

The Haile T. Debas
**Academy
of Medical
Educators**



Celebrating 20 years
2000 - 2020



**The Haile T. Debas
Academy of Medical Educators**

Annual Executive Summary
2020-2021



Center for
Faculty Educators



216

MEMBERS FROM THE SCHOOLS OF MEDICINE,
DENTISTRY, NURSING, AND PHARMACY

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CORE TEACHING SITES: EAST BAY, UCSF FRESNO, MISSION BAY,
MOUNT ZION, PARNASSUS, SFVAMC, AND ZSFG

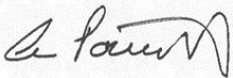
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INTERPROFESSIONAL, CLINICAL, AND BASIC SCIENCE
DEPARTMENTS

Introduction

The Academy's mission is to support the people who carry out and advance the educational mission of UCSF. From our front-line teachers to our education leaders, UCSF faculty are deeply committed to training the next generation of health care providers. This is a labor of love and for many of us keeps us engaged and inspired, even in the face of the clinical and societal upheavals we have been navigating over the last two years. That said, it can also be fatiguing and many of us are feeling tired and even burned out. Our learners are courageously challenging us to address the structural inequities and racism that are built into our systems, including our curricula and clinical training environments.

How can the Academy be a restorative community to help our educators to feel valued and to have the skills, humility, agency, resilience, and support they need to sustain this important work? As I reflect on the past year, I would like to highlight three initiatives related to supporting our educators and aspire to build on these and other efforts to meet the needs of the UCSF educator community. The first is the Finance Interest Group whose charge is to build a community of educators and finance leaders across UCSF interested in how best to support front-line teachers. The second is a recently completed research study of the impact of our unique education endowed chairs program on the career, development, and impact of the individual chair holders. The last will be to look towards the future and how the Academy needs to evolve to best serve the education community at UCSF through the recommendations of the Academy 2025 task force, including more inclusive membership processes and ongoing engagement in diversity/equity/inclusion/antiracism. My deepest gratitude to our Academy community for their service, commitment, and inspiring leadership.



Ann Poncelet, MD
Director and William G. Irwin Endowed Chair
The Haile T. Debas Academy of Medical Educators



The Academy Tackles Education Finance

The Academy of Medical Educators launched its first interest group in 2019, the Finance Interest Group (FIG), Co-Chaired by Academy Members Susannah Cornes and Erick Hung.

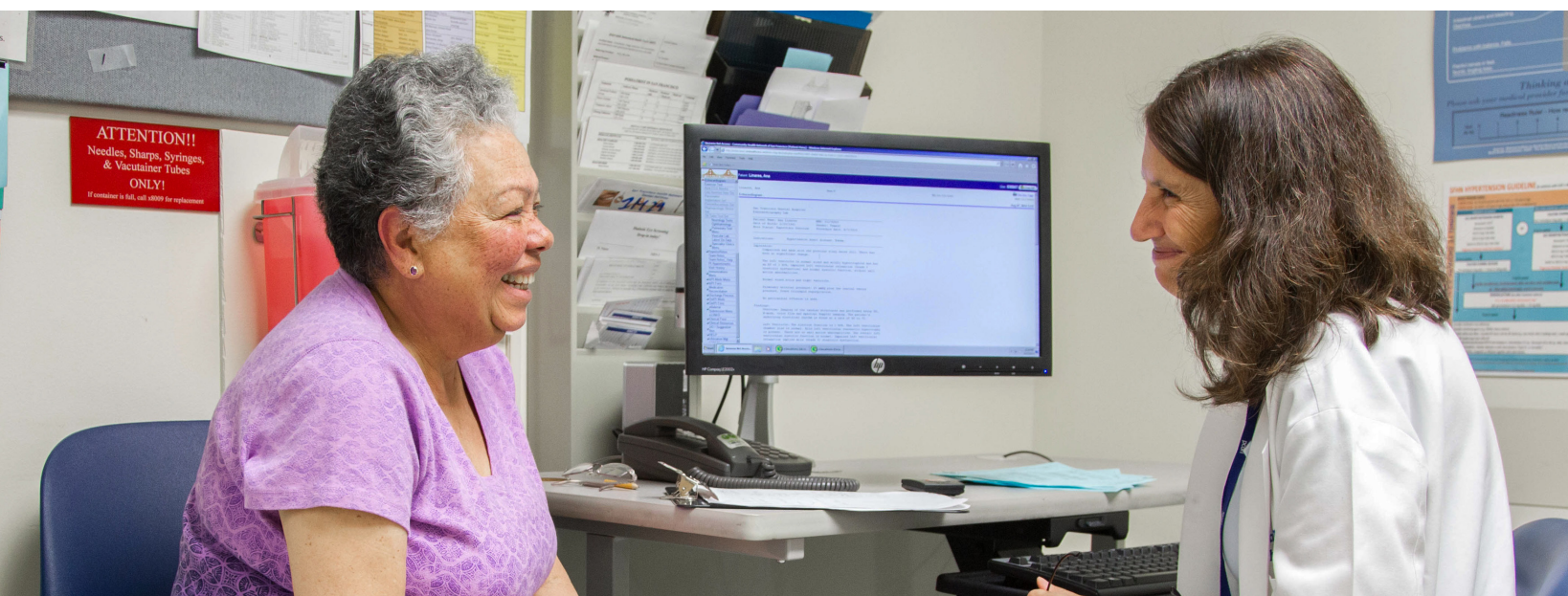
The purpose of FIG is to build a community of educators and finance leaders engaged in supporting education within departments, the School of Medicine, and other Schools across the campus. The group aims to share best practices, advocate to support education from a mission-based management perspective, and develop a resource pool for educators, finance leadership, and staff. The group launched with a retreat in 2019 hosting keynote speaker Dr. Mark Servis, the Vice Dean for Medical Education from the University of California at Davis. The retreat engaged the community in activities to understand various financial models and to discuss successes and challenges. The group continues to meet quarterly and to draw attendees from a wide array of departments, Schools, and levels of expertise.

The group has appreciated hearing from a variety of faculty leaders regarding their work in education finance including:

- Sanziana Roman, MD, Department of Surgery (Winter 2020)
- James Frank, MD, Division of Pulmonary and Critical Care (Spring 2021)
- Sandrijn VanSchaik, MD, PhD, Department of Pediatrics (Summer 2021)
- Susannah Cornes, MD, Department of Neurology (Fall 2021)

The group has developed shared resources including individual finance program policies and rubrics, as well as relevant literature. At recent meetings, the group reviewed literature related to finance and motivation and to the minority tax in education. Ongoing work is focusing on an annual survey for departments to further catalog the ongoing work being done across the campus to fund our important educational endeavors.

Photos: From left, Susannah Cornes, MD and Erick Hung, MD





The Impact on Recipients of the Academy's Endowed Chair Program: The Initial 20 Years

An innovative matched endowed chair program for educators was launched in 2001 by the UCSF School of Medicine through the newly established Academy of Medical Educators (AME), with the explicit goals of supporting teaching excellence at UCSF and the career development and professional identity formation of our educators. At that time and still to this date, faculty members rarely receive endowed chairs as recognition of their work in education. Like other non-education endowed chairs, chair holders receive discretionary income to pursue value-added work. Unlike other endowed chairs, ours are funded jointly by the AME and an academic department, or solely by the AME, and are limited to two 5-year terms. The program currently supports 24 endowed education chairs, spanning multiple departments and disciplines.

The literature on the impact of endowed chairs on recipients is limited, particularly when those recipients are educators. Thus, in 2018, Peter Chin-Hong led a research team to evaluate the impact of the UCSF Academy of Medical Educators Endowed Chair Program on individual chair recipients. The authors of the study were all Academy members, ranging from a former AME director to chair holders to newly inducted faculty. Between 2018 and 2020, the authors interviewed 23 chairholders, from 16 departments, who had completed at least one 5-year term and completed a qualitative thematic analysis.

Highlights from the study findings include:

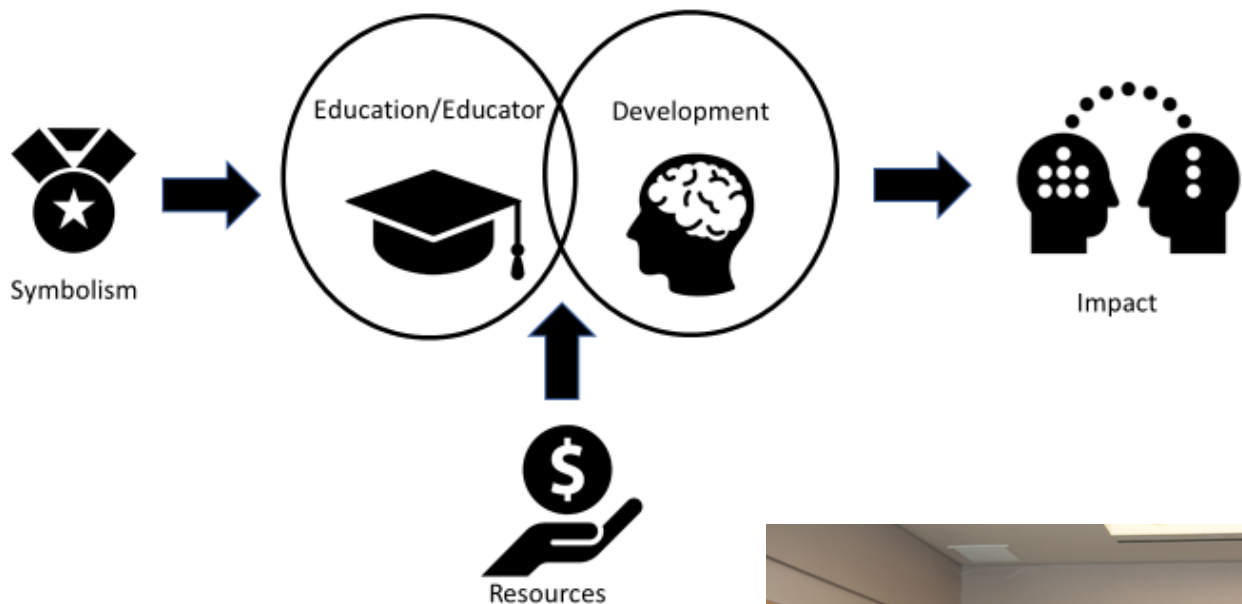
- The endowed chair was a symbol of respect for educational work. It was perceived as an honor and a tangible representation of the importance of an educator role. It also visibly demonstrated leaders' commitment to educators.
- The endowed chair conferred resources that recipients could use to benefit themselves and others. Though it was challenging at times to know how to use these resources, chairs were allowed creativity and flexibility, leading to many unique endeavors which, in turn, increased visibility of educators both within and beyond UCSF.
- Receiving an endowed chair conferred credibility on recipients and allowed them to feel empowered in the education domain. Recipients served as education role models and mentors within and beyond their departments and the university.
- The opportunity to propel both their own and other educators' professional development was of great value to endowed chairs.
- In many cases, endowed chairs left a legacy of programmatic development that sustained beyond their term.
- In reflecting on these findings, we discerned a model of impact suggesting that simply possessing the endowed chair title led to visibility, validation, and gravitas, which combined with resources allowed the holder to leverage academic and career opportunities in education.

In sum, the results of this study strongly support the importance and benefit of an endowed chair program on individual recipients and those they work with and train. The final paper has been accepted for publication in *Academic Medicine* this year.

This study was done in collaboration with Academy Endowed Chairs

<https://meded.ucsf.edu/faculty-educators/academy-medical-educators/ame-programs-and-collaborations/academy-endowed-chair-program>

The Impact on Recipients of the Academy's Endowed Chair Program: The Initial 20 Years (continued)



The Academy Looks Ahead to 2025

The Haile T. Debas Academy of Medical Educators was founded in 2000 to elevate and advance educators and the education mission of the UCSF School of Medicine. Over two decades Academy membership has grown from 23 to 215 members. During that time, the Academy has established major initiatives including Innovations Funding, Endowed Chairs in Education, and Education Day, has welcomed faculty from all health professions schools at UCSF, and has launched programs to advance diversity, equity, inclusion, and anti-racism/anti-oppression (DEIA) within the Academy and across the campus.

In 2019, as the Academy was nearing its 20th year, director Ann Poncelet, MD, convened the AME 2025 Task Force. She charged the group to engage in a strategic visioning process that would guide changes the Academy makes today to serve the needs of learners and teachers five years into the future, considering the rapid changes in education, technology, and health care.

The 18-member AME 2025 Task Force included Academy members and experts outside of the Academy, spanning disciplines, schools, and UCSF campuses. A visioning retreat in February 2020 revisited the history of the AME, identified its key positions and interests, and established priority areas for AME development.

DEIA and interprofessional collaboration were designated as core values for each priority area. Key stakeholders were consulted for input, including the AME DEI and Program for Interprofessional Practice and Education (PIPE) committees, and draft proposals were presented to the Academy membership at the 2020 Fall meeting. Based on the feedback, the draft was revised and presented at the AME 20-year celebration in June 2021.

AME 2025 Strategic Visioning retreat, February 2020. Task force members: Raquel Rodriguez (co-chair), Gurpreet Dhaliwal (co-chair), Kanade Shinkai (co-chair), Manish Aghi, Rebecca Berman, Sharya Bourdet, Diana Coffa, Molly Cooke, Eddie Cruz, Mitch Feldman, Tracy Fulton, Renee Kinman, Kewchang Lee, Kate Lupton, Lindsay Mazotti, Carol Miller, Brad Monash, Jill Mongelluzzo.



The Academy Looks Ahead to 2025 (continued)

The Task Force established 5 priority areas for AME development:

Priority 1: Defining the Academy Membership & Identity

Recommended increasing interprofessional membership and changing the Academy name to reflect interprofessional membership. Create groups within the Academy where members can self-select areas of interest and join a smaller community.

Priority 2: Financing the Academy

Recommended developing a philanthropic strategy and exploring funding collaborations between UCSF schools using the Innovations Funding grant model.

Priority 3: Supporting Educators

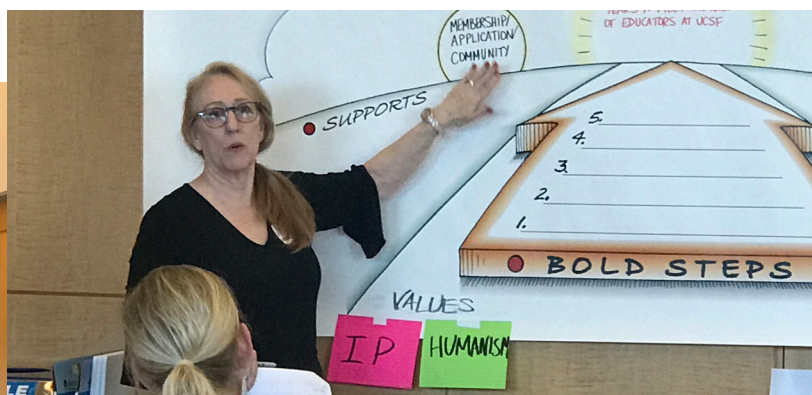
Recommended exploring models for educational value systems (EVS) for recognizing contributions to education and strategies for EVS implementation.

Priority 4: Leverage education technology to advance the educational mission

Recommended forming an Academy Education Technology Special Interest Group to optimize the education technology experience for faculty and learners.

Priority 5: Advancing DEIA in the clinical learning environment

Recommended advancing Academy DEIA work by requiring ongoing DEIA training and service requirements for all members including Academy leaders and endowed chair holders and increasing diversity within Academy membership and leadership.



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