

Innovations in Health Science Education
University of Texas Health Center at Tyler (UTHCT) Faculty Development

A successful FACULTY DEVELOPMENT PROGRAM will

- improve faculty and student satisfaction
- improve faculty retention and job satisfaction
- improve productivity, and performance
- improve medical care and outcomes
- provide faculty who will serve as ambassadors and champions for the institution

UTHCT uses the criteria for appointment, promotion, and award of tenure to focus its faculty development. These criteria are based on contributions to the mission areas of the Institution, as indicated by publications, extramural funding, teaching, extramural recognition, institutional service, and clinical excellence.

Clinical Faculty Development

Faculty development includes local, regional and national development.

- a. Local development
 - i. The Department of Medical Education performs an annual faculty needs assessment that the Continuing Medical Education Committee utilizes to develop faculty development programs. These assessments identified the following faculty development requests:
 1. Teaching
 2. Clinical research
 3. Publication/ Writing skills
 4. Grant Application skills
 5. Health care business management
 6. Time management
 7. ACGME Competencies
 - ii. Current and emerging methods and technologies are utilized to deliver quality educational experiences for adult learners in a variety of formats including on-going weekly and monthly activities (Grand Rounds, Tumor Board, etc); free standing one-time programs (lectures, conferences, seminars, etc.); case discussions, distance learning activities, live interactive video conferencing, workshops and training with hands-on experience (ACLS, PALS, etc.).
- b. Regional development.
 - i. UT Southwestern “Effective Teacher Series”
 - ii. McLennan Faculty Development Center in Waco, Texas.
 - iii. UT System’s annual Innovations in Health Science Education Conference
- c. National development includes the attendance of faculty at annual conferences dealing with faculty development topics.

Biomedical Researcher Faculty Development

Faculty development focuses on

1. research activities
2. project development
3. identifying, writing and obtaining grants
4. financial management of research projects
5. manuscript preparation and editing skills
6. language development for foreign born researchers

Multiple forums for faculty development include mentoring by senior faculty, regular journal clubs, scientific group meetings and national conferences.

Future plans

1. UTHCT was granted degree granting authority in 2004. The Education Council has identified faculty development as an important mission.
2. Collaboration with the University of Texas at Tyler to become a regional faculty development center for East Texas.



OFFICE OF EDUCATIONAL PROGRAMS

Initiatives for Educator Development

The goals of the Initiatives for Educator Development are to assist faculty in their pursuit of scholarly educational activity; to sensitize faculty to current educational issues; and to enhance the teaching skills necessary for educating physicians in the 21st century. The Initiatives for Educator Development consists of three components: workshops and mini-fellowships, the Educational Scholars' Fellowship Program (ESFP), and a Master's of Education in Teaching. This is a collaborative effort with Baylor College of Medicine, The University of Texas Dental Branch, and The University of Texas Medical School at Houston.

Workshops and Mini-Fellowships

The goal of these programs is to enhance the teaching skills of those involved in health science education. Topics have included team learning, curriculum design, teaching in the ambulatory setting, measuring educational outcomes, small group interaction, portfolio preparation, and technology in teaching. Offerings include stand-alone sessions as well as a series of sessions that extend over several weeks.

Educational Scholars' Fellowship Program (ESFP)

The ESFP is designed to expand the teaching skills of participating faculty and enhance the educational mission of the Medical School. This certificate program originated at the Baylor College of Medicine and has expanded to include a collaborative relationship with the Medical School and The University of Texas Dental Branch. The program accepts applicants every other year and the curriculum extends over a 24-month period.

The fellowship is designed to increase fellows':

- Knowledge of key educational principles and theories
- Skills in lecturing, facilitating, as well as educational design and evaluation
- Interest in and ability to serve as educational leaders

Master's of Education in Teaching

This is a 36 credit hour degree program offered through the University of Houston. Classes emphasize education in the health sciences and are taught on the campus of the Texas Medical Center by University of Houston faculty.

Master Teacher Program

The Master Teacher Program fosters teaching excellence in the Medical School by explicitly supporting faculty time for selected educational activities. The program seeks to preserve faculty members' teaching time and encourages innovation in teaching/assessment at all levels. Participants in the Master Teacher Program are granted a two-year appointment as a master teacher and funding is provided by the Dean's office.

A total of 74 faculty members, including 23 for the 2006-2007 academic year, have participated in the Master Teacher program since its inception in 2002. Master teachers have been selected from both the basic science and clinical departments and projects have related to the teaching of core clinical skills as well as curricular innovations at all levels of the educational continuum.

A Task Force on Faculty Development of the University of Texas Health Science Center at San Antonio (UTHSCSA) Medical School identified several fundamental elements underlying the process of career development for medical school faculty

- Importance of Recruitment/Retention - Making sure that a diverse mix of the very best people are "on the bus"
- Central Role of Goal Setting
- Insuring that a "*Roadmap*" (expectations, priorities, policies, procedures) is available and accessible.
- Insuring that Programs and Activities for Developing New and Reinforcing or Improving Existing Skills and Knowledge are Available and Continuously being Developed.
- Reinforcing the Essential Role of Summative and Formative Evaluation in Changing Behavior, Reinforcing Values, and Promoting Success in Career Development.

Short Term Objectives

1. **Formally charter the Faculty Development Advisory Committee, under the direction of the Associate Dean for Faculty Development and Professionalism, with the charge to:**
 - a. Continuously evaluate ongoing Medical School faculty development efforts
 - b. Conduct an annual review of department and center faculty development activities and report on the successes and shortcomings to the respective chairs, center directors, and Dean of the School of Medicine
 - c. Make recommendations to the Dean about ways to strengthen the school's efforts in faculty development
 - d. Develop new interactive programs aimed at improving knowledge and/or skills within targeted areas.
 - e. Evaluate the success of faculty development efforts by collecting outcome data relevant to success in faculty development and publish results in relevant journals
 - f. Review data on faculty hiring and retention, including gender, ethnic and specialty-specific information.
2. **Require that every department or center formally designate a faculty member to be responsible for faculty development activities within the academic unit. This person would:**
 - a. Meet with the Associate Dean for Faculty Development and Professionalism on a yearly basis to review faculty development activities within the academic unit.
 - b. Coordinate faculty development efforts within the academic unit with those of the Medical School.
3. **Establish a website to coordinate the transmission of information about programs and activities pertaining to faculty development. The website should include:**
 - a. Links to information essential to career advancement: applicable Handbook of Operating Procedures (HOP) sections, code of ethics, promotion and tenure guidelines and suggestions, policies and procedures, electronic CV site, etc.
 - b. Updated listing of current and upcoming faculty development activities at the Health Science Center
 - c. Listing of available UTHSCSA programs aimed at developing new skills or knowledge (K30 MSCI etc.)
 - d. Listing and description of external programs and agencies offering opportunities for expansion of current knowledge or skills (AAMC Programs, Executive Leadership in Academic Medicine (ELAM), etc)
 - e. Links to upcoming local CME programs, the UTHSCSA Continuing Education offices/websites

Long Term Objectives

1. **Develop a document for department chairs and administrators that outlines expectations and goals for faculty development efforts within their academic unit.**
2. **Raise the importance of faculty development by incorporating metrics of success in this process into the annual evaluation of department chairs and center directors.**
3. **Seek out mechanisms through which to embed goal setting and to incorporate formative evaluation into the annual faculty evaluation process.**
4. **Establish new mechanisms for formative evaluation of faculty and administrators as a mechanism to insure the continued career development of senior leadership.**
5. **Identify key institutional leaders in faculty development and develop mechanisms for coordinating efforts across all UTHSCSA units**
6. **Develop metrics for tracking success in faculty development at both the school and departmental levels.**



FACULTY DEVELOPMENT FOR UTMB EDUCATORS

Faculty development for School of Medicine educators encompasses a variety of short- and long-term program offerings. Programs offered through the Office of Educational Development (<http://oed.utmb.edu>) are complemented by department-specific offerings for campus-based faculty and support for community-based faculty provided through the Office of Regional Medical Education.

OED carries out its faculty development mission (to support the development of educational leaders, expand and improve educators' teaching skills, and encourage educational scholarship) by offering the following program options:

- Scholars in Education program (<http://oed.utmb.edu/scholars.htm>): The Scholars cohort meets monthly for 20 months in 3-hour sessions to focus on topics in teaching, learning, leadership, and educational scholarship. Scholars complete a mentored educational research or development project and an educator's portfolio. The program culminates in a scholarly symposium featuring the Scholars' completed projects.
- Teaching Skills series: One-hour practical, highly interactive workshops on teaching strategies are given monthly on topics such as writing instructional objectives, using questions in teaching, giving constructive feedback. This series emphasizes acquisition of skills that can be immediately implemented.
- Facilitator workshops (<http://oed.utmb.edu/facdevtraining.htm>): This 3-workshop series (Introduction to Problem-Based Learning, Beginning Facilitation Skills, and Advanced Facilitator Training) prepares small-group facilitators for UTMB's Integrated Medical Curriculum. Each 4-hour workshop combines theory and practice to build understanding and skills.
- Workshops and presentations by request: OED faculty and staff provide custom sessions on topics such as test question-writing, making presentations, teaching and learning styles, preparing an educational portfolio, developing standardized-patient cases, and incorporating active learning strategies into teaching.
- Mentoring: Perhaps one of the most powerful forms of faculty development is the mentoring-on-request provided by UTMB faculty and staff. Consultations on curriculum development, program evaluation, learner assessment (including clinical skills exams), educational research projects, challenges in teaching, collaborative workshop development, and other aspects of an educator's life are provided as the need arises.
- Growing edges in faculty development at UTMB
 - The new Academy of Master Teachers
 - Increasing collaboration with colleagues across campus for shared faculty development

**The University of Texas M.D. Anderson Cancer Center
The Faculty Leadership Academy (a Faculty Development program)**

The UTMDACC began a Faculty Development Program in 1998 which now offers a wide range of over 60 programs a year in all aspects of academic career and professional development. Special programming is offered in these areas: Women Faculty Programs, Faculty Health & Well-being, Classrooms of the 21st Century (teaching skills), and the Faculty Leadership Academy. A unique and very popular service offered by Faculty Development is an on-site organizing specialist who works one-on-one with faculty and their assistants to organize their offices, files, PDAs, and computer desktops. A new program in Clinical Communication Skills begins this month and is intended to enhance the physician-patient communication skills of faculty and clinical fellows.

The Faculty Leadership Academy (FLA)

- was designed and launched in September 2002 in response to a need for faculty leaders capable of handling the demands of leadership in a highly complex organization
- To date, 136 faculty have graduated and a seventh cohort starts Friday, October 6
- Faculty leaders are invited to participate by President Mendelsohn – there is now a long wait list of faculty wanting to join the FLA
- The program begins with an offsite weekend retreat followed by ten, three-hour monthly sessions and a one-day onsite mini-retreat (56 hours of programming). All the executive leaders attend the retreats and give personal accounts of their own careers including mistakes they have made along the way. This sets the tone of candor, honesty, and openness
- The program is facilitated by leadership development consultants
- The graduation is a presentation by participants highlighting how they applied their new skills
- This is a skill-building program focusing at the outset on self-awareness and interpersonal skills including active listening, communication, conflict resolution, and giving appropriate feedback. Topics also include inspiring a shared vision, situational leadership, enabling others to act, and working effectively with teams.
- Each participant receives a full 360 feedback report with assessments given by direct reports, peers, and supervisors. An industrial psychologist reviews the report with the individual and identifies opportunities for personal growth and development.

Indicators of Program Success:

- Due to interest, A Heart of Leadership: Core Skills Program, a two-day condensed version of the FLA, is now offered to junior faculty and over 100 faculty have completed it. It is fully booked for the coming year.
- The graduates of the FLA requested follow up programming so we now have the FLA Graduates Seminars held 2-3 times a year over a 2 ½ hour lunch.
- the FLA is extensively evaluated by surveys and interviews to determine the increase in knowledge, ability to apply skills, and types of actions taken within teams, departments or divisions.

The Most Interesting Success Indicator: Team Alignments

- Team alignments are a pragmatic process to accelerate team performance. They are initiated by division heads, department chairs or section heads and involve data gathering on team performance (questions might include: how clear is the vision for our department? How effectively do we collaborate and make decisions? How clear are the roles and responsibilities of our faculty, nurses, and administrators? How effective is our department leadership team?). The data is gathered by the leadership development consultant and fed back to the team in a report.
- The team leader is coached throughout this process by the consultant from the FLA. Key team leaders also receive individual feedback on their leadership effectiveness.
- 16 teams have undertaken this challenging work (Diagnostic Radiation Oncology, Head & Neck Surgery, Pulmonary Medicine, Interventional Radiology Section, Melanoma Medical Oncology, Experimental Radiation Oncology, Pathology, Endocrinology, Experimental Therapeutics, Infectious Diseases, Health Disparities Research, Pediatrics Division, Gynecologic Oncology, Critical Care, Psychiatry and GIM).

Key Learnings:

1. Team work is not something else we do – team work is how we do what we must
2. Situations in which teams are fraught with in-fighting, personal conflict, inefficiency, and lack of collaboration, can improve their performance and heal

3. Physicians, nurses and administrators must work in collaborative teams for the to deliver the best care to the patient
4. Physicians and nurses need to learn about collaboration and team work much earlier in their careers
5. Faculty and nurse leaders must learn that team work is not optional. People cannot choose to opt out and not collaborate. Leaders need to develop an ability to coach people in such a way as to get them past their habitual defensiveness about being corrected or coached.
6. The leader's job is not to make decisions and solve problems but to make sure that decisions get made and problems get solved. They need to be enablers of action.

The Effective Teacher Series is a faculty development program provided for all faculty, fellows, and residents, both pre-clinical and clinical, to enhance and improve teaching skills. The program consists of 14 seminars and workshops on practical teaching skills taught by faculty members who have a track record of success in teaching. Each seminar combines didactic instruction, discussion and hands-on practice. The workshops will be held from noon-1:00 p.m. in D1.502 on the 2nd and 4th Thursdays, beginning in September. Select the following link for a brochure featuring brief speaker biographies: [ETS Brochure 09-15-06](#).

Date	Topic	Presenting Faculty
Sep-14-06	<u>Faculty Resources at UT Southwestern Medical Center</u> <i>Learning Objective: Attendees are able to locate useful resources for faculty, staff, postdocs, residents/clinical fellows, and students on the UT Southwestern Medical Center web site.</i>	Susanne Mumby, PhD
Sep-28-06	<i>Use of RIME as an Evaluation Tool</i>	Hari Raja, MD
Oct-12-06	<i>How to Teach at the Level of Your Audience</i>	Jennifer Cuthbert, MD
Oct-26-06	<i>Small Group Teaching</i>	Jim Richardson, DVM, PhD
Nov-09-06	<i>Cultural Competence: Teaching, Learning and Practicing</i>	Alison Dobbie, MD
Dec-14-06	<i>Integrating the Use of Simulators</i>	Joe Martinez, MD John Forestner, MD
Jan-11-07	<i>Making a Course Student Friendly and Relevant</i>	Keith Tansey, MD, PhD
Jan-25-07	<i>Test Writing Workshop</i>	Lynne Kirk, MD Linda Margraf, MD
Feb-08-07	<i>A Primer on Case Based Teaching</i>	John Sadler, MD
Feb-22-07	<i>Pursuing Professionalism with Students</i>	Sue Cox, MD Mary Jane Pearson, MD
Mar-08-07	<i>Facilitating Discussion vs. Lecturing: Learning How to Guide and Not Dominate</i>	Gerald Casenave, PhD
Mar-22-07	<i>Power Point Etiquette</i>	J. Scott Wright, EdD
Apr-12-07	<i>"If you ask us..." Considering the Desires of Students</i>	UT Southwestern Medical Center Student Panel
Apr-26-07	<i>How to Deal With Cheating: Classroom, Student Affairs and Legal Insights</i>	Jim Wagner, MD Leah Hurley, JD



Web Resources For Faculty

- [Academic Resources](#)
- [Administration](#)
- [Campus Services](#)
- [Clinical Resources](#)
- [Research](#)
- [Seminars](#)
- [Training Opportunities](#)

Academic Resources

- [Continuing Medical Education](#)
- [Educational Objectives of the Medical School](#)
- [Effective Teacher Series](#)
- [Faculty Directory](#)
 - Editing: [Faculty Directory Content Management Application](#)
- [Graduate Medical Education \(GME\)](#)
- [Postdoctoral Affairs](#)
 - [Policies Relating to Postdoctoral Trainees](#)
 - [Postdoctoral Training Program Description](#)
- [Programs Directory](#)
- [Promotions and Tenure](#)
 - [Electronic Promotion and Tenure Portal](#)
 - [Information about Faculty Promotion](#)

Faculty Development at Baylor College of Medicine October, 2006

Jointly Sponsored Educator Development Program:

Working collaboratively, Baylor, the University Of Texas Medical School At Houston, the University Of Texas Dental Branch and the University Of Houston offer a comprehensive program of educator development. The goal of the program is to promote educational scholarship; increase awareness of current educational issues; and improve skills.



- The Medical Education Seminar Series consists of invited speakers who address timely educational topics. They are open to all faculty and staff.
- Workshops & Mini-fellowships are open to faculty and others if space permits. Workshops are a single 3-hour session; mini-fellows are multiple 2-hours sessions, all designed to promote specific educational skills.
- Educational Scholars Fellowship Program is open to faculty from Baylor UT-H and UT-Dental. The Fellowship meets once a month for two years. Fellows also attend other workshops and mini-fellowships of their choosing. Fellows must complete an educational project.
- Master's of Education in Teaching is a two-year MEd program from the University of Houston taught in the Texas Medical Center. It is open to anyone who meets the entry requirements. Nine of 36 credit hours can be completed through participation in workshops, mini-fellowship, and/or the Educational Scholars Fellowship.

Distinct Baylor Programs



In addition to the jointly sponsored programs described above, Baylor offers programs which are designed to recognize its educators and build a "teaching commons."

- Fulbright & Jaworski Faculty Excellence Award uses an NIH-style peer review process to identify faculty who's educational contributions meet published criteria of quantity and quality. Recipients become members of Baylor's Academy of Distinguished Educators for five years.
- Barbara and Corbin Robertson, Jr. Presidential Award for Excellence in Education honors four medical educators annually with a \$10,000 honorarium.
- Educational Consultation Program provides qualified coaches to assist faculty improve their skills as educators through one-on-one observation and feedback.
- The Academy of Distinguished Educators provides medical educators with an educational support network or "home." The Academy assists Baylor leadership address educational issues and promotes scholarship.

TEXAS A&M HSC COLLEGE OF MEDICINE (COM) FACULTY DEVELOPMENT PROGRAM

Administration

- Office of Educational Development (OED) has oversight
- Faculty Development Committee @ Scott & White (S&W) but not “college-wide”

OED Initiatives

- Formal biannual faculty development seminars (spring and fall)
- Subscription to IAMSE Webcast Series
- Monthly Graduate Medical Education Committee “Miniseries”
- “Brown Bag” Seminars (under development)
- OED Websites (S&W and COM)
- Matching Funds (with Departments) Grants Initiative for “Advanced Programs”

Departmental/Institutional

- Pediatrics (Faculty Development Required by Department)
- Internal Medicine
- Veteran’s Administration

Under Consideration

- Academy of Educators
- MMedEd Program (had discussions with Baylor College of Dentistry)

Challenges

- Motivating faculty to participate
- “All under one umbrella” – Administration and Sharing Information
- Linking Faculty Evaluation to Faculty Development (“tailored” vs. “generic” faculty development)
- How in the world do we know if it works??

Faculty Development at Texas Tech University Health Sciences Center School of Medicine

- Principle faculty contacts: Hoi Ho, MD in El Paso; Tom Tenner, PhD in Lubbock; Stephanie Leeper, MD in Amarillo
- El Paso has a course that includes the topics of teaching, research, publications, and faculty socialization – career planning, mentoring, etc (the details I do not have)
- Lubbock conducted a course that lasted about 6 of 7 months that had the same broad scope with a bit more offered in the area of academic socialization
- Amarillo has conducted what our Regional Dean called “Faculty Development Roundtables”. Each faculty person met with the Dean, their Department Chair, a basic science researcher, a health services researcher, and an educational researcher for 30-45 minutes one time to discuss their career aspirations in the areas of teaching, clinical care and scholarship. There have been other targeted opportunities offered (e.g., training to become a “Master Teacher in Geriatrics”)

In conversing with Dr. Tenner, the following points were made:

- Is it better to have your own program and program faculty (develop your own) or are outside programs put on by other centers better? Because TTUHSC is so new in this whole process, this is one question that our new Dean is going to have to decide. Perhaps there needs to be a combination.
 - The Family Medicine faculty have heavily subscribed to the faculty development program conducted in Waco. This has had positive results but the effects appear to be individual or local (within a campus and/or a department)
 - Harvard has numerous course in almost every aspect of faculty development, but they are costly.
- Dr. Tenner believes that what he and his office can provide is contact with a faculty mentor? The mentor can guide them through the academic process. When he has interacted with individual faculty, this is what he has tried to do. Set down with the faculty member and look at what is required to get to the next step and then begin to put together a plan. This is effective one-on-one, but it is labor intensive and Dr. Tenner believes this is really the role of the Department Chair.
- He sees his role and his office as being of assistance, not be a burden to faculty. He goes on to say that he wants to help people not make mistakes in managing their career. He “does not want to lose any faculty on my watch”.
- Keeping faculty connected is a very important goal for him
- We discussed the faculty reward and recognition practices at TTUHSC. Rewards are currently based on individual performance.
 - For many faculty, there is no sense of loyalty to the institution.
 - Many faculty do not get involved with the community/institution
 - He has watched clinicians come to TTUHSC and then go into private practice. This bothers him.
 - He is becoming aware of the costs involved in turnover/recruiting.
- Lots of meetings can waste faculty time. He speculated on how to build a greater sense of collegiality? He was pleased that the faculty who persisted with the lengthy faculty development course began to build professional and personal networks. That was a positive effect of the course.
- On the other hand, TTUHSC still has “Too many lone rangers”.
- When TTUHSC begins recruitment, we have to make sure that the new “recruits” have credentials to do the job. Chairs need to take the lead. Mentoring is underutilized.
- We need to take a proactive approach to Career Development rather than just faculty development.

Faculty Development at UNTHSC: Integrating Bloom's Taxonomy with Principles of Cognitive Sciences

Michael W. Oglesby, Ph.D., UNTHSC

Bloom defined the development of the intellect as a series of transformations that begins with: 1) the **acquisition** of information, 2) its **comprehension** and reconstruction into a knowledge base, and 3) the **application** of that knowledge base to solving problems. In many curricula, classroom activities scheduled for the first two years of medical school typically devote most time to information acquisition (approximately 80%), with relatively little time devoted to comprehension and application. UNTHSC has undertaken a curricular reform initiative which, by design, has activities that increase comprehension and application capabilities of our students. In our curriculum, particularly in Year 2, students are responsible for acquiring information through directed self-study rather than classroom lecture. They do so through reading of texts and supplemental material provided by faculty; they then must practice differential diagnosis of case vignettes to a specified competency (our program for differential diagnosis training can be seen at www.acdet.com). The responsibility of our faculty is to facilitate comprehension and application of the information students have learned. We therefore ask faculty to provide classroom sessions that:

Teach within the context of patient problems

Teach from case-based examples

Use short cases (typically of National Board vignette length)

Make one or two teaching points per case

Instruction during these case presentations should focus on improving comprehension and application of knowledge. We ask that faculty:

Use numerous questions spinning off of cases, and these questions should compare and contrast diseases in terms of diagnostic, explanatory (pathology) and treatment knowledge bases by:

Using interactive polling technology to input class answers

Calling upon individual students to stand and provide their input

Historically, faculty were educated in a classroom setting that stressed information acquisition, and most faculty have subsequently taught that way ("my audience knows next to nothing about this subject, and my PowerPoints must address all aspects of the subject in detail"). A shift from this mindset requires significant faculty development to overcome historical biases. We work with faculty to: 1) educate them concerning this teaching philosophy, 2) support their efforts to develop case-based, question and answer formatted, educational material, and 3) provide peer review of their classroom activities. We face significant faculty development impediments. Any change in teaching style requires a commitment of time; faculty express concerns about "not addressing everything that needs to be said;" and they also are skeptical that students will do the assigned work in advance (this latter issue is addressed by occasional short quizzes). We address this inertia by asking faculty to select one area in which they might try this approach. After their first experience, we then ask that over the next two years they move their instruction fully to this method. Concomitant with this shift towards increased development of comprehension and application skills, we have seen significantly increased Licensing Board scores as well as increased indices of student and faculty satisfaction with courses.