



MEETING	Stanford Medicine Teaching and Mentoring Academy Steering Committee
DATE	March 15, 2017
ATTENDEES	<p>Voting Members: <i>Linda Boxer*</i>, <i>Sharon Chen</i>, <i>Gilbert Chu</i>, <i>Douglas Fredrick</i>, <i>Miriam Goodman</i>, <i>Lars Osterberg</i>, <i>Erika Schillinger*</i>, <i>Gavin Sherlock</i></p> <p>Ex-Officio Members: <i>Preetha Basaviah*</i>, <i>Sean Beckwith</i>, <i>Robyn Dunbar*</i>, <i>Laurence Katznelson*</i>, <i>Sofie Kleppner</i>, <i>James Lau</i>, <i>Cara Liebert*</i>, <i>Yvonne Maldonado*</i>, <i>Terrance Mayes*</i>, <i>Sejal Parekh*</i>, <i>Charles Prober*</i>, <i>Sumit Shah*</i>, <i>Christine Solari</i>, <i>Emily Sontag</i></p> <p>* = Absent</p>

AGENDA ITEM	DISCUSSION	DECISION/ACTION
Update: Peer Coaching	<ul style="list-style-type: none"> The peer coaching program has picked up with 9 faculty signed up for coaching and more requests coming in daily. Dr. Basaviah will be studying the program, in particular looking at how to apply it in small group settings. Sofie Kleppner expressed interest in creating a train the trainers opportunity for postdocs to engage in peer coaching. TMA leadership will meet with her and Stephanie Harman to explore how they can use Torsh technology to facilitate such a project. Another resource mentioned was the program that VPTL offers for graduate students on main campus. 	ACTION: Lars, Sofie, Christine, Stephanie to meet
Update: Medical & Bioscience Education Seminar Series	<ul style="list-style-type: none"> An overview of remaining seminars through spring quarter was provided. 	

<p>Update: Mentoring Skills</p>	<ul style="list-style-type: none"> • Currently the TMA is running a mentoring skills workshop session for postdocs; the session filled to capacity and had a lengthy waitlist, though actual attendance was low. The group discussed some strategies for incentivizing attendance • Recruitment for an April session with the SPECTRUM mentors has been on-going, and the workshops will continue quarterly. • It was recommended that TMA check out National Research Mentoring Network to see examples of mentoring communities. The Office of Postdoctoral Affairs would like to work with TMA on this concept. 	
<p>Discussion (voting): Steering committee Composition</p>	<ul style="list-style-type: none"> • Three voting members of the Steering Committee have stepped down: John Boothroyd, Stanley Falkow, Wei Zhou • TMA leadership identified two replacements, and continues to seek a third basic scientist. The importance of keeping an eye on the diversity of the committee was mentioned. The committee was asked to forward recommendations to Christine Solari. • A motion was made to appoint both Payam Massaband (Clinical Assistant Professor, Radiology) and Denise Monack (Professor, Microbiology and Immunology) as new voting members to the Steering Committee; the motion was seconded and members voted unanimously in favor of these appointments. 	<p>DECISION: Payam Massaband and Denise Monack voted in as Steering Committee voting members</p> <p>ACTION: Committee members are asked to send suggestions for basic science faculty to Christine Solari</p>
<p>Discussion: Portfolios</p>	<ul style="list-style-type: none"> • The committee reviewed the educators' portfolio template created by Douglas Fredrick, alongside templates from Duke University and UCSF. • Dr. Fredrick described his template as a hybrid that can be used quantitatively or qualitatively depending on the faculty member's need. He suggested that his long template could be used as a workbook for faculty to record their various activities and then they can pull from that longer document to create the more concise educators' portfolio. The ultimate goal for this project is to use the current longform and add the portfolio. 	<p>ACTION: Dr. Fredrick will test the tool in Ophthalmology with their faculty mentors as a faculty development tool, and Dr. Sharon Chen will speak to the mentoring panel in Pediatrics</p>

	<ul style="list-style-type: none"> • Discussion took place on the merits of a quantitative focus and qualitative focus for the document. The quantitative information is very important, but loses nuances of teaching and mentoring; at the same time, A & P committee members need to be able to skim through the document to get key information. Likewise, the narrative portions can also serve as a development tool for faculty, similar to the Individual Development Plans (IDPs) used in Graduate Education, in which faculty identify goals for development as part of their growth as educators. • It was recommended that we discuss the template with the A & P committee to understand what their needs are as we continue to refine our model. The key components supported by the committee included retaining a reflective component that is short, creating a format that committee members can scan easily for key data, using full workbook for personal record-keeping but asking faculty to select 3 contributions to education that they highlight in their package to the A & P committee. • Finally, it was suggested that we create a database that holds evaluations, conference attendance, etc in one centralized location for faculty. TMA will explore this possibility with IRT. 	<p>about the same. Dr. Fredrick will ask Dr. Erika Schillinger in General Medicine as well.</p>
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