

# AUPN 2025



2nd Annual Meeting • Baltimore, MD • Saturday, September 13th

## Enriching The Teaching Faculty Experience: A Conversation for Chairs, Faculty, and Trainees

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Tamara Kaplan, MD; Mass General Brigham / Harvard Medical School

Neil Masangkay, MD; Florida Atlantic University

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A Neurology.Educators.Advancing.Teaching  
(N.E.A.T.) Workshop



# Disclosures

TM, ME, GG, TK, NM and ET report no relevant disclosures.

Dr. Roy Strowd serves as consultant for Monteris Medical Inc, Novocure, Alexion, and receives an editorial stipend as Editor of *Neurology®: Education*. He has received research/grant support from the American Academy of Neurology, American Board of Psychiatry and Neurology, American Society for Clinical Oncology, and Jazz Pharmaceuticals, and has served as a paid lecturer for Kaplan, Inc, and receives royalties from Lecturio and Elsevier.

# Introduction to Speakers



**Tracey A. Milligan,  
MD, MS**



**Roy Strowd,  
MD, MS, MEd**



**Marie Carl Eugene, DO**



**Galina Gheihman, MD**



**Tamara Kaplan, MD**



**Neil Masangkay, MD**



**Erick Tarula, MD**

# Learning Objectives

- 1. Identify the unique career development needs of clinician educators at different career stages (eg. trainees, early-career faculty, and mid-career faculty).
- 2. Discuss common barriers faced by clinician educators in achieving their personal and professional goals.
- 3. Propose practical, actionable solutions to support clinician educators in their personal and professional development.

# Agenda

- A Framework for Meeting the Needs of Clinician Educators (8:05)
- Introduction to the Cases (8:25)
- Group Activity (40 min)
  - Identifying the Problem (8:35)
  - Identifying a Solution (8:55)
- Report-Back (9:15)
- Debrief and Final Wrap-Up (9:25 min)

# AUPN 2025



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## A Framework for Meeting the Needs of Clinician Educators

### **Tamara B. Kaplan MD**

Assistant Professor of Neurology, HMS

Vice Chair of Education, Department of Neurology, MGB

Clerkship Director, Neurology Clerkship, BWH

Course Director, Mind, Brain & Behavior, HMS

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# A Framework for Meeting the Needs of Clinician Educators

## *A Case Study and Toolkit*

- How it was developed at HMS
- Highlight the five core focus areas
- Illustrate application at HMS
- Provide a model adaptable to your institution

# Presentation Overview

- Part I: Our Challenge
- Part II: Methods
- Part III: Five Focus Areas
- Part IV: Looking Ahead



# **Part I:**

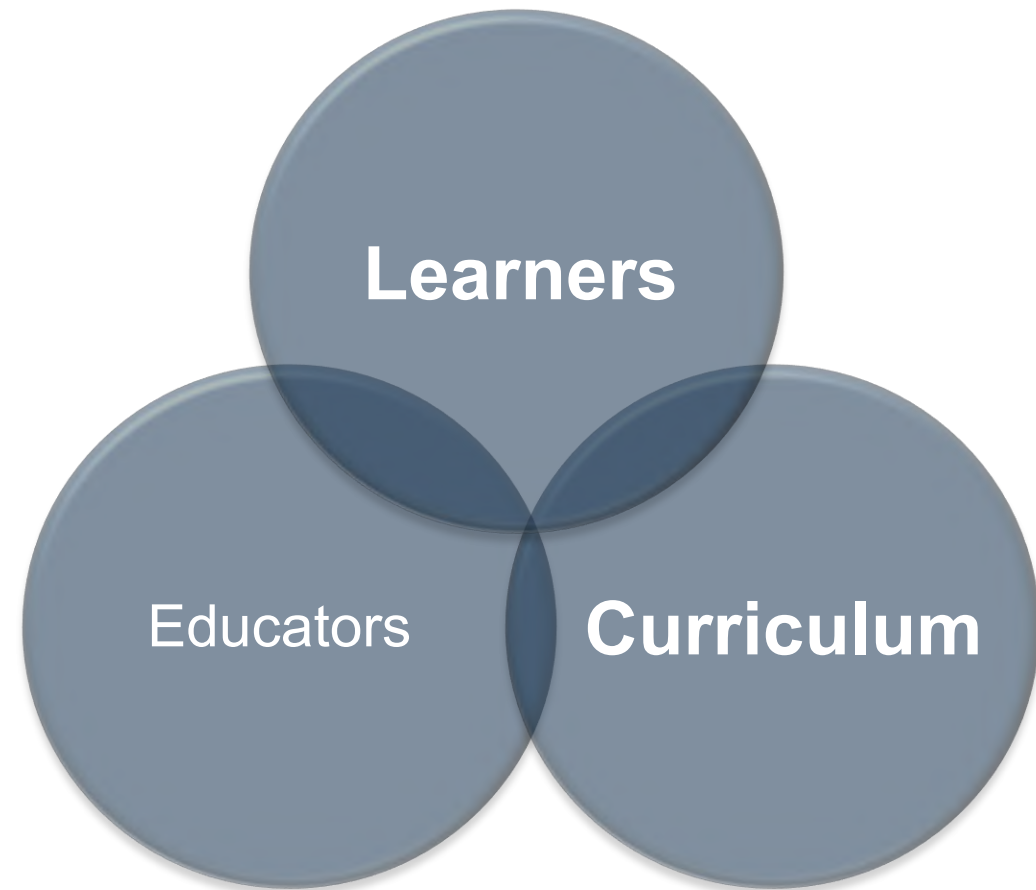
## **Our Challenge**

# What We Do Well

Attract a diverse student body

Deliver an innovative curriculum

Provide visionary leadership

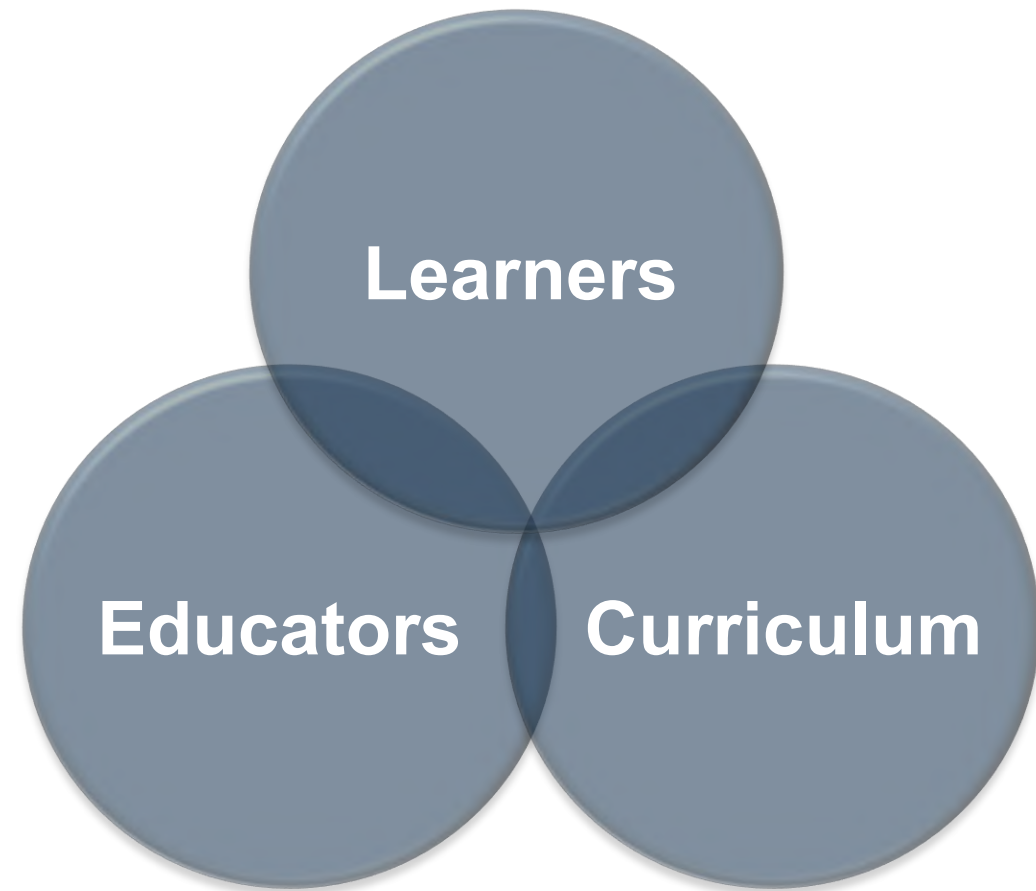


# What Faculty Need

Attract a diverse student body

Deliver an innovative curriculum

Provide visionary leadership





# **Part II:**

# **Methods**

# The Teaching Faculty Experience Taskforce

## Purpose

Examine the teaching faculty experience and identify actionable improvements

## Composition

16 members representing all UME phases: Pre-clerkship, Clerkship, Post-clerkship

Range of academic ranks: professor, associate, assistant, instructor

# The Teaching Faculty Experience Taskforce: Our Vision

**Cultivate** an environment that values, supports, and rewards teaching

**Empower and retain** teaching faculty

**Prioritize the well-being** our faculty

**Provide robust support** for educational initiatives and professional development

# Identifying Key Problems & Focus Areas

## Key Themes from Literature

- Education and teaching undervalued
- Limited support and training
- Competing priorities (clinical, research, teaching)
- Insufficient time and funding for scholarship
- Decreased autonomy and academic isolation
- Constant curricular changes and reforms
- Intergenerational differences, misaligned expectations

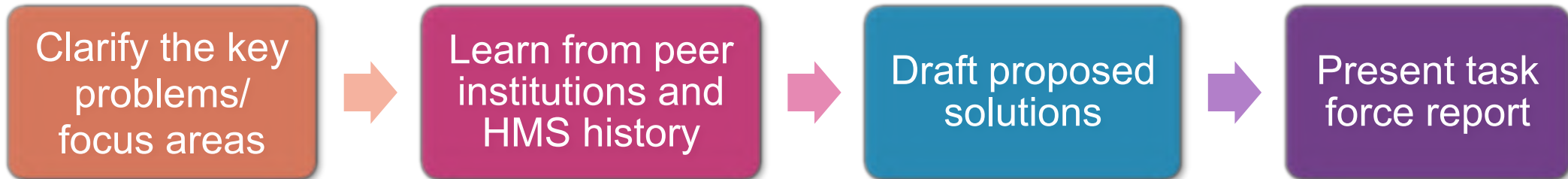
Anderson E et al. Educator Well-being in Academic Medicine. American Medical Association. 2022.

Lowenstein S et al. Med school faculty discontent: prevalence and predictors of intent to leave academic careers. BMC medical education. 2007.

Alexander H, Lang J. The Long-term retention and attrition of U.S. medical school faculty. <https://www.aamc.org/media/9976/download?attachment>

# Our Process

## Six Months



Implementation phase



# **Part III:**

## **Five Focus Areas**

# Five Focus Areas

**Professional  
Development**

**Community  
of Practice**

**Recognition  
& Respect**

**Promotion &  
Academic  
Advancement**

**Support &  
Compensation**

# Five Focus Areas

## Professional Development

### Challenges

**Insufficient FTE** for PD leadership.

**Lack of IT/Design Support** for accessible resources.

**Limited Community-Building** opportunities for faculty engagement.

**Fragmented Coordination** between HMS and hospital academies.

**Lack of Incentives**, insufficient time and rewards for PD.

### Solutions

**Invest in PD Resources & Personnel:** Restructure with expanded support and new roles.

**Develop an Accessible Platform:** Collaborate with a web designer for easy access to resources.

# Five Focus Areas

## Community of Practice

### Challenges

**Lack of Community:** Faculty often work in isolation.

**Limited Collaboration:** Few opportunities to share knowledge, skills, or resources.

**Few Gatherings:** Limited chances for informal or formal collaborations.

**Lack of Peer Support:** Colleagues are not seen as key resources for problem-solving.

### Solutions

**Define:** Identify and prioritize communities to build.

**Build:** Gather community members and complete needs assessment.

**Support:** Allocate resources for needs and foster engagement.

# Five Focus Areas

## Recognition & Respect

### Challenges

**Insufficient Teaching Awards and unclear nomination/selection processes.**

**Inaccessible Awards:** Faculty in less visible roles feel excluded.

**Lack of Respect:** Some students exhibit unprofessional behavior; fail to appreciate teaching faculty.

### Solutions

**Teaching Awards:** Expand, clear, transparent criteria. Allow nominations from students, peers, and administrators.

**Recognition from Leaders:** Value teaching, mentoring alongside research in promotions.

**Build community:** Academy, faculty lounge.

**Respect from Students:** Communicate professionalism policies, hold students accountable. Support related PD.

# Five Focus Areas

## Promotion & Academic Advancement

### Challenges

**Educators Undervalued:** Medical educators feel overlooked in promotion process.

**Promotion Priorities:** Metrics emphasize traditional research over teaching /educational leadership.

**Barriers to Scholarship:** Time, resource, and financial obstacles in pursuing and sharing educational scholarship.

### Solutions

**Advocate to expand Prof. of Clinical X**  
**Broaden Metrics for Promotion** to include other educational contributions; consider CV metrics.

**Prioritize Impact and Innovation** on par with scholarship.

**Establish a Hierarchy** for Educational Contributions.

**Incorporate Service** through Teaching into the Promotion Criteria.

**Consider Educator's Portfolio:** Allow faculty to showcase educational impact.

# Five Focus Areas

## Support & Compensation

*Clarity, transparency, and fairness*

### Challenges

**Inconsistent Compensation:**  
Varying pay, benefits, and fringe rates across hospitals.

**Lack of Transparency:**  
Confusing salary structures and departmental fund flow lead to dissatisfaction among teaching faculty.

### Solutions

**Transparent Compensation:**  
Communicate salary structures clearly.

**Advocacy Updates:** Provide regular updates and annual statements.

**Adjust Payment Models, tailor pay by role:**

- Course Directors: FTE or stipend.
- Non-Directors: Direct cash payments.
- Clerkship Directors: Stipend and regular finance reviews.

**Remove 5-Hour Minimum.**

# Five Focus Areas



# Five Focus Areas

Supporting the  
Academy

**Professional  
Development**

**Community  
of Practice**

Community & Collaboration:  
faculty gathering spaces  
and events

**Recognition  
& Respect**

Transparency &  
Communication

Support  
Educational  
Scholarship

**Promotion &  
Academic  
Advancement**

**Support &  
Compensation**

Compensate faculty for  
their time, fairly and  
transparently



# **Part IV:**

## **Looking Ahead**

# Looking Ahead: Monitoring & Evaluation

## Metrics for Success

- Participation in professional development.
- Faculty satisfaction scores.
- Engagement in community of practice activities.
- Number of teaching awards and nominations.
- Number of promotions under revised criteria.

## Continuous Feedback

- Regular feedback via surveys, focus groups, town halls.
- Opportunities for faculty to share input.

## Progress Reports

- Consider annual reports to assess impact, strategies.

# A Framework for Meeting the Needs of Clinician Educators



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## Thank you

## Comments & Questions

[tbkaplan@bwh.harvard.edu](mailto:tbkaplan@bwh.harvard.edu)



# Cases for Application

Neil Masangkay, MD & Erick Tarula, MD

# Case 1 – Trainee

A rising PGY-3 resident is meeting with you to discuss their interest in a career in medical education. They taught organic chemistry during their undergraduate years as well as volunteered as a neuroanatomy tutor in medical school. Their teaching evaluations from rotating medical students have been excellent. As someone who identifies as a member of a historically underrepresented group in medicine, they frequently participate in DEI recruitment activities for the medical school and for your department's residency program.

When you ask them what they would like to do with their career within medical education and what they envision for themselves, they state that they are interested in a career in medical education but unsure of a specific title or role that they would like to pursue. They are also concerned about balancing their committee duties and maintaining their mentoring roles while developing specific skills for a career as a clinical educator.

How do you counsel and advise this trainee?

# Case 2 – Early-Career Faculty

A faculty member who finished fellowship three years ago is meeting with you for their annual evaluation. Per your clinical management team, they are meeting their productivity targets; yet you have had to remind them several times to complete clinical documentation in a timely manner.

In addition to their active clinical teaching, they have given a handful of lectures to residents and medical students and have received excellent evaluations from trainees. University and Department leadership consistently asks them to lead DEI-related service activities such as mentoring URM students and serving on multiple search committees as leadership feels that they are “so good at this.”

Your faculty member hints they are concerned about the number of administrative tasks they have been volunteered for and how that might affect their ability to develop their academic portfolio. They remind you of their interest in taking on a formal educational leadership role and their aspirations to become either a clerkship or a program director one day.

Your department does not have any openings for formal education leadership roles or additional funds for administrative FTE. Your faculty member asks how they can eventually move into a formal educational role successfully.

How do you advise and counsel your faculty member?

# Case 3 – Mid-Career Faculty

Your Program Director is meeting with you to discuss their career and plans for the future. They are an Associate Professor and have been the residency Program Director for your program for five years. During their tenure, ACGME survey results have been excellent. They have also been academically productive with a regular output of publications. They have taken on additional DEI committee leadership roles both within the institution and nationally through AUPN and ANA. They have earned consistent grant funding through these efforts which has been helpful in enhancing their local and national reputation.

In your conversation, they mention aspirations for expanding their leadership roles and achieving promotion to full Professor. They ask about how to find opportunities to grow into a new leadership role. They are also concerned about sustaining their research and committee work, especially given the changes to funding and support for DEI-related initiatives.

How would you advise and counsel this faculty member?

# Design Thinking Activity

The Double Diamond Process: Meeting the Needs of Clinician Educators

Galina Gheihman, MD

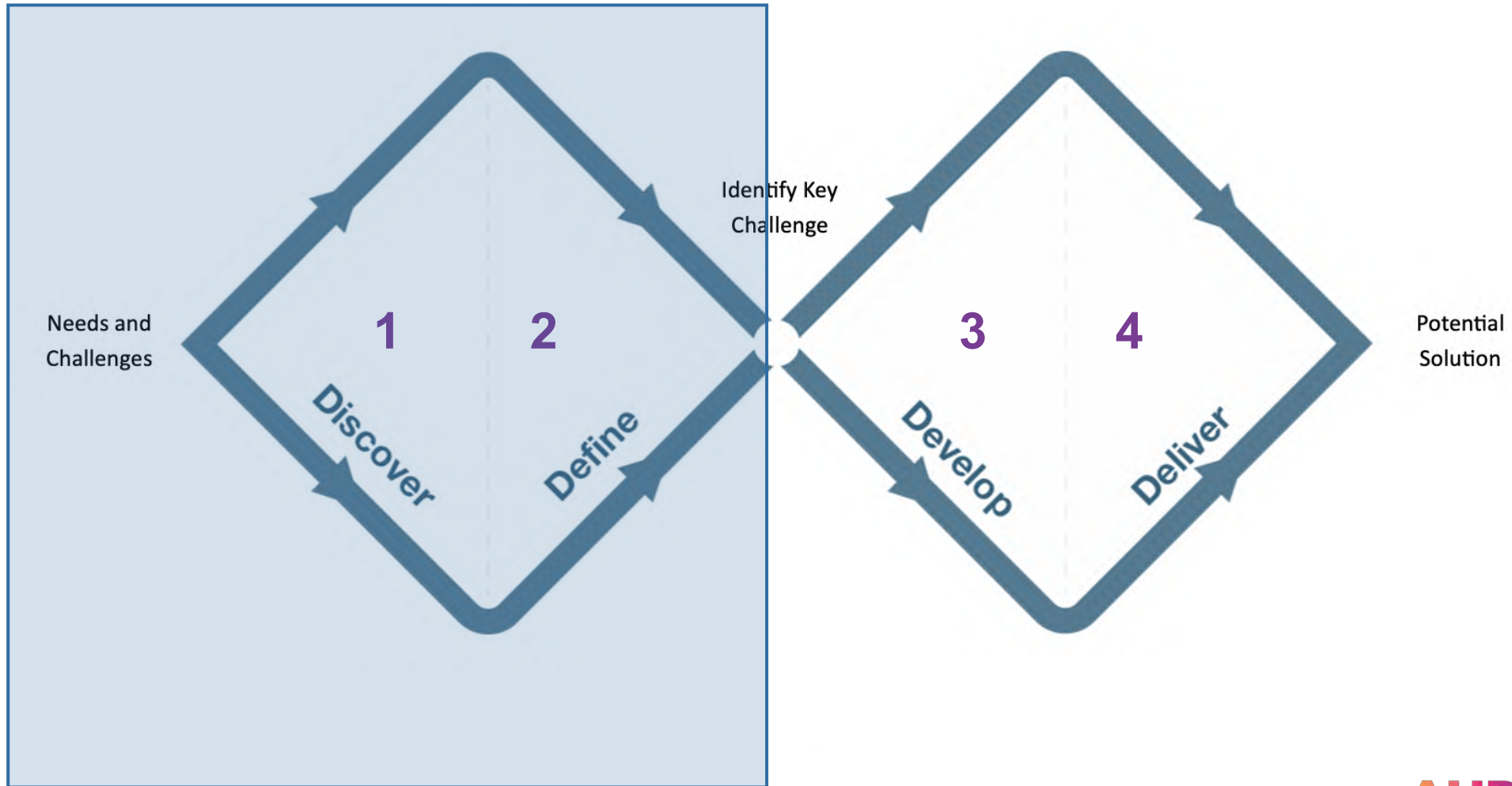
Marie Eugene-Mbewe, DO, MSHPE

# The Double Diamond Process

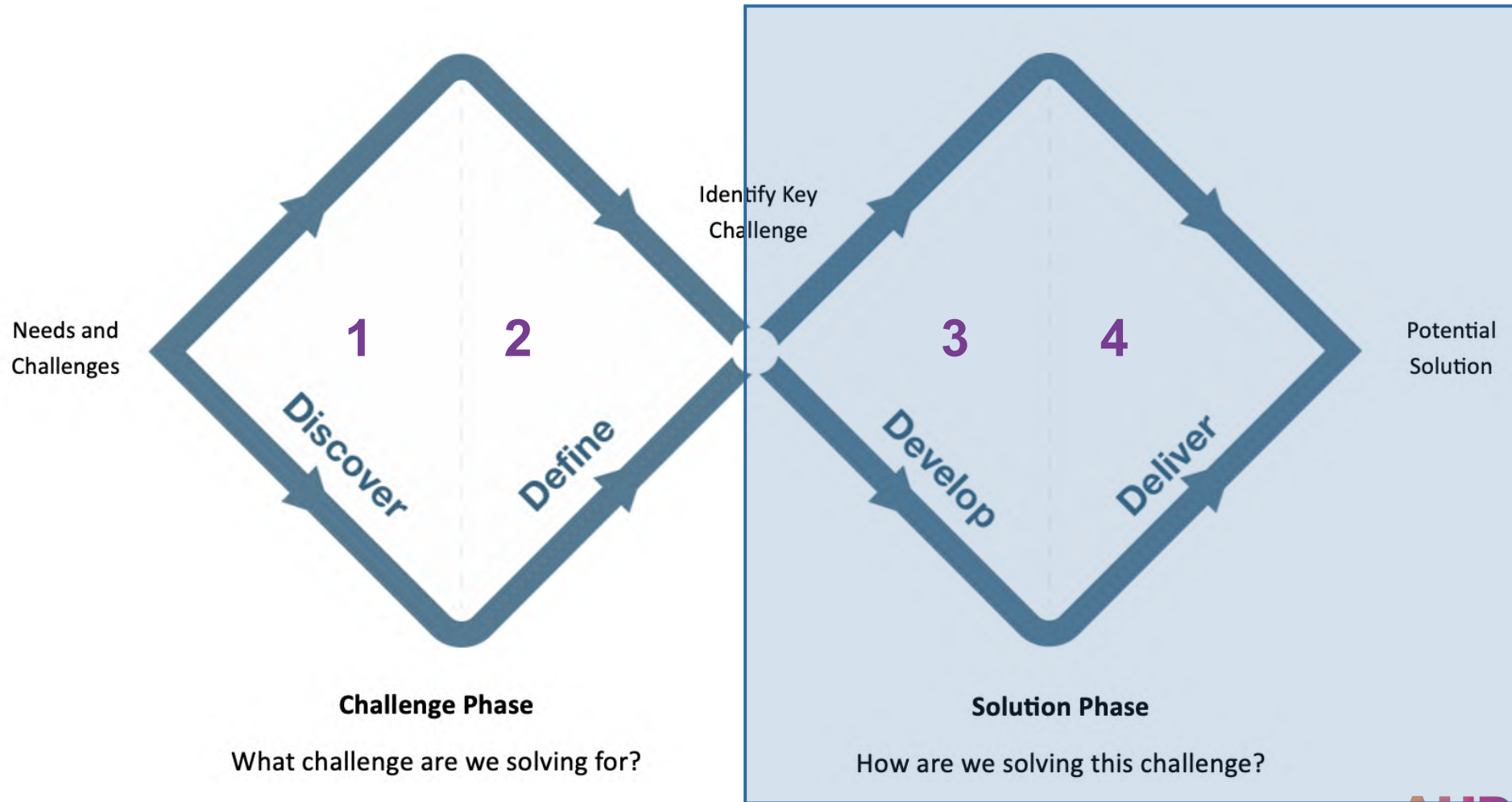
- A design thinking framework for creative problem-solving
- Four step process with two phases with two steps each: identifying a challenge and developing a solution

British Design Council, 2005

# The Double Diamond Design Thinking Process



# The Double Diamond Design Thinking Process



# Your turn!

1. You will work in groups at your tables.
2. Your group will be assigned one of the three case vignettes.
3. Work through the Meeting the Needs of Clinician Educators worksheet to understand the needs of the individual in the case and design a solution.

**Part 1: Identifying a Key Challenge (15 minutes)**

**Part 2: Identifying a Potential Solution (15 minutes)**

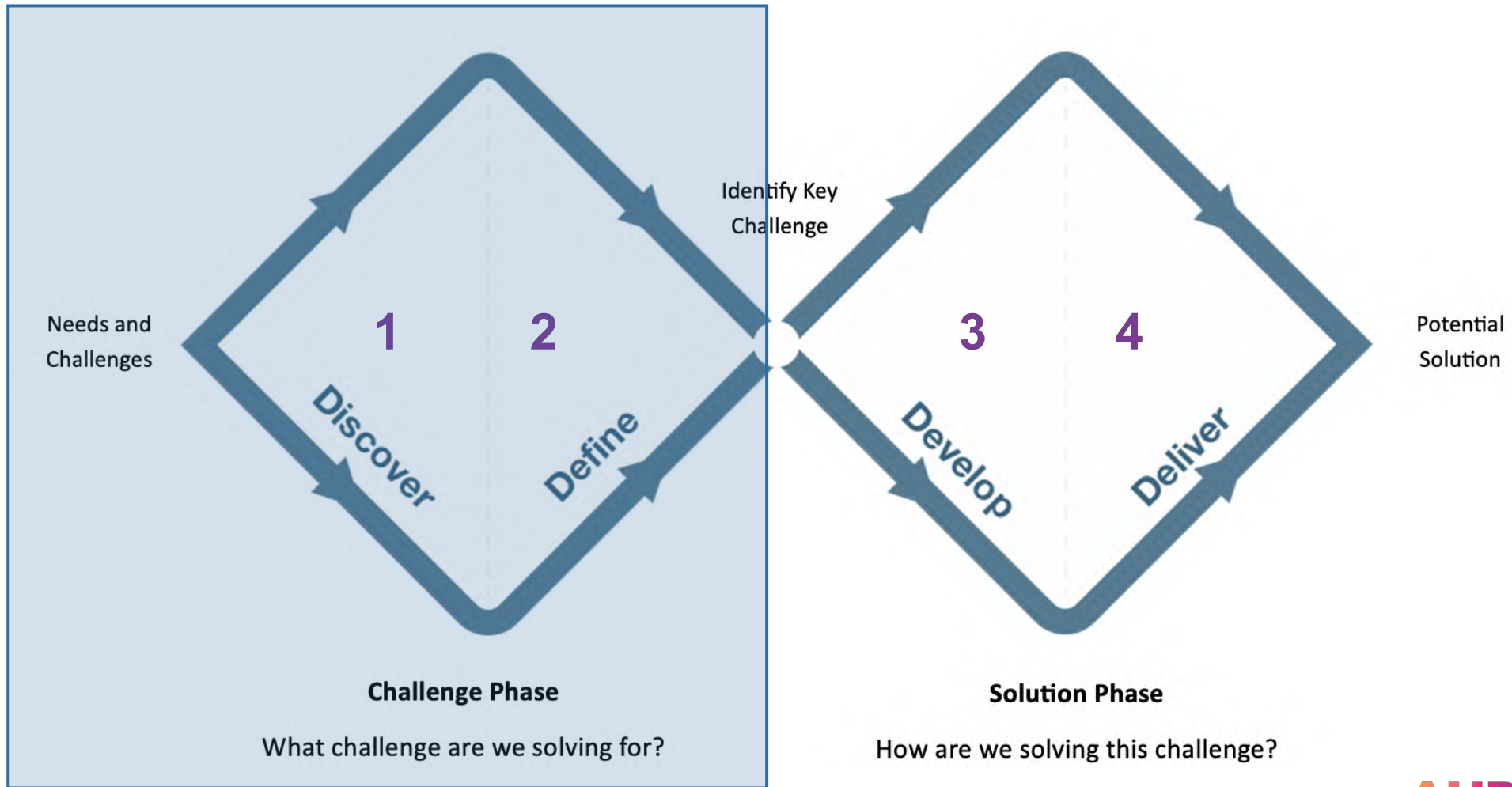
Please select a team member to report out on behalf of the group at the end.

# Part 1: 15 minutes

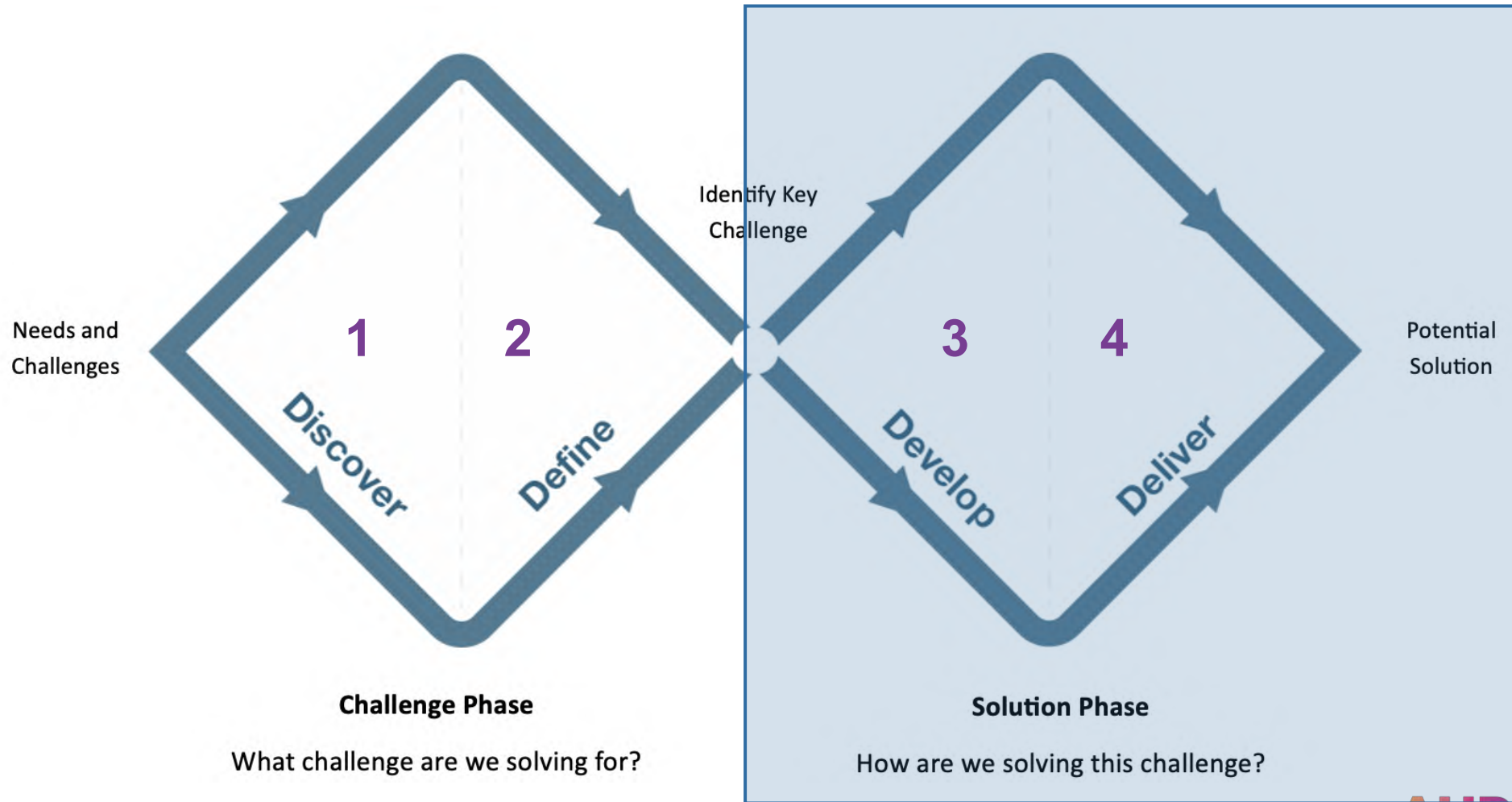
Common Clinician Educator Needs	Professional Development	Community of Practice	Recognition & Respect	Promotion & Academic Advancement	Support & Compensation
<p>◇ <b>Step 1: Discover</b> Identify needs of educators and barriers or challenges to addressing them</p>				<p style="text-align: center;">Key Challenge</p>	
<p>◆ <b>Step 2: Define one key challenge:</b> Circle one challenge to prioritize that is most pertinent to this case.</p>					

- Focus on needs
- Build empathy

# The Double Diamond Design Thinking Process



# The Double Diamond Design Thinking Process



# Part 2: 15 minutes

## ◆ Step 3: Develop

Brainstorm all potential solutions to address the key challenge you selected

Potential Solution

◆ **Step 4: Deliver one potential solution:** Circle one potential solution which is both feasible and impactful. Plan the first action step for this solution. Is there any potential synergy with other domains?

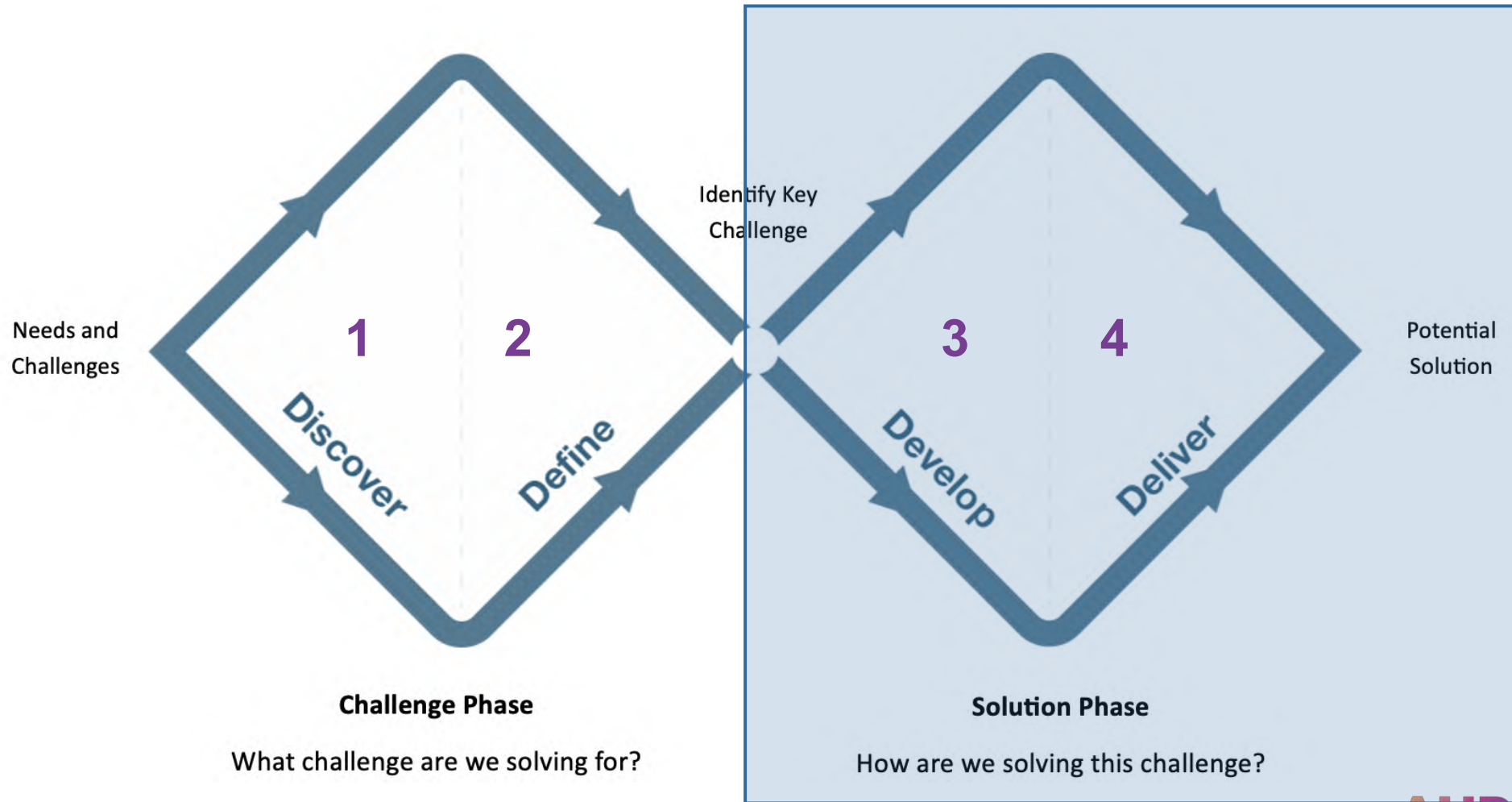
## Report Back

Key Challenge: *Please choose a team member to report back!*

Potential Solution:

Think as creatively & divergently as possible,  
then converge on feasibility and impact

# The Double Diamond Design Thinking Process



# Group Report-Out

Erick Tarula, MD

- Your case
- Key problem
- Potential solution

# Session Debrief

Roy E. Strowd, III, MD, MEd, MS

# Reflect & Chat

- Reflect on what you will take away from today ...
- And turn to a neighbor and share one or two quick takeaways



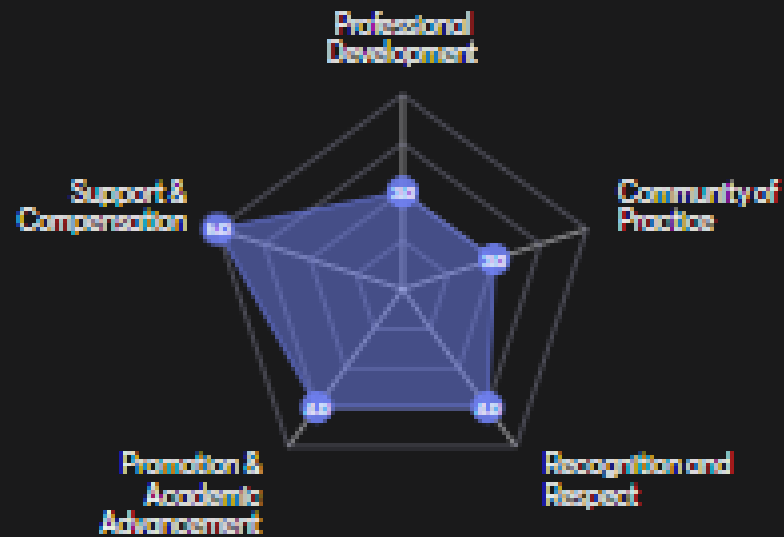
# Mentimeter for PowerPoint

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Mentimeter

Think About Your Institution

Which of the Five Focus Areas do you think is MOST URGENT to address for your faculty, students, mentees, or SELF?

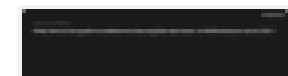
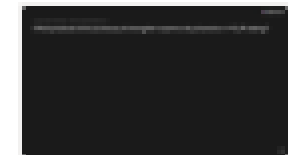
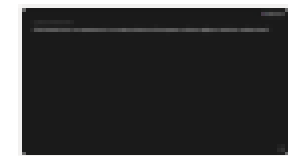
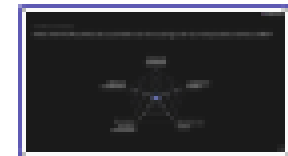


Mentimeter

Project kickoff brainstorm...



Choose a slide to present





Join at [mentimeter.com](https://mentimeter.com) | use code: **23002-26201** Mentimeter

Applying to Your Context

## What is the biggest barrier to educator career development at YOUR institution?

Not enough time

The image shows a Mentimeter poll slide. At the top, there is a link to join the poll and a unique code. The main question is "What is the biggest barrier to educator career development at YOUR institution?". A response "Not enough time" is shown in a dark grey rounded rectangle. The slide has a dark background with white and yellow text.

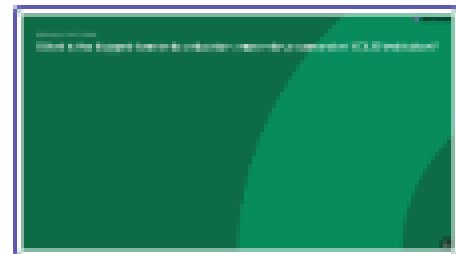
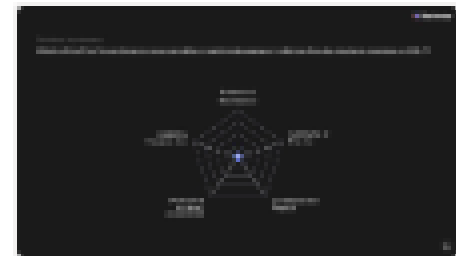


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Project kickoff brainstorm...



Choose a slide to present





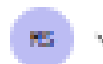


# Mentimeter for PowerPoint

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Professional Development

What barriers have you experienced in accessing professional development and how might your institution address them?

More CME

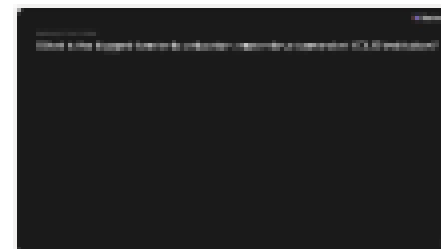
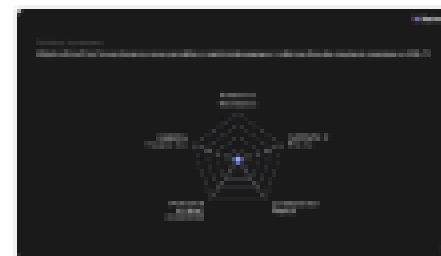


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Project kickoff brainstorm...



Choose a slide to present





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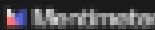
Community of Practice - How Connected Are You?

## What practices or structures could strengthen a community of practice in YOUR setting?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites



Mentimeter logo and user profile

Mentimeter title: Project kickoff brainstorm...

Choose a slide to present

- Slide 1: Diagram showing a central node connected to four surrounding nodes.
- Slide 2: Blank slide.
- Slide 3: Blank slide.
- Slide 4: Blank slide (highlighted with a blue border).
- Slide 5: Blank slide.



Join at [mentimeter.com](https://mentimeter.com) | use code **9365 8801**

Mentimeter

Recognition and Respect

## What forms of recognition would be most meaningful to educators at YOUR institution and to YOU?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

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Mentimeter

Mentimeter

Project kickoff brainstorm...

Choose a slide to present

- Slide 1: A diagram with a central node and five surrounding nodes.
- Slide 2: A slide with a title and a list of items.
- Slide 3: A slide with a title and a list of items.
- Slide 4: A slide with a title and a list of items.
- Slide 5: A slide with a title and a list of items.



Join at [mentimeter.com](https://mentimeter.com) | use code **93658601**

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Promotion and Advancement

## What changes would make YOUR promotion and advancement more clear, fair and supportive for educators?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

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Mentimeter

Mentimeter

Project kickoff brainstorm...

Choose a slide to present

- Slide 1: A diagram showing a central node connected to five surrounding nodes.
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- Slide 4: A slide with a title and a list of items.
- Slide 5: A slide with a title and a list of items.



# Mentimeter for PowerPoint

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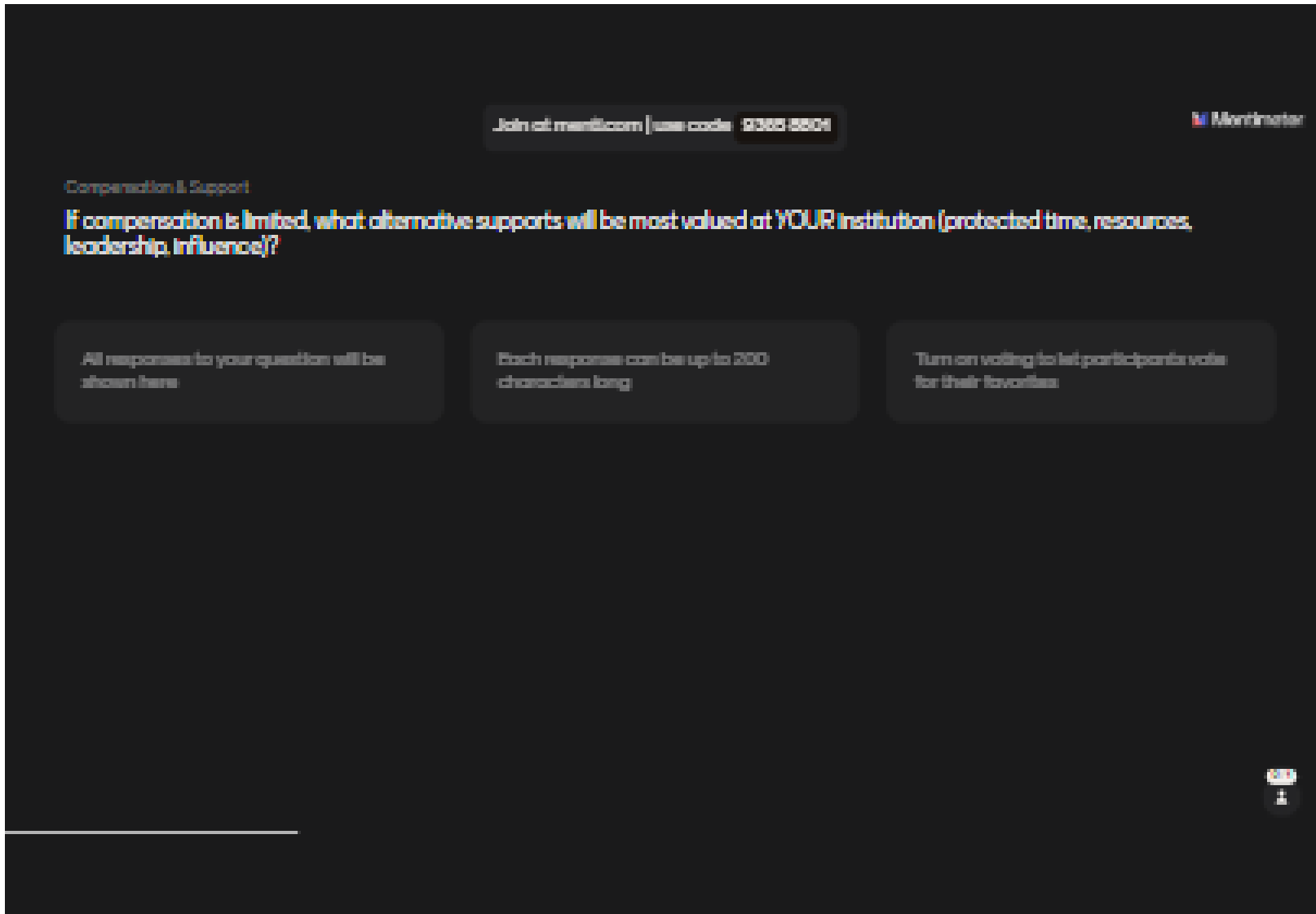
Compensation & Support

**If compensation is limited, what alternative supports will be most valued at YOUR institution (protected time, resources, leadership, influence)?**

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites



PS

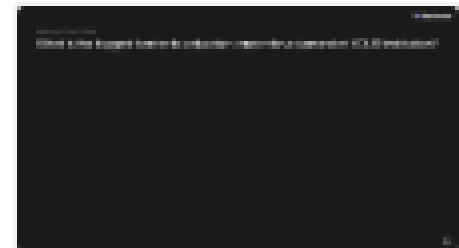
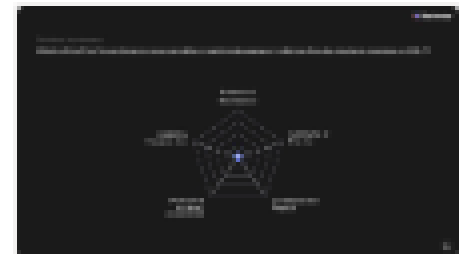


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Project kickoff brainstorm...



Choose a slide to present





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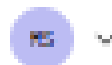
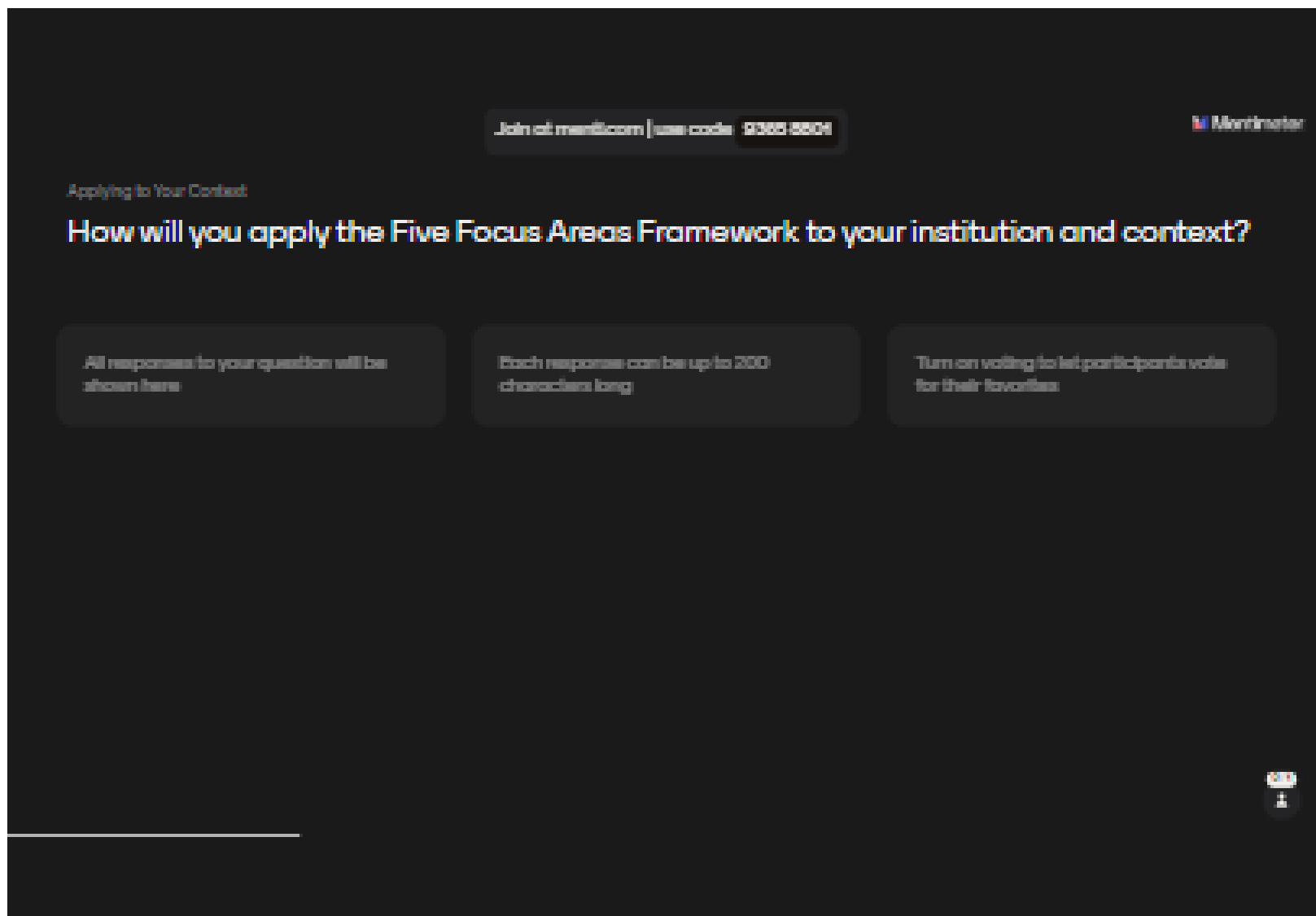
Applying to Your Context

## How will you apply the Five Focus Areas Framework to your institution and context?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

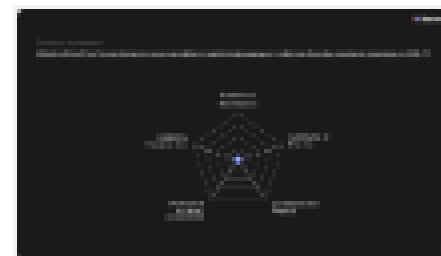


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Project kickoff brainstorm...



Choose a slide to present





Join at [mentimeter.com](https://mentimeter.com) | use code **93658801**

Mentimeter

Commit to Action

## What is ONE ACTION you can take personally to support career development of educators?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

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Mentimeter

Mentimeter

Project kickoff brainstorm...

Choose a slide to present

- Slide 1: Diagram with 5 nodes
- Slide 2: Green background with white text
- Slide 3: Black background with white text
- Slide 4: Black background with white text
- Slide 5: Black background with white text