Getting Promoted for Your Teaching

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Workshop Objectives

1. Explain the requirements of the CWRU Committee on Promotions and Tenure for promotion based on teaching.
2. Differentiate excellence in teaching from scholarship of teaching.
3. List at least two ways to provide evidence of the quality of your teaching.
4. Outline a plan for making one of your teaching activities scholarly.
5. Outline a plan for making one of your teaching activities into educational scholarship.
6. Identify at least one professional meeting to which you could submit an educational abstract.
7. Identify at least one strategy for translating your interest in teaching into a regional or national reputation.
8. Begin organizing your educational activities into a teaching portfolio.
You have submitted all your credentials to the CWRU P&T committee for promotion to associate professor in the *non-tenure track*.

You are a an excellent teacher, have received your department’s teaching award, and do far more than your share of teaching. You really enjoy the teaching and work hard to do a great job. It is very stressful, considering your clinical load, but you think teaching is a part of what it means to be in an academic medical center.

**What do you think the P & T Committee is looking for in your credentials?**
Non-Tenure Track
Research, Teaching, Service

1. Evidence of expert knowledge in your academic field and a commitment to continuing your development.

2. Evidence for satisfying university requirements for 2 of the 3 following activities:
   - Dedication to effective teaching
   - Commitment to continuing program of research
   - Willingness to assume fair share of service (administrative or clinical)

3. One of the 3 will become your area of excellence when under consideration for associate or full professor.
Assistant Professor Non-Tenure Track

- Earned a doctoral degree and completed several post-doctoral or fellowship years
- Some teaching experience
- Commitment to assuming teaching duties
- Board-certified or board eligible (clinical faculty)
- Creativity, scholarly activity and potential to advance in field of research (research faculty)
Associate Professor Non-Tenure Track

- Area of Excellence in Teaching
- Acceptable contributions in either service or research

- Regional or national reputation in teaching
- Teaching Portfolio
- 10 external referees
  - Arm's Length
  - Not your teachers, your mentors, your collaborators
  - Not based at CWRU or affiliated hospitals
  - Professor level
Professor Non-Tenure Track

- Area of Excellence in Teaching
- Acceptable contributions in either service or research
- National or international reputation in teaching
- Teaching portfolio
- 10 external referees
  - Arm's Length
  - Not your teachers, your mentors, or your collaborators
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**What do you think the P & T Committee is looking for in your credentials?**
3 minute exercise: 1 + 2

List elements you feel are integral to the definition of scholarship
Scholarship Reconsidered

Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching (Ernest Boyer, 1990, p. 16)
4 Types of Scholarship

Scholarship of Discovery: discovery of new knowledge, traditional research

Scholarship of Integration: insights/ connections across disciplines, interdisciplinary

Scholarship of Engagement/Application: collaboration and multi-directional learning to address societal issues, translation of knowledge to solve problems

Scholarship of Teaching: most difficult to interpret and implement
Glassick’s Criteria

How should the Quality of Scholarship be Measured?

1. Clear Goals (clear purpose and objectives)
2. Adequate Preparation (existing work)
3. Appropriate Methods (aligned with goals/objectives)
4. Significant Results (achieve goals)
5. EFFECTIVE PRESENTATION – in the public domain, others can build on it
6. Reflective Critique (CQI)
How do excellent teaching, scholarly teaching, and scholarship of teaching differ?
Planning

Excellent teaching
- Design and implementation of activities to promote learning

Scholarly teaching
- Consult relevant content and education literature
- Observe outcomes and analyze results
- Seek peer review
- Use results to improve teaching

Scholarship of teaching
- Follow Glassick’s criteria
- Develop a reputation outside your 4 walls
- Advance the field
Getting Outside Your 4 Walls

Make it Count Twice
How can I do this?

*(When I have no free time. . .)*

- You are already doing most of the necessary work.
- Turning it into scholarship just requires a slightly different way of thinking about it.
- If you have developed a new lecture, course, or curriculum, you are halfway there!
- Evaluate it, publish it using Glassick’s criteria
Think Education Abstracts, Posters
Innovations in Medical Education: SGIM

IME submissions showcase innovative scholarly works in medical education that are currently in progress or which have been completed. Projects may be presented without complete evaluation data.

IME sessions are designed to stimulate collaboration and creative thinking among meeting attendees (abstracts due mid January)
Evaluating Abstract Submissions to IME (500 words)

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique
ADDING TO YOUR CV

WHERE TO SUBMIT ABSTRACTS

National and International Conferences

AAMC Research in Medical Education (RIME) abstracts

IAMSE International Association of Medical Science Educators

AMEE Association for Medical Education in Europe

ASME Association for Study of Medical Education

Ottawa Conference
Regional Conferences

AAMC Group on Educational Affairs (GEA)
http://www.aamc.org/members/gea/

Central, Western, Southern and Northeastern sections have regional meetings
http://www.aamc.org/members/gea/meetings.htm

Central Group on Educational Affairs

Southern Group

Northeast Group

Western Group
Specialty Conferences

Clerkship Directors in Internal Medicine - Annual Meeting
http://www.im.org/CDIM/

Council on Medical Education in Pediatrics – Annual Meeting
http://www.comsep.org/

Association for Surgical Education - Annual Meeting
http://www.surgicaleducation.com

Association of Professors of Gynecology and Obstetrics
http://www.apgo.org/meetings/index.cfm?cat=faculty%20development%20seminar

Accreditation Council for Graduate Medical Education ACGME
http://www.acgme.org/acWebsite/meetings
Local Conferences

Case Western Reserve University School of Medicine
Annual Education Retreat Poster Session – March 7, 2013

Don’t forget to think about submitting education abstracts to your clinical or research specialty conferences. Education abstracts may be a novelty and sometimes very much welcomed.
Think about New Publication Venues
Really Good Stuff


Medical Education 2x/year
500 words
Context and setting; why idea or change was necessary; what was done; evaluation of results or impact
An alternative means of obtaining student feedback
Andrew M Laki

Context and setting When medical students complete evaluations on courses conducted over many weeks or months, they are asked to evaluate lectures that may have occurred weeks earlier and, as a result, may not be able to give feedback as effectively as they would immediately after a lecture took place. Why the idea was necessary The Pulmonary and Critical Care Division at our institution sought to improve the quality of its course on pulmonary physiology and pathophysiology. We needed student input about the quality of the lectures to inform these improvements. Concerned about the delay between delivery of the lectures and the traditional evaluation process, we designed a different method to solicit more timely and potentially useful feedback.

What was done A cohort of students was recruited to give feedback on lectures as they took place, rather than at the end of the course. Students were recruited via an announcement before the first lecture and an email to the entire class. Students who agreed to participate were placed on a central email list. Each day, they received an email reminder containing the lecture schedule for that day and an evaluation form (formatted in Microsoft Word and sent as an email attachment) for that day’s lecture(s). Students completed evaluations at their own convenience and emailed them back to the feedback coordinator. Periodic reminders were sent out to students to finish uncompleted evaluations. All student responses to each lecture were organised into a single document that was forwarded to each lecturer 7 weeks after the conclusion of the course. At the course’s conclusion, the students provided feedback on the evaluation process.

Evaluation of results and impact Eleven of 172 eligible students participated in the programme. A total of 98 of a possible 187 (52.4%) evaluations were returned for the course’s 17 lectures. Participants completed an average of 8.9 evaluations per person (range 2–15). Most evaluations were returned within hours or 1–2 days of a given lecture. In their feedback on the evaluation process, students commented that the process was efficient and that evaluations took 5–15 minutes to complete. Reasons cited for participating included the desire to help improve the class and to enhance the quality of student feedback. Reasons for not completing evaluations included not having attended a lecture, being too busy with coursework or not having any constructive feedback to give. When compared with the end-of-course evaluations conducted by the School of Medicine, the lecture-by-lecture feedback forms were found to contain more specific comments about the individual lectures, such as comments on the clarity of a particular discussion or particular PowerPoint slides. Individual lecturers received more timely and specific feedback on their lecture performance than they had done previously. Informal feedback from several instructors indicated that they found the evaluations of probable benefit in improving their lectures for the following year. Review of the student feedback on the lectures provided valuable information for course directors in their efforts to improve the course curriculum.
AAMC MedEd Portal

www.aamc.org/mededportal

MedEdPORTAL is an online publication that offers peer review for teaching resources. Examples of MedEdPORTAL publications include referenced tutorials, cases, lab manuals, evaluation forms, faculty development materials, and virtual patients.
Lung Sounds: An Introduction to the Interpretation of Auscultatory Findings

A teaching program explaining the origins, descriptions, and clinical correlations of lung sounds including audio examples.

University of Kentucky COM

URL:
http://www.mc.uky.edu/pulmonary/lungsound.pps

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Medical Education Journals

- Academic Medicine
- Medical Education
- Medical Teacher
- Clinical Teacher
- Teaching and Learning in Medicine
- Advances in Health Sciences Education

Your own specialty journals may welcome medical education submissions
Getting Outside Your 4 Walls: Developing your reputation

Think workshops, presentations, and educational service

• Go to education meetings
• Participate in committees
• Make connections
• Create opportunities
Think about Organizing Your CV Now
Abstracts and Posters:

Wolpaw T. SNAPPS: A learner centered model for outpatient education. Case Western Reserve University School of Medicine Education Retreat, February 2010.
Think about Organizing a Teaching Portfolio Now
Teaching Portfolio

- Philosophy of Teaching
- Teaching Inventory
  - Local, regional, national, international
  - Teaching, advising, mentoring
- Important teaching contributions
  - Curriculum development
  - Teaching materials development
  - Education leadership
  - Workshops, publications
- Teaching evaluations, teaching awards to document the quality of your teaching
Begin to Organize Your Teaching Portfolio Now

- Sunshine folder
- 3 ring binder with dividers
- Documenting the **quality** of your teaching
  - Teaching evaluations, end of course evaluations
  - Evaluation by peers
  - Evidence of learning – student self reports, performance on tests
  - Learner comments, learner letters
  - Feedback from learners
  - Invitations to teach in other departments
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What do you think the P & T Committee is looking for in your credentials?
For an educational activity you are involved in, outline a plan . . .

- Quantity

- Evidence of Quality

- Informed by what is known in the field (scholarly)

- Contributes to knowledge in the field (scholarship)
FAQ: Hospitalists

We have hospitalists interested in clinician-educator careers. How can these interests be developed beyond a “go teach a ______” suggestion?
FAQ: RVUs for education

Should we be aggressively pushing for an educational RVU system at Case?
FAQ: Choice of Teaching

Do I need to mix up my teaching activities for promotion? Is it better to have a variety of teaching activities, even if each is about the same time commitment, than a focus on one or a few activities?
FAQ: Level of Learner

Are medical student, residency, and fellowship teaching activities looked at similarly?
FAQ: Abstracts & Posters

Can I present a poster on a curriculum development topic at a regional/national conference [in my specialty field]? Will a specialty conference look at an education abstract?
FAQ: Education Posters

What needs to be a part of an education poster to make it regionally/nationally presentable?

Glassick’s Criteria

- Clear Goals (clear purpose with clear, measurable outcomes)
- Adequate Preparation (build on existing frameworks, theories)
- Appropriate Methods (alignment with goals, objectives)
- Significant Results (goals achieved based on outcomes)
- Effective Presentation
- Reflective Critique (CQI, further questions to explore)
FAQ: IRB

If I do a pre/post survey of students for a curriculum development project, do I need IRB approval or is this QI?
FAQ: Titles

Do I “need” a title such as course director, associate program director, etc?
FAQ: Promotion Levels

Are the educator requirements different as you move from instructor to assistant to associate to professor?
FAQ: CV Documentation

What are the best ways on a CV or promotion packet to quantify teaching – by hours, years, number of sessions, number of different presentations?
FAQ: Mentoring

How do you guide your mentoring sessions?
FAQ: National Recognition

How do you get national recognition for teaching?
FAQ: Timeline and Checklist

What do I need to do and when do I need to do it?
FAQ: Packaging

What is the most effective way to package myself?
Workshop Objectives

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