Faculty Development in the form of Faculty Performance Radar Plots

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BACKGROUND

- Providing faculty with objective feedback summarizing individual teacher performance has value
  - Summarize contribution to a department's education mission
  - Benchmarking
  - Goal-setting
  - Faculty development topic selection to improve desired performance

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BACKGROUND

- Residency programs may not be providing this in a summative or multisource fashion.
- Teachers may only receive learner-assigned teacher ratings as the only feedback source.

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BACKGROUND

Comparative, de-identified data on peer teacher performance might influence teachers to execute desired teaching behaviors

Faculty Development is required by ACGME

"The program must monitor and track faculty development"

(core V.C.2.b.)

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DETERMINE DESIRED DATA

ALREADY COLLECTED:

From Resident Evaluations

- Evaluator Score
- Instructor Score
- Clinical Supervisor Score
- Professional Mentor Score
- Clinical Role Model Score

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ALREADY COLLECTED:

From Evaluation Software

- Completion rate of assigned evaluations
  - Resident Evaluations
  - Program Evaluation

From Division of Education Database

- Number of days supervising learners
- Number of didactics taught

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DESIRED BUT NOT YET COLLECTED

- Participation in Quality Improvement (Active Participant)
- Faculty Development Participation (Attendance)
- Direct Observational Evaluations Completed (Mini-CEX)
- Faculty Scholarly Activity*

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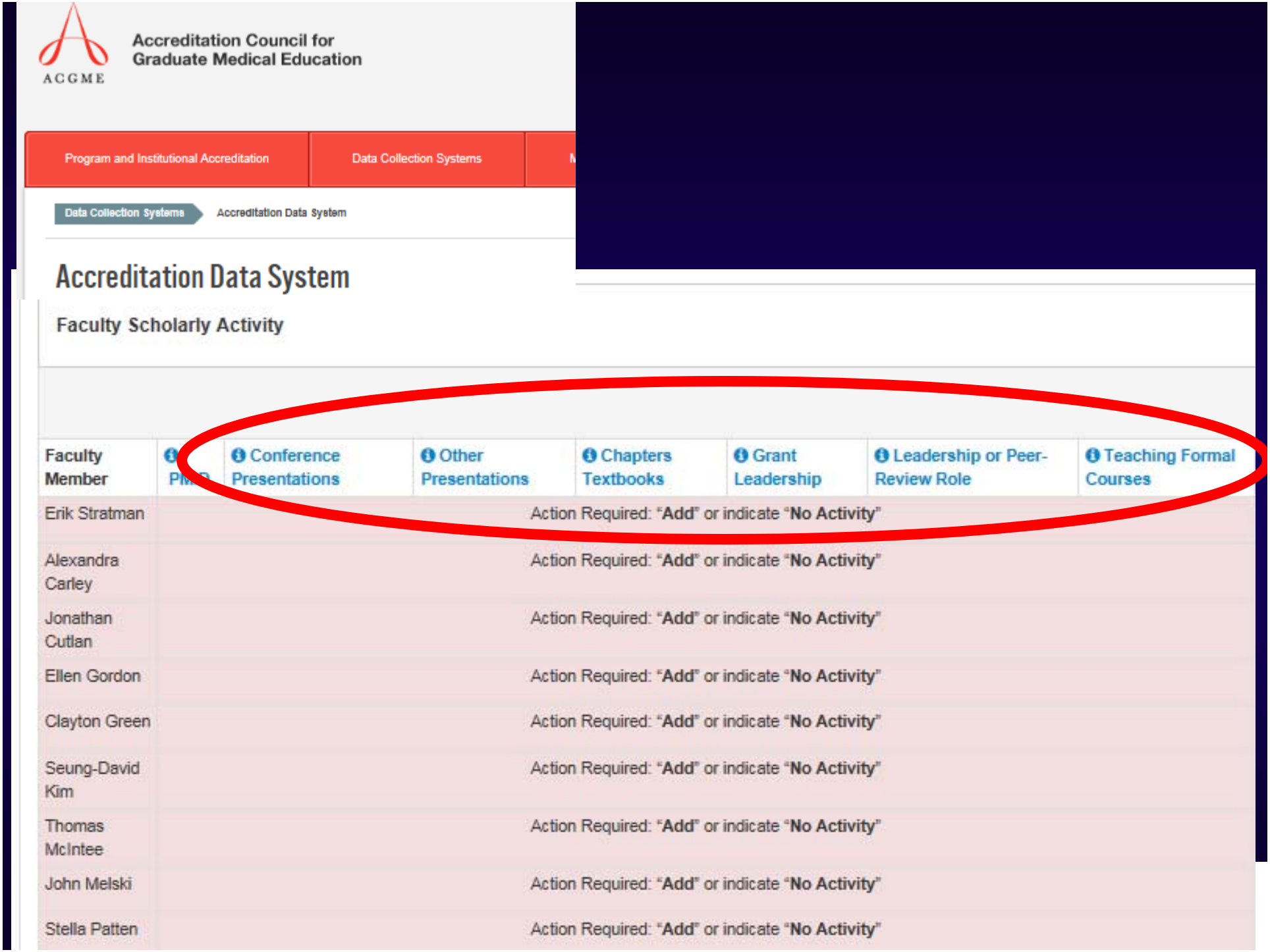
Accreditation Council for Graduate Medical Education
ACGME
Program and Institutional Accreditation
Data Collection Systems
Data Collection Systems
Accreditation Data System
Accreditation Data System
Faculty Scholarly Activity
Faculty Member
Conference Presentations
Other Presentations
Chapters Textbooks
Grant Leadership
Leadership or Peer-Review Role
Teaching Formal Courses
Erik Stratman
Alexandra Carley
Jonathan Cutlan
Ellen Gordon
Clayton Green
Seung-David Kim
Thomas McIntee
John Melski
Stella Patten
Action Required: "Add" or indicate "No Activity"

Defining Faculty Scholarly Activity

There are 6 categories of scholarly activity recognized for this metric:

1. **Publications** (indexed by Pubmed)
2. **State, Regional, National, or International Presentations**
3. **Other unpublished research activity**

(unpublished ongoing research, non-Pubmed publication)

4. **Textbooks / Chapters**
5. **Grants**
6. **Presentations** (institutional grand rounds, resident lectures or workshops)

*1 Point is assigned for any activity in each category.

There are a total of 6 possible scholarly activity points.

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Create Spreadsheet Used to Plot Radar Graphs

- Excel
- Radar Plots selected
- Formulas can be created to make scales of each spoke nearly equivalent
- Each spoke in our radar graph was converted in percentage units
- Calculate medians
- Assign minimally acceptable performance levels such that an underperforming faculty may identify easily when performance needs to improve

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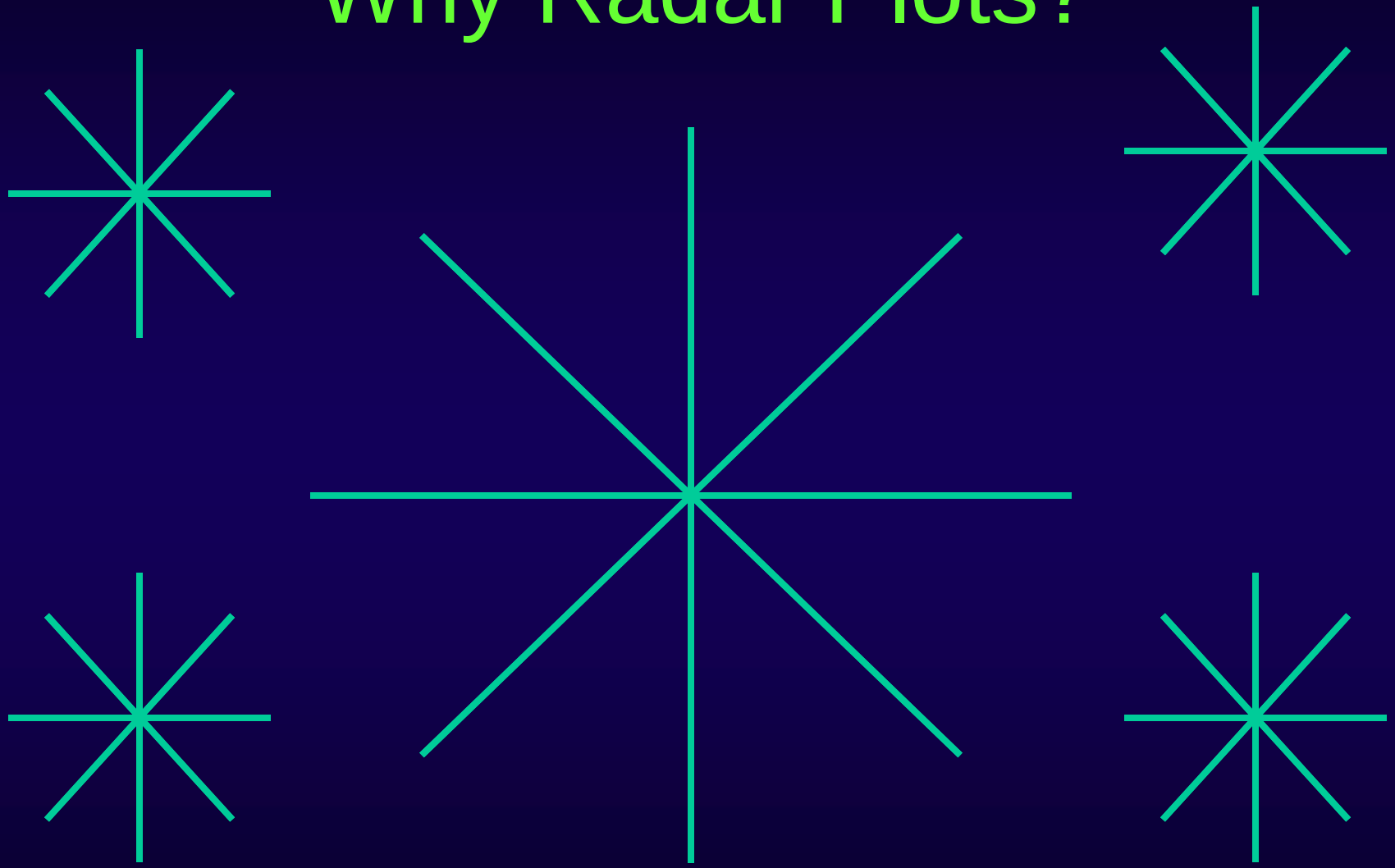
Why Radar Plots?



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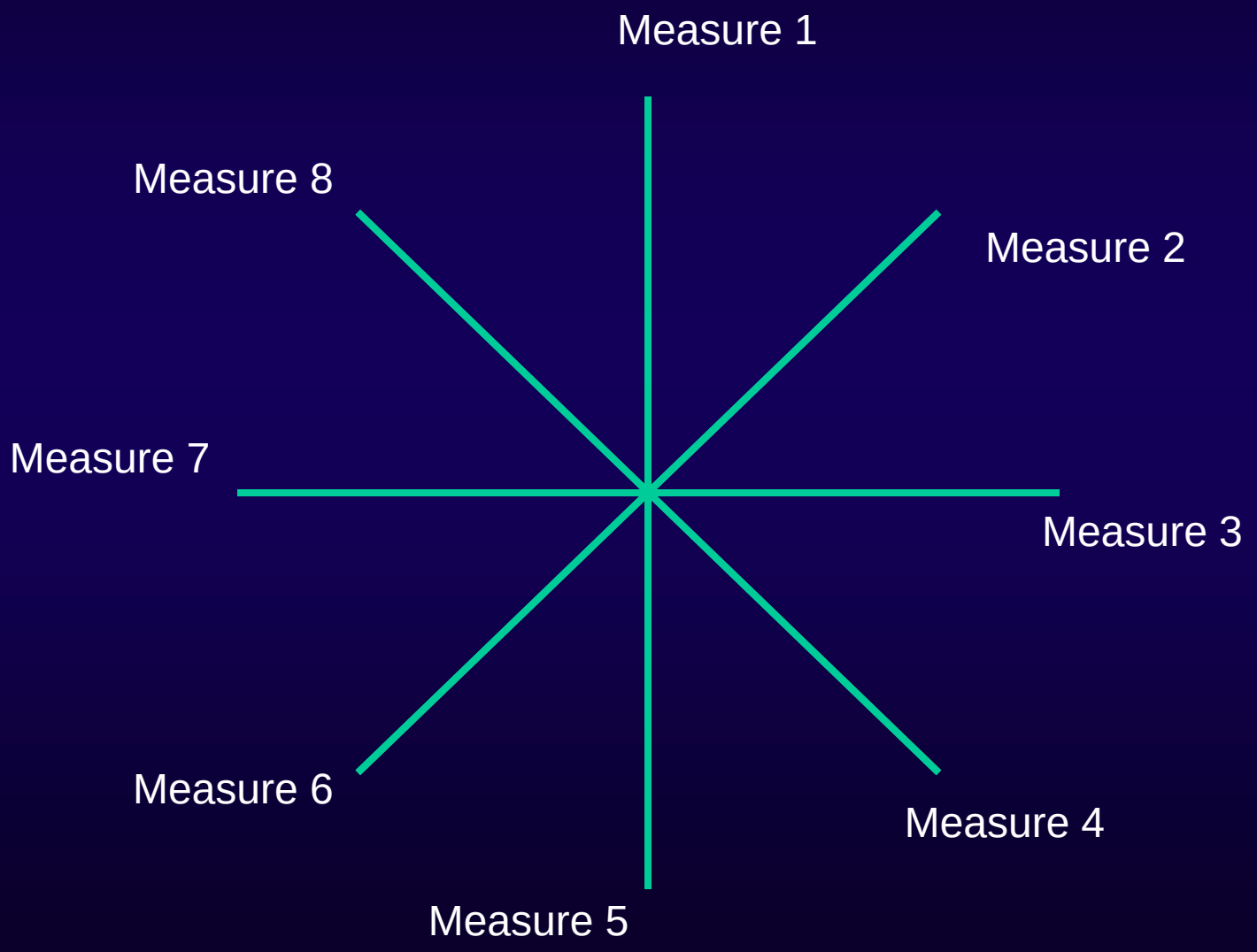
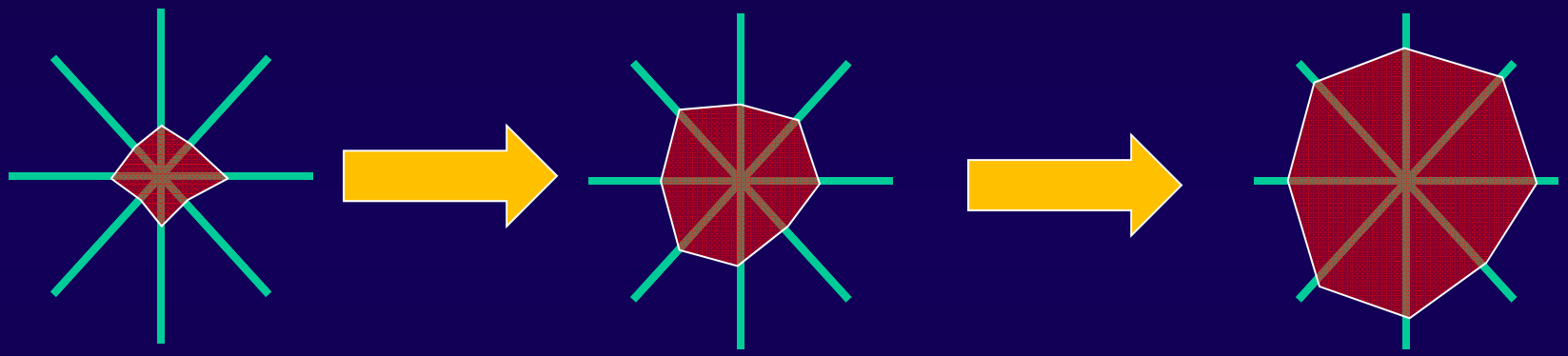
Multiple performance measures in one visual



Easy to Visualize Performance Growth Over Time



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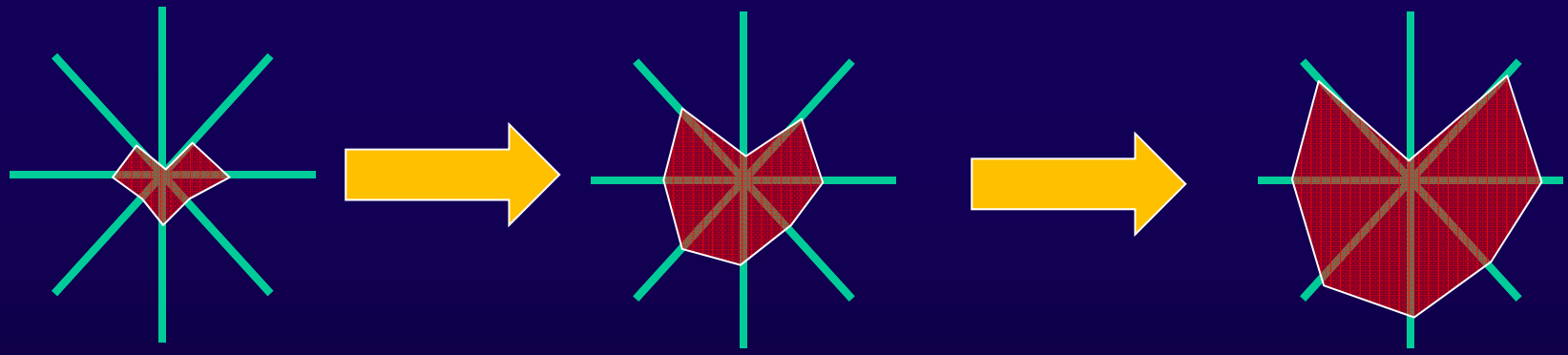
COROLLARY: Easy to Visualize Performance Deficits / Absence of Improvement Over Time



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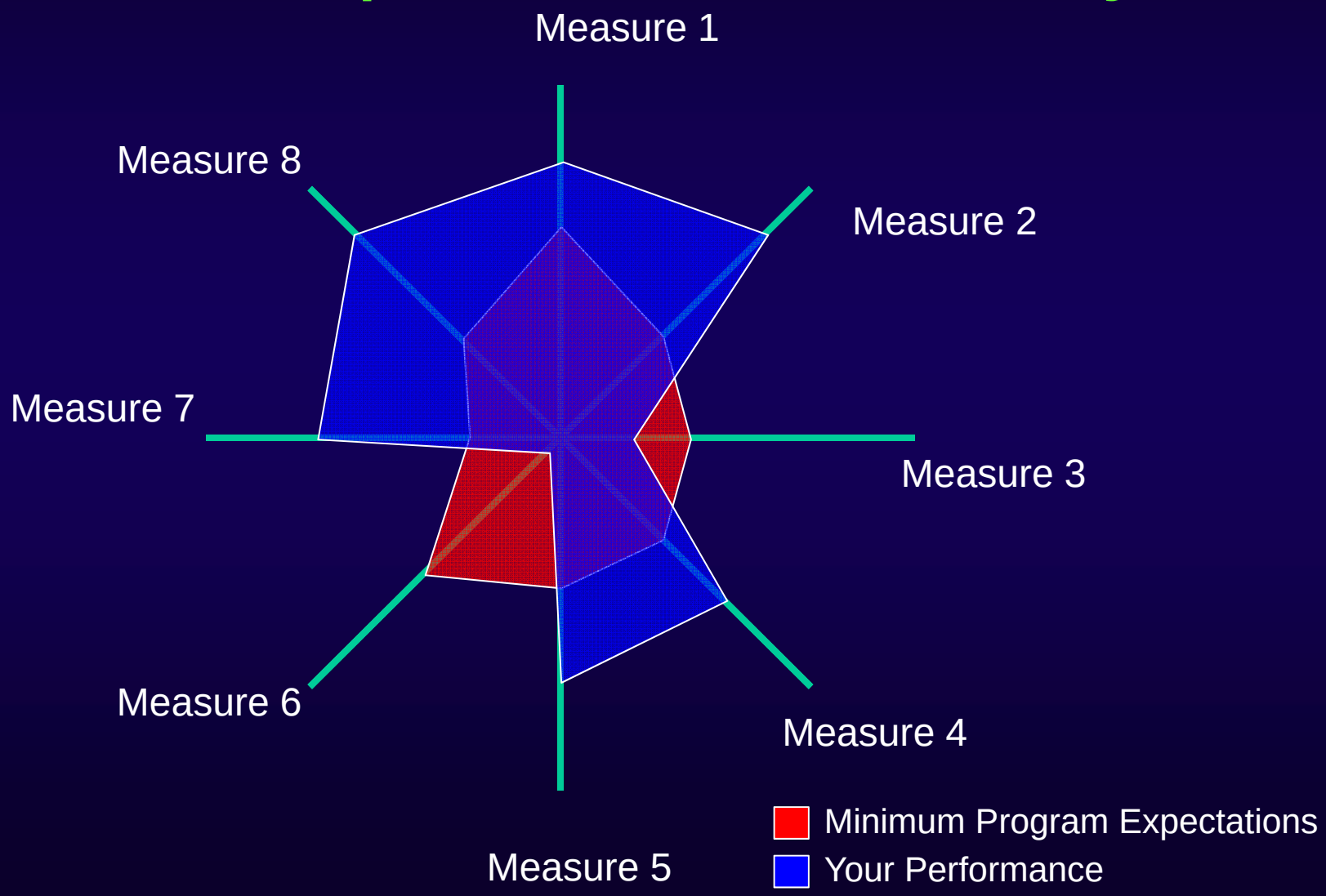
Ability to Highlight Program's Expectations Visually



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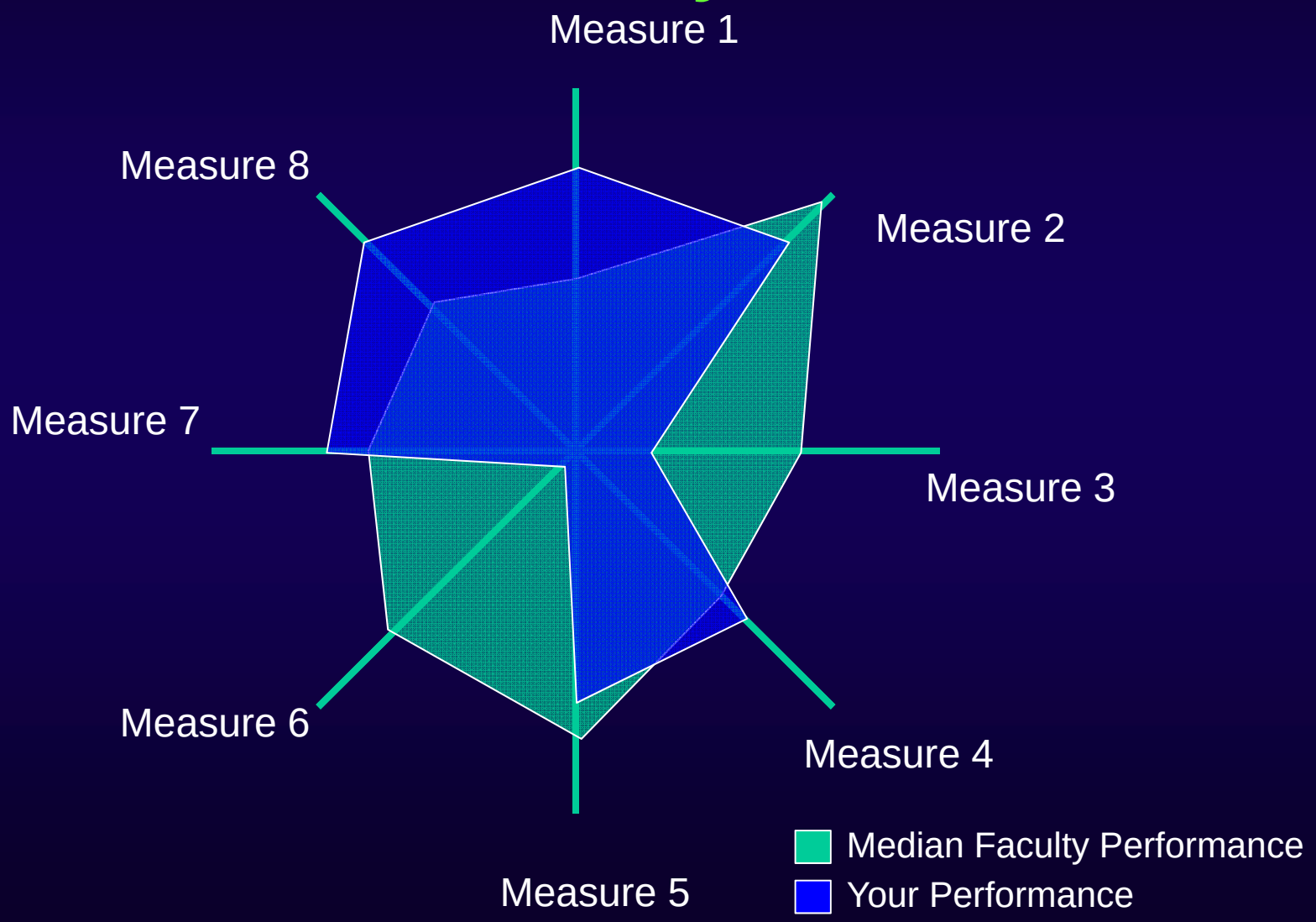
Ability to Highlight Individual vs. Median Faculty Performance



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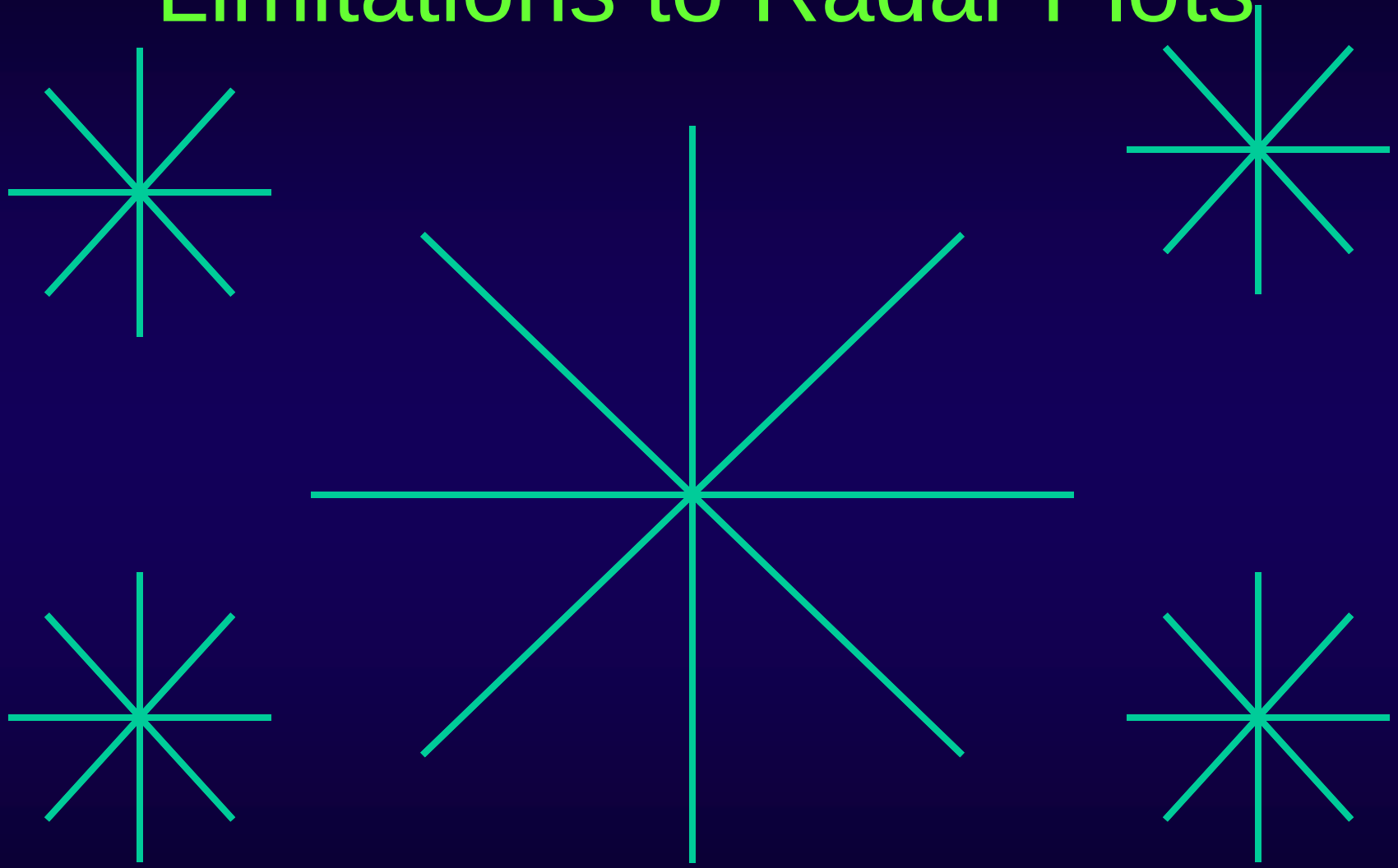
Limitations to Radar Plots



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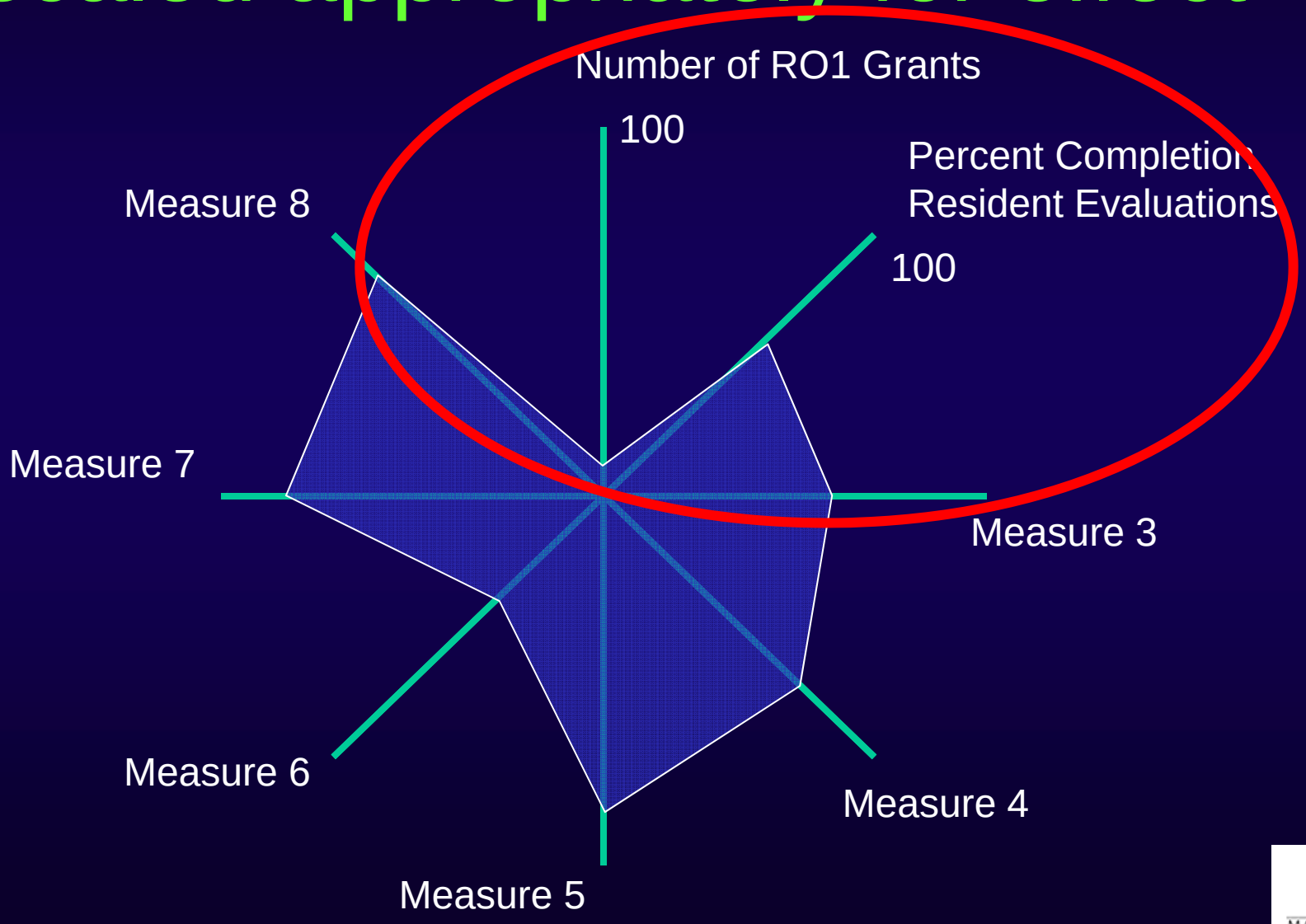
Each “spoke” needs to be scaled appropriately for effect



What do our faculty receive?

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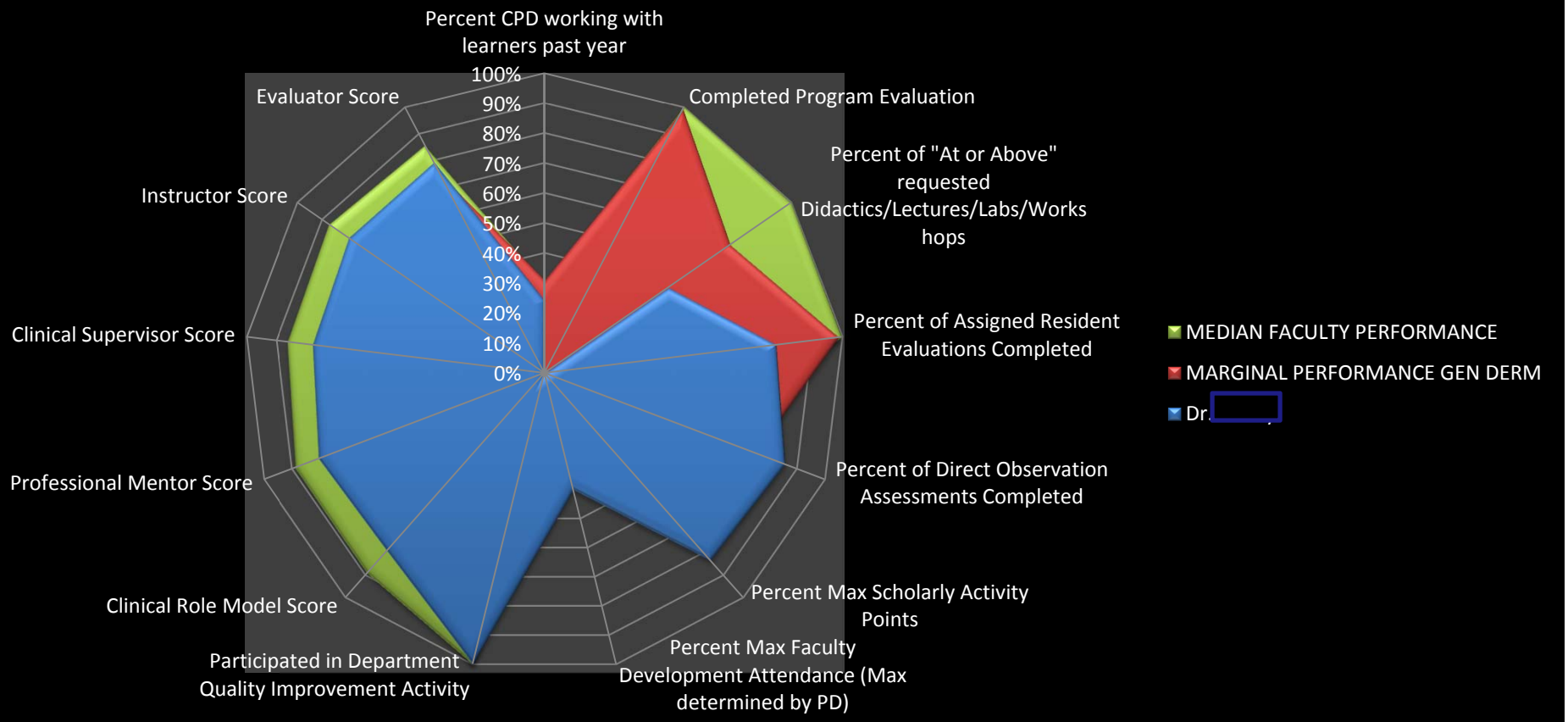
Percent CPD working with learners past year
Completed Program Evaluation
Percent of "At or Above" requested Didactics/Lectures/Labs/Workshops
Percent of Assigned Resident Evaluations Completed
Percent of Direct Observation Assessments Completed
Percent Max Scholarly Activity Points
Percent Max Faculty Development Attendance (Max determined by PD)
Participated in Department Quality Improvement Activity
Clinical Role Model Score
Professional Mentor Score
Clinical Supervisor Score
Instructor Score
Evaluator Score
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
MEDIAN FACULTY PERFORMANCE
MARGINAL PERFORMANCE GEN DERM
Dr.

How does the Program Use this for Feedback?

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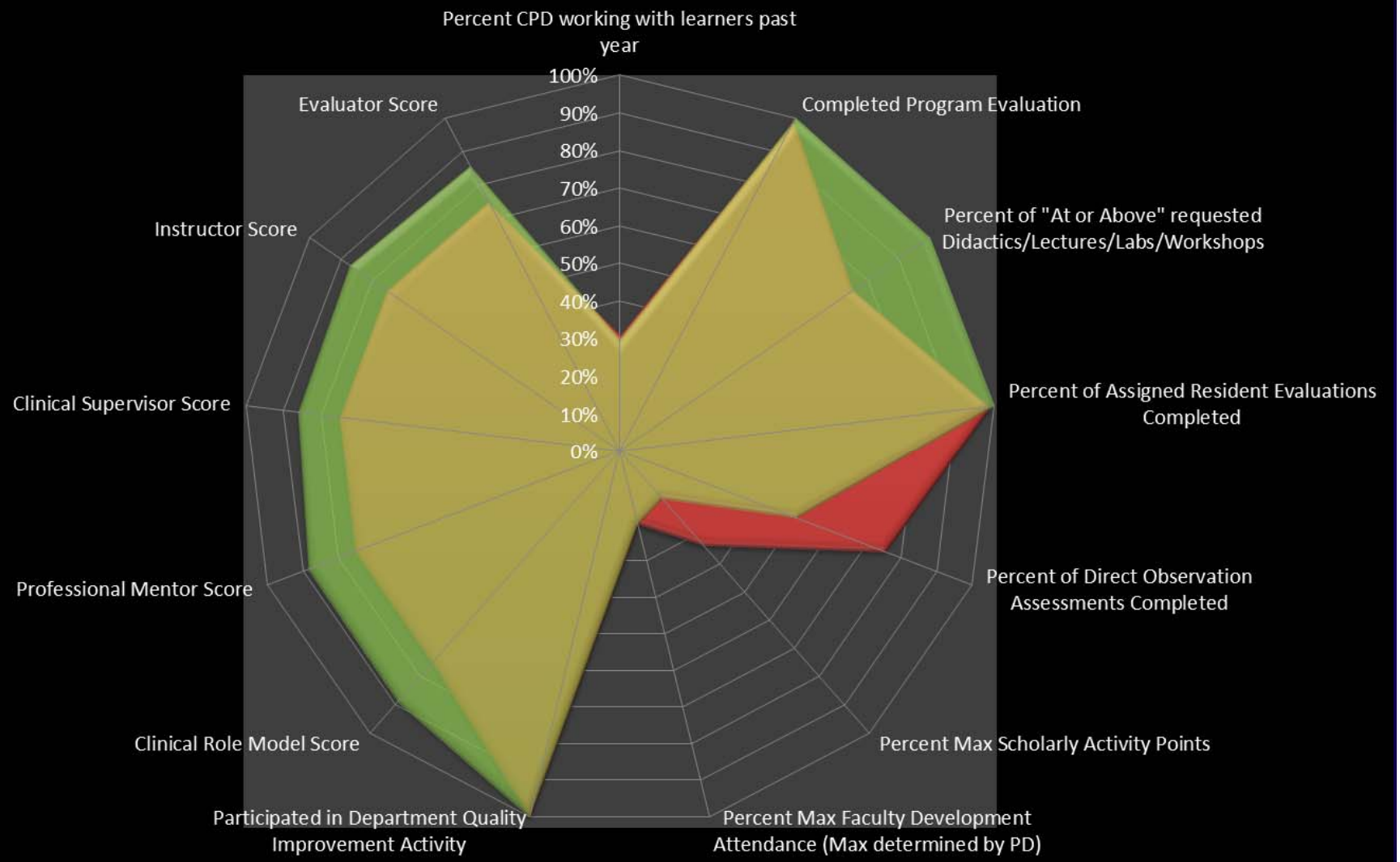
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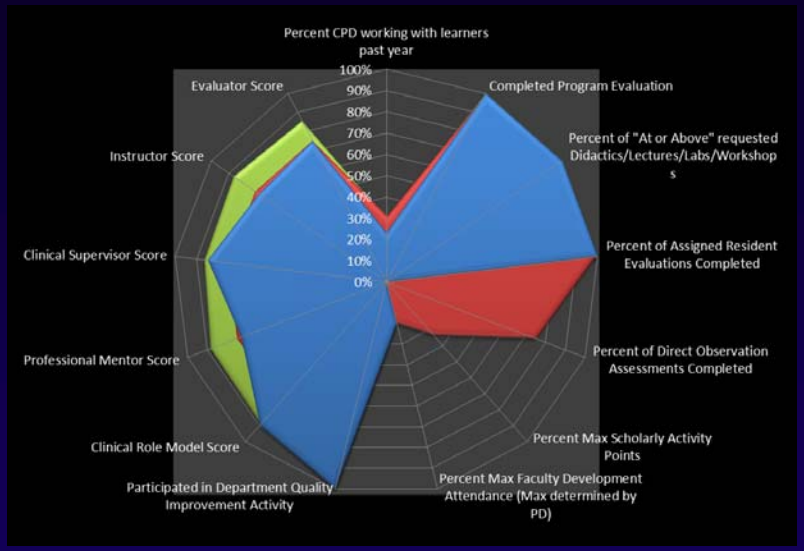
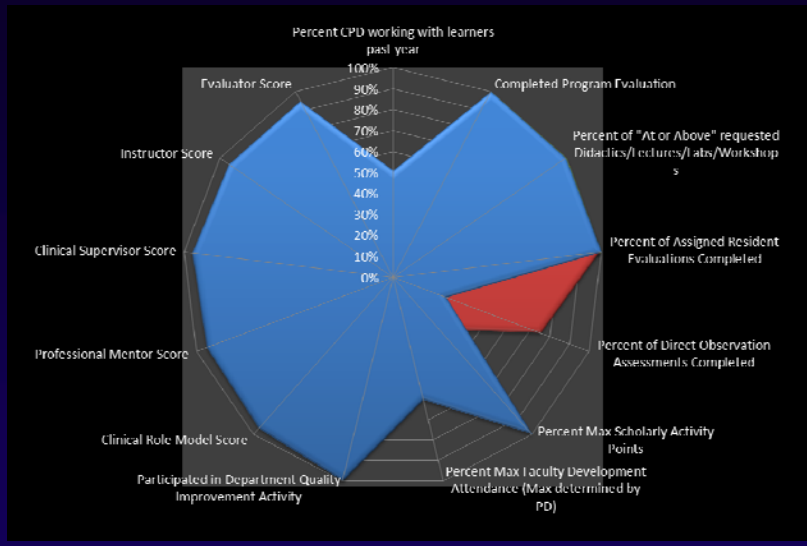
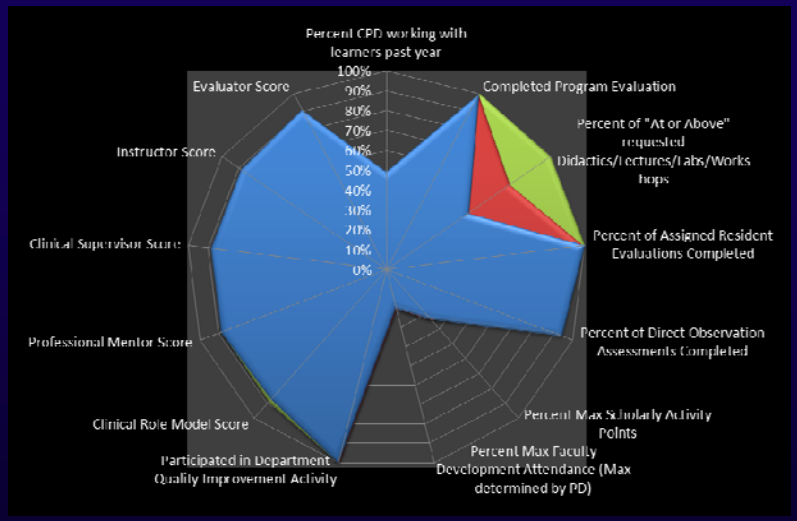
Professional Mentor Score
Clinical Supervisor Score
Instructor Score
Evaluator Score
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%



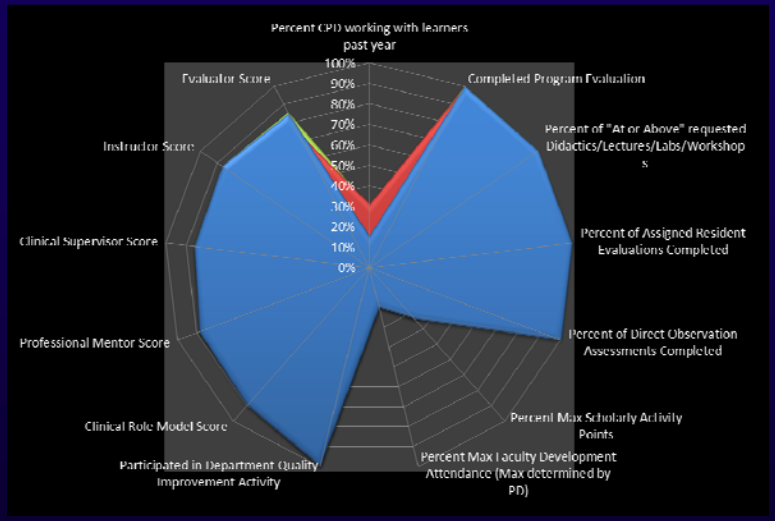
"Before we assign you more learners…"



"How can we get you to integrate the Mini-CEX better?"



"Any opportunities to get you to lecture more?"



"Let's look for more ways to get you Involved in our teaching program…"

Faculty Development Conversation Starter

- Common themes on radar plots can trigger structured faculty development sessions
- Faculty can see relative performances
- Informs the Program Evaluation Committee on one Program Measure
- Useful tood to demonstrate current status and change in program performance over time

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