Accelerating Excellence in Education: The Academy at work

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for the
Academy for Innovation in Medical Education

University of California, Irvine
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Overview

• Start locally
  – Situate UCSF’s Academy
  – Note key features and outcomes

• Scan Landscape of Academies
  – Conceptual framing
  – Program rationale and reasoning
  – Contributions
  – Future directions
UCSF’s AME was established in 2000

- **1998**: Idea originated by Dan Lowenstein and the “Blue Skies” curriculum task force
- **January 1999**: Endorsed by department chairs at Dean’s leadership retreat
- **March 1999**: Dean Debas announced financial support for operations and matched chair program
- **August 2000**: Molly Cooke appointed director
- **September 2001**: Inaugural AME members inducted; “high-bar” application & selection
- **July 2007**: School of Medicine committed institutional support through 2017
- **July 2012**: Helen Loeser appointed director
The Academy is well established, serves key functions in the SOM, provides important community for educators.

However, new opportunities and challenges require refreshed approaches to accomplishing our mission.

Academy’s unique positioning and functional framework permits shift to external focus.
AME Mission, Values, Vision 2013

Mission:
• To support the people who execute and advance the education mission of the UCSF School of Medicine.

Values:
• Community, advocacy, service, innovation

Vision:
• To promote an educational climate that accelerates advances in teaching and learning, champions educator careers and improves health.
Strategy and Implementation: The AME serves as ...

- An indispensable **crucible** for innovation in education, by fostering curricular innovation
- An essential **resource** for career development in education, by promoting and rewarding teaching excellence
- An important **source** for scholarship in medical education, by encouraging and nurturing scholarly work
- A vital **voice** for educators at UCSF, by enhancing the status of teachers
AME Framework

- Unique voice for education mission
- Departmental reach
- Resources (human capital and $$)
- Innovation as discovery, to advance teaching / learning
- Strategic / generative unit
- Resource for "what it takes to be an educator"
- Members contribute at key interface of innovation and academic output
- Advocate
- Career Development
- Innovation
- Scholarship
Going forward…

Our **Framework** informs:
- Infrastructure
- Resource allocation
- Member activities and contributions
- Metrics for success
Who Are We?

103 AME members represent:

• 5% of the SOM’s full-time teaching faculty

• 6 core teaching sites
  – East Bay / Fresno / Mt. Zion / Parnassus / SFGH / VAMC

• 7 basic science departments

• 20 of 28 SOM departments
<table>
<thead>
<tr>
<th>Departments</th>
<th># members</th>
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</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>(1)</td>
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<tr>
<td>Anesthesia</td>
<td>(4)</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>(2)</td>
</tr>
<tr>
<td>CMP</td>
<td>(2)</td>
</tr>
<tr>
<td>Dermatology</td>
<td>(2)</td>
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<tr>
<td>Emergency Med</td>
<td>(9)</td>
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<tr>
<td>Epi/Biostats</td>
<td>(1)</td>
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<td>FCM</td>
<td>(7)</td>
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<tr>
<td>Medicine</td>
<td>(33)</td>
</tr>
<tr>
<td>Neurology</td>
<td>(4)</td>
</tr>
<tr>
<td>Ob-Gyn &amp; RS</td>
<td>(6)</td>
</tr>
<tr>
<td>Ortho Surgery</td>
<td>(1)</td>
</tr>
<tr>
<td>Otolaryngology-HNS</td>
<td>(2)</td>
</tr>
<tr>
<td>Pathology</td>
<td>(1)</td>
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<tr>
<td>Pediatrics</td>
<td>(15)</td>
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<td>Physical Therapy</td>
<td>(1)</td>
</tr>
<tr>
<td>Physiology</td>
<td>(1)</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>(6)</td>
</tr>
<tr>
<td>Radiology</td>
<td>(2)</td>
</tr>
<tr>
<td>Surgery</td>
<td>(3)</td>
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</table>
### Member Demographics
#### September 2013

<table>
<thead>
<tr>
<th>Grad Train Status</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
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<tr>
<td>Ladder</td>
<td>4</td>
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<td>0</td>
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<tr>
<td>In-Residence</td>
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<td>0</td>
<td>2</td>
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<tr>
<td>Clinical X</td>
<td>45</td>
<td>16</td>
<td>3</td>
<td>64</td>
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<tr>
<td>Clinical</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Adjunct</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>8</td>
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<tr>
<td>Emeritus</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>24</strong></td>
<td><strong>8</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>

Men = 51   Women = 52
What we do for the Academy: Service Expectations

Participation in AME administration and activities

Minimum of 10 hours per year: Does not include direct teaching.

- Chair or serve on AME working groups, committees
- Provide other administrative functions
  - Serve on search committees, coach applicants
- Further faculty development to improve teaching
- Engage in activities that advance AME mission/goals; serve as liaison beyond AME;
  - Feedback loop is key

Attendance at AME activities: > 50% over 2 years

- Academy-wide Meetings
- Education Symposium
- Celebration of New Members
Activities: Celebration of New Members (September)

• Keynote by invited Educator
• Dean and Vice Dean for Education participate; department chairs attend
• Individual presentation of each new member
• Teaching awards: recognition by peers (AME members, course and program leaders)
• Awards for staff: excellence in performance and contributions to education endeavor
• Social event celebrating AME community
Activities: Education Symposium
March/April (2 days)

• Keynote by invited Scholar
• Competitive, peer-reviewed
  – Plenary session presentations
  – awards for scholarship in teaching and in research
  – digital poster sessions + abstract publication
• Consultation sessions with Scholar
• Workshops (dual-site, co-leadership)
Endowed Chairs Program

- Allows a talented AME member to expand impact at UCSF and beyond
- Provides limited discretionary income stream for new, “value added” educational work; funds directed by chair-holder
- Selection process for each five-year term is competitive and proposal-based
- 20 matched endowed chairs
- 3 Academy-based chairs
Matched Endowed Chairs
(AME + Department)

- Anatomy
- Anesthesia
- Dermatology
- Emergency Medicine
- Epidemiology & Biostatistics
- Family & Community Medicine (2)
- Medicine (2)
- Neurology
- Obstetrics, Gynecology & Reproductive Sciences
- Orthopedic Surgery
- Otolaryngology
- Pediatrics (2)
- Pharmacology
- Psychiatry
- Surgery

*Vacant: Pathology, Radiology*
Academy-based Endowed Chairs

Open to all AME members for:

• Excellence in Foundational Sciences
• Innovation in Teaching
• The Scholarship of Teaching and Learning
Innovations Funding Program

• 2001-2010 Academy of Medical Educators
  – Supported 62 PIs, 83 projects, >$1.8m

• Results for PI’s
  – Provided opportunity for career growth, scholarship, enhanced community, local & national identity & stature
  – Offered faculty support for engagement & growth

• Results for institution
  – Created innovative, enduring programs

Faculty Development Programs

• Innovations in Teaching Observation Program (TOP):
  • Surgical pilot
  • Interprofessional pilot (SON)
  • On-line mentor training module

• Collaborations:
  • Office of Research and Development in Medical Education:
    • Co-Director, jointly appointed
    • Interprofessional Education
Teachers’ perceptions of UCSF’s education environment and the AME

• From 2005 to 2009: surveys of all teaching faculty show increase in favorable perceptions:
  • 70%: UCSF is an exciting environment for an educator; the climate for educators is supportive
  • 40%: teaching significantly enhanced promotion prospects
  • 33%: the potential for an educator to succeed is high
  • 56%: the AME promotes mentoring of teachers, fosters teaching excellence and curriculum innovation

• Factors predicting favorable perceptions:
  • faculty devoting >50% time to teaching, education endeavors
  • female faculty, tenured faculty, those with focus on UME
Cultural Context

- Health Systems
- Sister Academies
- Community Resources
- UCSF Campus
- School of Medicine
- OME
- AME
The Academy Propagates

- Rapid speed of uptake
- Team sport
- Great diversity

Adapted from David M. Irby, PhD @ Academies Collaborative – November 2012
Academies of Medical Educators: Social Architecture

- Create a new community
  - A “teaching commons”
  - Core/hotel space
- Construct communities of teaching practice
- Improve patient care by enhancing teaching
UK Academy of Medical Educators
“Improving clinical care through teaching excellence”

- Develop a transparent career structure for medical educators
- Establish professional standards for curriculum and qualification for teachers
- Advocate for relevant policies in *Tomorrow’s Doctors* with GMC
Academies in the U.S.

- Academies: to honor and to serve
  - 36 academies and 33 planned/127 (2008)
- Application process
  - Application, nomination, show up, training
- Selection criteria – “cultural” determinants
  - Quantity and quality of teaching
  - Development of curriculum, assessment
  - Educational leadership and scholarship

Making the Case

• Academies meet fundamental needs of both universities and faculty members
• Motivation theory illuminates why and how
• Engagement strategies that can energize academies
• Possible future directions and metrics for success

Ex. David M. Irby, PhD @ Academies Collaborative – November 2012
Key Question

- What **motivates** you?
  - To teach
  - To do faculty development and/or
  - To serve in academia

- Think, pair, share
- Listen for commonalities

Ex. David M. Irby, PhD @ Academies Collaborative – November 2012]
Alignment of University and Faculty needs

• **University** seeks competitive advantage
  – Advancement of knowledge
  – Innovation and excellence

• **Faculty** seek to contribute and grow
  – Contribute to mission; make a difference
  – Learn; engage with others

• Maximum contribution to University + maximum satisfaction of faculty = **culture of high engagement**

Ex. David M. Irby, PhD @ Academies Collaborative – November 2012
Motivation Theory

- **Autonomy**
  - Desire for control

- **Mastery**
  - Desire to learn new things

- **Purpose**
  - Desire to contribute to something larger than self

- **Community/relatedness**
  - Desire to be connected to and engaged with others

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Correlates with Faculty Retention Factors

• Perceptions of congruence between faculty and institutional values and goals
• Institutional support for and commitment to faculty advancement
• Faculty self-efficacy

Pololi et. al. Why are a quarter of faculty considering leaving academic medicine? A study of their perceptions of institutional culture and intentions to leave at 26 representative U.S. medical schools. Acad Med. 2012 Jul;87(7)859-69
1. Opportunities to learn and grow
2. Progress in last six months
3. At work, my opinions count
4. Coworkers committed to quality
5. Mission/purpose of organization
6. I have a best friend at work
7. Do what I do best every day
8. Recognition last seven days
9. Someone encourages my growth
10. Someone at work cares
11. I know what is expected of me
12. I have what I need to work

- Gallup, Inc.
What Do Academies Offer?

- Faculty development, mentoring, innovation and scholarship
- Community, purpose/mission/values
- Ability to give to others and get recognition for doing my best
- Clear expectations, support, advocacy

How can I grow?

Do I belong?

What do I give?

What do I get?

Mastery
Community
Purpose
Autonomy

Ex. David M. Irby, PhD @ Academies Collaborative – November 2012]
What Do I Get?

- Clarity and documentation of educational activity
- Support for teaching
- Advocacy for teaching and the educational mission
# Making Educational Activity Visible

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Quality</th>
<th>Building on work of others (scholarly)</th>
<th>Contributing to the field (scholarship)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mentoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Leadership</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Clarity of Expectations: Pathway to Scholarship

Scholarship of Activity
- Public, peer review, platform

Scholarly Approach to Activity
- Informed by the literature or other programs

Quality in Activity
- Data Collection

Education Activity
- Teaching • Curriculum Development • Mentoring/Advising
- Assessment of learner performance • Educational Administration
What Do I Give?

- Opportunity to serve
- Recognition for own contributions
- Chance to work with others who are giving their best

Ability to give to others, recognition for contributions

Elisabeth Fall/fallfoto.com
Do I Belong?

Participation in a community of educators

Sharing core values and a passion for the educational mission

Elisabeth Fall/fallfoto.com
How Can I Grow?

Faculty development participation:

• Join network of colleagues
• Receive mentoring
• Advance personal and professional growth; evolve identity formation
• Obtain funding for innovations
• Get support for scholarship

Steinert, Y. et al. (2010). Faculty development: If you build it, they will come. *Medical Education, 44*(9), 900-907.
Faculty Development Model

- Health Professions Education Pathway to Discovery
  - Resident as Teacher & certificates
  - Website, handouts
  - Core Educational Skills Workshops & Certificate
  - Advanced Development Workshops & Certificates
  - Year-long Teaching Scholars Program
  - Masters Degree in Education
  - Doctoral Degree in Medical Education
Future Directions

- Establish new forms of community
- Expand beyond UME and medicine
- Empower innovation and scholarship
- Advocate for education and teachers
- Create and measure metrics, add value
- Others?
Outcome Metrics

- Innovations and scholarship in education
- Depth & quality of educational leadership
- Measures of faculty, programs and learners
- Magnet for future educators
- Culture of engagement, innovation, scholarship and excellence
- Others?
Conclusion

• Academies engage the faculty and improve universities
• Strong partners exist for academies
  – e.g. deans, offices of medical education and academic affairs, departments and specialty/professional affinity groups
• Academies advance the work, quality and scholarship of teaching and learning