

2018

Office of Faculty Development Strategic Plan ~  
2018-2019



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## Statement of Philosophy

We believe that great educators have a passion for learning and that the best faculty are life-long learners who strive to improve their teaching practice. To foster teaching excellence within the SOM, faculty need ongoing and regular faculty development opportunities. An inclusive faculty development program must encourage involvement of different segments of the college community. An effective faculty development program must address the needs of the faculty while remaining flexible and innovative enough to move with changing times. Faculty development programs should foster a learner-centered model and be grounded in evidence-based teaching practice. To ensure our efforts are effective, the Office of Faculty Development (OFD) places a high value on sustainability.

## Mission

The Office of Faculty Development strives to foster a culture that promotes excellence in teaching, advances inclusion, equality and equity, encourages collaboration, and supports faculty in their efforts to explore innovative, evidence-informed teaching methods that generate student success.

To fulfill its mission, the Office of Faculty Development in collaboration with other institutional partners seeks to:

Provide learning and support to the faculty of the University of California at Riverside School of Medicine and transform teaching through training, workshops, professional learning communities, and consultation.

## Introduction

The Strategic Plan for the Office of Faculty Development is a living, breathing document. It will be subject to regular and ongoing review and revision to ensure that it continues to meet the needs of the department in fulfilling its mission and purpose.

The Strategic Plan will serve to guide the office in developing programs and initiatives that are mission focused. It is not merely a list of goals but a blueprint for a thoughtful and purposeful way to identify our aspirations and plans for achieving them.

To create this document, I have relied upon the input and intellectual resources of the OFD staff, the School of Medicine faculty and staff and student feedback. Data has been collected through interviews and surveys. The document was also informed by established research on the scholarship of teaching and learning and faculty development.

## Needs Assessment

In June of 2018 a second annual needs assessment survey was sent to over 1200 faculty teaching at the School of Medicine. The survey was designed to identify what opinions faculty held regarding available faculty development programs at the UCR SOM and what the faculty stated as their needs for faculty development. In the survey, an overall positive impression of the OFD programs and services a clear and compelling need for faculty development is indicated.

### Constituencies to be Served

The UCR SOM has a diverse and geographically dispersed faculty teaching in both classroom and clinical settings. The faculty teaching on campus represent the following demographics:

- Employment status
  - 72% Volunteer
  - 28% Full-time
- Gender
  - 65% male
  - 35% female
- Ethnicity

31% White	6% Unknown
16% Pakistani/East Indian	3% Mexican/Mexican-American/Chicano
10% European	3% Middle Eastern
9% Chinese/Chinese American	2% Filipino/Pilipino
8% Other Asian	2% Korean/Korean-American
7% Black/African-American	2% Latin American/Latino

### Meeting Accreditation and Basic Requirements

According to the LCME self-study, the SOM will “develop and lead faculty development programs, workshops, seminars, informational, and practice sessions that are designed using the latest knowledge drawn from the cognitive and learning sciences.”

Additionally, we have a mandate to provide faculty development to all professors who teach our students. This includes faculty and residents teaching in a classroom or a clinical setting through clerkships, LACE, and other community based programs.

### Addressing SOM Values and Goals

A dynamic faculty development program is essential in supporting the SOM values, particularly those of excellence, inclusion, innovation, and accountability. Faculty development programs will focus on encouraging a culture of teaching excellence. Programs will provide opportunities for faculty to learn and implement innovative and research-informed teaching methods. Working in partnership with the Office of Assessment and Evaluation, the Office of Faculty Development will use teaching

assessment data to inform programmatic decision making and to provide effective assessment methods for faculty development programs to ensure accountability.

## Strategic Initiatives

The following strategic initiatives help define the direction of the Office of Faculty Development and inform programmatic decision making.

1. **Needs Assessment.** Regular, ongoing needs assessment is a key factor in ensuring that the Office of Faculty Development provides programs that consistently meet the needs of the UCR SOM growing and diverse faculty (Daly, 2011; Hahn & Lester, 2012; Smith & Hardinger, 2012; Tyrrell, 2015). Informal needs assessment derives from conversations with key stake holders and attendance at key School of Medicine meetings. Formal assessment will be done on an annual basis and will include surveys and other metrics.
2. **Develop high-quality faculty development programs and partnerships.** Creating dynamic faculty development programs is a clear and ongoing purpose of the OFD. To achieve this key goal, programs need to focus on creating a learner-centered approach to teaching. To ensure we maximize available resources, the OFD is committed to developing ongoing and sustainable partnerships both within and without the UCR community.
3. **Developing resources for the OFD.** Currently, a majority of the staff resources for the OFD depend upon temporary grant funding. A more sustainable source of funding is needed to meet the needs of a growing medical school. Developing an ongoing method for funding the OFD operations is a key component for long-term growth and sustainability.
4. **Active outreach.** To meet the needs of diverse faculty and to support the values of the department, the OFD will engage in an active effort to reach out to both the campus and local community. Utilizing education as a focal point, the OFD seeks to demonstrate our commitment to equality and equity by developing programs and partnerships that will further our mission and the mission of the UCR SOM.
5. **Evaluation of Programs and Services.** Evaluation of program effectiveness is vital in maintaining and measuring the impact of the Office of Faculty Development. Evaluations will be provided for all formal faculty development programs. Data from these evaluations will be collected, analyzed, shared and used to inform programmatic decision making. The Office of Faculty Development will partner with the Office of Assessment and Evaluation to ensure that programs are assessed in a manner that generates meaningful, actionable data.

## Programs

In its first year of operation many of the programs offered by the Office of Faculty Development were developed on ad-hoc basis. The goal of this strategic plan is to create a more comprehensive and integrative approach wherein programs and offerings support the stated mission.

### Existing OFD Programs and Offerings

Currently the OFD has the following programs available.

- Teaching Excellence Academy (TEA). The first cohort of the Teaching Excellence Academy has been selected and the program will begin in October of 2018. The TEA is the premiere program of the OFD.
- The Medical Educator Certificate program. Originally developed as a revenue source to support the TEA, the Medical Educator Certificate program is being developed in partnership with the Office of Extension and Professional Studies (UNEX). Classes will begin in January 2019.
- Faculty Development Series. To encourage a longitudinal approach to faculty development and to intentionally move away from the one-and-done workshop model, the OFD has organized all workshops and webinars into faculty development series. This method of classifying workshops and webinars helps to create an overall thematic approach to programs. These series include:
  - Teaching Essentials Series
  - Teaching Innovation Series
  - Clinical Teaching Series
  - Leadership Series
- Direct teaching support. The OFD supports faculty members on an individual basis by offering the following services:
  - One-on-one teaching consultation.
  - Teaching observation with feedback.
  - Small Group Instructional Diagnosis (SGID), which is an evidence-based method of gaining student feedback that is most useful to faculty.
- Online Resources. The OFD provides a variety of online resources. These include:
  - OFD website. The website includes a range of teaching guides and resources, up-to-date information on the OFD programs and services, and an archive of available webinar and workshop videos.
  - iLearn course. The OFD maintains an open access course in iLearn entitled the *UCR School of Medicine New Faculty Guide*. This course provides resources and information for new faculty.

- Partnership programs. The OFD partners with other campus departments on the following programs:
  - The Conference on Teaching, Learning and Discovery – partnership with the Office of Assessment and Evaluation and the Longitudinal Ambulatory Care Experience (LACE).
  - New faculty orientation – co-hosted with Academic Affairs
  - Dinner and a Workshop series – co-hosted with Academic Affairs
  - Women in Medicine month events – co-hosted with the Office of Strategic Initiatives and the Women’s Resource Center.
  - Clinical Teaching Series – partnership with the LACE and Clerkship programs.

## Proposed Programs and Offerings

### Short-term Strategies

Now that a base level of faculty development support services and programs have been established, short-time strategies for the OFD focus on ensuring those services meet the needs of the faculty and further the department mission. The following short-term strategies include:

- Provide quality curriculum for the TEA and Medical Educator Certificate programs.
  - Develop ongoing metrics for success.
  - Pilot the program and track its effectiveness.
  - Create acknowledgment methods for graduates of the program.
  - Continue to seek outside funding to sustain the program.
  - Recruit the next year’s cohort.
- Expand new faculty orientation to include teaching and learning.
- Participate in the Conference on Teaching, Learning & Discovery in 2019
  - Expand the teaching and learning component of the conference.
  - Develop dynamic marketing efforts to encourage more faculty attendance.
  - Create an opening plenary that is motivational and educational.
- Enhance the existing faculty workshops and webinars.
  - Develop faculty-led and guest speaker programs.
  - Provide multiple sessions of workshops to give more available options.
- Create an effective marketing plan
  - Reach more faculty through improved marketing methods and outreach programs in the community.
  - Select a marketing program compatible with the UCR email system.

- Form strategic partnerships to make more programming available to UCR faculty. Partnerships being considered include:
  - University of Oklahoma Health Science Center (UOHSC). The OFD is currently developing an online mentorship training program in partnership with UOHSC.
  - University of Kansas School of Medicine (KU). The OFD is in the early stages of discussing a partnership with KU to develop a badging and certificate program which would be a part of an ongoing effort to improve attendance at workshops and other events.

### Long-term strategies

A comprehensive review of faculty development strategies suggests that multi-session programs extended over time produce better outcomes than one-time interventions like workshops (Steinert et al., 2009). Not only did these longer forms of faculty development produce better immediate results, they also showed more sustainability over time (Steinert et al., 2009; Steinert, Naismith, & Mann, 2012). While one-time workshops will remain a part of the faculty development program and serve a useful purpose, long-term strategies are also needed.

To help support a culture in the long-term that holds the value of teaching excellence the following strategies are proposed:

1. Center for Teaching Excellence – a bricks and mortar facility where faculty can access teaching resources and receive training and support.
2. Teaching Excellence Recognition – The OFD should hold a leading role in recognizing teaching excellence within the institution. Some methods for achieving this strategy are already in place, such as recognition of the graduates of the Teaching Excellence Academy. Additional programs to highlight teaching excellence can include:
  - a. Teaching Awards – recognition of teaching excellence.
  - b. Teaching Excellence Advisory Members (TEAM) – Graduates of the Teaching Excellence Academy join an exclusive group of outstanding faculty. TEAM members provide a pool for mentorship.
3. New Faculty Institute – Research on new faculty orientation at medical schools suggest that new faculty orientation should take place over time and be incorporated into faculty development plans (Chauvin, Anderson, Mylona, Greenberg, & Yang, 2013; Morin & Ashton, 2004; M.D. Sorcinelli, 1994). The Office of Faculty Development should have a key role in creating and delivering a comprehensive and longitudinal new faculty program.
  - a. Teaching Rounds – using a technique that is familiar with physicians, teaching rounds allow colleagues to address teaching and learning challenges (Chew, 2013; T. Del Prete, 1997; T. A. Del Prete, 2013).

- b. Innovative Teaching Grants – Small grants to support innovative teaching projects. These monetary incentives recognize the time and commitment it takes to rethink and redesign traditional teaching methods and to implement more effective and innovative pedagogy.
- 4. Professional Learning Communities – More informal and shorter than the Teaching Excellence Academy, PLCs develop around topics, such as education technology, flipped learning, teaching in a clinical setting, etc. An example of a PLC that is in development is a faculty writing support group that is designed to help faculty publish scholarship.
- 5. Online faculty development courses – Using the learning management system, courses can be offered either synchronously or asynchronously. The interest in this type of faculty development is indicated. In the Faculty Development Needs Survey with 70% of respondents indicated strong or moderate interest in online courses and webinars.

## Strategic Objectives

The following actionable objectives support the five key strategic initiatives.

1. Needs Assessment Initiative:
  - An annual survey is conducted and data are used in planning.
  - Student evaluations of teaching are reviewed and considered.
2. Developing Programs Initiative:
  - Programs have been organized into series.
  - An annual program calendar is used as a planning and oversight tool.
  - A roster of workshops and webinars have been and continue to be developed.
3. Developing Resources Initiative:
  - An FAU has been created to track department expenses and access needs.
  - A billing procedure is in place to enable the OFD to charge for services provided to outside organizations to secure additional funding.
  - A revenue sharing agreement with the Office of Extension and Professional Studies has been implemented and efforts will be made to market this potential income-generating program.
  - A funding plan is being developed.
4. Outreach Initiative:
  - Provide programs to service areas such as Temecula, Palm Springs, and other areas where we have a strong UCR faculty presence.
  - Promote customized on-site programming.
  - Develop relationships within and without the UCR community to discover new opportunities for partnership and outreach such as the one with the Women's Resource Center partnership for the Women in Medicine events.



5. Evaluation Initiative:

- Continue collecting evaluation data on every workshop.
- Develop metrics for evaluation for online programs and longitudinal programs.
- Create validated instruments for evaluation purposes.
- Establish ongoing process of reviewing data in the context of programmatic decision making efforts.
- Establish an annual protocol for evaluating program effectiveness overall.

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