



Faculty Career Development at VTC School of Medicine

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Department of Pediatrics Grand Rounds

September 6, 2018

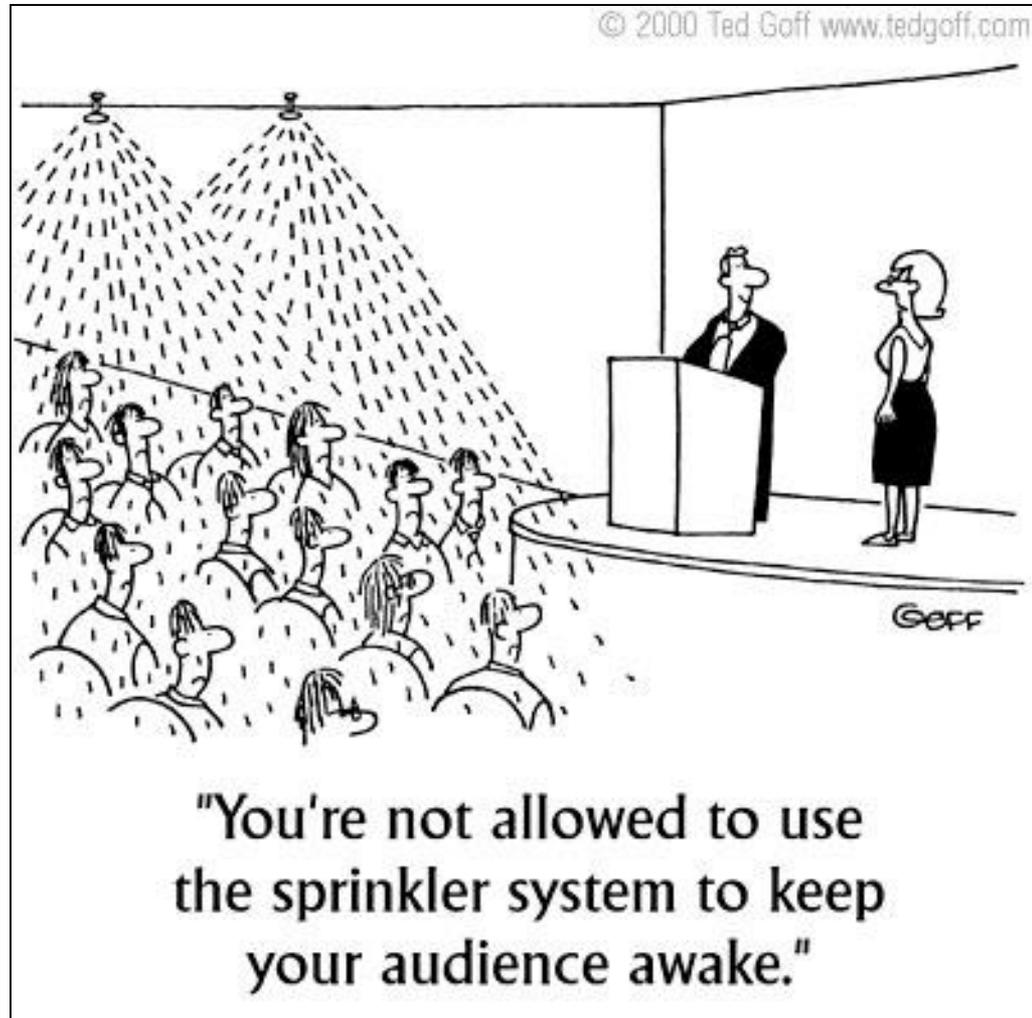
VTC

Virginia Tech Carilion
School of Medicine

Disclosures

I have no relevant commercial relationships/affiliations to disclose.





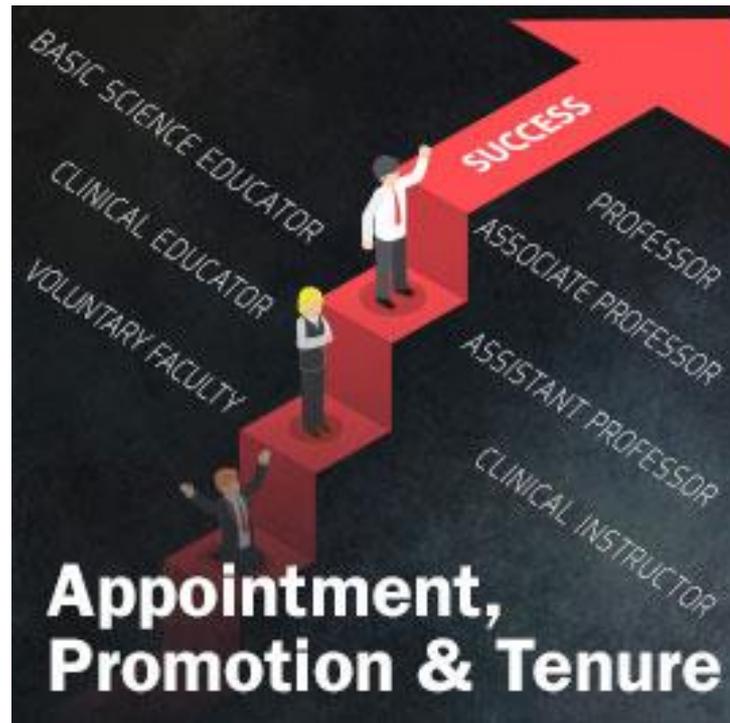


Objectives

At End of Today's Session, you will be able to:

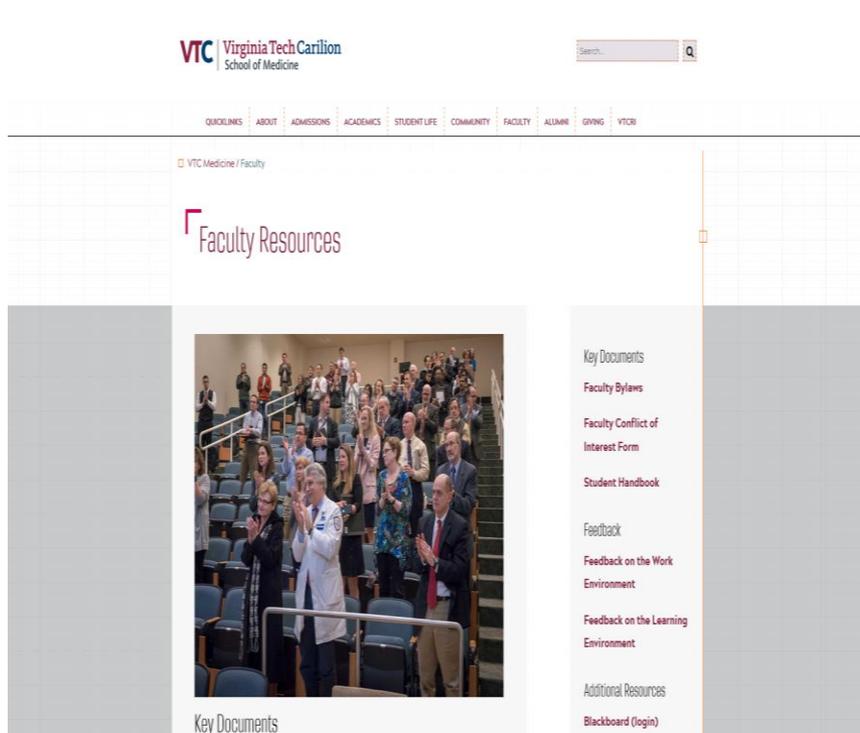
- Discuss the general process of promotion for faculty at the VTC School of Medicine
- Define research and scholarly activity, with an emphasis on medical education research
- Develop a broad research interest or question that may spur your further growth as a researcher

Process for Promotion



Single Best Source for All Details?

- Faculty Bylaws
- Online here: <https://medicine.vtc.vt.edu/faculty-affairs/faculty-resources.html>



The screenshot shows the website for the Virginia Tech Carilion School of Medicine. The header includes the VTC logo and navigation links for QUICKLINES, ABOUT, ADMISSIONS, ACADEMICS, STUDENT LIFE, COMMUNITY, FACULTY, ALUMNI, GIVING, and VTCIR. The main content area is titled "Faculty Resources" and features a large photograph of a group of people in a lecture hall. To the right of the photo is a list of "Key Documents" including Faculty Bylaws, Faculty Conflict of Interest Form, Student Handbook, Feedback, Feedback on the Work Environment, Feedback on the Learning Environment, and Additional Resources. At the bottom, there is a link for "Blackboard (login)".



FACULTY BYLAWS

Approved at the Faculty Assembly on
February 27, 2018



Brief Outline

- Appointment to VTC
 - Tracks and ranks
- The four domains of academic activity
- “Continuous improvement” and preparation for promotion
- Curriculum vitae (CV)
- Academic portfolio



Tracks and Ranks

Tenure to Title

Professor
(with TTT)

Associate Professor
(with TTT)

Assistant Professor
(TTT track)

Non-tenure Track

Professor
(non-tenure track)

Associate Professor
(non-tenure track)

Assistant Professor
(non-tenure track)

Instructional Track

Adjunct Ranks
(non-tenure)

Clinical Preceptor
(non-tenure)

Senior Instructor
Instructor
(non-tenure)



Expectations

Four fundamental domains in which faculty function:

- Teaching
 - Any or all levels of medical school/research institute/residency/practitioner/learners
- Clinical Care (if applicable)
- Service to the medical school and supporting organizations
- Scholarly Activity/Research
 - Including publication, research, grant funding



Bylaws Chapter Six: Promotion based on “Continuous Improvement”

Tenure to Title Track (6.5.1):

- Active in all four domains
- Concentration in two domains (if Basic Science, one must be scholarly activity)
- Progress and/or advancement in role and responsibility
- Expectation of progress in scholarly activity



Bylaws Chapter Six: Promotion based on “Continuous Improvement”

Tenure to Title Track (6.5.1):

- Assistant to Associate Professor:
 - Seven year time frame
 - Formal review of progress at years two and four by Department Chair
 - Five to eight publications expected
- Associate to Full Professor:
 - Six to ten year time frame
 - Ten to fifteen additional publications (beyond those at previous rank) expected



Bylaws Chapter Six: Promotion based on “Continuous Improvement”

Non-Tenure Track (6.5.2):

- Active in all four domains
- Concentration in two domains (if Basic Science, one must be scholarly activity)
- Progress and/or advancement in role and responsibility
- Expectation of progress in scholarly activity



Bylaws Chapter Six: Promotion based on “Continuous Improvement”

Non-Tenure Track (6.5.2):

- Assistant to Associate Professor:
 - No specific time frame for promotion
 - No numeric expectation for publications
- Associate to Full Professor:
 - Six to twelve publications (beyond those at previous rank) expected



Requirements for All Promotions

- Letter of request from faculty member
- Departmental and school guidelines
- Review by Chair and departmental APRT committee
- Submission of required materials in a timely manner (primarily the CV and the portfolio)
- Letter from Chair and the departmental APRT committee
- Letters of support



Online Checklists

- On faculty affairs web site, VTCSOM
- Checklist for each/every category
- Designed to help you in putting together all required materials
- <https://medicine.vtc.vt.edu/faculty-affairs/faculty-resources.html>



Promotion Process

- Candidate initially consults with Chair, includes all materials required (dossier, CV, names of reviewers) **August 31st**
- Chair sends to departmental APRT Committee; letters are sought and received; sends formal recommendation to Chair **October 31st**
- Chair reviews all materials, conveys opinions of Chair and APRT to candidate; decision reached about sending onward **November 30th**
- Materials reviewed by VTCSOM APT Committee; makes recommendation to the Dean **January 31st**
- Dean sends to recommendation to VT Provost **March 1st**
- Provost sends to VT President and Board of Visitors **June**



So....how does a faculty member document all of the required materials showing “continuous improvement”?



Two Short Answers (6.6.2)

- The up to date* Curriculum Vitae (CV), in the required VTCSOM format
 - A listing of accomplishments
 - Digital Measures automates this process.....**IF YOU KEEP YOUR INFORMATION UPDATED!!**
- The Portfolio
 - Evidence of accomplishments
 - Been somewhat loosely defined in past
 - Currently working on standardizing and alignment with VT expectations

**What does “up to date” mean?*



Single Best Piece of Advice

We urge you to
stay on top of the process of
keeping your CV up to date in Digital Measures,
with all of your various activities....it is a
“living document”
used for many purposes, not just
VTC promotion and/or
maintenance of appointment



Define research and scholarly activity,
with an emphasis on medical
education research



Bylaws 6.2.2

- **Inquiry:** asking a question; collecting and analysis of facts/observations that can form a relevant question
- **Research:** design and implementation of the means to answer the question
- **Discovery:** obtaining, mastering and making known knowledge



Bylaws 6.2.2

- Scholarly activity:
 - May take many different forms
 - Result in identifiable product/output
 - Be made public/available
 - Be subject to review by other scholars
 - Reproducible
 - Contribute to knowledge



Medical Education Scholarship

- “....any investigation related to the education of **medical** professionals, including research related to undergraduate (medical school), graduate (residency) and continuing medical education.”
– Jannette Collins, *Radiology* 2006: 240 (3): 639-47
- We could change “medical” above to “**health**” and further broaden our definition.



Another Broad Definition

- “...the critical, systematic study of teaching and learning in medicine” with a focus on the “scholarly analysis of the context, processes and outcomes of all phases of medical education.”

Bligh and Parsell, 1999

Quoted in Traynor and Eva, 2010



Scholarly Activity

- Required for Advancement
- Required by Accrediting Bodies
- Affords Opportunities to Pursue One's Passion
- BUT, awfully darn hard sometimes!
 - Time pressures
 - Competing demands
 - Lack of funding
 - Lack of supportive research infrastructure



Making It Count Twice!

- Think about what you do each day....why is a particular task this done this way?....or how could it be done better?
- If you think about a better way, then you can write it down....and then figure out how to test it
- If you are interested in testing it, you should first look at literature to see if others have done similar work
- If you figure out how to test it, you're doing research!!
- Once you figure it out, you're ready to tell others about it....verbally, in a poster/picture or in writing



Defining Features of Scholarship (aka Start With a Problem)

Questioning

How can I improve care for this patient population?

How can I address a teaching challenge?

How can I address a challenge in the clinic?

Gathering & Exploring Evidence

What evidence do I have?

What evidence can I collect (or am already collecting) and how?

What do I do with this evidence?

Trying Out & Refining Insights

How can I make improvements based on what I'm learning?

How can I assess changes in my teaching or patient care?

Going Public

Where can I share my findings?

Define research, scholarship and scholarly activity

- This all might sound intimidating when you first consider it (“who, me.....a scholar?”)



- BUT.....it’s really just a different way of thinking about things that you do every single day!!





Tips for Success

- **PASSION:** what part(s) of your work are you passionate about? What gives you the most satisfaction? Clarity about what you will say “yes” to....and what you won’t
- **PLANNING:** build a structured approach to doing research:
 - Schedule time for it if you possibly can
 - Use small bits of time systematically
 - Data Retention
 - Document Your Efforts



Tips for Success

- **PARTNERSHIPS:**

- Identifying mentor(s)
- Identifying those with similar interests
- Negotiating with authority structure

- **PUBLISHING:**

- Must identify key resources for your interests (journals, meetings, societies)
- Do “trial runs” of any presentations/posters



Develop a broad research interest or question that may spur your further growth as a researcher



So, Given All of this
Information.....



What Research Question do YOU want to examine?

**What interests
you in your
own teaching
and learning
that you want
to study?**



Defining Features of Scholarship (aka Start With a Problem)

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Where can I share my findings?

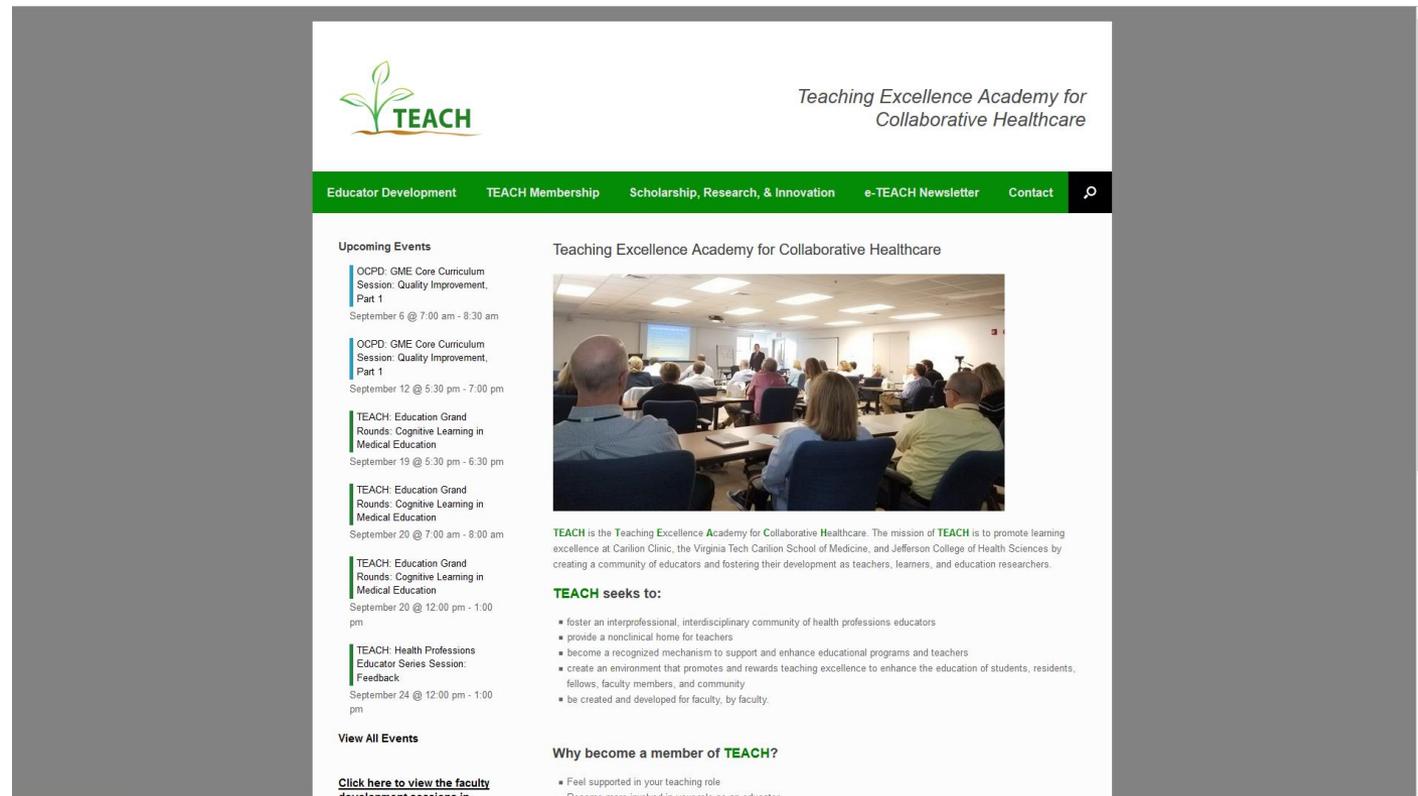


The Patient Outcomes Imperative

- “The greatest challenge in medical education research is linking the content and method of medical education to the quality of physician care and patient health outcomes.” (Collins, 2006)
 - Do you agree?
 - Why or why not?

Resources Available in Support of Education Research

- Seek out your local education specialist!
- <https://www.teach.vtc.vt.edu/>
- Lots of resources here!



The screenshot displays the homepage of the Teaching Excellence Academy for Collaborative Healthcare (TEACH). The page features a green navigation bar with the following menu items: Educator Development, TEACH Membership, Scholarship, Research, & Innovation, e-TEACH Newsletter, and Contact. The main content area is divided into two columns. The left column, titled "Upcoming Events", lists several sessions including OCPD: GME Core Curriculum Session: Quality Improvement, Part 1 (September 6 and 12) and TEACH: Education Grand Rounds: Cognitive Learning in Medical Education (September 19, 20, and 24). The right column, titled "Teaching Excellence Academy for Collaborative Healthcare", includes a photograph of a classroom setting and a mission statement. Below the mission statement, it lists "TEACH seeks to:" followed by five bullet points: foster an interprofessional, interdisciplinary community of health professions educators; provide a nonclinical home for teachers; become a recognized mechanism to support and enhance educational programs and teachers; create an environment that promotes and rewards teaching excellence to enhance the education of students, residents, fellows, faculty members, and community; and be created and developed for faculty, by faculty. At the bottom of the page, there is a link to "View All Events" and a section titled "Why become a member of TEACH?" with two bullet points: "Feel supported in your teaching role" and "Become more involved in your role as an educator."

 Teaching Excellence Academy for Collaborative Healthcare

Educator Development | TEACH Membership | Scholarship, Research, & Innovation | e-TEACH Newsletter | Contact

Upcoming Events

- OCPD: GME Core Curriculum Session: Quality Improvement, Part 1
September 6 @ 7:00 am - 8:30 am
- OCPD: GME Core Curriculum Session: Quality Improvement, Part 1
September 12 @ 5:30 pm - 7:00 pm
- TEACH: Education Grand Rounds: Cognitive Learning in Medical Education
September 19 @ 5:30 pm - 6:30 pm
- TEACH: Education Grand Rounds: Cognitive Learning in Medical Education
September 20 @ 7:00 am - 8:00 am
- TEACH: Education Grand Rounds: Cognitive Learning in Medical Education
September 20 @ 12:00 pm - 1:00 pm
- TEACH: Health Professions Educator Series Session: Feedback
September 24 @ 12:00 pm - 1:00 pm

[View All Events](#)

Teaching Excellence Academy for Collaborative Healthcare



TEACH is the Teaching Excellence Academy for Collaborative Healthcare. The mission of TEACH is to promote learning excellence at Carilion Clinic, the Virginia Tech Carilion School of Medicine, and Jefferson College of Health Sciences by creating a community of educators and fostering their development as teachers, learners, and education researchers.

TEACH seeks to:

- foster an interprofessional, interdisciplinary community of health professions educators
- provide a nonclinical home for teachers
- become a recognized mechanism to support and enhance educational programs and teachers
- create an environment that promotes and rewards teaching excellence to enhance the education of students, residents, fellows, faculty members, and community
- be created and developed for faculty, by faculty.

Why become a member of TEACH?

- Feel supported in your teaching role
- Become more involved in your role as an educator.

[Click here to view the faculty development sessions in](#)

Ten steps to conducting health professional education research

Karen Scott¹, Patrina Caldwell² and Lambert Schuwirth³

¹Discipline of Paediatrics and Child Health, The University of Sydney, Australia

²Discipline of Paediatrics and Child Health, The University of Sydney, and Centre for Kidney Research, The Children's Hospital at Westmead, Australia

³Health Professional Education, Flinders University, Adelaide, Australia

SUMMARY

Background: The approaches used to educate future clinicians must be continually improved through evidence-based methods. Clinicians interested in conducting education research need to understand the terminology and conventions of health professional education, in the same way that health professional educators from education backgrounds need to be aware of clinical practices and scientific mores and jargon. This article provides clinicians with 10 steps to conducting health professional education research, and encourages collaboration between

clinicians interested in education and health professional educators.

Summary: The basic steps in conducting education research are introduced, beginning with literature searches, using appropriate terminology and writing conventions, and finding research collaborators. We encourage researchers to ask themselves, 'So what?' about their research idea to ensure it is interesting and relevant to a journal's readers. The nuts and bolts of educational research are then presented, including research questions and methodologies, outcome measures,

theoretical frameworks and epistemologies. The final two steps aim to foster internationally relevant and well-designed research studies.

Conclusion: Conducting and publishing education research is often difficult for clinicians, who struggle with what is required. Yet clinicians who teach are ideally placed to identify the knowledge gaps about how we can more effectively educate future clinicians. These 10 steps provide clinicians with guidance on how to conduct education research so relevant research findings can inform the education of future clinicians.

**Clinical Teacher 2015;
12: 272-6**

Resources Available in Support of Education Research

- <https://www.comsep.org/home/index.cfm>



The screenshot shows the homepage of the Council on Medical Student Education in Pediatrics (COMSEP). The page features a navigation menu with links for HOME, ABOUT US, MEETINGS, COLLABORATIVES, ADMINISTRATORS, SCHOLARLY ACTIVITIES, and EDUCATIONAL RESOURCES. A prominent banner image shows three medical professionals in a clinical setting. To the right of the banner is a Member Login section with fields for Username and Password, and a LOGIN button. Below the banner is a section for the 2019 Annual Meeting, held in St. Petersburg, FL, from Tuesday, March 19 to Friday, March 22. The page also includes a section for COMSEP 2018 Dues and a main content area with a welcome message and information about grant submissions.

Most Visited Getting Started My Institution - Black...

 **COMSEP**
Better Health for All Patients
Through Pediatric Education

Council on Medical Student Education in Pediatrics

Search This Site
Google Custom Search GO

HOME ABOUT US MEETINGS COLLABORATIVES ADMINISTRATORS SCHOLARLY ACTIVITIES EDUCATIONAL RESOURCES



Member Login

Username:

Password:

Not a member? [Join here](#)

Get Username /

 **COMSEP**
Better Health for All Patients
Through Pediatric Education

2019 ANNUAL MEETING

ST. PETERSBURG, FL
TUESDAY, MARCH 19 - FRIDAY, MARCH 22

COMSEP 2018 Dues

COMSEP

The Council on Medical Student Education in Pediatrics (COMSEP) is a dynamic organization, which champions the cause of pediatric medical student education. COMSEP was established in 1992 with the support of AMSPDC (the organization of pediatric department chairs) and became an independent organization in 2015.

COMSEP Grant Submission

Dear COMSEP Colleagues:

I am delighted to inform you that the application system for COMSEP Grant Proposals is open for submission. You can access the system via this link <http://www.comsep.org/grants/login.cfm>

Proposals are due by **Friday, December 1st 2018, by 5:00 pm Pacific time**.

We are accepting applications for COMSEP Grants whether or not the principal investigator submitted a letter of intent. **This year, we are also piloting an exciting initiative to fund a project that is wider in its scope and that involves collaboration across learner levels, institutions and educational organizations.**

Please carefully read the information on the right side of the COMSEP Grant Application

Resources Available in Support of Education Research

EDITORIAL

Resources for Clinicians Becoming Clinician Educators

GAIL M. SULLIVAN, MD, MPH

Excellent Overview in
Journal of GME, June 2015

MICHIGAN STATE UNIVERSITY
OFFICE OF MEDICAL EDUCATION RESEARCH AND DEVELOPMENT
1011 S. ZEEB ROAD
LANSING, MI 48906-0001
HOME ABOUT RESEARCH TEACHING FACULTY DEVELOPMENT

RESOURCES FOR MEDICAL EDUCATION RESEARCH AND SCHOLARSHIP

RESOURCE CATEGORIES

- Getting Started: What is medical education scholarship and is my work scholarly
- Conceptual frameworks in medical education scholarship
- Defining scholarship in medical education
- Designing a research study
- Evaluating educational programs
- Human Subjects and IRB Applications
- Journals that publish medical education research and scholarship
- Logic Models
- Planning your medical education scholarship
- Poster Presentations
- Qualitative research
- Reliability and Validity
- Approaches to Medical Education Research
- Research Questions
- Survey Design
- Systematic Reviews
- Theories of Learning
- Writing a paper for publication

This list of resources was developed to support faculty new to medical education scholarship. The resource list makes reference to published papers and also includes links to articles and documents. These resources are arranged by topic, addressing issues common to educational scholarship, including definitions of scholarship, formulating research questions, methodology and research design as well as dissemination via poster or publication.

GETTING STARTED: WHAT IS MEDICAL EDUCATION SCHOLARSHIP AND IS MY WORK SCHOLARLY?
SCHOLARLY?

Medical education scholarship: An introductory guide (AMEE Guide No. 89)
The authors provide an overview of medical education scholarship for early career scholars, including the development of scholarly questions and a scholarly plan, guidelines for assessing the impact of scholarship, and dissemination strategies. This guide also includes career advice based on the authors' experiences. *Criss, CE et al. Medical Teacher. 2014 Aug; 36(8):807-74. doi: 10.3109/0144190X.2014.248791*
LINK to resource

The research compass: An introduction to research in medical education (AMEE Guide No. 90)
This is an introduction to medical education research and is intended for those who are new to the field. It is structured around the process of transforming ideas and problems into researchable questions, choosing a research approach that is appropriate to the purpose of the study and considering the individual researcher's preferences and the contextual possibilities and constraints. *Ringstedt et al. Medical Teacher. 2015; 37(8):956-700. doi: 10.3109/0144190X.2015.1064336*
LINK to resource

Educational Scholarship Guide
This resource describes the definition, peer review, publication, and recognition of educational

<http://omerad.msu.edu/research/resources-for-medical-education-research-and-scholarship>

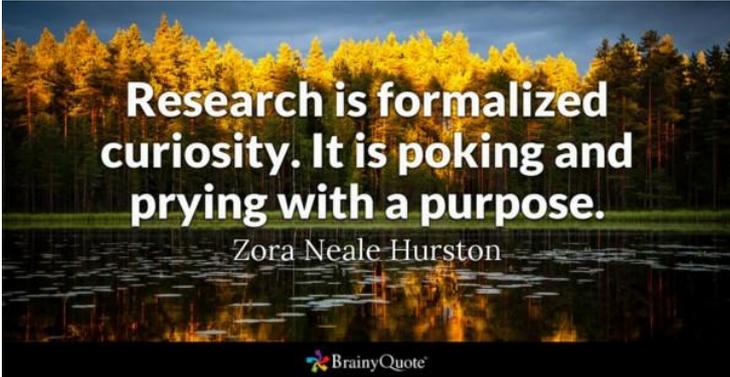


Medical Education Research is a Viable, Strong Pathway to Academic Success!!

- Department Chairs value this pathway
- Our promotion criteria also value it
- And, most importantly, YOU can do it!!

*“It is not that I’m so smart.
But I stay with the questions much longer.”*

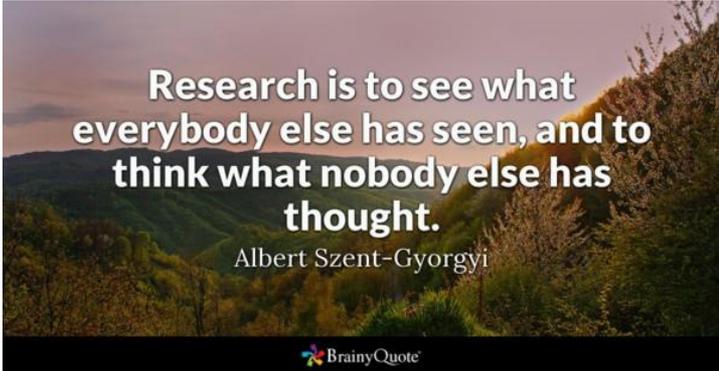
Albert Einstein



Research is formalized curiosity. It is poking and prying with a purpose.

Zora Neale Hurston

BrainyQuote



Research is to see what everybody else has seen, and to think what nobody else has thought.

Albert Szent-Gyorgyi

BrainyQuote



MOC Questions

- Q1: of the 4 areas of faculty responsibility, in how many must one concentrate to be considered for promotion?
 - One
 - Two
 - Three
 - Four
- Q2: how many years does it normally take for consideration of promotion in the tenure to title track?
 - Four
 - Six
 - Seven
 - Ten



MOC Questions

- Q1: of the 4 areas of faculty responsibility, in how many must one concentrate to be considered for promotion?
 - One
 - **Two**
 - Three
 - Four
- Q2: how many years does it normally take for consideration of promotion in the tenure to title track?
 - Four
 - Six
 - **Seven**
 - Ten



MOC Questions

- Q3: What are the 4 Ps that denote “tips for success” in the realm of faculty scholarly activity?
 - Passion, planning, partnerships, publishing
 - Publishing, procrastination, persistence, partnerships
 - Persistence, perseverance, portfolio, production



MOC Questions

- Q3: What are the 4 Ps that denote “tips for success” in the realm of faculty scholarly activity?
 - **Passion, planning, partnerships, publishing**
 - Publishing, procrastination, persistence, partnerships
 - Persistence, perseverance, portfolio, production

Questions or Comments?



- [Thank you!](#)
- dwmusick@vt.edu