

Teaching Portfolio

Klara Papp, Nicole Deming, Dan Anker
Faculty Toolkit Series
2017 January 17

Objectives

- Describe what a teaching portfolio is and what purposes it serves.
- List four elements of a teaching portfolio to be submitted to CAPT.
- Identify a strategy for assembling your teaching portfolio.

You are assembling your credentials to the CWRU CAPT for promotion to associate professor in the ***non-tenure track***.

You are a an excellent teacher, twice you have received your department's teaching award, and do far more than your share of teaching. You really enjoy teaching and work hard to do a great job. It is very stressful, considering your clinical load, but you think teaching is a part of what it means to be in an academic medical center.

What do you think the CAPT is looking for in your credentials?

Pair-Share

What is CAPT looking for when considering whether the criteria for promotion have been met?

Why a Teaching Portfolio?

- Your contributions must be visible to be valued
- It's very easy to lose track of all you do
- Traditionally CVs are not designed for Educational Scholarship
- Commonly accepted across most academic institutions

Promotion of Clinician Educators

- In last 20 years, 315% increase in clinician educators in academic medicine
- New promotion tracks for clinician educators have been widely adopted

Promotion of Clinician Educators

- 2004 study at Johns Hopkins found the odds of being at higher rank were 69% lower for clinician educators than for basic scientists
- Adjusted for:
 - Age and gender
 - Time at rank
 - Global work satisfaction score

* PA Thomas. Acad Med 2004: 79:258-64.

7

4 Types of Scholarship

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Engagement/Application
- Scholarship of Teaching

Ernest Boyer. Scholarship Reconsidered. 1990, p. 16.

Glassick's Criteria

How should the Quality of Scholarship be Measured?

1. **Clear Goals** (clear purpose and objectives)
2. **Adequate Preparation** (existing work)
3. **Appropriate Methods** (aligned with goals/objectives)
4. **Significant Results** (achieve goals)
5. **Effective presentation,** (in the public domain)
6. **Reflective Critique** (CQI)

How do excellent teaching,
scholarly teaching, and scholarship
of teaching differ?

Excellent teaching, scholarly teaching, vs scholarship of teaching

1. Design and implement activities to promote learning
2. Consult relevant content and education literature
3. Observe outcomes and analyze results
4. Seek peer review
5. Use results to improve teaching
6. Disseminate results

Excellent teaching, scholarly teaching, vs scholarship of teaching

Excellent teaching

- Design and implement activities to promote learning

Scholarly teaching (plus above)

- Consult relevant content and education literature
- Observe outcomes and analyze results
- Seek peer review
- Use results to improve teaching

Scholarship of teaching (all of the above)

- Disseminate results

Elements of a Teaching Portfolio

1. Philosophy of Teaching
2. Teaching Inventory
3. Important teaching contributions
4. Teaching evaluations & teaching awards

1. Philosophy of Teaching

A narrative essay of 1 – 2 pages to answer:

- Under what conditions do you think students learn best?
- How does the answer to the previous question influence your teaching strategies?
- What teaching choices have you made on that basis?

The Way it Is

There's a thread you follow. It goes among things that
change. But it doesn't change.
People wonder about what you are pursuing.
You have to explain about the thread.
But it is hard for others to see.
While you hold it you can't get lost.
Tragedies happen; people get hurt
or die; and you suffer and get old.
Nothing you do can stop time's unfolding.
You don't ever let go of the thread.

William Stafford

2. A Teaching Inventory

Local

- Medical, Graduate students
- Residents and fellows
- Continuing medical education
- Others

Regional

National/International

3. Important Teaching Contributions

- Curriculum development
- Teaching materials development
- Teaching administrative leadership
- Participation in the community of educators (workshops, publications, demonstrations, etc.)

4. Evaluations and Awards

- Present evidence, either quantitative or qualitative in nature, that would lead evaluators to conclude that your teaching has been effective.
- Also include a description of plans to make your teaching more effective in the future.

Where to Begin?

Start with a Repository

- Document your teaching & quality measures
 - Teaching evaluations, end of course evaluations
 - Evaluation by peers
 - Evidence of learning –student self reports, performance on tests
 - Learner comments, learner letters
 - Feedback from learners
 - Invitations to teach in other departments

For an educational activity
you are involved in, outline a plan . .

- Quantity
- Evidence of Quality
- Informed by what is known in the field (scholarly)
- Contributes to knowledge in the field (scholarship)

Teaching Portfolio

Developmental	Promotional
<ul style="list-style-type: none"> • Comprehensive • Exhaustive • Internal or PBLI • Reservoir of accomplishments that can be pulled to Promotional EP • Goal Setting/career development 	<ul style="list-style-type: none"> • Summarizes & showcases educational achievements for a purpose • Visibility, credentials and status for promotion, grants, awards • Record of professional accomplishments • Record of educator-related professional development and learning

It's the Dream

It's the dream we carry
that something wondrous will happen,
that it must happen--
time will open
hearts will open
doors will open
mountains will open
spring will gush forth from the ground--
that the dream itself will open
that one morning we'll quietly drift
into a harbor we didn't know was there

Olav H Hauge

Objectives

- Describe what a teaching portfolio is and what purposes it serves.
- List four elements of a teaching portfolio to be submitted to CAPT.
- Identify a strategy for assembling your teaching portfolio.