Upcoming Events

Click here for an at-a-glance view of our upcoming events for the next 3 months

Enhancing Educator Performance with Recognition

Research and anecdotal experience have demonstrated that rewarding excellence for educators can inspire improvement in teaching techniques and engagement in educational projects using evidence-based approaches[1]. An ideal organizational climate rewards positive change in teaching behaviors and supports promotion up the academic ladder for educators. Some may believe that it is the responsibility of senior leadership to create a culture that emphasizes the importance of teaching and self-development efforts in education. However, there are other practices that can be used to appropriately recognize and reward faculty research, teaching, and service efforts. Demonstrating value for faculty teaching efforts can help to increase faculty morale and also affects faculty retention.

Faculty likely vary regarding their definition or expectation of an "award" for excellence in teaching. Some may prefer the tangible (awards, office space, dedicated time, money) while others have a higher regard for the intangible (flexibility, respect, accolades). There may also be differences across gender, race, or disciplines. However, research has shown that motivating performance is often driven by thoughtful, personal demonstrations of recognition that signify true appreciation.

Ultimately, we all want to be valued and appreciated in our various roles within the organization and there are a multitude of ways to build a culture of gratitude for our educators. Below are some ways to consider ramping up the visible importance of teaching in your department.

What should recognition look like?

- Recognize individual accomplishments and foster institutional goals and values
- Ensure the amount and type of recognition is appropriate for the behavior recognized
- Make the recognition specific!
- Customize recognition as each person is motivated by different things, so try to customize differently
- Establish "non-financial" currency for recognition to showcase accomplishments
- Recognize the individual as soon as you can after the contribution or accomplishment to create a clear link between the behavior and the reward
- Find value in everyone's contributions and strive for variety in recognition mechanisms

How can you show recognition?

- Bring people together to witness, promote, and assess each other's work
- Create teaching awards or titles to add to CV (e.g. the TEACH awards) to recognize excellence in teaching and commitment to education
- Highlighting faculty achievements via social media (external and internal)
- Create public displays of achievements and successes
- Create systemized and timely plans for effectively sharing accomplishments (e.g. newsletters, emails, website posts)

A great opportunity to highlight the accomplishments, dedication, and skill of your faculty are the TEACH Awards. Nominations are now open and being accepted until **August 10** for these five unique institutional awards.

-Mariah Rudd

References:

1. https://hr.fas.harvard.edu/recognition

2. https://www.rit.edu/provost/sites/rit.edu.provost/files/docs/fcds_appreciationreportfinal.pdf

3. Ramani, S. (2006). Twelve tips to promote excellence in medical teaching. Medical teacher, 28(1), 19-23.

Dean's Corner

At VTCSOM, preparing future leaders in medicine requires us to teach the fundamentals of how health care is delivered and how systems can work to optimize the health of patients and communities. Health Systems Science (HSS) comprises 12 different content domains that are relevant for physicians to understand. Each month this year the Dean's Corner will highlight one of the 12 domains of HSS.

In June I discussed the importance of professional conduct, ethical behavior, honesty, and responsibility as a health systems science competency. Advocating for policy changes that improve community health is an important ethical duty linked to our guiding principles in the health professions. This month I will focus on another important domain of health systems science, **clinical informatics and health information technology.**

The term 'informatics' conjures up images of computer-generated data on spreadsheets awaiting analysis and interpretation by a guru who can explain what it all means. Instead, "clinical informatics is concerned with information use in healthcare by clinicians" (American Medical Informatics Association). As a part of health systems science, this domain includes all issues related to the application of informatics and information technology to delivery of healthcare services, including clinical decision support, documentation, electronic health records, and the utilization of data to improve health.

Development of **systems thinking** is a primary goal of our health systems science and interprofessional practice (HSSIP) curricular domain. The systems approach applies to the data that support clinical decision-making, which in some ways is a system of systems. The electronic health record (EHR) contains a systematic collection of patient, population health, and clinical data. Medication ordering and other elements of care are captured in the computerized provider order entry system (CPOE). The personal health record (PHR) includes patient-controlled data. Wearable medical devices provide monitoring and support of health indicators over a prolonged period of time. Bed management systems track data on bed availability and services connected to the bed. Data shared across organizational boundaries through a Health Information Exchange (HIE) can reveal patterns of care and outcomes that would otherwise be missed.

Clinical informatics interacts with evidence-based medicine and quality improvement when students learn how to ask a critical question, acquire the best evidence, appraise the evidence, and then, depending on the appraisal, implement the evidence to improve patient care and daily clinical practice.

Assessing performance answers whether applying the new evidence improved patient outcomes.

Engaging with a system of data systems can be complex. We seek to prepare our medical students to actively improve the usefulness and operability of clinical data systems. At their best these systems can provide more timely access to information for doctors and patients, shared efficiently through a secure data platform, to reassure the patient or expedite next steps in care. Outcomes of clinical informatics at its best also include improved healthcare quality, reduced medical errors, increased efficiency and productivity, and reduced cost.

The American Medical Association offers a series of Health Systems Science modules, including, "How Clinical Informatics Impacts HealthCare Delivery." The module is available to AMA members and includes a quiz as well as downloadable resources.

Lee A. Learman, MD, PhD

Dean and Professor

"Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well."

-Voltaire

Send us an email

Give us a call @ 540-588-3103

OCPD Website   TEACH Website