Fostering Education, Community, and Innovation Through an Academy of Medical Educators

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http://www.ucsfcme.com/MedEd21c/

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Disclosures

• None
Learning Objectives

At the end of this workshop, you will be able to:

• List how an Academy of Medical Educators can support educators, curricular innovation and education scholarship.

• Identify concrete strategies to support educators, curricular innovation and education scholarship that could be implemented in the context of the participants’ home institution.

• Apply an assessment plan that could demonstrate the impact of these strategies on educators, curricular innovation and scholarship.
Agenda

- Introductions
- Barriers to supporting educators, curricular innovation and education scholarship
- Principles underlying an academy of medical educators (AME) or health educators (AHE)
- Support educators, curricular innovation and education scholarship through an AME/AHE
- Assessing impact of an AME/AHE
- Academies Collaborative
• Name and Institution
• Does your institution have an Academy?
• One goal for session today
What are barriers to supporting educators, curricular innovation and education scholarship?
“The classroom is a lonely place, an experience of pedagogical solitude, a private experience.”

-Lee S. Shulman
“The teaching commons is an intellectual space characterized by an “ethic of sharing” where ideas, practices, products and learning and teaching objects can be made available, known and built on.”

Huber and Hutchins, 2005
Developing a Community of Teachers

- Within course (PISCES LIC)
- Within department (pediatric educators)
- Within institution (UCSF Academy of Medical Educators)
- Within discipline-specific national organizations (Neurology Clerkship Consortium)
- Across institutions (Harvard Macy Leaders in Health Care & Education)
Building a Teaching Commons

1. Establish more and better occasions to talk about learning
2. Invite students into the discussion
3. Recognize teaching as substantive intellectual work
4. Create new genres/forums to document work of teaching and learning
5. Build and maintain infrastructure to make pedagogical work available and accessible

Huber and Hutchins, 2005
Translating Principles into Practice

How might an academy of medical/health educators support educators, curricular innovation and education scholarship?
The Academy of Medical Educators (AME) was established in 2000

- 1998: Idea originated by Dan Lowenstein and the “Blue Skies” curriculum task force
- January 1999: Endorsed by department chairs at Dean’s leadership retreat
- March 1999: Dean Debas announced financial support for operations and matched chair program
- August 2000: Molly Cooke appointed director
- September 2001: AME inducted 24 inaugural members
- July 2012: Helen Loeser appointed director
- July 2016: Ann Poncelet appointed director
AME Vision, Values, Mission

• **VISION** *(aspirational; what we want to be)*
  – An organizational culture that values educators and accelerates advances in teaching and learning to improve health.

• **VALUES** *(what's important to us)*
  – Community, diversity, advocacy, service, innovation

• **MISSION** *(enduring purpose)*
  – To support the people who carry out and advance the education mission of UCSF.
The AME serves as …

- A nucleus for innovation in education
- An essential resource for career development in education, by promoting and rewarding teaching excellence
- A stimulus for scholarship in medical education, by encouraging and nurturing scholarly work
- A vital voice for educators at UCSF and beyond, by enhancing the status of teachers
146 AME members selected by structured application and rigorous/external review:

- **5% of the full-time faculty**
  - 21 of 28 School of Medicine departments
  - Also Physical Therapy, School of Dentistry, School of Nursing, School of Pharmacy

- **10 core teaching sites**
  - East Bay (3 sites) / Fresno / UC Health (4 SF sites) / San Francisco General Hospital, San Francisco VAMC
Key AME Programs

- Career and skills development in education
- Endowed chairs (24)
- Education Showcase
- Innovations Funding
- Recognition
  - for quality, contributions, advancement
Innovations Funding Program

- Competitive grants (funding rate: 45%)
- Funding supports up to 10% faculty effort
- One year projects for:
  - New instructional elements for the curriculum / faculty development
  - Assessment of pedagogical approaches
  - New learner assessments
Endowed Chair Program

- Term limited (5 years, renewable once), proposal based, competitive selection
  - 20 departmentally-matched endowed chairs
  - 4 Academy-based chairs
- Allows a talented AME member to expand impact at UCSF and beyond
- Provides limited discretionary income stream for new, “value added” educational work
Supporting Educators at Home

Write on an index card(s) concrete strategies to support educators, curricular innovation and education scholarship that could be implemented in your home institution.
Are We Succeeding?  
Outcome Metrics

How might an Academy assess its impact on educators, curricular innovation and scholarship?
Are We Succeeding?
Outcome Metrics

1. Innovations and scholarship in education
2. Depth & quality of educational leadership
3. Measures of faculty, programs and learners
4. Magnet for future educators
5. Culture of engagement, innovation, scholarship and excellence
6. Effect on outcomes for patients, system, populations
7. And…
Principal Investigators’ (PI) perceptions of the impact of intramural curricular innovation grants on
  - their careers
  - the local and national medical education community

Over twelve years, 77 PIs led 103 projects
Awards averaged $22,000
Innovative, enduring programs created
Outcomes for PI’s

• Career development enhanced
  – Accelerated promotion and provided advancement opportunities
  – Promoted educators’ professional identify formation
  – Advanced knowledge and skills
  – Improved status in department
  – Afforded local and national recognition

• Scholarly dissemination increased

• Subsequent engagement in education boosted
  • Extramural funding garnered
Outcomes for the Institution

- Stimulated innovation and improved education
- Fostered productive collaborations within and beyond UCSF
  - Expanded networking and strengthened the community of educators
- Engaged an array of stakeholders, including trainees and junior faculty
- Benefitted junior collaborators
  - provided mentoring and opportunities
IF Summary Conclusions

Intramural medical education grants
– Provide advancement opportunities and enhance the local and national identity of recipient faculty
– Create innovative, enduring programs and support faculty in their academic growth
– Create and foster the development of educational community
Academies Collaborative

- National and International movement
  - Begun in 2001 by UCSF and Harvard
- More than 60 Academies established; another 30 or more in development
  - 10% based in other than traditional AMC
- Variety of structures, cultures, service
- Meets annually in conjunction with the AAMC Medical Education Meeting (11/18, Austin)
- [http://www.academiescollaborative.com](http://www.academiescollaborative.com)
Insights, Questions, Commitments...
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