What motivates Faculty Development? An Interprofessional Glimpse into the Minds of Healthcare Professional Educators

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Background

• Faculty Development (FD) events are key components of upskilling and maintaining the teaching capacity of faculty in Health Science programs.

• A typical needs assessment ascertains the relative strengths and gaps in faculty knowledge.

• We flipped this notion to determine how well FD providers understand what motivates their clientele to attend FD events.
How I convinced my (then) FD director to let me do this?

- He’s a very open-minded man
- He wanted to answer an ongoing question:
  - What should I prioritize when making the decisions for an FD event?
Methods

• An online survey combining:
  – open-ended
  – Likert-items
• It asked about motivations to attend FD Events.
• 239 responses across our nursing (n=33), rehabilitation therapy (n=47), and medicine faculty (n=159)
Instrument Science and Stability in the samples

- Response rates averaged around 15% (13-18%)
- Proportions of responses were representative of the sizes of each health professions’ faculty roster (Chi-Square)
- Every measure of sample adequacy, normality, sphericity supported parametric assumptions.
- There were no significant differences between:
  - Types of Health Professions Educators and their relative emphasis on a given motivator (MANOVA)
  - Locations of practice: Urban vs. Rural, Community/Academic (MANOVA)
What the responses looked like?

• We asked Faculty Members (Clinicians, Instructors, Preceptors) to Rank their Potential Motivations to attend a Faculty Development Event:
  – **Highest Motivator:** I’m interested in the content
  – **High Motivators:** It goes to an identity builder or fulfills me, kind of
  – **Modest Motivators:** Something new that hasn’t impacted me yet, doesn’t take long, takes place somewhere nice
  – **Worst Motivator:** Credits and takes a minimum of time
<table>
<thead>
<tr>
<th>Statement</th>
<th>Highest Rank</th>
<th>Lowest Rank</th>
<th>Mean (Rank)</th>
<th>Std. Deviation</th>
<th>Top 3</th>
<th>Middle 3</th>
<th>Bottom 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm interested in the content</td>
<td>1</td>
<td>8</td>
<td>1.92</td>
<td>1.392</td>
<td>88.8%</td>
<td>10.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>I think the content might help me be a better healthcare professional/facilitator</td>
<td>1</td>
<td>10</td>
<td>3.44</td>
<td>2.210</td>
<td>61.8%</td>
<td>30.3%</td>
<td>7.9%</td>
</tr>
<tr>
<td>I think the content might help me be a better educator/mentor/preceptor</td>
<td>1</td>
<td>10</td>
<td>3.93</td>
<td>2.049</td>
<td>48.3%</td>
<td>46.1%</td>
<td>5.6%</td>
</tr>
<tr>
<td>The speakers are engaging</td>
<td>1</td>
<td>10</td>
<td>4.03</td>
<td>1.997</td>
<td>41.6%</td>
<td>55%</td>
<td>3.4%</td>
</tr>
<tr>
<td>I like learning something new</td>
<td>1</td>
<td>9</td>
<td>5.46</td>
<td>1.989</td>
<td>18.0%</td>
<td>65.1%</td>
<td>16.9%</td>
</tr>
<tr>
<td>The program looks like a good return on my investment of time and money</td>
<td>1</td>
<td>10</td>
<td>5.90</td>
<td>2.251</td>
<td>14.6%</td>
<td>74.2%</td>
<td>11.2%</td>
</tr>
<tr>
<td>The topic is timely or in the news</td>
<td>1</td>
<td>10</td>
<td>6.36</td>
<td>2.474</td>
<td>15.7%</td>
<td>45%</td>
<td>39.3%</td>
</tr>
<tr>
<td>The event is held in a desirable location</td>
<td>1</td>
<td>10</td>
<td>7.53</td>
<td>2.100</td>
<td>5.6%</td>
<td>36%</td>
<td>58.4%</td>
</tr>
<tr>
<td>The program takes up a minimum amount of time</td>
<td>4</td>
<td>10</td>
<td>8.04</td>
<td>1.580</td>
<td>0.0%</td>
<td>33.7%</td>
<td>66.3%</td>
</tr>
<tr>
<td>I need the Continuing Education credits or equivalent</td>
<td>1</td>
<td>10</td>
<td>8.38</td>
<td>2.108</td>
<td>5.6%</td>
<td>21.4%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Discussion

• Nothing beats topics of interest as drivers of attendance at FD events, however, clear arguments for how the FD event will improve healthcare provision or teaching ability are close seconds for drumming up attendance.

• Credits and equivalent extrinsic incentives were very weak motivators:
  – nice venues
  – time-condensed events
  – These were reported by faculty to very weakly motivate them, if at all, and should be treated as lowest priority means to increase attendance at FD events.
The Takeaway Message

Although accreditation is a key component of ensuring quality, evidence-based education, choosing interesting topics and those of easily articulated importance to providing high quality healthcare and teaching should be the highest priority rather than new topics or events at nice places.

Therefore, we make the following recommendations:

1. Stakeholder representation on planning committees to **pragmatically** vet the candidate topics and speakers to be as relevant as possible to the audience
2. Consistently emphasize the importance of the topic to healthcare provision and **stakeholder identity**
3. The value of accreditation is only partially the credits, it’s the improvement from the **rigour and process** that’s really of value
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