

# ABSTRACT: 2015 ELAM Institutional Action Project Poster Symposium

**Project Title:** A Continuous Quality Improvement Approach to Enhance Faculty Contributions to the Education Mission

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**Collaborators:** 1) Associate Deans: Curricular Improvement, Student Programs, Senior Associate Dean for Education, and 2) Faculty Directors: a) Curriculum & Assessment; b) Pre-Clerkship Curriculum, c) Introduction to Patient Care, d) Pre-Clerkship Assessment, f) Director Clinical Skills.

**Background:**

The School of Medicine will increase class size from 96 to 128 in 2017. Our curriculum is a highly integrated Patient Based Learning (PBL) curriculum with abundant small group learning. No departmental specific courses are offered in the first two years. Contributions to the integrated curriculum are highly variable across departments. Timely, accurate data on teaching contributions are not readily available and therefore are not routinely incorporated into decisions about allocation of faculty effort.

**Objectives:** This project has four objectives: 1) identify the number of faculty needed for mission critical roles to support an increased class size; 2) develop a model with defined equitable faculty teaching expectations for each department; 3) develop a web based Dashboard to enable departmental chairs, education leaders and the Dean to monitor teaching contributions and inform strategic decisions; 4) integrate data on faculty teaching expectations with clinical and research metrics to provide a more holistic representation of the SOM faculty activities.

**Methods/Approach:**

We engaged a faculty task force to: 1) quantify the faculty resources required to support an increased class size; 2) identify mission critical roles and prioritize difficult to recruit roles; 3) consider discipline specific expertise and prior knowledge of the medical students' experience needed in each role; and 4) develop metrics for departmental contributions. We assigned departments to three types : 1) basic science, 2) clinical with core clerkships, 3) all other clinical. We then developed specific expectations for mission critical roles that were adjusted by faculty FTE and department type. We created a dashboard that identified the degree to which each department met teaching expectations for each role. Different colors on the dashboard indicate contributions and ranged from sufficient to support an increased class size to not sufficient for current class size. AY2013-14 served as the pilot year. We validated data for the mission critical roles and engaged stakeholders to refine data organization and display through progressive PDSA cycles. We engaged department chairs to identify strategies to enhance departmental contributions. We created technical specifications to move the dashboard to a web-based application and link this with our curriculum management database with anticipated implementation in July 2015.

**Evaluation Metrics:**

To determine the effectiveness of the intervention we will collect and analyze data for AY2015-18.

Outcome	Metric
Project Management	Monthly Process Milestones
Reduce Variance in Contributions Among Departments	# Departments Meeting Expectations
Increased Faculty Contributions	# Departments Meeting Expectations # Individuals Contributing to Expectations # Individuals by Academic Rank Contributing to Expectations
Usefulness; Increased Transparency	SOM leaders feedback

**Anticipated Organizational Impact**

Increased Faculty Participation; Decreased Variability Among Departmental Contributions; Transparency; Integrated Holistic Representation of SOM Contributions; Academic Promotion/Retention.