"Developing Your Educator Portfolio"

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Acknowledgements


Conflict of Interest
Charlene Dewey has NO financial relationships to disclose.

Goals

- The purpose of the session is to review the process of developing educational scholarship and outline criteria for the educator portfolio.

Objectives

During the session participants will:
1. Compare and contrast teaching activities, scholarly work and scholarship.
2. List three P’s of scholarship.
3. Identify key activities in a VUMC educator portfolio.
4. Practice entering a teaching activity in the e-portfolio.

Agenda

1. Introduction
2. Teaching, scholarly work and scholarship
3. Documentation
4. Vanderbilt’s electronic portfolio
5. Summary
Developing Your Educator Portfolio

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10/1/2015
Developing Your Educator Portfolio

**Vision of Scholarship**

Boyer, E.L. Priorities of the Professoriate. 1990

Glassick et al. Scholarship Assessed. 1997

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**Six Criteria of Quality Scholarship:**

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

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**AAMC Five Categories of Educational Activities**

1. Teaching
2. Curriculum
3. Advising/Mentoring
4. Educational Administration/Leadership
5. Assessment of Learner Performance

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**To Be Scholarly:**

- Peer reviewed
- Tied directly to special field of knowledge
- Accountable (evaluation)
- Made public
- Reproducible

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**Scholarship Pyramid**

- Teaching
- Excellence in Teaching
- Scholarly Teaching
- Scholarship of Teaching

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**Test of Scholarship**

Demonstrates the “3 P’s”:

- **Product** that can be reproduced and built upon
- **Peer reviewed**
- **Publicly** disseminated

- Innovative, contributes & advances the field

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Exercise: Vanderbilt’s e-Portfolio

Practice

- Log into computer
- Please type into browser: 
  - https://medapps.mc.vanderbilt.edu/EduPort
- Log in with VUNet ID
- Follow demonstration
- Practice
**Summary**

During this session we:

1. Compared and contrasted teaching activities, scholarly work and scholarship.
2. Listed three P's of scholarship.
3. Identified key activities in a VUMC educator portfolio.
4. Practiced entering a teaching activity in the e-portfolio.

**Systematic Approach**

<table>
<thead>
<tr>
<th>Five Categories of Educational Activities</th>
<th>Strategies/Resources to approach systematically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching:</td>
<td>Educational theory and classroom instruction, etc.</td>
</tr>
<tr>
<td>Curriculum:</td>
<td>Kern, Oliva, other models of curriculum design</td>
</tr>
<tr>
<td>Advising/Mentoring:</td>
<td>Relationships, goals, timeline, reflections, outcomes/placement, etc.</td>
</tr>
<tr>
<td>Leadership:</td>
<td>Goals, timeline for self-development, use of best practices, assessments, reflections, etc.</td>
</tr>
<tr>
<td>Learner Assessment:</td>
<td>Type, methods used, intended outcomes, etc.</td>
</tr>
</tbody>
</table>

**Accountable (Evaluation)**

- For each of your educational activities
- Use a systematic approach
  - “Start with the end in mind”
  - Kirkpatrick, Guskey or other model
- Correlates with learning objectives
- Select best method for educational activity
- Select the best assessment tool
  - Use existing tools or create your own
- Results should influence changes or revisions

**Example - Documentation**

<table>
<thead>
<tr>
<th>Descriptions of Quantity</th>
<th>Evidence of Quality—methods and results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture-based Teaching in Graduate School and Medical School</td>
<td></td>
</tr>
<tr>
<td>71-15 (present)</td>
<td>4 one-hour lecture/year in graduate school core curriculum course (average class size=60); prep time ~ 10 hours/lecture to update content and prepare to give lecture (~10 hrs of total prep time/year). Generally positive reputation among students. Learner’s ratings have averaged 5.5 on 7-point scale (See Appendix A).</td>
</tr>
<tr>
<td>16-20 one-hour lecture/year in pre-clerkship medical school course (average class size=100); Prep time ~ 2-3 hours/lecture to update content and prepare to give lecture (~40 hrs of total prep time/year). Received “End of Basic Sciences Award” (from medical students) twice; learner evaluations (requested from subgroup of students) for past three years ~ 5.5 to 6.0 (n = 50-75) and include many positive written comments. (See Appendix A)</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of Documentation**

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Web Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baylor College of Medicine</td>
<td>[<a href="http://www.bcm.edu/faced/excellenceaward/?P">http://www.bcm.edu/faced/excellenceaward/?P</a> MID=0](<a href="http://www.bcm.edu/faced/excellenceaward/?P">http://www.bcm.edu/faced/excellenceaward/?P</a> MID=0)</td>
</tr>
<tr>
<td>Medical College of Wisconsin</td>
<td><a href="http://www.mcw.edu/MedicalSchool/ExcellenceServices/FacultyDevelopmentResources/MealorProgram/DevelopingYourEducatorsPortfolio.htm">http://www.mcw.edu/MedicalSchool/ExcellenceServices/FacultyDevelopmentResources/MealorProgram/DevelopingYourEducatorsPortfolio.htm</a></td>
</tr>
<tr>
<td>University of Michigan Medical School</td>
<td><a href="http://www.med.umich.edu/medschool/faculty/Portfolios.htm">http://www.med.umich.edu/medschool/faculty/Portfolios.htm</a></td>
</tr>
<tr>
<td>Center for Teaching</td>
<td><a href="http://cft.vanderbilt.edu/teaching-guides/reflecting/teaching-portfolios/">http://cft.vanderbilt.edu/teaching-guides/reflecting/teaching-portfolios/</a></td>
</tr>
</tbody>
</table>