



# Symposium on Educational Excellence 2024

## Assessing the faculty development landscape at OHSU

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### Keywords

Faculty development; Needs Assessment; Health professions education

### Abstract

The Teaching and Learning Center (TLC) at OHSU is a centralized office, located under Educational Improvement and innovation. Part of the TLC mission is to provide faculty development on teaching and learning topics to support the professional development of teaching faculty across the institution's programs and schools. The TLC, while having a marked increase in attendance at synchronous, remote training at the beginning of the pandemic, began to see attendance numbers drop in 2022. This led the team to investigate faculty's current needs and interests to create curriculum aligned therewith. Yilmaz et al., 2021, describe the challenges faced by faculty in academic health centers who often juggle several competing roles and the challenges that this poses to faculty development (live, synchronous programs often fail to reach their intended audiences).

To determine OHSU faculty's needs and interests, a faculty development needs assessment interactive drop-in session was held (replacing the typical webinar session). This session was broadly advertised to school and program leadership and faculty, and a survey was sent with this announcement to obtain feedback from those who could not attend the live session. The survey questions mirrored the questions that would be posed in the live session (using polling). A more abbreviated polling session was held in a subsequent Faculty Senate meeting (also in fall 2023) and the same survey was disseminated within this meeting (and thereafter to all Faculty Senate members) to obtain additional data.

Questions for polling and the survey were based on categories of Faculty Development delineated in Fallis et al., 2022:

- Assessment and Evaluation
- Communication Skills
- Emotional Intelligence
- Establish Positive Learning Climate
- Information Technology
- Interprofessional Skills
- Knowledge Expert
- Leadership
- Learner Centeredness
- Mentorship and Coaching

- Personal and Professional Development
- Practice Based Reflection
- Professional Behavior
- Research and Scholarship
- Teaching Practice
- Teaching Theory
- Teamwork
- Time Management

These categories were included to give faculty an awareness of the breadth and scope of faculty development in the health professions and to identify their needs and interests accordingly. Additional questions queried respondents about demographics (school or program of respondent), preferred length/duration for faculty development trainings, preferred format(s) of training, topics of interest (from a list generated by TLC faculty developers), other ideas for topics and faculty's teaching successes and challenges.

Results from the sessions and survey will be presented, along with any additional data collected in Winter, and early Spring of 2024. These results have already been used to shape Winter 2024 programming and are intended to shape and inform future faculty development efforts within the Teaching and Learning Center. Additionally, these findings may aid collaboration and alignment with faculty development offices and initiatives across other schools and programs, and provide faculty with relevant, timely and effective professional development training and resources.

## Learning Objectives

- 1 Describe the breadth and scope of faculty development in the health professions.
- 2 Interpret the results of polling and surveying faculty about their needs and interests in faculty development.
- 3 Outline how the data can inform faculty development initiatives and curriculum development into the future.

## References

Fallis, D., Irwin, S., Cervero, R., & Durning, S. (2022). Frameworks to guide faculty development for health professions education: a scoping review. *The Journal of continuing education in the health professions*, 42(3), 180-189. <https://doi.org/10.1097/CEH.0000000000000376>

Yilmaz, Y., Papanagnou, D., Fornari, A., & Chan, T. M. (2022). Just-in-Time Continuing Education: Perceived and Unperceived, Pull and Push Taxonomy. *The Journal of continuing education in the health professions*, 42(2), 125-129. <https://doi.org/10.1097/CEH.0000000000000415>