

Toolkit Series for Faculty Teaching Portfolio

January 19, 2016

1. What is a teaching portfolio?¹

A teaching portfolio can be defined in four ways by focusing on its purpose. First, teaching portfolios are a repository of all the educational activities that an individual engages in throughout h/her professional life. Second, teaching portfolios document teaching with emphasis on demonstrating excellence. Third, teaching portfolios are vehicles to provide medical schools with means to demonstrate that teaching is valued and an institutional priority. Fourth, teaching portfolios are vehicles for individualizing faculty development.

2. What should a teaching portfolio contain?

Teaching portfolios start with a statement of the professor's philosophical beliefs about teaching and learning. When professors reflect on how a particular reading, a specific teaching style, or a particular assignment relates to their philosophy of education, they are examining deeply held convictions. Therefore, much of the remainder of the portfolio details how professors put their beliefs into practice in and out of the classroom. Most important, much of the portfolio should be devoted to reflection on how behaviors are congruent with beliefs. Most portfolios also incorporate a plan for altering behaviors found to be incongruent with the professor's philosophical assumptions about teaching and learning. And the portfolio should incorporate a strategy to assess the appropriateness and success of the new behavior

3. Guidelines for assembling your teaching portfolio for P&T

Include your best work, not all your work

Organize and outline it for reviewers

Keep it under ≤ 25 pages!

4. Elements of a teaching portfolio

Teaching Philosophy Statement

Professional Development in Medical Education

Teaching Inventories

Local

Regional and National

Curriculum Development and Instructional Design

Educational Administration

School of Medicine

Regional and National

Scholarship in Medical Education

Honors, Awards and Grants

Selected Letters and Evaluations

Reprints

¹ ERIC Clearinghouse on Higher Education ED405759 Murray JP.

²Requirements for Teaching Effectiveness

A high level of teaching effectiveness, involving the organization, evaluation, and transmission of knowledge, is a primary criterion for promotion and the award of tenure. All faculty are expected to participate in teaching. The candidate's skill in teaching and continuing dedication in this endeavor shall be assessed. The candidate shall have demonstrated a capacity and a desire to maintain teaching effectiveness and show capacity for continuing growth as a teacher. It is implicit that teaching effectiveness includes serving as a model of professional conduct for students, colleagues, and patients. Standards relating to teaching include: (a) preparation and presentation of material in a well-organized, current and stimulating fashion as viewed by peers and students; (b) leadership in design, organization and/or presentation of a course, clinical program or subdivision thereof; (c) ability to evaluate and counsel students; and (d) participation in postgraduate educational activities.

Teaching settings are to be broadly defined. They may include medical student teaching in lectures, subject committees, small group conferences, clinical science programs, elective programs, family clinic, core and optional clerkships, and ambulatory medicine, as well as undergraduate and graduate courses in the basic science departments and in other schools of the university; graduate medical and postgraduate medical teaching; serving as a student advisor or counselor, and continuing medical education and community teaching. Recognition of performance in these educational activities depends on consistent, enthusiastic participation and offering personal assistance to students. Similarly, recognition for clinical teaching requires contact with students over a sustained period, not limited to occasional ward rounds, demonstrations, or presentations. Such contributions, in general, include functions concerned with the planning and implementation of teaching with regard to content, depth, coverage, sequence, evaluation, and coordination. The candidate should exhibit scholarship in teaching as evidenced by careful thought regarding the purpose of teaching, the definition of realistic objectives, identification of important material to be presented, selection of the appropriate methods of presentation, the modification of teaching in light of experience, the evaluation of the teaching goals, and a willingness to engage in critical self-evaluation.

Recognition will be given to original, innovative and unique contributions and published reports of such contributions. Teaching may be judged to be of high quality, however, without being innovative or original. In addition, since administration of education efforts is an integral component of the teaching process, service as a subject committee chair, area of concentration chair, core clerkship director, section leader, residency training program director, or equivalent positions, and service on educational committees constitute significant criteria for consideration.

The quality of these educational efforts will be assessed by student and resident reviews and by statements from colleagues at this and other institutions. Candidates are encouraged to submit to the dean a list of students and residents who can best judge teaching efforts, along with other biographical information, for review purposes. All candidates should present a commonly organized teaching portfolio to enable better evaluation of the quantity and quality of their teaching contributions. Portfolios might include a self-report, detailing for each course or area of teaching (clerkship, training program, residency, etc.), such basic facts as the number of years involved, the primary role of the candidate, the type and number of participants, the number of contact hours per year, and special contributions that the faculty member believes he or she has made. Teaching portfolios should also include materials demonstrating the extent of the candidate's scholarship in teaching (as described in the preceding paragraph) as this may be reflected in the candidate's teaching materials, curricula, syllabi, computer programs, videotapes, teaching awards, and self-reflective statements.

² Qualifications & Standards for Appointment, Promotion, and the Award of Tenure for Faculty Members in the School of Medicine Case Western Reserve University (approved by Fac Sen 2-27-06).doc accessed 1/18/16