

Academic Advancement as a “Health Professions Educator” | Fri., Nov 16, 2018

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Objectives

- A. List **expectations** for clinician/health professions educator academic advancement
- B. Describe teaching **documentation**
 - curriculum vitae
 - promotion (“P&T”) dossier instructions
- C. Discuss **evidence of “teaching excellence”** in promotion dossier narrative

Expectations

- OUHSC Faculty Handbook
- College (and Department) Promotion and Tenure Guidelines

Documentation

- Curriculum Vitae: <https://www.ouhsc.edu/facdev> OUHSC CV Guide
- Annual Reporting
 - Six P’s: Preparation, Presence, Participants, Peers, Performance, Productivity

Preparation: What have you done to prepare yourself to be a faculty member? What do you do to continuously update your knowledge (in the field) and your skills for instruction and learner assessment?

Presence: Where and when do you teach? What do you teach and in what setting(s) [don’t forget laboratory and simulation environments in addition to classroom, clinical and community!]

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Participants: Who do you teach? How do you observe unique learners and give learning participants feedback that is tailored to their developing knowledge, skills, aptitudes/attitudes (e.g., professionalism) and competencies?

Peers: Who are your teaching role-models? Who are your teaching peers? How do you teach and/or engage with your peer educators?

Performance and Productivity: What do you measure related to your teaching process, products, results or outcomes? What benchmarks or (national/discipline-derived) standards are there for you to compare the process, products or outcomes of your teaching?

Excellence

What specifically can you (or did you) do to improve the teaching process, products, outcomes and get OUHSC from “A” to “B”?

A. What was the situation you found?	B. What is the situation today?
Students: achievement, satisfaction, progression, outcomes, opportunities, competencies, etc.	How has the learning or learner situation changed (for the better)?
Content: learning objectives in lectures, courses, curriculum objectives; educ pgm objs; accreditation requirements	What were your specific contributions to making the transition from A to B? What improvements were made by you?
Methods: lecture, simulation, technology use, observation; OSCEs; learner assessments, etc.	What makes your contributions to achieve the new situation “ distinctive, innovative, brilliant, superior ” etc.?
Metrics: competence, evidence-based measures, accreditation, quality review, peer-review, national metric	What internal and external benchmarks are you using to claim “excellence” was achieved? Scholarship can be one such benchmark.

Opportunities to describe teaching investments that contribute to **excellence** through improved results/outcomes – moving from “A” to “B” -- some examples:

- Students amazing and looking for opportunities to broaden or deepen their understanding
- Students barely progressing, struggling, bored; inattentive; disengaged
- Student feedback or grades not indicative of expected confidence, competence, personal mastery; professional development
- New accreditation standards or new competencies
- New teaching or assessment elements (such as Entrustable Professional Activities)
- New teaching setting such as community, multi-professional, or interprofessional
- Change in classroom technology or practice technology, such as telehealth
- Change in distance technology or distance engagement
- Faculty shortage or faculty unique expertise
- Research interest
- Team science or community-based participatory research & scholarship interests
- _____
- _____
- _____

EXAMPLE: College of Dentistry

10.0 CRITERIA FOR TENURE AND PROMOTION

Decisions regarding tenure, promotions, and salary increases are based upon an assessment of the faculty member's performance and contribution to the total mission of the University/College in the areas of teaching, research/scholarly achievement, and service.

Documentation of the faculty member's accomplishments should include, but not be limited to the following:

10.1 Teaching

10.1.1 Teaching evaluations by students and peers

10.1.2 Teaching awards received

10.1.3 Description of teaching responsibilities

10.1.4 Development of unique or innovative teaching materials such as:

- Audiovisual materials
- Computer software
- Syllabi
- New courses or programs
- Laboratory exercises
- Simulation techniques

10.1.5 Designing and presenting, independently, a course or a series of integrated lectures

10.1.6 Preparing examinations, independently, and grading a course or a portion of a course

10.1.7 Recognition by other departments within the College for his/her effectiveness in planning and/or presentation of material involving interdepartmental teaching efforts

10.1.8 Authoring (solely or as a primary author) course goals and objectives, outlines and/or narrative handouts dealing with specific topic areas, including teaching manuals

10.1.9 Teaching efforts supporting the College's competency statements.

10.1.10 Performing educational research and utilizing this information in modification of his/her courses.

10.1.11 Recognition for excellence in presenting continuing education courses

10.1.12 Participation in teaching programs at other academic institutions because of his/her national recognition as an authority in the field.

10.1.13 Attaining advanced training or completing a degree in educational philosophy or methodology.

10.2 Research/scholarly achievement

10.2.1 Invitations to chair or organize symposia

10.2.2 Editing books or journals in his/her professional discipline

10.2.3 Publications in peer-reviewed journals

10.2.4 Primary author of a textbook

10.2.5 Presentations at national/international symposia, conferences, and professional meetings

10.2.6 Acquiring extramural grant or contract funds, as a principal or co-principal investigator, through peer review mechanisms

10.2.7 Keeping abreast of current trends resulting from new knowledge in his/her specialty and other areas and utilization of this new information to improve education or health care programs

10.2.8 Demonstration of the ability to direct research training as a thesis advisor

10.2.9 Participation in poster sessions, at regional, national or international symposia, conferences and professional meetings

10.2.10 Serving as a consultant to government research review committees, study sections, visitation teams, etc.

10.2.11 Special research honors and/or awards received

10.3 Professional/clinical service

10.3.1 Leadership positions in local, state, or national associations

10.3.2 Service on advisory boards for granting agencies

10.3.3 College or university committee work

10.3.4 Consultantships

10.3.5 Leadership as evidenced by serving as head of a division, department or specific program

10.3.6 Evidence of acquisition, introduction or development of new dental health care techniques, procedures or clinical approaches

10.3.7 Development of community dental health-related outreach programs

10.3.8 Improvement in clinical management

10.3.9 Demonstrable improvement (quality, utilization, access) in delivery of dental health care

10.3.10 Publication of case studies, monographs, reviews, and book chapters

10.3.11 Editing professional journals or other publications

10.3.12 Book reviews in professional journals

10.3.13 Participation in a specialized professional capacity in programs sponsored by students, faculty or community groups

10.3.14 Service on relevant commissions, advisory boards or agencies (public or private), related to the faculty member's discipline or profession

10.3.15 Artistic and humanistic presentations

10.3.16 Provision of high quality dental health care