

**Chair's letter for Educational Scholarship (Tenure/Tenure Track):**

- I. Introduction
  - a. Reason for the recommendation letter (appointment or promotion including current rank and the new rank). Include secondary appointments if applicable.
  - b. Proposed effective date
  - c. Reason for the appointment/promotion (research, clinical scholarship or educational scholarship)
  - d. Vote of assembled full professors (format of "x in favor of, x opposed to and x abstain")
    - i. Any negative votes and/or abstentions explained
  - e. Contingency statement
- II. Education and employment history
- III. List of individuals/titles who wrote letters of recommendation (for tenure/tenure track letters ) and state which ones are independent letters provided by the chair which are independent letters provided by the candidate (optional)
- IV. Information regarding the candidate's accomplishments in education (proving a national reputation for tenure/tenure track faculty appointments)
  - a. Include information about actual classes taught
  - b. Invited presentations, talks, seminars, etc. to peers
  - c. Actual teaching activities to trainees
- V. Information regarding the candidate's publications
- VI. Information regarding the candidate's research activities (if applicable)
- VII. Information regarding the candidate's funding (if applicable)
- VIII. Information regarding the candidate's clinical activity (if applicable)
- IX. Administrative appointments (if applicable)
- X. Awards (if applicable)
- XI. Professional Service activities
- XII. Conclusion

An example of the above outline, in a slightly different order but housing the same information, is below.



May 7, 2012

William L. Roper, MD, MPH  
Dean, School of Medicine  
Vice Chancellor for Medical Affairs  
CEO, UNC Healthcare  
CB# 7000, 4030 Bondurant Hall  
UNC-CH Campus

Dear Dean Roper:

Introduction  
a. Reason for the recommendation letter (appointment or promotion including current and new rank)  
b. Proposed effective date  
c. Reason for the appointment/promotion (research, clinical scholarship, educational scholarship)  
d. Vote of assembled full professors (format of "x in favor of, x opposed to and x abstain")  
- explanation of any negative votes and/or abstentions  
e. Contingency statement

I am writing to recommend [redacted] MD for promotion from tenured Associate Professor to tenured Full Professor in the Department of Obstetrics & Gynecology, based on excellence in educational scholarship. This promotion will be effective 11/16/12, and will be contingent on the availability of funds from sources other than recurring State budget funds or permanent trust funds. The Assembled Full Professors of the Department have been consulted and 9 of 9 were in favor (0 opposed, 0 abstained).

Education and employment history

**EDUCATION AND BACKGROUND:**

Dr. [redacted] earned her BS in Biological Sciences from Mount Holyoke College in 1986 (*cum Laude*). She earned her MD from Tufts University in 1991 and completed her four-year residency in Obstetrics & Gynecology at UNC-Chapel Hill in 1995. She worked in a local private practice for two years after graduating from her residency, and became certified by the American Board of Obstetrics and Gynecology in 1997. She then returned to UNC to complete a two-year fellowship in Urogynecology and Reconstructive Pelvic Surgery (1997-99). Upon graduation from her fellowship, Dr. [redacted] was hired as a Clinical Assistant Professor in our Department.

In April 2001, after two years in a fixed term appointment, Dr. [redacted] entered the tenure track. At the same time, she became the OB-GYN Clerkship Director, for all 5 of our sites in the state, and remained so during her 6 years as an Assistant Professor. She was promoted from Assistant Professor to Associate Professor, with tenure, in April of 2007, based on excellence in educational scholarship. Dr. [redacted] held the Wallace '69 & Phyllis Baird Medical Alumni Distinguished Teaching Professorship between 2005-2009, and was Interim Director of the Division of Urogynecology and Female Pelvic Medicine from spring 2009 to summer 2010. Dr. [redacted] holds many other leadership positions in our Department, including Director of our Annual Education Retreat (2003

to present), Residency Program Director (fall 2007 to present), Director of our Education Division (summer 2008 to present) and Program Director for our Urogynecology Fellowship (spring 2009 to present). She has been the Program Director for the UNC School of Medicine Teaching Scholars Program for the past ten years, and, has been on the Executive Committee of the UNC Academy of Educators for nearly 6 years. Both clinically and surgically active, Dr. [REDACTED] highly a valued Attending Physician at UNC Women's Hospital and at Rex Raleigh.

Information regarding the candidate's accomplishments in education (proving a national reputation)  
a. Include information about actual classes taught  
b. Invited presentations  
c. Actual teaching activities to trainees

### AREAS OF EXPERTISE

Dr. [REDACTED] clinical expertise is in urogynecology and female reconstructive pelvic surgery. This highly technical subspecialty evaluates and treats pelvic floor dysfunction, including urinary tract, vaginal and colorectal dysfunction; pelvic organ prolapse (dropped uterus, bladder, vagina or rectum); urinary and fecal incontinence; and complex conditions, such as vaginal fistulas and congenital anomalies involving the pelvic organs and musculature. This type of medical care requires an especially sensitive and compassionate physician, with excellent surgical skills and judgment, since most patients experience embarrassment over what are, in fact, quite common conditions among women. Dr. [REDACTED] has a loyal cohort of patients and referring physicians in the region. She has co-authored over 20 peer-reviewed papers addressing these clinical issues. Her collaboration in research with other members of our Department, as well as others in the School of Medicine, is evident in those with whom she has co-authored papers (including faculty from Urology, General Surgery, Gastrointestinal Medicine, Physical Therapy and the School of Public Health).

I believe, however, that Dr. [REDACTED] best distinguishes herself as an outstanding educator; not only by contributing to the training of individual learners, but also to OB-GYN educators across the country. She has specifically focused on curricular development, instilling professionalism, effective mentoring and feedback, how to squeeze the most educational value from a busy clinical setting, and how to best teach surgical skills. She has shared this knowledge not only through traditional peer-reviewed manuscripts and at national meetings, but also through several innovative educational products including, DVD's and web-based learning.

In the words of Jessica L. Bienstock, MD, MPH, Professor and Residency Program Director at Johns Hopkins, "**Dr. [REDACTED] is best known as a national expert and leader in the area of medical student and resident education in OB-GYN ..... (she) has built what is, simply put, one of the best OB-GYN residency programs in the country.**" Not only does our residency program offer superb learning opportunities to residents, but Dr. [REDACTED] has incorporated an emphasis on "residents as teachers" into our curriculum. Put another way, she has developed innovative methods to teach learners to also be effective teachers.

Awards

Dr. [REDACTED] has won no fewer than 35 teaching awards, comprising 2½ pages of her CV. These include the Excellence in Teaching Award from the Association of Professors of Gynecology and Obstetrics (4 times), the UNC School of Medicine Teaching Excellence Award (5 times) and the Golden Tar Heel Award - from 3<sup>rd</sup> year medical students -

every year since 2003. Half of these awards have been granted *since* her promotion to Associate Professor in 2007.

To quote Dee Fenner, MD, Professor and Division Director for Gynecology at the University of Michigan, "I have reviewed many **Curricula Vitae** for faculty at all of the leading medical schools in the country, and ... can honestly say Dr. [REDACTED] has the very **BEST** record (of) consistent recognition from learners at all levels".

#### **NATIONAL REPUTATION FOR LEADERSHIP IN EDUCATION**

Dr. [REDACTED] reputation for excellence in education is best reflected in the many national, peer-selected committees on which she serves, the national courses for which she is Co-Director, the national CME lectures that she presents, and the peer-reviewed journals/organizations for which she serves as reviewer. These include:

#### **Committee Membership**

- ✓ 1 of 5 members of the Association of Professors in Gynecology and Obstetrics (APGO) Women's Health Education Committee
- ✓ 1 of 12 members of the Council on Resident Education in Obstetrics and Gynecology (CREOG) Education Committee - charting the educational course for all OB-GYN residents in the country
- ✓ 1 of 15 members of the American Urogynecologic Society (AUGS) Education Committee; Director of Graduate/Post-Graduate Education
- ✓ Founder and Charter member of the Network of Educational Scholars in Gynecology and Obstetrics (NESGO) - a national organization conducting evidence-based, multi-institutional collaborative research
- ✓ 1 of 300 OB-GYN Examiners for the American Board of Obstetrics & Gynecology

#### **Course Co-Director**

- ✓ 1 of 12 faculty, selected from across the nation, in the Council on Resident Education in Obstetrics & Gynecology **(CREOG) Program Directors School**
- ✓ 1 of 6 faculty, selected from across the nation, in the 6-month **Surgical Scholars Course**, sponsored by the Association of Professors of Obstetrics & Gynecology **(APGO)**
- ✓ 1 of 6 members, selected from across the nation, of the **CREOG Residents as Leaders and Teachers Conference** (Council on Resident Education in Obstetrics & Gynecology)
- ✓ Co-Director of the **Annual Leadership Conference**, offered to nominated Fellows of the American College of Obstetricians and Gynecologists **(ACOG)**

## National CME Lectures

- ✓ Developing Fellows as Educators; Society of Gynecologic Oncologists
- ✓ How To Be An Effective Mentor; American Urogynecologic Society
- ✓ Clinical Teaching While You Work; Council on Resident Education in OB-GYN
- ✓ Curriculum Development, Effective Teaching and Educational Scholarship; American Urogynecologic Society
- ✓ Life Long Learning and Continuing Medical Education; Council on Resident Education in OB-GYN

Professional Service activities



## Ad hoc Reviewer

Dr. [REDACTED] serves as a reviewer for the *American Journal of Obstetrics & Gynecology*, the *Journal of Reproductive Medicine*, and *Teaching and Learning in Medicine*. She also reviews abstracts and posters for the {national} scientific meetings of the Council on Resident Education in OB-GYN/Association of Professors of Gynecology and Obstetrics.

Information regarding candidate's publications



## PROGRESSIVE SCHOLARLY PRODUCTIVITY

Dr. [REDACTED] has published 25 peer-reviewed papers – 2 of them invited, 15 of them since she was granted tenure in 2007. All have been published in high caliber journals, such as *Reproductive Science*, the *Journal of Reproductive Medicine*, the *International Urogynecology Journal of Pelvic Floor Dysfunction*, *Academic Medicine*, *Obstetrics and Gynecology*, and the *American Journal of Obstetrics and Gynecology*. One (#8 in her CV) is on the Residency Assist Page of the American College of Surgeons website. Another peer-reviewed paper is accepted, an educational video has been accepted for MedEd Portal (#9 in peer-reviewed oral presentations), and 4 more papers have been submitted (including a 25-page paper to the *Journal of the American Medical Association* – JAMA, entitled “*Life Long Learning and Continuing Medical Education: Where Do We Stand and Where We Might We Go?*”) Dr. [REDACTED] has published 4 textbook chapters, and in 2012, has a 5<sup>th</sup> book chapter online, interestingly on the subject of Emotional Intelligence for Healthcare Leaders. The majority of Dr. [REDACTED] publications focus on her clinical expertise; she served as primary mentor to residents or fellows on 6 of these.

From a traditional vantage point, Dr. [REDACTED] “scholarship” in education could be viewed with some issue. However, I believe that on closer examination, she has developed important educational tools that have been rigorously tested and are being used throughout the nation by her peers. What better acknowledgement of her educational scholarship than to have her peers adopt her educational materials? She has presented many peer-reviewed oral presentations at professional meetings, thereby disseminating her ideas widely. In fact, the art of “how to teach” may be

conveyed more effectively by circulating practical aids that can be used “in the trenches”, modeling effective teaching techniques, and training educators, rather than by reporting one’s findings on paper. I believe the examples described below, nearly all of which were developed since Dr. [REDACTED] promotion to Associate Professor, will illustrate my point (further details about each can be found in Dr. [REDACTED] Teaching Portfolio).

- ✓ Awarded 1 of 5 national Women’s Health Care Competency grants (2 years, \$30K), from the Association of Professors in Gynecology and Obstetrics, to develop a **Women’s Health Care Elective for 4<sup>th</sup> year medical students**. This was a collaborative project between the UNC Program on Aging, the Departments of Internal and Family Medicine - as well as OB-GYN, UNC Hospitals and the NC AHEC Program. The grant followed a one-year pilot grant from the Donald W. Reynolds Foundation.
- ✓ Documenting Clinical Comparability on the Obstetrics and Gynecology Clerkship: **A Multi-Center Trial**, studying use of the **Clinical Activities Tool** (created and developed by Dr. [REDACTED] to document comparability of clinical experience on the OB-GYN clerkship. This documentation is required by the (national) Liaison Committee on Medical Education (LCME). This study led to publication of a peer-reviewed article in 2010, after the Clinical Activities Tool was implemented at, among other institutions:
  - University of Miami Medical School,
  - University of Arkansas Medical Sciences
  - the Mayo Clinic College of Medicine
  - Ohio State University
  - University of Medicine & Dentistry of New Jersey
  - Wayne State University and
  - University of California – Davis.

A **faculty development DVD**, developed and produced by Dr. [REDACTED] **Clinical Teaching While You Work-Keeping It Effective and Efficient: Using the Clinical Activities Tool**. Presents 10 clinical case scenarios to demonstrate one-on-one teaching in “real time”. Over 150 copies have been distributed to university faculty, community-based physicians and OB-GYN Clerkship Directors through the {national} CREOG/APGO annual meetings. Another 150 copies are being used by residents and fellows at the University of San Francisco School of Medicine (details on p. 6 of the Teaching Portfolio).

- ✓ Another **faculty development DVD**, developed and produced by Dr. [REDACTED] **“Clinical Teaching While You Work-Keeping It Effective and Efficient: Using the One Minute Preceptor: Residents and Faculty as Teachers”**. Presents 10 clinical case scenarios to demonstrate one-on-one teaching in “real time” (details on p. 7 of the Teaching Portfolio).

615 copies have been distributed in 3½ years through:

- CREOG Residents and Leaders as Teachers Workshops: 385 copies
- CREOG Residency Program Director's School: 75 copies
- Society for Gynecologic Oncologists "Educating the Educator" course: 30 copies
- American Urogynecology Society Postgraduate Course: 35 copies
- Warren Alpert Medical School of Brown University: 20 copies
- Volunteer Clinical Faculty, Univ. of San Francisco OB-GYN Department: 110 copies

- ✓ **Surgical Skills Feedback Cards**, developed by Dr. [REDACTED] and successfully implemented at UNC in 6 months' time (details on p. 4 of the Teaching Portfolio). This work was presented at the the {national} APGO/CREOG Annual Meeting and a multi-center trial began in the summer of 2012 at:
  - University of Texas - Houston
  - Medical University of South Carolina
  - Wayne State University
  - University of Toledo and
  - University of Arkansas
- ✓ As Education Committee Chair of AUGS, oversaw a \$150,000 grant from Pfizer Pharmaceuticals, to develop a **web-based, CME course** dealing with incontinence management, geared towards Internal and Family Medicine physicians and residents - as well as OB-GYN residents. This course is available, on-line (world-wide access), through the American Urogynecological Society website and consists of 3 modules, addressing urinary and anal incontinence, as well as pelvic organ prolapse. This course can be viewed through the link in Dr. [REDACTED] Teaching Portfolio (p.3)

In addition to the above, Dr. [REDACTED] has made the following peer-reviewed oral and poster presentations nationally, which are described in more detail on pgs. 8-11 of her CV (all those listed occurred *since* her promotion to Associate Professor):

### **Selected Oral Presentations**

- ✓ Surgical Skills Feedback in the Operating Room: "Surf Carding"
- ✓ Effective Mentoring: What Works, What Doesn't, and What the Literature Supports
- ✓ Get On Your Boots: Preparing Fourth Year Medical Students For A Career In Surgery. Using A Competency-Based Curriculum to Teach Professionalism
- ✓ Resident Clinical Practice Review: A Model for Introducing MOC Part IV Training into the Residency Curriculum (1<sup>st</sup> place resident presentation, mentored by Dr. [REDACTED])
- ✓ Teaching and Assessing Clinical Reasoning: Getting a Good 'START': Structured

## Teaching and Assessment in the Real-Time Clinical Setting

- ✓ Assessing the Educational Needs of Community Based Educators

### Selected Poster Presentations

- ✓ Multi-center Trial of the Clinical Activities Tool to Document OB/GYN Clerkship Clinical Experience Comparability (won 1st prize, from a field of 1,000 OB-GYN educators)
- ✓ Responding to a Shortened OB/GYN Clerkship: Ensuring Clinical Curriculum Documentation
- ✓ Professionalism Skill Development: Implementing Medical Student Self and Peer Assessment in Case-Based Learning

In short, I strongly believe that Dr. [REDACTED] has made significant contributions to educational scholarship in OB-GYN - and beyond - despite what could be construed as a scarcity of traditional peer-reviewed publications on educational topics. **"She's an innovator, a team player, and a truly dedicated educator. Everything AnnaMarie does, whether caring for an individual woman, teaching a medical student, or developing a national curriculum, is done with attention to detail, with great thought, and with overall excellence."** - Dee Fenner, MD, Professor and Division Director for Gynecology at the University of Michigan.

### SUMMARY

I believe it is eminently clear that Dr. [REDACTED] is deserving of promotion to Full Professor. She is a nationally recognized leader in medical education. She has worked tirelessly and persistently towards the optimal educational experience for learners; *and* towards reaping the best results from "teachers". She has demonstrated progressive scholarly productivity through writing 20 papers in 5 years (including those submitted and accepted), as well as through developing the important educational tools described above. She is an exemplary and enthusiastic collaborator - across disciplines and institutions. In the words of Steven Swift, MD, Professor at the Medical University of South Carolina: **"I consider Dr. [REDACTED] to be one of the leading educators in the field of Obstetrics & Gynecology"**.

Each of Dr. [REDACTED] referees wholeheartedly endorse her promotion. They include:

### Referees Chosen by Me:

Dee A. Fenner, MD  
Professor of Obstetrics & Gynecology  
University of Michigan

Deborah L. Myers, MD  
Professor of Obstetrics & Gynecology  
Brown University

List of Individuals/titles who wrote letters of recommendation and state which are independent letters provided by the chair and which are independent letters provided by the candidate

Conclusion

**Primary Referees Chosen by Dr. [REDACTED]**

Steven Swift, MD  
Professor of Obstetrics & Gynecology  
Chair, Education Committee  
Medical University of South Carolina

Amy Autry  
Professor of Obstetrics & Gynecology  
Director of Graduate Medical Education  
University of California - San Francisco

**Additional Referees Chosen by Dr. [REDACTED]**

Victoria Handa, MD, MHS  
Professor of Obstetrics & Gynecology  
Johns Hopkins University

Jessica Bienstock, MD, MPH  
Professor of Obstetrics & Gynecology  
Residency Program Director  
Johns Hopkins University

If you require any further information, please feel free to call our Personnel Manager, Ms. Laura Baron, at 966-8935; or me at 966-5280. Otherwise, I thank you in advance for approving this recommendation to promote Dr. [REDACTED] to Full Professor in the Department of Obstetrics & Gynecology.

Sincerely,

Chair's Signature line

Daniel L. Clarke-Pearson, MD  
Robert A. Ross Distinguished Professor and Chair

Approved: \_\_\_\_\_

William L. Roper, MD, MPH  
Dean, UNC School of Medicine  
Vice Chancellor for Medical Affairs  
CEO, UNC Healthcare

Dean's signature line (signed by  
SOM HR)