

Achieving Academic Promotion for Your Education Contributions

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Scholarship Research vs. Teaching

	<u>Research</u>	<u>Teaching</u>
<u>Funding</u>	Source	Costs
<u>Knowledge</u>	Discovery	Transmission
<u>Value</u>	“Opportunity”	“Obligation”



Cuban: *How Research Trumped Teaching*, 2001

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Impact

- Scholarship became solely associated with research
- Teaching simultaneously became more needed and less of a priority
- Reward structure soared for research and plummeted for education

Diamond: *Disciplines Speak: Rewarding the Scholarly, Professional and Creative Work of Faculty*, 1995



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Scholarship Reconsidered

A call to reexamine the alignment of :

- Scholarly roles of individual faculty
- Scholarly priorities of institutional missions
- Definition of scholarship
- Reward structure

Boyer. *Scholarship Reconsidered*. 1990



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Scholarship Reconsidered

“We believe the time has come to move beyond the tired old “teaching versus research” debate and give the familiar and honorable term “scholarship” a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work.”

Boyer. *Scholarship Reconsidered*. 1990



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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.”

Boyer. *Scholarship Reconsidered*. 1990



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Scholarship of Discovery

- Discovering new knowledge
- This is the most common definition of scholarship for academic promotion
- Example: original research

Boyer EL. *Scholarship Reconsidered*. 1990
Beattie DS. *Acad Med*. 2000; 75: 871-876.



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Scholarship of Integration

- Scholarship of Integration seeks new meanings from existing knowledge
- The effective synthesis of information and discovery of new insights
- Making connections across disciplines, placing findings in a larger context, illuminating data in a revealing way
- Has received least attention, is poorly understood and perhaps most needed

Boyer EL. *Scholarship Reconsidered*. 1990
Dauphinee. *Acad Med*. 2000; 75: 881-886.



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Scholarship of Application

- The application of existing and new knowledge to solve problems of consequence
- New understanding arises from the very act of application
- Practice and theory inform one another
- Encompasses the service function of academics

Boyer EL. *Scholarship Reconsidered*. 1990
Shapiro ED. *Acad Med* 75: 895-898



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Scholarship of Teaching: Controversy

- “The lack of broadly acceptable definitions for the scholarship of teaching, scholarly teaching, . . . and research on teaching and learning is an unresolved issue. . . . Links between expertise in teaching and the scholarship of teaching have not been adequately explored.”

Kreber C (ed.): *Perspectives on the Scholarship of Teaching: New Directions for Teaching and Learning*. Jossey-Bass, 2001.



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Recognition that Education is a Scholarly Activity

- Clinician Educator Career Tracks
- Educator Portfolios
- Academy Movement
- Faculty Development Programs
- Expanding Promotion Criteria



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Education Scholarship Problems

- No consensus on what education activities constitute scholarship
- Presentation of evidence is variable
- No metrics to value contributions
- Making judgments for academic promotion is difficult



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AAMC GEA Consensus Conference on Education Scholarship

- Defined 5 activities that could constitute Education Scholarship
- Developed methods to document and present evidence of scholarship
- Proposed a system to value education for academic promotion



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What is Education Scholarship?

- Teaching
- Curriculum Development
- Advising / Mentoring
- Assessment of Learners
- Education Administration / Leadership

GEA Consensus Development Conference
February 2006



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What is Scholarship ?

Advancement or transformation of knowledge
as it applies to a community
by the application of one's intellect in an
informed, disciplined, and creative manner

Boyer EL. *Scholarship Reconsidered*. 1990



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Standards of Scholarly Work

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

Glassick CE: *Scholarship Assessed*, 1997



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What is Scholarship ? Essential Features – 3P's

- The work must be disseminated - public
- The work must be judged as creative - peer review
- The work must impact on practice - platform
(is reproducible and can be built upon)

Hutchings and Shulman
Change. Sept / Oct 1999, 10-15



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Assessment Framework “Q2 + Engagement”

- Quantity
- Quality
- Engagement with Academic Community
- Scholarly Approach
- Scholarship



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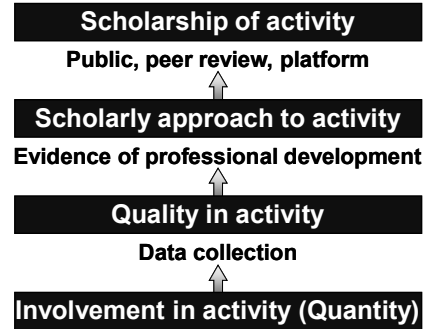
Scholarly Engagement with the Academic Community

Scholarly Approach – draw from the field to inform one’s work.

Scholarship – contribute to the field to inform others work. (“advancement or transformation of knowledge as it applies to a community”)

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Pathway to Scholarship



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Pathway to Scholarship Reward



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Documentation of Quantity

- Description of education activity including educator’s role and responsibilities, learners, # of learners, # of contact and preparation hours, etc.
- Narrative or tabular display
- Answers who, what, when, where, how many, how much

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Documentation of Quality

- Summary of learner or peer evaluations (with normative data and change over time)
- Evidence of excellence (with comparative measures)
- Awards (with selection process and criteria)

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Documentation of Scholarly Approach

- Professional Development Activities
- Description of literature based practice
- Comparison with “best practice”
- Evidence of improvement
- Reflective self assessment

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Documentation of Scholarship

- Publications – peer reviewed, invited
- Presentations - peer reviewed, invited
- Adoption of practices or products
- Invitations as consultant
- Securing competitive funding
- Description of “platform”



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Scholarship Reconsidered

“We believe the time has come to move beyond the tired old “teaching versus research” debate and give the familiar and honorable term “scholarship” a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work.”

Boyer. *Scholarship Reconsidered*. 1990



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Rigor

Expanded forms of scholarship will be viewed as “legitimate” scholarship when the rigor of this work is evident to all stakeholders

We must provide the evidence



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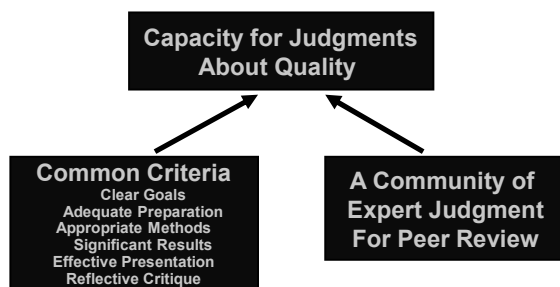
Accountability

The academic community must have the capacity to make expert judgments about the rigor and impact of this work within and across institutions



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Judging Scholarship



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Challenge and Opportunity Capacity for Expert Judgment

- Develop criterion-based models of Education Scholarship
- Develop metrics for Education Scholarship
- Educate Academic Promotions Committee
- GEA Education Scholarship Project



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Education Scholarship Opportunities

- Interactive virtual patient cases
- Videos of key pathophysiology concepts
- Facilitation guides for faculty
- USMLE reviews, self assessment
- UME and GME clinical experiences
- Student and resident designed projects



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Scholarship of Application Opportunities to Reward Clinicians

- Education Research
- Clinical Practice Improvement
- Institutional Service - Committees



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Challenge / Opportunity R.O.I.

- Education is viewed as a cost
- Education will be viewed as an investment when we can demonstrate return on investment



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“to ask what an individual wants out of his work is to a large extent to ask what he wants out of his life”

M. Rosenberg
Occupations and Values, 1957



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Organizational Capability

Organizational capability is affected by the alignment of:

Resources

Activities

Values

Alignment is the work of leaders

*Christensen, CM. Harvard Business Review. March-April 2000



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Thank You

Questions

Comments

Discussion

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