

A proposed CVM Teaching Academy: (3-5)

- An academy = “a society or institution of distinguished scholars, artists, or scientists, that aims to promote and maintain standards in its particular field” (e.g. the National Academy of Sciences) - “the community of scholars”;
- Not an honorary society based on student teaching evaluations and/or popularity, but a working group of teaching faculty (i.e. a “community of practice”) that will promote the teaching mission of the college.
- Membership is intended to be inclusive – open to all committed teaching faculty who meet yet-to-be-defined minimum criteria regarding quantity of teaching, quality of teaching, and (most importantly) active and meaningful engagement in the activities of the academy.

Goals:

1. Create and sustain an environment of collegiality, collaboration, and open dialogue – a place where ideas are freely expressed, openly discussed, and debated respectfully.
2. Improve the quality of teaching and learning in the DVM and undergraduate teaching programs through faculty development, communication, collaboration, integration (both horizontal and vertical), and scholarship.
3. Promote rigor (i.e. high academic standards) in the CVM’s DVM and undergraduate teaching programs.
4. Foster and support experimentation in the DVM and undergraduate curricula - especially experiments with the potential for sustainable curricular improvement and enhanced teaching/learning, and innovations that address the needs of the college and/or profession.
5. Working with the appropriate college level leadership (currently the Associate Dean for Students and Academic Affairs), develop and test metrics that can evaluate and effectively assess the impact of teaching methods.
6. Foster ongoing discussion of the current and future challenges of the profession and veterinary medical education (e.g. *the needs to train increased numbers of Ag animal veterinarians, develop “non-technical competencies”, adapt to diminishing case loads, etc.*)
7. Mentor graduate students, residents and new faculty members who have an interest in teaching as a significant part of their career path.
8. By promoting scholarship, education leadership*, and collaboration –
 - elevate the status of teaching – especially for those who have large teaching appointments,
 - re-define “excellence in teaching” to extend beyond student teaching evaluations,
 - coordinate a “critical mass” of CVM faculty dedicated to and focused on the CVM’s teaching mission,
 - provide a substantive means by which faculty may be promoted and/or granted tenure based on teaching.

* “Educational leadership” is defined as impact beyond one course, specialty area, or department - through college activities such as vertical integration teams, outcomes assessment, mentoring, peer review, etc.

Tentative Plan: (1-7)

- The Teaching Academy will be initiated and developed by an ad hoc steering committee, appointed by the dean in consultation with the department chairs and CVM faculty.
- The steering committee will be lead by the Director of the Teaching Academy, one designated representative of each department chair (e.g., the Associate Chair for DVM Instruction in each department), and a representative of the CVM's undergraduate teaching programs.
- The detailed functions and working of the Teaching Academy will be determined by the steering committee in consultation with the CVM leadership, department chairs, and teaching faculty. The mission of the steering committee will be creation of an initial charter, which can subsequently be revised by the Teaching Academy as needed or desired.
- Potential future missions of the academy may include development of a "Master Teacher" program/designation.

"Teaching is more than talking to students and listening to them. Teaching is a process of design, interaction, evaluation, and redesign. Put those two together and you will have a scholarship of teaching ..." Lee Shulman, Ph.D., President, Carnegie Foundation for the Advancement of Teaching (*Academic Psychiatry*, 31:6, Nov-Dec 2007)

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Working title: Associate Dean for Teaching & Learning and/or Director, CVM Teaching Academy

30% effort - Reports to Dean, CVM

Essential Duties:

1. Establish and direct a CVM Teaching Academy.

The specific goals of the Teaching Academy are addressed separately, but its missions will include:

- a. Develop a system for faculty development - with respect to pedagogy, examination of students, curriculum design/implementation, and clinical teaching.
 - i. Conduct an ongoing series of workshops on teaching & learning. These would include, for example, both short, informal “brown bag” gatherings of teaching faculty and more formal CVM symposia involving experts from outside the college (from WSU or from other institutions).
 - ii. Explore and disseminate best practices for helping educators teach DVM students effectively and efficiently in both classroom and clinical environments. These would include both core faculty and private practice partners (e.g. preceptors/adjunct faculty).
 - iii. Conduct a CVM “journal club” whose goals are to cooperatively explore the literature on teaching and learning, disseminate knowledge and ideas to CVM teaching faculty, and thereby foster experimentation and innovation in the WSU DVM curriculum.
 - iv. In collaboration with department chairs and other college leadership, design, implement, and manage a system of substantive peer review of teaching.
2. In collaboration with department chairs, the CVM Teaching Academy, elected faculty representatives (e.g. CVM Curriculum Committee), and appropriate CVM leadership, develop and maintain a sustainable system for ongoing examination of the DVM curriculum with respect to goals and structure.
 - i. Work to ensure that the curriculum is both “vertically” and “horizontally” integrated by assembling teams focused on organ systems, shared special interests (e.g. orthopedics, infectious diseases, etc.), and year or semester in the curriculum (e.g. 1st year, 2nd year, etc.).
 - ii. As part of the vertical and horizontal integration processes, articulate a set of DVM curricular goals for the education of an excellent, entry-level, general veterinarian.
 - iii. In collaboration with appropriate leadership and faculty, facilitate the integration of “threads” of “non-technical competencies” across the DVM curriculum (e.g., medical communications, professionalism, and leadership).
 - iv. Coordinate with faculty, course directors, chairs, the Associate Dean for Student and Academic Affairs, and the curriculum committee to secure adoption, and then implement, recommended changes in the curriculum that result from the activities outlined in i), ii), and iii) above.
 - v. Help build an extramural funding base to support the scholarly efforts that help support curricular and educational innovation.

3. Coordinate curricular development and articulation of goals with the CVM leaders who have primary responsibility for curricular outcomes assessment (e.g., Associate Dean for Student and Academic Affairs and Department Chair, or designated Associate Chair).
4. In coordination with Associate Dean for Student and Academic Affairs, Dean, Chairs (and/or Associate Chairs), create and manage *ad hoc* groupings as needed to help move ahead with discussions of curriculum, assessment, pedagogy, and faculty development.
5. Other duties as assigned.
6. Serve as a member of the Dean's Cabinet.