

# **OVERVIEW OF THE FACULTY DEVELOPMENT PROGRAM AT THE TTUHSC EL PASO**

The intention of this document is to assist faculty members of the TTUHSC El Paso in becoming familiar with the faculty development program and available resources, and to take full advantage of the Office for Faculty Development (OFD) support in developing their academic careers.

In general, the TTUHSC El Paso faculty development program consists of five components:

1. Institutional Faculty Development Course
2. Departmental Faculty Development Program
3. Institutional Faculty Mentoring Program
4. Community Faculty Development Program, and
5. Writing Interest Group

## **I. Institutional Faculty Development Program (IFDP)**

The Institutional Faculty Development Course (FDC) was established in March 2003, and was successfully sustained during the course of the last 14 years. Our FDC competency-oriented curriculum consists of four domains: teaching, scholarship, clinical skills, and leadership development. This 85-hour course extends over eight months and is offered once a year. Typically it accommodates between 15 and 20 faculty members. The FDC is designed to help junior and mid-level faculty members understand the full range of academic responsibilities, enhance their teaching and assessment skills, effectively utilize educational technology to improve the quality and outcomes of teaching interventions, develop the skills of scholarship and research, understand the steps of academic advancement, and establish a network of colleagues. The OFD focuses on the teaching and training of our faculty to support the implementation of the PLFSOM scheme-inductive curriculum, the ACGME–mandated core competencies, effective evaluation techniques to provide reliable feedback to trainees, the application of evidence-based medicine (EBM), innovations in medical education and implementation of new teaching methodology for students, residents and fellows. Clinical faculty have exciting opportunities to hone their clinical skills at our state-of-the-art Center for Advanced Teaching and Assessment in Clinical Simulation (ATACS).

It is recommended that all new junior and mid-level faculty attend the entire or certain segments of the course (minimum of 40 hours) within the first year of their appointment. The integration of numerous trained facilitators allow participants to work in small groups, offering extensive opportunities to practice teaching skills with the goal to enhance the participants' versatility and effectiveness in teaching, assessment and providing feedback. The activities consist of seminars, workshops, video recording of teaching sessions, role playing exercises and participation in clinical simulation sessions (for clinical faculty). More

importantly, as a promotion-oriented program, faculty participants in FDC are expected to participate in the mid-point peer-review of their tenure-promotion application.

The goals of this course also include the orientation of newly-recruited basic science, clinical and medical education faculty to research, leadership, career development, teambuilding, and collaboration with the aim of promoting scholarly productivity.

Since scholarly productivity is one of the many ultimate measuring tools for the success of the faculty development program, each faculty participant will discuss with their chairperson, the Associate and/or Assistant Dean for Faculty Development, and/or mentor, if available, expected scholarly accomplishments and necessary support along with the nomination to participate in the FDC. We suggest that the chairperson incorporate these expectations into the annual faculty performance evaluation. Guidance and support from previous FDC graduates as well as senior-level faculty members are also available for faculty participants during and after their participation in FDC.

The OFD sponsors “Need to Know” seminars and grand round lectures on relevant topics in academic medicine. In addition to featured lectures, seminars and workshops, faculty members may contact the OFD for individual consultations and advice. This includes, but is not limited to getting guidance on specific issues related to professional and career development, career and leadership training opportunities, implementation of new teaching methodologies, use of multimedia, AV lectures recording, preparation of posters and electronic exhibits, the recording of procedural skills and creation of interactive tutorials for their learners.

*The OFD sends a memorandum in June of each year to the department chairs and the general faculty to solicit the nomination and participation in the FDC that will be conducted in November. Interested faculty members are encouraged to discuss their possible nomination with their department chair. OFD also targets women, Hispanic and under-represented minority groups.*

## **II. Departmental Faculty Development Program (DFDP)**

The Assistant Dean for Faculty Development conducts the Departmental Faculty Development Program (DFDP), a follow-up program designed to enhance the quality and optimize the desired outcomes of the FDC.

The Assistant Dean for Faculty Development works closely with department chairs in identifying faculty members as well as selecting goals, objectives, measurable outcomes and the time frame of their participation in the DFDP.

Participants in the DFDP will have opportunities to apply their knowledge and skills from the FDC, and to develop scholarly activities including web-based learning modules, publications in peer-review journals, presentations at national meetings, and/or clinical simulation training scenarios.

### **III. Institutional Faculty Mentoring (IFMP)**

Women, Hispanic and under-represented minority faculty members are known to lag behind other faculty in achieving scholarly activities that are essential for career development and tenure and/or promotion. To address this disparity, the OFD has developed a promotion-oriented mentoring program, the IFMP. The most appropriate mentors are identified to assist mentees in completing the following four objectives within the 12-month program: 1. Mentee to present at least one abstract or oral presentation at a national scientific meeting related to the mentee's expertise; 2. Publish at least one article in a peer-reviewed journal; 3. Develop and implement an educational scholarly activity that can achieve the meritorious level according to the institutional guidelines for tenure and promotion; and 4. Present a research project at a regional or national meeting or obtain an intra-mural/extra-mural grant. The majority of faculty mentees successfully achieved or exceeded the objectives.

OFD encourages department chairs to nominate new faculty members for participation in the IFMP. Please refer to the Manual of the IFMP for the details of this program.

<http://elpaso.ttuhsoc.edu/som/facdevelopment/documents/ManualForFacultyMentoring.pdf>

### **V. Community Faculty Development Program (CFDP)**

We actively encourage part-time and volunteer faculty members to participate in the institutional FDC at no cost to them. However, because of their busy schedules, only a few of them have participated. To provide these faculty members with the necessary skills for teaching and assessment, we encourage them to access free of charge the innovative web resource, TeachingPhysician, with links to in-depth information of precepting topics, online FDC presentations as well as a special development program which consists of 8 modules with post-test questions and references developed for community faculty members. In addition, the OFD and the Office of Continuing Medical Education (CME) have been working closely with clinical departments in providing presentations and workshops for volunteer faculty members who have an interest in precepting medical students in their offices or teaching at PLFSOM, TTUHSC El Paso.

[https://elpaso.ttuhsoc.edu/som/facdevelopment/Previous\\_FDCXII.aspx](https://elpaso.ttuhsoc.edu/som/facdevelopment/Previous_FDCXII.aspx)

## **VI. Writing Interest Group (WIG)**

This program provides scholarly writing assistance to faculty. The objectives of the WIG are to encourage scholarly writing, practice and accelerate manuscript preparation and provide assistance with the revision of old manuscripts authored by faculty. The success of the WIG will be measured in part by the increase in the amount of time devoted to writing and the number of scholarly publications authored by faculty.

## **WIMS**

The Associate and Assistant Deans for Faculty Development are working closely with the PLFSOM Women in Medicine and Science (WIMS) organization to provide support and guidance to WIMS members.

*Comprehensive information about institutional, departmental and community faculty development opportunities is provided in mandatory faculty orientation sessions for new faculty. Invitations for all faculty development programs/activities are disseminated via the general faculty mailing list on a regular basis. Additionally, these activities are advertised on the OFD website (please refer to the interactive calendar). All faculty development events are free to attend and supported by the departments. Faculty are also informed and/or reminded of planned faculty development events via campus wide e-mail alerts.*