

# Faculty Development related to Teaching (FDT): A Benchmark Survey

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## Background

- “Excellence in clinical teaching requires knowledge and skills beyond that of one’s clinical specialty”(1)
- A study performed in 2008 found student ratings for five different dimensions of clinical instruction increased significantly across the population of faculty who participated in a workshop on basic instructional skills (2)
- Little is known about requirements aimed at improving knowledge and skills related to teaching for health professions faculty.
- The purpose of this study was to examine the national landscape and faculty perceptions of our local institution’s requirement associated with faculty development pertaining to teaching in medical education.

## Methods

### National Benchmark Survey

- An electronic survey was disseminated to faculty affairs offices across the nation to determine if they have a requirement for faculty participation in professional development related to teaching, and if yes, to describe the requirement.
- Descriptive statistics were used to analyze the findings.

### VTCSOM Faculty Survey

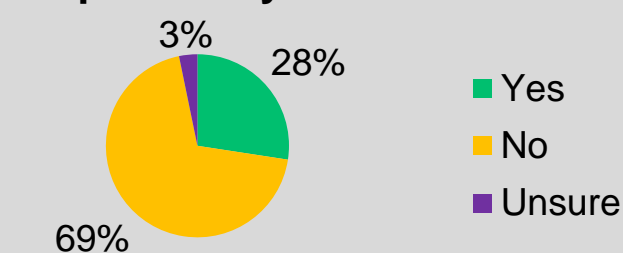
- An electronic survey was then distributed to all faculty within VTCSOM to gauge perceptions of the faculty development requirement related to teaching (FDT).
- Qualitative themes from open-ended comments were examined iteratively by research team members.

## Results

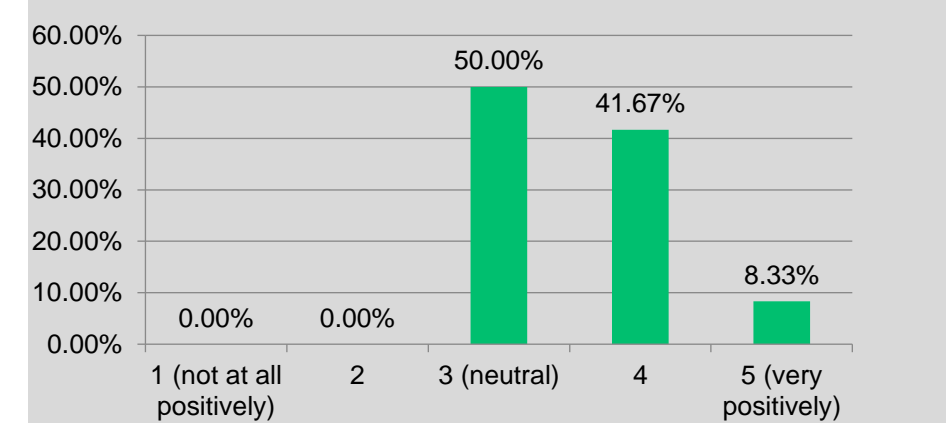
### National Benchmark Survey

- Sixty-five (65) responses, representing approximately 1/3 of US medical schools, were received for the national survey.
- Respondents represented predominantly Faculty Development Directors or Deans of Faculty Affairs offices.
- Less than 1/3 of schools responding had formal requirements for faculty participation in FDT.
- For those with formal requirements, faculty were overall neutral or positive about the requirement.
- There was also a wide range of hours and activities necessary to satisfy the requirement, and consequences for non-compliance.
- For those who didn’t have a requirement, 41% saw value in it and would consider the addition of a requirement in the future.

Does your medical school have a requirement that faculty must participate in professional development specifically related to...



On a scale of 1-5, how positively do your faculty view this requirement?



### VTCSOM Faculty Survey

- 294 VTCSOM faculty completed the internal survey regarding the FDT requirement.
- Over 40% of individuals either agreed or strongly agreed that the FDT requirement contributed to their effectiveness as an educator (41%), enhanced their teaching knowledge (49%), and enhanced their ability to recognize the needs of learners (49%).
- When asked to share other thoughts about the FDT requirement, **four** qualitative themes emerged.

## Qualitative Themes



### Need for differentiated FD content

*I think there needs to be thought given to the current one size fits all approach. The needs of junior and senior faculty vary greatly, and these differences are not considered in the requirement. For specialty fields like nephrology, I do not find this useful.*



### Importance of varied education formats

*Self study modules that could be done when time permitted would be more helpful and accessible. Totally unrealistic to think that we can attend these sessions in the middle of the workday. Can all the videos and didactic presentations be more readily available with a single link?*



### Variable support for FDT requirement

*Should not be mandatory. It's an arbitrary requirement that isn't applicable to a large number of faculty. I think this a good and fair requirement. This is really important because it highlights skills needed to be an effective educator.*



### Diverse impact of FD on recipients

*Teaching improved due to the activity. Revitalizes my dedication to teaching. I have not personally seen a benefit. Did not feel like the requirement made me a better teacher.*

## Conclusions

- This study helps establish a national benchmark for the status of professional development in teaching initiatives in medical education and reveals information on how to optimize and/or improve our own FDT requirement.
- Potential limitations are low response rate and the manual identification of faculty affairs deans for distribution of the national survey.

## References

1. Chen, H. C., Fogh, S., Kobashi, B., Teherani, A., ten Cate, O., & O'Sullivan, P. (2016). An interview study of how clinical teachers develop skills to attend to different level learners. *Medical Teacher*, 38(6), 578–584. <https://doi.org/10.3109/0142159X.2015.1073238>
2. Notzer N, & Abramovitz R. (2008). Can brief workshops improve clinical instruction? *Medical Education*, 42(2), 152–156. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=105754240&site=eds-live&scope=site>