

Davis, California

June 25-27, 2019



<https://teachingacademy.westregioncvm.org/biennial-conference-2019/>

Biennial Conference

The theme this year was “The Cognitive Integration of Basic and Clinical Sciences: *Beyond the Buzzwords*” We had three excellent keynote speakers from the Wilson Center, University of Toronto Medical School, a global leader in advancing healthcare education and practice through research. Drs Nicole Woods and Maria Mylopoulos delivered a workshop on Preparing Learners for Adaptive Expertise. Dr Mahan Kulasegaram followed up with sessions discussing New Ideas in Assessment Theory and Practice, and Aligning Assessment with Curricular Goals. The conference also included additional workshops, educational scholarship and teaching innovations presentations, posters and a workshop to develop a new initiative for the RTA. There were 70 attendees from 6 member colleges, 2 guest institutions and an AAVMC representative. Additionally, in conjunction with the conference, the RTA also delivered VETS 1.0, with 15 attendees, and piloted VETS 2.0, with 8 attendees.

Progress to date:

Teaching Academy Initiatives

Faculty Development: Having developed educational modules for faculty new to instruction, the Faculty Development working group (FDWG) has presented those modules as an integrated program, VETS 1.0, twice previously. Following these initial presentations, VETS 1.0 was revised and presented as a pre-meeting workshop at the UC Davis biennial meeting in June 2019, along with the pilot presentation of a new VETS 2.0 program, designed to follow VETS 1.0, and developed in 2018-2019. A study on the impact of VETS training was submitted to the Journal of Veterinary Medical Education (JVME), and has been accepted. The FDWG is now considering revisions to the VETS 2.0 program, and the potential development of a VETS 3.0 program.

Local Peer Observation: The Local Peer Observation working group has created two instruments to facilitate peer observation in both small group/clinical settings and large group/didactic settings. A survey of RTA members was conducted this year to assess the value of the instruments from both observer and observee standpoints, as well as the use of peer observation outputs in tenure and promotion. An overwhelmingly positive response was documented by those using and receiving input from the instruments. Results of this survey, along with documentation of the multi-institution collaborative development process, and description of the instruments, were submitted as a manuscript to JVME (now accepted). The manuscript is to be featured in a special thematic issue on

inter-institutional collaboration. The Peer Observation instruments are currently widely available by download through the RTA website.

External Review: Developed and led a 2 hour workshop focused on implementation of the EPRT process at member CVMs: “*Catalyzing Cultural & Institutional Change*” 2019 RTA Biennial Conference, Davis, CA. June 25-27, 2019.

Distributed a call for submission of promotion packets to review: 0 packets submitted. (Although WSU had mandated the RTA process for instructional faculty, the dean elected to postpone the requirement for one year due to late notification of faculty already developing their promotion packets.)

Manuscript accepted for publication: “*An Inter-Institutional External Peer Review Process to Evaluate Educators at Schools of Veterinary Medicine.*” IN PRESS – JVME, 2020.

Abstract accepted for AAVMC 2020 Annual Meeting – 2 hour workshop: “*Assessing professional educators: Improving promotion dossiers and the review process for more meaningful outcomes.*”

Abstract accepted and presented at the ASM Conference for Undergraduate Educators 2019 Annual Meeting – 45 minute workshop entitled “External Peer Review of Teaching Initiative of the Teaching Academy of the Consortium of the West Region Colleges of Veterinary Medicine”.

New Initiative

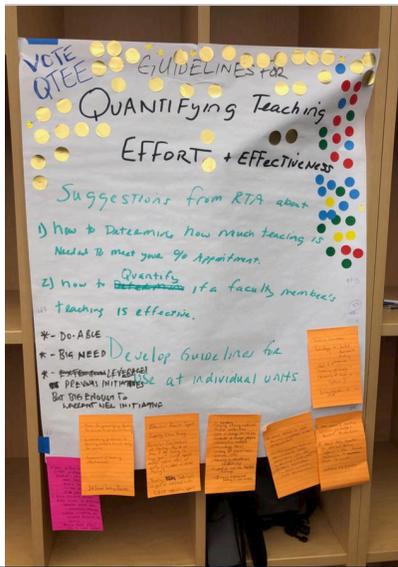
Quantifying Teaching Effort and Effectiveness:

- Develop guidelines for use at individual institutions to determine quantity of teaching required to meet an assigned percentage appointment / effort
- Quantify faculty teaching effectiveness



2019 Highlights

- Biennial conference held at UC Davis, June 25-27
- All 4 Manuscripts submitted to the JVME (special thematic issue on inter-institutional collaboration) were accepted for publication (*Abstracts in appendix*).
- MidWestern University became the 6th member of the WRCVM Consortium RTA.
- 17 New Fellows were accepted into the RTA, 4 of which were from Midwestern University.
- A new initiative was formed: Quantifying Teaching Effort & Effectiveness.
- VETS 1.0 was run, and VETS 2.0 piloted, at UC Davis as pre-conference workshops.



Ongoing Challenges and responses

- **BANDWIDTH:** As a volunteer organization of faculty with full-time positions at their home institutions, the increased demands on faculty time impacts ongoing growth and development of the RTA. During 2020, that growth will include the onboarding of a new institution and its fellows.
- **FINANCIAL SUPPORT:** RTA growth already requires increased administrative support and will likely require increased funding. RTA leaders will seek income through extramural funding (e.g. Spencer Foundation, USDA Challenge Grants) and participant fees for those outside the six member institutions. Now that more RTA processes are ongoing, more funding is needed. Until extramural funding and fees are in place, RTA leaders anticipate requesting increased funding from member institutions.
- **ADMINISTRATIVE SUPPORT FOR CHANGE:** Beyond financial support, RTA leaders want to affirm and reward those devoting precious time to RTA activities that benefit a larger community of educators. It is imperative that department chairs, deans and each institution recognize and value RTA faculty's efforts locally. Additionally, the tools and processes that the RTA has worked so hard to develop must become part of the culture at each member institution. This is especially true with promotion review where both External Peer Review of Teaching and Local Peer Observation should be key components. Guidance and help from each respective dean will be critical to achieve procedural and cultural change.

In summary, ongoing collaboration will nurture teaching and learning at each institution, while establishing a valued career track for the veterinary medical / biomedical educator, a core part the RTA mission.



Making Teaching Matter!

Finances and Activities

For information on the support and expenditures in the past year, see the attached table.

Through collaborative efforts, the RTA has fostered professional development and delivered several desired outcomes. While previous funding allowed us to accomplish RTA goals thus far, significant challenges remain.

Growth and future efforts will require greater funding. We look forward to continued support as the RTA moves into its next phase of collaborative productivity

Note: For more detailed information on the support and expenditures during 2018-19, see the attached appendices.

