

THE MISSING PIECES IN **FACULTY SUCCESS**

2016 survey results and strategic directions

Who is the 21st century faculty member?

The health care industry is a constantly evolving landscape, one that requires its professionals to utilize and master skill sets that may not have been needed in the past. For faculty charged with preparing the next wave of health care professionals, this can be an especially complex task.

Are UNMC faculty properly equipped to handle all these changes? Do they have the time to continually refine their skills, particularly with increased productivity demands? What additional resources do they need to successfully achieve these goals?

The Faculty Assessment of Development Needs Survey was conducted to give faculty a voice and share their own assessment of their confidence in their current skills. The survey allowed us to listen to our UNMC faculty community, which has shaped some important organizational questions that we have outlined here.

I hope you'll be inspired by the survey findings and join us as we set out to address our faculty's needs and advance the academic mission.

Howard Y. Liu, MD

Assistant Vice Chancellor
Faculty Development



TOP 5 Teaching Needs

- 1 Creating asynchronous e-learning materials
- 2 Teaching in an online platform
- 3 Designing blended learning formats
- 4 Designing simulations
- 5 Dealing with student counseling and wellness

2/3 of faculty showed an interest in **observation and feedback** of their teaching.



How do faculty assess and enhance their teaching skills on an ongoing basis?



The 2015 – 2018 Strategic Plan calls for faculty to embrace new and evolving technology. Yet, teaching with technology is the area in which faculty express the greatest opportunities for growth. This is not surprising considering the rapid pace at which technology continues to change, requiring faculty to continually retool and reshape their skills.

74% of
faculty



are interested in **learning how to use technology to teach** both inside and outside the classroom.

7 of 10 faculty want to expand skills in blended or interactive learning, highlighting their desire to engage students in higher order thinking.



2 of 3 faculty need training in designing **experiential learning** and **simulation** in teaching.



How do we help faculty keep up with rapidly advancing changes in educational and systems-based technology?

Faculty and Students Do Not Agree on Learning Preferences

47% of faculty prefer to attend live learning programs to develop skills

vs.

47% of students prefer to skip the live session if the lecture materials are online



In 2002, **only 4% of faculty** preferred any learning modality other than live programming.



How can we make sure faculty at all campuses have equal access to teaching, learning, and professional development?

What Faculty Need: Teaching Skills



The competency of health care providers cannot be assessed by multiple choice exams alone. Faculty and students will increasingly be measured through simulations and exercises that assess critical thinking. This added complexity will also require faculty to provide students with better and more timely formative feedback to reach educational goals.

1 of 2 faculty need **training** in **assessing** students in **clinical simulations.**



7 of 10 faculty want to expand skills in **developing assessment strategies.**

64% of faculty



are interested in **learning how to assess the competency of learners.**



How can educators **assess competency** in a continual manner that **drives better performance?**

Leadership Skills Are Not Inherent

Leadership skills require cultivation and are a critical element of career success and a culture of innovation.

These skills are needed at all levels

The Faculty Development iLEAD program has graduated over 225 faculty since its founding in 2000, including deans, vice chancellors, directors, chairs, and front-line leaders throughout the organization.



Almost **75% of faculty** want to **advance their leadership** and administrative skills.



How can local leadership programs provide the maximum impact for our faculty across all campuses?



Wellness is a critical element for the recruitment and retention of our greatest resource — our faculty, staff, and students. But maintaining your well-being is not always easy, even for those who make their living helping others. Making sure the UNMC community knows about options available to them is imperative for the wellness of all.



77% of faculty are interested in learning how to **identify and respond to stress** in individuals and teams.



2 of 3 faculty want to expand skills in **dealing with student counseling and wellness** issues.

2 of 3 faculty need help **managing change**, which is often a key **trigger in increased stress** levels.

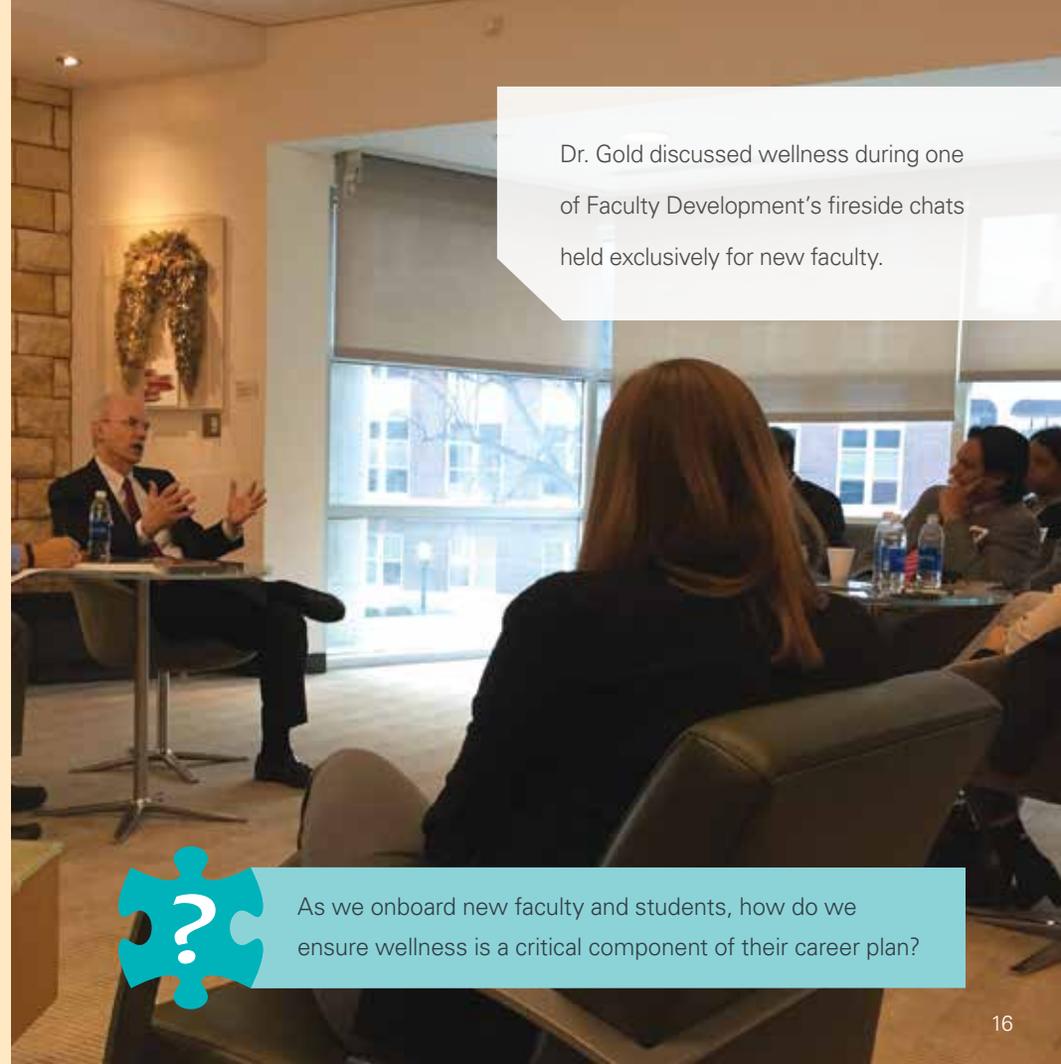
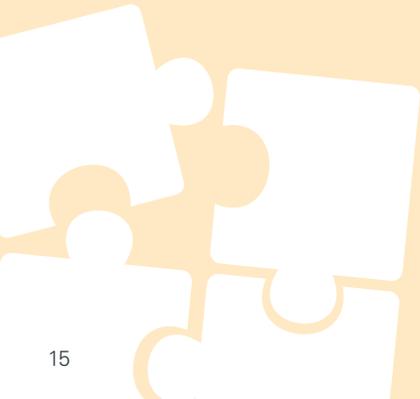


How can we **promote a culture of health** at UNMC?

“ The recent trends in the health professions on stress, burnout, depression, and unfortunately, suicide, are very concerning. It’s tragic for every individual involved and the health professionals and faculty of tomorrow.

We need to be **proactive**, rather than reactive, as we look for ways to have **effective prevention, and develop solutions and best practices** in the face of this ongoing wellness crisis. ”

Chancellor Jeffrey P. Gold, MD



Dr. Gold discussed wellness during one of Faculty Development’s fireside chats held exclusively for new faculty.



As we onboard new faculty and students, how do we ensure wellness is a critical component of their career plan?

What Faculty Need: Career Development



In academic health centers, change is a constant and faculty are often required to update their skill sets and anticipate the next stage of their careers. This means faculty require ongoing professional development throughout their entire career to ensure they are fully prepared for what lies ahead.

61% of faculty need help preparing for **career transitions.**



3 of 5 faculty need assistance managing personal **career vitality.**

54% of faculty need guidance on how to **get promoted** to the next level.



How can we **better prepare faculty for the next stage** of their career?

TOP 5 Research Needs

- 1 Designing survey research
- 2 Developing a mixed methods study
- 3 Designing qualitative research studies
- 4 Writing grants or getting funding
- 5 Negotiating author rights when publishing

69% of faculty feel they needed more training in **learning how to access local resources** to assist in a variety of research interests.



How can faculty better respond to important research questions and collect, analyze and disseminate new knowledge?



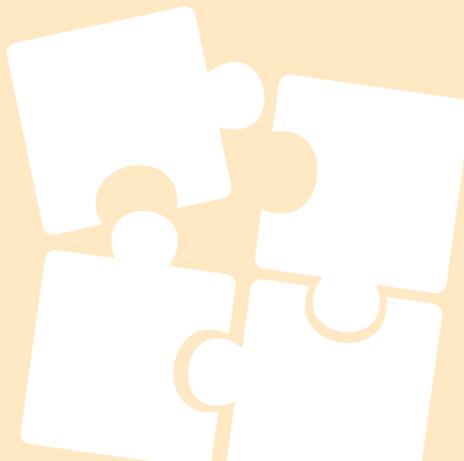
“ Leveraging existing resources will be imperative as we move forward. Each area brings unique strengths to help fill gaps in faculty growth and will prove pivotal in identifying opportunities for advancement.

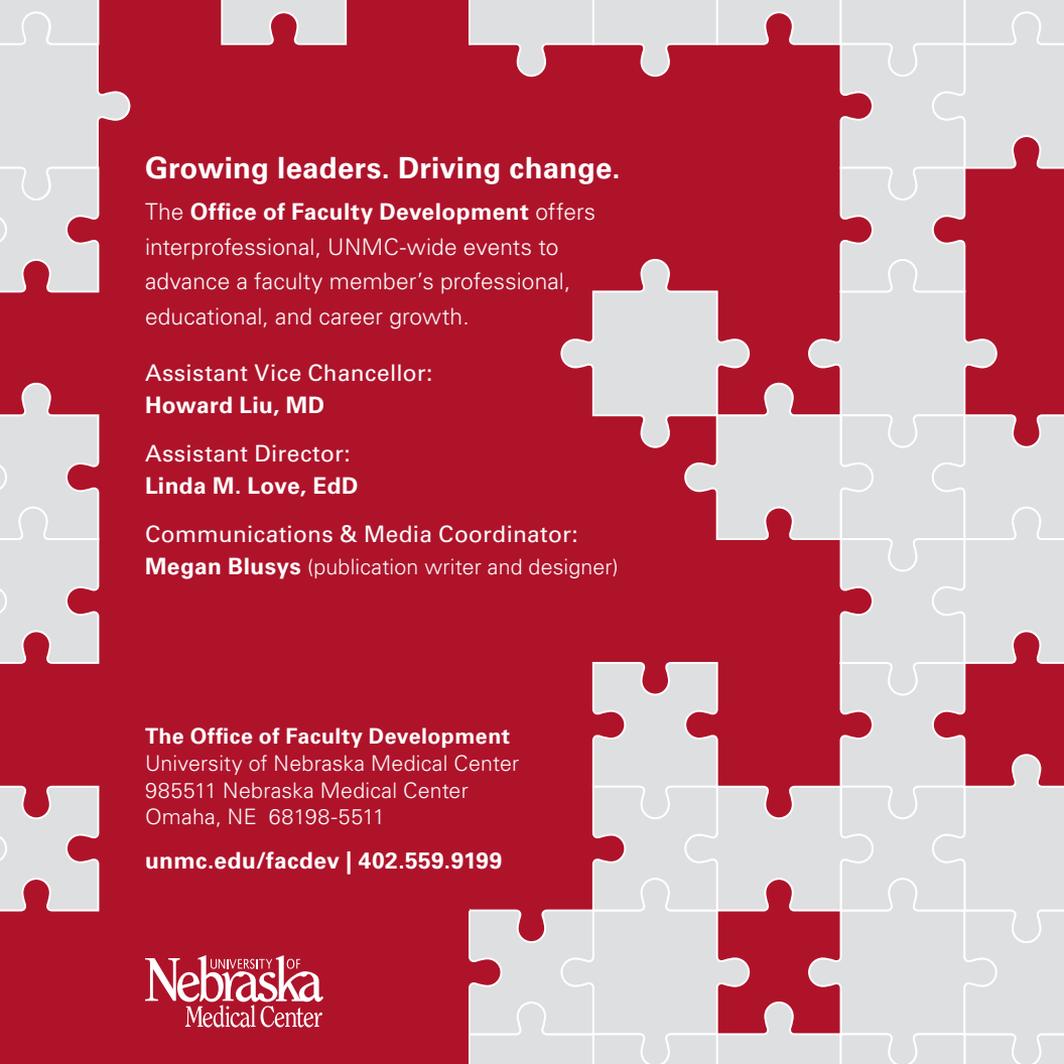
Through open dialogue, collaborative action, and united goals, we will better prepare our faculty for the future. ”

H. Dele Davies, MD, MS, MHCH
Vice Chancellor, Academic Affairs

Advancing the academic mission in an era of increasing productivity demands **will not happen overnight**. Our faculty needs in teaching, leadership, wellness, career development and research are greater than any one unit can address.

The Office of Faculty Development has fostered innovation across campus, but **greater resources will be required** to close these gaps. In the future, we will **engage our partners** to develop high impact programs that prepare our faculty to thrive in the ever-evolving health care landscape.





Growing leaders. Driving change.

The **Office of Faculty Development** offers interprofessional, UNMC-wide events to advance a faculty member's professional, educational, and career growth.

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