

Promote Yourself: Demonstrating Teaching Excellence with an Educator's Portfolio

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Disclosures

We have no relevant financial relationship to disclose

Objectives

By the conclusion of this workshop, the Pediatric educator will:

1. Describe the role of teaching in promotion decisions
2. List the methods in which an educator can demonstrate teaching quantity and quality
3. Create a draft or revise his/her existing educator's portfolio

APA Educator's Portfolio Template

http://www.academicpeds.org/education/ESP_EdPortAnTool.cfm

Agenda

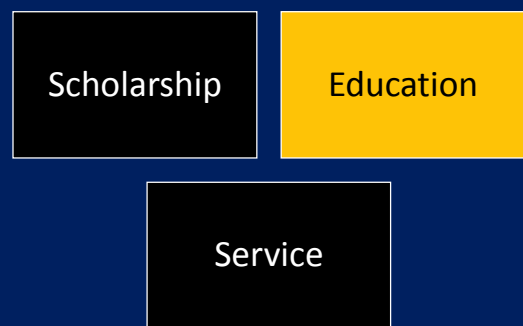
1. How does education tie into promotion decisions?
2. What is excellence in education?
3. The educator's portfolio
4. Panel discussion
5. Development of portfolio component
6. Closing/Next Steps

Promotion: A Comparison of Two Institutions

University of Michigan



Virginia Commonwealth University



Activity #1: What is excellence in education?

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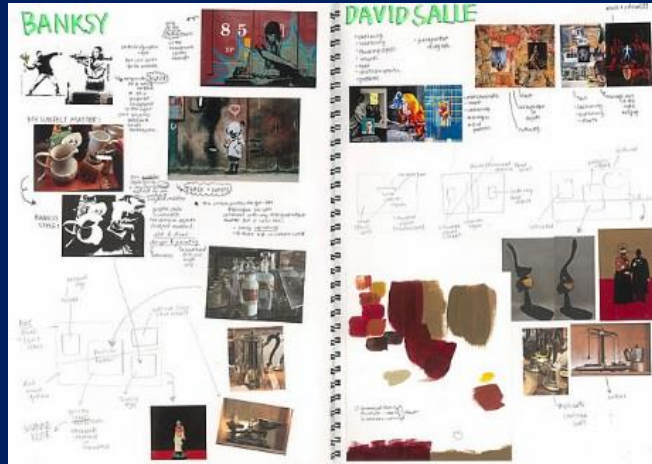
- What evidence could be provided to support educational excellence?

Educational Excellence (Examples)

- Excellence in teaching from students, residents, and colleagues
- Significant contribution to course, curriculum, and program design
- Peer reviewed scholarly educational work
- Dissemination of scholarly work, such as publication of teaching (including book and book chapters)
- Service to department and institution committees, as well as outside organizations/committees (such as a regional or national organization)
- Recognition for teaching excellence by receiving teaching awards
- External grant support for educational projects

The Educator's Portfolio

What is an Educator's Portfolio?



From: <http://www.studentartguide.com/wp-content/uploads/2015/02/a-level-art-portfolio-examples.jpg>

Components of Educator's Portfolio

1. Educational Philosophy and Five-Year Goals
2. Teaching
3. Learner Evaluations*
4. Curriculum Development
5. Mentoring/Advising
6. Educational Leadership/Administration
7. Professional Development*
8. Products of Educational Scholarship

Template originally developed by APA for ESP program. Exceptions designated with *.
Reprinted per Creative Commons License. Citation: Gusic M, Chandran L, Balmer D, D'Alessandro D, Baldwin C. Educator portfolio template of the academic pediatric association's educational scholars program. MedEdPORTAL Publications. 2007;3:626. http://doi.org/10.15766/mep_2374-8265.626

DISCLAIMER

- The following are general rules of thumb and examples
- Be sure to follow your local institutional guidelines for constructing your Educator's Portfolio



Educational Philosophy

- A “personal statement”
- Reflects:
 - Philosophy... informed by theory
 - Experience... coupled with reflection
- Should frame the rest of your portfolio
- Generally no more than 2 pages long



Educational Philosophy: Example (Ryan)

- Art is creativity, experimentation, and attention to detail *without* a correct answer....As an aspiring artist, I...
- My approach to painting has defined much of my day-to-day teaching. Similar to **constructivism** and **Kolb's experiential learning cycle**, I believe learners **develop meaning through active experimentation** by building upon their existing frameworks. Like paint on a canvas... As an educator, my **goal is provide opportunities for experimentation and critical reflection**...

Career Goals (Lehmann)

- **2 - 5 year career goal(s)** –To continue to be involved on a **national level** in medical education. I am currently **co-leader of the Faculty Development Task Force in COMSEP**...I also hope to work with COMSEP to promote my own scholarly goals of dissemination of...
- **Long-term career goal(s)** – I want medical students, residents, and all other trainees to find the world of Pediatrics and Adolescent Medicine to be a caring place that stimulates their intellectual curiosity.... We should be the **world leader** in medical student education in Pediatrics and Adolescent Health.

Teaching

1. Teaching Activities
2. Teaching Awards

Teaching Activities Report (Tenney-Soeiro)

Activity	Year(s) Taught	Title/Topic	Teaching Strategy and context	Where taught (level)	Total hours/year	Learner type(s)	Number of learners/yr
Student Orientation	2008-present	Orientation	Lecture	School	32 hrs/yr	M2-M3	160/yr
Mock Codes	2008-present	Apnea in infant, respiratory distress, seizures	Simulation	School	24-36 hrs/yr	M2-M3	160/yr
Hospital Medicine Elective	2012-present	Introduction to Hospital Medicine	Small group	Department	3 hrs/yr	Residents	3-4/yr
Workshop	2012	Translating the Pediatric Milestones...	Workshop	National	3 hrs	Faculty	15/yr

Learner Evaluations

- Summary of evaluation methods
- Quantitative summary of evaluations (including “n”)
- Qualitative summary of comments
- Annual Review of Teaching (Division Chief/Department Chair)

Note: Haven't seen these? You might have to ask!!!

Learner Evaluations: Quantitative (Sample)

Academic Year	n	Orients Effectively	Provides Effective Teaching	Provides Feedback
		Scale = (1-5; 1- Poor, 5- Outstanding) Mean (Mean for all faculty)		
2006-2007	35	3.8 (4.1)	4.2 (4.2)	3.6 (3.8)
2007-2008	37	3.9 (4.1)	4.2 (4.2)	3.6 (3.7)
2008-2009	12	3.6 (4.0)	4.0 (4.3)	3.2 (3.8)
2010-2011	42	3.8 (4.1)	4.1 (4.1)	3.5 (3.6)
2011-2012	38	4.3 (4.0)	4.4 (4.0)	4.0 (3.8)
2012-2013	36	4.3 (4.2)	4.5 (4.2)	4.2 (3.9)
2013-2014	40	4.5 (4.0)	4.4 (4.1)	4.3 (3.6)
2014-2015	42	4.6 (4.2)	4.5 (4.2)	4.4 (3.7)

Learner Evaluations: Qualitative (Fleming)

- “The most exceptional moment of teaching I received from Dr. Fleming happened from **nearly 6,000 miles away**. While I was performing research in Ganta, Liberia... I found myself facing a difficult clinical challenge... I exasperatedly called Dr. Fleming for advice late one evening. We spent more than an hour on the phone... she instilled in me **two important values**...”

Curriculum Development: Narrative (Schiller)

- “In 2009, I led an effort to replace some of our core didactic sessions with Team Based Learning (TBL), being **one of the first clinical clerkships in the nation to implement TBL** in the third year...have each **been published in MedEdPortal** after a thorough peer review process”

Curriculum Development: Grid (Lehmann)

Curriculum topic and type	Type and number of learners per year	Where is it implemented?	Your degree of responsibility (e.g. leader or contributor)	How were participants evaluated?	How was the effectiveness of the program assessed?
Third-Year Clerkship Simulation Center Teaching Session	175 Third-year medical students; ~70 nursing students	UC/CCHMC Department of Pediatrics, and Patient Services (Nursing)	Contributor- designed interactive lecture ...Reviewed Sim Center case scenarios for relevancy and appropriate student skill level	We are using RIPLS scale to judge attitudes towards teamwork and interprofessional learning immediately post session	Student attitude toward teamwork and IPE improved, with nursing students with larger attitude changes.

Mentoring and Advising (Example)

Name/Group	Period	Mentee's Role at time of advising	Mentoring Area	Mentee's current position	Mentee achievements
John Doe	2014-present	Junior Faculty	Educational Leadership	Junior Faculty	Mentee is actively engaged in curricular revisions for Sub-I rotations
M4 students applying to Pediatrics	2010-present	M4 students (8 per year)	Residency Applications	Variable	N/A

Educational Leadership and Administration

- Local educational leadership roles (Clerkship/ site director, etc)
- Local educational committee roles (LCME, promotions, CCC)
- Courses/clerkships directed
- Roles in national educational groups (i.e. COMSEP, APA, APPD)
- External teaching appointments
- Expert educational services (PAS workshop reviewer, journal reviewer)

Educational Leadership (Ryan)

Jul 2010- Sep 2013 Clerkship Director, Pediatrics, VCU School of Medicine

- **Coordinated** and **established** curriculum, instruction, and evaluation for all M3 students rotating through pediatrics
- Advised students interested in pediatrics and/or medicine/pediatrics
- Served on pre-promotions committee for the School of Medicine
- **Developed** training sites at Chippenham Hospital, CJW Nursery, VCUHS Pediatric Emergency department, VCUHS Heme/Onc Service

Educational Leadership (Long)

Focus Area: Educational Leadership	
Name your educational role(s)	EPAC Director since 2012
Your role(s)	Director of EPAC at UCSF. Responsibilities include...
Groups served and amount of contact	Describes learner numbers and interaction with Deans
Builds on best practice/evidence	Describes professional development (APA ESP)
Vision and goals	Describes the mission of the program – to create a continuum of medical education
Methods used to achieve goals	Describes the curriculum of EPAC
Results and impact	Evaluation data provided
Dissemination	Peer reviewed abstracts highlighted
Reflective Critique	Feasibility, lessons learned, plans for change

Professional Development

- Formal degree programs (e.g. MEd, MHPE, MEHP, etc)
- Certificate programs (e.g. MERC, Stanford FD)
- Educational workshops > 1 day duration (e.g. Harvard Macy, etc)

Professional Development (Tseng)

- Teaching in Medical Education (TiME) Faculty Fellows Program – Post-Baccalaureate Graduate Certification in Medical Education from the School of Education at Virginia Commonwealth University.
 - The TiME Faculty Fellows Program is a certificate program with the aim to

Scholarship

- Peer-reviewed publications (again!)
- Other educational products
- Educational Workshops
- Syllabi authored
- Grants

Putting it all together...

- See the sample...

****Make sure you review your local Promotion and Tenure guidelines for constructing an Educator's (Teaching) Portfolio****

Activity #3: Panel Discussion

Panel Members

- Facilitator:
 - Ashlie Tseng (Assistant Professor, VCU)
- Panel Members:
 - Amy Fleming (Associate Professor, Vanderbilt)
 - Barrett Fromme (Associate Professor, University of Chicago)
 - Michele Long (Associate Professor, UCSF)
 - Rebecca Tenney-Soeiro (Associate Professor, University of Penn/CHOP)

Activity #4: Development of additional areas

Activity #4: Further Development

- Reflect on the EP and panel discussions...
- Choose one (or two) of the following Educational Portfolio areas for further development:
 1. Learner Evaluation
 2. Curriculum Development
 3. Mentorship/Advising
 4. Leadership
 5. Scholarship

Key References

1. Gusic M, Chandran L, Balmer D, D'Alessandro D, Baldwin C. Educator portfolio template of the academic pediatric association's educational scholars program. MedEdPORTAL Publications. 2007;3:626. http://doi.org/10.15766/mep_2374-8265.626
2. Chandran L, Gusic M, Baldwin C, et al. APA educator portfolio analysis tool. MedEdPORTAL Publications. 2009;5:1659. http://doi.org/10.15766/mep_2374-8265.1659