

Preparing New Health Science Faculty to Excel in Teaching

The University of Michigan's Health Science Teaching Academy (HSTA)

“I really enjoyed the program and found it really helpful to improving my teaching. . . I also valued meeting faculty from fields other than my own. Having met some people in other schools will make it easier to collaborate in the future.”

Goals

- Through a series of professional development activities for NEW CLINICAL- AND TENURE-TRACK FACULTY, improve teaching and learning in the health sciences by
- Demonstrating that U-M and school/college leaderships value good teaching;
 - Providing opportunities to discuss teaching and learning with colleagues, exemplary instructors, and deans;
 - Deepening participants' understanding of how students learn;
 - Disseminating effective teaching strategies usable in various learning environments;
 - Increasing participants' access to resources and mentoring for effective teaching, and;
 - Developing an interdisciplinary cohort of faculty deeply engaged in teaching.

Structure

- Deans selected and invited participants
- Participants compensated (at deans' discretion)
- Concentrated, 2-day orientation event (August):
 - Interactive workshops on classroom and clinical teaching and learning
 - Practice teaching
 - Interaction with senior, exemplary faculty
 - Lunch and dinner with deans
- Follow-up events:
 - Small group discussion with faculty mentors (October)
 - Full cohort roundtable discussions (January)
 - Dinner with deans (January)
- Formative Midterm Student Feedback (SGID)

Planning Process

- Conducted three interdisciplinary focus groups with U-M faculty or administrators to identify teaching and learning challenges and goals for new clinical- and tenure-track faculty:
 - Assistant Professors
 - Associate and Full Professors
 - Associate Deans
- Received feedback on program design from steering committee of U-M senior faculty and administrators selected by the dean of each school/college

Participants

School/College	# of New Faculty
Dentistry	6
Kinesiology	4
Medicine	6
Nursing	5
Pharmacy	2
Public Health	3
Social Work	2
TOTAL	28

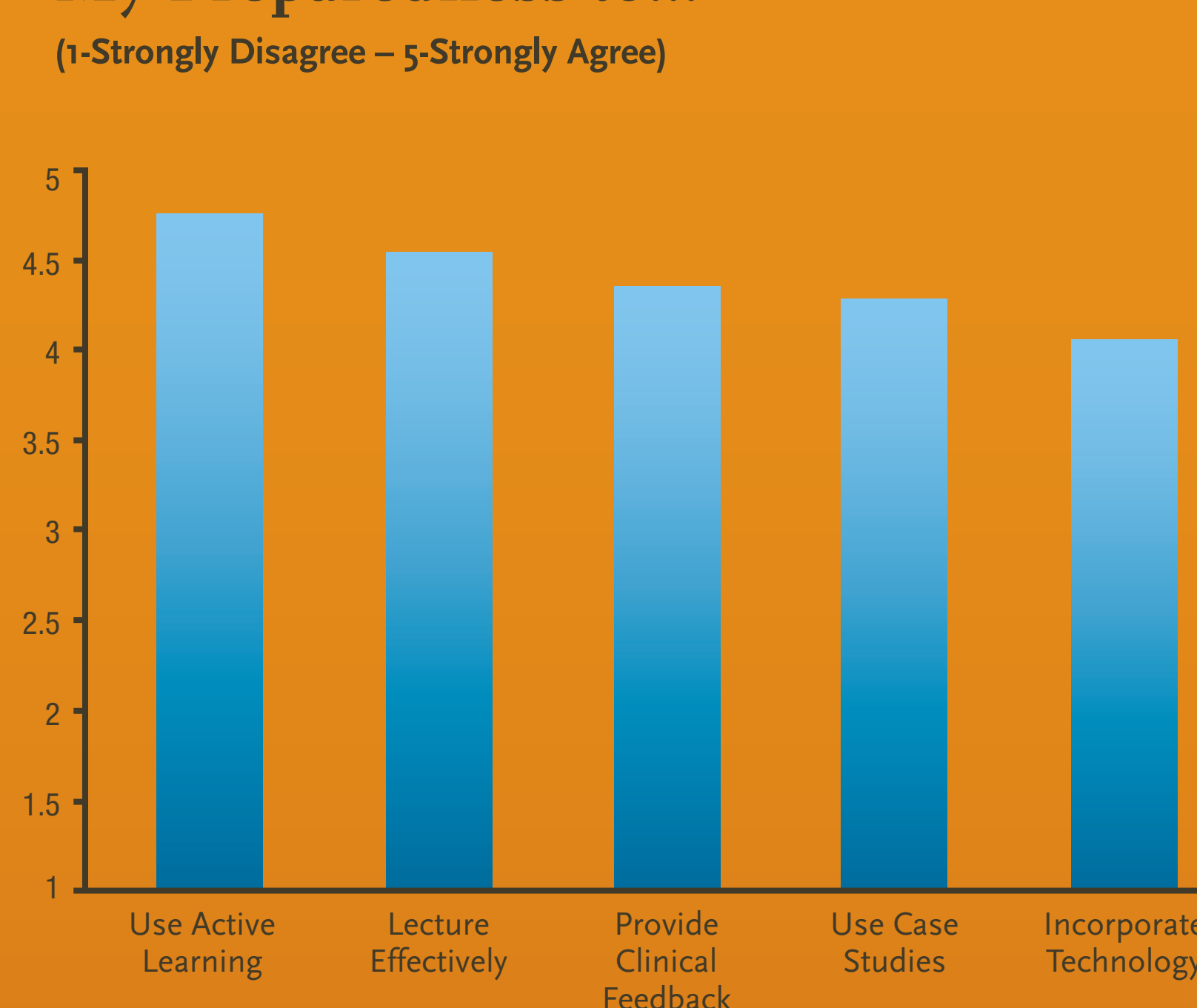
Content

- Active Learning
- Teaching in Lectures
- Leading Discussions
- How Students Learn
- Practical Responses to Student Issues
- Where Does My Teaching Fit Into the Curriculum?
- Practice Teaching
- Course Planning
- Assessing Student Learning
- Teaching Critical Thinking
- Navigating Issues of Identity
- Instructional Technology
- Collaborative Learning
- Effective Student Presentations
- Teaching Controversial Issues

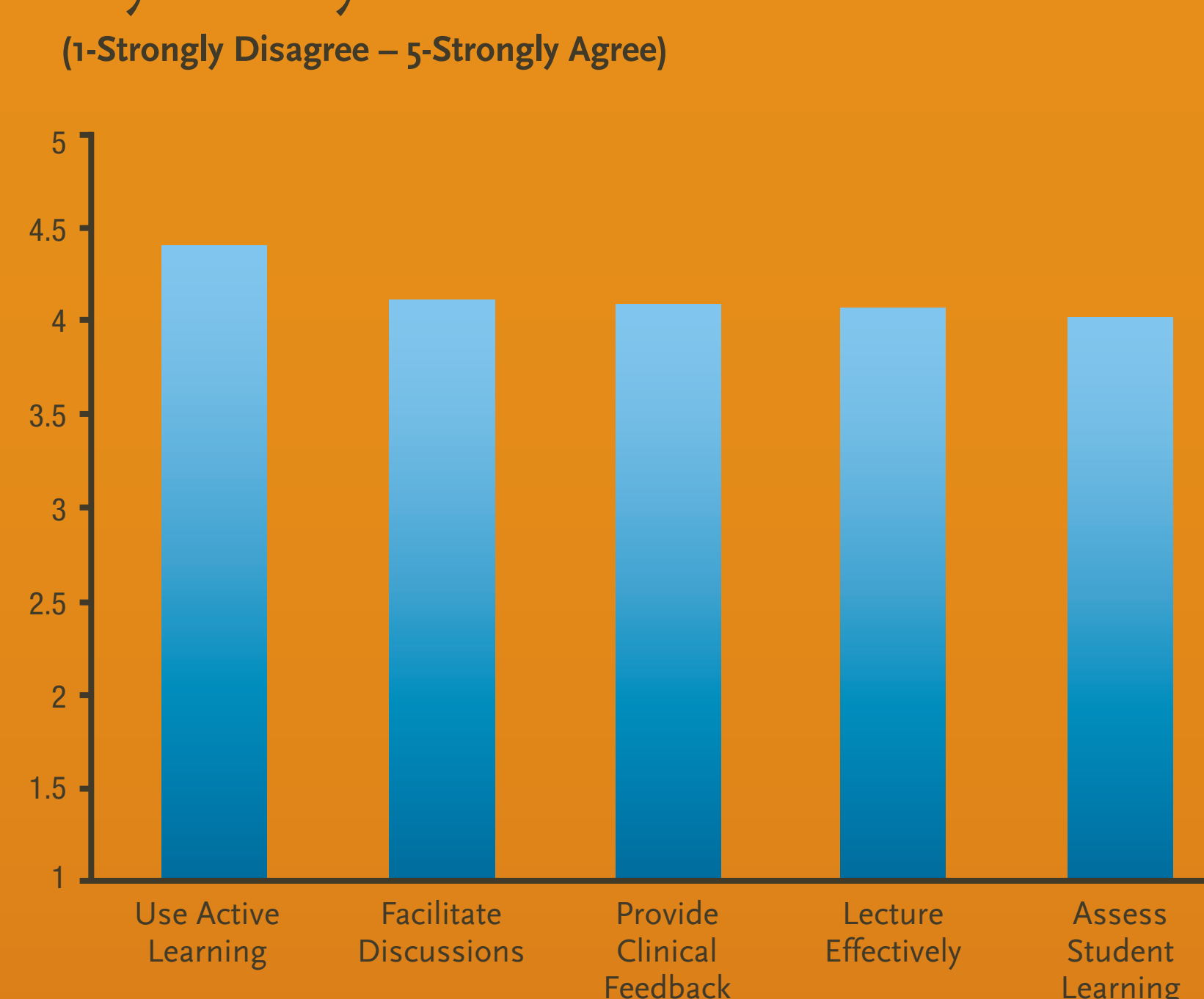
Evaluation Data

Service: "The ____ was valuable."	Overall Mean: 1 = Strongly Disagree 5 = Strongly Agree
Pre-Term Orientation	4.9
Reunion Meeting	4.0
Midterm Student Feedback/ Clinical Observation	4.3
Roundtable Discussions	4.1
Teaching Academy (as a whole)	4.6

The HSTA Orientation INCREASED My Preparedness to...



The HSTA INCREASED My Ability to...



“One of the biggest potential benefits of the cross-disciplinary nature of the [teaching academy] is forming relationships with people in the other health science disciplines, and beginning to work on a project that ‘crosses the silos’ would be an incredibly valuable opportunity.”

“Each session provided an excellent example of how to use active learning to keep the students involved. I have taken similar courses in the past that were longer in duration and covered more content, but I did not take away nearly as much as I did here.”

“I will organize my lectures thinking about the end-point of what I’d like the students to know in the end [of the course].”

“[I will] try to use the 1-minute preceptor model in my clinical teaching and different techniques I learned from other faculty in the clinic setting, such as starting your questioning from the most junior learner.”

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