



EFFECTIVE CAREER DEVELOPMENT SERIES

PAMPHLET #1:

Ensuring Recognition of Achievements

Case, Part 1:

A junior level faculty is newly appointed into a Clerkship Director position. They requested to attend the CREOG & APGO Annual Meeting to be more actively engaged in medical education. The Clerkship Directors' Schools were mentioned and strongly encouraged by meeting colleagues. Attendance here with other like-minded peers highlighted the need for the junior faculty to create an Education Portfolio in addition to adding elements to their CV.

The Curriculum Vitae

The CV, also known as a curriculum vitae, is the core document for tracking academic skills and accomplishments. This will be used to apply for new academic employment, but also to increase the likelihood of receiving recognition and advancing professionally. From its Latin derivations, curriculum vitae can be roughly translated as "the course of one's life," a phrase that aptly describes many of our professional lives. Given the fast pace at which we often live and work, it is imperative that materials for the CV be collected in real time, even if those materials are not organized and incorporated into the CV until later.

A CV is composed of many parts. Be sure to check institutional guidelines as they may have a preferred CV format.

Some commonly included sections are listed below:

- Begin with personal and contact information
- Include background information in reverse chronological order
- List work experience and itemize licensures and certifications
- List committee work, teaching activities, and mentorship activities
- Continue with presentations and publications
- Separate peer reviewed publications from invited publications
- Share peer-reviewed abstracts
- Include enduring educational materials such as educational modules
- Honors and Awards section should include awards that are achieved departmentally, institutionally, regionally, and nationally
- Finally, include relevant volunteer work

Formatting and organizing the CV is as important as its content. It is important to avoid common pitfalls. It is helpful to have colleagues and mentors to review your CV for typographical and formatting errors. The CV should be updated regularly to ensure the documentation is accurate.

The Education Portfolio

Most medical schools require faculty to document

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their teaching efforts to be successfully promoted. The need to evaluate faculty teaching efforts objectively led to the creation of the teaching portfolio. The teaching portfolio, or education portfolio (EP), is now firmly established as an effective way for faculty members to demonstrate their commitment to teaching, teaching style and philosophy, pedagogy, continued education and development, and their achievements in medical education.

Purposes of an Educational Portfolio

The most compelling function of the EP is to support promotion and tenure (P&T) at the institutional level. It is critical, therefore, to know the specific requirements of the institution—and the department—for the development and content of an EP. In some cases, a department has more stringent criteria for portfolios than does the academic institution itself. The EP is especially important for faculty who are on a clinician-educator track, which has teaching as a primary professional activity. On this track, it is necessary to demonstrate that educational efforts exhibit excellence.

Developing Your Educational Portfolio

Once elements of the portfolio are established, one should be proactive in collecting these materials in a continuous fashion. Create a storage system to save documents as they are developed or collected. This will help avoid scrambling to obtain the metrics and data needed to complete the portfolio.

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Components should include:

- Title page
- Table of contents (to guide the reader)
- Body of the portfolio (a summary format with bullets, numbered lists, outlines, tables, and short narrative paragraphs)
- Appendices for supporting documents (copies of lecture notes, syllabi, published papers, videotapes, online instruction files, references to web-based tools, etc.)

Keep in mind the audience for your EP and what the promotion committee may be looking for. Make sure

the document is structured for easy reading and evaluation.

Typical Content in an Education Portfolio

There are several sections commonly included when creating an educational portfolio. These areas are highlighted below:

- Personal statement, teaching philosophy, and/or personal goals
- Teaching and scholarship
- Curriculum Development
- Learner Assessment
- Learner Assessment
- Mentoring and Advising
- Educational Research
- Formal Recognition
- Professional Development

Personal Statement, Teaching Philosophy, and/or Personal Goals

The EP should contain a personal statement (usually one-half to one page in length) that portrays your general teaching philosophy. This can include a personal theory of learning, a particular teaching vision, or beliefs about the roles and responsibilities of both learners and teachers.

Teaching and Scholarship

Consider dividing this potentially large list into intramural (within your current institution) and extramural endeavors. Another option is to divide by type of learners such as medical students, graduate students, and other health professional students (nurses, physician assistants).

Curriculum Development

List any personally developed curricula including a new course, online learning modules, a series of teaching videos, surgical training sessions, etc. Consider including examples of these materials in the portfolio's appendix.

Learner Assessment

Teaching performance is evaluated in a wide variety of ways. In this section, include student evaluations, peer evaluations, departmental reviews, and any other evaluations of teaching efforts. For departmental evaluations, include a brief discussion of the basis for the evaluations and how they were done (i.e., criteria, method, and names of evaluators). Also consider including solicited or unsolicited letters from students, peers, course directors, and educational committee chairs.

Mentoring and Advising

List mentees/advisees and consider organizing by type of learner, year of mentoring/advising, brief explanation of the relationship, and their current role/title.

Advising

This section of the EP may include awards for lecture presentations, selections as a board examiner, recognition by residents and medical students for excellence in teaching, and any other honors related to educational activities.

Medical Education Opportunities

Case, Part 2:

The junior level faculty completed APGO Clerkship Directors' School 101, 201, & 301. Inspiration here solidified medical education leadership as their academic career goal. What are the next steps for this junior level faculty?

Though this pathway will look different for everyone, reaching career goals is best achieved by actively seeking out opportunities. The process to attain leadership positions begins by seeking out active involvement in different committees on a mixed level of departmental, institutional, and national levels. Involvement in these committees will lead to leadership positions within these same committees and networking with colleagues, which leads to further opportunities and sponsorship by others. The active role of mentors to help navigate this process is important. Seek out mentors at the national, institutional, and departmental levels for guidance.

Recognition of Others

Case, Part 3:

Over the next eight years, the faculty member continues to progress in their career, completing APGO's Academic Scholars and Leaders Program. After accepting the position for the Vice Chair for Education, mentorship became a clear focus. It is now time for this faculty member to promote, sponsor, and advocate for their colleagues.

Some examples of opportunities to promote others include:

- Recommend submitting an abstract for a local, regional, or national presentation
- Encourage joining a local mentorship program for junior faculty
- Suggest a committee that aligns with their career goals

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- Encourage completing faculty development in their academic area of focus

Conclusion

If compiling a CV and an EP sounds like a daunting task—it is! Both documents are essential ways to describe your journey to success in academic medicine.

Take Home Points

1. Routinely and regularly update your CV & EP
2. Organize data and metrics in a file folder for ease of access when updating
3. Actively seek out opportunities that align with educational career goals
4. Promote other junior peers to achieve their academic goals

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