



# **Document Your Career!**

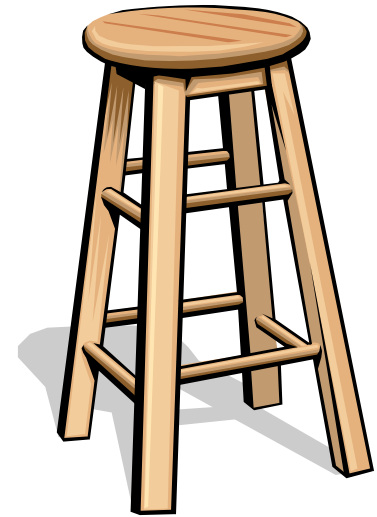
## **A Practical Guide for Educators**

***2007 Effective Teacher Series***

**Susan M Cox, MD**

# Mission of Academic Health Centers

- Teaching - Scholar
- Research - Scientist
- Patient Care - Healer
- Administrative Duties - Manager



# GOALS

- **Document teaching achievements**
- **Realize contributions in education**
- **Successful in promotion as a clinician and teacher**

# Objectives

- **Discuss the purpose of the CV and Teaching Portfolio**
- **Identify content and value**
- **Provide tools and resources to organize your own documents**
  - Steps to getting started
  - Steps to getting done
- **Give you the opportunity to outline key sections of your Teaching Portfolio**

# Career Advancement

Should be a joint responsibility shared by  
the individual faculty and the institution

# Career Advancement

## *Reality...*

You must play a major role in your promotion and early planning is essential

# Career Advancement

- **Understand what your chair/ school expects: meet with your chair**
- **Get Help: find a mentor to help**
  - **Buddy system- workshop**
  - **Mentor/advisor**
  - **Departmental Committee**

# Career Advancement

## *Documentation*

- Curriculum vitae (CV)
- Teaching portfolio

# Why do you need a CV or Teaching Portfolio?

- Both serve to distill your career and to highlight the most impressive parts in a logical, accessible, and relevant way.
- Required for promotion and tenure
- Self-assessment

# Curriculum vitae

## *General Guidelines*

- Be aware of institution standard
- Use readable font (sans serif)
- List items in reverse chronological order except publications & patents
- No page limit
- Do not “pad” document
- Consider having different versions for different purposes
- Keep it current and accessible!

# Teaching Portfolio

- “...a compilation of materials that collectively suggest the scope and quality of an educator’s teaching performance.”
- “...is to teaching what lists of publications, grants, and honors are to research scientists.”

# Teaching Portfolio

## *General Guidelines*

- *Be aware of institution standard*
- Presents selected information about a faculty's teaching experience, quality, and effectiveness - in a descriptive format and backed up by empirical evidence
- Especially important for the clinician-educator

# Teaching Portfolio

## *General Guidelines*

- ~10 pages in length, plus appendices for supporting documents
- Consider three ring binder with tabs to organize
- Keep it current and accessible!

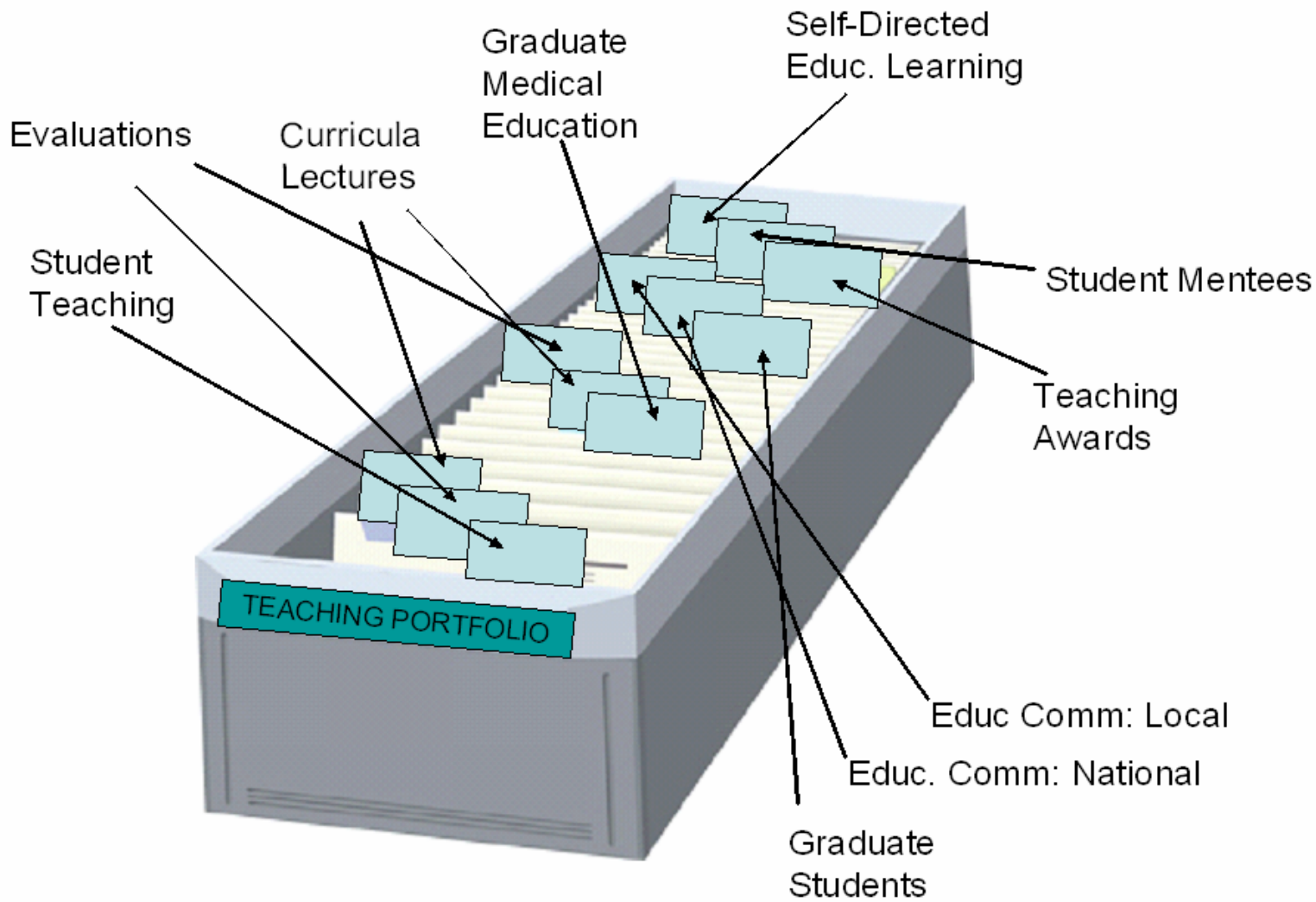
# Teaching Portfolio

## *Typical Content*

- Statement of teaching philosophy
- Description of teaching activities
- Assessments of your teaching
- Awards
- Activities to improve your teaching
- Teaching innovations
- Future goals

# Organizing your Teaching Portfolio

- **Getting started: what do you need?**
  - **Review your departments teaching mission**
  - **Be aware of required standard format**
  - **Define categories of necessary items**
  - **Create a storage system**



# **The Development of an Electronic Educational Portfolio: An Outline for Medical Education Professionals**

**Kadriye O. Lewis**

**Raymond C. Baker**

*University of Cincinnati College of Medicine*

*Department of Pediatrics*

*Cincinnati Children's Hospital Medical Center*

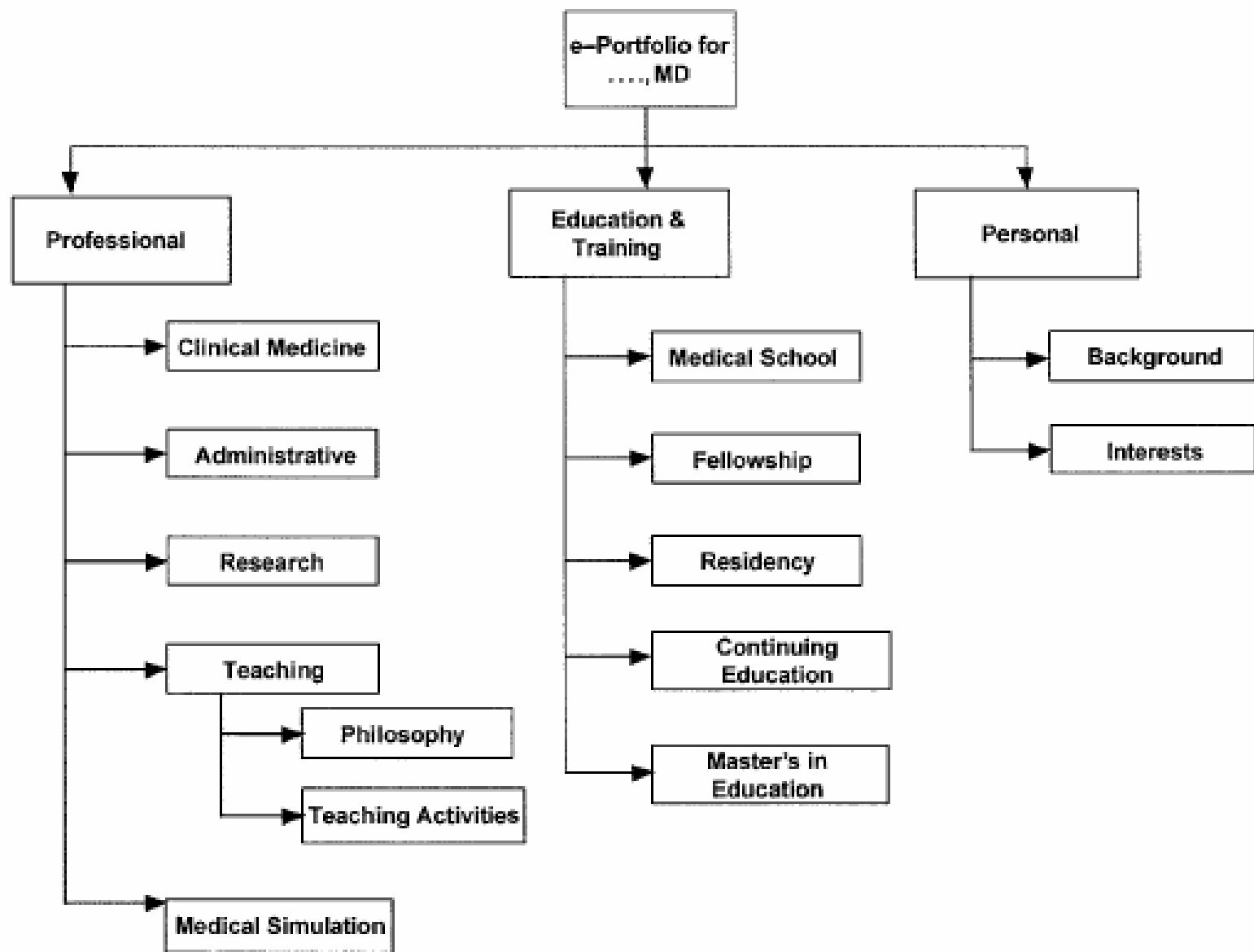
*Cincinnati, Ohio, USA*

Teaching and Learning in Medicine, 19(2), 139–147

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# E- Portfolio Contents

- Introduction
- Teaching Philosophy
- Teaching Activities
- Educational Initiatives
- Teaching Competencies
- Assessment of Learner Performance
- Mentoring and Advising
- Administrative Duties
- Academic Productivity
- Professional Growth
- Professional attributes
- Professional and Career Goals
- Personal Attributes



# Organizing the Teaching Portfolio

- Gathering materials
  - Things that are your responsibility
  - Things you need from others
  - Outcome measures
  - *Be proactive and continuous in collecting all materials (avoid the pre-P&T panic mode!)*

# Mundane Issues about Organization

- Organize materials for ease of reading
  - Table of contents, indexes, explanations, clearly labeled sections, appendices
- Pay attention to durability
  - Binders, plastic sleeves...
- Keep copies of originals
- Keep it short
- Keep it representative

# Teaching Portfolio

## *Materials that you need to provide*

- Teaching philosophy
- Teaching responsibilities
- Steps taken to improve teaching
- Honors and awards for Teaching
- Educational scholarship
- Future goals

# Philosophy of Education

- State explicitly the educational goals of your career
- Integrate personal background experiences, training, reading and reflection
- May include:
  - Learning theory
  - Goals of instruction
  - Roles and responsibilities of the learner
  - Role of the teacher
  - Description of the variables which promote learning

# The Teaching Portfolio

## Statement of Teaching Philosophy

*A teaching philosophy is a **self-reflective** statement of your beliefs about teaching and learning. In addition to general comments, your teaching philosophy should discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom.*

# Elements of an Effective Teaching Statement

- Statements that communicate effectively include elements that are:
  - **Descriptive:** What you do when you teach, types of activities or thinking in which you engage your students
  - **Analytical:** Why you teach in the ways that you do, how your thinking about teaching has changed over time
  - **Empirical:** Experiences or observations of student learning on which your decisions about teaching are based

# Brief Exercise (5 minutes)

- Write, in 25 words or less:
  - What is your vision of your role as a teacher?
  - Divide into groups of 2-3 and discuss what you wrote
  - Share with the larger group

# Document Teaching Responsibilities

- **Quantity** as unduplicated hours:
  - Didactics, curriculum development
  - Clinical: rounds, conferences, surgery
  - Advisor and mentor
  
- **Quality:**
  - Availability
  - Clinical skill
  - Effectiveness (evaluations & awards)



# Document Teaching Responsibilities

May organize activities according to:

- Type of learner
- Intramural vs. extramural



# The Teaching Portfolio

Steps taken to improve teaching

*Faculty development*

*Course Work*

# Faculty Development Resources

- Association of American Medical Colleges at [www.AAMC.org](http://www.AAMC.org)
- Executive Leadership in Academic Medicine (ELAM) Program for Women at [www.drexel.edu/elam](http://www.drexel.edu/elam)
- The Berlex Foundation at [www.berlex-foundation.org](http://www.berlex-foundation.org)
- Association of Professors of Gynecology and Obstetrics at [www.APGO.org](http://www.APGO.org)
- Society of General Internal Medicine at [www.SGIM.org](http://www.SGIM.org)

# Scholarly Educational Activities

- Curriculum Development
- Educational Research
- Faculty Development
- Teaching Scholars
- Teaching Awards





# Future Goals (long range vision)

- Year 1
- Year 3
- Year 5 or longer term

# Long-Term Goals

## "reflection-in-action"

- 1-2 page description of your plans as an educator
- You may want to include:
  - faculty promotion
  - future projects: curriculum development, grants, scholarship, contracts
  - teaching skills to be added to your repertoire
  - continuing education
  - assessment of student performance
  - educational administration
  - professional organizations

# Brief Exercise (5 min)

- List your goals in teaching:
  - Within the next year
  - Within the next 5 years
  - Divide into groups of 2-3 and discuss what you wrote
  - Share with the larger group

# Teaching Portfolio

## *Materials you need from others*

- Course evaluations
- Letters of attestation:
  - Evaluation of contribution in teaching  
(students, advisees, committee members)
  - Letters attesting to the quality of teaching
  - Letter from chair/ other overview

# Outcome Measures

- Scores comparing your teaching to others
- Student projects done due to your teaching
- Career choices influenced by your teaching
- National/institutional exam scores
- Alumni comments
- How you know learners “got it.”

# Essentials

- Statement of philosophy on teaching
- Student and course evaluations
- Representative syllabi / course materials
- Chair's assessment of teaching contributions



# Examples

# Use in UGME UIC

- 26 M1 students in Chicago and 20 in Urbana
- Portfolio concept
  - students submit examples of their work in various courses, for instance patient write-ups, as well as observations and reflections in a journal.
  - contents are kept on the Blackboard system
    - available only to the individual student and their advisor
    - used as discussion points in meetings between the student and advisor
    - do not become part of the student's academic record.

# Use in GME

## Evaluating Competence Using a Portfolio: A Literature Review and Web-Based Application to the ACGME Competencies

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**Robert Englander**

*University of Connecticut School of Medicine  
Department of Pediatrics  
Farmington, Connecticut*

***Background:** The Accreditation Council for Graduate Medical Education is shifting its focus from a structure and process system of graduate medical education to one that is outcomes based, requiring all residents in training to achieve competence in six broad domains and presenting educators with the challenge of evaluation.*

***Summary:** We searched the literature and reviewed all articles relating to portfolio assessment in medicine. In addition, we reviewed articles that addressed standard tools currently in use for resident performance assessment. The use of a portfolio allows one to incorporate a variety of assessment tools needed to evaluate the diverse domains of competence and also fosters reflective learning, which is key to professional development. From lessons learned through this review, we developed a Web-based evaluation portfolio for residency training that we describe here in the hope of facilitating this process for others.*

***Conclusions:** Web-based portfolio assessment provides an ideal venue for the evaluation of competence and has the ability to provide educators with a research infrastructure to practice evidence-based education.*

# Use in GME

## EVALUATING COMPETENCE USING A PORTFOLIO

**Table 1.** *Portfolio of Assessment Tools to Evaluate the Six ACGME Domains of Competence*

Evaluation Portfolio	
Domain of Competence	Tools for Assessment
Patient care	<ul style="list-style-type: none"> <li>• Rotation specific evaluations of knowledge, skills, and attitudes</li> <li>• Benchmarks for competencies within the domain</li> <li>• Direct observed history &amp; physical examination checklist</li> <li>• Critical incidents</li> <li>• Patient and procedure logs</li> </ul>
Medical knowledge	<ul style="list-style-type: none"> <li>• Benchmarks for competencies within the domain</li> <li>• Specialty board in-training examination</li> <li>• Critically appraised topic (CAT)</li> <li>• EBM journal club</li> </ul>
Practice-based learning and improvement	<ul style="list-style-type: none"> <li>• Benchmarks for competencies within the domain</li> <li>• Conference log</li> <li>• Individualized learning plan</li> <li>• Annual self-assessment that mirrors a mentor assessment for comparison purposes</li> <li>• “Doc Talk”—Threaded discussion board for ongoing feedback</li> <li>• QA project</li> </ul>
Interpersonal and communication skills	<ul style="list-style-type: none"> <li>• Benchmarks for competencies within the domain</li> <li>• Direct observed history and physical examination checklist</li> <li>• 360-degree evaluation</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Benchmarks for competencies within the domain</li> <li>• Critical incidents</li> <li>• 360-degree evaluation</li> </ul>
Systems-based practice	<ul style="list-style-type: none"> <li>• Benchmarks for competencies within the domain</li> <li>• Project on navigating the system for a patient</li> <li>• Project on system error</li> </ul>

# Use of Portfolios in P & T Process

University of North Carolina at Chapel Hill

- Six broad areas in which a faculty member's teaching may be judged to be excellent, satisfactory, or less than satisfactory.
  - Leadership of educational programs (broadly interpreted)
  - Quality of teaching as judged by peers
  - Quality of teaching as judged by learners
  - Innovation/scholarship in education (introduction of innovative ideas and techniques, creation of instructional materials, initiation of/participation in funded projects relating to education, publications and presentations about teaching).
  - National reputation as a *teacher*.
  - Extent of participation in teaching, mentoring, and/or advising.

# Examples of Teaching Portfolio Policies and Formats

- **Emory University School of Medicine**  
Teaching Portfolio for Faculty Appointments and Promotions  
[http://www.emory.edu/WHSC/MED/DEAN/teaching\\_portfolio\\_template.pdf](http://www.emory.edu/WHSC/MED/DEAN/teaching_portfolio_template.pdf)
- **University of Massachusetts Medical School**  
Format for the University of Massachusetts Medical School Teaching Portfolio  
[http://umassmed.edu/uploadedFiles/Teaching\\_Portfolio\\_Format.pdf](http://umassmed.edu/uploadedFiles/Teaching_Portfolio_Format.pdf)
- **Washington State University**  
The Teaching Portfolio at Washington State University  
<http://www.wsu.edu/provost/teaching.htm>

# Sample Teaching Portfolios

- **An Electronic Teaching Portfolio – Joseph A. Braun, Jr.**

<http://www.ilstu.edu/~jabraun/braun/professional/>

- **Nathan William Scott: Teaching Portfolio**

[http://www.mech.uwa.edu.au/NWS/NWS\\_Teaching.html](http://www.mech.uwa.edu.au/NWS/NWS_Teaching.html)

- **Teaching Portfolio: Mohamad Tavakoli-Targhi**

<http://www.cas.ilstu.edu/history/mtavakol/academic/portfolio/>

# EXAMPLES

- **The Medical College of Wisconsin Teaching Portfolio**  
<http://www.mcw.edu/display/router.asp?docid=2546>
- **University of California, San Francisco**  
<http://www.ucsf.edu/>

# WISCONSIN

<http://www.mcw.edu/display/router.asp?docid=2546>

- **Philosophy of Education**
- **Curriculum development/evaluation**
- **Teaching skills- audience, year, topic**
- **Learner assessment- construction and implementation of exams**
- **Advisor roles- number and type of advisees**

# WISCONSIN

<http://www.mcw.edu/display/router.asp?docid=2546>

- Educational administration- leadership
- Educational scholarship
- Continuing education- faculty development and self
- Honors and awards
- Long-term goals

# UCSF

- Personal Statement which includes:
  - A discussion of the candidate's educational philosophy
  - A discussion of the candidate's professional development efforts in education
  - Intended contributions to the School

# UCSF

## Educator's Portfolio

- Direct Teaching (All applicants **MUST** include this category)
- Instructional Development and Curricular Design
- Student Advising and Mentoring
- Educational Administration and Leadership
- Educational Research

**NOT TO EXCEED 10 PAGES COMBINED**

# PORTFOLIO RESULTS

- 1992- 17 schools using them
- 1995- over 400 schools and programs- mostly for promotion
- Study of 7 promotions committees:
  - CV alone- 36% acceptable, 64% poor
  - CV/portfolio- 29% excellent, 71% very good
  - Effectiveness- 57% excellent, 43% very good

From [Deborah Simpson, Ph.D.](#) Professor, Family and Community Medicine,  
Associate Dean for Educational Support & Evaluation Medical College of Wisconsin

# 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



# ABC's of Portfolio's



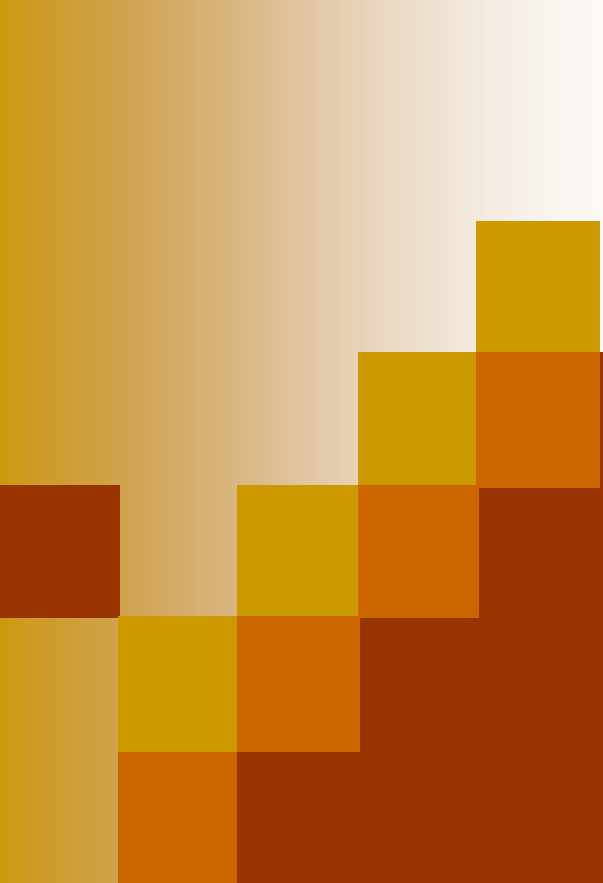
A...ssess your  
strengths



**B...** egin now to  
document your  
career



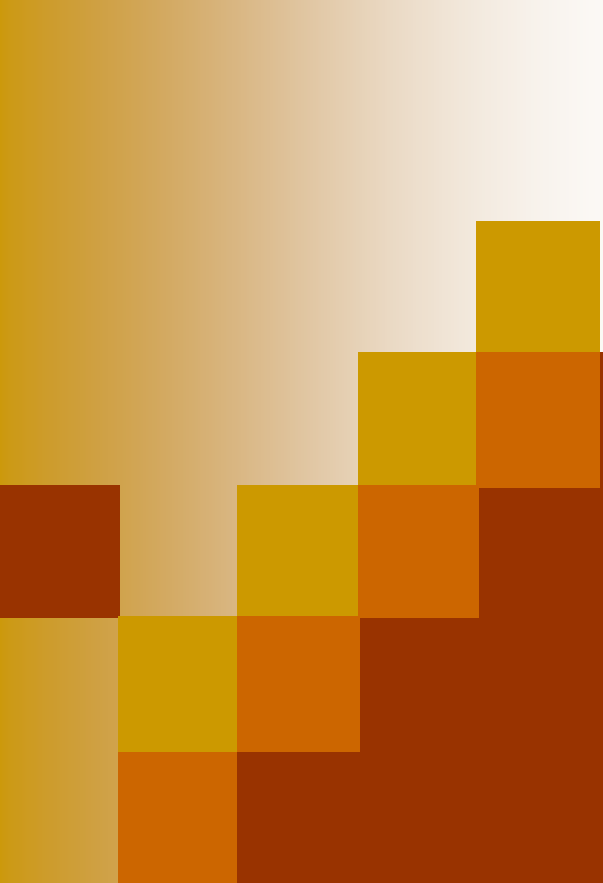
**C** ... ollect data



**D**... ecide what  
needs to be included



**E.. nclude  
everything!!!!**



**G**... oodness we hope  
she doesn't run through  
the entire alphabet



**F...** ormat (check  
institutions guidelines)