

The Academy at Harvard Medical School

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Outline: The Academy at HMS

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- IV. Academy Membership
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Rationale for the Academy at HMS

- Over the past decades there has been an explosive growth in the size of faculties of academic medical centers (AMCs)
- This growth has been driven by
 - Increase in the volume and complexity of clinical care
 - Increase in the amount and complexity of biomedical research
- There has been no comparable increase in the investment in the educational mission of the AMCs

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Rationale for the Academy at HMS

- As a consequence less faculty time is available for education
 - Status of education has been reduced
 - Educational innovation is less likely to occur
- A structural change in the AMCs is necessary to “right the balance”

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Timeline of the Academy at HMS

Oct 2000	Task force named by Dean Joseph Martin to consider idea of the Academy
Feb 2001	16 Founding Members appointed by Dean to form Planning/Executive Committee
Sept 2001	Director and Deputy Director named
Feb 2002	First “class” entered in inaugural ceremony
Feb 2004	Second “class” admitted
Sept 2006	5 year review and “White Paper”

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Mission of the Academy at HMS

- The Academy is established to advance the education of future physicians by:
- Supporting the educational activities and enhancing the skills of its members, who are recognized as committed, effective and innovative teachers at HMS
 - Supporting the educational activities of, enhancing the skills of, and providing greater recognition for the entire community of teachers at HMS
 - Supporting the development and implementation of innovative curricula, educational resources and education scholarship at HMS

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Membership Criteria for the Academy at HMS

Members of the Academy must be active teachers who are recognized for their excellence as teachers and mentors. Academy membership will include faculty members at all stages of careers, whose excellence in the area of direct teaching is demonstrated by teaching awards, student evaluations, and recommendations by colleagues. In addition, members will be significant contributors in one or more of the following areas:

- Curriculum development
- Educational leadership/administration
- Faculty development and mentorship
- Educational scholarship

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Current Academy Membership of the Academy at HMS

- 12 Founding Members- Appointed by Dean
- 134 Scholars- Application/peer review
- 29 Fellows- Application/peer review
- 20 Distinguished Scholars- Application /Nomination
- 20 Ex-Officio

Total of 215 Faculty
25 Departments across 17 institutions
All ranks

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Activities of Academy at HMS

**Community
Service
Innovation**

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Activities of the Academy at HMS: Community

- Annual Academy Meetings
- Annual School-wide Education Day
- Annual Teaching Awards Event
- Links across Harvard and nationally

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Activities of the Academy at HMS: Service

- Academy Fellowships for Junior Faculty

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Academy Fellows

- ≤ 5 years on the faculty
- 29 named in 5 years
- Departments: Ambulatory Care & Prevention, Anesthesia, Emergency Medicine, Medicine, Neurology, Pathology, Pediatrics, Psychiatry, Orthopedics, Surgery
- Wide range of projects all focused on undergraduate education
- Some of early fellows already assuming leadership roles
- Fund raising opportunity

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Activities of the Academy at HMS: Service

- Academy Fellowships for Junior Faculty
- Named Academy Scholars for mid-career faculty

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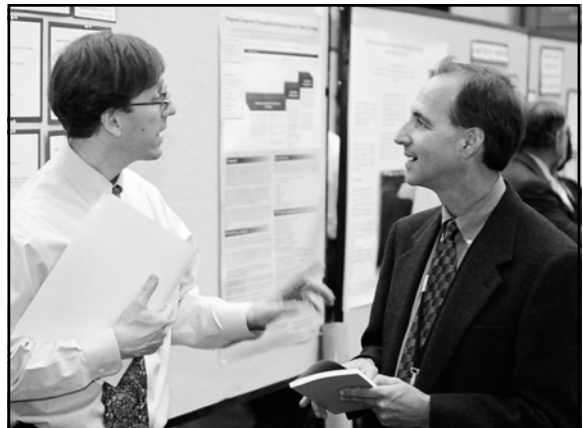
Named Academy Scholars

- Mid-career
- 3 years support at \$20K per year
- Opportunity to redirect career to take leadership role in education
- 4 Named Scholars have
 - 1) Co-designed and co-led Integrated Cambridge Clerkship, pilot project for MER
 - 2) Led integration of Patient-Doctor sequence years I-III
 - 3) Led design and been Course Director of new Introduction to the Profession course
 - 4) Overseen Women's Health in the undergraduate curriculum
- Fund raising opportunity

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Activities of the Academy at HMS: Service

- Academy Fellowships for Junior Faculty
- Named Academy Scholars for mid-career faculty
- Advocacy for teachers in the promotion process
- Educational fund raising
- Co-sponsorship of faculty development activities
- New Academy Center for Teaching and Learning

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Activities of the Academy at HMS: Innovation

- 78 Academy funded Innovation Projects
 - Basic science education
 - Clinical education
 - Educational technology
 - Assessment
 - Faculty development
- Pilot projects for Medical Education Reform (MER)
- Leadership roles in Task Force, Working Groups and Design Groups for MER

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Tenets of the Medical Education Reform Effort

- Integration of curricular content: biologic science to biologic science; biologic science to social science; basic sciences to clinical medicine
- New model for clinical education
- Increase opportunities for scholarly, in-depth experiences
- Re-engage the faculty (particularly the senior faculty)

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Selected Elements of Educational Reform

- Introduction to the Profession course
- Integrated basic science/social science blocks with new required social science courses
- The Role of Discovery in Medicine course with mentored research offerings (now optional, later required)
- Integrated Principle Clinical Experience at one site from Spring Year II to Spring Year III
- New sub internship and advanced medical/science offerings
- For the faculty
 - New faculty development program
 - Compensation plan
 - Review of promotion criteria

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How is HMS different 5 years later?

- First Educational reform in 20 years: New curriculum launched 8/06, phased in over next 4 years
- Program in Medical Education Leadership
- Engagement of Department Chairs and Hospital Leadership around the educational continuum
- Center for Evaluation created
- Academy Center for Teaching and Learning created
- New Task Force on Promotion re-examining criteria and metrics
- Blue Ribbon committee making recommendations on compensation for medical student teaching
- More teaching faculty have been energized and validated

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The Academy at HMS: The Future

How do we institutionalize the Academy?

- More inclusive- Changes in membership process
- Hospital-based Academies- The continuum of education
- Service Orientation- Center for Teaching and Learning

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The Academy Center for Teaching and Learning

Director- Charles Hatem, MD, Harold Amos Academy Professor

Associate Director- Antoinette Peters, PhD

Charge: Establish a comprehensive program in educational faculty development for the HMS faculty including:

- Specific faculty development in support of the new curriculum
- Educational consultation service
- Peer-review of teaching program
- Resident as Teacher program
- Collaboration with educational faculty development at each of the HMS teaching hospitals

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The Academy at HMS: Issues

- Exclusive vs. Inclusive
- Honorific vs. Service
- Volunteer work vs. Compensated work
- Governance
- Funding

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Conclusions

1. An Academy can make a difference
2. There is not one way to do this - respond to local structures and needs
3. A major goal is culture change - increasing the valance of education
4. Flexible funds are important to
 - Jump start innovation
 - Support faculty at key moments in career
5. Support from the top is essential for
 - Politics
 - Fund raising

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