Executive Summary

The Medical School Office of Faculty Affairs (OFA) and the Medical Educator Development Scholarship (MEDS) collaborated on a Faculty Development Needs Assessment to establish a benchmark analysis of common competencies within academic medicine, evaluating current levels of expertise and desire to master.

The assessment provided several topics within predetermined competencies related to the faculty lifecycle and asked faculty members to identify their current level of expertise and desire to master these topics. OFA will use this information to identify how to leverage our own internal strengths to develop our faculty members in the future as well as identify gaps in our programming and development efforts. The core competencies include:

1. Scholarship
2. Teaching and Learning
3. Professionalism
4. Leadership
5. Well-Being
6. Diversity, Equity, and Inclusion
7. Community Engagement

The goals of this assessment include:

- Establish a benchmark for faculty development needs within the Medical School
- Self-reflection of faculty members own development skills and needs;
- Aggregate data collection for faculty development strengths and gaps;
- Identify faculty developers of expertise within the college.

Methods

The assessment was sent July 18, 2019; a reminder email was sent on July 29, and the assessment closed at the end of the day August 2, 2019. Respondents include paid and unpaid faculty members (13% response rate, n=2236). The assessment will be sent out every 2 or 3 years, and will be sent to all new faculty as they are hired.

The online survey was facilitated via Qualtrics survey software. The survey included closed-ended questions and responses, closed-ended questions with the availability of open-ended responses, and one open-ended question. All closed-ended responses were reviewed, analyzed, and classified into a summary report by the Office of Measurement Services (OMS) who then provided the report to Medical School staff. All open-ended
data was reviewed, analyzed, and classified into an Excel document which provided common themes and their frequency within the survey. This was also done by OMS who then provided the Excel document to Medical School staff.

Major Themes

Of the competencies queried, 5 areas provided the greatest areas for development and growth:

- **Professionalism, specifically within:**
  - Managing disruptive behavior (difference between means: 2.60)
  - Mentoring colleagues (dbm: 2.23)
  - Mentoring trainees (dbm: 2.10)

- **Leadership**
  - Negotiation tactics and strategies (dbm: 3.51)
  - Communicating vision and strategies effectively (dbm: 2.91)
  - Influencing people and garnering support (dbm: 2.81)
  - Conflict management (dbm: 2.63)
  - Building and leading effective teams (dbm: 2.50)
  - Providing regular feedback and coaching to team members (dbm: 2.49)
  - Budgeting and financial literacy (dbm: 2.66)

- **Wellbeing**
  - Aligning time with priorities (dbm: 2.91)
  - Time management of faculty responsibilities (research, teaching, service, clinical care, etc.) (dbm: 2.84)
  - Stress management (dbm: 2.34)

- **Diversity, Equity, and Inclusion**
  - Cross-cultural communication (dbm: 2.30)

- **Community Engagement**
  - Establishing and maintaining partnerships or collaborations (dbm: 2.27)
  - Engaging with different campus and off-campus communities (dbm: 2.21)

Preferred Method of Delivery

The results of preferred methods of delivery were split fairly evenly, with equal amounts of faculty members preferring human interaction (print materials, and in-person activities) versus no human interaction (digital communications and delivery, synchronous and asynchronous). We reviewed the data by faculty rank, and there are differences in greater preferences for junior faculty toward asynchronous and digital deliveries, and less so with senior faculty members. The data highlights a need for delivery of multiple methods and deliveries for effectiveness.

Data

- Summary report with means differences
- Qualitative analysis
- Preferred method of program delivery by rank
- Full summary report