Careers in Medical Education: Counting what you do for academic advancement

APPD Fall Meeting
September 19, 2010
Special thanks to Franklin Trimm
Cindy Ferrell, MD, MSEd and Lynn Garfunkel, MD have no relevant financial relationships to disclose or COIs to resolve.
Challenges

- Challenges of the group

- Common Challenges
  - Time: not enough of...
    - Part-time
  - Mentorship: not the right match...
  - Support: lack of...
  - Skill: lack of training...
  - Skill: turning “getting it done” into scholarship
  - Having your work count
Opportunities

- Opportunities of the Group

- Common Opportunities
  - Opportunity: many, many, many
  - Mentorship: professional organizations
  - Skill training: professional organizations
  - Time: better skills = ↑efficiency
  - Support: better skills = ↑funding, negotiating…
“I’ve tried to be passionate about my career, but my career just wants to be good friends.”
Approach

- **Determine your destination**
  - *Career in Pediatric Medical Education*
    - Scholarly productivity in (pediatric) medical education
  - *Career in Specialty*
    - Productive bench research
    - Productive clinical or epidemiologic research
    - Scholarly productivity in pediatric specialty education
  - *Career in Advocacy*
    - Scholarly productivity in advocacy
    - Productivity in advocacy education
  - *Other educational career areas*
    - EBM – scholarly productivity
    - Quality Improvement Science
    - Technology and Communication using technology
    - Health services research
Approach, continued

- Explore the paths to get there
- Find the skill training needed
- Find mentorship
- Find fellow journeyers
- Keep track
Paths to Scholarship

- Redefined by Boyer
- Scholarship
  - Discovery
  - Integration
  - Application
  - Teaching
# Scholarship of Discovery

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Build new knowledge through traditional research</td>
<td>Publishing in peer-reviewed forums</td>
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<tr>
<td></td>
<td>Obtaining funding from peer-reviewed external sources</td>
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<tr>
<td></td>
<td>Producing creative work within established field</td>
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<td>Creating infrastructure for future studies</td>
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# Scholarship of Integration

<table>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Interpret the use of knowledge across disciplines</td>
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<table>
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<tr>
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<tr>
<td>Preparing a comprehensive literature review</td>
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<tr>
<td>Writing a textbook or book chapter</td>
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<tr>
<td>Collaborating with colleagues to design and deliver a core course</td>
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Scholarship of Application

Purpose

- Aid society and professions in addressing problems

Measures

- Serving medical education as an external consultant
- Assuming leadership roles in professional organizations
- Advising student leaders, thereby fostering their professional growth
- Organizing new clinical service or implementing cutting edge service
- Obtaining extramural funding for clinical infrastructure support
## Scholarship of Teaching

<table>
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<tr>
<td>Study teaching models and practices to achieve optimal learning</td>
<td>Advancing learning theory through research in learning sites (e.g. clinic, inpatient, lecture…)</td>
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<tr>
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<td>Developing and testing instructional materials and tools</td>
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<td></td>
<td>Developing and testing high quality courses</td>
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<td></td>
<td>Mentoring graduate students, medical students, residents, and fellows</td>
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<tr>
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<td>Designing and implementing a program level assessment system</td>
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<tr>
<td></td>
<td>Obtaining extramural funding for education innovation</td>
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</table>
“I spent five hours working on my report! One hour to go to the mall for an ink cartridge, two hours on hold with tech support, 45 minutes looking for a sheet of white paper, 30 minutes searching for the perfect font...”
Making It Count

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Boyer’s Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching

Charles E. Glassick, PhD

Abstract

Debate about faculty roles and rewards in higher education during the past decade has been fueled by the work of the Carnegie Foundation for the Advancement of Teaching, principally Scholarship Reconsidered and Scholarship Assessed. The author summarizes those publications and reviews the more recent work of Lee Shulman on the scholarship of teaching.

In 1990, Ernest Boyer proposed that higher education move beyond the tired old “teaching versus research” debate and that the familiar and honorable term “scholarship” be given a broader meaning. Specifically, scholarship should have four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. This expanded definition was well received, but from the beginning, assessment of quality was a stumbling block. Clearly, Boyer’s concepts would be useful only if scholars could be assured that excellence in scholarly work would be maintained. Scholars at the Carnegie Foundation for the Advancement of Teaching addressed this issue by surveying journal editors, scholarly press directors, and granting agencies to learn their definitions of excellence in scholarship. From the findings of these surveys, six standards of excellence in scholarship were derived: Scholars whose work is published or rewarded must have clear goals, be adequately prepared, use appropriate methods, achieve outstanding results, communicate effectively, and then reflectively critique their work.

The scholarship of teaching remains elusive, however. The work of Lee Shulman and others has helped clarify the issues. The definition of this form of scholarship continues to be debated at colleges and universities across the nation.

<table>
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<tr>
<th>Standard</th>
<th>Does the scholar:</th>
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| Clear Goals           | • state the basic purpose of his or her work clearly?  
                          • define objectives that are realistic and achievable?  
                          • identify important questions in the field?                                                      |
| Adequate Preparation  | • show an understanding of existing scholarship in the field?  
                          • bring the necessary skills to his or her work?  
                          • bring together the resources necessary to move the project forward?                      |
| Appropriate Methods   | • use methods appropriate to the goals?  
                          • apply effectively the methods selected?  
                          • modify procedures in response to changing circumstances?                                    |
| Significant Results   | • achieve the goals?  
                          • produce work that adds consequentially to the field?  
                          • produce work that opens additional areas for further exploration?                         |
| Effective Presentation| • use a suitable style and effective organization to present his or her work?  
                          • use appropriate forums for communicating the work to its intended audiences?  
                          • present his or her message with clarity and integrity?                                        |
| Reflective Critique   | • critically evaluate his or her own work?  
                          • bring an appropriate breadth of evidence to his or her critique?  
                          • use evaluation to improve the quality of future work?                                           |
“In an increasingly complex world, sometimes old questions require new answers.”
TEACHING

APPLICATION

DISCOVERY

INTEGRATION

COLLABORATION
Collaboration

Contribute
- Research and gather information
- Share information
- Be punctual
- Participate in meetings

Take Responsibility
- Fulfill team duties - be reliable and conscientious
- Share tasks fairly
- Be responsive

Value Others’ Viewpoints
- Listen
- Cooperate
- Make fair decisions
- Be respectful
Keeping Track

- Document quality
- Keep it current
- Promotion
Documenting your work

"I forgot to make a back-up copy of my brain, so everything I learned last semester was lost."
Educational Portfolio

- Philosophy/Reflections
- Goals
- Contributions – what you do
EP development

Overview:
The Academic Pediatric Association Educational Scholars Program has developed a template for educators that is suitable to use as a tool to plan and document educational productivity. This EP template was peer reviewed and accepted by MedEdPORTAL in August 2007. Please retain the MedEdPORTAL logo if you reproduce copies of the template.

The template is intended to be used for a developmental EP, not a "high stakes" EP for a promotion review, because the format, length, and content of a formal EP differ from institution to institution. Typically, a promotional EP is considerably shorter than a developmental EP, and includes more summarized information and less self-reflection.

As a developmental EP, the template encourages personal goal setting, careful documentation of one's teaching and evaluation activities, and reflection on one's progress as an educator.

The EP template includes five sections. Most junior faculty will not complete all sections, but can add to them as their careers mature.

I. TEACHING
II. CURRICULUM DEVELOPMENT
III. MENTORING/ADVISING
IV. EDUCATIONAL LEADERSHIP/ADMINISTRATION
V. OTHER INFORMATION
VI. TEMPLATE FOR REPORTING ON EDUCATIONAL SCHOLARSHIP

How to use the Educator Portfolio Template:
Download the template with examples MSWord.
Download the template without examples MSWord
In Summary…

1. Know your paths (Boyer)
2. Make your efforts count (Glassick)
3. Find colleagues (Collaboration)
4. Keep Track!