

## Documenting your educational efforts: What we wish we had known

Fathima Palot Manzil, M.D. (Radiology)  
Gitanjali Bajaj (Radiology)  
Jason Arthur, M.D., MPH (Emergency Medicine)  
Roopa Ram, M.D. (Radiology)  
Katie Kimbrough, M.D. (Surgery)  
Beatrice A. Boateng, Ph.D. (Pediatrics)



---

---

---

---

---

---

---

---

## Where do I Start?



---

---

---

---

---

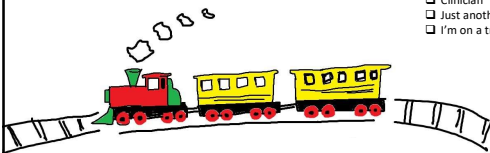
---

---

---

## STEP 1 – Know your TRACK

- What track are you on?
- Clinician Educator
  - Basic Scientist
  - Clinician Scientist
  - Clinician
  - Just another faculty in my college
  - I'm on a track? Didn't know that!!



---

---

---

---

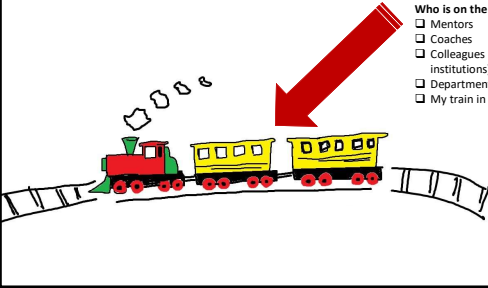
---

---

---

---

### STEP 1b – Who’s riding with you?



Who is on the train with you?

- Mentors
- Coaches
- Colleagues (here and other institutions)
- Department Chair
- My train in empty

---

---

---

---

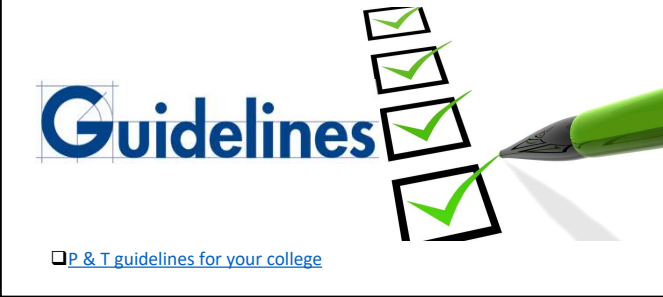
---

---

---

---

### STEP 2 – READ the P & T Guidelines



**Guidelines**

- 
- 
- 
- 

[P & T guidelines for your college](#)

---

---

---

---

---

---

---

---

### STEP 2b – Know your time distribution



How much time do you have for

- Research
- Education
- Clinical work
- Administration

---

---

---

---

---

---


---

---

### Time distribution

(in Percents)	Basic Scientist-TP		Basic Scientist-NTP		Clinical Scientist		Clinical Educator		Clinical Attending	
	Range	Typically	Range	Typically	Range	Typically	Range	Typically	Range	Typically
<b>Teaching/Mentoring (Total)</b>	10-35	30	0-30	5	5-10	7.5	10-50	25	0-30	20
Didactic Teaching					1-3	2.5	2-10	5	0-2	1
Bedside Teaching					2-10	5	10-40	20	0-30	20
<b>Research</b>	50-85	60	90-100	90	40-90	75	5-30	10	0-10	5
Clinical Service (Total)					10-50	20	40-80	80	70-100	90
Direct Patient Care					10-50	15	40-60	60	70-100	70
Bedside Teaching					2-10	5	10-40	20	0-30	20
<b>Leadership/Admin. Service</b>	0-35*	10	0-10*	5	0-10*	2.5	0-20*	5	0-10*	5

Time Allotment  
 • Typical: 5 – 10% Teaching/Mentoring (Medicine)  
 • How many hours do I have per week/month?  
   ✓ ~2 – 4 hours per week (based on 40 hour work week)\*\*\*




---

---

---

---

---

---

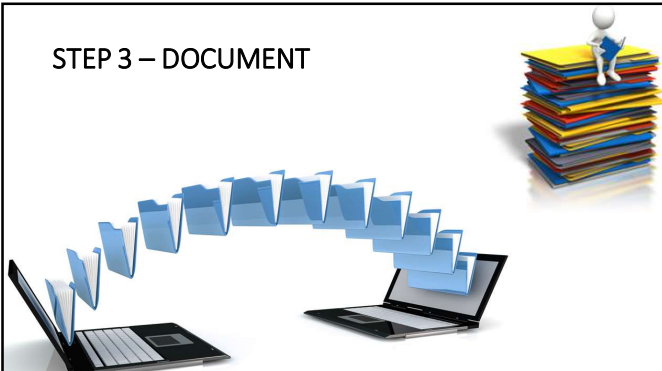
---

---

---

---

### STEP 3 – DOCUMENT




---

---

---

---

---

---

---

---

---

---

### Where do I start?

- Read your P&T guidelines
- Update your CV regularly
- Brag, brag, brag – Not the time to be humble.
- Review examples
- Keep physical and electronic copies
  - ✓ UAMS BOX
- Get feedback
  - ✓ Evaluations
  - ✓ Feedback as you prepare your packet

---

---

---

---

---

---

---

---

---

---

### How to I get evaluations?

- Obtain feedback from all activities
- Set up through your department. End of semester evaluations
- Resident lecture evaluations (New Innovations OR other system)
- Medical Student Evaluations (OASIS)
- Clinical teaching evaluations (New Innovations)
- Other lectures
  - Get evaluation templates from department
  - Summarize

---

---

---

---

---

---

---

---

### How do I document in a way that counts?



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Your Educator's Portfolio

- Personal Statement / Philosophy\*
- Overview of educational activities
- Educational Contributions
  - ✓ Teaching
  - ✓ Curriculum Development
  - ✓ Mentoring and Advising
  - ✓ Educational Scholarship\*\*
  - ✓ Educational Leadership and Administration\*\*
  - ✓ Awards and Recognition\*\*
- Letters of support for your teaching efforts




---

---

---

---

---

---

---

---

- What type of "teaching" do we do?
- Who do we "teach"?
- Where do we teach?

---

---

---

---

---

---

---

---

<input type="checkbox"/> <b>Type of teaching</b> <ul style="list-style-type: none"> <li>✓ Lectures (semester long)</li> <li>✓ 1 hour long "lecture"</li> <li>✓ Workshops</li> <li>✓ Just in time teaching / Mentoring</li> <li>✓ Bedside teaching</li> </ul>	<input type="checkbox"/> <b>Who we teach / mentor</b> <ul style="list-style-type: none"> <li>✓ Students (Medicine, Nursing, Health Professions, etc.)</li> <li>✓ Graduate Students</li> <li>✓ Residents / Fellows</li> <li>✓ Post Docs</li> <li>✓ Faculty</li> </ul>
<input type="checkbox"/> <b>Where do we teach?</b> <ul style="list-style-type: none"> <li>✓ Formal / Classroom</li> <li>✓ In Clinic</li> <li>✓ Online</li> <li>✓ In Lab</li> <li>✓ In the hallway</li> <li>✓ On the phone</li> <li>✓ On a walk / walking meeting</li> <li>✓ Lunch meeting</li> </ul>	

---

---

---

---

---

---

---

---

### What to document?

- Content – What you teach**
  - ✓ Content area
  - ✓ Area of expertise\*\*
- Process – How you teach**
  - ✓ What methods do you use?
  - ✓ Are the methods appropriate for your learners?
  - ✓ Are the methods current / evidence based?
- Outcomes – Results or impact**
  - ✓ What is the impact of your teaching / mentoring



---

---

---

---

---

---

---

---

### Teaching

- Classes, Seminars, 1 hour Didactics
- Recurrent lectures
- Web based Instruction
- Continuing Education
- TBL, Game Based
- Informal Teaching



---

---

---

---

---

---

---

---

### Teaching

- Teaching activity
- Role
- Learners and amount of contact
- Outcomes\*\*
- **Describe Quantity:** Summarize teaching data - time spent in each teaching activity and how often it is repeated, number and types of learners involved, and how the activity fits into a curriculum or training program.
- **Describe Quality through Process and Impact:** Describe carefully (but briefly) the efforts you put into planning your teaching activities. By explaining how you customize your teaching through the use of innovative and creative teaching methods to accomplish the learning objectives, you show the impact of your teaching in a way that goes beyond numbers.
- **Interpret Quality through Outcomes:** Are you collecting data to demonstrate your teaching effectiveness?



---

---

---

---

---

---

---

---

### Teaching Example 1 (One time lecture)

**Teaching activity:** Lecture on Otitis Media. Where and when? date?

**Role:** Instructor / Co-presenter with who?

**Learners and amount of contact:** 1 hour lecture to Pediatric Residents.

- This was a TBL session that included active learning strategies to engage learners. I used Kahoot/Black Board/Jeopardy to engage the learners

**Outcomes:**

- Quantitative and qualitative data from your evaluations
- Pre and Post test
- Audience response systems - Poll everywhere




---

---

---

---

---

---

---

---

### Teaching Example 1 – Outcomes

• Sep 26 2018

- Great examples!
- Great job!
- Excellent, very engaging!!
- Informative lecture!
- Good lecture, very insightful. Really enjoyed it!

• Nov 4 2018

- Extremely well organized.
- Great talk on pertinent findings.
- Clear and concise! Felt like I learned a lot.
- Great lecture that didn't overwhelm with information.

---

---

---

---

---

---

---

---

### Teaching Example 2 (Recurring lecture)

**Teaching activity:** Anatomy Human Structure

**Role:** Instructor

**Learners and amount of contact:** 4 hours every week to 180 Medical Students for the entire semester . This lecture series introduces medical students to human anatomy

**Outcomes:**

- Quantitative and qualitative data from your evaluations
- Add graph with your rating vs. faculty in your department from year to year




---

---

---

---

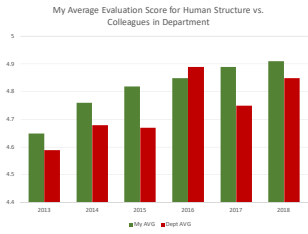
---

---

---

---

### Teaching Example 2 - Outcomes



- Comments:
- I have always struggled with understanding something about Anatomy. Dr. B helped me to understand it better.
  - I liked the use of Poll Everywhere in the class. I don't usually speak up and the tool helped me to be more engaged by asking questions online and getting them answered.
  - I couldn't make it to class one day and when I emailed Dr. B, she responded and shared the day's notes with me. I was able to catch up with the class.




---

---

---

---

---

---

---

---

### Teaching Example 3 (Simulation / Clinical skills)

**Teaching activity:** Communication Skill development  
**Role:** Instructor  
**Learners and amount of contact:** 2 hours bi-monthly to IM residents  
 Developed a course to teach IM residents how to break bad news to patients and families. This course involved developing cases, training standardized patients, developing feedback instruments.  
**Outcomes:** Quantitative and qualitative data from your evaluations

- Number of residents/fellows trained
- Published in Med Ed Portal




---

---

---

---

---

---

---

---

### Teaching example 4 ( Grand Rounds)

**Teaching activity :** Invited speaker  
**Role:** Expert on Multi disciplinary Panel  
**Learners and amount of contact:** 1 hr talk on liver cancer imaging to a group of approximately 75 fellows and faculty in oncology, hepatology, surgery as well as researchers.  
**Outcome:**

- Qualitative and quantitative evaluations
- Post talk time spent on Q and A
- Email follow up

---

---

---

---

---

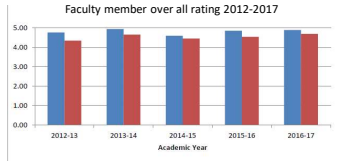
---

---

---



### Overall teaching assessment



Written faculty evaluations annually by the residents with Ratings on 14 dimensions using a 5-point Likert-type scale anchored by 5 for "outstanding" and "1" for poor. Confidential evaluations by diagnostic radiology residents have consistently rated Dr. X as "outstanding" to "highly satisfactory."

---

---

---

---

---

---

---

---

---

---

### Summary of teaching activities

Teaching Activity /Role	Year	# of sessions	# / type of learners	Quality / Feedback
Grand rounds	2016	1	Faculty, medical students, residents # = 80	Mean rating of 4.85 out 5 N = 20
Resident Lecture	2016 - 2018	3	Pediatric residents # = 120	See evaluations and comments
Simulation	2012	8	Graduate students	See emails / thank you notes in appendix
Team based learning session	2017	12	Medical Students	See graph attached.




---

---

---

---

---

---

---

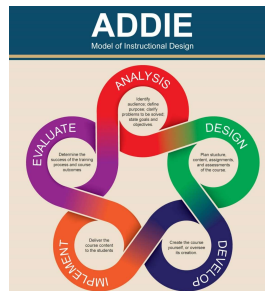
---

---

---

### Curriculum Development

- Curriculum Development / Instructional Design
  - Developing / Modifying a course, Journal Club, etc
  - Convert from face-to-face to online or asynchronous
- Why did you develop / change the curriculum?
  - Learner or clinical needs? Include this!
  - Guidelines or accreditation requirements? Include this!
- What was your role?
  - You do **NOT** have to be the PD or Course Director to have a meaningful role in curriculum development
  - Describe how you contributed
  - Document collaboration and funding if you had any!
- What were the outcomes of the curriculum?
  - Impact assessments, learner reviews, scholarly activity, etc.
  - For public facing electronic curricula consider metrics!




---

---

---

---

---

---

---

---

---

---

## Curriculum Development

### Highlights:

My successful direction of the Summer in Surgery program is another accomplishment of which I am very proud. The Summer in Surgery program also brings together all of the components required for promotion and tenure as demonstrated below.

1. **Teaching:** I co-created the program and curriculum. This program, above all else, is an educational program for the medical students. The program gives students the opportunity to not only learn from directly shadowing surgical faculty and residents, but they also have the opportunity to learn surgical skills through various simulation sessions and lectures.
2. **Administration:** As the director of this program, I demonstrate leadership in the Department of Surgery. I organize and manage the program and all of its components effectively.
3. **Research:** The addition of the Summer in Surgery program has connected numerous students with surgical faculty and residents and has added to the body of scholarly work from UAMS considerably.
4. **Clinical:** The foundation of the Summer in Surgery program is teaching the students good patient care. By fostering student interest in surgical careers earlier in the pre-clinical years, we hope to ultimately help students decide on which career is right for them while also generating more clinically sound, well-trained future surgeons.

---

---

---

---

---

---

---

---

---

---

## Example 1

**Project title:** Summer in Surgery Medical Student Program

**Summary:** 4-week program for UAMS students completing the M1 year to learn more about a career in surgery. The program allows medical students the opportunity to gain clinical experience by shadowing surgeons, gain research experience by participating in various selected research projects, and enhance presentation/public speaking skills by presenting at the end of the course on clinical and research activities.

**Role:** Co-creator and director. Organization of program activities such as participant selection, students' rotations, orientation day events, simulation sessions, and faculty lectures, including recruiting and scheduling faculty and resident volunteers for lectures and simulation sessions.

**Funding:** None

**Outcomes:** The program maintains and supports the students' interest in surgical careers, at least thus far. There is some evidence to suggest there may be "trickle-down" effects of the program as well. That is, the proportion of UAMS students who pursue careers in general surgery has shown demonstrable increases in the past few years compared to prior years. In 2014 to 2016 the numbers of students matching into general surgery from UAMS were on the decline. In 2017 and 2018 and 2019, the numbers have increased to 7 and 6 and 6, respectively. The program also gains students with surgical faculty who can collaborate on various scholarly activity.

- List scholarly activity
- List survey results
- List other documentation (program timeline, program schedule(s), emails lauding the program, notes from students, etc)




---

---

---

---

---

---

---

---

---

---

## Example 2

**Topic:** Pediatric Resident Communication Skills Training via Simulation

**Role:** Evaluator, Instructional designer, Co-Investigator with who? (two Physicians)

**Funding:** \$25 000 Innovations in Pediatric Education in 2018

### Summary:

- Observed that residents were struggling with communicating effectively with patients. I / We developed / re-designed the curriculum to include simulation. The goal of curriculum is to assess and improve the knowledge and confidence level of the future providers in managing difficult conversations.
- Prior to developing the curriculum, we assessed resident confidence on different topics. 41 of 94 residents (46%) responded to the needs assessment. We identified that residents were less confident in addressing mental health, social determinants of health, delivering bad news and managing oppositional or angry parents.
- 90% of respondents also indicated that they want to receive more feedback on their communication
- This curriculum is an attempt to provide residents with opportunity to practice communication skills through simulation and feedback
- We implemented the curriculum in 2018 and 60 Pediatric residents have been trained since. \*\*Project ongoing

### Outcomes:

- 1) what did the residents say? Were there pre/post changes in confidence?
- 2) Scholarly products: 1 intramural grant, 2 presentations, 1 publication

---

---

---

---

---

---

---

---

---

---

### Mentoring and Advising

- You do this more than you realize
  - Mentor, Coach, Sponsor, & Advisor are synonyms
  - You can Mentor a peer!
- Can be formal or informal
  - If formal include your role on committee
- Don't forget off campus & off site
  - Collaborative sites
  - Graduates you continue to mentor




---

---

---

---

---

---

---

---

### Mentoring and Advising Examples

- Dissertation / thesis committee
- Student advising/mentoring
  - POM, Career/Advisor, Research, Self-Guided elective
- Resident advising/mentoring
  - Career, Research, etc
- Fellow advising/mentoring
  - Career, Research, etc
- Faculty advising/mentoring
  - P&T, Research, etc




---

---

---

---

---

---

---

---

### Example 1 – Mentoring / Advising

**Student(s):** Student A, PhD candidate for Microbiology

**Graduate student 1:** I have served as the chair of this student's dissertation committee since 2014. Their project involves testing a new biomarker on mice models.

**Outcomes:**

- Graduate student has graduated and is now a post doc at Johns Hopkins
- Published 2 papers on this study. Add paper references




---

---

---

---

---

---

---

---

### Example 2 – Mentoring / Advising

**Medical Student:** Jane Doe, MD

**Medical Student:** Dr. Doe approached me after my anatomy lecture during their medical school anatomy course and expressed interest in pursuing research in my lab. I met with student for an hour, once a month to discuss their career goals. The student subsequently conducted research with me.

**Outcomes:**

- Student accepted into Neurosurgery residency (see thank you note in appendix)




---

---

---

---

---

---

---

---

### Example 3 – Mentoring / Advising

Name	Years Mentored	Residency	Location	Notes
Dr. B	2016-2018	General Surgery	University of Michigan	#1 Choice Match
Dr. P	2017-2018	General Surgery	UAMS	#1 Choice Match
Dr. R	2017-2018	General Surgery	Christiana Care in Delaware	#4 Choice Match
Dr. M	2015-2018	OB/GYN	UAMS	WISE co-founder
Dr. L	2017-2018	Otolaryngology	UT-Memphis	WISE co-founder
Dr. R	2015-2016	General Surgery	VCU	Unknown rank of match
Dr. T	2016-2015	General Surgery	LSU-New Orleans	Assisted SOAP match as prelim
Dr. S	2018-current	General Surgery	N/A	Currently mentoring
Dr. A	2018-current	General Surgery	N/A	Currently mentoring
Dr. F	2016-current	General Surgery	N/A	Currently mentoring

Name	Years Mentored	Academic Needs	Results
Dr. K	2014-2015	Oral Board prep	Passed OE/CE 1 <sup>st</sup> attempt
Dr. J	2015-2016	Oral Board prep	Passed OE/CE 1 <sup>st</sup> attempt
Dr. U	2016-2018	ABSITE/Written Board prep	Passed OE/CE 1 <sup>st</sup> attempt
Dr. K	2016-2018	Oral & ABSITE/ Written Board prep	Passed OE/CE 1 <sup>st</sup> attempt

---

---

---

---

---

---

---

---

### Example 4 – Mentoring / Advising

**Residents:** Ama Karikari, MD, Paula Escheverri, MD and Alison Burbank, MD

This project involved developing a medical Spanish module for pediatric residents. Dr. Boateng provided instructional design guidance throughout the process of developing and executing the project. This included designing the module, recording and editing audio and content.

- These residents received the 2014 W. Thomas Dungan Award for Outstanding Scholarly Project for this project.
- The module is currently being used by over 90 pediatrics residents and is available at this link: [https://pediatrics.uams.edu/wp-content/uploads/sites/11/modules/MedSpanish2/story\\_html5.html](https://pediatrics.uams.edu/wp-content/uploads/sites/11/modules/MedSpanish2/story_html5.html)

---

---

---

---

---

---

---

---

### Example 5 – Mentoring / Advising

**Fellow:** Brian Russ, DO

**Fellow:** As Dr. Russ’ research mentor during his ultrasound fellowship I met with him extensively to mentor him during development and performance of his research project on medicolegal risk of point-of-care ultrasound.

**Outcomes:**

- Manuscript published in the *Journal of Emergency Medicine* (PMID 35953324 – see full manuscript in appendix)
- Manuscript awarded the SAEMMIES Award for the best-case series of 2023 by the Society of Academic Emergency Medicine (see certificate in appendix).




---

---

---

---

---

---

---

---

### Example 6 – Mentoring /Advising

Serve on mentoring committees for the following Pediatrics Faculty

Name of Faculty Mentee	Role
Emir Tas, MD	Chair
Vildan Tas, MD	Member
Laura Hobart Porter, MD	Member
Chris Edwards, MD	Chair

Serve as a mentor on the National Research Mentoring Network (NRMN)




---

---

---

---

---

---

---

---

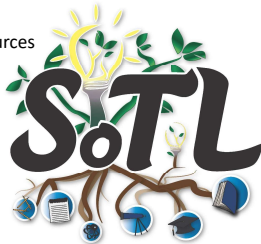
### Educational Scholarship

Scholarship can come from various sources

- ✓ Research
- ✓ Quality Improvement Projects
- ✓ Publication of Curricula

Gold Standard = meeting the 3 Ps

- ✓ Peer Reviewed
- ✓ Published
- ✓ Public




---

---

---

---

---

---

---

---

### Example 1

- [Redacted] = Student on project
- [Redacted] = Resident on project
- [Redacted] = Summer in Surgery student
- **Peer-Reviewed Publications**
  - **Kumbia P**, Lee N, **Kimbrough MK**. Mucormycosis of the Forehead and Sinuses in a Trauma Patient. *Journal of Plastic and Reconstructive Surgery-Global Open*. 2016 Jul 22; 4(7): e818. PMID: 27536497 DOI: 10.1097/GOX.0000000000000793.
  - **Kimbrough MK**, Thrush CR, **Barrett E**, Bentley FR, Sexton KW. Are Surgical Milestone Assessments Predictive of In-Training Examination Scores? *Journal of Surgical Education*. 2017 Jul 5. pii: S1931-7204(17)30247-7. PMID:28688968 doi: 10.1016/j.jsurg.2017.06.021.
  - **Kimbrough MK**, Thrush CR, Smeds MR, **Cobos RJ**, **Harris TJ**, Bentley FR. National Landscape of General Surgery Mock Oral Examination Practices: Survey of Residency Program Directors. *Journal of Surgical Education*, in press.
- **Published Abstracts**
  - **Cobos RJ**, Thrush CR, **Harris TJ**, Smeds MR, Bentley FR, **Kimbrough MK**. Shaping Medical Student Perceptions: A Pre-Clinical 'Summer in Surgery' Program. *Journal of The American College of Surgeons*. 2017; 225(4, Supplement 2), e160.
  - Gill R, **Massey VR**, **Kimbrough MK**, Mizell JS, Bentley FR, Thrush CR. Surgical Career Choices in Medical Students: Timing, Stability, and Important Factors. *Journal of The American College of Surgeons*. 2017; 225(4, Supplement 2), e161.
  - **Hins G**, **Bezdold B**, **Spinks K**, **Kimbrough MK**. Malignant Hyperthermia in a Massively Transfused Gunshot Victim. *Critical Care Medicine*. January 2018; 46:1, 765.




---

---

---

---

---

---

---

---

---

---

### Example 2

**Project title:** Transitioning in self management after pediatric heart transplant.

**Summary:** Qualitative study to assess how adolescent who have had pediatric heart transplant transitioned into self management. This was a joint national study with the Children's Hospital of Atlanta.

**Role:** Co-investigator: Development of online focus group system to collect data. Analyses of the online system as an effective tool for qualitative research with adolescents.

**Funding:** \$50,000

**Outcomes:** 2 publications, add presentations,

1. **Boateng BA**, Nelson MK, Huett A, Meaux JB, Pye S, Schmid B, Berg A, LaPorte K, Riley L, Green A. *Online Focus Groups with Parents And Adolescents with Heart Transplants: Challenges and Opportunities. Pediatr Nurs. 2016 May-Jun;42(3):120-3, 154.*
2. Meaux J, Green A, Nelson MK, Huett A, **Boateng B**, Pye S, Schmid B, Berg A, LaPorte K, Riley L. Transition to Self-Management after Pediatric Heart Transplant. *Progress in Transplantation. September 2014 Vol 24*

---

---

---

---

---

---

---

---

---

---

### Example 3

**Project title:** The Pediatric Milestone Assessment Collaborative

**Summary:** National examination of the pediatric milestones, a project with the American Board of Pediatrics (ABP) and the National Board of Medical Examiners (NBME)

**Role:** Review and discuss pediatric milestones with a national committee

**Funding:** Funded by NBME and ABP.

**Outcomes:** 1 Publication

1.Hicks PJ, Margolis MJ, Carraccio CL, Clauser BE, Donnelly K, Fromme HB, Gifford KA, Poynter SE, Schumacher DJ, Schwartz A, **PMAC Module 1 Study Group**. [A novel workplace-based assessment for competency-based decisions and learner feedback.](#) *Medical Teacher*, 2018, 24:1-8

(NOTE: Authorship listed under the PMAC Module 1 Study Group)

---

---

---

---

---

---

---

---

---

---

### Example 3

**Project title:** The Pediatric Milestone Assessment Collaborative

**Summary:** National examination of the pediatric milestones, a project with the American Board of Pediatrics (ABP) and the National Board of Medical Examiners (NBME)

**Role:** Review and discuss pediatric milestones with a national committee

**Funding:** None

#### Acknowledgements

**Outcomes:** 1 Publication  
 The following members of the PMAC Module 1 Study Group also meet the criteria for authorship of this paper and should be so indexed: 1.Hicks PJ, Margolis MJ, Carraccio CJ, Beatrice Boateng, Ann Burke, Su-Ting T. Li, Julia Shelburne, Teri L. Schumacher DJ, Schwartz A, **PMAC I** Turner. Additional members of the group who should be indexed as [competency-based decisions and learn](#) collaborators on this work include Dorene Balmer, Vasu Bhavaraju, Kim Boland, Alan Chin, Sophia Goslings, Hilary Haftel, Nicola Orlov, Amanda Osta, Sara Multerer, Jeanine Ronan, Sahar Roololamini, Rebecca Tenney-Soeiro, Rebecca Wallihan, and Anna Weiss.

---

---

---

---

---

---

---

---

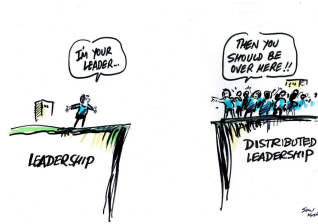
---

---

### Educational Leadership and Administration

#### ROLES

- Program director
- Course director
- Clerkship director
- Vice chair of education




---

---

---

---

---

---

---

---

---

---

### Educational Leadership and Administration

#### Committee Assignments

##### Standing Committees

Committee/Role	Overview of Committee Activities
Essential Core Course Committee (ECCC) Member, 2002–present Chair, fall 2004–present	This committee meets monthly to discuss issues that affect multiple EC blocks and to share results of curricular and administrative innovations. I work closely with Dr. Helen Loeser, associate dean for academic affairs, and Dr. Ramu Nagappan, curriculum coordinator, on the steering of this committee.
EC Steering Committee Ex-Officio member 2004–present	This committee meets monthly to set policy for Essential Core courses. Dr. Manny Pardo, the chair of this committee, and Drs. Loeser and Nagappan and I work together to balance the work of this committee and its sister, the ECCC committee.
Committee for Curriculum and Educational Policy (CCEP) Ex-Officio member, 2004–present, 1999–2001.	Parent committee for the medical curriculum. It sets policy and reviews curricular progress. I update CCEP on ECCC progress.
School of Medicine Admissions Committee Member, 1997–2000, 2004–2005	This committee selects the incoming medical student class. I rejoined this committee and served on Panel 2, which is run by Dr. Leslie Zimmerman.

---

---

---

---

---

---

---

---

---

---

### College vs Dept Awards

- Educator of the year
- Red Sash Award
- Golden Apple Award
- Residency Educator Award
- Master Teacher Award
- Mentoring Award
- Educational Research Award
- Educational Innovation Award
- Clinical Excellence Awards (Rising Star)
- Leonard Tow Humanism in Medicine Award

<https://medicine.uams.edu/faculty/com-awards/>

The honorees are recognized during the college's Honors Convocation ceremony on the eve of UAMS Commencement.




---

---

---

---

---

---

---

---

---

---

### What next?

- Start early
- Expand your network, Make LOTS of friends (need letters of support)
  - ❖ Department
  - ❖ Other departments
  - ❖ Other institutions
  - ❖ Conferences
- Get involved. Say enough yes's to get you there.
- Review examples
- Grow a thick skin
- Then go for it!!!




---

---

---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

---

---