

Instructions for Completing the UAMS Educator's Portfolio¹

INTRODUCTION

The Criteria and General Guidelines for Faculty Appointments, Promotion, and Tenure in the College of Medicine at UAMS, lists the evaluation of faculty performance in **Scholarship, Teaching, and Service** as an essential part of the Promotion and Tenure Committee's responsibility in their recommendations to the Dean. Detailed and accurate information regarding these activities is essential for the maintenance of high standards for promotion and tenure and fair treatment of the faculty and the students who receive instruction from these faculty.

Research has come to be viewed as the first and most essential form of scholarly activity. Thus, scholars are considered to be only those academics who conduct research and publish their results in scholarly journals. There is a need, however, to expand the definition of scholarship to include the synthesis, application, and instructional aspects of new discovery.

Accurate evaluations of educational contributions by faculty of an academic institution should be a high priority. The first step in achieving this goal is to develop a method for gathering data about faculty educational contributions from various perspectives and to insure that this process is continuous. A well-designed **Educator's Portfolio** will accomplish this task and is essential if educational contributions by the faculty are to become an important part of their job description. The Educator's Portfolio is a collection of materials documenting educational activity and scholarship--like an artist's portfolio. Each of the sections represents a major arena in which faculty are likely to demonstrate contributions as educators. As faculty have different roles and responsibilities, the "picture" presented by the portfolio may vary. The common element is that the picture can be viewed, reviewed, updated, and valued as evidence of educational scholarship.

The purpose of this document is to assist faculty in preparing their material for promotion and tenure. It is a guide or checklist. Some of the sections in this document overlap with sections in a typical curriculum vitae (e.g., educational grants and publications). Where faculty choose to place this information will vary depending on the individual and what best describes their accomplishments. This document is meant to be comprehensive and provide faculty with extensive lists of examples. It is not expected that faculty will include all sections in their portfolios.

Finally, it is difficult for faculty to track the exact amount of time they spend in educational activities. The rough *estimates* requested in this document are just that. Appendices B and C are examples of ways that faculty may estimate the hours they spend in educational activities and summarize those estimates in tabular form for the Promotion and Tenure Committee. Some departments track this information for their faculty. Faculty may choose to do this themselves or add to the data already collected.

¹ Adapted from the Educator's Portfolio used at Oregon Health Sciences University. OHSU based sections of their portfolio on one from the University of Kentucky.

ORGANIZATION AND CONTENTS OF THE EDUCATOR'S PORTFOLIO

1. Overview of Your Role as an Educator

An overview introduces and frames your work. It should be an abstract directed to individuals not familiar with your work. You may use the questions listed in Appendix A as a guide. Where appropriate, provide descriptive examples. Please limit your overview to 500 words.

2. Scholarship

Please provide a list of your activities in the following areas.

a. Curriculum Development and Instructional Design

Scholarship, the development of new knowledge or ways of communicating knowledge (creative syntheses, new conceptualizations), will be demonstrated by the development of learning goals and the transformation of these goals into learning objectives, teaching methods, and methods of curriculum evaluation. Candidates who present evidence of scholarly activity in curriculum development will be responsible for developing, implementing, and evaluating new or substantially revised curricula, courses, experiential learning programs (e.g., clerkships), and seminars. Scholarship in instructional design may be demonstrated by the introduction of novel techniques and technologies for teaching and evaluation.

- Significant contributions to the development, implementation, and evaluation of curricula (including the development of field placement opportunities and experiential learning activities)
- Introduction of novel techniques for teaching and learning or evaluation

b. Educational Publications (list peer reviewed publications separately)

- Print media: textbooks, chapters, monographs, reviews, and original articles (include materials disseminated through electronic networks)
- Development and production of video/film/audio materials
- Computer-based learning materials

c. Educational Conference Presentations (list peer reviewed presentations separately and divide into international, national, regional, and local presentations)

- Reports, discussions, workshops, poster sessions, and demonstrations

3. Education Grants and Contracts

This includes grants and contracts in which you played a major role in their development and implementation. Please include a description of your role. (List by year and include dollar amounts.) Examples include:

- fellowship and post-doctoral training grants
- innovative educational projects
- primary care training grants
- faculty development grants
- program evaluation projects
- minority and high school student recruitment programs

4. Educational Activity

Summarize your educational activities in chart form. Include *one chart for each year*. A format for the chart and a sample worksheet for calculating the number of hours are appended (Appendix B and C, respectively).

Please list your activity in chronological order by 1) category of activity (e.g., teaching, mentoring/advising, administration) and 2) type of learner (e.g., graduate student, medical student, fellow), if appropriate. Provide an *estimated number of hours per year* in that activity. Document in the supporting materials how you arrived at these estimates. Indicate the number of actual contact hours and number of preparation hours in the supporting materials.

a. Teaching Activity (including testing and evaluation of learners)

Testing and evaluation activities should be included. Listed below are examples of the different types of learners you might have taught.

- high school and college students
- medical students
- graduate students/post-doctoral fellows
- residents
- fellows
- allied health students
- faculty development at UAMS
- continuing medical education (local, national, international)
- community/patient education
- other

b. Adviser/Mentor

Please include the following information if it is applicable.

- number and type of advisees (e.g., undergraduate and graduate students, medical students, fellows, junior faculty)
- nature and extent of advising (both formal and informal)
- list of masters and doctoral students for whom you serve on their thesis or advisory committees
- summary of activities and time commitment associated with student organizations and student-faculty committees

c. Educational Administration: Leadership and Service

(1) Administration of Educational Programs and Committees

- director of courses, clerkships, residencies, fellowships, graduate programs
- leadership of curriculum and course committees, admissions committee, ad hoc committees that advise on educational programs

(2) Service and Membership on Educational Committees (Include your role on the committee, for example, chair, member, etc.)

Examples of these activities include:

- medical school admissions committee (interviewers and members)
- graduate student and residency selection committees (interviewers and members)
- curriculum committee
- basic sciences, clinical sciences, and curriculum evaluation subcommittees
- student-faculty committees
- inter-departmental, departmental, and inter-institutional education committees (e.g., course and clerkship committees, ad hoc committees and task forces)
- education committees for UAMS and local, state, and national organizations
- accreditation committees

d. Effectiveness of Educational Activity

Please include data on the effectiveness of your educational activities. Listed below are examples of the type of data on effectiveness that you might include. These are organized by the three categories used for educational activities. Please develop a summary paragraph of these evaluations and have them available for review.

(1) Teaching Activity

- evaluations by learners
- evaluations by other faculty (peers)
- evaluations by course directors, chairs of curriculum committees
- indicators of learner performance (see section on advisor/mentor)
- self-evaluation

(2) Adviser/Mentor

- indicators of learner performance (e.g., remediation of students with academic problems, student academic awards, completion of thesis, career choice and career path of advisees)
- evaluations by chairpersons
- self-evaluation

(3) Evaluation of Administration and Service for Educational Programs

For leaders, chairs or directors, this may include evaluations by the

- committees that advises/assists the director
- faculty participating in the program
- curriculum committee and its subcommittees
- documentation of successful accreditation and/or recruitments

For members or participants, this may include evaluations by the director or chair of the committee or program (also see collaborative skills).

5. Honors and Awards for Education

List all departmental, medical school, university, state, and national honors and awards you have received for your work in the area of education.

6. Professional Development in Education

List local and national faculty development workshops and courses you attended and any individual work done on educational skills with the advice of peers, chairpersons, or educational specialists. Also, list sabbaticals taken to work on educational skills.

7. Additional Educational Activities

List any education related activities that were not listed in any of the above categories.

APPENDIX A

Preparing Your Overview Statement for the Educator's Portfolio

The purpose of the questions that follow is to help you develop the overview of your role as an educator for your teaching portfolio. Where appropriate, provide descriptive examples.

1. What are your teaching responsibilities (classroom, laboratory, clinic, bedside)? What do you teach?
2. How do you teach? How would you describe your teaching style? Your teaching methods? What is the value to students of your teaching style?
3. Describe major projects, assignments, clinical experiences, or other activities used to support or help students learn. In what way did these activities foster student learning?
4. Provide specific examples of how you motivate your students to learn.
5. How would students describe you to other students? What would you like them to say?
6. How would students describe your availability to them? How do you let students know of your availability?
7. How do you maintain a current knowledge base in your discipline and change your courses to reflect that knowledge? How do you use your research or clinical practice to inform your teaching?
8. How do you assess your instructional efforts? Describe the information you collected and how the information influences your teaching.
9. Describe activities you have engaged in to enhance your teaching effectiveness.
 - a. Workshops, conferences, or presentations attended related to teaching. For each activity, indicate who conducted it, the topic, and how it influenced your teaching.
 - b. What reading have you done to enhance your teaching?
10. What are your future instructional goals or plans for enhancing your instructional activities?

APPENDIX B
Summary of Educational Activity and Effectiveness
Academic Year 20__*

Percent time devoted to educational activities during this year _____%

Category of Educational Activity	Type of Learner	Your Activities	Average Number of Hours/Year		Effectiveness Documentation Included±
			Contact	Prep	
Teaching Activity					
Adviser or Mentor					
Administration (including service on committees)					

*Include one of these charts for each year.

±Please provide documentation of your effectiveness (e.g., average student, resident, and fellow ratings; letters from current or former graduate students; etc.) for the educational activity listed.

APPENDIX C

Sample Worksheet for Estimating the Number of Hours in Educational Activities

Please explain any situations or calculations that may be atypical in estimating the number of hours spent in educational activities.

A. Teaching activities

1. Lectures and small group seminars

- _____ Direct contact hours
- _____ 1 - 5 hours preparation time for each hour of a new lecture/seminar
- _____ 1 hour preparation time for each hour of an old lecture/seminar

2. Clinical teaching or teaching in the laboratory setting

For purposes of this document, list actual number of hours spent in the clinic or laboratory with students, residents, or fellows as teaching hours.

3. Evaluation activities

Actual number of hours observing students, writing test questions, proctoring exams, etc.

B. Advising or mentoring

Number of direct contact hours should be used.

C. Administrative activities

Actual number of hours.