AMES meeting – April 19, 2012 – 11:30 am

Present: Amy Waer, Doug Campos-Outcalt, Bill Johnson, Chris Cuniff, Ed French, Jack Nolte, Marc Tischler, Todd Vanderah, Nafees Ahmad, Helen Amerongen, Sean Elliott, John Bloom

1. Welcome New Members: Amy Waer, Ed French and Nafees Ahmad welcomed to AMES. Paul St. John had a conflict he could not reschedule.
2. Meeting schedule: 11:30 on Thursday is not ideal for all. **Action item: Sean will send out Doodle survey to all members and Rick Collins (AV contact) to identify better time/day for AMES meeting.**
3. Faculty Awards update: Helen Amerongen formally nominated for AOA Glaser Award; Jack is working on nomination letter currently. No other nominations received by Sean for the other AAMC awards. Discussion about how to increase nominations. AMES informed that Department Chair annual evaluation is planned, and includes a question about which faculty were nominated from the department. Ongoing brain-storming to identify additional ways to promote nominations.
4. AMES/OMSE Teaching Scholars Program: Proposal presented by Chris Cuniff (appended to these minutes) and accepted by AMES. Specific items of note:
	1. Plan to accept 8 faculty per year, solicited from both Phoenix and Tucson campuses
	2. Chris will work to identify specific selection criteria, likely to include personal statement
	3. Will explore logistics of hosting several sessions at Phoenix campus
	4. Session will include presentation by AMES/OMSE from 8:30 to 10:00 a.m. (open to all interested faculty from all Colleges), followed by short break, then discussion/small group session with scholars only from 10:15 to 11:45.
	5. AMES will provide lunch for scholars after sessions, to allow for networking and collaboration.
	6. OMSE will provide support for educational research for scholars
	7. Tentative official name for program: College of Medicine Teaching Fellows Program
	8. Will work to create incentives for program, e.g. official recognition by College of Medicine, Promotion & Tenure process, and Departmental levels. Will explore further incentives, such as Teaching RDU, mandatory P&T process for Clinical and Education Scholar Track candidates, etc. Must have support from the Dean and Dept. Heads.
	9. Plan to offer to College of Medicine faculty initially, with possible eventual broadened scope to include Colleges of Nursing, Pharmacy, etc.
5. OMSE will host first annual College of Medicine “Medical Education Day” on Tuesday, June 5th, in honor of Gail Koshland who will retire June 30th. Will explore possibility of official recognition of COM Teaching Fellows at that event.
6. Meeting adjourned at 12:20

**AMES/OMSE Teaching Scholars Program**

*Overview:*

The AMES/OMSE Teaching Scholars Program is designed to advance the vision of the University of Arizona College of Medicine as a leader in innovative medical education. The program seeks to support faculty in their path toward the goals of skillful, humanistic, reflective and scholarly educational practice.

*Purposes:*

Develop and enhance skills in teaching and assessment of learners

Track professional growth in teaching and assessment

Provide an incentive for faculty members’ professional development as medical educators

*Activities:*

Classroom activity: At least one seminar will be held monthly from August through May and will be provided by UACOM faculty and staff. Seven seminars will focus on cross-cutting educational skills and activities and will form the core curriculum. There will also be six elective seminars, evenly divided among topics designed primarily for basic science and clinical science educators. Scholars will attend and participate in 10 of these educational seminars. A podcast will be available for those who cannot attend a session. Program participants are expected to attend at least 8 of seminars personally. After each seminar, which will be open to all faculty, the AMES teaching scholars will continue to explore the same topic in a small group, interactive format.

Self monitoring of educational activity: Develop an educational portfolio and meet with a Teaching Scholars Program faculty or staff member at least twice during the academic year for critique and discussion of portfolio development.

Commitment to change activity: Identify an opportunity for teaching improvement and design and carry out a plan for this improvement, with the assistance of Teaching Scholars Program faculty or staff. At the end of the academic year, provide a written summary of the improvement plan, including a statement of the problem, methods used to address the problem, information about outcome, and plans for integration of the plan into future teaching activities.

*Schedule:*

Seminars will be held monthly on a different day of the week from 8:30-10:00 am (August seminar on a Monday, September on a Tuesday, etc.). This schedule will assure that someone who has a standing meeting on a specific day of each week will not be excluded from participating in most seminars. The small group Teaching Scholars session will take place after the seminar, from 10:15-11:45. A preliminary program is provided on the following page.

Participants’ educational portfolios will be developed after the August session on educational portfolios, and a first draft will be expected by November 1st. A final portfolio will be submitted by July 1st.

A plan for commitment to change will be developed by October 1st, and the final report of this activity will be submitted by July 1st.

*Admission:*

All UACOM faculty are eligible to participate. Applications will be accepted from June 1st – 30th, and selection will be completed by July 10th. Applications are available at <http://putaddresshere>.

Although the number of Teaching Scholars will be limited to 15 participants, the monthly seminars will be open to all AHSC faculty and staff.

**Proposed Teaching Scholars Seminar Series AY 2012-2013**

August: Developing an Educational Portfolio

September: Connecting Learning Theory with Educational Practice

October: Use of Technology to Enhance the Classroom Experience

 Smartphone Applications for Clinical Medicine

November: Educational Session Design

December: Enhancing Students’ Problem Solving Skills

January: Interactive Strategies for Classroom Lecture

 Bedside teaching

February: Assessment Strategies

March: Curriculum Evaluation

April: Writing NBME Style Questions

 Effective clinical preceptorship

May: Introduction to Educational Research