

Exemplar Appendix B_Needs Assessment

For more information, please see our Strategic Plan (separate document)

The School of Medicine (SoM) at TMU (Toronto Metropolitan University) has initiated a significant Clinical Faculty Recruitment initiative aimed at appointing 1500 new clinical faculty members before the opening of the school in 2025. To support both emerging and established clinical faculty in fulfilling their roles as academic clinicians, Clinical Faculty Development is identified as a key area of focus.

The Clinical Faculty Development Unit conducted a comprehensive needs assessment between March and April 2024 to inform our strategic vision and plan. Using secondary analysis, the assessment compiled data from the William Osler Health System (WOHS) 2022 clinician survey, preliminary data from WOHS 2024 clinician survey, Toronto Metropolitan University (TMU) School of Medicine clinical faculty recruitment applications and interviews, and key informant interviews with clinical leadership at TMU SoM and other Canadian faculty development units to achieve a multifaceted understanding of clinical faculty development needs within the context of the School of Medicine.

Methodology:

This needs analysis builds on existing data resources that indirectly touch on aspects of clinical faculty development including clinical faculty recruitment applications, interviews (2023-2024), the WOHS (William Osler Health System) survey (2022), preliminary data from updated WOHS survey (2024) and one-on-one interviews with clinical faculty leaders (2024). This approach maximizes data collected over multiple points in time, using different methodologies and different perspectives, to maximize reach and avoid survey fatigue.

Data Sources:

1. WOHS Survey 2022
2. TMU SoM Clinical Faculty Applications
 - a. Application Questionnaires
 - b. Clinical Faculty InterviewsTMU
3. *1:1 interviews with clinical faculty leadership, WOHS Education Leads, Interim Collaborative Program Directors (ICPDs), UGME Phase Leads), select SoM team leaders. External University Faculty Development Offices were also consulted.*

4. *Literature search on Faculty Development, focused on current competencies and future faculty needs*
5. *Landscape analysis of Faculty Development across Medical Schools in Canada*

To analyze the data sources 1-4 , descriptive analysis was employed for summarization purposes. Google Sheets was used as the analytical tool. Where brief qualitative responses were provided, content analysis facilitated their categorization into distinct groups. For data that could not be adequately addressed through content analysis, thematic analysis was applied to distill information into overarching themes.

Key Findings:

Identified Needs Across Data Sources:

- The WOHS survey (2022) highlighted clinician preferences for multimodal faculty development formats and timings, alongside barriers such as workload and resource requirements (e.g., administrative support, funding, time).
- TMU School of Medicine clinical faculty applications and interviews (2023-2024) revealed a strong interest in educational, professional and leadership development. Applicants also noted a need for administrative support in clinical, teaching, and research activities to meet their academic goals.
- Key informant interviews underscored mixed feelings toward taking on learners, identifying both drivers (e.g., giving back, educator training, infrastructure support) and barriers (e.g., time constraints, remuneration) to clinical faculty development participation.

Strategic Themes for Clinical Faculty Development:

1. **Foundational Teaching:** Need for learning about the basics of teaching and learning, such as feedback and how to teach in high volume, busy clinical settings.
2. **Sustainability and Burnout Prevention:** Incorporating strategies to balance clinical demands with teaching responsibilities to reduce burnout and promote wellbeing.
3. **Educational Innovation:** Support for adopting new teaching methodologies, including technology and online learning, to facilitate effective teaching strategies and accessibility to clinical faculty development offerings.
4. **Administrative and Clinical Support:** Structures to help manage clinical loads and reduce administrative burdens, including teaching administrative support.
5. **Infrastructure and Financial Compensation:** Navigating potential barriers to teaching within the hospitals such as physical teaching spaces, IT infrastructure, and financial compensation models.
6. **Professional Growth:** Opportunities for leadership development, career planning, and mentorship, fostering a supportive community for clinical faculty development.

7. **Equity and Inclusion:** Initiatives to enhance teaching and engagement with diverse learner groups through focused equity and community inclusion resources, training and support.
8. **Research Empowerment:** Support for research activities, including funding, staffing, and training resources.

Next Steps:

- Address faculty needs through targeted initiatives and resources as outlined in the strategic plan.
- Expand data collection to include broader geographic clinician perspectives as our affiliate hospitals and sites continue to grow and include demographic details to enhance the inclusivity and relevance of clinical faculty development efforts for specific or underrepresented groups.
- Enhance engagement with the community to align clinical faculty development with broader healthcare delivery goals.
- Ongoing program evaluation and faculty assessment to evaluate needs on an iterative basis.