Excellence and Scholarship in Teaching

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Background

- Excellence and scholarship in the delivery of education
  - Meets community needs
  - Reforms healthcare system
  - Improves practice quality
- Requires programs that support the professional development of faculty

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Overview

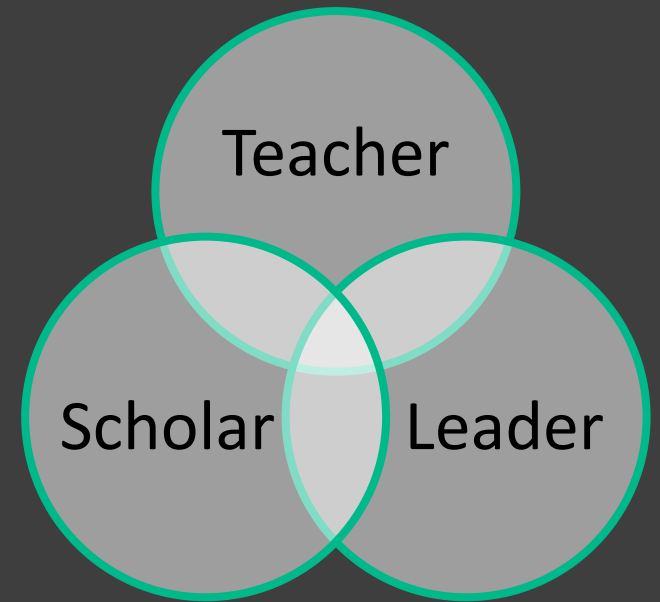What do faculty need to learn?

How should faculty be taught?

What motivates faculty to learn?

What are the barriers for faculty?

How can it be promoted nationally?

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What do faculty need to learn?

Teacher

Scholar

Leader

What do faculty need to learn?

- Learn how to teach
  - Understand how knowledge is created, organized, and linked to clinical medicine
  - Understand how to convey this to students
  - Be able to generate different pathways to the knowledge

Teacher

Faculty

What do faculty need to learn?

- Learn how to teach
  - Must manage and monitor student learning
    - Use multiple methods
    - Orchestrate group learning
    - Place a premium on student engagement
    - Regularly assess student learning

Teacher

↓

Faculty

What do faculty need to learn?

- Learn how to lead
  - Understand and apply leadership concepts
  - Appreciate diversity and differences
  - Understand advocacy, inquiry, and dialogue
  - Describe and practice effective teamwork

Leader

↓

Faculty

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What do faculty need to learn?

- Learn how to lead
  - Determine project importance/feasibility
  - Engage in short- and long-term planning
    - Project planning tools
  - Gather and apply feedback
  - Communicate plans and achievements succinctly

Leader

Faculty

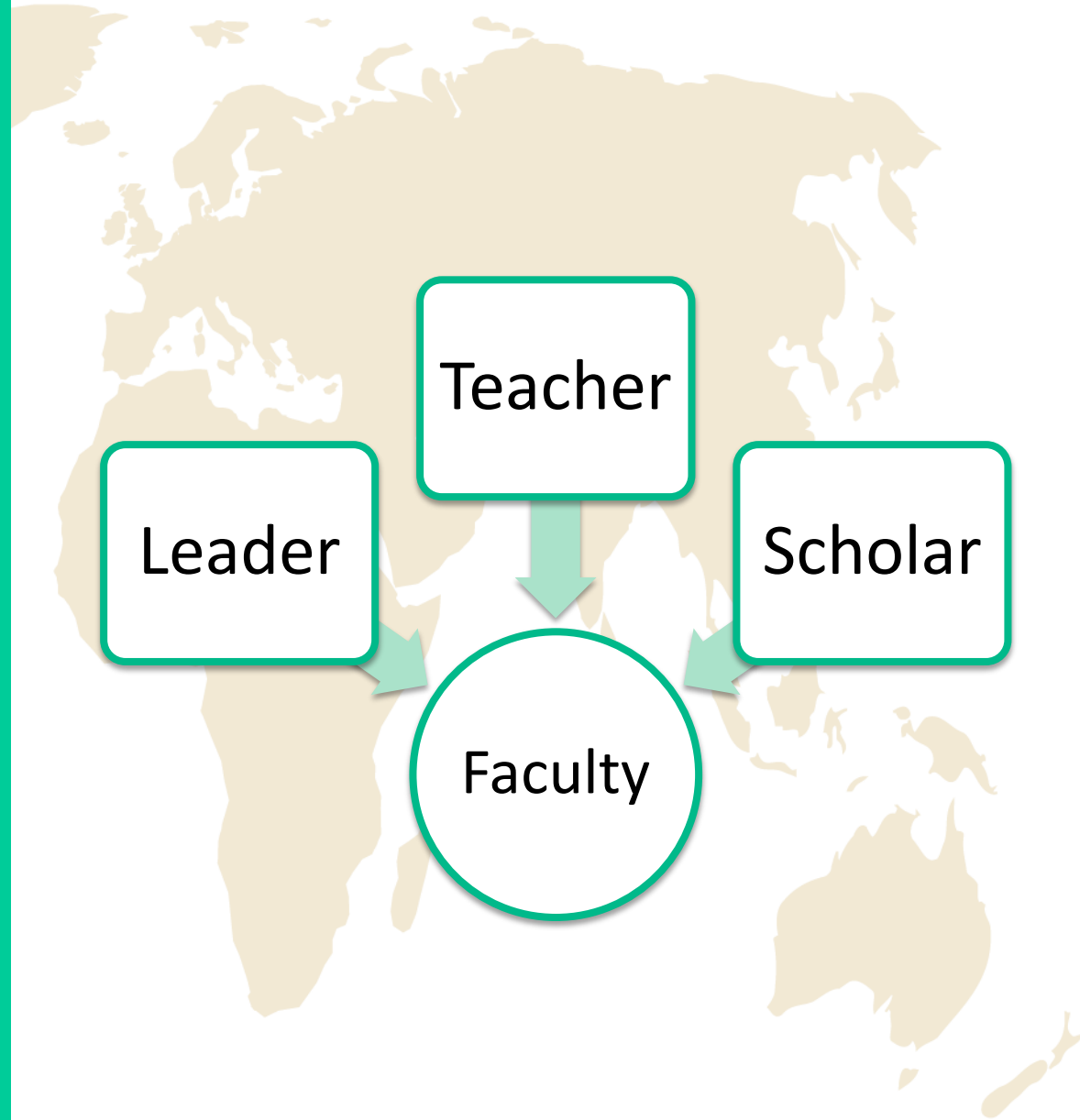# What do faculty need to learn?

- Learn about scholarship
  - Understand the fundamentals of education
  - Understand the scholarship of teaching
  - Know the venues for presentation and publication

Scholar

Faculty

What do faculty need to learn?

Leader

Teacher

Scholar

Faculty

How should faculty be taught?

- Venues
  - Traditional academic programs (Master's degree)
  - Innovative programs built for independent learners
    - FAIMER Institutes in Mumbai, Brazil, Southern Africa, Shenyang, Chile, Philadelphia…
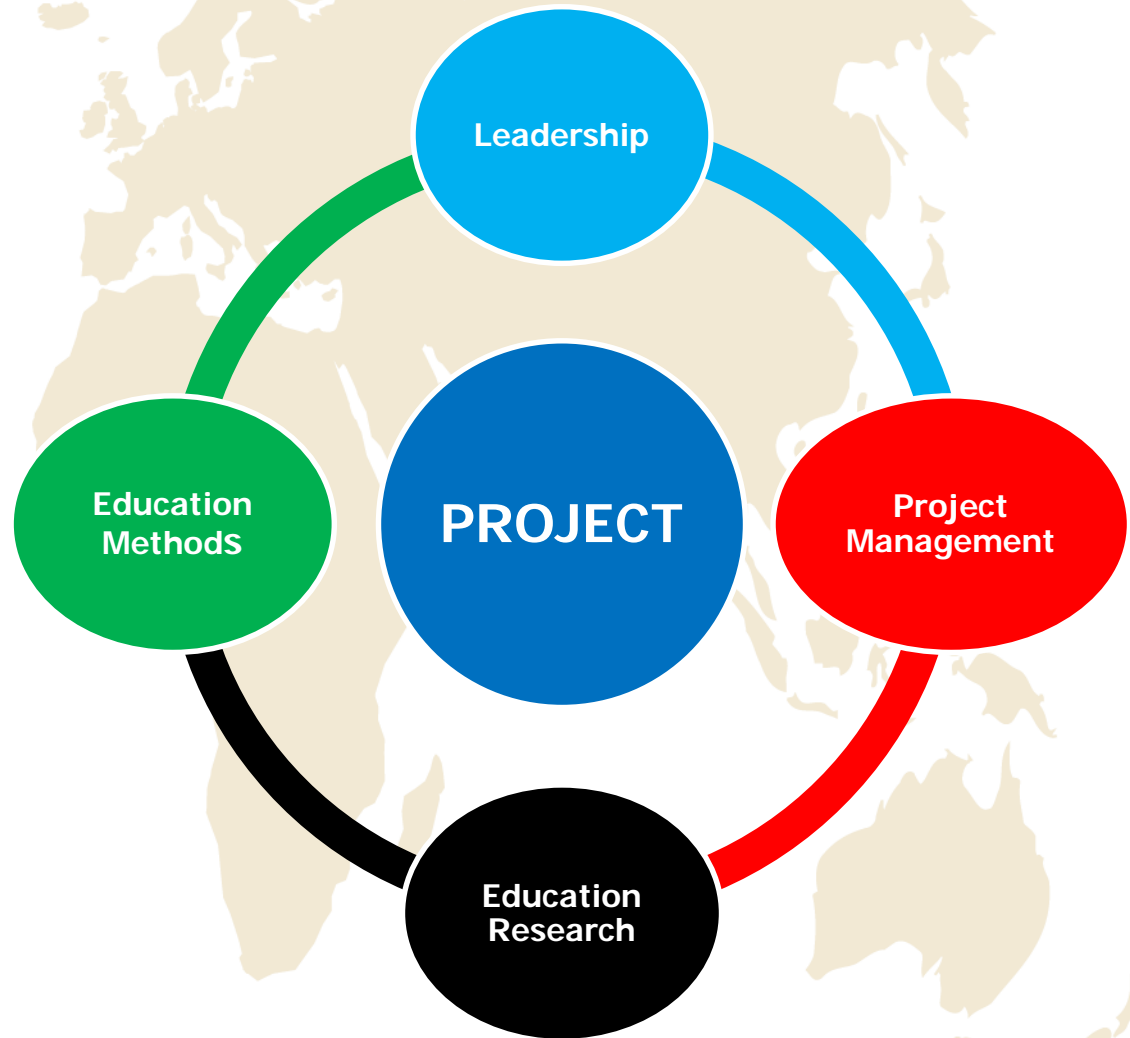 - Local workshops and programs

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How should faculty be taught?

- Research
  - Faculty development (BEME Guide 8)
    - Experiential learning is important
    - Feedback is valued
    - Peers are important
    - Multiple methods
  - CME (Cervero, Gaines, 2015)
    - Interactive
    - Multiple methods
    - Multiple exposures
    - Focused on outcomes doctors consider important

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How should faculty be taught?

- FAIMER Institute was built around these principles
  - Year One
    - 3 weeks face-to-face on basic topics and meet mentors
    - 11 month distance learning on basic topics and their projects
  - Year Two
    - 2 weeks face-to-face on advanced topics and meet new fellows
    - 11 month distance learning focusing on finishing their project

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How should faculty be taught?

Leadership

PROJECT

Education Methods

Project Management

Education Research

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How should faculty be taught?

- Evaluation of the FAIMER Institute
  - Individual Fellows
    - Changes in knowledge, skills, and attitudes
    - Promotion
    - Scholarship
  - Networks
    - Scholarships, conferences, global faculty

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How should faculty be taught?

- FAIMER Institute Projects (N=761)
  - Topics
    - Education methods (35%)
    - Curriculum revision (23%)
    - Program evaluation (21%)
    - Assessment (19%)
    - Align with healthcare system (17%)
  - Institutional impact
    - 49% part of curriculum or policy
    - 45% replicated
  - Positive impacts on
    - Teaching, assessment, research
    - Collaboration
    - Educational efficiency
    - Alignment with healthcare

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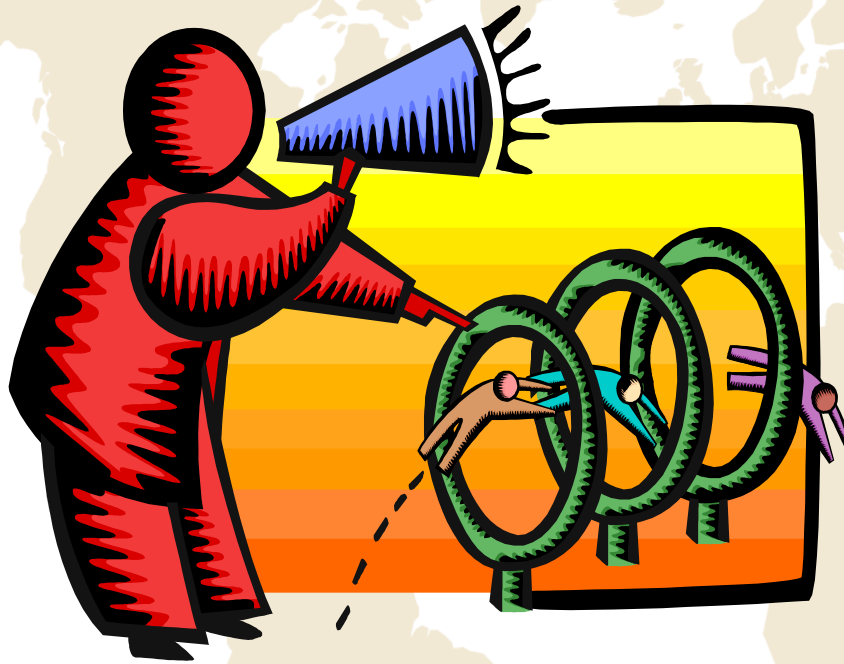
"Students respect what you inspect"

And so do faculty….

What motivates faculty to learn?

What motivates faculty to learn?

- Goals of assessing faculty
  - Improve student learning
  - Help faculty realize their potential
  - Generate educational reforms
  - Establish accountability

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What motivates faculty to learn?

- Purposes of assessment
  - Individual teachers
    - Formative assessment
      - Help faculty improve their ability to teach
    - Summative assessment
      - Establish accountability and decide who should teach
  - Educational programs
    - Improve curriculum, admissions, educational courses and establish accountability

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What motivates faculty to learn?

- Methods of assessment
  - Student and peer ratings
  - External expert ratings
  - Student interviews
  - Teaching activity
  - Teaching scholarship
  - Teaching awards
  - Learning outcomes
  - Teaching portfolio
  - …

What motivates faculty to learn?

- Methods of assessment
  – All of the methods add something and all have limitations
  – Important to rely on a system of assessment
    - Incorporates several sources of information
    - Capitalizes on the strengths of each method and compensates for their weaknesses

What motivates faculty to learn?

- Problems of faculty assessment
  - Infrequent or nonexistent
  - Unfocused
    - For example, it relies on general satisfaction and does not include student achievement...
  - Undifferentiated
    - Satisfactory vs unsatisfactory
  - Unhelpful
    - Feedback does not inform improvement
  - Inconsequential

What motivates faculty to learn?

- Characteristics of a system of faculty assessment
  - Annual process
  - Clear rigorous expectations
  - Multiple measures
  - Multiple ratings
  - Regular feedback
  - Significance

What are the barriers?

- There are many barriers to teaching scholarship but two are most prominent
  - Peer review
    - Few opportunities for educational innovations
  - Promotion and tenure
    - Education is not rewarded

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Barriers: Peer review

- MedEdPORTAL addresses the lack of opportunity for peer review
  - Free online publication service
  - Contains peer-reviewed teaching resources
  - Cover the continuum of health professions education
  - Funded by AAMC with ADEA, ABMS, POGOe, SAEM, IPEC, APA as partners
  - Meets the criteria for scholarship
    - Work is public, peer reviewed, reproducible, and it can be furthered

Barriers: Peer review

- MedEdPORTAL contains
  - Assessment instruments
  - Cases
  - Faculty development materials
  - Lecture presentations
  - Podcasts
  - Problem-based Learning (PBL) materials
  - Simulation scenarios
  - Standardized patient cases
  - Surveys
  - Virtual patients...

Barriers: Peer review

- MedEdPORTAL structured like a traditional journal
  - Editor and editorial board
  - Rigorous peer review process
- Applies Glassick, Huber, Maeroff (1997) standards
  - Clear goals
  - Adequate preparation
  - Appropriate methods
  - Significant results
  - Effective presentation
  - Reflective critique

Barriers: Peer review

- Process
  - Submission
  - Screening
  - Peer review (30% acceptance rate)
  - Catalogued
  - Published
- MedEdPORTAL Guides
  - Educational Scholarship Guide for Faculty
  - Educational Resources as Scholarship for Promotion and Tenure
  - Evaluating Educational Scholarship

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Barriers: Promotion and tenure

- Education and educational scholarship are not rewarded in the promotion and tenure process
  - AAMC offers guidance regarding the components of scholarship that should be included in a portfolio
  - Suggests how a Promotions and Tenure committee might evaluate the portfolio

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Barriers: Promotion and tenure

- Portfolio should contain evidence concerning
  - Teaching
  - Curriculum
  - Advising/mentoring
  - Leadership-administration
  - Learner assessment
- Committee consideration should be based on
  - Quantity (number, purpose…)
  - Quality (learner ratings, adoption by others…)
  - Educational scholarship (publication, presentation…)

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Barriers: Promotion and tenure

- Guide entitled, "Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship"
  - (https://members.aamc.org/eweb/upload/Advancing%20Educators%20and%20Education.pdf)

How can it be promoted?

- Academy of Medical Educators
  - Organization for those involved in teaching medicine, dentistry, veterinary science
  - Activities include
    - Development of a curriculum and qualification system
    - Research supporting the profession
    - Promotion and dissemination of best practices

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How can it be promoted?

- Created a set of competencies
  - Designing and planning learning
  - Teaching and facilitating learning
  - Assessment of learning
  - Educational research and scholarship
  - Educational management and leadership
- Membership for those who meet the standards
  - Membership
  - Fellowship
  - Associate members
  - Student members

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How can it be promoted?

- Offers educational and scientific support
  - Conference, workshops, journal, prizes, career support
- Consult with policy makers to promote their values
- Accredit educational courses offered by others

Summary

What do faculty need to learn?	• Teacher, leader, scholar
How should faculty be taught?	• Experiential, interactive, based on multiple methods and exposures
What motivates faculty to learn?	• Assessment
What are the barriers?	• Lack of peer review and recognition in promotion
How can it be promoted nationally?	• Academy model

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