



Advancing Reputation in Education

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Why advance your reputation?

- Promotion
- Involvement in societies
- Advancing teaching techniques
- Network of colleagues and friends
- Reward/recognition for your work



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Promotion

- Identify criteria for promotion in your institution
 - Need to establish excellence
 - Education

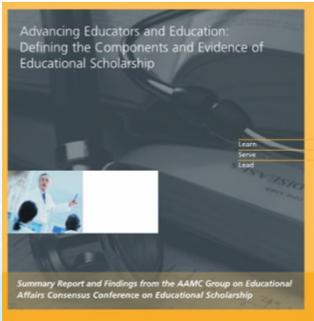


<https://innovation.medicine.umich.edu/the-innovators-academic-dilemma-a-primer/>

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Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship



Summary Report and Findings from the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship

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Education

What are the core elements of educational scholarship?

What are the criteria for educational scholarship?

What are the necessary resources and infrastructure required to support educators as scholars?

How do educators document their work for recognition and academic promotion?

<https://www.aamc.org/professional-development/affinity-groups/gfa/faculty-vtae/defining-educational-scholarship>

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Education categories-Core Elements

1. **Teaching:** Any activity that fosters learning, including direct teaching and the creation of associated instructional materials.
2. **Learner Assessment:** All 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.
3. **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.
4. **Mentoring and 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.
5. **Educational Leadership and Administration:** Achieving results through others, transforming organizations through the vigorous pursuit of excellence with their work's value demonstrated through ongoing evaluation, dissemination of results, and maximization of resources.

<https://www.aamc.org/professional-development/affinity-groups/gfa/faculty-vtae/defining-educational-scholarship>

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Criteria:
Associate Professor

Emerging national reputation as a clinician educator, supported by letters from external referees and as indicated by:

- Invited lectureships
- Service on
 - Grant review panels
 - Editorial boards of journals recognized in the faculty member's field
 - National/international advising boards
- Service as board examiner
- Leadership in professional society governing boards.

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Criteria:
Full Professor

• **Established** national and international reputation as a clinician educator supported by letters from external referees, and as indicated by:

- Invited lectureships
- Service on grant review panels
- Editorial boards of journals recognized in the faculty member's field
- National/international advising boards
- Service as board examiner
- Leadership in professional society governing boards

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But how do I do these things?

- Find area of expertise
 - What area are you most interested
- Identify Skill set
 - Prioritize work
 - Collaborate
- Network

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Ways to advance your reputation

- Professional organizations
- Publications
- Reviewer
- Presenting at conferences
- Webinars
- Online conferences
- Curriculum development
- Mentorship
- Administrative duties

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Process

- Local, regional, and national **service** is also an essential component of the educator's portfolio.
- What is service?
 - Academic pursuits other than publishing and presenting.
- Common types of service
 - Work on committees of academic societies
 - Reviewing for journals
 - Moderating panels or poster presentations at national meetings.

Hanks CA, Weinger MB. Know Yourself, Know the System: Developing a Successful Career and Being Promoted as an Academic Anesthesiologist. Int Anesthesiol Clin. 2016 Summer;34(3):155-69. doi: 10.1097/AIA.000000000000104. PMID: 27285078.

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Where to start?

Start locally

- Give talks at your own department and others
- Serve on the medical school's or department's applicant selection committee
- Get help
 - Division chief, chair, faculty development, friends

Regional

- Expand your network
- Meet someone at a regional conference
- Stay in touch
- Ask to present at their institution
- Easier now because of zoom

Hanks CA, Weinger MB. Know Yourself, Know the System: Developing a Successful Career and Being Promoted as an Academic Anesthesiologist. Int Anesthesiol Clin. 2016 Summer;34(3):155-69. doi: 10.1097/AIA.000000000000104. PMID: 27285078.

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Where to start?

National

- Plenary talks
- Panels
- Workshop leads
- Visiting professorships
- Lots of focused opportunities
- Ex. Database Committee of the Congenital Cardiac Anesthesia Society
- Seek to get involved in such organizations with the goal of achieving leadership responsibilities (eg, chairing a committee and then serving on the society's board of directors).

Hanks CA, Weinger MB. Know Yourself, Know the System: Developing a Successful Career and Being Promoted as an Academic Anesthesiologist. Int Anesthesiol Clin. 2016 Summer;54(3):135-69. doi: 10.1097/AA.0000000000000204. PMID: 27282076.

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Resources



Go to meetings
Establish contacts
Follow up with contacts



Get help
Faculty Development
Chair
Division Chief



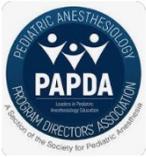
Society
Medical education groups



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THE ASSOCIATION OF PAIN PROGRAM DIRECTORS



PEDiatric ANESTHESIOLOGY PROGRAM DIRECTORS ASSOCIATION
A Division of the Society for Pediatric Anesthesia



OB Regional and Acute Pain Critical Care

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Collaboration- you need to build a network

- Group of PD's
 - Sharing ideas
 - Work together to publish
 - Ask to present
 - Run for council/board positions
 - Get involved in ACGME
 - Letter writers

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ACGME Resources

Faculty Members

Resources for Faculty Development



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Explore opportunities for faculty development

CLER Pursuing Excellence: Faculty Development Innovations in Quality, Safety, Equity, and Value

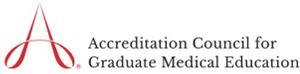
Lei W. Choi, MD, MPH ; Christopher Moriates, MD; Asha S. Payne, MD, MPH; Kalli Varaklis, MD, MSED; Ralph Gonzales, MD, MSPH; Robert B. Baron, MD, MS

J Grad Med Educ (2021) 13 (5): 746-752.

<https://doi.org/10.4300/JGME-D-21-00793.1>

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Explore Opportunities for Faculty Development



Milestones



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Mentorship

- Develop a mentorship program
- Collaborate with other PD's to grow your mentorship program
- Join a national mentorship program



Early-Career Faculty Mentoring Program

Overview

Developed in 2015, the Office of Public Affairs and Faculty Development Early Career Faculty Mentoring Program supports preceptors and faculty members in creating meaningful mentoring opportunities. The program encourages our faculty to be working closely together to share their time and advice with trainees to support their career development and advancement in our faculty. Program objectives:

- Connect our faculty and trainees in effective, goal-driven relationships.
- Support trainees' professional growth, career development, and research interests.
- Create a positive experience for early-career faculty and engagement with existing faculty/scholarship.
- Support preceptor faculty in providing the mentoring that our trainees need.
- Support preceptor faculty in providing the guidance and professional development and networking that our trainees need.

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Search for opportunities

Academy for Excellence in Education

Mission

Center for Medical Education Research and Scholarly Innovation (MERSI)

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How are educational achievements assessed?

Engagement with the Educational Community through a Scholarly Approach or Educational Scholarship

	Scholarly Approach	Educational Scholarship
Purpose	Intends to benefit other education stakeholders in order to promote or highlight work/achievements that are oriented toward achievement in the field.	Contributes new, peer-reviewed information that is of interest to the field.
Activity Examples	Serve as a contributor (e.g., articles, promotion and research, non-peer-reviewed articles)	Present accepted abstract at a professional conference
Evidence	Approved abstracts for a conference Function as an editor or a reviewer for a journal	Devise a lecture assessment tool Publish original works
Educational activity is:	Systematically designed	Product is:
	Implemented	Accessible to the education community
	Evaluated	Presented in a form that others can build upon
	Indisputable or informed by the literature and best practices of the field	Available to peers to review, applying accepted criteria

<https://www.aamc.org/professional-development/affinity-groups/gfa/faculty/vitals/defining-educational-scholarship>

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How is academic reputation measured?

- Publications (quantity, citations, impact factor)
 - Bibliometrics
 - H-index
 - Almetrics
- Word of mouth
 - Social media
 - Mainstream Media
- Slide share
- Public engagement

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Table 2: Issues That Require Further Assessment, Attention, and Research

Topic	Main Questions
Social media platform	Should certain formats (eg, podcasts, blogs) be given more weight than others (tweets, Facebook posts)?
Measurement	How should digital scholarly contributions be measured?
Validated tools	Are there validated tools to assess social media scholarly contributions for the quality perspective? Dissemination metrics?
Metric ⁴¹¹⁰	Dissemination: Traditionally, the impact of peer-reviewed publications is measured by how many scholars cite the article. With the inclusion of social media in academic medicine, alternative metrics are needed to assess how many times an article has been read, discussed, shared, and overall how it affects our community both inside and outside of academic circles. Results: When impact and reputation are concerned, should the handling of "communication of practice" on social media count?
Medical education scholarship	How do you evaluate "tweetables" and are these akin to creating other educational content? ⁴¹¹¹
Content quality	What mechanisms exist to assess the quality of digital scholarship? Work on quality indicators for social media content is in its infancy ⁴¹¹² but quality control of published digital scholarship is imperative.
Weighting	What weight should be given to digital scholarship vs traditional formats? Should digital scholarship be weighted differently for non-research tracks (eg, medical education tracks, clinical scholar tracks, etc)?
Portfolio	From an individual faculty member perspective, multiple guidelines to support those applying for promotion in creating their portfolio. But what should be in a social media portfolio, and how should it be presented?
Workforce training	How can institutions or professional organizations support their faculty/staff in obtaining digital scholarly skills? What are achievable goals?

Johng SY, Mishori R, Korostyevskiy VR. Social Media, Digital Scholarship, and Academic Promotion in US Medical Schools. Fam Med. 2021;53(3):215-219. <https://doi.org/10.22454/FamMed.2021.146884>.

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Summary

- Concentrate on what you like to do
- Implement ideas
- Share your work
- Attend conferences and NETWORK
- Collaborate with others
- Find true mentors

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