



ATTAINING YOUR CAREER GOALS IN GERIATRICS: APPLYING BEST PRACTICES TO THE CRITICAL APPRAISAL OF EDUCATIONAL SCHOLARSHIP

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2014 Annual Reynolds Grantee Meeting -- Las Vegas, NV



Goals

- To introduce best practices in educational product development and assessment
- To demonstrate the application of Glassick's criteria to the evaluation of a scholarly portfolio
- To increase participants' abilities to critically review their own ideas/scholarship

Workshop Agenda

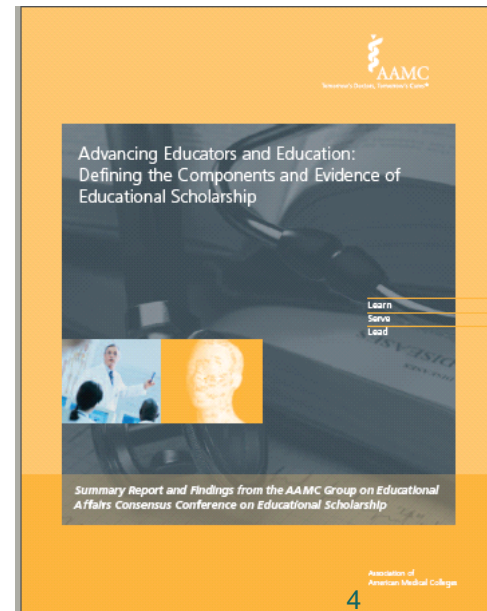


- 10 min – Overview
 - Glassick’s criteria for scholarship
 - AAMC’s Toolbox for Evaluating Educators
- 15 min – Mock Promotion Committee (sm grps)
 - Assistant to Associate OR Associate to Full
- 5 min – Debrief
- 25 min – Individualized Small-Group Session
 - 1 faculty and 3 participants at each table
 - Jr & Sr Faculty “consultants”
- 5 min - Debrief

What We Know Nationally re: Education & Scholarship

- AAMC GEA Consensus Conference on Educational Scholarship
 - February 9-10, 2006
 - Reaffirm Educator Activity Categories
 1. Teaching
 2. Curriculum Development
 3. Advising and Mentoring
 4. Educational Leadership & Administration
 5. Learner Assessment

Simpson D, Hafler J, et. al., Documentation Systems for Educators Seeking Academic Promotion in US Med Schools. *Acad Med* 2004; 79:783-790



What We Know Nationally re: Education & Scholarship

- AAMC Task Force on Educator Evaluation: 2010-13
 - **The Charge:** To provide resources that will aid decision-makers in developing clear, consistent and efficient ***evaluation*** processes for faculty with a career focus in education



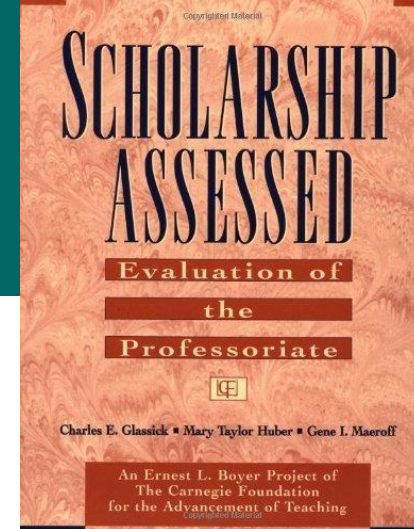
Task Force on Educator Evaluation



Jonathan Amiel Columbia University	Brian Mavis Michigan State University	Suzanne Rose University of Connecticut
Constance Baldwin University of Rochester	Kathe Nelson University of Alabama	Deb Simpson Aurora Health Care [Medical College of Wisconsin]
Latha Chandran SUNY Stony Brook	Lois Nora President & CEO of ABMS Commonwealth Medical College	Henry Strobel University of Texas Medical School at Houston
Ruth-Marie E. Fincher GHSU/Medical College of Georgia	Jamie Padmore MedStar Health	Craig Timm University of New Mexico
Nancy Lowitt University of Maryland	Pat O’Sullivan UCSF	Tom Viggiano Mayo Medical School

Maryellen Gusic - Chair of the Task Force
formerly IU now Chief Medical Education Officer at AAMC

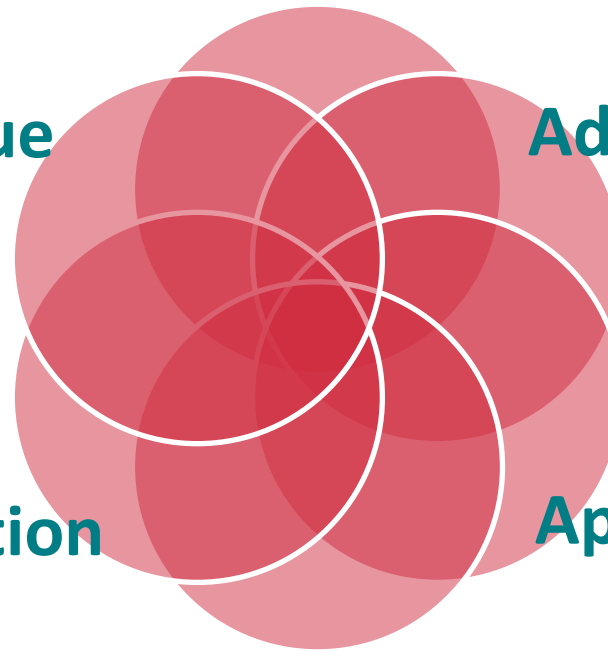
What we know @ scholarship: “Glassick Criteria”



CLEAR GOALS

Reflective Critique

Adequate Preparation



Effective Presentation

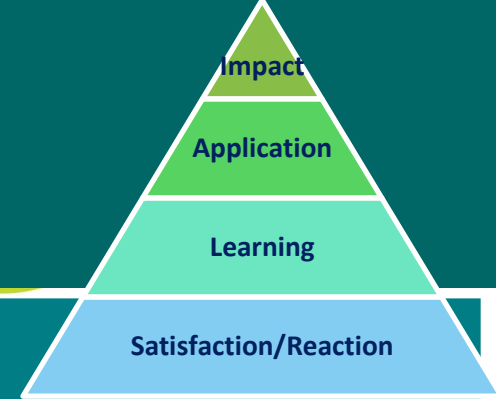
Appropriate Methods

Significant Results

Glassick CE, Huber MT, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate*. SF: Jossey-Bass 1997.

Kirkpatrick's model frame

judgment about significant results



Assessment Level	Criteria in toolbox
1. Satisfaction/ reaction	Of participants/stakeholders
2. Learning	Measures of knowledge, skills, attitudes, and/or behaviors
3. Application	Desired performance demonstrated in other settings
4. Impact	On education programs and processes within and/or outside institution

Kirkpatrick DL and Kirkpatrick JD. Evaluating Training Programs: The Four Levels (3rd Ed). San Francisco, CA: Berrett-Koehler Publishers, 2006.

What We Know Nationally re: Education & Scholarship 2014

– Outcome: The Toolbox for Evaluating Educators: Resources to Facilitate Performance Appraisal

Using the AAMC Toolbox for Evaluating Educators:

You be the Judge!

Professional Development Workshop for Promotion/Tenure Committee Members

Instructors' Guide



List of Resources for Use in the Workshop

- Powerpoint presentation
- Sample Worksheet
- Institutional criteria for promotion and/or tenure for faculty whose career focus is in education
- Sample portfolios for a faculty member whose career focus is in education
- AAMC Toolbox for Evaluating Educators
 - Glossary
 - Executive Summary
 - User's Guide
 - Indicators for Evaluation in Five Domains
 - Appendices
 - Reference List

Please note: the institutional criteria for promotion/tenure and the sample portfolios must be provided by the instructors of the workshop.



Curriculum Development

GLASSICK'S CRITERIA	BROAD INDICATORS (FOR DECISION MAKERS)	DETAILED INDICATORS (FOR EXPERT REVIEWERS AND CONSULTANTS TO DECISION MAKERS)
Clear goals	<p>Learning objectives for the curriculum are:</p> <ol style="list-style-type: none"> 1. Stated clearly 2. Specified to measure learners' performance 3. At appropriate level for targeted learners 	<p>Learning objectives are:</p> <ol style="list-style-type: none"> 1. Based on documented needs of learners 2. Specific, measurable, achievable, realistic, and timely (SMART) 3. In multiple learning domains (e.g., knowledge, skills, attitudes and/or behaviors)
Adequate preparation	<ul style="list-style-type: none"> • Needs assessment done, if required • Congruence with institutional/program goals and integration with other components of the curriculum • Use of best practices and approaches from the literature, professional development activities and personal experience • Systematic approach to identify + acquire resources to implement the curriculum 	<ul style="list-style-type: none"> • Rationale for curriculum development is supported by identified gap, problem, and/or opportunity to improve • Curriculum targeted for the specific needs of learners • Curriculum design and evaluation is based on accepted frameworks^{49,51} • Material is presented at depth and breadth matched to learners' needs • Material is up-to-date and evidence based • Review of literature and available resources influence curriculum development and evaluation • Tools/guidelines that accompany curriculum provide sufficient detail for other individuals or institutions to implement it <p>Resources needed for curriculum implementation are specified and available</p> <p>Time allocation for the curriculum is appropriate</p> <ul style="list-style-type: none"> • Stakeholder buy-in is obtained • Adequate preparation for use of technology

Curriculum Development

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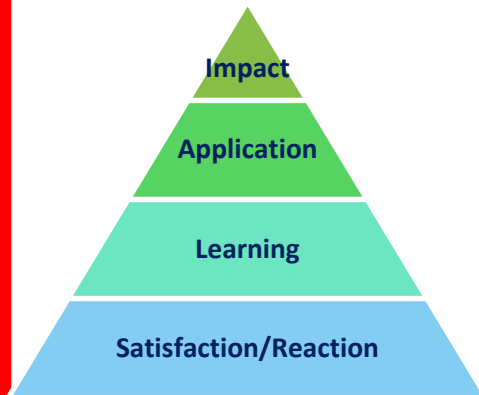


GLASSICK'S CRITERIA

Appropriate methods

BROAD INDICATORS (FOR DECISION MAKERS)

- Teaching, learner assessment, and curriculum evaluation methods are aligned with curriculum objectives
- Methods are feasible, practical, ethical
- Innovative teaching and assessment methods are used and aligned with objectives



DETAILED INDICATORS

(FOR EXPERT REVIEWERS AND CONSULTANTS TO DECISION MAKERS)

Instructional Methods

- Employs suitable range and variety of teaching strategies supported by learning theory, by best practices and/or by literature review
- Uses interactive approaches and promotes self-directed learning
- Uses methods that promote critical thinking and reasoning skills
- Provides evidence of innovation (e.g., novel strategies to promote learning and critical reasoning skills)
- Teaching methods include ways to monitor learners' progress

If technology is used, it:

- Aids learning of the content
- Is easy to navigate
- Is interactive (e.g., teacher to learner, peer to peer, learner to content, learner to technology)

Curriculum Evaluation

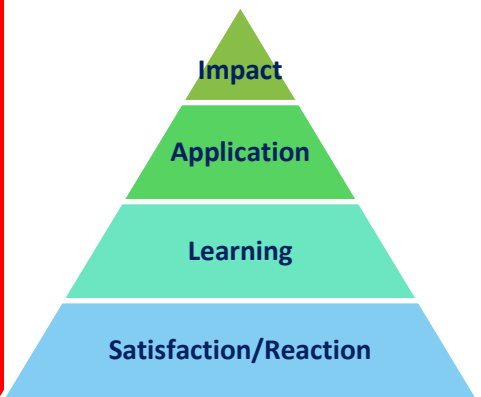
- Is linked to learning objectives for curriculum
- Employs multiple data sources
- Incorporates assessment of instructional methods, teachers and learning

Learner Assessment

- Learner can obtain feedback re performance (formative +sum)
- Assessment of knowledge, skills, attitudes, + behaviors¹¹



Curriculum Development

GLASSICK'S CRITERIA	BROAD INDICATORS (FOR DECISION MAKERS)	DETAILED INDICATORS (FOR EXPERT REVIEWERS AND CONSULTANTS TO DECISION MAKERS)
<p>Significant results</p>	<ul style="list-style-type: none"> Satisfaction/reaction Learning: Measures of knowledge, skills, attitudes, and/or behaviors Application: Desired performance demonstrated in other settings Impact: On education programs and processes within and/or outside institution 	<p><u>Satisfaction/Reaction</u> Rating of curriculum by learners and by faculty who teach components of the curriculum, peers or experts Comparison of learner ratings to ratings of other curricular components (internal, external)</p> <p><u>Learning:</u> Evidence of learning based on measurable changes in knowledge, skills, attitudes, behaviors Comparison of learner performance to established benchmarks and/or to other learners' performance in previous years</p> <p><u>Application</u> Demonstration of learned skills/behaviors from curriculum in other settings or curricular components</p> <p><u>Impact</u> Positive evaluation by knowledgeable peers, educational leaders, curriculum committees Curriculum highly rated in accreditation review Recognition by internal/external awards or incentives</p>

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Curriculum Development

Glassick's Criteria	Broad Indicators (for decision makers)	Detailed Indicators (for expert reviewers and consultants to decision makers)
Significant results	<ul style="list-style-type: none"> • Satisfaction/reaction • Learning: Measures of knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On education programs and processes within and/or outside institution 	<p><u>Satisfaction/Reaction</u> Rating of curriculum by learners and by faculty who teach components of the curriculum, peers or experts Comparison of learner ratings to ratings of other curricular components (internal, external)</p> <p><u>Learning:</u> Evidence of learning based on measurable changes in knowledge, skills, attitudes, behaviors Comparison of learner performance to established benchmarks and/or to other learners' performance in previous years</p> <p><u>Application</u> Demonstration of learned skills/behaviors from curriculum in other settings or curricular components</p> <p><u>Impact</u> Positive evaluation by knowledgeable peers, educational leaders, curriculum committees Curriculum highly rated in accreditation review Recognition by internal/external awards or incentives</p>
Effective presentation	Recognized as valuable by others (internally or externally) through: Peer review	<ul style="list-style-type: none"> • Peer reviewed publications/presentations of curriculum • Invitations to provide faculty development, conduct workshops or do presentations to help others with curriculum development locally, at other institutions, or in other regional, national or international settings

Curriculum Development

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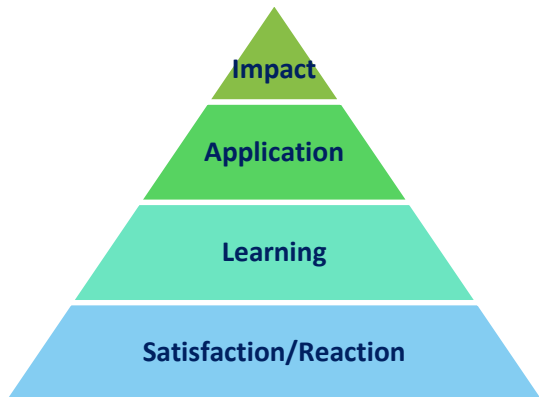
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Reflective critique	Reflection and evaluation results used for ongoing improvement	<ul style="list-style-type: none"> Critical analysis of curriculum using all information from others and from self-assessment Evidence of ongoing improvement of curriculum based on critical analysis and reflection



CLEAR GOALS

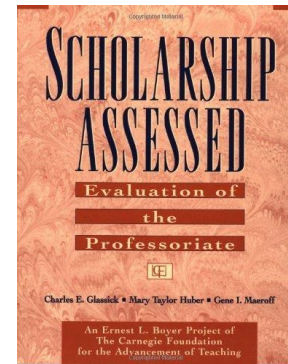
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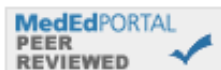
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Using the AAMC Toolbox for Evaluating Educators: You be the Judge!

Format	Publication ID	Version	Published
Evaluation Tool, Presentation, Reference	9313	1	January 18, 2013



Description

This workshop is designed to provide hands-on opportunities for members of promotions/tenure committees to apply the indicators in the AAMC Toolbox for Evaluating Educators to assess the performance of faculty members whose career focus is in education. The exercises in the workshop allow participants to use the indicators to reach summative decisions through a rigorous and consistent application of clear, yet flexible standards. The workshop can be adapted and the resources can be used for training/professional development sessions for other decision making committees/members (e.g., awards committees or selection committees for a Teaching Academy). The workshop ends with an exercise that allows the participants to explore how the evidence-based standards in the Toolbox can be integrated with existing institutional processes for the evaluation of the performance of educators.

Citation

Gusic M, Amiel J, Baldwin C, Chandran L, Fincher R, Mavis B, O'Sullivan P, Padmore J, Rose S, Simpson D, Strobel H, Timm C, Viggiano T. Using the AAMC Toolbox for Evaluating Educators: You be the Judge!. MedEdPORTAL; 2013. Available from: www.mededportal.org/publication/9313

Evaluating Educators Using a Novel Toolbox: Applying Rigorous Criteria Flexibly Across Institutions

Maryellen E. Gusic, MD, Constance D. Baldwin, PhD, Latha Chandran, MD, MPH, Suzanne Rose, MD, MEd, Deborah Simpson, PhD, Henry W. Strobel, PhD, Craig Timm, MD, and Ruth Marie E. Fincher, MD

Abstract

Valuing faculty as educators is essential for medical schools to fulfill their unique mission of educating physicians. The 2006 Consensus Conference on Educational Scholarship, sponsored by the Association of American Medical Colleges (AAMC) Group on Educational Affairs, provided educators seeking academic promotion with a portfolio-based format for documenting activities in five domains, using evidence of quantity, quality, a scholarly approach, and educational scholarship. Yet, the lack of a rigorous, widely accepted system to assess educator portfolio submissions during the promotion and

tenure process continues to impede the ability to fully value educators and educational scholars.

The AAMC Task Force on Educator Evaluation was formed in 2010 to establish consensus guidelines for use by those responsible for the rigorous evaluation of the educational contributions of faculty. The task force delineated the educational contributions currently valued by institutions and then fulfilled its charge by creating the Toolbox for Evaluating Educators, a resource which contains explicit evidence-based criteria to evaluate

faculty in each of the five domains of educator activity. Adoption of such criteria is now the rate-limiting step in using a fair process to recognize educators through academic promotion. To inform institutional review and implementation of these criteria, this article describes the iterative, evidence- and stakeholder-based process to establish the criteria. The authors advocate institutional adoption of these criteria so that faculty seeking academic promotion as educators, like their researcher colleagues, can be judged and valued using established standards for the assessment of their work.

Workshop Agenda



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 - **Assistant to Associate OR Associate to Full**
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 - Worksheet
- 5 min - Debrief

Directions: Take a few minutes and make notes about your career focus in geriatrics. Organize using the Glassick's Criteria with input from your facilitator/small group members. Identify 2 actionable items: 1 to complete at the Reynolds meeting and 1 within 1 week of your return home.

GLASSICK'S CRITERIA	BRIEF NOTES – CONTINUE TO UPDATE DURING DISCUSSION
(1) CLEAR GOAL: What is your career focus in geriatrics?	
(2) ADEQUATE PREPARATION: What need to do to prepare (e.g., leadership skills; educational research skills)	
(3) APPROPRIATE METHODS: What will you do it? (e.g., take a course; read; join a writing group)	
(4) SIGNIFICANT RESULTS: How will you know you're making progress (milestones) and when you've accomplished your goal?	
(5) EFFECTIVE PRESENTATION: Who do you need to share your plan with?	
(6) REFLECTIVE CRITIQUE: What else?	
ACTIONABLE ITEM #1: Complete prior to leaving Reynolds Meeting	
ACTIONABLE ITEM #2: Complete within 2 weeks of your return home.	