

[P05.007] The Clinician-Educator's Portfolio: Needs Assessment and Information Dissemination

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OBJECTIVE: To determine the need for developmental guidelines and information dissemination regarding the educator's portfolio for clinical faculty of a public academic medical institution. **BACKGROUND:** Many academic medical centers offer neurology faculty a clinician-educator pathway towards promotion and tenure. The educator's portfolio serves to showcase scholarly teaching activities and personalized teaching philosophies. The need for faculty awareness and uniform guidelines for development of the educator's portfolio requires further definition.

DESIGN/METHODS: Department chairs of the University of Washington School of Medicine (UWSOM) were surveyed regarding how the educator's portfolio is used in the promotion process. Medical faculty assigned to the UWSOM clinician-educator pathway were surveyed regarding knowledge of the educator's portfolio using an online questionnaire. A four hour workshop was provided to medical faculty regarding portfolio development. Didactic and small group sessions discussed educational scholarship, documentation of teaching activities and development of educational philosophy statements. Participants rated workshop content on a 5 point Likert scale (1=very poor, 5=excellent). **RESULTS:** The response rate of 59% (10/17) of department chairs revealed that only two had any formal guidelines for compilation of the educator's portfolio. Of 43% (125/294) of faculty respondents, 49% (61) did not understand the difference between a promotion packet and the educator's portfolio and 86% (108) reported lacking a template for portfolio development. Overall workshop mean Likert scale score was 4.7/5 on a 60% (33/55) participant response rate. Based on results of this data, the UWSOM AP Committee adopted guidelines for development and evaluation of the educator's portfolio as part of the promotions process.

CONCLUSIONS/RELEVANCE: A need was identified at the University of Washington School of Medicine for improved awareness and uniform guidelines for development of the clinician-educator's portfolio. This study supports the use of the educator's portfolio as a valuable tool for promotion in the clinician-educator pathway.