Acknowledgments

This proposal was respectfully submitted by Howard Y. Liu, MD, who would like to acknowledge and thank the following individuals for their hard work and dedication to this project:

- **H. Dele Davies, MD, MS, MHCM**
  Vice Chancellor, Academic Affairs
  Dean, Graduate Studies

- **Gregory M. Karst, PT, PhD**
  Assistant Dean for Academic and Student Affairs,
  School of Allied Health Professions

- **Teaching Academy Task Force**

- **Education and Learning Council**

- **Faculty Development Committees**
  > Career Development and Engagement Committee
  > Educational Development Institute Committee

Please refer to Appendix 2 for a more in-depth listing of those involved with the project.
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“To keep improving how we teach, we must give more attention to the interplay between the science of teaching — pedagogy — and the art of teaching, which deals with the unique way a teacher transforms students to reach their potential.

A teacher must be anchored in pedagogy and blend imagination, creativity, and inspiration into the teaching and learning process to ignite a passion for learning in students.”

~ Peyton Williams, Jr.
EXECUTIVE SUMMARY: UNMC Interprofessional Academy of Educators

Mission and Vision

1. The mission of the academy is to foster a vibrant interprofessional community of educators through faculty development programs, educational scholarship, and the development of innovative curricula.

2. The vision of the academy is that UNMC and Nebraska Medicine are the most learner-centered organizations in health professions education.

Opportunity

As an educator of nearly half of Nebraska’s health care providers, the stakes are high for UNMC’s leadership as an innovative educational institution. UNMC’s 2015 strategic plan highlighted its primary vision to “Enhance UNMC’s educational programs as the most highly learning centered university in health professions education.” To meet the needs of our campus, our learners, and our community, the strategic plan recommended the creation of a “campus-wide teaching academy of scholars.”

Background

UNMC has demonstrated a steadfast interest in an academy of scholars since 2010. Building on the experience of more than three dozen academies already in existence across the US, UNMC’s Office of Faculty Development convened a task force of 50 stakeholders across all colleges to develop recommendations for a community of educators. While there is strong infrastructure on campus to support faculty members whose career objectives are basic research, such infrastructure is weak for those whose primary interest is in the andragogy of teaching as means of their scholarly activity and professional advancement.

Strategic Advantages

UNMC is uniquely positioned to create one of the first interprofessional teaching academies in the US. It has a history of strong collaboration among faculty, staff, and students across all colleges and institutes. There are also new opportunities to partner with providers at Nebraska Medicine and to leverage faculty development, mentorship, and technology expertise through the Office of Academic Affairs. With the early shifting of education toward more interactive, experiential, and competency-based learning, and with UNMC moving to be a leader in this arena, an academy of teachers becomes especially important in ensuring the academy has trained faculty with time available to support its goals.

Investment and Infrastructure

The UNMC Interprofessional Academy of Educators would support 3.6 FTE of faculty and staff time at an annual cost of $460,000. It would create an infrastructure of 10 faculty interest groups and develop programs to support teaching, research, publication, and dissemination of educational innovation.

Outcomes

The academy would become operational by October 2015. Within five years, the academy would double UNMC’s annual educational publications, presentations, and workshops. In addition, it would secure $200,000 annually in extramural grant funding, and every faculty member whose career interest is educational andragogy will have a mentor. Ultimately, the academy would enrich the learning environment for faculty, staff and students and position UNMC as an international leader in educational innovation.
I. BACKGROUND

A. UNMC’s Educational Mission

The mission of the University of Nebraska Medical Center is to “improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations.” (UNMC Planning Information and Quality Indicators 2014). It is no accident education is listed as the first element of this mission, as UNMC enrolls over 3,600 students annually and this enrollment has increased 13.7% since 2009 (UNMC PIQI 2014). Indeed, UNMC has trained nearly half of Nebraska’s physicians, dental professionals, pharmacists, bachelor-prepared nurses and allied health professionals, and is the state’s major engine for the future health care workforce.

B. Challenges in Health Professions Education

Since the time of the Flexner report in 1910, health professions education, and physician education in particular, has followed a traditional model of lecture-based preclinical material followed by clinical rotations (Prober 2013). However, the traditional model has several shortcomings. First, health professions faculty often receive little formal training in andragogy (teaching strategies focused on adult learners), leading to variable quality and effectiveness in teaching health professions students. Second, across higher education, lectures are increasingly challenged as a passive means of learning (Prober 2013). Third, even on clinical rotations, student assessments are often based on informal interactions and many students graduate without direct observation of their history and physical skills (Mehta 2013). Fourth, productivity pressures limit faculty’s ability to invest in education and supervision, as they are instead required to spend more time pursuing research funding or clinical productivity (Mehta 2013). Finally, there is a huge projected shortage of health care providers nationally (US Bureau of Labor Statistics 2014), with a particularly acute need in Nebraska’s rural and urban underserved communities (Nebraska Rural Health Advisory Commission 2013). The current health professions training model does not create the flexibility for graduates to accelerate their training even if they have achieved competency in the subject matter (Mehta 2013).

C. Millennial Learners and the Rise of Flipped Classrooms and New Technologies in Higher Education

Millennials are defined as the generation born between 1980 and 1992 that has grown accustomed to developing their critical thinking skills through active participation that blends online technology with live classroom activities (Montenery 2013). These students are accustomed to immediate feedback and seek positive reinforcement (McCurry and Martins 2010). They also respond positively to the use of technology that enhances interaction in the classroom, whether that includes audience response systems (“clicker” technology), simulation, or other modalities that enhance interaction (Montenery 2013). Flexibility is often highly valued, and students are familiar with the use of asynchronous learning modules such as those developed by the Khan Academy, which allow them the option to learn at their own pace and chosen time (Jordan 2013).

The flipped classroom refers to a form of blended learning where the delivery of knowledge-based materials occurs prior to class through print, audio or video-based materials, allowing the teachers and students to engage in deeper learning processes in the live classroom (Sharma 2014). Although there is limited data on the effectiveness of flipped classrooms in health professions education, initial studies suggest it may increase attendance and improve student performance (Sharma 2014). In addition, technology is playing a larger role in
health care training through developments such as high-fidelity simulations for clinical procedures and patient encounters, the use of mobile technology to enhance interaction between teachers and students, the profusion of online clinical resources allowing for just-in-time learning, and the use of learning analytics to determine student mastery of material (Ruiz 2006). Assessment of the effectiveness of these pursuits is critical to ensure our students are learning in the most efficient and effective manner.

D. The Need for Educational Infrastructure

Regardless of which teaching modality or combination of modalities is ultimately embraced as the most effective, health professions educators require ongoing training and support to ensure students have the best outcomes. To make the optimal use of feedback, direct observation, simulation, interactive technology, problem-based learning, and other instructional techniques, faculty will need to engage in lifelong learning. In order to assess the effectiveness of emerging teaching techniques, there will also be a significant need for educational scholarship and comparative studies of traditional lectures vs. new learning techniques such as the flipped classroom (Goldberg 2014). UNMC has also embarked on a major strategic initiative to create an interdisciplinary, interactive, experiential center for enduring learning to transform how our students are taught. This center will enable teaching to be more competency based and will require faculty to engage in a much more significant way with various technologies as tools for teaching. As a result, there must be an infrastructure at UNMC to ensure its teachers remain on the cutting edge of health professions education. This will require a group of champions willing to embrace and disseminate the latest advances in health professions education.

E. Rise of Teaching Academies

Since the 1990s, teaching academies have arisen to provide this infrastructure for health professions educators. To date, there are more than 36 teaching academies in US medical schools (Searle 2010) defined by the following characteristics (Irby 2004):

- “a mission that advances and supports educators, provides faculty development, promotes curriculum improvement, advances educational scholarship, and offers protected faculty time for education”
- “a membership composed of distinguished educators who are selected through a rigorous peer review process that assesses contributions to teaching, mentoring, curriculum development and leadership, and educational scholarship”
- “a formal school-wide organizational structure with designated leadership”
- “dedicated resources that fund mission-related initiatives.”

Two of the leading academies are the Haile T. Debas Academy of Medical Educators at the University of California San Francisco (UCSF) and the Academy at Harvard Medical School. Both academies were created in colleges of medicine, but differ in their approaches. UCSF’s academy pioneered a model of creating endowed chairs in medical education, currently totaling 20 endowed chairs across 17 different departments. The UCSF academy also provides intramural grant opportunities for innovative curricular ideas. The Harvard Academy is organized around 10 faculty interest groups in topics ranging from teaching critical thinking to teaching with technology, and members are required to contribute 12 hours of annual service to the Harvard Medical School community through activities such as faculty development workshops or mentorship sessions. Faculty are also encouraged
to apply for extramural grants with the support of the academy, and the academy is at the heart of Harvard Medical School’s curricular redesign process.

F. Interprofessional Education at UNMC and Nebraska Medicine

In the clinical arena, there is a growing recognition that interprofessional teams provide the highest quality health care. As a result, interprofessional education (IPE) with meaningful integration of students in medicine, nursing, public health, allied health, dentistry and pharmacy is one of the major movements in health professions education across the US. One of the lessons from the first generation of teaching academies is that creating a truly interprofessional community is difficult if it is not done at the academy’s inception.

At UNMC, faculty development has embraced an interprofessional model, with both the Educational Development Institute (EDI) Committee and the Career Development and Engagement Committee (CDEC) reflecting representation from all colleges. Building on this success, and recognizing the important cultural and educational opportunities that can be realized, developing faculty leaders who demonstrate the skills, behaviors, and attitudes to work collaboratively across professional and college boundaries, is an essential function of an academy (Robins, Ambrozy & Pinsky, 2006).

G. Teaching Academy at UNMC

Serious discussion about a UNMC teaching academy began in 2010 with the proposal of an office of medical education from Charles Krobot, PharmD, then chair of the Education and Learning Council, to the vice chancellor for academic affairs, Rubens Pamies, MD. The office was intended to coordinate all interprofessional education (IPE) activities under the vice chancellor for academic affairs and write grants for IPE, assist faculty development with running a teaching academy, and represent UNMC at educational research conferences (Krobot 2010). Despite a high degree of interest from educational stakeholders, this initial proposal was not advanced in 2010 due to funding limitations.

When H. Dele Davies, MD, became vice chancellor for academic affairs in 2012, faculty members again expressed interest in reviving the concept of a teaching academy. In 2013, Dr. Davies recruited a new director of faculty development, Howard Liu, MD, and partnered with him to consult with established teaching academy directors. In conjunction with Thomas Birk, PhD, senior educational designer from Information Technology Services, and Paul Larsen, MD, professor in the College of Medicine, they reviewed the literature on teaching academies and selected two of the most successful examples for further consultation. First, the team arranged a phone conversation with Helen Loeser, MD, the director of the University of California San Francisco (UCSF) Academy of Medical Educators, to discuss principles of success. Second, Dr. Davies led the team on a site visit to Boston to consult with Richard Schwartzstein, MD, the director of the Academy at Harvard Medical School, on developing an infrastructure to maximize faculty engagement.

At the April 2014 chancellor’s strategic planning retreat, the agenda was moved forward as a major strategic vision emerged to “Enhance UNMC’s educational programs as the most highly learning centered university in health professions education.” Goal number one under this element charged UNMC to “implement additional innovative educational models that embrace new and evolving technologies for student interactive learning included blended learning, advanced simulation and virtual immersive reality.” Specifically, one of the outcomes was to “create a campus wide teaching academy of scholars.”
As a result of this mandate, from May 2014 to July 2014, Dr. Liu initiated a series of forums which engaged approximately 50 key educators across all UNMC colleges to brainstorm the possibility and composition of a UNMC teaching academy (see Appendix 2 for a list of faculty and staff who participated in these dialogues). This process included subcommittees on educational research and scholarship, membership, interest groups, infrastructure and funding, each of which generated recommendations for faculty development.

In August 2014, Dr. Liu and Gregory Karst, PhD, assistant dean for academic and student affairs in the School of Allied Health Professions, presented the teaching academy proposal at the Education and Learning Council strategic planning retreat. The Education and Learning Council is the senior educational committee of associate deans and directors of education across campus. This group strongly endorsed the academy and recommended faculty development submit the proposal to the chancellor of UNMC. The following proposal is a synthesis of these conversations with faculty, academy directors, and members of the Education and Learning Council.
II. MISSION, VISION AND GUIDING PRINCIPLES

A. Mission and Vision

1. The mission of the academy is to foster a vibrant interprofessional community of educators through faculty development programs, educational scholarship, and the development of innovative curricula.

2. The vision of the academy is that UNMC and Nebraska Medicine are the most learner-centered organizations in health professions education.

B. Guiding Principles

UNMC has a unique opportunity to foster the individual growth of its teachers through service to the educational mission of the university. These are the five founding principles that will guide the academy:

1. The academy will be an inclusive interprofessional community that engages faculty and staff from all UNMC colleges and institutes.

   Unlike the majority of teaching academies, which exist solely in a college of medicine, the UNMC academy will explicitly welcome faculty and staff in the UNMC College of Medicine, College of Nursing, College of Pharmacy, College of Dentistry, College of Public Health, School of Allied Health Professions, Graduate College, Munroe-Meyer Institute, and the Eppley Institute. We believe interprofessional collaboration is the future of health care, and this will give the university a richer forum for the exchange of ideas and capitalize on the expertise within each discipline.

2. The academy will foster a spirit of community service to improve the academic health center.

   The UNMC Interprofessional Academy of Educators will require members to give back to the university and Nebraska Medicine through an annual service requirement to lead workshops and mentor early career faculty.

3. The academy will mentor early career faculty in their development as teachers and educational scholars.

   Early career faculty often have limited access to a senior educational mentor in their department or educational unit. The teaching academy will explicitly encourage its members to serve as mentors to early career faculty across the entire campus to assist them in becoming better teachers and educational scholars. Likewise, faculty interested in developing teaching skill will have a recognized body of experts from which to query advice and assistance. The development of a high quality portfolio of educational resources created by the academy will also aid faculty as they advance their careers through the promotion and tenure process.

4. The academy will foster and disseminate educational research and innovation across the university and Nebraska Medicine.

   Educational scholarship is the cornerstone of educational innovation, as it allows educators to assess the
impact of teaching strategies on students. By fostering research and the publication of innovative practices at UNMC, the academy will also enhance UNMC’s reputation as a national leader in health professions education. In addition, the academy will increase the competitiveness of UNMC in seeking extramural grant funding for educational projects.

5. The academy will collaborate with existing educational units across UNMC.

The academy will collaborate with existing educational units at UNMC and Nebraska Medicine with a close relationship to the Office of Academic Affairs, the Office of Faculty Development, the Faculty Mentorship program, and the Office of Health Professions Education. The academy director should be a member of the Education and Learning Council to interface with the deans for academic affairs from all UNMC colleges.
III. MEMBERSHIP

A. Background

In May 2014, a subcommittee of faculty members met to review membership criteria from 38 different teaching academies and drafted the following recommendations for academy membership at UNMC. This subcommittee was chaired by Laurey Steinke, PhD, from the College of Medicine, and included feedback from Beth Burbach, RN, MSN, College of Nursing, Catherine Bevil, RN, EdD, College of Nursing, Alissa Fial, MA, MLIS, McGoogan Library of Medicine, Richard MacDonald, PhD, College of Medicine, Charles Krobot, PharmD, College of Pharmacy, Greg Karst, PhD, School of Allied Health Professions, Tanya Custer, MS, RT(R)(T), School of Allied Health Professions, Rowen Zetterman, MD, Academic Affairs, and Timothy Durham, DDS, MPA, College of Dentistry. The membership criteria were then reviewed, revised, and accepted by the larger teaching academy task force in July 2014.

B. Proposed Membership Criteria (see Appendix 1 for detailed rubric)

Guiding principles for membership criteria:

- Membership should be drawn from all colleges, schools, institutes and campuses.
- Criteria should encourage diversity relative to experience and age.
- The group should be interprofessional.
- All faculty and educational support professionals should be eligible.

Criteria for membership as a fellow of the academy:

- Three years of teaching experience (or involvement with the education mission) with at least one year at UNMC.
- Demonstrated excellence in 2 areas of teaching or scholarly activity in the UNMC Matrix of Accomplishment (see Appendix 1).

Criteria for membership as a general member of the academy:

- At least one year of teaching experience at UNMC.
- Evidence of emerging excellence in 1 area of teaching or scholarly activity in the UNMC Matrix of Accomplishment (see Appendix 1).

Number of members:

Will be limited by an application process that is rigorous enough that only those who are truly interested will apply, and by criteria for continuing membership stringent enough that only those willing to work will be allowed to remain in the academy. This will allow those passionate about education to contribute, and be a barrier to those who only desire public recognition.

Term:

- Two-year initial term, followed by review.
• Four-year term thereafter with the possibility for reappointment.
• Midterm review to assist fellows in determining if they are on track for reappointment.

Application for membership:

Application will be by self-nomination and will include:

1. A one-page personal statement of teaching philosophy.
2. An educator’s portfolio with documentation of excellence in at least two of the following areas:
   Direct Teaching, Instructional Development and Curricular Design, Advising, Mentorship, Educational Administration and Leadership, Educational Research and/or Publication.
3. Completed anticipated academy service form.
4. Letter of support from candidate’s chair.
5. Letters of support from two students, trainees, or early career faculty members.
6. Current CV in the format for promotion and tenure.
7. Academy application checklist.

Admissions committee:

A committee of teaching academy general members and fellows in good standing should be appointed to review applications, vote on admission and send elected candidates to the vice chancellor for academic affairs for a formal letter of admission.

Criteria for continuing membership:

Must devote at least 10 hours per year to academy functions, participate in two general academy meetings per year, and attend the academy welcome reception for new members. In addition, two of the following must be completed or an equivalent form of teaching service:

• Teach one educational workshop per year.
• Serve as a teaching coach.
• Mentor early career clinician educator.
• Create teaching video/module for the academy website.
• Author a peer reviewed educational publication.
IV. PROGRAMS

A. Interest Groups

Members of the academy will be required to join an interest group to share their talents with like-minded educators and to develop expertise in specific educational areas. These groups will meet monthly and their activities will be led by academy members but be open to the entire campus. Academy members can select up to two groups for active participation. The groups will ultimately be determined by the academy director and evolve to match the strategic interests of the educational community and UNMC leadership.

In June 2014, UNMC faculty members met to generate ideas for UNMC interest groups. This subcommittee was led by Karen Honeycutt, MEd, from the School of Allied Health Professions, and included Jeff Baldwin, PharmD from the College of Pharmacy, Betsy Becker, DPT, from the School of Allied Health Professions, Linda Love, MA, CPP, from Faculty Development, William Johnson, DDS, from the College of Dentistry, Melissa Diers, MEd, from Information Technology Services, Audrey Nelson, RN, PhD, from the College of Nursing, Geoffrey Talmon, MD, from the College of Medicine, and Sarah McBrien, MS, from the College of Medicine. They proposed the following interest groups:

- Clinical Teaching
- Curricular Design, Instructional Methods, Assessment and Evaluation
- Educational Technology
- Simulation
- The Science of Learning

Of note, UNMC faculty development has already launched the Educational Technology and Simulation interest groups in 2013 and 2014, respectively, in anticipation of the teaching academy.

B. Health Sciences Education Day

The academy will host a campus-wide showcase of teaching innovations each year. This will feature the work of the academy interest groups but also showcase educational workshops and posters that UNMC educators have presented regionally or nationally each year. This will help faculty and staff members find collaborators to promote interprofessional scholarship. Awards will also be given for outstanding educational innovation, mentorship, research, and service to the university.

C. Educational Scholars Program

UNMC faculty development has a longstanding tradition of developing longitudinal scholarship programs, including the Technology in Educational Scholars Program, Instructional Technology in Education Scholarship Program, and Educational Scholars Program. The academy will collaborate with the Educational Development Institute to develop an annual program to promote educational research and scholarship by UNMC faculty and staff.
D. Educational Boot Camp for New Teachers

One of the major products of the academy will be a biannual program that will provide new teachers with the basic skills to develop and lead a course. This program would include topics such as the fundamentals of writing learning objectives, developing assessments, and providing formative and summative feedback to learners. This program will help to ensure a common quality standard for classrooms across the campus.

E. Innovations Grants

Academy members will be encouraged to apply for annual educational innovations grants to stimulate their research. Each year, $30,000 in grant funds would be dispersed within the academy for creative projects that advance the educational mission of UNMC. Receipt of these grants will be tied to outputs such as publications and grant applications to external agencies.
V. OUTCOMES

A. Promotion of Educational Research and Scholarship

In order to accomplish the goal of becoming “the most highly learning centered university in health professions education," it is imperative UNMC publish its educational innovations. As a result, Russell Buzalko, PhD, assistant professor in the College of Medicine, organized a group of faculty in June 2014 to develop research principles and practices for the teaching academy. This group included Kim Schenarts, PhD, in the College of Medicine, Tom Birk, PhD in Information Technology Services, Paul Larsen, MD, in the College of Medicine, Suhasini Kotcherlakota, PhD, in the College of Nursing, Kendra Schmid, PhD, in the College of Public Health, and Teresa Hartman, MLS, in the McGoogan Library of Medicine.

1. Defining, assessing and rewarding scholarship
   - Scholarship is the duty of all educators required through the demonstration of expertise in the areas of “discovery, integration, application, and teaching” (Boyer 1990).
   - Scholarship of teaching should be pursued to a depth and breadth commensurate with the educator’s position.
   - Scholarship of teaching must be assessed in relation to the proportion of effort that an educator devotes to his or her roles within the institution (e.g., academic classroom instructor, clinical practitioner, researcher, provider of educational support services, library science, and others).
   - Educators must be recognized for fostering the scholarship of teaching and rewarded for exemplary outcomes of educational innovation and scholarship.

2. Providing structured activities to promote the scholarship of teaching and research.
   - Development of interprofessional interest groups for peer review of scholarly products.
   - Collaboration with the McGoogan Library to annually quantify educational scholarship outcomes including publications, grants, and educational awards.
   - Dissemination of scholarship locally, regionally, nationally, and internationally.
   - Evaluation and feedback related to teaching and research methods.
   - Collaboration on extramural grant applications.
   - Creation of scholarly teaching and research products using evidence-based methods.
   - Generation and dissemination of new and innovative methods along with best practices.
   - Hosting of scholarly presentations or showcases.
   - Assisting with the recruitment of premier faculty and staff educators.
   - Providing support for statistical analysis and review of research study methods.
   - Mentoring by expert individuals or groups.

3. Setting scholarship goals
   - The academy will benchmark UNMC’s annual educational publications and national educational presentations and set a goal of a minimal doubling of this number within five years.
• The academy will set a goal of increasing the number of educational workshops presented by faculty by 100 percent within five years, with a minimum of at least one workshop per member per year.

• The academy will set a goal of having all educationally focused, early career faculty mentored by academy members within five years.

• The academy will set a five-year goal of securing a minimum of $200,000 annually in educational grants.

B. Collaboration to Enhance Teaching Quality and Curricular Innovation

The academy leadership will collaborate with each college’s dean for academic affairs and curriculum committee on projects to improve teaching quality, educational assessment, and curricular design. This will ensure students are receiving the most evidence-based and learner-centered curricula in health professions education. Ultimately, it will also ensure that Nebraska’s future health care providers are delivering the best care to patients statewide.

C. Enhancement of Success in Attaining Promotion and Tenure

The academy will work closely with each college’s promotion and tenure committee to support policies and procedures that recognize the importance of health sciences education and mentorship for rank advancement.
VI. INFRASTRUCTURE

The teaching academy task force developed the proposed infrastructure based on recommendations from the directors of the Academy at Harvard Medical School, the UCSF Academy of Medical Educators, and the Academy of Medical Educators at the University of Colorado. Under the leadership of Dr. Liu, a subcommittee consisting of Amy Cannella, MD, College of Medicine, PJ Schenarts, MD, College of Medicine, Tammy Jones, MPA, School of Allied Health Professions, Chad Vokoun, MD, College of Medicine, Kelly Caverzagie, MD, College of Medicine and Nebraska Medicine, Denise Britigan, PhD, College of Public Health, Connie Miller, RN, PhD, College of Nursing, and David Brown, PhD, College of Dentistry, developed the following recommendations in June 2014.

A. Personnel

1. Academy administrators

Since the UNMC academy is envisioned as an interprofessional academy, the director and associate director positions will be open to faculty from all health care professions at UNMC. These are part-time positions rather than full-time positions in order to ensure the leadership of the academy remains familiar with the clinical, research and time pressures that faculty and staff face in the modern health care system.

2. Doctorally prepared education specialist

The PhD or EdD educator will ensure faculty and staff scholarship is adequately supported across all colleges and institutes. This individual will be a seasoned researcher who will enable the teaching academy members to transform their innovative curricula into peer-reviewed publications and to assist members in their applications for extramural grants.

3. Support staff

The master’s degree-level coordinator and office assistant will be responsible for a variety of support functions, including but not limited to the coordination of faculty and staff interest groups, planning for at least one educational showcase in concert with faculty development, tracking educational scholarship and coordinating grant applications.

   • Director 0.3 FTE
   • Associate director 0.3 FTE
   • PhD educator 1.0 FTE
   • Master’s level coordinator 1.0 FTE
   • Office associate 1.0 FTE

B. Relationship with Existing Educational Units

1. Reporting relationship to the vice chancellor for academic affairs

The director and the associate director of the teaching academy will report to the vice chancellor for academic affairs and the academy will be housed in this unit. The vice chancellor will perform an annual performance
evaluation and set up an advisory committee consisting of key educational leadership to assess the outcomes of the academy.

2. Interface with the Office of Faculty Development

The teaching academy leadership will work closely with UNMC’s director of faculty development. Specifically, the academy’s director and associate director will become members of the faculty development Educational Development Institute (EDI) committee, which has representation from all of the UNMC colleges. The academy and the EDI will collaborate on educational programming and on the dissemination of resources and innovation.

3. Interface with the Education and Leadership Council and the colleges/institutes

The teaching academy director would serve as the liaison to the Education and Leadership Council. Membership on this council would allow the academy’s director to communicate regularly with senior educational leaders from all of the colleges and institutes. In addition, individual colleges or institutes could request consultation on curricular or assessment issues from the academy leadership.

4. Interface with the Mentorship Program

Academy members will work closely with the director of mentorship to mentor and coach early career faculty in their growth as teachers and educational scholars.

5. Interface with the promotion and tenure committees

The academy director would partner with the promotion and tenure committees as a resource for issues related to the assessment of teaching and educational scholarship. For example, academy members could offer guidance on teaching portfolios or assess the impact of educational publications.

6. Interface with Nebraska Medicine

The teaching academy would be based in the university, but would welcome attendance and membership from members of Nebraska Medicine, the clinical partner of UNMC through collaboration with the Office of Health Professions Education currently led by Dr. Caverzagie.

7. Interface with emerging educational units

As new educational units develop around simulation, virtual reality, e-learning, and other interactive technologies, the teaching academy will take an active role in supporting the scholarship of these entities through the formation of new faculty special interest groups and consultation on educational strategy.
VII. BUDGET

A. Sources of Funding

1. Operating budget

The academy would be funded by the chancellor’s office primarily through the operating budget for the first five years. As the academy became established, it would also seek additional forms of funding through philanthropic or grant support.

2. Philanthropic support

The academy would work with the NU Foundation to identify community champions or alumni who would be willing to support the office through a named professorship, educational grant funding, lectureship, etc.

3. Extramural Grant Funding

The academy’s leadership and doctorally prepared education specialist would assist its members in applying for extramural grant funding from foundations, academic institutions, industry partners, and governmental agencies.

B. Budget

See chart on next page.
## Estimated Budget for Academy

<table>
<thead>
<tr>
<th>Item</th>
<th>Explanation</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
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<td></td>
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<tr>
<td>Director Salary</td>
<td>0.3 FTE (Assuming $200,000 base salary)</td>
<td>$60,000</td>
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<tr>
<td>Associate Director Salary</td>
<td>0.3 FTE (Assuming $200,000 base salary)</td>
<td>$60,000</td>
</tr>
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<td>PhD/EdD Educator Salary</td>
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<td>Master’s Level Coordinator</td>
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<td>Office Associate 2</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>Operations</strong></td>
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<td>Program expenses</td>
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<td>Program expenses</td>
<td>Welcome reception</td>
<td>$5,000</td>
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<tr>
<td>Interest Groups</td>
<td>$2,500 per group annually x 10 groups (food, printing, workshops)</td>
<td>$25,000</td>
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<tr>
<td>Annual Educational Scholars Program</td>
<td>Longitudinal 10-month program (8 faculty x $3,000 each)</td>
<td>$24,000</td>
</tr>
<tr>
<td>Educational Boot Camp for New Teachers</td>
<td>3-day workshop offered twice annually</td>
<td>$5,000</td>
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<td>Office Miscellaneous</td>
<td>Software, computer maintenance, etc.</td>
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<tr>
<td>Printing</td>
<td>Programs, posters, marketing</td>
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<tr>
<td>Travel</td>
<td>Presentations at teaching conferences (director, associate director, PhD)</td>
<td>$10,000</td>
</tr>
<tr>
<td>Innovations Grants</td>
<td>Encourage innovative projects ($7,500 grant x 4 annually)</td>
<td>$30,000</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>CME, CNE, etc. for programs</td>
<td>$25,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>$149,000</strong></td>
</tr>
<tr>
<td><strong>One-Time Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Equipment/Furniture</td>
<td>Computers, Furniture, etc.</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>$20,000</strong></td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td></td>
<td><strong>$479,000</strong> (Year 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$459,000</strong> (Year 2)</td>
</tr>
</tbody>
</table>
VIII. TIMELINE FOR IMPLEMENTATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2014</td>
<td>Academy task force develops recommendations</td>
</tr>
<tr>
<td>August 2014</td>
<td>Education and Learning Council Retreat approves academy</td>
</tr>
<tr>
<td>October 2014</td>
<td>Submission of academy proposal to the vice chancellor for academic affairs</td>
</tr>
<tr>
<td>November 2014</td>
<td>Presentation of academy proposal to the chancellor and the deans</td>
</tr>
<tr>
<td>December 2014</td>
<td>Name advisory council with representatives from all colleges and institutes</td>
</tr>
<tr>
<td>January 2015</td>
<td>Present teaching academy proposal to student senate and faculty senate</td>
</tr>
<tr>
<td>March 2015</td>
<td>Present teaching academy to the campus</td>
</tr>
<tr>
<td>June 2015</td>
<td>Advisory council establishes procedures and infrastructure and the vice chancellor for academic affairs recruits the academy director, associate director and staff</td>
</tr>
<tr>
<td>August 2015</td>
<td>Open applications for the first cohort of general members and fellows</td>
</tr>
<tr>
<td>October 2015</td>
<td>UNMC Interprofessional Academy of Educators becomes operational</td>
</tr>
<tr>
<td>March 2016</td>
<td>Teaching academy organizes first annual Teaching Innovations Showcase</td>
</tr>
</tbody>
</table>
APPENDIX 1: ACADEMY CRITERION BASED MATRIX FOR DEMONSTRATION OF ACCOMPLISHMENT*

The portfolio submitted for membership in the UNMC Teaching Academy must demonstrate excellence in at least ONE of the five areas below, according to the following criteria:

The portfolio submitted for promotion to FELLOW within the UNMC Teaching Academy must demonstrate excellence in at least TWO of the five areas below, according to the following criteria:

Areas of Excellence in Health Science Education

<table>
<thead>
<tr>
<th>Direct Teaching</th>
<th>Instructional Development &amp; Curricular Design</th>
<th>Advising &amp; Mentorship</th>
<th>Educational Administration &amp; Leadership</th>
<th>Educational Research and/or Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>The member: 1. Consistently assumes greater than average share of teaching duties when compared to their department or unit. <strong>OR</strong> 1. Consistently receives outstanding teaching evaluations, teaching awards, or other recognition as an outstanding teacher and role model for trainees when compared to their department or unit. <strong>OR</strong> 1. Has earned a regional, national or international reputation as a teacher as evidenced by invitations to present at regional, national and/or international meetings or service as a visiting professor. <strong>OR</strong> 1. Demonstrates direct teaching excellence in other ways which are justified in their portfolio and considered by consensus to meet the academy’s expectation in this category.</td>
<td>The member: 1. Creates new courses/curricula or develops innovative teaching methods such as educational software, packaged courses or workshops that are used for health science education. <strong>AND</strong> 2. These new courses/curricula/educational materials receive excellent evaluations from either students or peers or show evidence of increased student achievement compared to previous courses/curricula. <strong>OR</strong> 1. Has earned a regional or national reputation as an innovative educator as evidenced by regional, national or international adoption of innovative teaching materials or methods or invited regional, national or international presentations or publications related to those materials or methods.</td>
<td>The member: 1. Consistently assumes greater than average mentorship duties when mentoring and advising health science students, residents, fellows or new or junior faculty when compared to their department or unit. <strong>OR</strong> 1. Has earned recognition from regional or national organizations for advising or mentorship provided, as evidenced by honors/awards for this service. <strong>AND</strong> 2. Demonstrates significant impact on the lives of his/her mentees through feedback, awards or other documentation.</td>
<td>The member: 1. Has held responsible leadership positions within the institution, such as: dean; clerkship or course director; program director; clerkship, course or program coordinator, or service on major decision-making educational committees. <strong>OR</strong> 1. Demonstrates service as an officer or committee chair on education-associated committees of regional, national or international organizations. <strong>OR</strong> 1. Has served as a member of editorial boards of journals with a focus on education (or as an expert on education-related issues in other journals). <strong>OR</strong> 1. Has demonstrated consistent participation in regional or national educational activities (Residency Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia). <strong>AND</strong> 2. Has demonstrated excellence in these roles, as evidenced by information in the letter of nomination, the impact of his/her decision making, successful site visits, etc.</td>
<td>The member: 1. Is the principal investigator or has mentor status on peer-reviewed grants related to health science education. <strong>OR</strong> 1. Has an ongoing, peer-reviewed publication record with first- or senior-author publications related to health science education. <strong>OR</strong> 1. Has other evidence of research, publication or presentation in teaching or learning. <strong>AND</strong> 2. Has had an impact on the local, regional and/or national community of health science educators through these research/publishing activities.</td>
</tr>
</tbody>
</table>

* Adapted with thanks to the University of Colorado Academy of Medical Educators, the Virginia APGAR Academy of Medical educators, and Columbia University College of Physicians and Surgeons.
“Comming together is a beginning, staying together is progress, and working together is success.”

~ Henry Ford
APPENDIX 2: TEACHING ACADEMY TASK FORCE

Jeffrey N. Baldwin, PharmD, FAPhA, FASHP  
Interest Groups Subcommittee  
Vice Chair for Education and Professor  
Department of Pharmacy Practice  
College of Pharmacy  

Megan Blusys  
Communications and Media Coordinator  
Academic Affairs  

Gary L. Beck, PhD  
Assistant Professor of Pediatrics and Director  
Curriculum and Education Research Office  
College of Medicine  

S. James Booth, PhD  
Associate Professor  
Department of Pathology and Microbiology  
College of Medicine  

Betsy Becker, PT, DPT, CLT-LANA  
Interest Groups Subcommittee  
Assistant Professor  
Division of Physical Therapy Education  
School of Allied Health Professions  

Denise H. Britigan, MA, PhD, CHES  
Funding & Infrastructure Subcommittee  
Assistant Professor  
Department of Health Promotion, Social, and Behavioral Health  
College of Public Health  

Catherine A. Bevil, RN, EdD  
Membership Subcommittee  
Professor and Director  
Continuing Nursing Education and Evaluation  
College of Nursing  

David G. Brown, PhD  
Funding & Infrastructure Subcommittee  
Executive Associate Dean for Academic Affairs  
Professor, Oral Biology  
College of Dentistry  

Thomas A. Birk, PhD  
Scholarship & Research Subcommittee  
Senior Educational Designer  
Learning Environment & Internet Services  
Information Technology Services  

Beth Burbach, RN, PhD, CNE  
Membership Subcommittee  
Assistant Professor  
College of Nursing
Analisa McMillan, MSEd
Director of Distance Learning
College of Public Health

Connie Miller, RN, PhD
Funding & Infrastructure Subcommittee
Associate Professor
Interim Assistant Dean, Omaha Division
College of Nursing

Audrey E. Nelson, RN, PhD
Interest Groups Subcommittee
Associate Professor
College of Nursing and Alumni History Museum Coordinator

Lea Pounds, PhD, MBA
Instructor
Department of Health Promotion, Social and Behavioral Health
College of Public Health

Kimberly D. Schenarts, PhD
Scholarship & Research Subcommittee
Professor
Assistant Clerkship Director
Department of Surgery
College of Medicine

PJ Schenarts, MD, FACS
Funding & Infrastructure Subcommittee
Professor
Vice Chair for Education
Department of Surgery
College of Medicine

Kendra Schmid, PhD
Scholarship & Research Subcommittee
Director of Masters Program
Associate Professor, Department of Biostatistics
College of Public Health

Christopher L. Shaffer, PharmD, BCPS
Associate Dean for Student Affairs
Assistant Professor
Department of Pharmacy Practice
College of Pharmacy

Laurey Steinke, PhD
Membership Subcommittee — Chair
Assistant Professor
Department of Biochemistry and Molecular Biology
College of Medicine

Geoffrey A. Talmon, MD
Interest Groups Subcommittee
Associate Professor
Director, Residency Program
Department of Pathology and Microbiology
College of Medicine
Chad W. Vokoun, MD
Funding & Infrastructure Subcommittee
Assistant Dean, Graduate Medical Education
Associate Program Director and Associate Professor, Internal Medicine
College of Medicine

Nizar Wehbi, MD, MPH, MBA
Assistant Professor
Department of Health Services Research and Administration
College of Public Health

Rowen K. Zetterman, MD
Membership Subcommittee
Director
Faculty Mentorship Program
Academic Affairs
REFERENCES


Krobot C. Reorganization and Description of Interprofessional activities at university of Nebraska medical center: a supplement to assessment and evaluation in the education of healthcare professionals at UNMC. February 17, 2010.


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The UNMC Interprofessional Academy of Educators
The Office of Faculty Development
The Office of the Vice Chancellor for Academic Affairs
The Teaching Academy Task Force
October 2014