

## ***Congratulations! You've been promoted!*** Introducing the IAMSE Educator Toolkit

IAMSE Webcast Audio Seminar - Fall 2019

Committee for the Advancement of Medical Science Educators (CAMSE)  
Subcommittee of the IAMSE Professional Development Committee

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## Objectives

1. Identify challenges faced by medical educators with respect to promotion and tenure
2. Describe the Q2E model and the five domains of educator activities
3. Illustrate the utility of the educator toolkit developed by CAMSE for promotion and tenure

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## Committee for the Advancement of Medical Science Educators (CAMSE)

- Instituted in 2015 by the IAMSE Professional Development Committee
- **Purpose:** support the efforts of educators and facilitate communication about critical issues affecting medical education and educators
- **Goal:** examine the current state of institutional operationalization of guidelines for the recognition, reward, and promotion of educators

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## Presenter Introductions

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## Audience Response Question

*Does your institution have a defined pathway for the promotion/tenure of educators?*

- Yes
- No
- Not sure

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## Committee for the Advancement of Medical Science Educators

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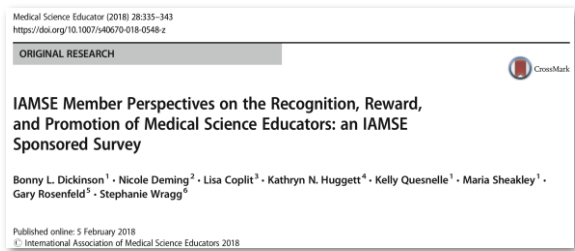
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## 2017 IAMSE Member Survey

- Are IAMSE members aware of published guidelines for documenting the work of educators?
- Have formal methods for evaluation and promotion of educators been adopted by IAMSE member institutions?
- Are IAMSE members knowledgeable about their own institutional guidelines for promoting educators?

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## 2017 IAMSE Member Survey



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## Major Findings

**Table 6** Participants self-perceived awareness of publications/guidelines for documenting educator activities

Publication/guideline	Percentage	Count
Boyer's expanded definitions of scholarship	44%	95
Glassick's criteria for scholarship	36%	78
AMEE guide No. 89 "Medical education scholarship: An introductory guide" by Crites et al. (2014)	33%	72
AAMC Group on Educational Affairs portfolio-based format (2006)	31%	66
AAMC Task Force on Educator Evaluation toolbox (2013)	26%	56
Other <sup>a</sup>	5%	11

Faculty awareness of resources is modest at best

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## Major Findings

**Table 5** Participant institution use of publications/guidelines for documenting educator activities for the purpose of promotion and/or tenure

Publication/guideline	Percentage	Count
Boyer's expanded definitions of scholarship	17%	36
Glassick's criteria for scholarship	12%	26
AAMC Group on Educational Affairs portfolio-based format (2006)	5%	11
AAMC Task Force on Educator Evaluation toolbox (2013)	5%	10
AMEE guide no. 89 "Medical education scholarship: An introductory guide" by Crites et al. (2014)	1%	2
I am not sure	50%	109

Institutional adoption is poor  
 Faculty are not aware of their institutional guidelines

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## Major Findings

- ✓ Lack of formal adoption of existing criteria/guidelines for promotion
- ✓ Faculty lack knowledge of institutional P&T guidelines for promotion

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## Other Challenges for Educators Seeking Promotion

- Lack of protected time for scholarship
- Alternate forms of scholarship not recognized
- Differing perceptions of the relative value of educational contributions
- Lack of mentorship
- Lack of assistance in writing publications
- Lack of understanding of how to publish or present educational work

Smesny et al., 2007

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## Audience Response Question

Are you aware of your institution's guidelines for the promotion/tenure of educators?

- A. Yes
- B. No

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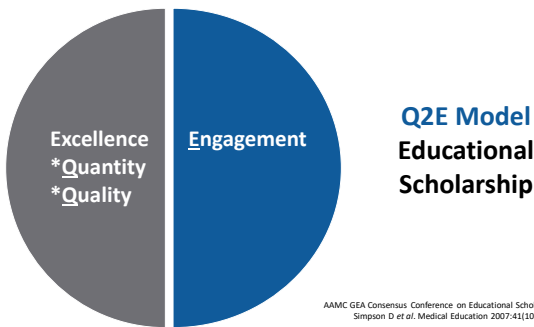
## What documentation does an educator need for promotion?

- CV
- Educational/teaching philosophy statement
- Evidence of contributions to the five domains of educator activity
  - ✓ Teaching
  - ✓ Learner Assessment
  - ✓ Advising and Mentoring
  - ✓ Curriculum Development
  - ✓ Educational Leadership and Administration

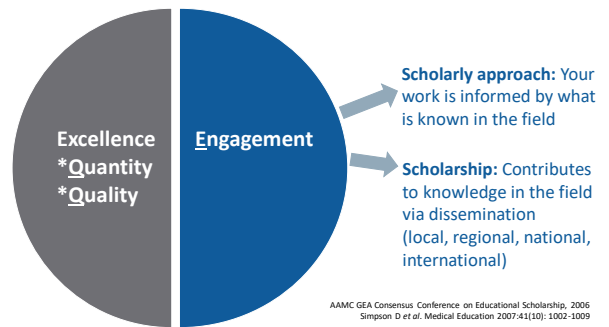
CAMSE Educator toolkit provides a framework for these activities

Simpson D, Fincher DM, Heffer JP, Hry DM, Richards BF, Rosenfeld GC, Viggiano TR. Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Medical Education. 2007;41(10): 1002-1009.

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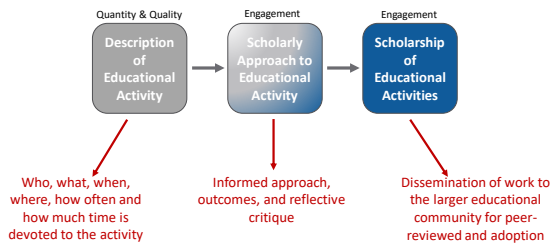
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## IAMSE Educator Toolkit

The continuum of educational activities



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## How does an educator document Evidence of Excellence and Educational Scholarship?



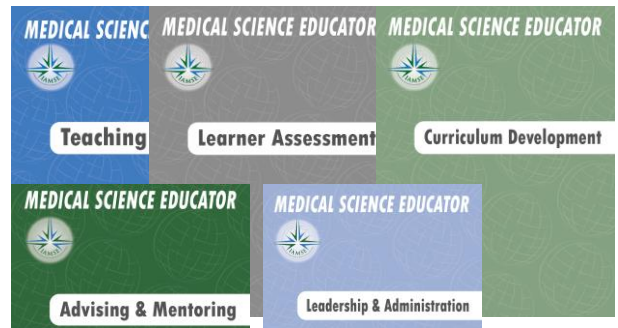
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## Audience Response Question

*Have you ever prepared an educator portfolio?*

- A. Yes
- B. No
- C. No, but I plan to in the near future

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## Teaching

Activities that foster learning, including direct teaching and creation of associated instructional materials

Feature: Educational Scholarship: How Do We Define and Acknowledge It?  
By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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## Learner Assessment

Activities associated with measuring learners' knowledge, skills, and attitudes related to one or more of the following activities: development, implementation, analysis, or synthesis and presentation

Feature: Educational Scholarship: How Do We Define and Acknowledge It?  
By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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## Curriculum Development

A longitudinal set that is more than one teaching session or presentation of designed educational activities that includes evaluation, which may occur at any training level

Feature: Educational Scholarship: How Do We Define and Acknowledge It?  
By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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## Mentoring & Advising

**Mentoring:** a sustained, committed relationship from which both parties obtain reciprocal benefits

**Advising:** a more limited relationship than mentoring that usually occurs over a limited period, with the advisor serving as a guide

Feature: Educational Scholarship: How Do We Define and Acknowledge It?  
By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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# Educational Leadership & Administration

Achieving results through others, transforming organizations through vigorous pursuit of excellence with their work's value demonstrated through ongoing evaluation, dissemination of results, and maximization of resources

Feature: Educational Scholarship: How Do We Define and Acknowledge It? By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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EXCELLENCE IN TEACHING		SCHOLARLY APPROACH	
<b>DESCRIPTION</b>	<b>EXAMPLES</b>	<b>DESCRIPTION</b>	<b>EXAMPLES</b>
<b>TEACHING ACTIVITIES</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice	<b>TEACHING ACTIVITIES</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice
<b>TEACHING METHODS</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice	<b>TEACHING METHODS</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice
<b>TEACHING RESULTS</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice	<b>TEACHING RESULTS</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice
<b>TEACHING EVALUATION</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice	<b>TEACHING EVALUATION</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice
<b>TEACHING DISSEMINATION</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice	<b>TEACHING DISSEMINATION</b>	1. Instructional practice 2. Instructional practice 3. Instructional practice

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DESCRIPTION	
<b>TEACHING ACTIVITIES</b>	<b>EXAMPLES</b>
<b>TEACHING METHODS</b>	<b>EXAMPLES</b>
<b>TEACHING RESULTS</b>	<b>EXAMPLES</b>
<b>TEACHING EVALUATION</b>	<b>EXAMPLES</b>
<b>TEACHING DISSEMINATION</b>	<b>EXAMPLES</b>

**Description section:**  
The document walks the user through a series of sections to document the **quantity & quality** of their work

- Document is completely editable:**
- Check the boxes that fit your activity
  - Option to delete boxes that are not relevant
  - Delete pre-populated examples and add your own work

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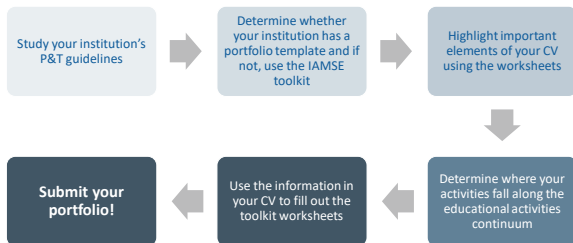
SCHOLARLY APPROACH	
<b>TEACHING ACTIVITIES</b>	<b>EXAMPLES</b>
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<b>TEACHING EVALUATION</b>	<b>EXAMPLES</b>
<b>TEACHING DISSEMINATION</b>	<b>EXAMPLES</b>

**Scholarly Approach section:**  
The document walks the user through a series of sections to document the **engaging** with what is already known in the broader educational community

**Scholarship/Dissemination section:**  
Provides a section to list/describe disseminated works and **engagement** with the broader educational community

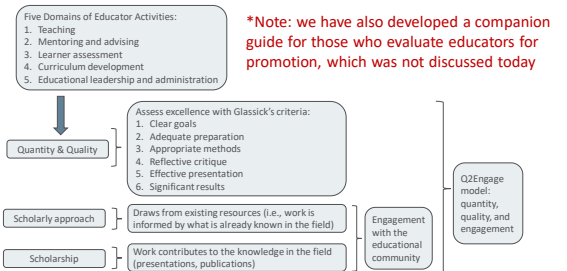
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## How to use the Educator Toolkit



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## Summary



**\*Note: we have also developed a companion guide for those who evaluate educators for promotion, which was not discussed today**

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## References

- Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass, 1990.
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- Feature: Educational Scholarship: How Do We Define and Acknowledge It? By Deborah Simpson, Ph.D., and M. Brownell Anderson, M.Ed.

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Thank you for the  
invitation to present!

What questions do you have?

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