STANFORD
MEDICINE

MEETING	Stanford Medicine Teaching and Mentoring Academy Steering Committee
DATE	May 18, 2016
ATTENDEES	**Voting Members:** *John Boothroyd*, Linda Boxer*, Sharon Chen, Gilbert Chu*, Stanley Falkow*, Douglas Fredrick, Miriam Goodman, Lars Osterberg, Erika Schillinger, Gavin Sherlock, Wei Zhou* **Ex-Officio Members:** *Preetha Basaviah, Sean Beckwith, Robyn Dunbar, Cynthia Irvine*, Laurence Katznelson, Sofie Kleppner, James Lau, Cara Liebert*, Yvonne Maldonado*, Terrance Mayes*, Sejal Parekh*, Charles Prober, Sumit Shah*, Christine Solari, Emily Sontag* *** = Absent**

AGENDA ITEM	DISCUSSION	DECISION/ACTION
Updates	• April Steering Committee meeting minutes were approved by email vote. • An overview of the Academy's new peer coaching program was provided. The purpose of this program is to prepare a cadre of coaches to conduct peer observation and feedback for faculty on their teaching and mentoring, to grow this cadre of coaches, and ultimately to elevate the quality of teaching and mentoring in the School of Medicine while creating a collaborative teaching and learning environment. Suggestions from the group included videotaping sessions, looking at the University of New Mexico School of Medicine model, and including observers who are not content experts to help them focus on the teaching. It was suggested that word of mouth will be the best way to engage faculty who might be reluctant to seek coaching but who could benefit. It was emphasized that evaluation is an essential component of this program.	

	• The Steering Committee will meet for a slightly longer strategic planning meeting in July to discuss benchmarking for the 2016-17 academic year, as well as longer-term outcomes and membership for the Academy. • The call for proposals for the 2016-2017 Innovation Grants will be issued in early June and grants will be announced in late August or early September. Applicants can request all of their funds to cover salary in this round as opposed to last year when only 1/3 of budget requests could be requested to cover salary. Four funding priorities were identified for this round: collaboration (interdisciplinary, interprofessional, or with community organizations); diversity and inclusion; rigorous approaches to scholarship or innovation; impact and sustainability. • Education Day will be held on Friday, October 28 in Berg Hall. This day will be sponsored in partnership with Pediatrics who have been running a successful Education Day for a few years. Suggestions from the group included: talking with IRACDA about possible partnership opportunities, considering a name that encompasses both medical and bioscience education programs and includes Pediatrics, and thinking broadly about presenters beyond just TMA grant recipients. It was also suggested that we talk with the postdoctoral pedagogy journal club and teaching committee for possible participants. • Staff from VPTL will be facilitating inclusive classroom workshops for the Academy. Opportunities for them to present are still being identified, including the Foundations course, TMA mentoring workshops, Kelley Skeff and Georgette Stratos' teaching skills workshops, and Education Day.	
Discussion	• The Academy will introduce membership in 2016-2017, and more conversation will be held at the July meeting to work out the structure of Academy membership to avoid creating an elitist or exclusive program. • The group discussed possible approaches to membership. Suggestions included: o Set a very low bar for membership by sending an email and requesting a response from interested parties. People who respond become members, so we at least have a very basic level of buy-in for membership.	

	- Ensure that Academy program offerings are inclusive, but that membership has an expectation around service hours contributing to the Academy. Giving people options for how to become members (different commitment levels) and then seeing interest over 6 months was proposed as a way to see what people's interest levels are. - Creating membership pathways through participation in various Academy training programs so that people completing mentor training, for example, get a certain membership designation. - The importance of evaluating what is being done and ensuring high quality was emphasized, and it was suggested that people could be queried to see what they can offer to the Academy. Results from this query could be an initial database of Academy members. - The Duke AHEAD membership application was referenced as a model for the first round (see attachment). With an instrument similar to this format, we could create an initial database of members and get a count (i.e. 400 residents, 600 postdocs).	

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All faculty and professional staff involved in the educa9on of health professional learners are encouraged to apply for **Duke AHEAD Membership**. More advanced membership levels will be announced in the future.

Chief residents, fellows and post-docs who are involved in higher level ac9vi9es may also apply for **Duke AHEAD general membership** by submiI ng a leJ er of recommenda9on from their program director.

Learners (students, residents, graduate students) may apply at the **Associate Membership** Level. Residents are required to submit a leJ er of support from their program director.

Thank you!

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	○ ASSOCIATE Membership (Learners)
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