

Abstract: Faculty Development Related to Teaching: 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). It is imperative to establish a benchmark in order to conduct further analytics on the effects that these initiatives may have on student outcomes. Studying the relationship between professional development activities specific to improving teaching and their outcomes will reveal information on how to engage learners at varying stages of their medical education career.

The purpose of this study is to examine the national landscape associated with faculty development pertaining to teaching in medical education.

Methods: This study aims to explore the outcomes associated with continued professional development in medical education, specifically related to improving teaching abilities. An electronic survey will be 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, what that requirement looks like. Descriptive statistics will be used to analyze the findings. Qualitative themes will be examined to identify commonalities among faculty development related to teaching requirements for faculty at the national level.

Results: After an iterative review process, the survey has been finalized. At the time of this submission, dissemination and collection of data is underway, but no results have yet been analyzed. Results will shed light on requirements for faculty development related to teaching.

Conclusions: This survey will serve as a national benchmark for the status of professional development in teaching initiatives in medical education. We believe congruent studies could reveal more information on how to optimize and/or improve medical education across both the classroom and clinical setting.

A strength for this study is the identified gap in the literature associated with the topic of faculty development related to teaching requirements. A potential limitation is the manual identification of faculty affairs deans for distribution of the survey.