



<b>MEETING</b>	<b>Stanford Medicine Teaching and Mentoring Academy Steering Committee</b>
<b>DATE</b>	January 17, 2018
<b>ATTENDEES</b>	<p><b>Voting Members:</b> <i>Linda Boxer*</i>, <i>Sharon Chen</i>, <i>Gilbert Chu</i>, <i>Douglas Fredrick*</i>, <i>Payam Massaband</i>, <i>Denise Monack</i>, <i>Lars Osterberg</i>, <i>Rita Popat</i>, <i>Erika Schillinger</i>, <i>Gavin Sherlock</i></p> <p><b>Ex-Officio Members:</b>  <i>Preetha Basaviah</i>, <i>Fiorella Grandi</i>, <i>Neil Gesundheit</i>, <i>Laurence Katznelson*</i>, <i>Sofie Kleppner</i>, <i>James Lau*</i>, <i>Cara Liebert*</i>, <i>David Mahoney</i>, <i>Yvonne Maldonado*</i>, <i>Sumit Shah</i>, <i>Christine Solari</i>, <i>Emily Sontag</i>, <i>Latishya Steele*</i></p> <p>* = Absent</p>

<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>DECISION/ACTION</b>
Program Updates	<ul style="list-style-type: none"> <li>• Kelley Skeff and Georgette Stratos are scheduled to run two <b>Teaching Skills Workshops</b> this year, one on January 23<sup>rd</sup> for basic science faculty and one on July 8<sup>th</sup> for clinical faculty. Both workshops are full to capacity. Kelley and Georgette are contemplating offering a third, two-hour follow-up session for participants in these two workshops.</li> <li>• Lars Osterberg and Christine Solari continue to run the <b>Mentoring Skills Workshop</b> series with the next one starting in April. They have also been conducting a variety of modified versions of the series by request for various departments. The content of these modified offerings is tailored to department request.</li> <li>• In collaboration with Sharon Chen and Douglas Fredrick, the Academy has been moving forward with developing <b>teaching portfolios</b>, drawing heavily from <i>Rethinking the Educator Portfolio: An Innovative Criteria-Based Model</i> (Shinkai, K.,</li> </ul>	<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Educator portfolio article will be emailed to the committee for review.</li> <li>• Portfolio Pilot retreat to be scheduled.</li> <li>• Academy leadership will follow-up on suggestions for speakers for Medical &amp;</li> </ul>

	<p>Chen, C.A., Schwartz, B.S., Loeser, H., Ashe, C. and Irby, D.M., 2017. Rethinking the Educator Portfolio: An Innovative Criteria-Based Model.). A mini-retreat will be held in March for faculty to pilot the portfolio and provide feedback and troubleshooting for refinement.</p> <ul style="list-style-type: none"> <li>• In collaboration with the Clinical Teaching Skills Seminar (CTSS) group lead by James Lau, the Academy is planning for <b>Medical and Bioscience Education Day</b> on Friday, June 1<sup>st</sup>. The CTSS conference will take place on Saturday, June 2<sup>nd</sup>, and the two conferences will share a poster session/wine and cheese reception on Friday evening, June 1<sup>st</sup>. The committee was asked for recommendations for speakers for this event. Ideas included: <ul style="list-style-type: none"> <li>○ A workshop on teaching at non-research institutions for primarily undergraduate audiences, with faculty from local colleges speaking about their career trajectory and teaching experiences. Sofie Kleppner and Emily Sontag agreed to solicit speakers through their networks.</li> <li>○ A session on giving feedback, both giving and receiving; either Lars Osterberg and Christine Solari can run this session or reach out to former Laurice Yang in Neurology.</li> <li>○ How to give a talk: Gil Chu has a presentation on this and is willing to share it on Education Day.</li> <li>○ What are assessments and how are they designed; what assessments are appropriate for which contexts?</li> <li>○ Skills for medical education research. Sylvia Merrell presented a session on this at a CTSS meeting that was recommended.</li> <li>○ Residents can use instruction on how to teach as residents. Some suggested speakers include Abraham Verghese, Jack Ende, or Jay Phelan at UCLA.</li> <li>○ Gurpreet Dhaliwal at UCSF does sessions on clinical teaching; he does a session for second year SU medical students preparing to enter clerkships and is recommended.</li> <li>○ Pree Basaviah suggested a session on teaching small groups.</li> <li>○ Gavin Sherlock recommended a session on how to communicate science and scientific concepts to the public, i.e. translating research for the lay person.</li> </ul> </li> </ul>	<p>Bioscience Education Day.</p> <p><b>Decision</b></p> <ul style="list-style-type: none"> <li>• MaryAnn Campion approved as Steering Committee voting member, replacing Miriam Goodman.</li> </ul>
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Steering Committee Composition	<ul style="list-style-type: none"> <li>Two new student representatives were welcomed to the committee: Fiorella Grandi, PhD student in Cancer Biology, is the Graduate Student Representative. David Mahoney, MD student with scholarly concentration in Biomedical Ethics &amp; Medical Humanities is the Medical Student Representative.</li> <li>The committee's voting members voted unanimously to appoint MaryAnn Campion, Clinical Associate Professor in Genetics</li> </ul>	
Innovation Grants Planning	<ul style="list-style-type: none"> <li>A proposed timeline for the 2018-2019 innovation grants process was presented to the committee. The committee approved the following timeline: RFP opens March 5; proposals due on May 15; proposals forwarded to review committee June 15; notification of funding sent out September 10, 2018.</li> </ul>	
Membership Tiers	<ul style="list-style-type: none"> <li>Because the Teaching and Mentoring Academy is a service-oriented organization, and because we are charged with elevating the status of teaching in the School of Medicine, Academy leadership proposes that membership be revised into a tiered structure. In this model, we maintain open participation for all who are interested, and also offer a level of distinction for members who contribute service to the organization and demonstrate a commitment to education.</li> <li>The proposed tiers are: <ul style="list-style-type: none"> <li><b><u>Affiliate:</u></b> Any member of the Stanford Medicine community may sign on as an Academy affiliate. This level of membership provides individuals with access to the Academy listserv and Academy events.</li> <li><b><u>Associate:</u></b> The Stanford Teaching and Mentoring Academy basic membership is for any Stanford Faculty member and requires the applicant to submit a Teaching Portfolio and on-line application. This must be updated every 3 years. Associates will have access to Academy grants, early registration access to Academy events, educational materials, and faculty development activities.</li> <li><b><u>Fellow:</u></b> The fellow member level recognizes educators early in their career—medical students, residents, graduate students, and post-doctoral scholars. Members at the fellow level are afforded all of the benefits of those at the associate level, but for TMA grant applications must submit in collaboration with a faculty member.</li> </ul> </li> </ul>	<p><b>Action</b> Academy leadership will write more detail about each tier and share to the committee for feedback via email.</p>

**Distinguished Member:** Any Stanford faculty member who has demonstrated service and commitment to the Stanford Teaching and Mentoring Academy and medical and bioscience education community. Distinguished Members have a track record of teaching excellence and will contribute 12 hours annually to Academy activities is eligible as an Academy Distinguished Member. Contributions include: serving on the steering committee, sub-committees, grant application reviews, peer-mentoring, presenting at Medical and Bioscience Education Day or hosting Academy Teaching or Mentoring workshops (see full list of available activities here [\\_\\_\\_<link>](#)). Distinguished Members must submit a Teaching Portfolio and application for renewal granted every 4 years.

- The committee recommended: reducing the number of tiers from 4 to 3 or considering a minimal service requirement for the “associate” level; being directive about what requirements are for “distinguished” status, and working to assure that any member at the distinguished level truly represents the kind of teaching and/or mentoring we are promoting in the Academy; that one service provided by members could be to participate in peer review of teaching portfolios; create tiers that are pass-through levels (i.e. the associate could be a stepping stone to distinguished status); ensuring we are clear on the purpose of these tiers so we design them around that purpose.