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**
- Research
- Education
- Clinical Care
- Administration

**Virginia Commonwealth University**
- Scholarship
- Education
- Service
Activity #1: What is excellence in education?

Activity #1: What is Excellence in Education?

• 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?

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

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 to 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.
1. Teaching Activities

2. Teaching Awards

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### Teaching Activities Report (Tenney-Soeiro)

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>n</th>
<th>Orients Effectively</th>
<th>Provides Effective Teaching</th>
<th>Provides Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>35</td>
<td>3.8 (4.1)</td>
<td>4.2 (4.2)</td>
<td>3.6 (3.8)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>37</td>
<td>3.9 (4.1)</td>
<td>4.2 (4.2)</td>
<td>3.6 (3.7)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>12</td>
<td>3.6 (4.0)</td>
<td>4.0 (4.3)</td>
<td>3.2 (3.8)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>42</td>
<td>3.8 (4.1)</td>
<td>4.1 (4.1)</td>
<td>3.5 (3.6)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>38</td>
<td>4.3 (4.0)</td>
<td>4.4 (4.0)</td>
<td>4.0 (3.8)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>36</td>
<td>4.3 (4.2)</td>
<td>4.5 (4.2)</td>
<td>4.2 (3.9)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>40</td>
<td>4.5 (4.0)</td>
<td>4.4 (4.1)</td>
<td>4.3 (3.6)</td>
</tr>
<tr>
<td>2014-2015</td>
<td>42</td>
<td>4.6 (4.2)</td>
<td>4.5 (4.2)</td>
<td>4.4 (3.7)</td>
</tr>
</tbody>
</table>
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 (Lehman)

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

## Mentoring and Advising (Example)

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

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

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