Faculty development: fostering teaching quality and educational innovation

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Graz Conference, April 6th, 2018

UMC Utrecht

Our 45 minute journey

- What is faculty development and why is it needed?

- The Utrecht context as illustration

- How to enhance faculty development

What is faculty development?

"Faculty development refers to all activities health professionals pursue to improve their knowledge, skills and behaviours as teachers and educators, leaders and managers, and researchers and scholars, in both individual and group settings"

"Faculty development can serve as a useful instrument in the promotion of organizational change"

Yvonne Steinert 2007, 2016

- *Steinert et al. A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40, Med. Teacher 2016, 38:8, 769-786.*
- *Steinert et al. Faculty development as an instrument of change: a case study on teaching professionalism. Acad Med. 2007 Nov;82(11):1057-64.*

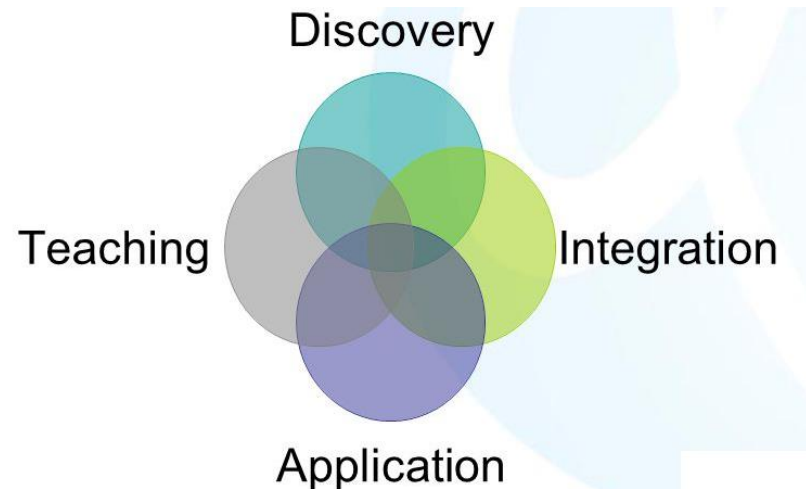# Benefits of faculty development in teaching
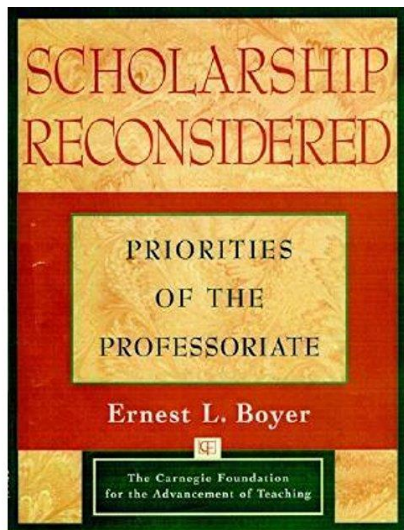
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Benefits of Faculty development

Ultimate Outcome of Faculty development

Namrata Chhabra Faculty Development, what, why and How 2017

History

- Fifth recommendation of the 1988 World Conference on Medical Education:
  - Train teachers as educators, not content experts alone, and reward excellence in this field as fully as excellence in biomedical research on clinical practice

- Boyer, E 1990: Scholarship reconsidered

So how did you start teaching…
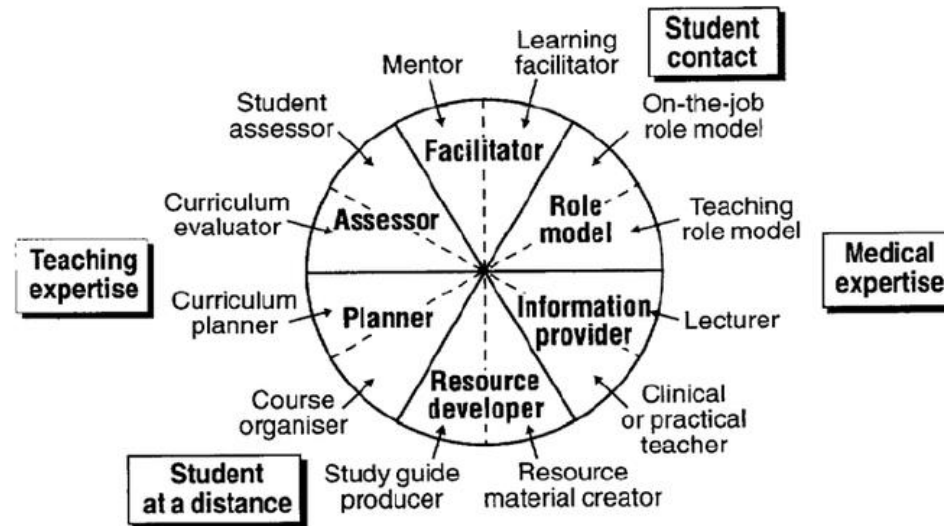

Audience poll

An ideal medical teacher?

- Being a medical teacher is highly complex and diverse
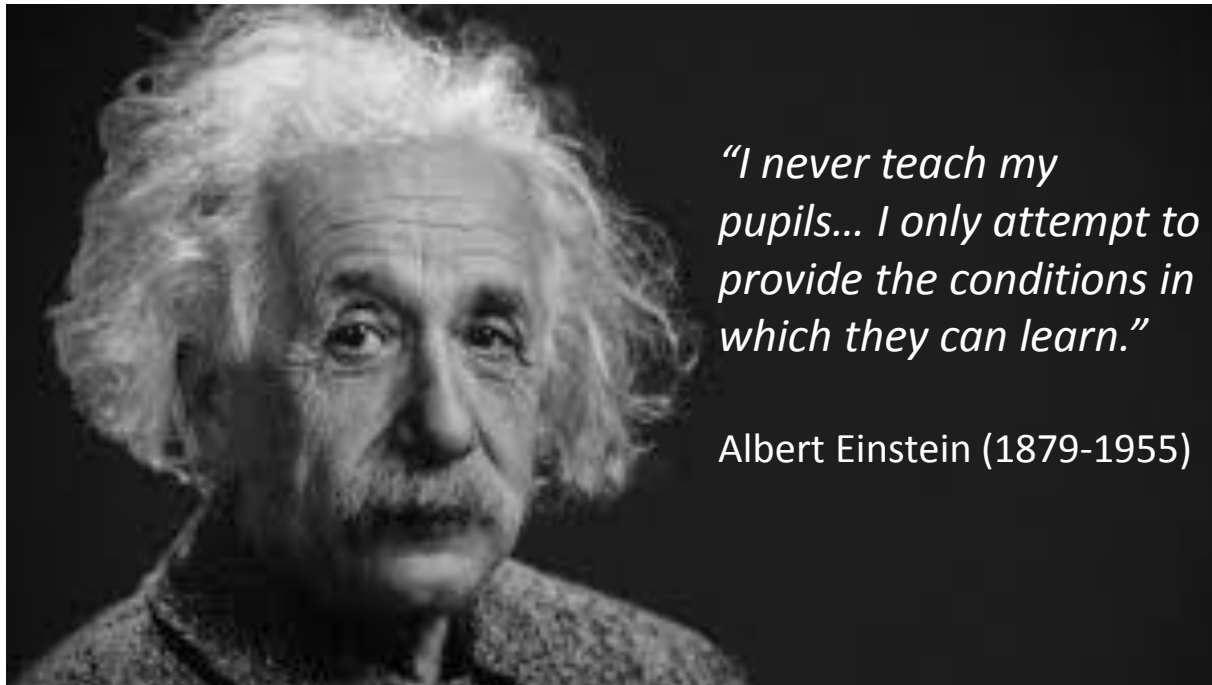
R.M. Harden, Joy Crosby (2009) AMEE Guide No 20: The good teacher is more than a lecturer - the twelve roles of the teacher, Medical Teacher, 22:4, 334-347

An ideal medical teacher?

- creates a learning environment to promote effective learning

"*I never teach my pupils... I only attempt to provide the conditions in which they can learn.*"

Albert Einstein (1879-1955)

Needed: technological pedagogical content knowledge (TPACK)

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge?
Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
framework builds on Lee Shulman's (1986, 1987) construct of pedagogical content
knowledge (PCK)

Levels of development
'Ruth Graham' framework university teaching

INFLUENCE
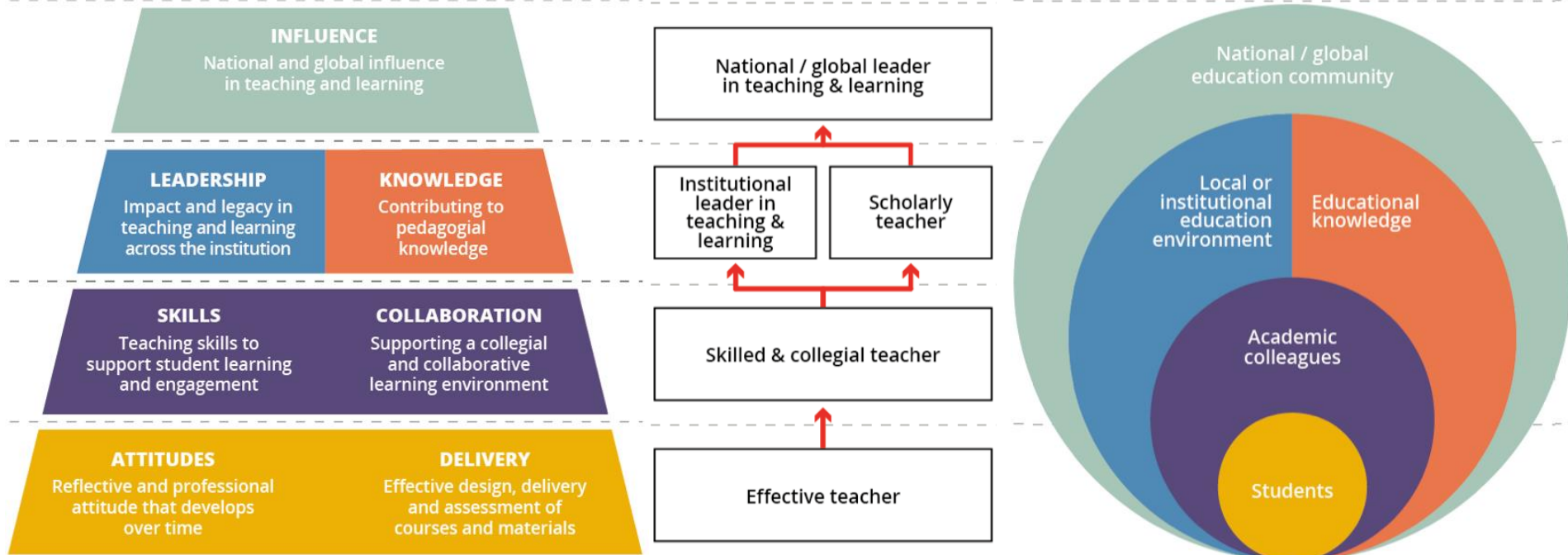National and global influence in teaching and learning

LEADERSHIP
Impact and legacy in teaching and learning across the institution

KNOWLEDGE
Contributing to pedagogial knowledge

SKILLS
Teaching skills to support student learning and engagement

COLLABORATION
Supporting a collegial and collaborative learning environment

ATTITUDES
Reflective and professional attitude that develops over time

DELIVERY
Effective design, delivery and assessment of courses and materials

National / global leader in teaching & learning

Institutional leader in teaching & learning

Scholarly teacher

Skilled & collegial teacher

Effective teacher

National / global education community

Local or institutional education environment

Educational knowledge

Academic colleagues

Students

Ruth Graham, www.teachingframework.com

The Utrecht context
as example

the Netherlands

Setting: University Medical Centre Utrecht (>12.000 employees)
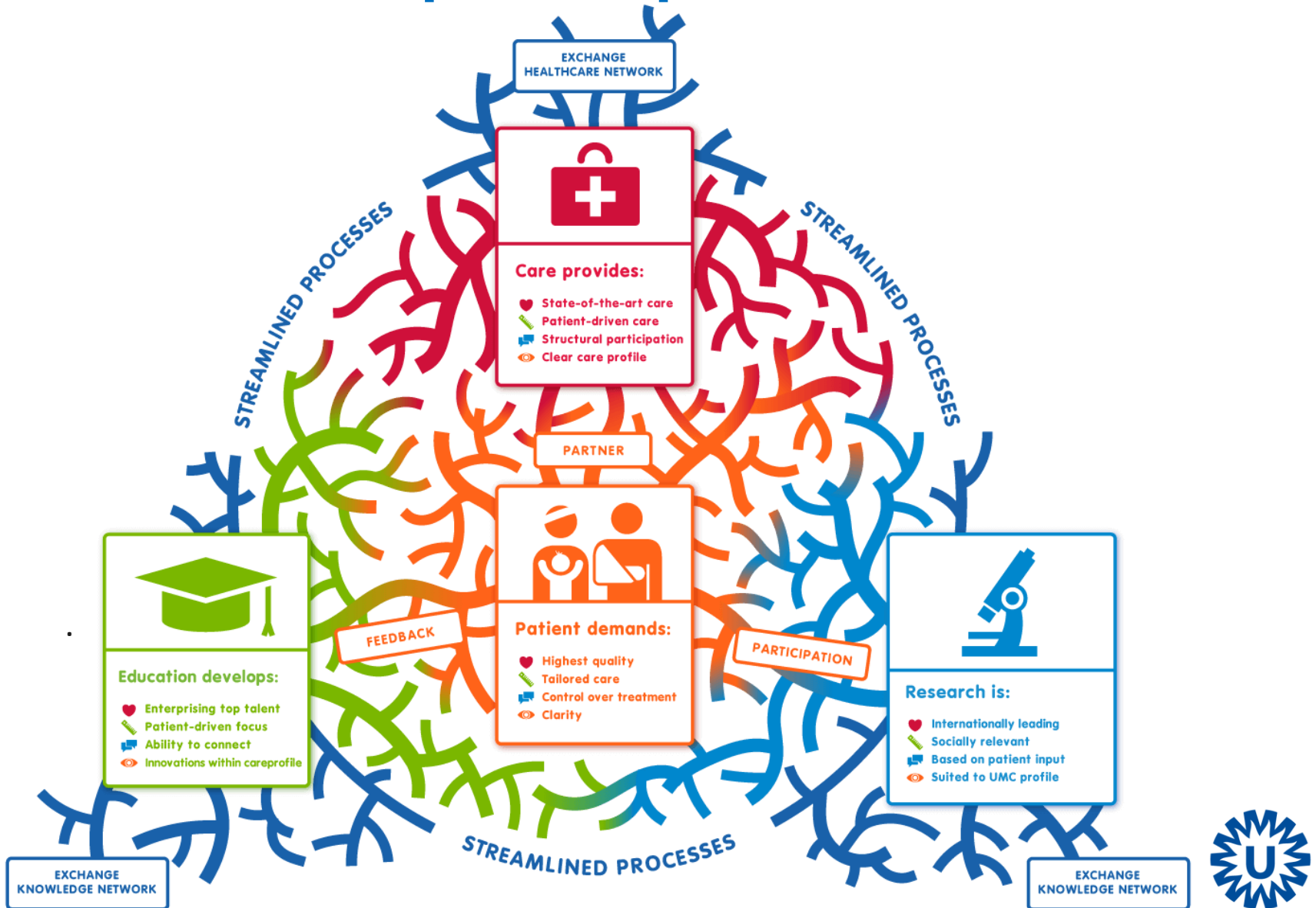
Founded in 1999 by merger of:

Academic Hospital Utrecht

Wilhelmina Children's Hospital (WKZ)

Faculty of Medicine Utrecht University

UMC Utrecht: patients pivotal

EXCHANGE HEALTHCARE NETWORK

STREAMLINED PROCESSES

Care provides:
- State-of-the-art care
- Patient-driven care
- Structural participation
- Clear care profile

PARTNER

Patient demands:
- Highest quality
- Tailored care
- Control over treatment
- Clarity

FEEDBACK

PARTICIPATION

Education develops:
- Enterprising top talent
- Patient-driven focus
- Ability to connect
- Innovations within careprofile

Research is:
- Internationally leading
- Socially relevant
- Based on patient input
- Suited to UMC profile

STREAMLINED PROCESSES

EXCHANGE KNOWLEDGE NETWORK

EXCHANGE KNOWLEDGE NETWORK

Collaboration university-wide

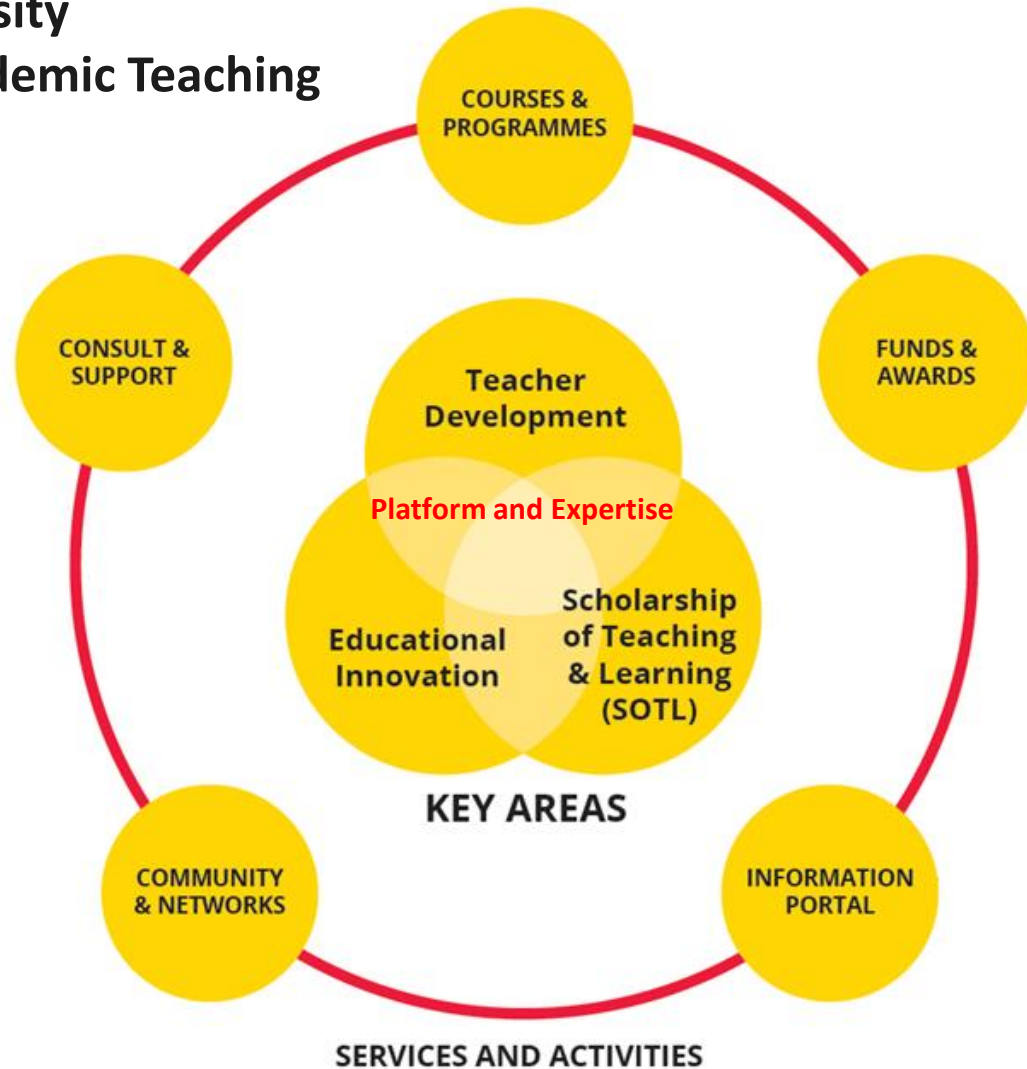Long history teacher development Utrecht University

– 1995   Basic (80%) and Senior (37%) Teaching Qualification
– 2000   Educational Leadership Programme (200 alumni)
– 2011   Teaching Fellow Programme (35)
– 2011   Teaching Academy Utrecht University (TAUU)
– 2013   Utrecht Education Incentive Fund (€M 2 yearly)
– 2014   Educate-it support programme
– 2016   Start to Teach (±150 yearly)
– 2017   Renew Teaching Fellow Programme → career track (7)
– 2017   Start Centre for Academic Teaching...

Collaboration university-wide

Utrecht University
Centre for Academic Teaching

How to support faculty development

Enhance faculty development in teaching using the Four C's*

- Competencies
- Context
- Community
- Career

Competencies

Capacitate teachers for their diverse education roles

UMC Basic
- Teacher training courses (o.a. didactics, assessment, interactive teaching)
- Education lecture and workshops

Advanced
- Teaching Scholars Programme
- International Medical Educators eXchange Programme (IMEX)

UU: Basic
- Teacher training courses (o.a. develop your own course using IT)
- Education lectures and workshops

Advanced
- Educational Leadership Programme
- Education director Programme
- Honours teaching Programme

(Inter)national: Education conferences

Competencies

UMC/UU/National:

    University Teaching Qualifications

    2 Levels: Basic (National) & Senior (UU)

    Note: requirement for fixed academic position!

        (>= assitant proffessor)

Current discussions

1. Broaden offer of courses
2. Restructure University Teaching Qualification:
   - need for 'start to teach' (PhD students, junior residents, post-docs)
   - need for sub-certificates
   - how to stimulate continous education after UTQ

Context

- Adequate facilities (building, library, etc)
- Time for education: development, preparation, delivery
- A positive education culture (education being valued)
  - In your own department
  - In the institution

So in short facilitate and value teaching in all layers of the organisation.

Context

UMC   Teacher awards

Celebrate certifications (Basic en Senior UTQ, TSP etc)

Educational Board

Yearly Education Retreat

UU: Teacher awards

Teaching Festival

Yearly 24 hour meeting director/deans

Utrecht education incentive fund

National: Teacher awards

Teaching day (VSNU)

Comenius grant

Context

Current discussion

1. Education should always be part of yearly assessment. Philosophy: *everyone* in a UMC contributes *something* to education

2. Celebrate education results explicitly

3. Start a competitive UMC Utrecht fund for education projects (to counterbalance research grants)

   Note: already exists at UU (2013) and Nationaly (2017)

   - highly appreciated
   - successful contribution to recognition
   - both nr applicants & quality project increases steadily

   still modest in total volume compared to research

Community

Important that teachers feels part of a community

- identity

- motivation

- inspiration (informal learning)

Community

UMC   - Informal/semi-formal peer groups

           - Education colloquia

           - Education policy officers meeting

UU: - Teaching Academy Utrecht University (TAUU)

           - Alumni diner Educational leadership programme

           - Education festival

           - Centre for Academic Teaching
- Meetings
- Special interest groups
- Physical location: Teacher room & flex work spaces

Current discussion UMC:

           - Start Harmen Tiddens Society for Distiguised Educators (exclusive?)

Career

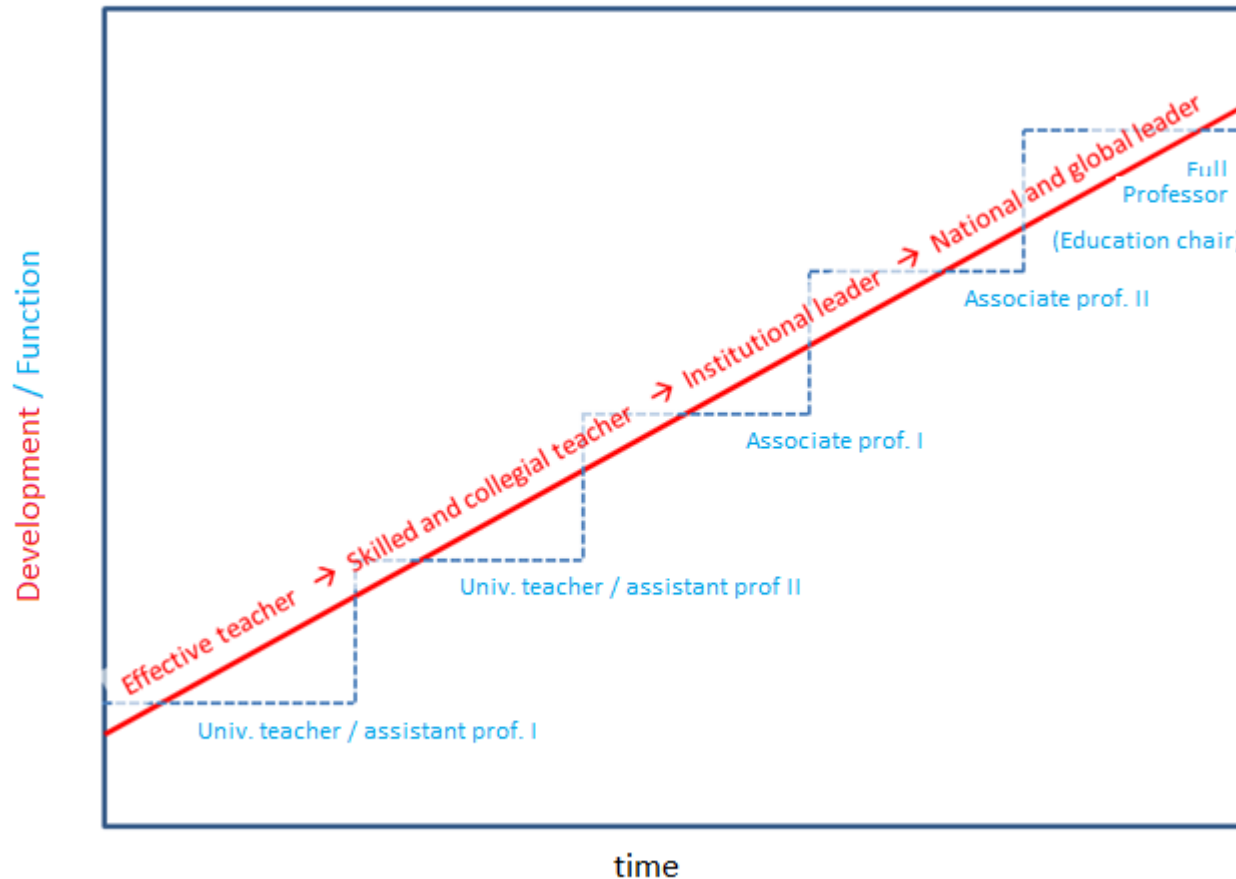Aim: Education valued equaly as research in academic career

UMC/ UU

- 'Education career': associate and full professorship possible based on excellence in educational leadership and scholarship

- Teaching Fellow Programme (renewed 2017): 3-5 year career track full professor of Education

- UU taskforce teaching career

- Early career ramp: train masterstudents in teaching: elective 'learning to teach' courses and near-peer teaching internship (offered to both medical and health science students)

Career: UU taskforce teaching career Define indicators for development.

Academic career with focus on teaching

Career: Measuring teaching quality, a narrative

	Effective teacher	Skilled and collegial teacher	Institutional leader / Scholar	National and global leader
Expertise in subject area				
Teaching qualities				
Designing qualities				
Organisational qualities				
Contribution to knowledge				

Evidenced by:

P = product/result

U = use by others of product/result

R = Role / function

E = Esteem

Career

Current discussion:

Recruitement and retention talented faculty for education career, what is necessary?

1. Coaching of education-interest early in career
2. Celebrate education career steps (a.o. public lecture for associate prof in Education)
3. Renew and streamline criteria promotion (Improvement career path teaching part of UMC education strategy)
4. Close collaboration UU (esp. Centre for Academic Teaching)

Conclusion & discussion

Faculty development aims to enhance quality of education through

- Teaching quality (reflective practice & continuous development)
- Scholarly teaching (evidence informed)
- Educational innovation

To support faculty development in teaching we should address a combination of 4 Cs:

Competencies, Context, Community and Career

Note: Many good practices in faculty development address several of the above aspects (for example education project grants for teachers address all four C's).

Thank you for your attention!

Any Question?