and resources to:

- Assist individual faculty in acquiring the knowledge, skills and values needed to succeed in their academic roles
 - Teaching
 - Scholarship
- Strengthen organizations so they can fulfill their educational mission



Why invest?



- Enhance learning.*
- Influence specialty choice.*
- Support effect of professional role models.
- Address pressures of clinical productivity.
- Increase job satisfaction.
- Strengthen the institutional mission.

**Griffith et al, 1997 & 2000; Blue et al, 1999; Stern et al, 2000*



Educating Doctors to Provide High Quality Medical Care

AAMC Institute for Improving Medical Education, 2004

- Develop and support a cadre of teaching faculty
- Require participation in orientation programs on curricular goals & competencies
- Ensure that all students are exposed to the outstanding clinical faculty



Designing a Comprehensive Faculty Development Program

1. Create organizational structures to support clinical teachers
2. Provide faculty development programs targeted to needs
3. Develop a reward system that values excellence in clinical education

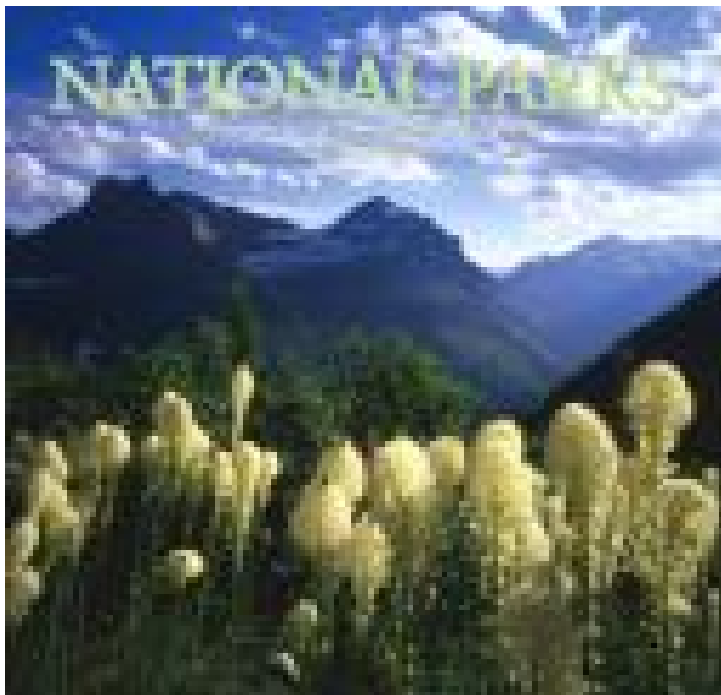
1. Organizational Structures that Support Clinical Teachers



- A Teaching Commons
- A Medical Education Unit

The Teaching Commons

“Teaching will not be fully recognized until its status changes from “private to community property.” Shulman 1993



1. Establish more and better opportunities to talk about teaching and learning *across boundaries*
2. Create structures to nurture the development of scholarly teaching
3. Encourage scholarship on teaching and learning

Huber & Hutchings, 2005



The Academy Movement

- A formal organization to support the work of faculty as teachers
- Membership selected via peer review
- Dedicated resources for faculty development, scholarship in education, and innovation
- Active in 20 US medical schools and growing.

Dewey, et al, 2005



Medical Education Units

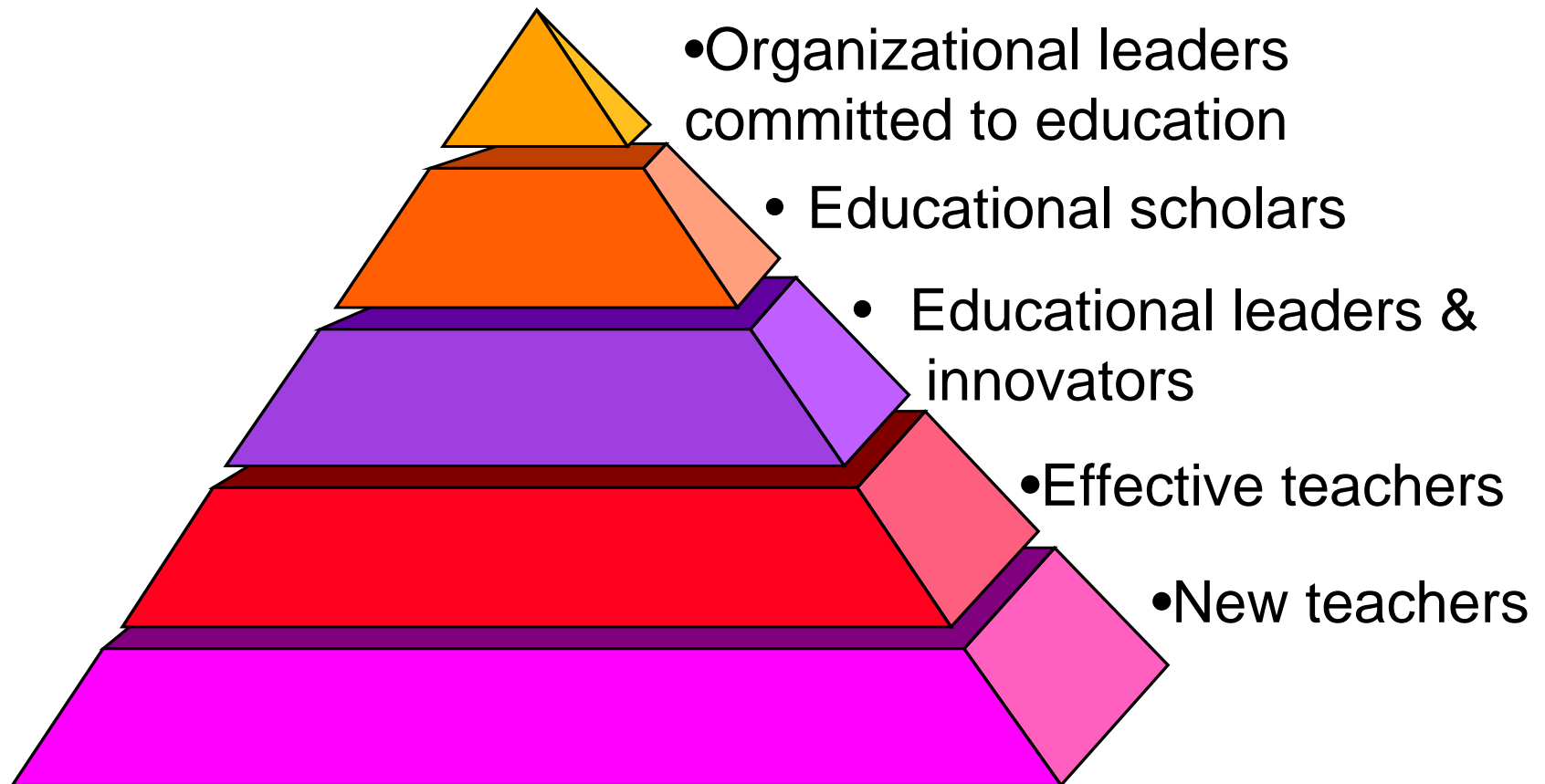
- Purpose: To support the work of teachers through development & research *Davis, Karunathilake, Harden, 2005*
 - **58%** of the 895 medical schools responding to WHO survey had medical education units. *Boelen, Boyer, 2001*
 - **50%** of North American schools reported units in SDRME survey. *Albanese, Dottl, Nowacek, 2001*
 - **72%** of Asian Medical Schools have medical education units. *Amin, et al, 2005*

UCLA Center for Educational Development & Research

- Services:
 - Curriculum development consultation and support
 - Faculty development
 - Standardized patients/simulation
 - Instructional technology
 - Research and evaluation
- Staff
 - 7 faculty educators
 - 5 professional staff
 - 15 support staff



2. A Range of Programs Targeted to Needs





Needs of **New Faculty** as Teachers

- Understand the educational system of the school
- Know values, norms, and expectations for teaching
- Identify opportunities to teach
- Develop basic teaching skills
- Understand the promotion process
- Connect with senior mentors for teaching and scholarship



UCLA New Faculty Orientation

- Understanding the Academic Promotion Process
- Identifying Institutional Resources for Teaching and Research
- Connecting with Mentors
- Acquiring Basic Teaching Skills
 - Lecturing for Learning
 - Teaching in the Clinical Setting
 - Web-based Technology to Enhance Teaching
 - Facilitating Small Group Discussion





BEST: Residents as Teachers

- 13 hour curriculum for primary care residents
 - 3-hour mini-retreat and 10 one-hour workshops
 - Practice teaching and feedback
- RCT intervention with 8 station OSTE with trained medical student raters
- Intervention residents significantly outscored controls on pre to post improvement scores

Morrison et al, 2004



Needs of **Effective** Teachers

- Facilitate group discussion
- Give effective presentations
- Teach during patient care
 - Ambulatory clinics
 - Hospital wards
- Develop and use simulations
- Evaluate learning and give feedback
- Use information technology

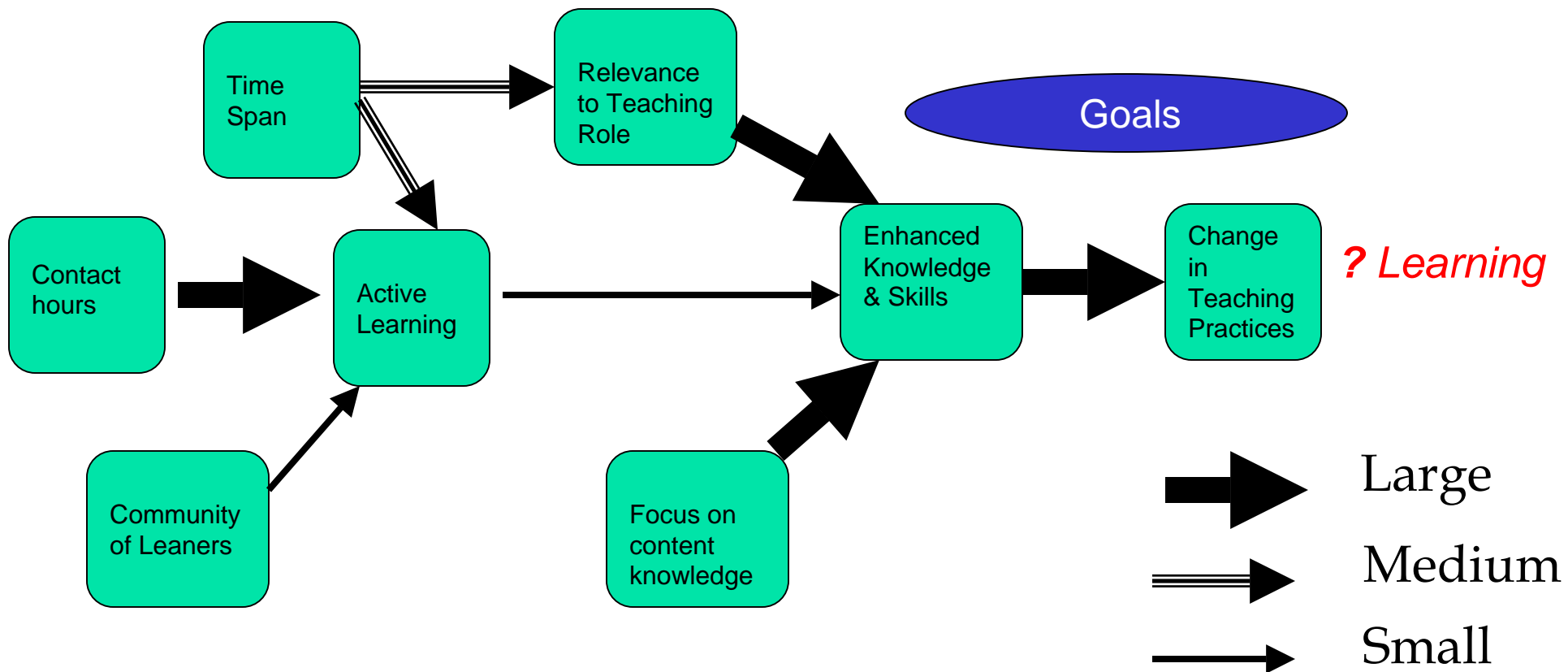
What Works to Change Teaching Behaviors?



- Extended workshops
 - 10 -14 hours over 2+ days
 - more than one type of learning activity
 - Followed up with individual application and support
- Feedback on teaching coupled with expert consultation
- Support for new ways of teaching

Wilkerson & Irby, 1998

Situated Faculty Development



Garet, 2001; Borko, 2004



PBL Tutor Training at UCLA

- Introductory workshop
 - Practice as PBL learners
 - Observation of actual groups
- On-line module for return tutorial strategies
- Peer observation & feedback
- Weekly tutor meetings: case preview & tips
- Weekly group tune ups
- Student feedback
- Annual Tutor Conference



Wilkerson & Hundert, 1997

One Minute Preceptor

Internal Medicine Clinic, Walter Reed

- 3 workshops, 4.5 hours
 - Get a commitment
 - Probe for underlying rationale
 - Teach a general rule
 - Reinforce correct performance *
 - Correct errors *
- Pre-post audiotapes of teacher-student interactions in ambulatory clinic
 - Increase in the use of all micro skills
 - Significant increase in feedback



Salerno et al 2002



Needs of Educational Leaders & Innovators

- Understand how people learn
 - Identify and respond to learning problems
 - Analyze innovations in medical education
- Plan a curriculum
 - Set learning objectives
 - Select appropriate teaching methods
 - Evaluate learning
- Manage the curricular change process



Fellowships in Medical Education

- Longitudinal program for a select cohort of faculty members
- Recent survey of US and Canadian medical schools found 42 faculty fellowships
- Topical emphasis
 - 76% teaching skills
 - 51% educational leadership and change
 - 44% curriculum design
- Approximately 2500 graduates since inception

Searle et al, 2006

UCLA Faculty Fellowship in Medical Education



- Faculty nominated by department chairs with a focus on educational leadership
- 1 year of 20 seminar sessions
 - Teaching and Learning in Medicine
 - Designing Research to Study Teaching and Learning
- 1 year of a mentored scholarly project
- Outcomes: 108 graduates
 - 18 new course or clerkship chairs for students
 - 23 new residency program directors
 - 31 new instructional materials for student courses
 - 25 new instructional materials for residency rotations

Wilkerson, Uijtdehaage, Relan, 2006



Needs of Teacher Scholars

- Review the educational literature
- Design educational research and evaluation studies
- Collect and analyze data
- Write and present results
- Develop professional networks in education



Medical Education Scholars

University of Michigan

- Year long faculty fellowship
 - Includes an educational research project
 - Seminar on study design
 - Mentorship with an experienced investigator
- Outcomes for 35 graduates
 - 9 peer-reviewed publications
 - 21 oral presentations at national meetings
 - 16 educational grants

Gruppen et al, 2003

3. Develop a Reward System that Values Excellence in Education

- Values inquiry, innovation, & scholarship of teaching
- Promotes quality improvement
- Empowers individuals
- Creates and sustains organizational vitality



Features of the System

- A clear statement by leadership that quality teaching is **required** and **funded**.
- A visible program for reporting and evaluating teaching for promotion
- Awards for excellence in multiple aspects of teaching
- Funding for educational innovation



UCLA Faculty Teaching Evaluation System



- Web-based
- Required by students to pass courses & clerkships
- Regular reporting for Quality Improvement
 - For curriculum committee
 - For course, clerkship, elective chairs
 - For department chairs
 - For individual faculty
- Common form allows comparisons across time, faculty, and components



Teaching Portfolio

- 64% of U.S. medical schools have a portfolio with at least 3 of the following:
 - Personal statement, e.g., philosophy, goals,
 - Teaching activities -- course, role
 - Advising activities
 - Curriculum development products
 - Honors/Awards
 - Teaching evaluations: student, resident, peer
 - Evidence of dissemination of innovations
 - Faculty development activities
 - Assessment of learning outcomes

Simpson, et al, 2004.



Baylor's Faculty Education Recognition Program

- Goal: provide peer review of educational contributions as scholarship for P&T
- Process
 - Faculty submit a mini-portfolio to the Committee for Educational Development
 - Educational Scholarship or Leadership
 - Quality (50) + Quantity (40) + Breadth (10)
 - Scores of 80+ receive Fulbright & Jaworski L.L.P. Faculty Excellence Award

Boyd et al, 2002



A Compelling Vision

Faculty development is essential in creating
a collegial learning community that

- Values inquiry, innovation, scholarship
- Promotes planning, action, and reflection
- Empowers personal and corporate leadership
- Creates and sustains organizational vitality

Bland, et al, 2002



A Comprehensive Faculty Development Program

1. Organizational structures to support teachers
 - Teaching commons
 - A medical education unit
2. Faculty development resources targeted to identified needs of individuals
 - New faculty orientation with mentoring
 - Situated workshops on teaching
 - Longitudinal fellowship in medical education
3. A reward system that values excellence in teaching
 - Multifaceted teaching evaluation and feedback system
 - Portfolios to credit teaching and educational scholarship



Best Evidence Medical Education Faculty Development Review

Yvonne Steinert, Canada
Karen Mann, Canada
Angel Centeno, Australia
Diana Dolmans, Netherlands
John Spencer, England
Mark Gelula, USA
David Prideaux, Australia



Evaluation Framework *Kirkpatrick 1994*

Outcome Level	All Studies	“Top 8”
REACTION Satisfaction	74%	50%
LEARNING Attitudes, Knowledge, Skills	77%	25%
BEHAVIOR Behaviour Change	72%	88%
RESULTS Change in organization/students	19%	38%



BEME Key Findings

- High satisfaction with FACDEV programs
- Positive changes in attitudes towards teaching & FACDEV
- Significant gains in educational knowledge and teaching skills
- Positive changes in teaching behavior and new educational initiatives
- Few changes in organizational practice or student learning