

The Teaching Portfolio



A Self-Study Faculty
Development Workshop

University of Maryland School of
Medicine

2008-2009

The Teaching Portfolio Workshop

- Is presented here for faculty interested in organizing their teaching evaluations and other records of teaching excellence
- Presents the rationale for maintaining a portfolio for annual review
- Offers a suggested format for presenting documentation of teaching for promotions review

Preview:

- ❑ We encourage faculty to begin keeping a Teaching Portfolio as a living document to review annually with your Division Head or Chair.
- ❑ Be sure that Teaching activity is documented, that it serves Department and School missions, and that it is valued.
- ❑ Reflect on the information you collect, and seek out faculty development if needed

Valuing Missions

- The University of Maryland School of Medicine's APT* Guidelines recognize the value of teaching to the Mission of the School.
- The School values teaching of medical and allied health students, graduate students, residents and practicing physicians
 - APT= Appointments, Promotions and Tenure

Valuing Teaching

- What do you teach?
- What are the measures of your effectiveness as a teacher?
- Do you receive learner evaluations of your teaching? Teaching awards?
- How do you keep and review these outcomes measures of your effectiveness as a teacher?

Teaching Activities include:

- Lecturing, small group teaching, 1-1 teaching of medical and allied health students
- Precepting residents and other clinical trainees in patient care settings
- Teaching and mentoring Graduate Students
- CME teaching
- Teaching with virtual patients
- Other?

Additional Teaching Activities:

- Curriculum development
- Program administration
- Educational research
- Leadership or membership in departmental or school curriculum committees

Your Teaching Activities

- Take a moment now to list for yourself what your teaching activities and responsibilities are
- How many of these activities have provided you with evaluations of your performance?

Your Teaching Activity

- We recommend that you begin keeping a portfolio to document and organize your teaching activity and evaluations or outcomes
- Reflect on and bring this portfolio to annual Department Reviews
- Edit this portfolio for promotion

Teaching Portfolio Literature

- The Teaching Portfolio is in broad use in the humanities and social sciences. Medicine has been slow to recognize the need to document and value the scholarship of teaching.
- The next 6 slides provide high points of key references that may be of interest.
- The portfolio workshop resumes again at slide 18

Boyer's Expanded Definition of Scholarship

- In 1990 Ernest Boyer published a work describing an "Expanded Definition of Scholarship" for the Carnegie Foundation so that excellent teachers could be recognized and promoted for scholarly achievement.
- The areas of scholarship described included:
(next slide)

Boyer' Expanded Definition of Scholarship

- The Scholarship of Application: building bridges between theory and practice
- The Scholarship of Teaching
- The Scholarship of Integration: creative synthesis or analysis
- The Scholarship of Discovery: the discovery of new knowledge

Boyer's Expanded Definition of Scholarship

- It is apparent that excellent teachers employ creative and scholarly skills to help their students master new and applied knowledge, and that these skills deserve recognition
- The discovery and dissemination of new knowledge is not the only standard for measuring faculty productivity and excellence.

Glassick Criteria for Assessment of Scholarship

- Boyer's colleague, Charles Glassick, offers us detailed recommendations for assessing and valuing this scholarship.
- Glassick recommends that individuals, Chairs and APT Committees use objective criteria to assess the value of teaching scholarship products

Glassick Criteria for Assessment of Scholarship

- For any curriculum or product the faculty member should demonstrate:
 - Clear goals and aims
 - Adequate preparation
 - Choice of appropriate educational methods
 - Demonstration of significant results or learner outcomes
 - Effective dissemination
 - Reflective critique: how could this be improved?

Your Teaching Portfolio

- Will document the quantity of your teaching effort
- Will document the impact and quality of your teaching effort
- May document faculty development work you've done to enhance your teaching skills
- May demonstrate evidence of scholarship in education, if you have undertaken this work.

How to Classify Teaching Effort and Scholarship

- The University of Maryland School of Medicine recognizes that many categories exist for classifying teaching. The following capture most activities of our faculty:
 - I. Direct Teaching
 - II. Advising and Mentoring
 - III. Curriculum Development and Educational Administration

I. Direct Teaching

- Faculty members who demonstrate exemplary performance in this area are recognized by learners and peers for their ability to present
 - New and known information
 - Using established and innovative educational methods successfully.

Q: What and whom do you teach and how?

I. Documentation for Direct Teaching

- List all teaching roles and activity.
- Provide summaries of teaching evaluation data if available
 - In tabular form if possible
 - Provide comparison with course mean for faculty performance if reported
 - Reflect on trends – have you improved over time?

I. Documentation for Direct Teaching, continued

- Include results of systematic structured peer reviews of your teaching, if available.
- Include Teaching Awards, including criteria for nomination and selection.
- Document recognition locally, regionally, nationally for teaching effectiveness

I. Direct Teaching

- ❑ Most UMSOM faculty are involved in Direct Teaching of students, residents, or peers.
- ❑ If you lack teaching evaluation data for past teaching, be sure to ask for it from now on.
- ❑ Your most reliable evaluation data will come from structured instruments (questionnaires) distributed to all learners.
- ❑ Do not include student comments unless these have been solicited explicitly (see next slide)

“Margin” Comments

- ❑ Comments written in margins “s/he’s the best/worst teacher ever!” are considered poor quality data at best.
- ❑ Comments in response to questions: “Please comment on Dr. A’s lecture skills” are considered structured, provide higher quality data and may be collated and included.

II. Advising and Mentoring

- Do you meet with students/residents/peers to discuss their current work or future goals?
- Does your Chair or Division Head know of and value the advising/mentoring work you perform for the Dept/Division?

II. Advising and Mentoring

- Faculty who perform with distinction in this area are skilled and effective advisors and mentors:
 - They fulfill all responsibilities for advising and mentoring in their departments or programs
 - And are sought out by learners in formal and informal advising capacities.

II. Advising and Mentoring

□ Examples:

- Pre-medical advising
- Providing advice on career/specialty choice
- Overseeing remedial work for peers, students
- Mentoring in clinical research skills
- Mentoring in grant-writing
- Mentoring faculty, professional development
- Other?

II. Advising and Mentoring

- First list those for whom you have worked as an advisor, the length of time involved, the context (ie academic advising, 4th year elective advising, etc), and any outcome.
- If applicable, list those with whom you have worked more intensively as a mentor, and note the outcome of that work (a paper, a change of career path, a workshop)

II. Advising and Mentoring

- ❑ Finally indicate with an asterisk or other notation which advisees and mentees may be contacted by your Chair or by the Chair of the APT Committee and who can provide a strong assessment of your effectiveness as their advisor or mentor.
- ❑ Discuss this with your Division Head or Chair at your annual review to be sure that they are aware of and value this work.

III. Curriculum Development and Administration

- The final section of the Teaching Portfolio applies mainly to those who are course directors, program directors, curriculum developers, or members of departmental curriculum committees.

If these do not apply to you, go quickly through the next 4 slides until you reach the Promotions Portfolio section.

III. Curriculum Development and Administration

- Faculty who serve with distinction in this area include course directors, program directors, and members of committees involved with the design, implementation and evaluation of curricula.
 - These courses demonstrate links between identified needs, learning objectives, educational methods, and learner outcomes.

III. Curriculum Development and Administration

- To document your activity and the impact of your roles in this area, list:
 - Leadership roles in courses or programs
 - Any curriculum development work you have performed, including implementing new or revised courses, evaluation methods, etc
 - Participation as a leader or member of a curriculum committee

III. Curriculum Development and Administration

- ❑ Next list the outcomes of this work, including publication or presentation of the curricula.
- ❑ Outcomes may include new educational materials (syllabus, CD Rom, program)
- ❑ Outcomes may also include adoption elsewhere (ie that another school has implemented your curriculum)

III. Curriculum Development and Administration

- For committee service in particular, you may wish to list those faculty here who can attest to your contribution to the work of the group.
- Discuss the above with your Division Head and Chair at your annual review.

Every so often it's time for promotion review



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SCHOOL OF MEDICINE

- ❑ Be aware of deadlines and requirements for Department review
- ❑ Start early compiling documentation
- ❑ Edit your portfolio for promotion

The Promotions Portfolio



This is a carefully edited 3-5 page document that will be reviewed by the APT Committee.

Prepare this with input from your Chair.

The Promotions Portfolio

□ Introduction:

Provide a brief introduction to the emphasis you have chosen for the portfolio.

Ask your Chair to highlight in his/her cover letter what you choose to emphasize in your introduction.

Your portfolio must then provide examples and documentation.

The Promotions Portfolio

- I. Provide a summary of Direct Teaching Activity for the 5 years or so prior to your promotions review. If you have too many activities, select those that best support the emphasis you described in your introduction.
 - These activities should reflect Department and School Missions
 - Your Chair should help you select what activities to include.
 - If you have no Direct Teaching activity to report, move directly to the next appropriate section.

The Promotions Portfolio

- Include an Evaluation Data summary for each activity or course. If learner evaluation data are not available:
 - provide other objective sources of evaluation such as structured peer review
 - Or provide other outcomes data for your teaching, such as learner grades on exams or clinical evaluations such as OSCE

The Promotions Portfolio

- II. If you have served as an adviser or mentor, include a table of advising and a table for mentoring, listing the initials of the advisees or mentees, the duration of the relationship and the outcome.
- Do not include personal identifying information for the learners, but make the names of selected advisees or mentees available to your Chair or the APT Chair should they wish additional information.

The Promotions Portfolio

- Note: Do not solicit letters from advisees or mentees yourself. Like “margin comments” from learners these are neither considered valid nor reliable as objective assessments.
- Letters solicited by your Chair or by the Committee are structured and less subject to bias.

The Promotions Portfolio

- III. If you have had significant roles in curriculum development and administration, submit a section describing these roles, the duration of your participation, and any outcomes from the work.
- List several references for your Chair who may seek external confirmation of the outcomes described for his/her letter.

In Summary

- We encourage you to begin keeping a Teaching Portfolio as a living document to review annually with your Division Head or Chair.
- Be sure that your Teaching activity is documented, that it serves Department and School missions, and that it is valued.
- Reflect on the information you collect, and seek out faculty development if needed.
 - continued

In Closing

- The Promotions Portfolio is a carefully edited 3-5 page document that should summarize your important teaching roles and the impact of your effort

For further Information

- For individual consultation regarding your teaching portfolio, please contact
 - Nancy Ryan Lowitt MD, EdM, FACP
 - Associate Dean
 - Nlowitt@som.umaryland.edu

Selected References*

- Boyer, Ernest L: Scholarship Reconsidered, Jossey-Bass books, 1990
- Glassick, Charles E: Scholarship Assessed, Jossey-Bass books, 1997
- Seldin, Peter: The Teaching Portfolio, Anker Publishing Company, 1997
 - *available for review in Dr. Lowitt's office

Selected References

- <http://medschool.umaryland.edu>
- Go to website (above) and click on Faculty, Academic Administration for information on CV format, faculty policies, APT guidelines