Career Development for Academic Educators in Health Professions and Biomedical Sciences

1. Entering the academy and knowing why you've been recruited
   1.1. Clinical practice
   1.2. Science community

2. Negotiating and defining your focus as an educator
   2.1. Academic course work
   2.2. Clinical education and training
   2.3. Community based and/or patient education

3. Building an educator portfolio for promotion
   3.1. What to include and how to organize
   3.2. Start now

4. Developing requisite skills as an educator
   4.1. Instructional design, delivery methods, technology
   4.2. Instructional assessment (tests, measurement, evaluation)

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5. **Building expertise and niche**

5.1. Content knowledge and keeping current

5.2. Instructional prowess

5.3. Collaborative work

6. **Laying down a foundation for the scholarship of teaching and learning (SOTL)**

6.1. Identifying your areas of interest in the educational enterprise

   6.1.1. Teaching effectiveness, signature pedagogies

   6.1.2. Learning processes, outcomes (knowledge, skills, attitudes)

6.2. Recognizing the SoTL sequence and where you currently fit

![Table]

7. **Exploring funding for educational scholarship**

7.1. Internal funding sources: seed money, pilot grants

7.2. External funding sources: government agencies, private foundations

8. **Developing a trajectory for educational scholarship**

8.1. Solo, partnership, and team work

8.2. Interprofessional and interdisciplinary work

8.3. Identifying suitable research methodologies from your field (quantitative, qualitative, mixed)

8.4. Looking for publication outlets

8.5. Disseminating your work for critique

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9. Developing large programs of educational research

9.1. Additional research training
9.2. Planning and execution
9.3. Multi-institutional sites

10. Getting promoted and tenured

10.1. Know the institutional rules
10.2. Tell a good story in your promotion portfolio

<table>
<thead>
<tr>
<th>College</th>
<th>Educator track option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Medicine</td>
<td>Academic non-clinical educator</td>
</tr>
<tr>
<td>Health Professions</td>
<td>Academic educator</td>
</tr>
<tr>
<td>Library Science and Informatics</td>
<td></td>
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<tr>
<td>Medicine</td>
<td>Academic investigator/educator</td>
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<td></td>
<td>Clinician educator</td>
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<tr>
<td>Nursing</td>
<td>Educator/researcher</td>
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<td></td>
<td>Educator/clinician</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Academic educator clinician</td>
</tr>
</tbody>
</table>

Exercise

For each of the above 10 bullets …

Put a check by the areas in which you feel comfortable.

Flag areas where you feel you need more help.

Write out the one pressing question you have for this session.
References


Streveler, R., Borrego, M. and Smith, K.A. 2007. Moving from the “Scholarship of Teaching and Learning” to “Educational Research:” An Example from Engineering. To Improve the Academy, 25, 139-149.

Useful websites

Carnegie Foundation for the Advancement of Teaching

http://www.carnegiefoundation.org

Center for the Integration of Research, Teaching and Learning

http://cirtl.net

Center for Research on Learning and Teaching, University of Michigan

http://www.crlt.umich.edu

International Society for the Scholarship of Teaching and Learning

www.issotl.org

Indiana University/Scholarship of Teaching and Learning

http://ctl.iupui.edu/programs/sotl.asp

Lilly Conferences on College and University Teaching and Learning

http://lillyconferences.com/

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