

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

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.

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.)

DETERMINE DESIRED DATA

ALREADY COLLECTED:

From Resident Evaluations

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

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

DESIRED BUT NOT YET COLLECTED

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



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	Action Required: "Add" or indicate "No Activity"					
Alexandra Carley	Action Required: "Add" or indicate "No Activity"					
Jonathan Cutlan	Action Required: "Add" or indicate "No Activity"					
Ellen Gordon	Action Required: "Add" or indicate "No Activity"					
Clayton Green	Action Required: "Add" or indicate "No Activity"					
Seung-David Kim	Action Required: "Add" or indicate "No Activity"					
Thomas McIntee	Action Required: "Add" or indicate "No Activity"					
John Melski	Action Required: "Add" or indicate "No Activity"					
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)

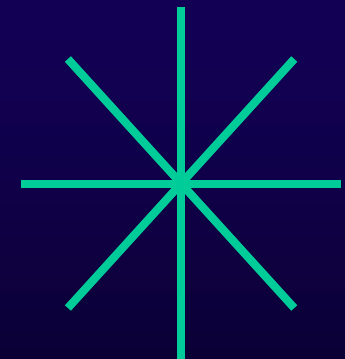
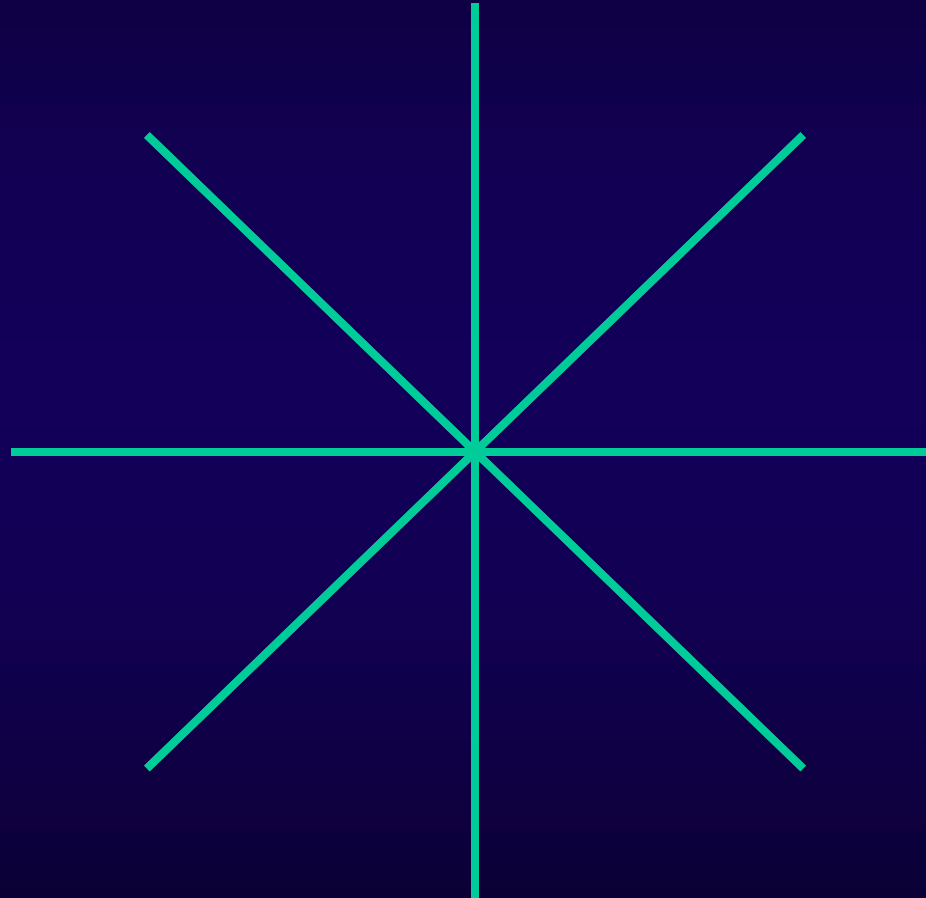
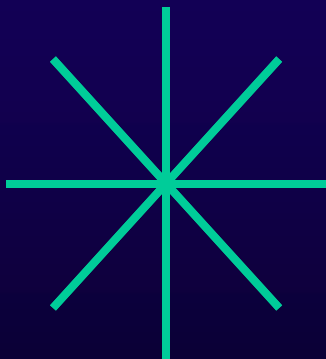
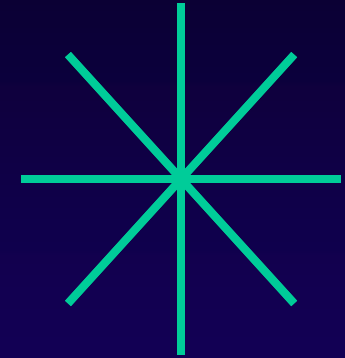
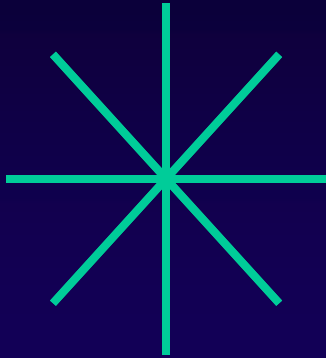
*1 Point is assigned for any activity in each category.

There are a total of 6 possible scholarly activity points.

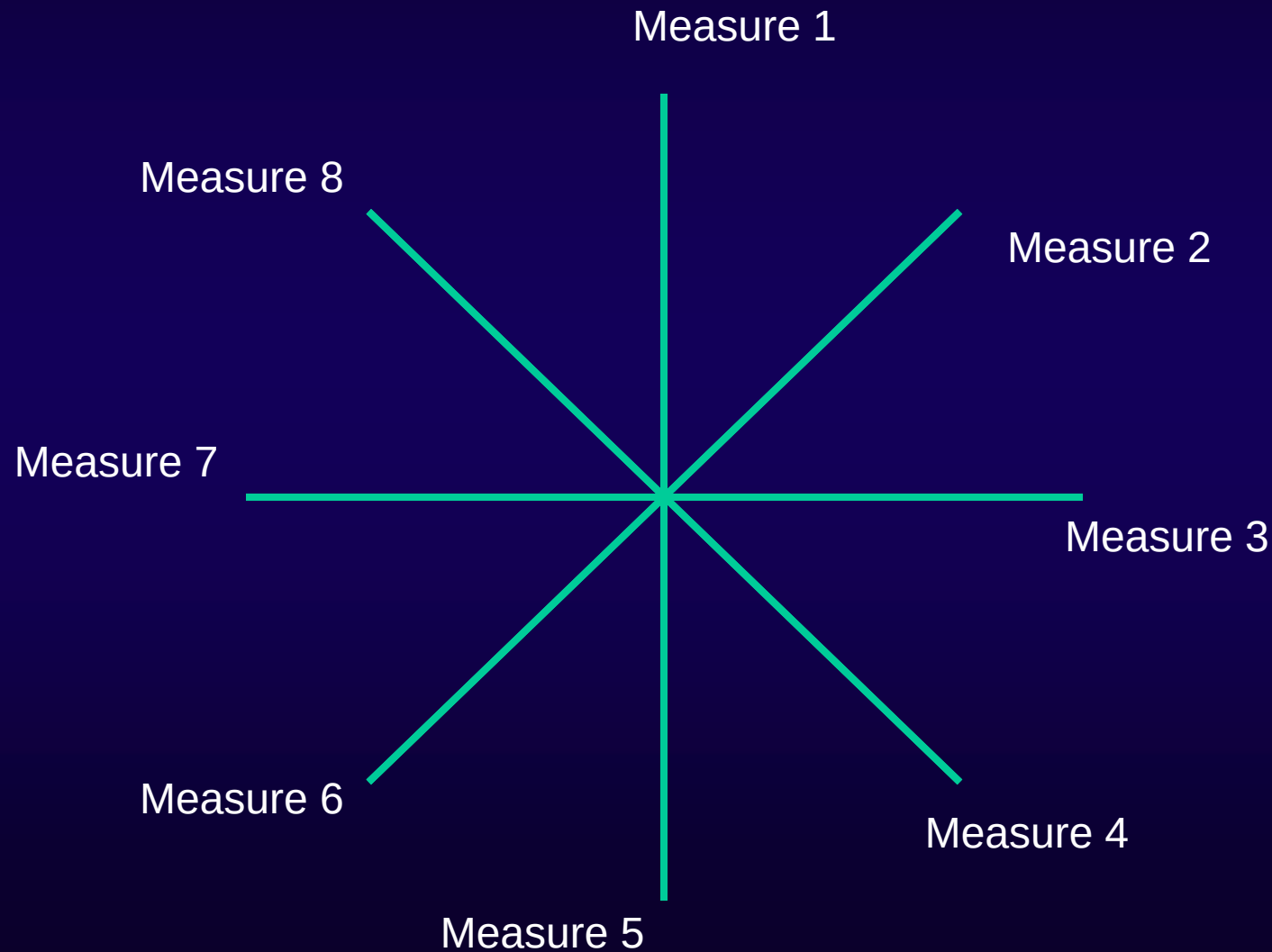
Create Spreadsheet Used to Plot Radar Graphs

- 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

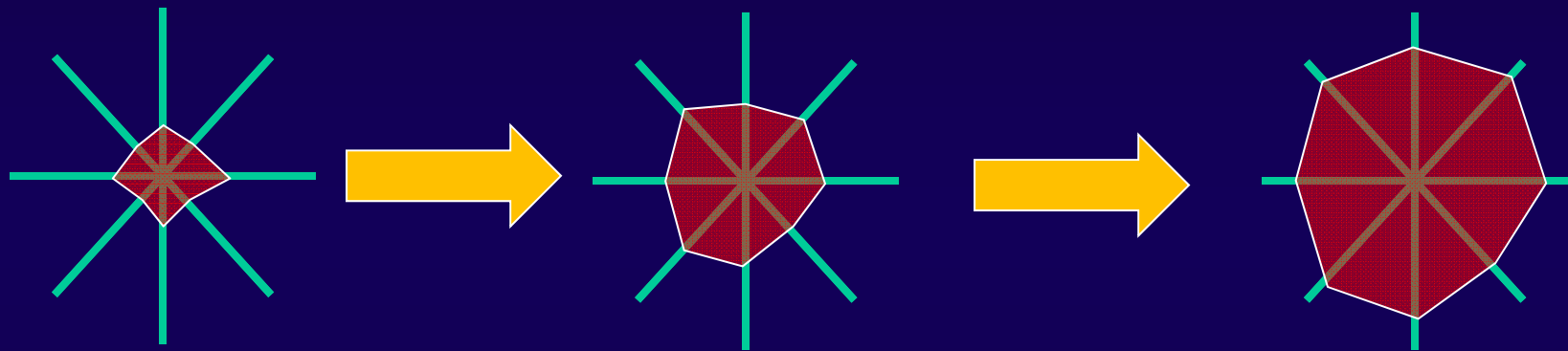
Why Radar Plots?



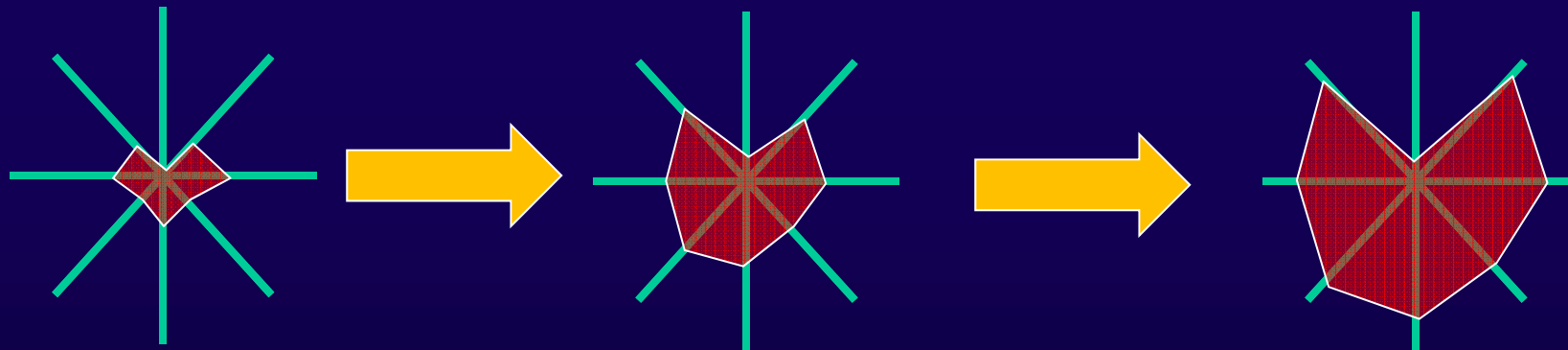
Multiple performance measures in one visual



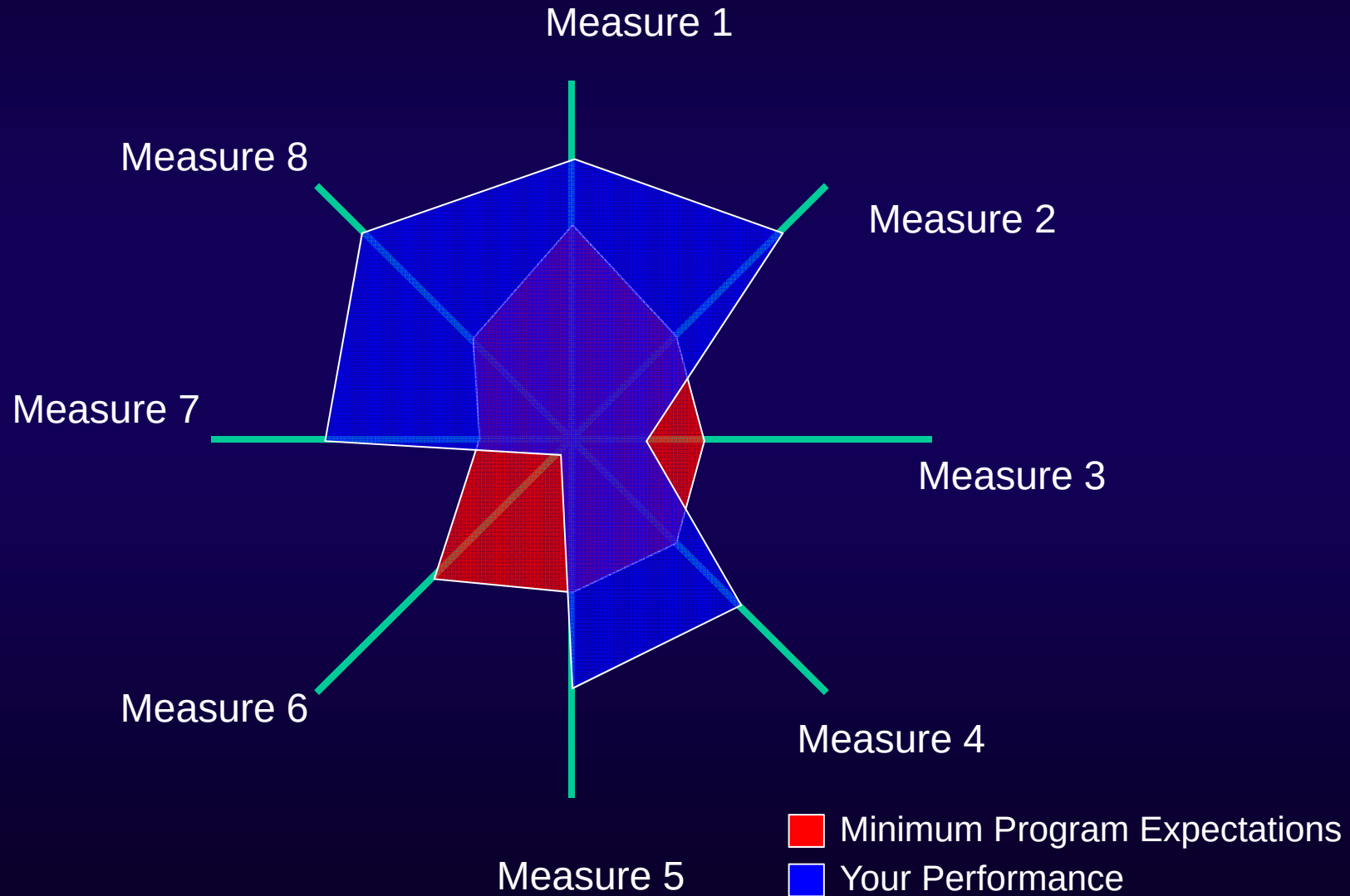
Easy to Visualize Performance Growth Over Time



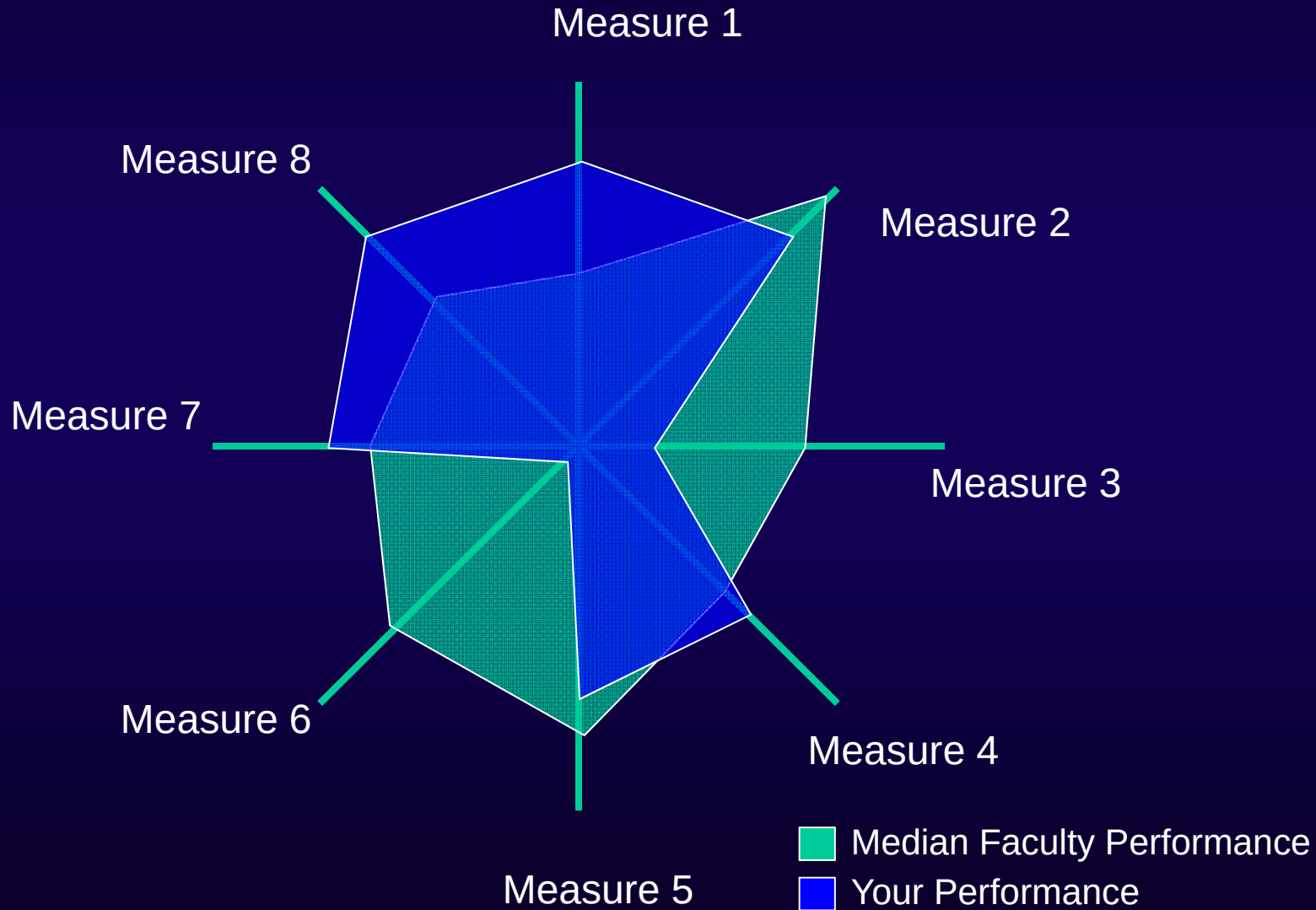
COROLLARY: Easy to Visualize Performance Deficits / Absence of Improvement Over Time



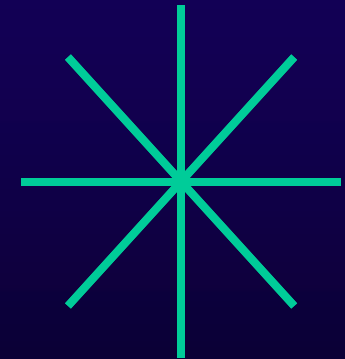
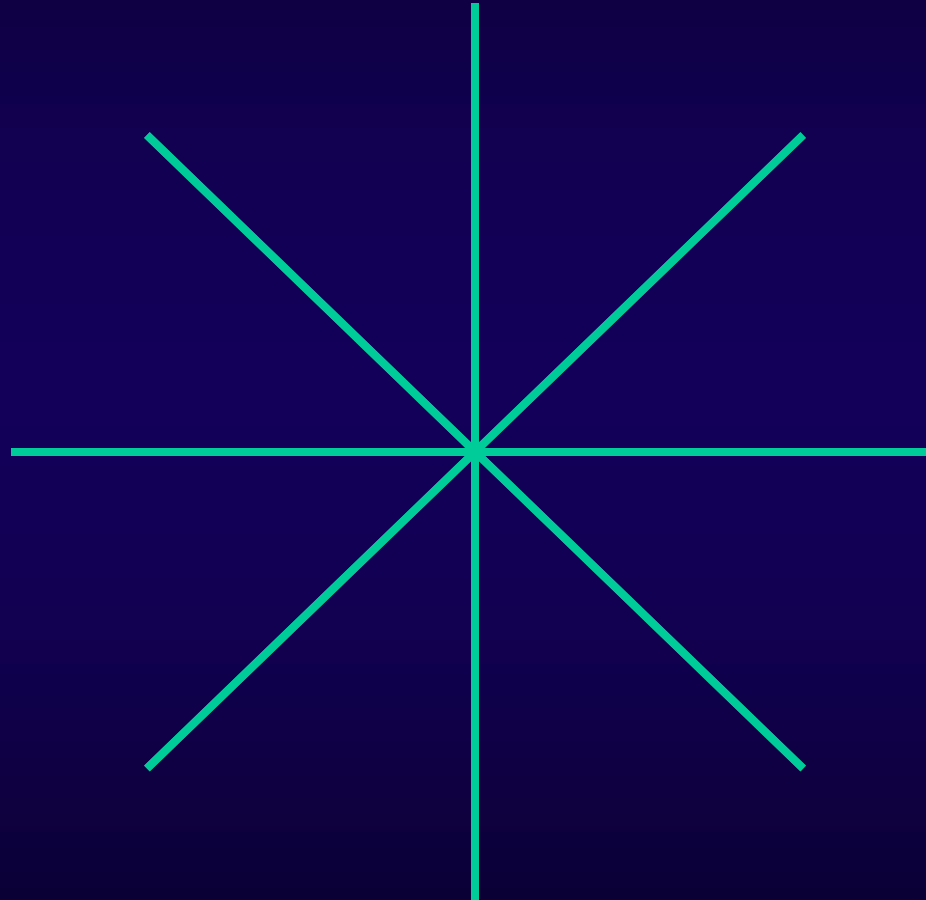
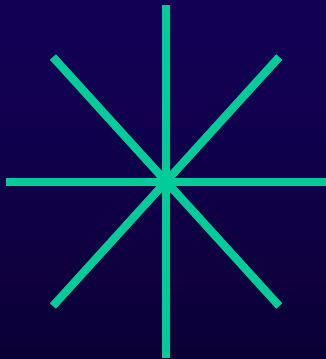
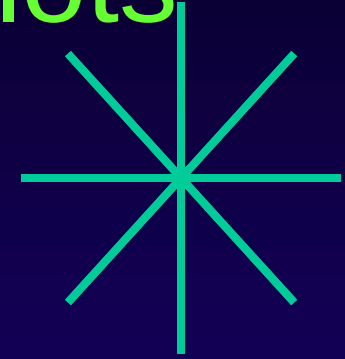
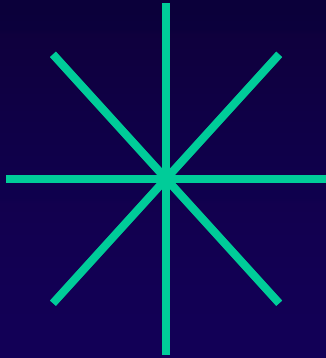
Ability to Highlight Program's Expectations Visually



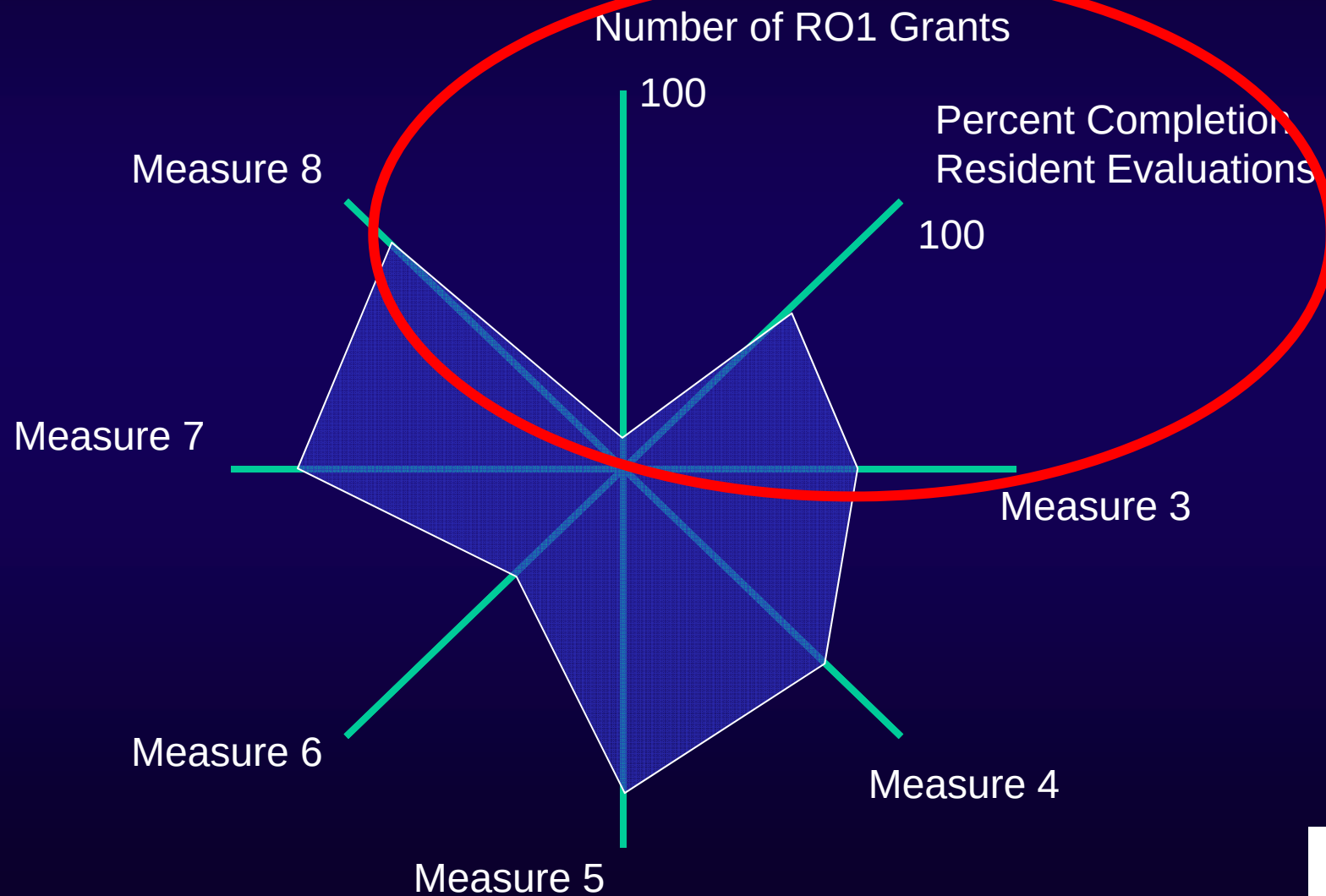
Ability to Highlight Individual vs. Median Faculty Performance



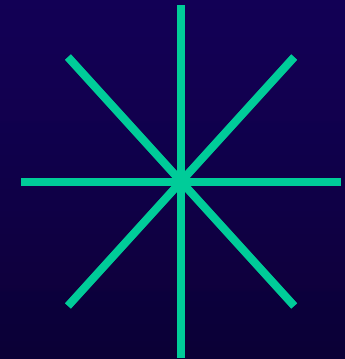
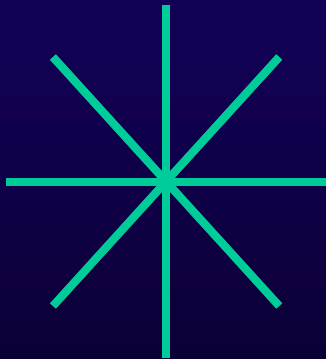
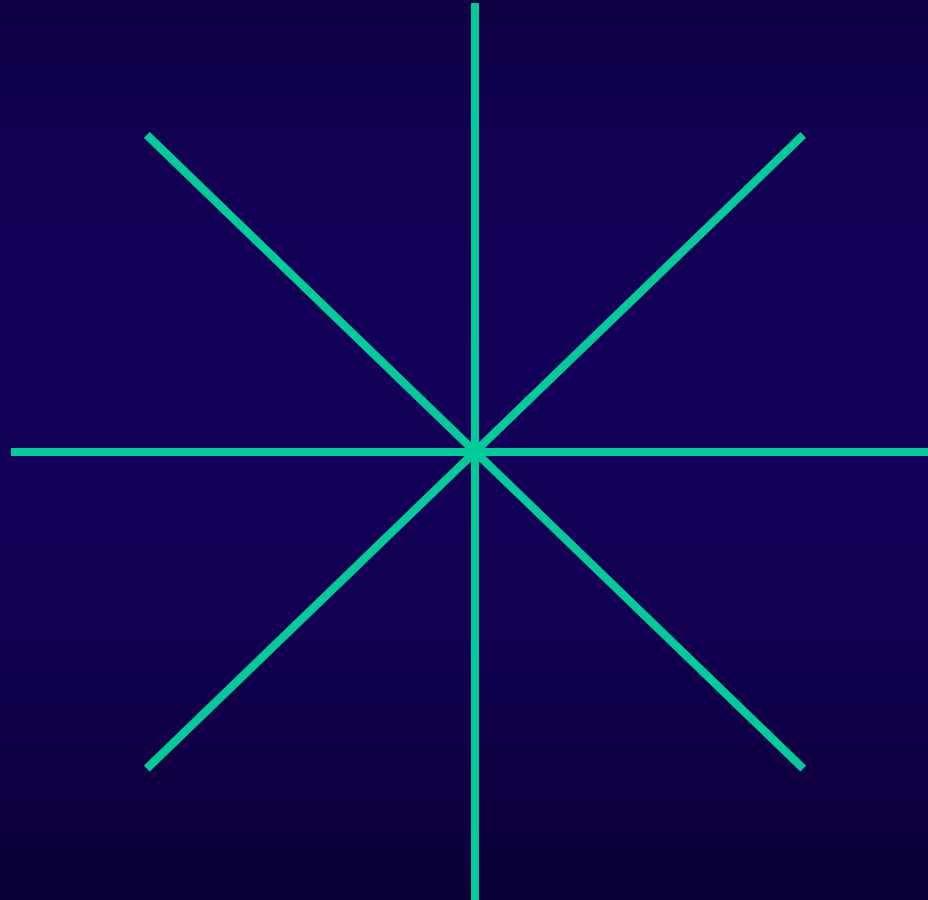
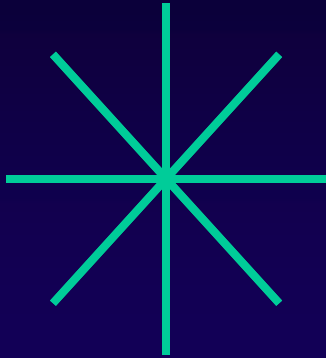
Limitations to Radar Plots

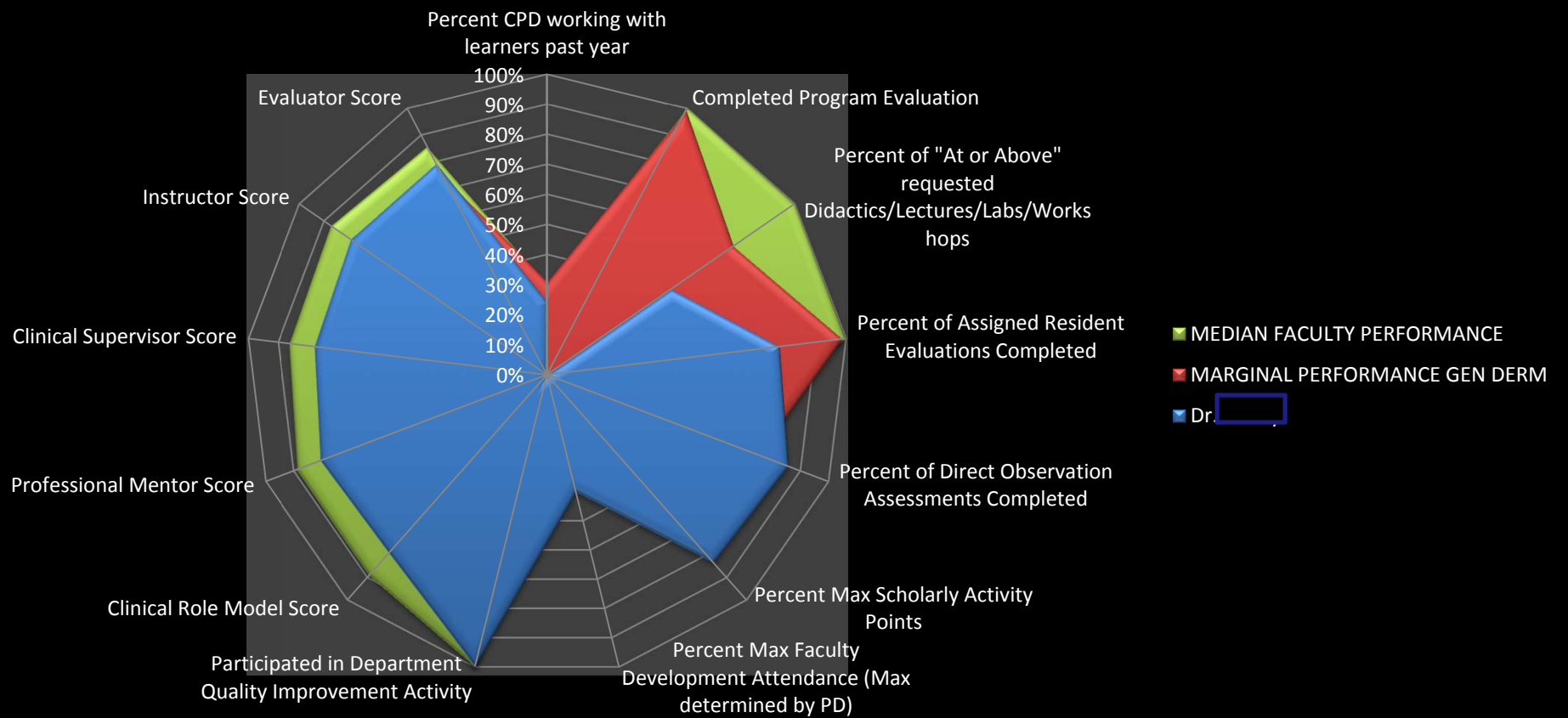


Each “spoke” needs to be scaled appropriately for effect

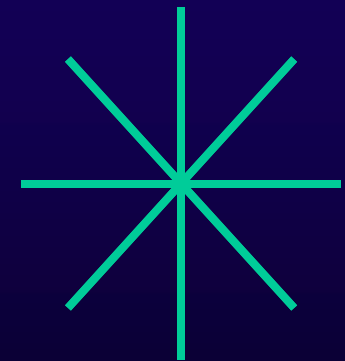
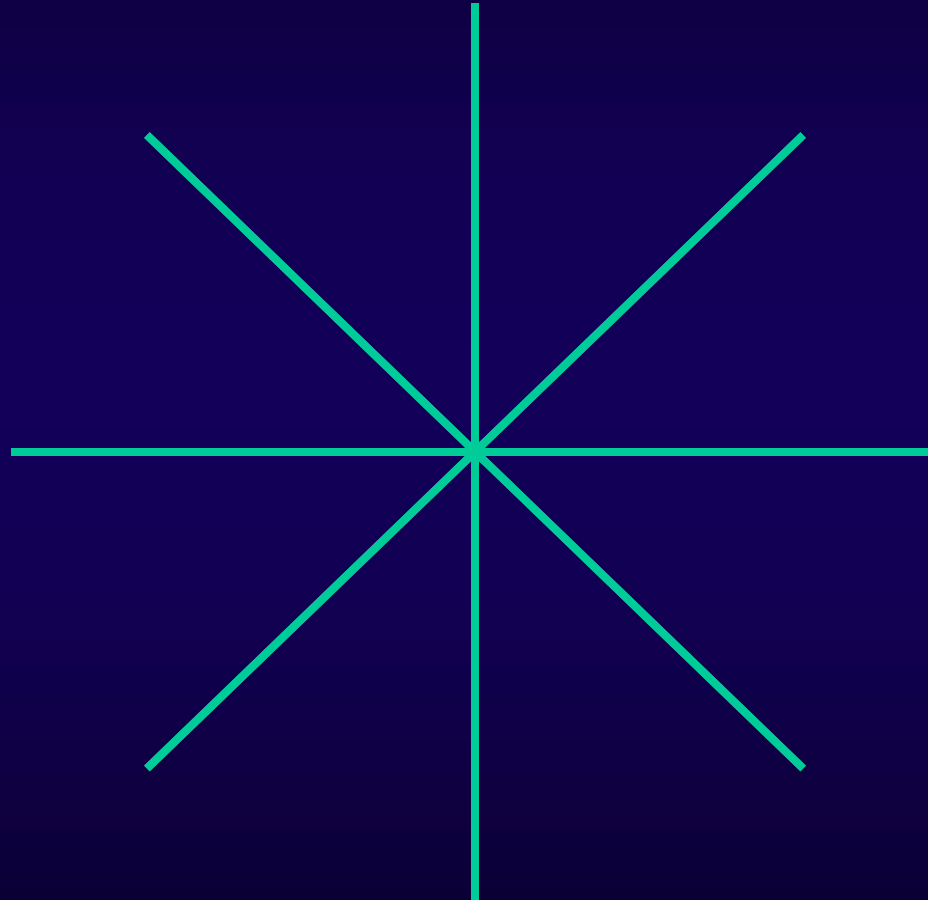
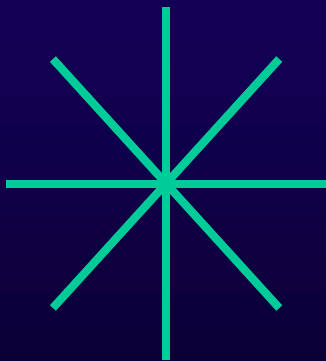
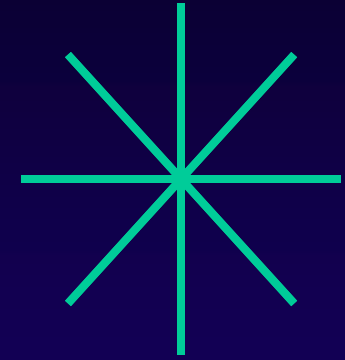
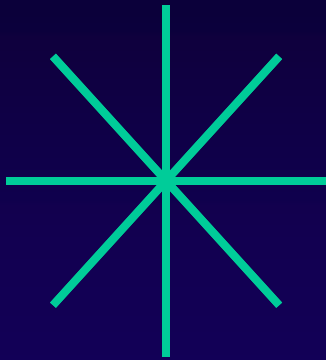


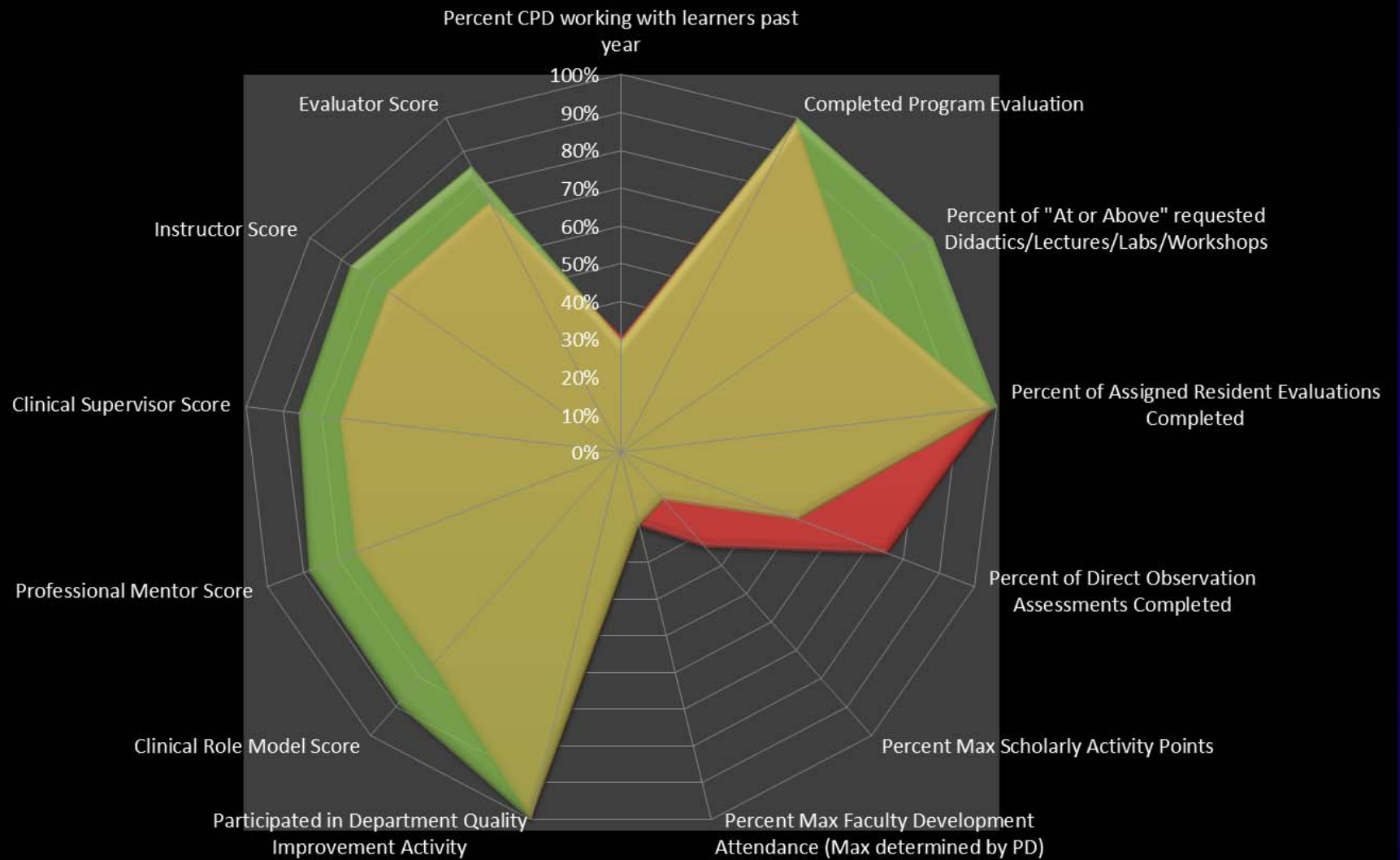
What do our faculty receive?

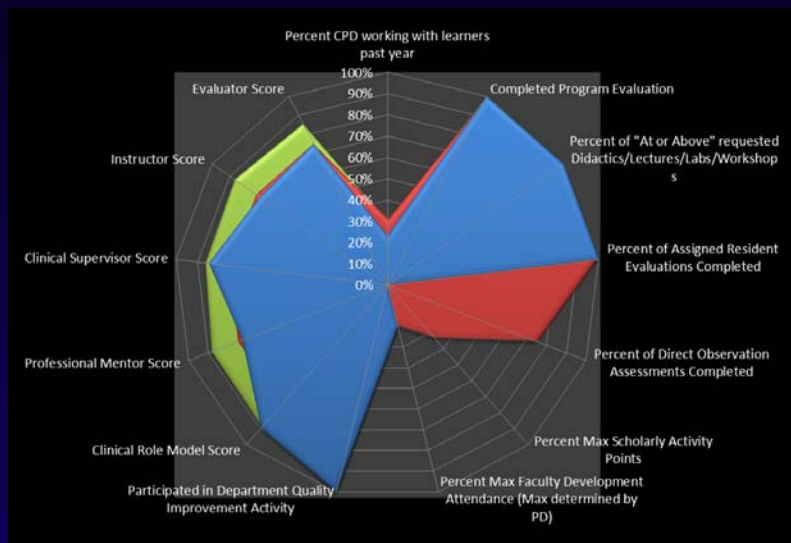




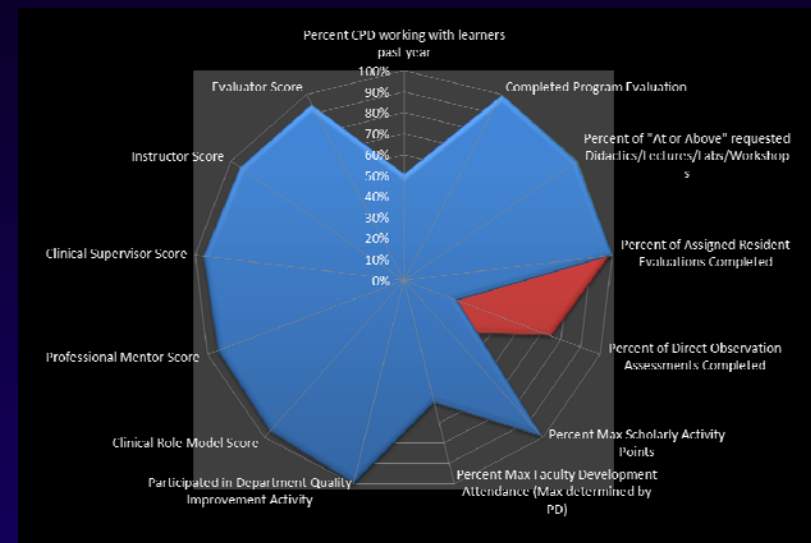
How does the Program Use this for Feedback?



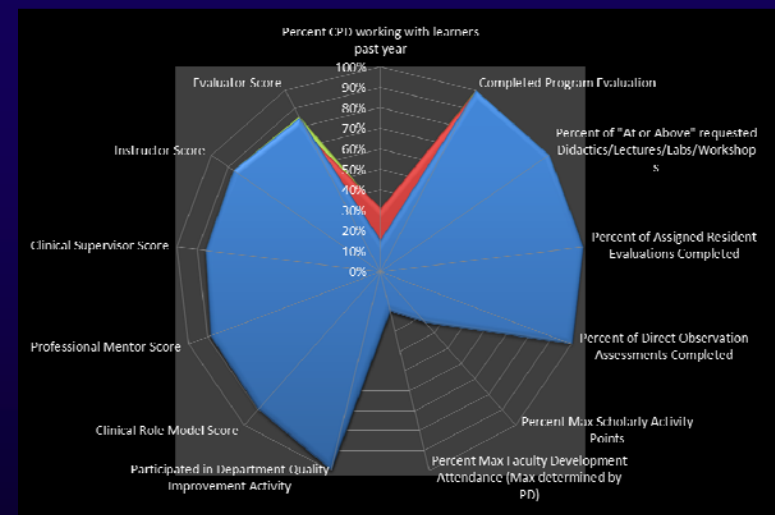
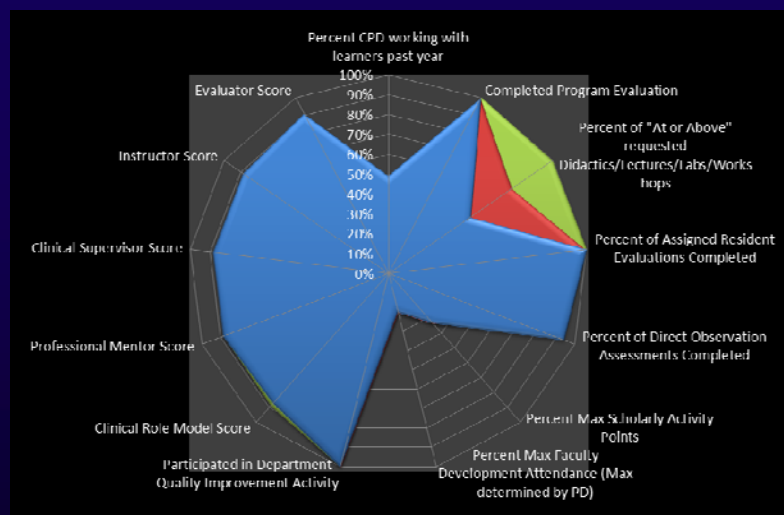




“Before we assign you more learners...”



“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 tool to demonstrate current status and change in program performance over time