

GUIDE TO DEVELOPMENT OF AN EDUCATOR'S PORTFOLIO

The rationale for development of an Educator's Portfolio is that it can be difficult to recognize contributions to the educational mission of the USA College of Medicine unless they are clearly documented. This is particularly important if teaching represents a significant portion of your academic effort and thus will be a significant factor in your application for promotion and/or tenure.

Before you start, you should note the following:

The Portfolio, if properly formatted and kept up to date, can be easily inserted into the "Request for Promotion and/or Tenure: Required Materials and Format".

These materials will be read by intelligent individuals, who are capable of reading between the lines. For example, if you have forty teaching contact hours per year in one course and three hours in another, but you only include assessments of your teaching for the three-hour contribution, your Portfolio will be less informative and less credible. If there is a reason for the disparate treatment (for example, a course evaluation may not have been carried out on the major course), include an explanation.

Some sections may not apply to you - you may not have won teaching awards or you may never have supervised graduate students. In that case, state "none".

The Portfolio is about TEACHING. Do not include information regarding research or clinical contributions.

Some sections request documentation of contributions from the beginning of your initial appointment at the USA College of Medicine. Other sections require only documentation of contributions over the last 5 years. A good source of information is "back issues" of your "Annual Faculty Productivity and Evaluation Report".

DETAILS OF SPECIFIC SECTIONS

1. TEACHING IN FORMAL COURSES

In this section, you should document involvement in preclinical medical courses, graduate courses, as well as teaching responsibilities within formal clerkships. The latter is often described as "under recognized", and it is important that your efforts are adequately documented.

For each course, indicate the nature of the course, the number of students involved (approximately), and the number of contact hours.

2. INVITED TEACHING PRESENTATIONS

This could include Grand Rounds, Continuing Medical Education programs, or other presentations which are for the purposes of instruction. For each, give the date, title and target audience. Only presentations in the last 5 years should be included.

3. ADVISING AND MENTORING

This section is for documentation of training responsibilities. Training and mentoring of graduate students (doctoral or master's) and postdoctoral fellows clearly lies in this category. Training of medical students in the Summer Research program or the Honors program or undergraduate Honors students would also be pertinent to include here.

- a. **TRAINEES:** In this section, include only those trainees for whom you were the major advisor or mentor. Participation as a member of thesis or dissertation committees should be listed in section c below. When you list trainees, please include the inclusive years of training (e.g., 1999-2003 or 2003-present), the nature of the training, and the title of the project. Add the source of financial support for the student, if there was individual extramural support specifically for that trainee.

- b. **DISTINCTION ACHIEVED BY TRAINEES:** Document successes achieved by selected trainees while under your supervision. This information should be written in a brief narrative format, and could include documentation of awards, extramural funding, or subsequent positions of these individuals.
- c. **PARTICIPATION ON THESIS/DISSERTATION ADVISORY COMMITTEES:** Include here your participation as a member of advisory committees for master's or doctoral students.

4. EVALUATION OF TEACHING

Student evaluations should be available for most courses that you teach, and if these are missing an explanation is helpful. Summative numerical assessments from student evaluations are helpful, particularly when you can provide comparisons over a period of years.

- a. **STUDENT EVALUATIONS:** An evaluation of your capabilities as a lecturer and/or as a clinical preceptor should be included. Do not include copies of individual evaluations from students. For each pertinent course, summarize formal evaluations by students for each year and document trends over the last 5 years. If you have not kept copies of student evaluations, your Chair or the course director may be able to help.
- b. **SUPERVISOR/PEER EVALUATION:** This section should include a written assessment of your teaching from the course director, your Department Chair or some other credible individual. If performance evaluations are conducted yearly for a particular course, then a summary of performance over the last 5 years should be included. There are many merits to peer evaluation, but the most important relates to assessment of the appropriateness of content. Available evidence suggests that evaluation of **PRESENTATION** by peers corresponds very closely to evaluation by students, but students are not always in a position to judge the appropriateness of **CONTENT**.
- c. **AWARDS:** List **ONLY** awards specifically for teaching or other activities relating to education. An award given for a paper on educational research would be included, but one for research in your scientific or medical discipline would not be listed here.
- d. **HANDOUTS:** Append examples of handouts prepared specifically for teaching. Annotate each with the course number and year. If you have developed teaching manuals or other substantive course material, these should be listed in the section on scholarship below.

5. SCHOLARSHIP RELATED TO TEACHING

- a. **PUBLICATIONS:** List separately (i) published, peer-reviewed articles, (ii) unpublished (in press or submitted) contributions, and (iii) abstracts. Only research articles or reviews regarding teaching methodology, curriculum, etc. which have been published in bona fide professional journals focusing upon medical education and/or teaching pedagogy should be included in this section. List authors' names as they appear in the literature, followed by the title of the publication, name of the journal, volume number, inclusive pages and year. Reprints of the 3 most representative publications should be included as an Appendix.
- b. **TEXTBOOKS, TEACHING MANUALS:** This section should list textbooks, textbook chapters, teaching manuals, or other extensive curricular materials you have developed. For textbooks, list the title, authors, publisher, edition, and year. For other materials, give a brief description of the content and target audience. If not apparent from the title or author list, give a description of your role in the development of these materials. Copies may be included as an Appendix.
- c. **TEACHING INNOVATION:** This should be a brief narrative account of any changes you made which can be regarded as innovations in the method of teaching or evaluation. Assessment of these contributions will have much more impact if you can provide data that bear on whether the innovation was a success or not. It may be worth remembering that trivial changes listed in this section will detract from, rather than enhance the impression left with the reader.

- d. **EXTRAMURAL SUPPORT RELATED TO MEDICAL EDUCATION:** List in chronological order all grants and contracts awarded to you as principal investigator for medical education or development of curricular materials. Give the organization awarding the grant, the grant number, project title, percent effort, total funding period (i.e., 1998-2001), and total direct costs for the complete grant period. If you have contributed to similar funding proposals as a co-principal or collaborating investigator, these should be listed separately, using the same format.

6. **PROFESSIONAL CONTRIBUTIONS**

- a. **INVITED PRESENTATIONS:** List any invited talks on educational matters. These could include presentations to professional groups regarding teaching techniques, how to provide good tutorials, or curricular reform, for example.
- b. **PROFESSIONAL RECOGNITION AND LEADERSHIP:** Document your participation in professional journals or professional societies which focus upon medical education or teaching pedagogy. This could include ad hoc journal peer review, membership on editorial boards or journal editorships, participation in society committees, and/or leadership of professional societies. Participation in development of testing materials for evaluation of medical student performance (e.g., the National Board of Medical Examiners) would be appropriate to include here. For each role, you should note the group, role and inclusive years of appointment.

7. **PROFESSIONAL DEVELOPMENT**

Document your efforts towards professional development in the area of teaching and medical or graduate education. For example, list workshops or CME programs you've attended which specifically focus on teaching, including dates and titles. These could be within this institution or extramural programs; if the latter, cite the sponsoring organization.

8. **ADMINISTRATION ASSOCIATED WITH TEACHING**

In this section, you should document any committee work, course directorships, examination committee memberships, etc. relating to education. For each role, include the inclusive dates of participation and, if appropriate, a brief comment on your role. In particular, note any leadership roles. Do not list participation in grant review committees unless that committee deals mainly with grants in the field of education. Participation in committees which review pre- and/or postdoctoral fellowships can be included here.