

Teaching/Educators Portfolio



A simple how to, and why it is important to clinician-educators

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What promotional track are you on?

- Clinician Educator?
- Clinician Scholar?
- I don't know



“A poor surgeon hurts 1
person at a time. A poor
teacher hurts 130.”

Ernest Boyer, 1988

Teaching or Scholarship

■ Scholarship

- Public
- Critical review and evaluation
- Exchange and used by peers
- Can include publication

■ Teaching

- Private
- Rarely peer evaluated
- Does not build on others work



Why do this?

“The purpose of a portfolio is to make significant chunks of what educator’s do available for peer review. Only when we have something to value, will we have something to evaluate... and we cannot value something that we cannot share, exchange and examine.”

Lee Schulman, Carnegie Foundation 1999



Why do we care?

- Most common criteria for CET promotion
 - Teaching awards, peer evaluation, learner evaluation, teaching portfolio ¹
 - Fewer publications ¹
- CET promotions are still slower than CIT
 - AAMC database
 - 6th year promotion; CET 16%, CIT 26% ²⁻³

1. Beasley BW et al. *JAMA*. 1997;278(9):723-28.

2. Beasley BW et al. *JGIM*. 2006;21:123-129

3. Buckley LM et al. *Archives Internal Medicine*. 2000;160:2623-29.



Perceptions on Promotion

- 185 Assistant Professors at 80 schools
 - Importance of CET faculty compared with promotion committee chairs.

Table 2. Importance of Specific Aspects of Clinician-educators' Performance in Promotion Decisions, Comparing the Clinician-educators in 2000 to Promotion Committee Chairs' Responses from 1996⁵—Organized by Their Ranking*

Specific Aspects of a Clinician-educator's Performance	Clinician Educators (N = 107)	Promotion Committee Chairs, 1996 (N = 115)
Clinical research	1	10
Written scholarship	2	8
Reputation	3	5
Teaching skills	4	1
Curriculum development	5	6
Personal qualities	6	9
Coordinating programs	7	4
Education research	8	11
Mentoring	9	3
Coordinating service	10	7
Clinical skills	11	2

* Both sets of importance rankings were derived from scores given to items using Likert Scales.



Perceptions on Promotion

Table 1. Differences in the Importance of Specific Areas of a Clinician-Educator's Performance

Performance Area	Mean Importance*		Medical Schools with a Difference ≥ 2 Points Between the Two Chairs, % (N = 84)
	Department Chairs (N = 114)	Promotion Committee Chairs (N = 115)	
Teaching skills	6.23	6.38	18
Overall clinical skills	5.86	5.78	28
Coordination of training programs	5.72	5.20 [†]	39
Other written scholarship	5.52	5.26 [†]	28
Design, implementation and evaluation of educational programs	5.53	5.28	37
Mentoring and role modeling	5.31	5.63	43
Personal qualities	5.43	4.94 [†]	36
Reputation	5.31	5.49	37
Research in medical education	5.18	4.51 [†]	35
Clinical research	4.98	4.88	36
Coordination of clinical practice	4.93	4.72	48

* Importance scale: 1 = minimally important, 7 = extremely important.

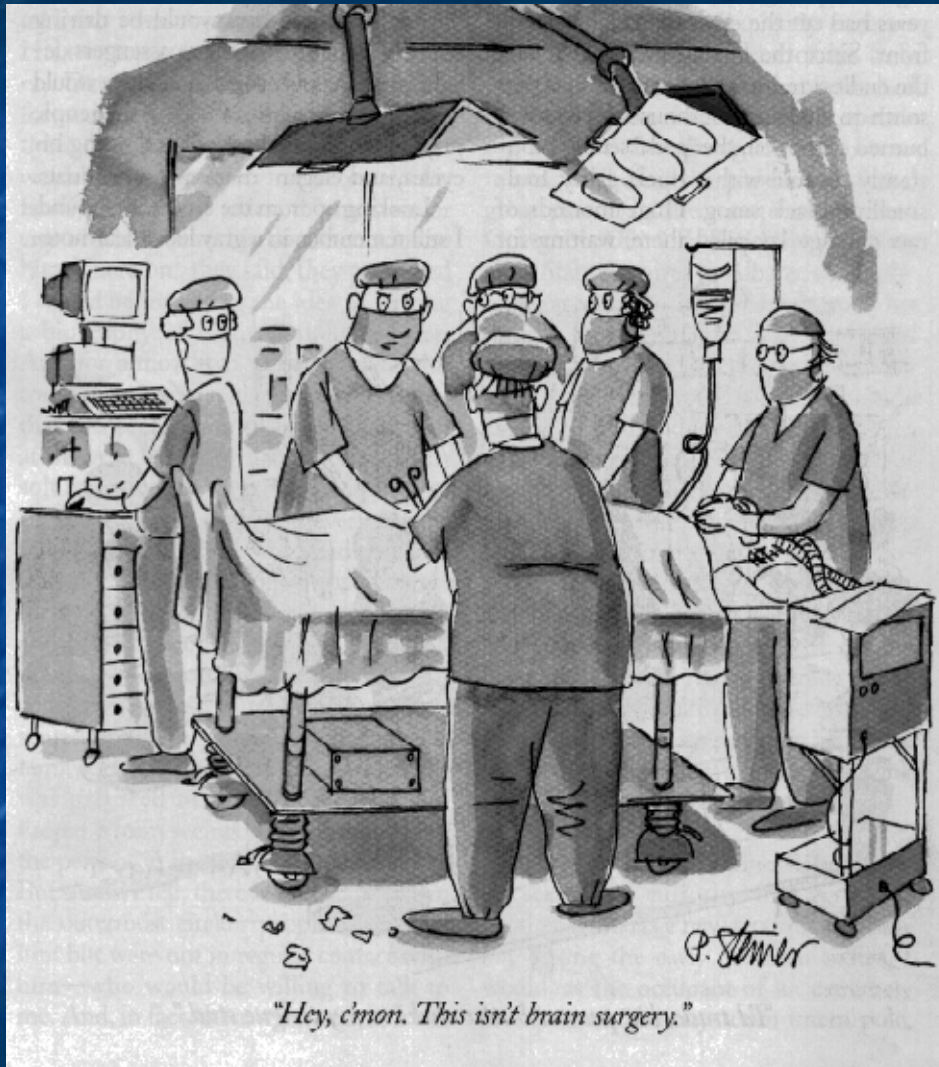
[†] P < .05 for the unpaired difference between the 114 department chairs and the 115 promotion committee chairs who responded.



Does a Teaching Portfolio Help?

- Wake Forest School of Medicine
 - 186 faculty, 38 in CET pathway
 - 75% “sustained participation in effective teaching in more than one modality.”
 - 30% “service as assistant dean level, chair of education department committee.”
 - Less than 20% participated in national meetings.





Teaching/Educators Portfolio

- Evidence of teaching and student learning
 - Curricula
 - Evaluations
 - Honors and awards
- Reflection on that evidence
 - Self-assessment
 - Teaching and educational philosophy



Nuts and Bolts

- Teaching philosophy statement
- Teaching activities
- Curricular development
- Evaluation by trainees
- Advising and mentoring
- Educational administration
- Public expression of scholarship
- Honors and awards
- Continuing education
- Self-assessment and goals



Nuts and Bolts

- Teaching philosophy
 - How do you learn?
 - Who do you learn from?
 - What is 'your' style



Nuts and Bolts

- Teaching activities
 - Competency development and assessment
- Curricular development
 - Document everything
 - Copy everything



Nuts and Bolts

- Evaluation by trainees
 - How do you know what learners have learned?



Nuts and Bolts

- Advising and mentoring
 - Who?
 - What setting?
 - What role?



Nuts and Bolts

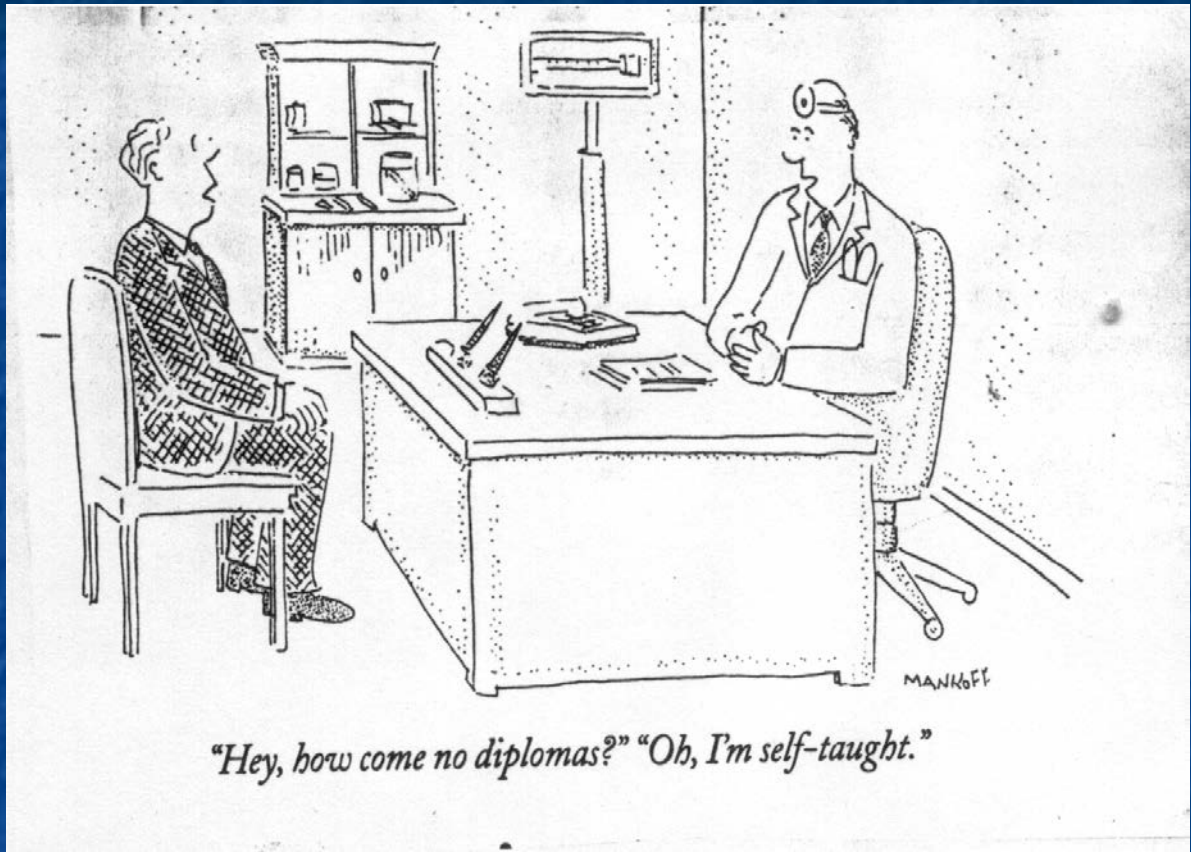
- Educational administration
- Public expression of scholarship
- Honors and awards
- Continuing education



Nuts and Bolts

- Self-assessment and long-term goals





"Hey, how come no diplomas?" "Oh, I'm self-taught."





Resources

- University of Washington on-line
 - <http://depts.washington.edu/cidrweb/PortfolioTools.htm>
- The Society of Academic Emergency Med.
 - http://www.saem.org/facdev/FD_Manual_2001/educatorkuhn.html
- UCSF
 - http://medschool.ucsf.edu/academy/events/educators_portfolio.aspx
- Emory
 - http://med.emory.edu/dean/teaching_portfolio_template.pdf

