

**Australian & New Zealand
Association for Health
Professional Educators**



ANZAHPE Membership survey 2020- 2021

Report on findings

April 2021

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EXECUTIVE SUMMARY

The Australian & New Zealand Association for Health Professional Educators (ANZAHPE) is the peak organisation for practitioners involved in the education and training of health professionals. Established in 1972, the Association has expanded in size and diversity over the last five decades. In 2020, in a year characterised by a global pandemic and an unprecedented pandemic response, the ANZAHPE Committee of Management (CoM) formally canvassed the views of ANZAHPE members and contacts via a member survey. An online survey was used to gather feedback regarding: the overall value of ANZAHPE membership; the value of three key member services (i.e. ANZAHPE Online professional development program, the ANZAHPE journal, and the Fellowship scheme); contemporary challenges faced by members, and how the association could better support members.

The survey was completed by 37.4% of members. Results confirm that members value their membership and the services provided by ANZAHPE and were likely to remain a member in the coming year and recommend ANZAHPE to others. Key member services such as ANZAHPE Online (the online professional development program), Focus on Health Professional Education (the ANZAHPE journal), and the Fellowship scheme were highly regarded. ANZAHPE members were facing a number of structural challenges related to changes in the health and education sectors, and in this context, they were seeking opportunities to broaden their network, advance their career trajectory, and feel part of a vibrant international network in health professions education. Key recommendations relate to continuing to:

1. Promote ANZAHPE as the premier professional network for educators, scholars, and leaders in the health professions, through a multipronged communications strategy designed to enhance reach and visibility,
2. Offer professional development that supports learning across the novice-expert continuum, provides opportunities for connectivity and professional networking, and responds to challenges and opportunities faced in the health and education sectors,
3. Enhance access, awareness, and appeal of the ANZAHPE journal Focus on Health Professional Education as a premier forum for disseminating high quality educational research in the health professions,
4. Support ANZAHPE members to advance their career pathways and trajectories in health professions education.

In summary, the 2020-2021 survey findings highlight the value of the work being undertaken by ANZAHPE to promote, support and advance health professions education, and the exciting possibilities for future development.

BACKGROUND

2020 was a year dominated by a global pandemic, and one in which the health professions education community internationally and nationally experienced unprecedented change and disruption to almost every aspect of their work. In late 2020, the ANZAHPE Committee of Management (CoM) initiated a process to canvass the perspectives of ANZAHPE members and contacts about what was important to them about ANZAHPE, contemporary challenges they were facing as a health professional educator, scholar and/or leader, and how they wanted to be supported by ANZAHPE. This process was led by the ANZAHPE Membership Secretary and supported by CoM. Findings were intended to inform ongoing improvement to ANZAHPE member services.

METHOD

An online survey was developed to gather data. It was intended for members and contacts of ANZAHPE. Contacts are non-members who have subscribed to the ANZAHPE Bulletin or who have attended an ANZAHPE online event as a paid non-member. Survey development was informed by the 2017 ANZAHPE member survey, ongoing discussions among ANZAHPE CoM, and the broader literature on member feedback.

The survey covered 5 domains: the importance of ANZAHPE member services; the ANZAHPE Professional development program (ANZAHPE Online); ANZAHPE Journal, Focus on Health Professional Education (FoHPE); the ANZAHPE Fellowship scheme; and overall value of ANZAHPE membership. It contained a mix closed questions and open-ended questions. The closed questions used a 3-point Likert scale (e.g. Important, Neutral, Unimportant; Agree, Neutral, Disagree; Likely, Neutral, Unlikely). The survey also contained 6 open-ended questions aimed at discerning in-depth views regarding ANZAHPE Online, FoHPE, the ANZAHPE Fellowship scheme, key contemporary challenges faced by members, and how they perceived that ANZAHPE could support them better in their role as a health professional educator/scholar/leader. CoM members reviewed several iterations of the survey to ensure clarity and relevance of questions. The survey was put online using Qualtrics and was piloted before use to ensure ease of navigation and functionality.

The survey was opened on 15th Dec 2020 and members were notified via a member email. The survey was also advertised to members and contacts via the Dec 2020 edition of the ANZAHPE Bulletin (published on 18th Dec 2020). Two email reminders were sent on 20th Jan 2021 and 27th Jan 2021. The survey was closed on 5th Feb 2021.

Quantitative data was analysed descriptively, and reports generated via the Qualtrics system. Qualitative data were analysed for key themes by the Membership Secretary and two other members of CoM.

Ethics approval was not sought as this was a quality improvement activity, rather than research.

RESULTS

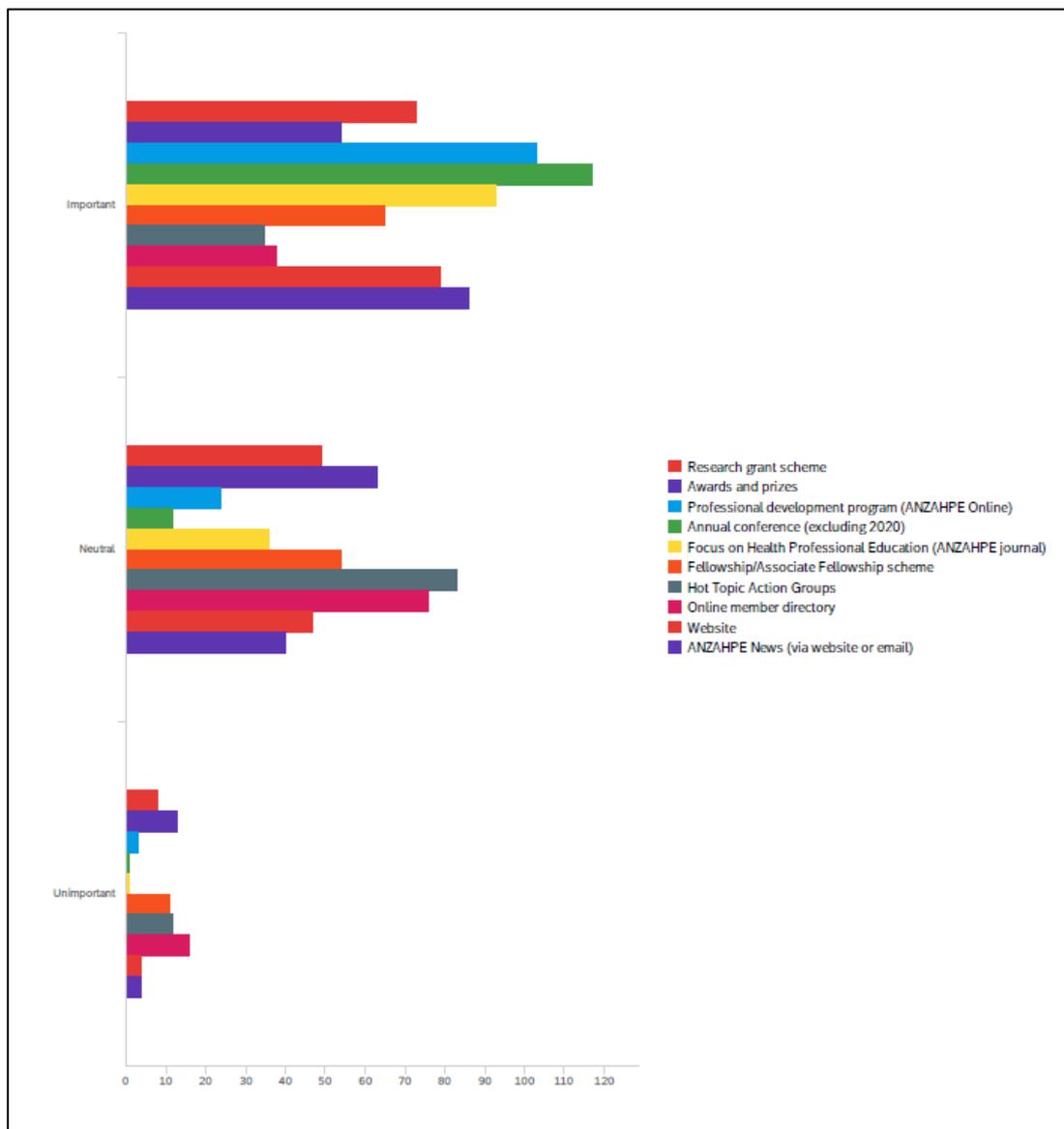
There were 188 responses to the survey, and of this, 143 were ANZAHPE members, 36 were not members, and 9 were unsure of their membership status. The member response rate was 37.4% (at the time of the survey, there were 382 ANZAHPE members¹). The findings are presented according to the 5 survey domains, with demographic data being presented last. There is some missing data where respondents have skipped questions.

¹ Includes only active individual, corporate, student, retiree, and honorary members

Domain 1: Importance of ANZAHPE member services

Participants rated the importance of a range of ANZAHPE member services, including the: Research grant scheme; Awards and prizes; Professional development program (ANZAHPE Online); Annual conference (excluding 2020); the ANZAHPE journal, Focus on Health Professional Education (FoHPE), Fellowship/Associate Fellowship scheme, Hot Topic Action Groups (HTAGs), Online member directory, ANZAHPE Website, and ANZAHPE news (via website or email)

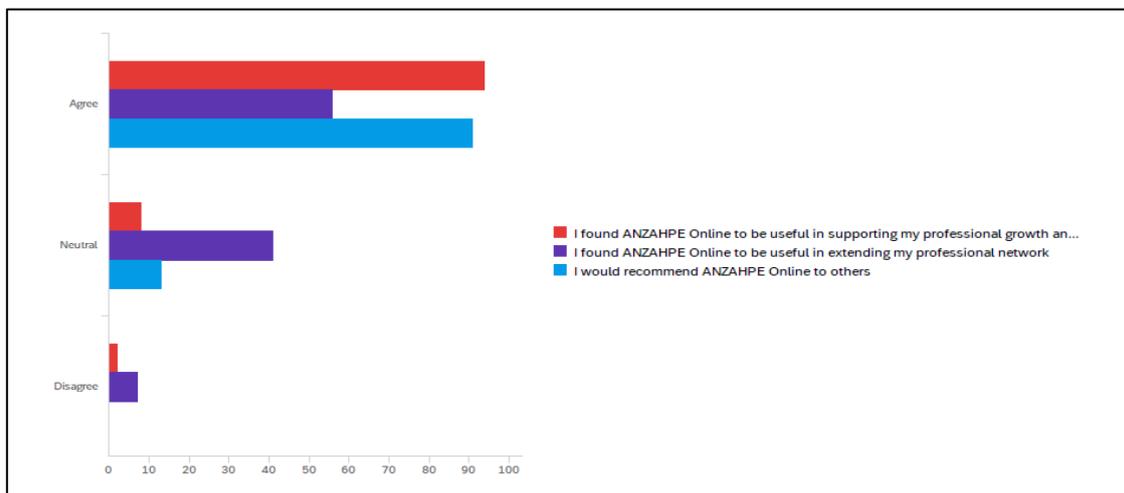
The annual conference (excluding in 2020) (n=117) and the ANZAHPE Online professional development program (n=103) were identified as the top two most important member services. Respondents were most neutral about the Hot Topic Action Groups (HTAGs) (n=83) and the online member directory (n=76).



Domain 2: ANZAHPE Online

ANZAHPE Online is the association’s professional development program, which was launched in July 2020 as part of its pandemic response. There were seven professional development (PD) sessions delivered between July and Dec 2020, consisting of a mix of keynote events, workshops, and an inaugural virtual exhibition titled ‘Ways of Seeing in Healthcare’. The PD program is ongoing, and at the time of reporting, four PD sessions have already been delivered in 2021. All ANZAHPE Online sessions are evaluated separately and this has consistently evidenced the quality and appeal of the PD program, and the diversity of attendees. The member survey provided an additional mechanism to gather data about ANZAHPE Online.

Of 172 participants who responded to this question on the member survey, 60% (n=104) indicated they had participated in an ANZAHPE Online session in 2020. Of these, an overwhelmingly proportion of respondents (90.1% or n=94) agreed they found ANZAHPE Online useful in supporting their professional growth. 87.5% of respondents (n=91) also indicated they would recommend ANZAHPE online to others. In contrast, only 53.9% of respondents (n=56) agreed that ANZAHPE online was useful for extending their networks. Of the 67 respondents who said they had had not engaged in ANZAHPE Online, 55% (n=37) indicated they were likely to do so in the future.



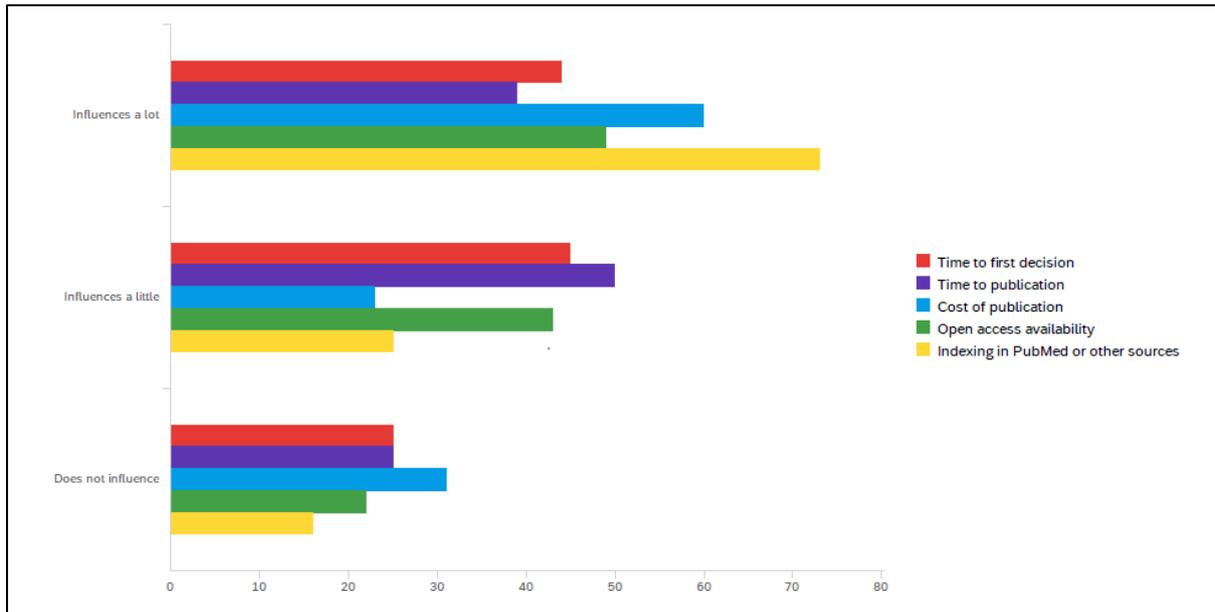
Those who had not engaged with ANZAHPE Online indicated this was mostly due to the lack of time and increased workload associated with the COVID19 educational response.



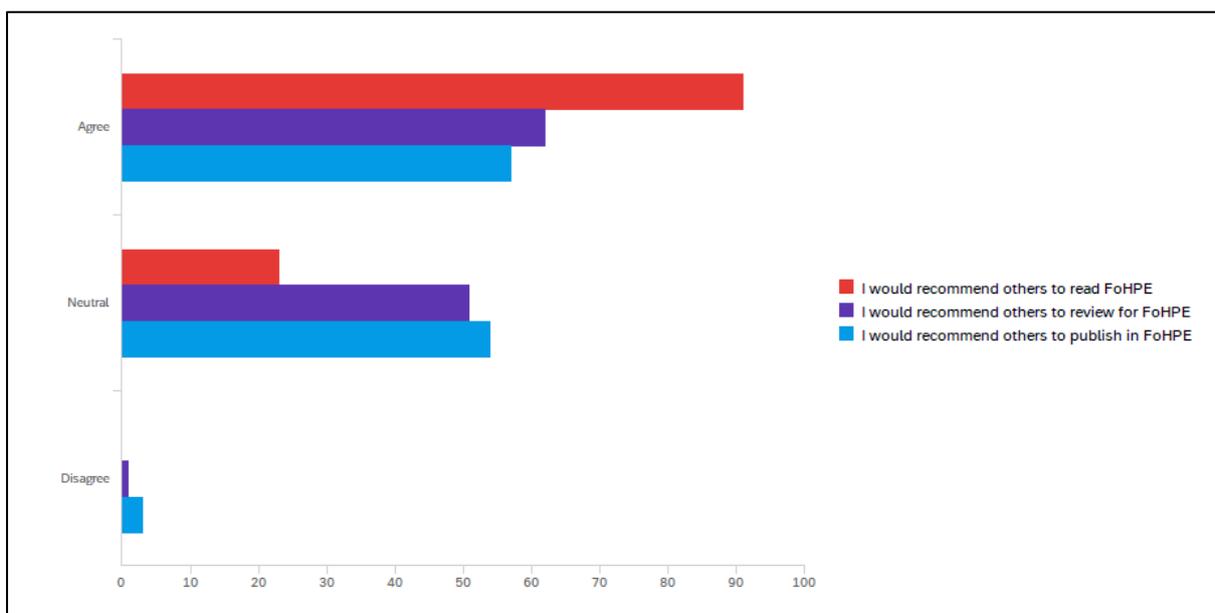
Domain 3: Focus on Health Professional Education (FoHPE)

FoHPE is the ANZAHPE journal and was established in 1998. It promotes, supports, and advances education in the health professions, and is intended for educators, clinicians and students who have a commitment to improving teaching and learning. On 1 Feb 2021 FoHPE shifted to open access. Overall, 175 participants responded to the question about how they engaged with FoHPE. Most participants read FoHPE (60.5% or n=106), some participants reviewed for FoHPE (23.4% or n=41), while a minority published in FoHPE (14.2% or n=25). A sizable proportion (29.7% or n=52) indicated they did not engage with FoHPE

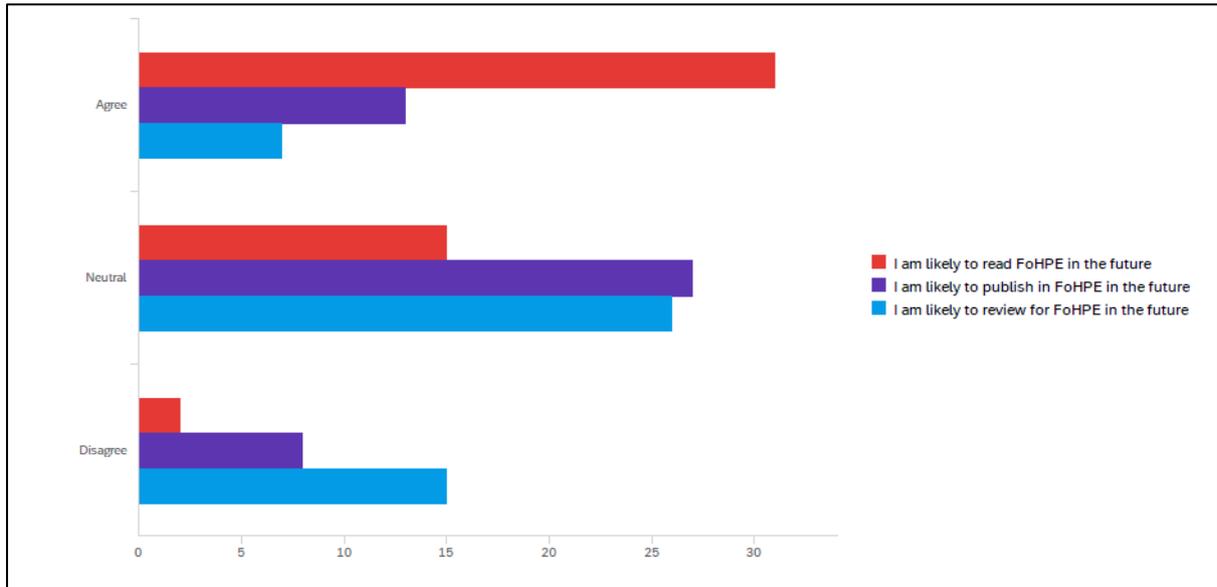
114 participants responded to the question regarding the most influential factors impacting on the submission of work to FoHPE. The most three influential factors were indexing (64% or n=73), cost (52.6% or n=60) and open access availability (42.98% or n=49).



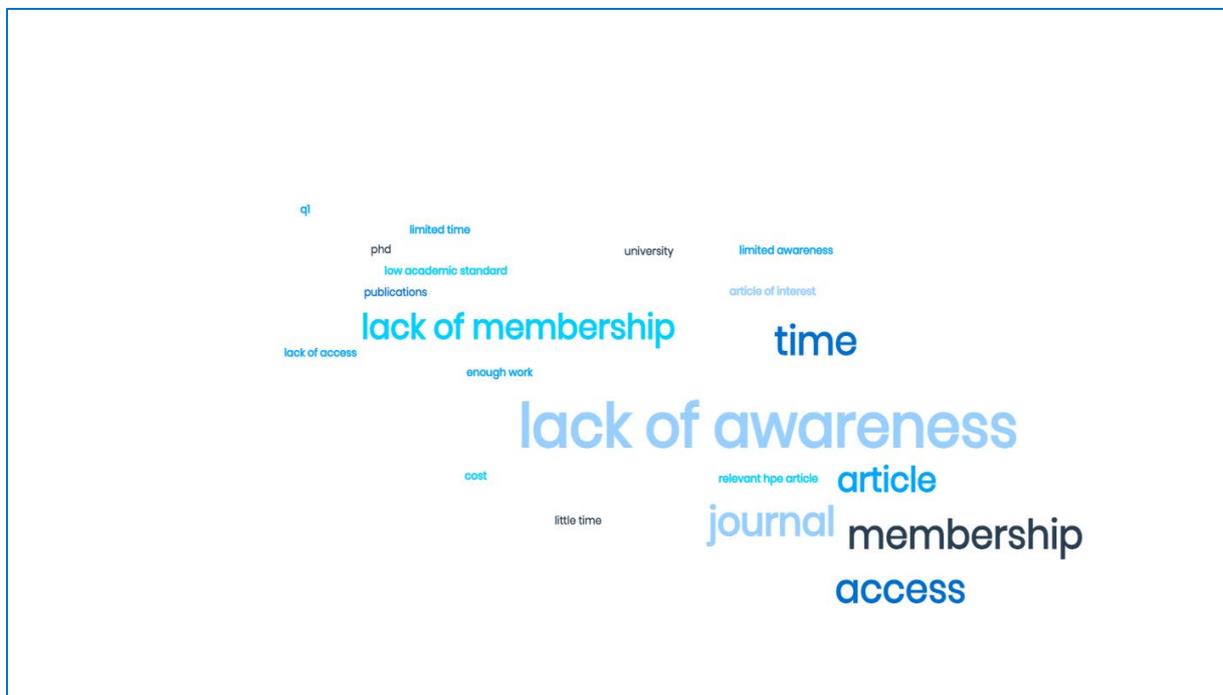
Of 114 participants who responded to the question, most (79.8% or n=91) indicated they would recommend others to read FoHPE, but they were largely neutral on recommending others to review for or publish in FoHPE.



Of those who did not engage with FoHPE (n=48), the majority indicated they were likely read to FoHPE in the future (64.6% or =31) but were neutral about publishing in or reviewing for FoHPE.



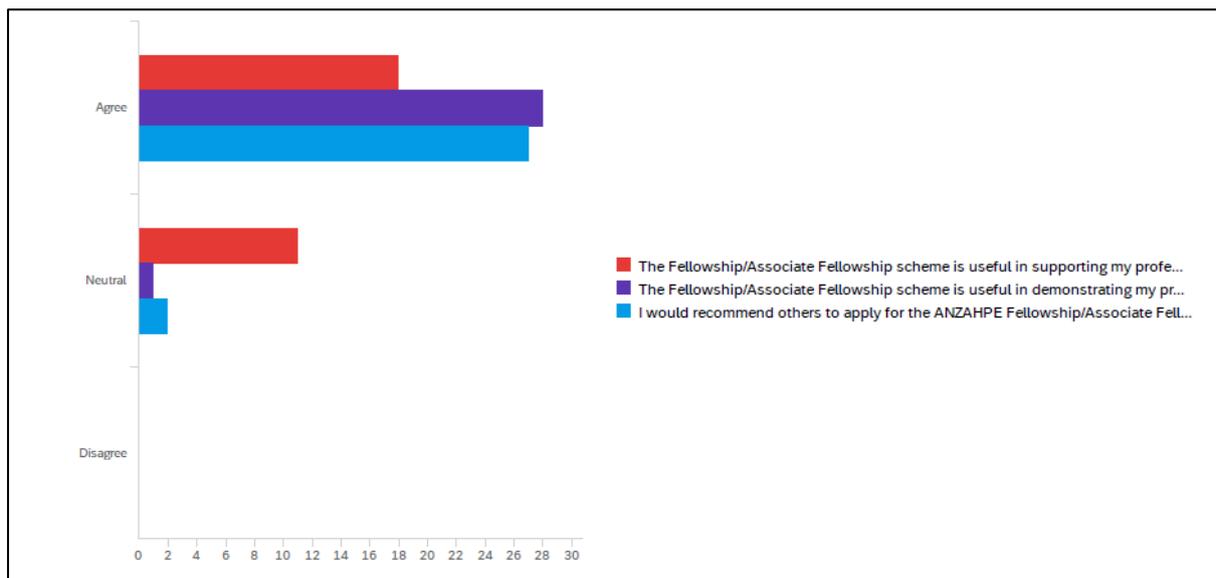
The most common issues identified as negatively impacting on engagement with FoHPE were a lack of awareness of the journal, limited access (prior to Feb 2021, FoHPE was only available to ANZHPE members), and, the limited academic standing of FoHPE. Respondents also indicated they had limited time to engage with FoHPE due to their own workloads and the abundance of academic journals to select from.



Domain 4: ANZAHPE Fellowship

The ANZAHPE Fellowship scheme is open to members of ANZAHPE, and was established to engender a culture of mentorship, provide a career development pathway, and provide recognition. Currently, ANZAHPE has 27 Fellows and 30 Associate Fellows.

Of the 124 participants who responded to the survey question about the Fellowship scheme, most were not Fellows/Associate Fellows (76.6%, n= 95). Only 23.39% (or n=29) of respondents were ANZAHPE Fellows or Associate Fellows. This represents approximately 50% of the total number of Fellows/Associate Fellows. Of those who were Fellows or Associate Fellows, the majority agreed the scheme was useful for demonstrating their professional standing (96.6% or n=28) and indicated they would recommend to others (93.1% or n=27). However, they were less in agreement that the scheme helped with professional development (62% or n=18). This was also the item receiving the most neutral score.

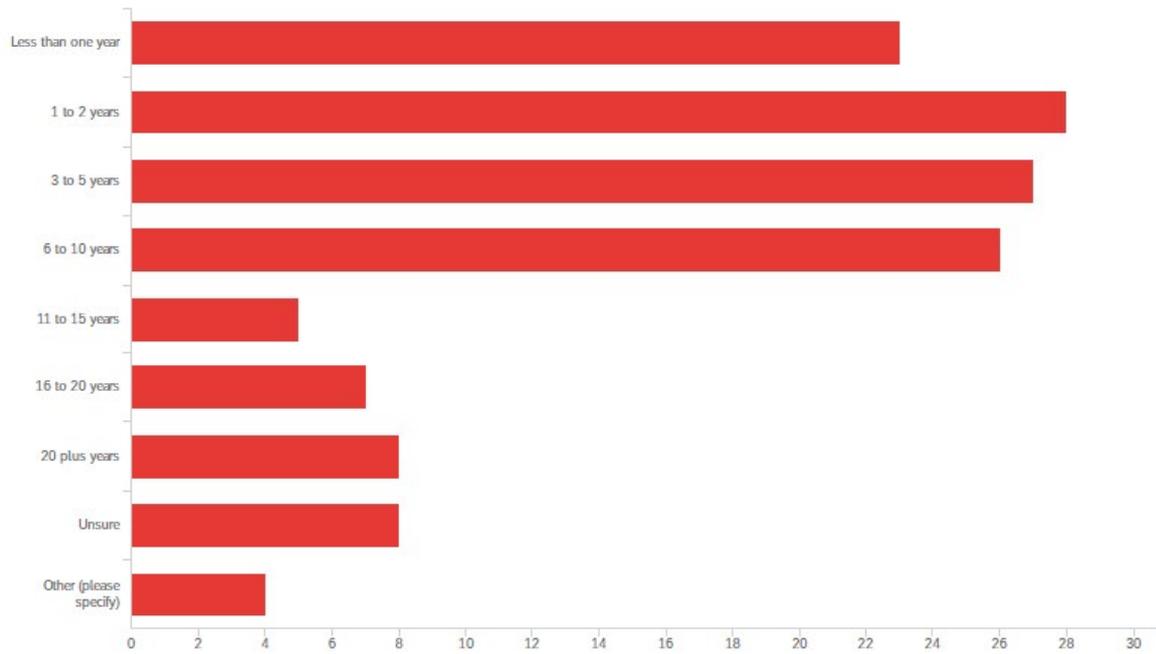


Of the 95 respondents who were not part of the Fellowship scheme, 41% (or n=39) indicated they were likely to apply for fellowship in the future, while 38% (or n=37) were neutral about applying for fellowship. Those not engaged in the scheme indicated the main reasons were lack of awareness of the scheme and the eligibility criteria, while those on a clinical career track questioned the relevance of the scheme in supporting their career development.



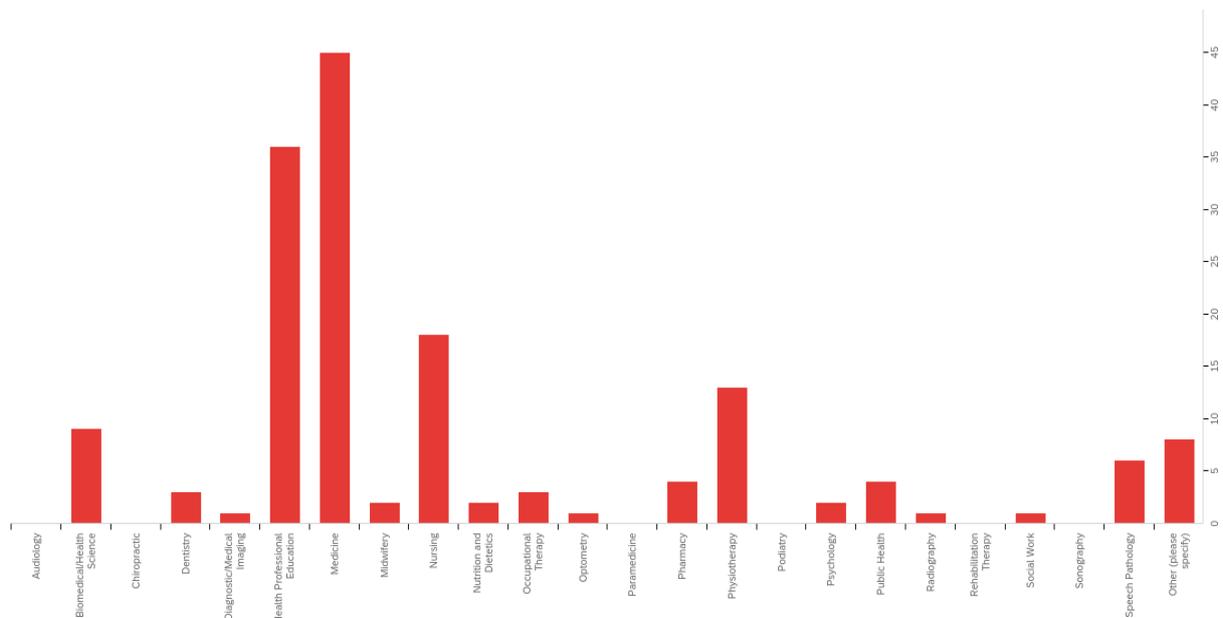
Number of years as a member

The data shows that membership is balanced across newer members (i.e. those who have been members for up to 2 years) and more established members (i.e. those who had held membership for 3 to 10 years), indicating there is steady growth and retention of members.



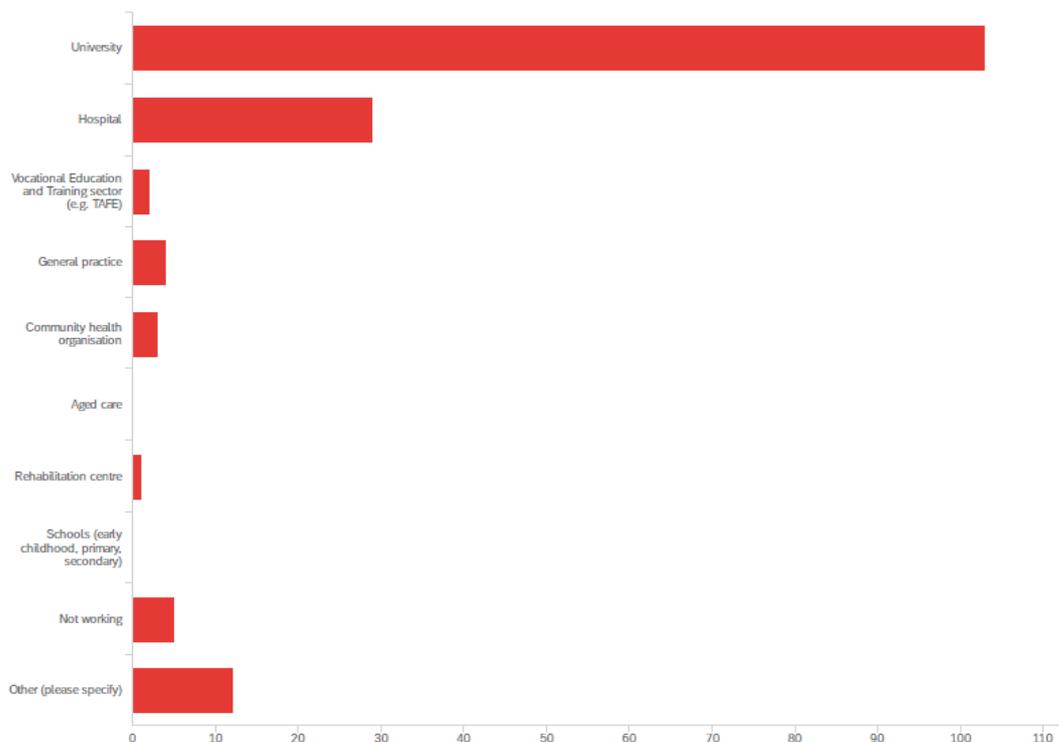
Professional background

Of the 159 participants who responded to the question about their professional background, 28.3% (n=45) had a background in medicine, 22.6% (n=36) were from health professions education, and 11.3% (n=18) were from nursing.



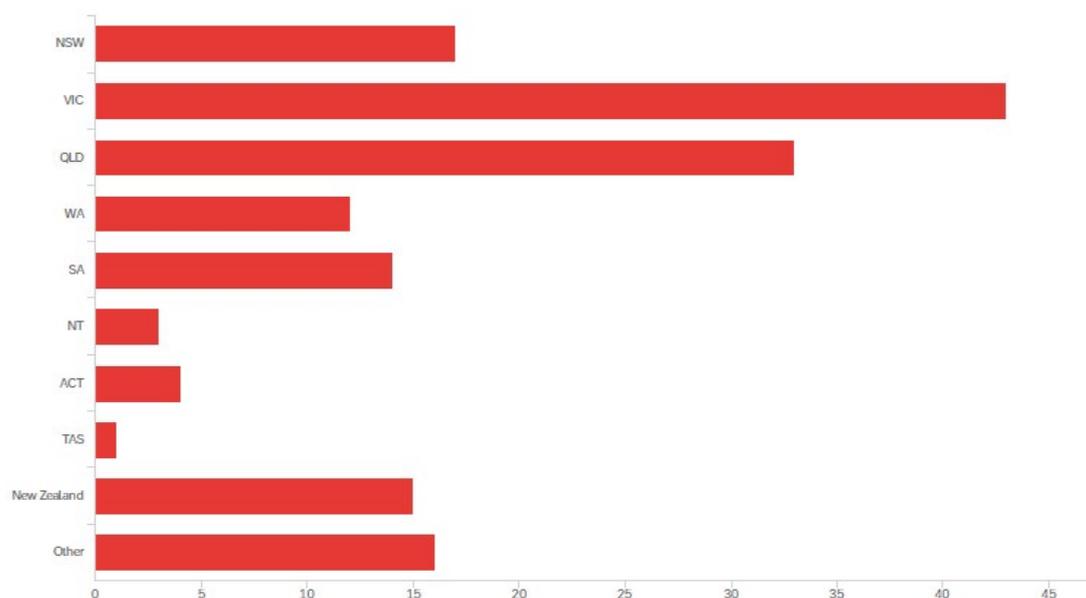
Sector

Of the 159 participants who responded to the question about which sector they worked in, most worked within the university setting (64.8% or n=103). Of the 153 participants who responded to the question regarding substantive role, most indicated they were in a teaching role (35.3% or n=54).



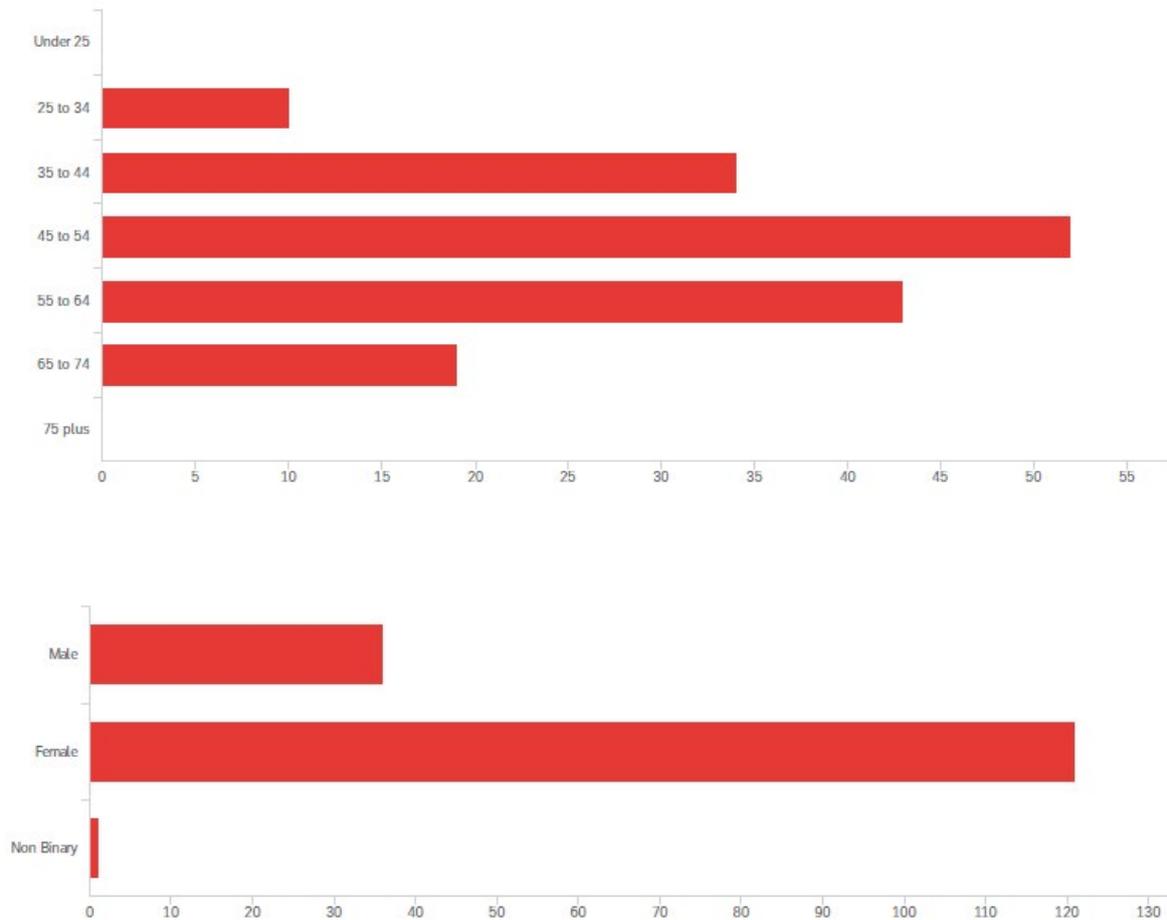
Location

Of the 158 participants who responded to this question, 80.4% (or n=127) were from Australia and located mostly in Victoria (27.2% or n=43). Of the others, 9.5% (n=15) of respondents were from New Zealand and 10.1% (n=16) were from other countries.



Age and Gender

Of the 158 participants who responded to this question, 32.9% (n=52) were aged between 45 and 54 years and 27.2% (n=43) were aged between 55 and 64 years. Notably, 76.6% (or n=121) respondents identified as female.



DISCUSSION

The findings of the 2020-2021 ANZAHPE survey highlight that members find value in ANZAHPE membership and the services provide by the association. Pleasingly, most respondents were planning to remain a member of ANZAHPE in the following year and recommend ANZAHPE to others. Findings also revealed the contemporary challenges faced by ANZAHPE members included increasing workloads and lack of time, staff cuts, staff wellbeing issues and burnout, and a general lack of funding, resources and support for research and scholarship in the health and clinical education sector. In this context, members were seeking opportunities to broaden their professional perspectives and connections, and for mentoring to advance their career pathway and trajectory in health professions education.

The survey canvassed the views of members and contacts regarding three key member services: ANZAHPE Online (the online professional development program which commenced in 2020), the ANZAHPE journal, Focus on Health Professional Education (FoHPE), and the ANZAHPE Fellowship scheme. With regards to ANZAHPE Online, respondents indicated much satisfaction with the program in supporting their professional growth and helping them stay abreast of new developments and innovations in health professions education. Respondents overwhelmingly indicated they wanted ANZAHPE to keep offering online professional development (PD) but were seeking more seeking opportunities to connect with others and extend their professional networks. Facilitating connectivity has been a key design principle of ANZAHPE Online with opportunities for small and large group discussion being built into all PD provisions. In 2021, there is an explicit focus on connectivity through the delivery of four Personally Arranged Learning Sessions (PeARLS) from April to June 2021, which are purposefully designed to facilitate discussion and sharing of experiences regarding a specific hot topic or theme. The 2021 ANZAHPE Festival will also include dedicated virtual spaces for networking to enable members and others to connect in a social context. The addition of Master classes to the 2021 ANZAHPE Online program will further assist with capacity building across the continuum of expertise. Beyond 2021, ANZAHPE will explore opportunities to host specific member networking events aligned to strategic priorities (e.g. equity and diversity, interprofessional education, clinical education), and diversify its PD offerings to include sessions on scholarship and research.

With regards to FoHPE, while most respondents read FoHPE, at least 30% of respondents did not engage with FoHPE. This was mainly due to a lack of awareness about the journal, limited access to the journal, and some concerns around the relative standing of the journal and limited indexing. With regards to access, prior to Feb 2021, ANZAHPE membership was required to access FoHPE but now the journal is open access and thereby accessible by a broader audience. With regards to visibility, the FoHPE editors' profiles are on the ANZAHPE website, and future work will focus on creative and targeted promotion of the journal and its humans (e.g. authors, reviewers and editors) including on social media (Twitter and LinkedIn). With regards to standing, work is underway to ensure that the journal will be indexed in additional databases. Moreover, from an operations perspective, in late 2020, the journal received increased administrative support, and this has been highly effective in reducing the time to first decision and publication. In terms of appeal, an imminent upgrade of the FoHPE website will further improve the journal's look-and-feel and augment functionality for authors and reviewers. FoHPE has also recently announced a call for papers for an annual horizontal theme of interprofessional learning, building on the popular Focus on Methodology theme. Interprofessional education and practice is a strategic priority for ANZAHPE and the broader health professions education community, and it is anticipated this theme will garner interest from those in different roles, sectors, and settings. Finally, in 2020 and 2021 FoHPE delivered two iterations of its long-standing workshop on writing for publication through the ANZAHPE Online program, thereby contributing to building scholarly capacity among the ANZAHPE community.

With regards to the ANZAHPE Fellowship Scheme, 23.39% of respondents were Fellows or Associate Fellows representing approximately half of the Fellowship, and overwhelmingly indicated the scheme helped them to demonstrate their professional standing and they would recommend it to others. They were less in agreement that the Fellowship scheme helped with their professional development. Most survey respondents were not Fellows or Associate Fellows of ANZAHPE and barriers to their engagement were a lack of awareness of the scheme, clarity about eligibility criteria, and understanding about the perceived relevance of the scheme. In terms of the awareness of the scheme and the visibility of the Fellowship, new Fellows and Associates are currently profiled via the ANZAHPE Bulletin and have hosted numerous ANZAHPE Online events. Plans are underway to modify the Fellowship website text and include testimonials from Fellows/Associate Fellows as a way of showcasing diversity. Future developments will also see Fellows hosting a special stream of ANZAHPE Online focusing on scholarship and research. With regards to relevance, the Fellowship scheme is designed mainly for those seeking to develop an academic career in health professional education encompassing advanced scholarship, leadership, and research. It is therefore not surprising that some respondents questioned the relevance of the Fellowship scheme for their career track. To provide further visibility but also support for prospective applicants, the 2021 ANZAHPE Festival will include a virtual 'Application for Fellowship' workshop where members can obtain guidance on developing their fellowship application. Responding to the persistent call for mentorship to help with career development, the Fellowship Committee are developing an ANZAHPE Mentorship Scheme which will also be launched at the 2021 ANZAHPE Festival.

Overall, the structural barriers that are experienced in relation to research and scholarship within the sector, reinforces the importance and value of the various ANZAHPE initiatives to support research and scholarship in health professions education, build capacity, and provide recognition and visibility. For example, through its research grants scheme, ANZAHPE continues to provide important seeding funding for scholarship and research in health professions education. In 2021, ANZAHPE diversified its research grants scheme to include four small grants of up to \$5,000 and delivered a Research Grants workshop via ANZAHPE Online. Through its Awards and Prizes scheme, ANZAHPE recognises and rewards excellence in health professions education across the career continuum. In 2021, ANZAHPE diversified its Awards and Prizes scheme to include early career scholars and those based in the clinical practice settings. Beyond 2021, both these schemes will be a fixture on the ANZAHPE calendar of events to help create interest and increase the quality of submissions.

The data highlights the gendered nature of the membership which is consistent with the broader health professions education workforce. This reinforces the importance of ANZAHPE's commitment to equity and diversity as a strategic priority. The findings also indicate the relative age of the membership, which is unsurprising since many individuals establish their clinical career before transitioning into health professions education. This indicates the complexity of career pathways in health professions education, and the support individuals need to construct and navigate these pathways. In interpreting this data, ANZAHPE recognises that respondent bias means that the views expressed in this survey are from engaged members who are more likely to feel positively about the association. In addition, the data is from university-based respondents and those who have a background in medicine or health professions education, and therefore may reflect issues prevalent in this setting and/or professional/disciplinary context. This has highlighted the possibilities for widening access and appeal to groups who are not well represented in the ANZAHPE membership. For example, those who are in clinical practice settings, professions outside of medicine, and early in their career in health professions education, including undergraduate and postgraduate students.

RECOMMENDATIONS

The following recommendations have been identified:

1. Continuing to promote ANZAHPE as the premier professional network for educators, scholars, and leaders in the health professions in Australia, New Zealand, through a multipronged communication and marketing strategy designed to enhance reach and visibility of the activities and members of the Association,
2. Continuing to offer a strong professional development program that supports learning across the novice-expert continuum, provides opportunities for connectivity and professional networking, and responds to challenges and opportunities faced in the health and education sectors,
3. Continuing to promote access, awareness, and appeal of the ANZAHPE journal Focus on Health Professional Education as a premier forum for disseminating high quality educational research in the health professions,
4. Continuing to support ANZAHPE members to advance their career pathway and trajectory in health professions education, through the provision of mentorship and other developmental mechanisms.

ACKNOWLEDGEMENTS

ANZAHPE sincerely thanks all survey respondents for their generosity in providing feedback.