ABSTRACT: 2018 ELAM Institutional Action Project

Project Title: Developing a Competency- Needs Assessment Based Faculty Development Program

Name and Institution: Betsy Ripley, MD, MS, RAC Virginia Commonwealth University

Collaborators and Mentors: Latisha Roberson, Darshana Shah, Peter Buckley

Topic Category: Faculty Development

Background, Significance of project:

Medical School (SOM) faculty are intelligent, highly trained individuals who have been taught the necessary skills for their specialty or field. Developing them into a cadre of professional and competent teachers, educators, researchers and leaders in their roles and responsibilities requires faculty development. Medical schools and organizations offer a wide variety of programs without carefully looking at needed knowledge, skills, and attitudes (KSA) necessary to be a successful faculty member. To remain at the forefront, faculty development programs must determine what KSA are necessary for all types of faculty to be successful, recognize and plan mechanisms to provide needed training, and deliver individualized development plans.

Purpose/Objectives:

1. Develop a comprehensive list of faculty KSA necessary for all SOM faculty success
2. Map prior educational offerings to determine areas which are taught, over taught or missing.
3. Utilize the list to develop a two-year strategic plan for faculty development at VCU
4. Develop a faculty-friendly format to allow faculty to create a personal professional development plan.

Methods/Approach/Evaluation Strategy:

A literature review and discussions with faculty development leaders generated an initial list of KSA necessary in teaching, service, scholarship, and leadership. An iterative process was then used. Discussion groups with 25 of 26 VCU Chairs in both clinical and basic science departments reviewed the list and determined items not needed or missing. An IRB approved survey with the revised list was emailed to VCU SOM faculty, members of the AAMC Group on Faculty Affairs and ELAM fellows. Data was used to determine a working list of items needed as a foundation-needed at the beginning of a career; transition-needed by most faculty at some point in their career; and advanced- needed by faculty who have a significant effort in an area. Faculty development offerings by the SOM over the past two years were then mapped to these items.

Outcomes/Results:

158 completed the survey. The respondents were 56% from VCU, 47% tenure/ tenure-eligible, Instructor 2.0%, Assistant Professor 18.3%, Associate Professor 22.2%, Professor 57.5%, and had effort across the spectrum of areas. Items were divided into foundation, transition, and advanced. Mapping of the faculty development offerings in the past 2 years showed many items were covered multiple times while others were not addressed. Non-SOM trainings are being incorporated

Discussion/Conclusion with Statement of Impact/Potential Impact:

Items important to faculty for success throughout their career have been identified and gaps in training noted. Using these items, we are currently working on a 2-year SOM faculty development plan. The next step is to develop a faculty-friendly format with training opportunities geared toward individual development plans. While developed at VCU, the KSA list and faculty format will be adaptable by other institutions to fit their faculty's needs and local trainings.