Faculty Development during a time of Expansion

Schoen W. Kruse, Ph.D.
Assistant Dean
Associate Professor of Pharmacology
Kansas City University
Session Objectives

After attending the session on Faculty Development during a time of Expansion, you will be able to:

1. Describe the process to create a faculty development program that serves faculty at multiple locations.
2. Describe the benefits of a structured faculty development program for new hires at an additional COM location.
3. Describe the use of adult learning theory in the KCU faculty development program.
Growth in Osteopathic Medical Education

2005: 23 COMs and branch campuses
- 19 COMs and branches opened

2015: 31 colleges at 41 campuses in 29 states

2017: 48 teaching locations in 31 states

In the 2016-17 academic year, colleges are educating more than 27,000 future physicians

More than 25% of all first-year U.S. medical students are osteopathic medical students

http://www.aacom.org/become-a-doctor/us-coms
Students will matriculate to KCU-COM Joplin fall of 2017

Two sites, one curriculum

Challenges when starting a new COM campus:
• Communication
• Information sharing
• Assessment
• Recruitment of both students and faculty
• Curriculum delivery

Delivering the same curriculum at multiple locations demands fluid communication and training of faculty to ensure that all learners are adequately and appropriately trained at both locations under one curriculum
Separated by 160 miles of America
Mission of KCU Faculty Development

Develop KCU faculty skills in five domains of faculty development to help foster an organizational environment in which faculty feel empowered to continually work toward improved educational scholarship. This mission will help to improve the well-being of the communities we serve by directly improving the skills of the faculty with a focus on KCU learners. Faculty development will maximize every student's potential to provide outstanding and compassionate patient care and to achieve excellence within the healthcare field.
Five domains of faculty development

- Scholarly activity (writing, research, presenting)
- Leadership
- Educational design and curriculum development
- Professional development and promotion
- Teaching
Faculty survey to establish baseline

Prior to enrolling in faculty development, each faculty member will be provided a questionnaire to self-rate their expertise in the following areas.

- Curriculum design and implementation
- Curriculum evaluation
- Facilitating small groups
- Assessing student performance
- Giving effective feedback
- Giving effective lectures
- Mentoring
- Advising
- Delegation
- Supervision
- Writing learning objectives
- Negotiation
- Time management
- Research design
- Conducting research
- Grant writing
- Lesson planning
- Test question writing
- Evidence based medicine
- Risk management
- Using technology in the classroom
- Cultural competence
<table>
<thead>
<tr>
<th>What do faculty want?</th>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
<th>Desire to Improve*</th>
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*31 respondents
Phases to address the five domains of faculty development

• Phase 1: Teaching *(initial focus)*

• Phase 2: additional areas of focus to address Leadership, Educational design and curriculum development, Scholarly activity *(writing, research, presenting)*, Professional development and promotion
Experiential learning: learning occurs through experience

There are two parts to every good learning encounter:
1. Grasping (perception) – take in information
2. Transformation (processing) – do something with the information

- David Kolb
Separated by 160 miles of America
Faculty development sessions: Teaching

Course Directors and Teaching Faculty: Roles and Responsibilities
  • Pre-course
  • During course
  • Post-course

KCU curriculum architecture

Introduction to basic learning theories (socialist, constructivist, behaviorist)
  • Behaviorism
  • Constructivism
  • Socialism

Utilizing audience-response systems in the classroom
Faculty development sessions: Teaching

Osteopathic philosophy

Advising students
  • Board prep
  • Residency match

Item writing workshop

Grant writing for Medical Education

IAMSE Webinars
  • Burnout
  • Remediation

Bi-monthly journal club with a focus on educational publications
Faculty development sessions: Teaching

Kolb learning styles inventory and Experiential Learning Theory
Writing instructional objectives
Writing Multiple Choice Assessment Items
Metacognition and cognitive science (spacing, testing, interleaving, blocking etc.)
Utilizing active learning strategies for effective teaching
New teaching methods – Microteaching
Skills teaching (medical and non-medical)
Teaching Perspectives Inventory (TPI) [http://www.teachingperspectives.com/tpi](http://www.teachingperspectives.com/tpi)
Education in the digital age
Introduction to Biostatistics
Using biostatistics to improve faculty mentoring
Basic curriculum design principles (Kern 6 step guide to curriculum design)
Art of observation
Benefits and challenges...

+ Alignment of one faculty at 2 campuses
+ Faculty 101 material for new and experienced faculty

Distance learning
• 1 faculty at 2 campuses (KCU-KC and KCU-Joplin)

Lack of equal access to dedicated time
• Clinic, teaching, labs, etc.

Culture of curriculum

Recorded content
Opportunities

Protected time

Peer review process to evaluate teaching

360 evaluation process
Thank you

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