

# Motivation to do Faculty Development



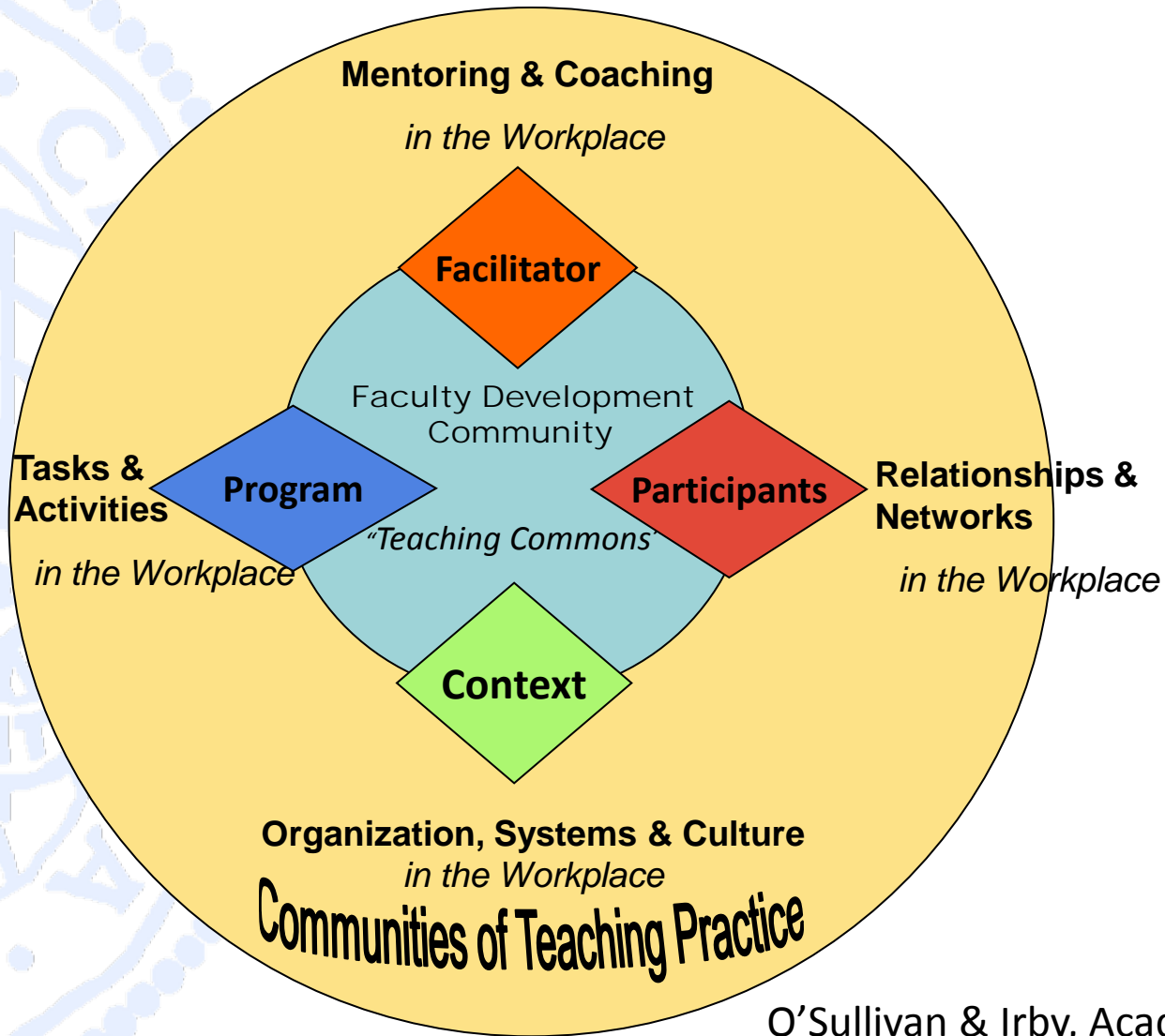
**Patricia O'Sullivan, EdD**

**David M. Irby, PhD**

2013 2<sup>nd</sup> International Conference on Faculty Development in the Health Professions

University of California, San Francisco School of Medicine

# Faculty Development Model



O'Sullivan & Irby, Acad. Med. 2011

**Introduction**

**Methods**

**Results**

**Discussion**



# Potential Motivation Theories

- Maslow Hierarchy of Needs
  - Social Cognitive Theory
  - Self-determination Theory
  - Goal Theory
- 
- All provide potential explanations for why individuals engage as faculty developers

**Introduction**

**Methods**

**Results**

**Discussion**

# Purpose of Study

- To examine the motivations of faculty members who provide occasional faculty development to their peers
- These individuals are not faculty development professionals

**Introduction**

**Methods**

**Results**

**Discussion**

# Methods

- **Qualitative** - Structured interviews of occasional faculty developers at UCSF
- **Context** – Program of 30 FD workshops/year
- **Participants** – Full-time faculty, offered at least one workshop in last six years
- **Analysis** – Content analysis sensitized by literature of faculty development and motivation

Introduction

Methods

Results

Discussion

# Results: Demographics

- 29/30 eligible faculty members interviewed
- 86% physician educators, 14% scientists
- 72% female, 28% male
- 18% assist prof, 41% assoc prof, 41% prof
- Range of experience doing FD: 1-22 years

**Introduction**

**Methods**

**Results**

**Discussion**



# Four Themes

1. **Duty:** obligation and citizenship
2. **Purpose:** helping educators do a better job
3. **Mastery:** desire to develop professionally
4. **Satisfaction:** fun, enjoyment and relationships

Introduction

Methods

Results

Discussion

# Duty: Obligation and Citizenship

- “Faculty development is giving back.”
- “If I understand something better, then faculty development is an obligation to help others understand.”
- “Being a good citizen; this is what I contribute.”

Introduction

Methods

Results

Discussion



# Purpose: Helping Educators Improve

- “I do it because it’s an efficient way to improved the health of people by helping educators do a better job as educators.”
- “I have an ulterior motive to try to get a culture change in small group teaching for my course.”
- “I run the clerkship and in order to have a pool of preceptors, I need to develop them.”

Introduction

Methods

Results

Discussion

# Mastery: Desire to Develop Professionally

- “FD is what drives me to really stay up to date in what is my non-clinical field.”
- “Establishes myself as someone with expertise.”
- “It pushes the envelope in terms of how I teach.”

Introduction

Methods

Results

Discussion

# Satisfaction: Fun, Enjoyment, Relationships

- “I do it because it’s fun and I really like that it helps people.”
- “It is deeply rewarding and satisfying . . . at an emotional level.”
- “It bonded me to the people with whom I do faculty development.”

Introduction

Methods

Results

Discussion

# Alignment of Theories and Themes

Theories	Mastery	Satisfaction	Purpose	Duty
Hierarchy of Needs	x	x	x	x
Self Determination	x	x		
Social Cognitive	x	x		x
Goal Orientation	x			

**Introduction**

**Methods**

**Results**

**Discussion**

# Implications

- Recruit, support and retain future developers by
  - Offering skill development (mastery)
  - Emphasizing the shared common purpose (purpose)
  - Building the network of relationships (satisfaction)
  - Opportunity to give back (duty)

**Introduction**

**Methods**

**Results**

**Discussion**

# Limitations

- Single setting and school
  - Employs a specific model of faculty development using periodic faculty developers
  - Positive institutional culture for education
  - Strong central support for developers
- Theory driven inquiry
  - May have overlooked other perspectives

Introduction

Methods

Results

Discussion



# Conclusion



- Make it fun
- Create a community
- Celebrate the quality of their teaching
- Acknowledge contribution to the common good of the institution

Introduction

Methods

Results

Discussion