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 leadership 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.

Context
• 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

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

Structure
• Deans selected and invited participants
• Participants compartmentalized at dean’s discretion
• Concentrated, 4-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 discussions with faculty mentors (October)
    • Full cohort roundtable discussions (January)
    • Dinner with deans (January)
• Formative Midterm Student Feedback (GISD)

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 4.7
Teaching Academy (as a whole) 4.6

The HSTA Orientation INCREASED My Preparedness to...
My Ability to...
1 = Strongly Disagree – 5 = Strongly Agree
Pre-Term Orientation
Reunion Meeting
Midterm Student Feedback/ Clinical Observation
Roundtable Discussions
Teaching Academy (as a whole)

Content
• Teaching Critical Thinking
• Navigating Issues of Identity
• Instructional Technology
• Collaborative Learning
• Effective Student Presentations
• Teaching Controversial Issues

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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.

One of the biggest potential benefits 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 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.

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 3-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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