Need

faculty development program accomplishments

**2020**

TTUHSC El Paso

Faculty development for the Paul L. Foster School of Medicine is the primary responsibility of the Office of Faculty Development, which is led by Sanja Kupesic-Plavsic, M.D., Ph.D., associate dean for faculty development, and Zuber D. Mulla, Ph.D., assistant dean for faculty development (**Figure 1**). Dr. Kupesic-Plavsic reports directly to the Office of Provost at TTUHSC El Paso. Drs. Kupesic-Plavsic (60% faculty development) and Mulla (70% faculty development) have sufficient time to fulfill their leadership roles in faculty development. Both are highly experienced, award-winning educators and researchers. They are well-published and well-qualified to mentor faculty in teaching and scholarship. Dr. Kupesic-Plavsic has a special interest and expertise in clinical simulation and the innovative use of imaging and digital technology in medical education. Dr. Mulla is an expert in epidemiology, data analysis, and the application of public health perspectives in medical education and research.

**OFFICE OF FACULTY DEVELOPMENT**

**Organizational Chart**

Paul Ogden, M.D.

Provost and Vice President for Academic Affairs, TTUHSC El Paso

Sanja Kupesic Plavsic, M.D., Ph.D.

Associate Academic Dean

Foster School of Medicine

Director, OFD, TTUHSC El Paso

Zuber D. Mulla, Ph.D., C.P.H.

Assistant Academic Dean

Foster School of Medicine

Marco Rodriguez, M.S., M.Ed.

Lead Analyst

Connie Rosales, B.S.

Unit Assistant Director

Nadia Rocha, MAT.Sc.

Analyst II

Eduardo Vazquez, M.S.

Lead Analyst

**Figure 1.**  Organizational chart of the Office of Faculty Development

The administrative unit assistant director and analyst II provide important operational and administrative support for the office (**Figure 1**). Two lead analysts provide technical support for faculty development projects, use digital platforms to amplify the mission and vision of the office, assist in the creation of digital content and distance learning modules, and participate in instructional design, analysis, and assessment. Some faculty members at TTUHSC El Paso, particularly the experienced teachers in the Department of Medical Education and clinical departments, participate in numerous faculty development activities, with the aim of introducing innovative approaches to teaching, learning, and assessment.

Comprehensive information about institutional, departmental, and community faculty development opportunities is provided in mandatory orientation sessions for new faculty. As the associate dean for faculty development, Dr. Kupesic-Plavsic and assistant dean for faculty development Dr. Mulla attend monthly Faculty Council meetings and provide updates, as needed, during these meetings. An invitation to participate in all faculty development programs and activities is sent to the general faculty mailing list regularly. All TTUHSC El Paso faculty development events are free to attend and supported by the departments.

The list and links to all faculty development activities for the current academic year are provided on our Faculty Development website, using the FD interactive event calendar:

[//elpaso.ttuhsc.edu/som/facdevelopment/fdEventsCalendar.aspx](http://elpaso.ttuhsc.edu/som/facdevelopment/fdEventsCalendar.aspx). Faculty are also informed and reminded of planned Faculty Development events via campus-wide email alerts.

TTUHSC El Paso offers numerous opportunities for its full-, part-time, and volunteer faculty to participate in faculty development to enhance their teaching, research, administrative, and leadership skills and increase knowledge within their disciplines. These opportunities are accessible and available to faculty at all sites and are recorded for asynchronous delivery. Faculty participation is encouraged by department leadership. Institutional and departmental faculty development programs are coordinated by the Office of Faculty Development to assist faculty with all aspects of their professional development, including a series of programs to enhance evaluation and assessment skills, and promote active learning strategies and integration of technology into medical education. **Figure 2** summarizes the activities coordinated by the Office of Faculty Development.

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

Since 2003, when El Paso was a regional campus of Texas Tech University Health Sciences Center in Lubbock, Texas, over 263 faculty members have graduated from the annual comprehensive faculty development course, which provides instruction on teaching skills, research, clinical simulation, and leadership.

In addition to faculty development offerings on campus and those available online for asynchronous instruction, which is open to all faculty, the Office for Faculty Development is creating and coordinating faculty development programs designed specifically to enhance the teaching and assessment skills of volunteer and community faculty (hospital and ambulatory).

**Figure 2** summarizes the activities coordinated by the Office of Faculty Development.

The **Institutional Faculty Development Program (IFDP)** is an 85-hour course that extends over nine months. It is offered once a year and can accommodate 15-20 faculty members, including those from the Paul L. Foster School of Medicine (Foster School of Medicine), the Gayle Greve Hunt School of Nursing (Hunt School of Nursing), the Graduate School of Biomedical Sciences (GSBS), Woody L. Hunt School of Dental Medicine (Hunt School of Dental Medicine), clinical faculty members of affiliated institutions, and community-based faculty preceptors. Additionally, faculty at other local institutions, such as The University of Texas at El Paso and El Paso Community College, are welcome to attend portions of the IFDP. The IFDP is designed to help junior and mid-level faculty members understand the full range of academic responsibilities, enhance their teaching and assessment skills, develop the skills of scholarship, understand the steps of academic advancement, and establish a network of colleagues. It is recommended that all new junior and mid-level faculty attend the entire or certain segments of the course (minimum 40 hours) within the first year of their appointment. To allow flexibility and customization, and honor social distancing recommendations in the post-COVID-19 world, the IFDP was transitioned to an online format. The IFDP eLearning curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for clinical faculty), and leadership development. IFDP participants will be required to participate in webinars, teleconferences actively, and, if permitted, in-person participation in individual and small group exercises. All of the eLearning activities are open to the general faculty via self-enrollment, and many of them will provide CME and CNE credit. The IFDC competency-oriented curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for practicing clinicians), and leadership/administrative development. The integration of numerous trained facilitators allows participants to work in small groups, offering extensive opportunities to practice teaching skills with the goal of enhancing participants’ versatility and effectiveness in teaching, assessment, and feedback. When necessary, teleconferences will be replaced with individual and small group face-to-face activities consisting of seminars, conferences, workshops, role-playing exercises, and simulation-based activities. Throughout its 18 years, 263 faculty members graduated from the comprehensive IFDC (**Table 1**).

**Table 1.** Number of participants by department during 18 offerings of the IFDC.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Institutional Faculty Development Course (IFDC) Participation by Department (2003-Present)** | | | | | | | | | | | | | | | | | | |
| **DEPARTMENT** | **FDC 1** | **FDC 2** | **FD3** | **FDC 4** | **FDC 5** | **FDC 6** | **FDC 7** | **FDC 8** | **FDC 9** | **FDC 10** | **FDC 11** | **FDC 12** | **FDC 13** | **FDC 14** | **FDC 15** | **FDC 16** | **FDC 17** | **FDC 18** | **TOTAL** |
| ANESTHESIOLOGY | 1 |  |  |  | 1 |  |  |  | 3 | 1 |  |  |  |  |  |  |  |  | 6 |
| BIOMEDICAL SCIENCES | 1 |  |  |  |  |  | 1 |  | 2 | 4 | 3 | 2 | 4 | 2 | 1 |  | 1 |  | 21 |
| EMERGENCY MEDICINE | 2 | 2 | 1 | 2 | 1 |  |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  | 11 |
| FAMILY MEDICINE | 3 |  |  | 2 |  | 1 |  | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 2 |  | 2 | 1 | 22 |
| INTERNAL MEDICINE | 4 | 4 | 2 | 1 | 2 | 3 | 1 | 2 | 4 | 3 | 3 | 3 | 1 |  |  | 1 |  |  | 34 |
| MEDICAL EDUCATION |  |  |  |  |  |  | 5 |  | 3 |  | 2 |  |  | 2 | 3 | 3 |  | 3 | 21 |
| NEUROLOGY |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 |  | 2 |  |  |  | 5 |
| OB-GYN | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 |  | 3 | 1 | 3 | 1 | 2 | 1 | 3 | 1 |  | 27 |
| ORTHOPEDICS |  | 1 | 1 | 1 | 1 | 1 |  |  |  | 1 |  |  |  | 1 | 1 | 1 | 1 |  | 10 |
| PATHOLOGY |  |  |  |  |  | 1 |  |  |  |  |  | 1 |  |  |  |  | 1 |  | 3 |
| PEDIATRICS | 5 | 4 | 4 | 3 | 4 | 3 | 1 | 2 | 1 | 1 | 4 | 6 | 2 |  | 1 | 1 | 4 | 3 | 49 |
| PSYCHIATRY |  |  |  |  |  |  |  | 1 | 1 |  |  |  | 2 | 2 |  | 1 | 2 | 1 | 10 |
| RADIOLOGY |  |  |  | 1 | 1 |  |  | 1 | 1 | 1 | 1 | 2 | 1 |  |  | 1 |  |  | 10 |
| SURGERY+OPHT | 3 |  | 1 | 1 |  | 2 | 2 | 1 | 3 |  | 1 |  |  | 1 | 1 | 1 | 3 | 3 | 23 |
| WBAMC |  |  |  |  |  |  |  |  | 1 |  |  |  | 1 | 1 | 1 | 1 |  | 1 | 6 |
| GGHSON |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 1 |  |  | 5 |
| **TOTAL** | **20** | **11** | **10** | **13** | **11** | **13** | **12** | **12** | **20** | **18** | **16** | **19** | **15** | **16** | **14** | **15** | **15** | **12** | **263** |

The **Departmental Faculty Development Program****(DFDP)**was established in 2013 and has become invaluable in helping the institutional faculty development mission achieve its goals. The DFDP provides faculty with the tools to directly implement what they have learned in the IFDP (how to educate, train, supervise, facilitate, mentor, and evaluate different levels of learners), and serve as role models for others. Candid and creative discussions with department chairs and faculty members about their responsibilities in educational, research, clinical, and service missions promote faculty advancement through a program targeted to the specific needs of the department while achieving the vision and mission of the institution. The program is delivered on site and focuses on clerkship, residency program, and fellowship directors; faculty who participate in teaching; and faculty undergoing tenure and promotion review. Its goal is to promote individual and departmental research and scholarly productivity, and assist faculty in developing peer-reviewed multimedia web-based learning tools and materials. The goals of the DFDP are to improve the efficiency of undergraduate and graduate medical education; enhance clinical skills and competency of faculty; increase the efficiency of interprofessional education and networking between clinical, medical education, and biomedical sciences faculty; and improve collaboration with institutional faculty development and faculty mentoring programs. The overarching goal of the institutional and departmental faculty development programs is to nurture and cultivate faculty to become the next generation of academic leaders.

The **Personalized Faculty Development Program** is a novel approach offered by the Office of Faculty Development to partnering with individual faculty members. Through extensive consultation, a multidisciplinary faculty development team takes the time to understand and address faculty-specific goals and objectives in academic medicine. The associate and assistant deans engage and mobilize faculty from different schools, departments, and Centers of Emphasis across campus to improve networking. Additionally, the leadership team of the Office of Faculty Development collaborates with faculty at the University of Texas at El Paso. These linkages help facilitate scholarly projects involving TTUHSC El Paso faculty. This interdisciplinary interaction leads to transformational changes in junior faculty, and increases faculty success in research, scholarship, teaching, and academically-related public service. This type of customized mentoring and development increases faculty research/scholarship productivity, and contributes to improved interdisciplinary and interprofessional collaboration at the institutional level.

The **Mid-Career Faculty Development** is a type of personalized faculty development program, targeting associate and senior assistant professors. The goals of this progam are to increase clinical and scholarly productivity of the mid-career faculty, build collaboration and social support across disciplines and professions, and increase rates of promotion.

The **Leadership Development Academy (LDA)** is an eight-month development program created for the next generation of TTUHSC El Paso academic leaders and has been developed with department chairs, assistant and associate deans, and managers in mind. The program is an Office of the Provost initiative, designed and managed by the Office of Faculty Development. The goal of the LDA is to improve individual leadership skills through self-discovery, group discussions and collaborative networking. The program’s innovative monthly sessions are designed to improve individual management and strategic planning skills, strengthen leadership performance across the university, enhance understanding of institutional culture and teamwork, improve university finance analysis and establish a pipeline for succession planning. The nine monthly sessions last three hours each, and participants are awarded with a total of 27 continuing medical education (CME) hours and two ethics hours. Its topics are ones that are most relevant to the mission, vision, values and strategic goals of our institution. To better understand roles, goals and leadership experience, the organizers of the LDA meet with each participant prior to enrollment to learn about their professional and career goals, preferences and leadership development needs. The first cohort of LDA participants graduated in April 2020.

The **Institutional Faculty Mentoring Program (IFMP)** is a mission-directed, promotion-oriented, and outcome-driven faculty mentoring program offered by the Office of Faculty Development starting in 2009. Its effectiveness and success are measured by the scholarly productivity of participants during a 12-month (or recently, 24-month) mentorship period, and by an annual peer-review and pre-tenure promotion evaluation. Our mentoring program is designed to assist junior faculty, particularly faculty physicians, female faculty, and under-represented minorities (URM), in enhancing their scholarly productivity, and to promote their career advancement. The goals and objectives of the program follow TTUHSC El Paso’s guidelines for tenure and promotion, enabling mentees to achieve success with the guidance and support of their mentors. These goals and objectives include, but are not limited to:

1. Being the first author of a presentation at a national or international professional conference or seminar;
2. Publishing at least one scientific publication in a peer-reviewed journal;
3. Completing a new scholarly activity directed at teaching or training students and residents at TTUHSC El Paso (This activity must qualify under the meritorious category (Level 2 activity) for recognition according to the Foster School of Medicine’s guidelines for tenure and promotion); and
4. Collaborating with another faculty member at TTUHSC El Paso or another institution on a scholarly project.

Mentors and mentees are expected to meet monthly. They are required to submit quarterly reports detailing the progress of the various projects they have undertaken. Faculty mentors and mentees are also expected to attend scheduled faculty mentoring sessions. These sessions are geared toward educating mentors and mentees on topics ranging from the basics of mentoring to reviewing guidelines for promotion, to ensuring that the mentees understand the process. Six months after initiating the program, mentees are expected to begin mentoring a student or resident.

To address the limited number of clinical mentors for a growing number of clinical mentees, nonclinical faculty, if qualified, may serve as mentors of clinical faculty. Having a nonclinical faculty mentor who has an aptitude for research and scholarly activities can help introduce the clinical faculty mentee to academic productivity and development from a different perspective. Some mentees who required specialized expertise have multiple mentors.

The TTUHSC El Paso mentoring program promotes career development. The number of presentations, publications, and other scholarly activities is a measure of the success of the TTUHSC El Paso mentoring program. Scholarly activities accomplished by four cohorts of mentees are presented in **Table 2**. Forty-two mentees (23 female and 19 male) and 33 mentors (eight female and 25 male) participated in the four cohorts of our IFMP. Among the mentees, there were 16 (38%) Hispanics, 10 (24%) Asians, four (10%) African-Americans and 10 (24%) Caucasians. During the year of mentoring and one-year follow-up period, the mentor-mentee teams achieved the following academic accomplishments: 84 scientific presentations at national/international and/or regional/local meetings, 100 peer-reviewed articles, 38 educational projects, and 44 research projects. Outcome measures presented in Table 2 demonstrate that our comprehensive IFMP improves the scholarly productivity of junior, female, and under-represented minority faculty. Junior faculty who have successfully completed the program have exceeded all of the expectations of the program, more than 90% of them achieved the satisfactory rating of “on-track” during the pre-tenure and promotion peer review process, and 40% of them were promoted. Following their graduation from the IFMP, four mentees achieved institutional administrative positions, and five secured educational administrative positions. Figure 3 illustrates faculty mentees’ scholarly productivity before, during, and one year after IFMP.

**Table 2:** Scholarly activities accomplished by four cohorts of mentees at TTUHSC El Paso.

(The duration of the IFMP for the first three cohorts was 12 months, while the duration of the IFMP for the fourth cohort was two years.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty Mentoring**  **Groups** | **Mentees** | **Presentations** | **Publications** | **Educational**  **Projects** | **Research Projects** |
| Group I | 18 | 18 | 20 | 10 | 11 |
| Group II | 11 | 17 | 18 | 14 | 20 |
| Group III | 5 | 14 | 7 | 9 | 8 |
| Group IV | 7 | 35 | 55 | 5 | 5 |
| **Total** | **41** | **84** | **100** | **38** | **44** |

* Presentations

Publications

Research and Educational Projects

**Figure 3:** Number of scientific presentations, publications, and research and educational projects by faculty mentees presented for the period before mentoring, at the end of the first year of the IFMP, and one year after the completion of the IFMP for cohorts I-III, and at the end of the second year of the IFMP for cohort IV.

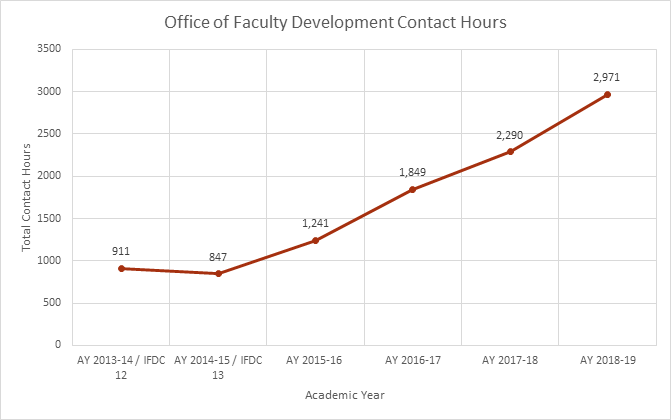
The **Writing Interest Group (WIG)** is a new faculty development program offering a comfortable and private space for a small group of junior and mid-level faculty. The program is available at least once a year and can accommodate 10 participants. Prior registration is required. This outcome-driven program offers unique opportunities for faculty to improve their writing skills, holding each participant accountable for his/her writing progress and goals. The first WIG was composed of eight sessions, each lasting two hours. Subsequent offerings of the WIG were comprised of eight sessions, each lasting one hour. WIG sessions are typically held every other week over a four-month period. WIG is driven by measurable outcomes, such as the demonstrated ability to write all the relevant sections of the scientific article (introduction, material and methods, results, discussion, bibliography, and abstract). Each session starts with a brief check-in on writing goals and ends by reviewing accomplishments and writing plans for the following session. The Office of Faculty Development organizes sessions in academic writing. Outcomes of this initiative are illustrated in the addendum.

**Community Preceptor Development** is a program geared toward community-based faculty preceptors with the aim of ensuring greater uniformity in the clinical training of our students and residents. El Paso has a large, professionally diverse medical community, and over 140 local physicians are currently members of the volunteer faculty at TTUHSC El Paso. Before community faculty members are assigned to medical student teaching, they are invited to attend a series of presentations that include information about adult learning methods, useful teaching techniques in a clinical setting, evaluation methods, and the institutional forms and materials used for evaluation. Community faculty members are provided with free access to the Teaching Physician website. The quality of teaching and feedback effectiveness of community faculty are assessed by student evaluations at the conclusion of each rotation. Every community faculty member is provided with these evaluations as a driver of performance modification.

The **Continuous Faculty Development Program (“Need to Know” Series)** is a new program designed to provide practical information and skills to address our institution’s faculty development needs in response to surveys and evaluations. Sessions are organized quarterly by the Office of Faculty Development. Due to substantial changes to our faculty development activities (namely the introduction of four-hour conferences open to the general faculty), we have significantly increased the number of faculty development program contact hours during the past two academic years (**Table 3**).

**Table 3.** A number of faculty development activity contact hours from 2013 to present.

|  |  |
| --- | --- |
| **Academic Year/FDC** | **Number of Contact Hours** |
| 2013-14/IFDC 12 | 911 contact hours |
| 2014-15/IFDC 13 | 847 contact hours |
| 2015-16   * IFDC 14 * WIG 1 * Need to Know * DFDP   Total | 988 contact hours  110 contact hours  93 contact hours  50 contact hours  1,241 contact hours |
| 2016-17   * IFDC 15 * WIG 2 * Need to Know * DFDP   Total | 1,190 contact hours  135 contact hours  164 contact hours  360 contact hours  1,849 contact hours |
| 2017-18   * IFDC 16 * WIG 3 * WIG 4 * Need to Know * DFDP * DFDP GGHSON * PUDF   Total | 989 contact hours  41 contact hours  31 contact hours  112 contact hours  1,077 contact hours  6 contact hours  24 contact hours  2,280 contact hours |
| 2018 – 19   * IFDC 17 * Need to Know * Community activities * DFDP * PUDF   Total | 1,183 contact hours  115 contact hours  34 contact hours  1,330 contact hours  309 contact hours  2,971 contact hours |
| 2019 – 20   * IFDC 18 * Need to Know * Community activities * DFDP * PUDF   Total |  |



***Legend:* Departmental Faulty Development Program examples**

**2015-16:** *“Intern Tips in OB GYN”* – collaborative project with one faculty from Family and Community Medicine Department: ***Kupesic Plavsic S, Molokwu J. Intern Tips in OB GYN. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2016***

**2017-18:** *“Intern Tips in Internal Medicine”* – collaborative project with nine faculty from Family and Community Medicine, Internal Medicine, Neurology and OB-GYN Departments: ***Aragon L, Kupesic Plavsic S. Intern Tips in Internal Medicine. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017***

**2017-18:** *“Urgent Procedures in Medical Practice”* – collaborative project with 20 faculty from 10 departments (Internal Medicine, Family and Community Medicine, OB-GYN, Pediatrics, Orthopaedic Surgery and Rehabilitation, Emergency Medicine, Anesthesiology, Neurology, Radiology, and Surgery). Includes two interactive DVDs, duration 5 hours 50 minutes: ***Kupesic Plavsic S. (Ed) Urgent Procedures in Clinical Practice. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017***

**2018-19:** *“Intern Tips in Pediatrics”* – collaborative project with 9 faculty from 4 departments (Pediatrics, Family and Community Medicine, OB-GYN, and Orthopaedic Surgery). ***Peinado, J. F., Villanos, M. T. M., Kupesic Plavsic, S. (Eds). Intern Tips in Pediatrics. New Delhi, London, Philadelphia, Panama: Jaypee Brothers Medical Publishers LTD, 2018.***

**2018-19:** “*Illustrated OB-GYN Problems”* – collaborative project with 18 faculty from 4 departments (OB-GYN, Internal Medicine, Radiology, and Pathology). ***Reddy SY, Mendez M, Kupesic Plavsic S. (Eds) Illustrated OB-GYN Problems. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2019.***

**Faculty Development Program Improvement Plan**

**I. Faculty Development Program Survey**

~~In April and May 2015, the Office of Faculty Development conducted a comprehensive survey to assess the status of the Institutional Faculty Development Course (IFDP). The results of this survey triggered multiple improvement initiatives in the realm of faculty professional growth and development offerings.~~ Our faculty development program is redesigned to include the most relevant topics in medical, nursing, dental, and biomedical science education, based on the valuable feedback, needs assessment, and knowledge gap analysis of the previous participants and facilitators.The IFDP has adapted to the needs of faculty across all four chools: the Paul L. Foster School of Medicine, the Gayle Greve Hunt School of Nursing, Graduate School of Biomedical Sciences (for example, basic scientists no longer need to attend the clinical simulation sessions in the IFDC) and the Woody L. Hunt School of Dental Medicine. The IFDP is composed of four modules: teaching, research, clinical skills, and leadership development.

Improvements to the IFDP include:

* 1. Custom workshops: The Office of Faculty Development now offers six new workshops on an annual basis. Each year, the topics change to reflect the current interests of the faculty, according to yearly-performed needs assessment. These dynamic workshops address timely issues and are four hours in length. Examples of these customized workshops include hot topics in undergraduate and graduate medical education, nursing and dental education, active online teaching and learning, and community- based education and research.
  2. Teleconference presentation: To honor social distancing recommendations due to the COVID-19 world, each IFDP participant delivers an teleconference presentation during the latter portion of the teaching block of the IFDP. To facilitate the creation of an excellent lecture and the delivery of a memorable oral presentation, the OFD will be conducting a formal assessment of the participants’ teleconference presentation skills. Learners will receive timely and comprehensive feedback, and as well as a copy of their recording of their oral presentation.
  3. Online presentation: In collaboration with the lead analysts from the Office of Faculty Development each IFDC participant creates an interactive and engaging online presentations aimed at adult learners via the Canvas Learning Management Platform provided by TTUHSC El Paso. The Office of Faculty Development lead analysts provide the technical support The online contribution is peer-reviewed by a senior educator and/or faculty discipline expert, and the IFDC participants are provided with detailed feedback about the quality, effectiveness and impact of the presented material.
  4. Library skills: The IFDC now devotes eight hours (increased from two hours) to acquiring critical library skills.
  5. Research: During last few years, the Office of Faculty Development introduced new and exciting research opportunities from basic science, translational, and clinical research topics, thorugh medical education research and research commercialization opportunities to quality improvement and patient safety research and community based participatory research.
  6. Research/scholarly project proposal: The participants draft a proposal for a research or scholarly project consisting of a research/scholarship protocol, background section, a section on the materials and methods, budget (when applicable) and the project timeline. The purpose of this expectation is to complete a research or scholarship project proposal that could be used for an IRB submission or grant application, or as a proposal for a scholarship of discovery, integration, application or teaching. For practicing clinicians, creation of the quality improvement/patient safety (QI/PS) project is the alternative option. The research, scholarship, and/or QI/PS contributions are peer-reviewed, and structured feedback is provided.
  7. Clinical simulation: Clinical simulation plays a major role in undergraduate, graduate, and continuing medical, nursing and dental education. The revised IFDC incorporates a four-hour introduction on organizing a clinical simulation session and the role of debriefing, followed by a discipline-specific introduction to the simulation equipment. Clinical skills/simulation sessions are customized, and the practical portion of the clinical simulation module is profession/discipline/specialty dependent and driven by explicit learning objectives. All of the clinical simulation sessions are proctored by simulation-discipline experts and are conducted in small groups.
  8. Leadership and administrative development: The leadership module contains multiple offerings/sessions in the area of administrative development, from conflict resolution and negotiation skills, through clinical process improvement, tenure and promotion workshop and business planning to burnout and building resilience.

**II. Personalized Faculty Improvement Plan**

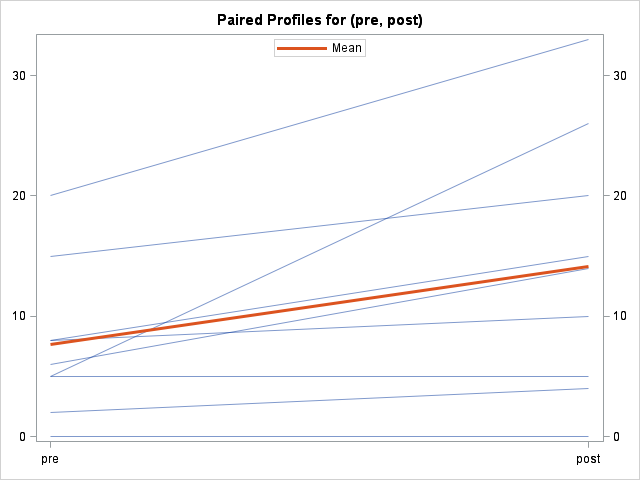
Every year, the associate and assistant deans of faculty development meet with each department chair. During these meetings, the professional growth and annual performance evaluation plan for each faculty member within that department is discussed. These meetings may lead to a tailored faculty development program for an individual faculty member.

**III. Continuous Faculty Development Program (“Need to Know” Series)**

The “Need to Know” grand round series is a new program designed to provide practical information and skills to address our institution’s faculty development needs in response to surveys and evaluations. Sessions are organized quarterly by the Office of Faculty Development.

**IV. Writing Interest Group**

Some faculty members struggle with scholarship—in particular, with publishing papers in peer-reviewed journals. In response to this need, the Writing Interest Group program was started. Four WIGs have been conducted to date: March-July 2016 (WIG I), August-November 2016 (WIG II), April-July 2017 (WIG III), and March-June 2018 (WIG IV). Nine faculty members from WIG I completed a one-year follow-up productivity survey. The mean (average) number of peer-reviewed publications authored by the group was 7.7 at the time of enrollment in WIG I. Approximately one year after completion of WIG I, the average number of peer-reviewed publications authored by the group was 14.1 (**Figure 4**). This increase was statistically significant: *P*-value from the paired *t*-test=0.023 (*P*-value from the Wilcoxon signed rank test=0.016). Outcomes of the Academic Writing Initiative Group are presented in the Addendum.



**Figure 4.** Number of peer-reviewed publications pre- and post-WIG participation in nine faculty members (blue lines). The mean number of publications is shown in orange.

**V. Institutional Faculty Mentoring Program Timeline**

Participants in the Institutional Faculty Mentoring Program (IFMP) are tasked with four goals: being the first author of a presentation at a national or international conference, publishing at least one paper in a peer-reviewed journal, completing a new scholarly activity directed at teaching/training students and/or trainees, and collaborating with faculty at TTUHSC El Paso and/or another institution. The IFMP was originally one year in length. However, in an effort to improve the experience of the mentor-mentee pairs, the IFMP was extended to two years. Two years’ worth of dedicated collaboration allows the mentor-mentee dyads to be more productive and generate additional peer-reviewed publications.

**VI. Texas Public Use Data File (PUDF)**

The PUDF is a large, statewide hospital discharge dataset. As of September 2017, the Office of Faculty Development offers access to several years’ worth of the PUDF to any faculty member at our institution. Both inpatient and outpatient versions of the PUDF are available. Epidemiological analysis of the PUDF allows faculty members to publish peer-reviewed papers in the areas of patient outcomes and effectiveness research in a relatively rapid manner. In 2019 Benjamin L. Clapp, M.D., Clinical Assistant Professor of Surgery, co-authored three publications in peer-reviewed journals which summarized the results of studies that had used the PUDF.

**VII. Integration of Faculty Development into the Annual Faculty Evaluation**

A Faculty Development Plan is a built-in component of the TTUHSC El Paso Annual Faculty Evaluation, and is available upon request of the department chair and/or faculty member. This plan is designed to assist faculty members in achieving their expected and assigned goals and objectives.