



From Products To Promotion: Applying Best Practices To The Critical Appraisal Of Educational Scholarship

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2013 Annual Reynolds Grantee Meeting San Diego, CA

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

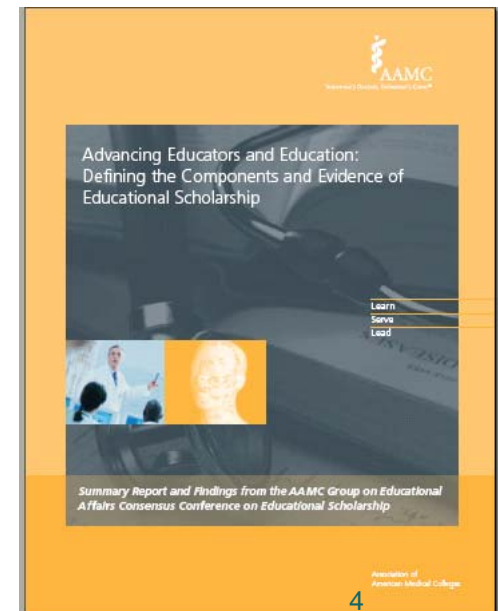


- 10 min – Overview
 - Glassick’s criteria for scholarship
 - AAMC’s Toolbox for Evaluating Educators
- 15 min – Mock Promotion Committee (sm grps)
 - Assistant to Associate OR Associate to Full
- 5 min – Debrief
- 25 min – Apply to Your Work (small groups)
 - Select 1 of 4 educator categories and “consult”
 - 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

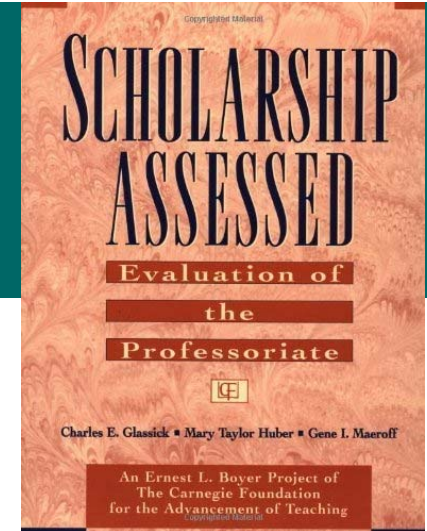


Task Force on Educator Evaluation



Jonathan Amiel Columbia University	Brian Mavis Michigan State University	Suzanne Rose University of Connecticut
Constance Baldwin University of Rochester	Kathe Nelson University of Alabama	Deborah Simpson [Medical College of Wisconsin] Aurora Health Care
Latha Chandran SUNY Stony Brook	Lois Nora The 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 - Indiana University - Chair of the Task Force		

What we know @ scholarship: “Glassick Criteria”



CLEAR GOALS

Reflective Critique

Adequate Preparation

Effective Presentation

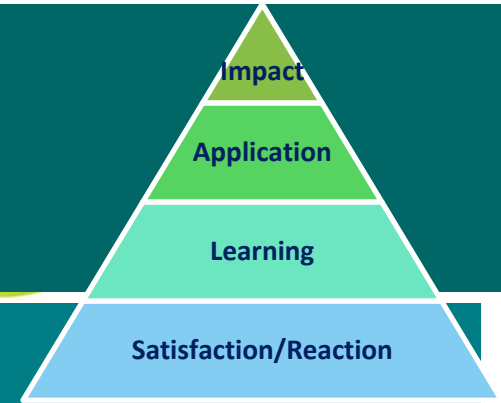
Appropriate Methods

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 2013

– **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.



Mentoring & Advising

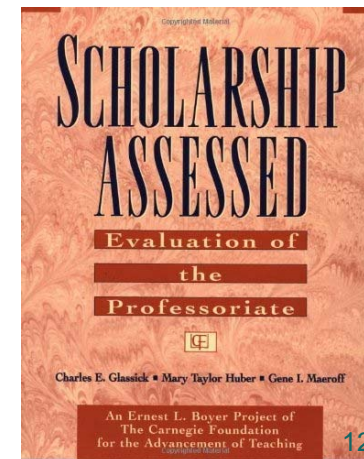
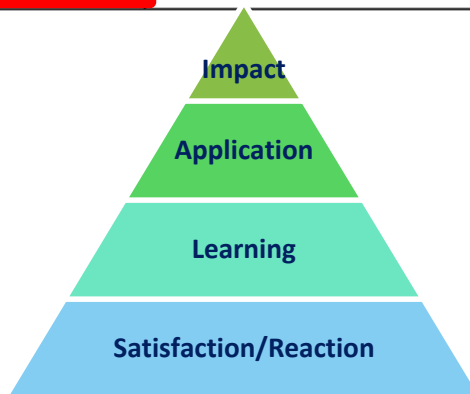
Glassick's Criteria	Broad Indicators (for decision makers)	Detailed Indicators (for expert reviewers and consultants to decision makers)
Clear goals	<ul style="list-style-type: none"> • Clear and contextually appropriate vision for mentee's/advisee's career • Mutually agreed-upon goals for the relationship • Evolution of goals over time 	<ul style="list-style-type: none"> • Vision is aligned with SMART (specific, measurable, achievable, realistic, and timely) goals for the mentee/advisee • Focus on mentee's/advisee's goals • Reframing of mentee's/advisee's goals over time aligned with vision, progress, ongoing needs and context
Adequate preparation	<ul style="list-style-type: none"> • Knowledge of: <ul style="list-style-type: none"> ○ Stages of mentee's/advisee's career trajectory ○ Milestones required for mentee's/advisee's professional advancement ○ Available and needed resources to meet vision and associated goals • Use of best practices from the literature, professional development activities and personal experience 	<ul style="list-style-type: none"> • Identification of mentee's/advisee's priorities, strengths, and needs • Delineation of tasks, strategies and necessary resources for mentee/advisee to achieve each milestone and to advance professionally
Appropriate methods	<ul style="list-style-type: none"> • Methods aligned with mentee's/advisee's needs and goals • Methods aligned with goals for relationship • Methods are ethical and evolve as mentee/advisee advances professionally • Innovative methods used to achieve goals for relationship and to assist mentee/advisee in meeting goals 	<ul style="list-style-type: none"> • Uses collaboratively established goals, timelines and milestones to monitor progress • Facilitates goal achievement through process of support, challenge and vision⁵⁶ and ongoing constructive feedback • Provides stage-appropriate support: initiation, building, sustaining and disengagement • Utilizes periodic "check-ins" to assess effectiveness₁₀ of relationship and success in meeting goals

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 knowledge, skills, attitudes and/or behaviors of mentee/advisee Application: Relationship with mentor/advisor contributes to accomplishments and evolving professional identity of mentee/advisee Impact: Accomplishments of mentee/advisee have impact within and/or outside the institution <div data-bbox="499 716 968 1101" style="text-align: center;"> <p>The diagram is a pyramid divided into four horizontal sections. The top section is dark green and labeled 'Impact'. The second section is medium green and labeled 'Application'. The third section is light green and labeled 'Learning'. The bottom section is blue and labeled 'Satisfaction/Reaction'.</p> </div>	<p><u>Satisfaction/Reaction</u></p> <ul style="list-style-type: none"> Rating by mentee/advisee, peers or experts of overall effectiveness of mentor/advisor (ability to provide support and guidance towards meeting goals/vision) Comparison of ratings to ratings of other mentors/advisors (internal, external) Sustained productive relationship between mentor/advisor and mentee/advisee <p><u>Learning</u></p> <ul style="list-style-type: none"> Advisees/mentees attribute to relationship with mentor/advisor their acquisition of education-related knowledge and skills, attitudes and professional academic skills and behaviors associated with career success⁵² <p><u>Application</u></p> <ul style="list-style-type: none"> Accomplishment of mentee's/advisee's professional goals Achievement of professional advancement relative to institutional/discipline norms <p><u>Impact:</u></p> <ul style="list-style-type: none"> Mentee/advisee engages in service to the institution/professional organization Mentee/advisee or mentor/advisor bring visibility and recognition to institution through outcomes of mentoring relationship Mentee/advisee and/or mentor/advisor receive funding that support mentoring activities/programs Mentee/advisee contributes as a mentor/advisor to others (internal and/or external) <p>Recognition of mentor/mentee by internal/external rewards or incentives</p>

Mentoring & Advising



Glassick's Criteria	Broad Indicators (for decision makers)	Detailed Indicators (for expert reviewers and consultants to decision makers)
Effective presentation	Recognized as valuable by others (internally or externally) through: <ul style="list-style-type: none"> Peer review Dissemination (Presentations/publications) and/or Use by others 	<ul style="list-style-type: none"> Peer-reviewed publications or presentations of mentoring/advising models, methods and/or materials Invitation to provide faculty development, conduct workshops or do presentations to help others with mentoring locally, at other institutions, or in other regional, national, or international venues Breadth of dissemination and adoption of models, methods, materials, guides or policies: local, regional, national, international
Reflective critique	<ul style="list-style-type: none"> Reflection and results of evaluations used for ongoing improvement 	<ul style="list-style-type: none"> Critical analysis of mentoring/advising activities and relationship, using all information from others and from self-assessment Evidence of ongoing improvement of mentoring/advising based on critical analysis and reflection



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

Format

Evaluation Tool, Presentation, Reference

Publication ID

9313

Version

1

Published

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

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