

Results from the 2018 Program Directors Workshop presentation

Question	Major Theme	Details
<p>Given your role in your program, how might you use faculty milestones?</p>	<p>Evaluation</p>	<ul style="list-style-type: none"> <li>● Most responses were around the use of reviews both formative and summative.</li> <li>● There was also discussion about its use for promotion criteria, both academic and non-academic</li> <li>● Could be used for skills evaluation during hiring</li> <li>● Additional use would be for a common language/congruence in developing a 360° evaluation process</li> <li>● discussion included pros and cons of its use in remuneration (i.e. quality based incentive for “another metric to follow”).</li> </ul>
	<p>Faculty development</p>	<ul style="list-style-type: none"> <li>● Milestones could be considered normative, as an educational tool to support building programs</li> <li>● This could be along the spectrum from</li> </ul>

		<p>faculty development teaching for community preceptors to fellowship education</p> <ul style="list-style-type: none"> <li>• Milestones could be used to provide coaching and mentoring to structure individual learning plans for new faculty</li> </ul>
	<p>Institutional / programmatic utilization</p>	<ul style="list-style-type: none"> <li>• Milestones again are considered normative; they can inform programmatic evaluation, either institutional or residency</li> <li>• Faculty milestones can be used to assess how well the program/institution is meeting its mission/vision/values</li> </ul>
<p>Does the framework presented work for you? Why or why not?</p>	<p>More or Fewer Levels?</p>	<ul style="list-style-type: none"> <li>• Fewer (3-4)-</li> <li>• Liked having them named (not levels, but more like Dreyfus (need ref here))</li> </ul>
	<p>Should “below minimum standards” be included?</p>	<ul style="list-style-type: none"> <li>• Mixed responses and will likely depend on how you’re using them</li> </ul>

		<ul style="list-style-type: none"> <li>○ If formative, better not</li> <li>○ If summative, better to include</li> </ul>
	<p>General Comments:</p>	<ul style="list-style-type: none"> <li>● Interesting to think of having a CCC for faculty; aim to be formative</li> <li>● Framework chosen may be dependent on who is doing it</li> <li>● Big question is how this will be used <ul style="list-style-type: none"> <li>○ Formative vs summative</li> <li>○ Who is doing evaluations?</li> <li>○ What do evaluations look like?</li> <li>○ What are unintended consequences? <ul style="list-style-type: none"> <li>■ Will incentives be tied?</li> <li>■ Will this follow you as faculty?</li> </ul> </li> </ul> </li> </ul>
<p>What tools might you use to assess faculty milestones?</p>	<p>Who would do faculty evaluations?</p>	<ul style="list-style-type: none"> <li>● Peer to peer evals</li> <li>● Staff evals of faculty</li> <li>● Res evals of faculty</li> </ul>

		<ul style="list-style-type: none"> <li>• Self evals</li> <li>• Chairs complete evals</li> </ul>
	Tools to use	<ul style="list-style-type: none"> <li>• Use tools that already exist in the med literature and “link” them to milestones</li> <li>• Cleveland Clinic “Teaching Effectiveness Tool”</li> <li>• Video a precepting session</li> <li>• Point system for scholarly activity/PI</li> <li>• Some sort of proof of effectiveness of teaching</li> <li>• Coaching of faculty observing one another during conference</li> </ul>
	References to consider	<ul style="list-style-type: none"> <li>• MedEd portal: milestone-based learner faculty assessment</li> <li>• A Primer for Objective Structured Teaching Exercises (OSTE) (need ref?)</li> </ul>
What are potential challenges to implementation of a system of faculty milestones within your institutions?	Implementation issues	<ul style="list-style-type: none"> <li>• Getting buy-in was of prime concern (from all stakeholders - faculty, admin, etc.)</li> <li>• The time to design and implement a</li> </ul>

		<p>new method of faculty assessment was raised by more than one group</p> <ul style="list-style-type: none"><li>• Questions were raised about who the evaluators were, although the idea of 360° assessment was proposed as one method</li><li>• Again, concern of using another quality based metric tied to remuneration</li><li>• concerns around remediation methods</li><li>• Another implementation concern was how will data be used</li><li>• Are we looking to create a similar model as the CCC, a so-called “Faculty Competency Committee“?</li><li>• Are we going to apply weights to milestones or leave it to institutions/other groups to decide?</li><li>• What will be the evidence – basis for utilizing these milestones?</li></ul>
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	<p>Issues related to those being evaluated/assessed</p>	<ul style="list-style-type: none"> <li>● Again, getting buy-in was the biggest concern</li> <li>● Faculty may not accept these milestones; it could be viewed with suspicion</li> <li>● There was concern that milestones have a negative connotation</li> <li>● Milestones may foster competition between faculty</li> <li>● There was concern that these milestones may not align well with faculty personal values</li> </ul>
	<p>Institutional issues</p>	<ul style="list-style-type: none"> <li>● Do we need to correlate this with other data collection methods of clinical competency that the institution may use?</li> <li>● Do too many poor evaluations bring a liability cost to the program/institution?</li> <li>● Would these milestones align with organizational mission/vision/values?</li> </ul>
	<p>Evaluator issues</p>	<ul style="list-style-type: none"> <li>● Understanding that most of the</li> </ul>

		<p>assessment would likely be done by learners, there were concerns about the adequacy of input and that response rates would be low</p> <ul style="list-style-type: none"><li>● Since learners are here for a short time, what level of quality of evaluations can we expect from this group?</li><li>● How do we expect that implementing this method of faculty milestones would benefit the learners?</li><li>● Besides learners, are we going to need peer evaluators, and will that be equitable?</li></ul>
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