



Building Faculty Learning Communities for Medical Education Scholarship in a Multi-Campus System: Four Years of Experience

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AAMCs Central Group on Educational Affairs

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IUSM Statewide System of Medical Education



Bloomington

Evansville

Gary Northwest

Fort Wayne

Indianapolis

Muncie

South Bend

Terre Haute

West Lafayette



Our Challenge

To provide relevant professional development opportunities for all medical education faculty across our large multi-campus statewide system.



We addressed this challenge...

By implementing ***Research in Medical Education Faculty Learning Communities*** (RIME FLCs).

These RIME FLCs are available:

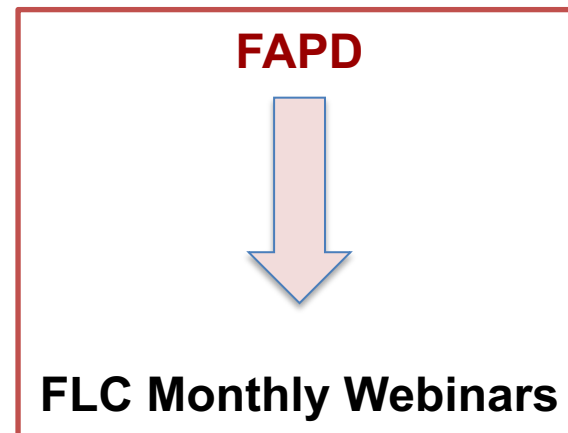
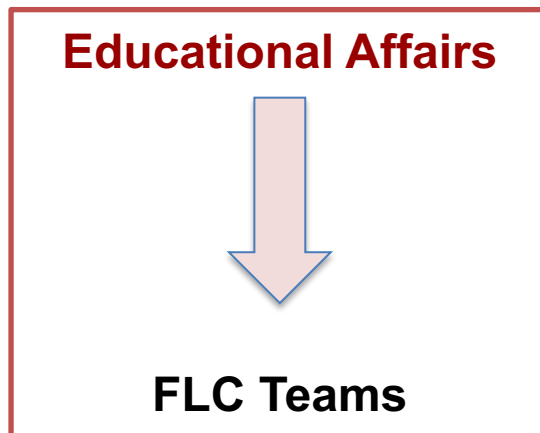
- To all faculty – preclinical and clinical
- At all 9 IUSM campuses



The RIME FLC Leadership

FLC Oversight Committee in the Dean's Office

- From Educational Affairs
 - Director, RIME
- From Faculty Affairs Professional Development (FAPD)
 - Assistant Dean, FAPD
 - Director, FAPD



Our RIME FLC Process

FLC Teams

- Span over 2 years
- Each FLC Team consists of:
 - 1 experienced faculty mentor
 - 6-8 FLC participants (medical educators)
- Teams meet monthly via Zoom to:
 - establish priorities
 - share ideas
 - distribute workload
 - produce scholarly product(s)



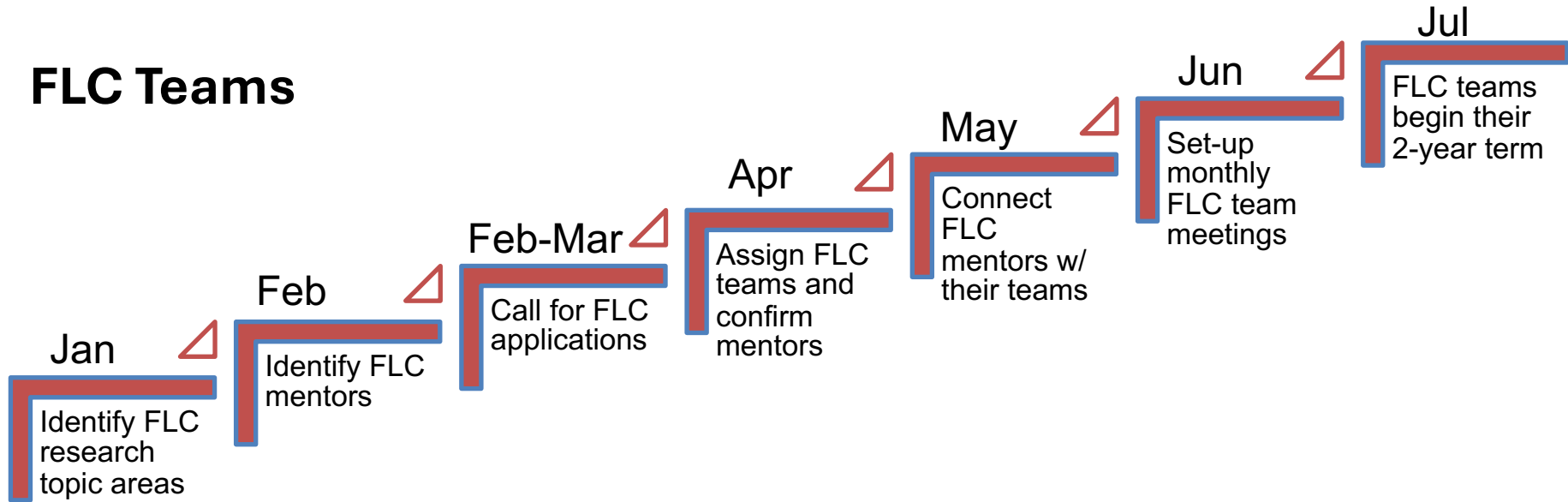
FLC Monthly Webinars

- 6 webinars (Jan-Jun → Jul-Dec)
- To build foundational skills in educational research



Our RIME FLC Timeline

FLC Teams



FLC Monthly Webinars



RIME FLC Topic Areas

- Artificial Intelligence
- Assessment of Clinical Competence at the Milestones
- Biomedical Science Education
- Covid-Related Educational Initiatives
- Curriculum and Faculty Development
- Diversity, Equity and Inclusion
- Health Equity
- Point of Care Ultrasound
- Interprofessional Education
- Mentoring
- Pre-Clinical Instruction
- Telehealth
- UME and GME Interface
- Wellness

Light gray font = Topics not currently offered



RIME FLC Monthly Webinars

- Webinar 1: Introduction to Educational Research
- Webinar 2: How to Obtain IRB Approval for Educational Research
- Webinar 3: Introduction to Quantitative Methods in Educational Research
- Webinar 4: Introduction to Qualitative Methods in Educational Research
- Webinar 5: Methods for Evaluating Educational Programs
- Webinar 6: How to Design an Educational Survey

Webinars 1 thru 6:
Jan to Jun

Repeat

Webinars 1 thru 6:
Jul to Dec



Our RIME FLC Teams

Cohorts	FLC Teams & Number of Participants				Total
2019-2020 (pilot year)	Competency-Based Clinical Education	Curriculum and Faculty Development	Interprofessional Education and Professionalism	Wellness, Diversity, and Inclusion	
	3	5	4	6	18
2021-2023	Covid Related Educational Initiatives	Diversity, Equity and Inclusion	Wellness		
	5	8	6		19
2022-2024	Interprofessional Education	Mentoring	Pre-Clinical Instruction		
	6	7	7		20
2023-2025	Diversity, Equity and Inclusion	Interprofessional Education	Pre-Clinical Instruction		
	4	4	4		12
Total RIME FLC Participants					69



RIME FLC Team Composition

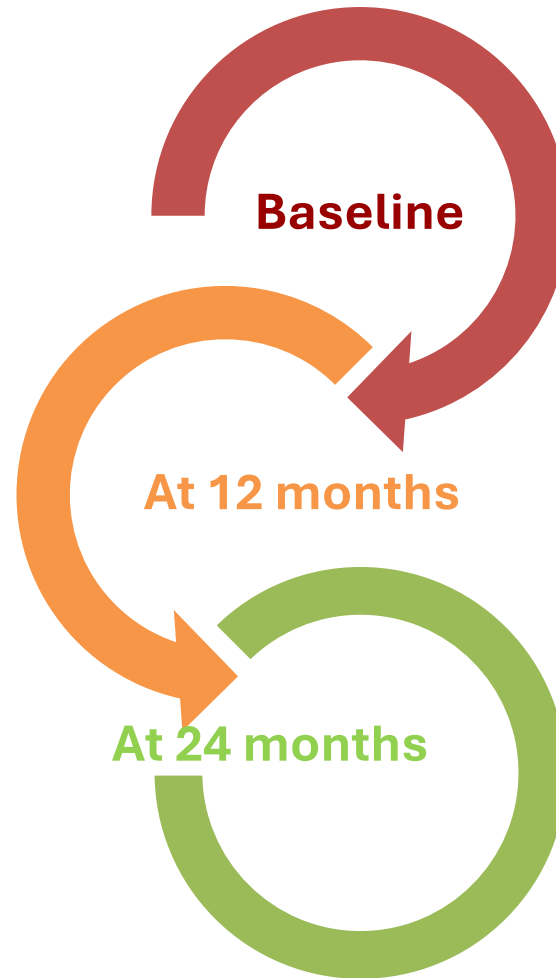
Appointment	N	%
Clinical	46	74%
Preclinical	11	18%
Administrator	5	8%
*Total	62	100%

Campus	N	%
Main Campus	49	79%
Regional Campus	13	21%
*Total	62	100%

**Excludes any participants repeating across cohorts*

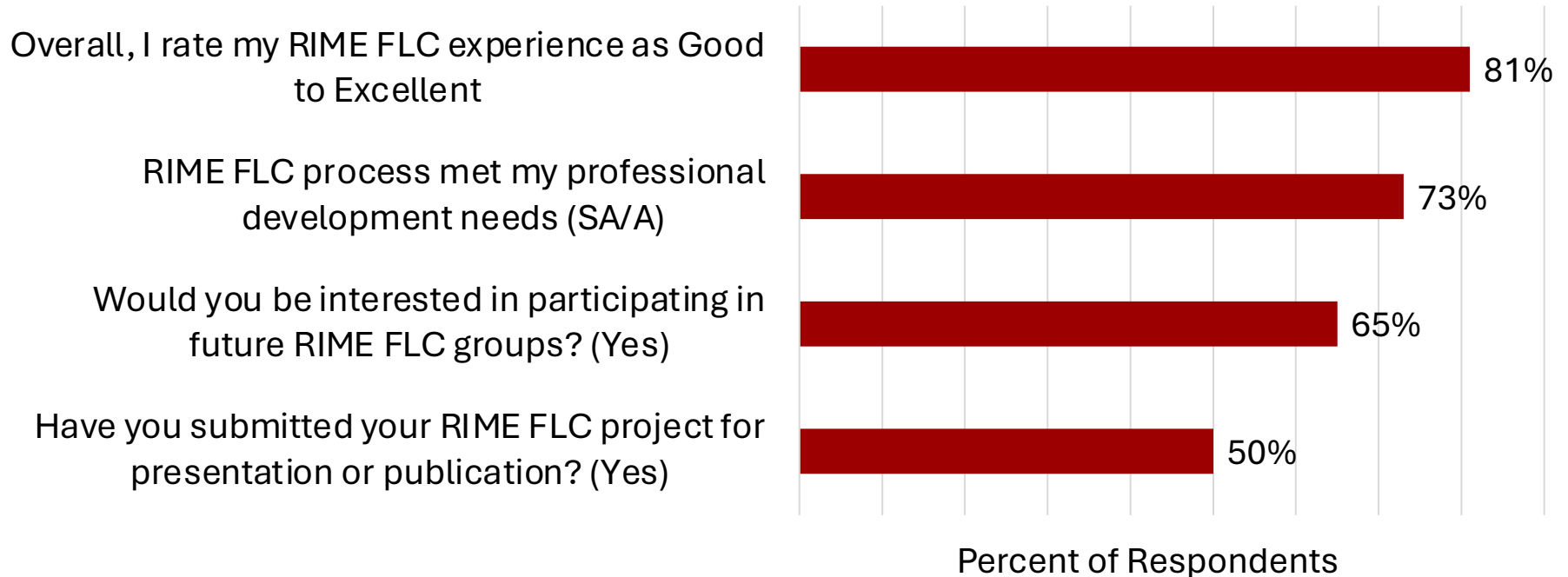


RIME FLC Participants Survey



Responses to the RIME FLC End of Term Survey

N=62



Responses to the RIME FLC End of Term Survey, Contd.

What **did you like** about the RIME FLC process?

- Accountability
- Collaboration
- Learning about medical education research
- Support from leadership

What are **areas for improvement** in the RIME FLC process?

- Better attendance and participation at meetings
- Flexibility in choosing projects
- Have more structure for small group meetings
- Provide better guidance and mentoring



Improvements since implementation

Based on survey findings

- **Key changes to our planning strategy:**
 - 1-year term → 2-year term
 - Monthly webinars became a pre-requisite to participate in FLC teams
 - Experienced faculty were recruited to serve as mentors
- **Increased logistical support**
 - RA from RIME to support individual FLC teams
 - Event Manager from FAPD to assist with the call for applications, website, etc.

Additional changes

- **Recognition from Executive Associate Deans (Education & FAPD)**
 - Certificates of completion awarded
 - Congratulatory letters sent to participants and their Unit heads
- **In-process**
 - Soliciting citations from participants to create a bibliography of their FLC scholarly work



Strengths & Limitations

- **IUSM RIME FLC's have:**
 - Provided a cost-effective and sustainable model for faculty development
 - Encouraged participation from all nine IUSM campuses
 - Involved our faculty at all ranks; preclinical & clinical
 - Forged new collaborations among faculty
 - Promoted the teaching mission of our multi-campus system
- **Limitation:**
 - Lack of protected time for clinicians
 - Which can be partially mitigated by requiring approval from their Chair prior to joining the FLC team



Conclusion

A successful FLC program requires strong administrative oversight and organization; and it can be easily replicated elsewhere!



Thank you!

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