

EMORY UNIVERSITY SCHOOL OF MEDICINE

TEACHING PORTFOLIO FOR FACULTY APPOINTMENTS AND PROMOTIONS

Overview

Teaching is an essential element of the academic mission of the School of Medicine and of a candidate's credentials for senior faculty appointment or promotion on the tenure and clinical tracks and sometimes on the research track. All candidates who are proposed for appointment or promotion in the School of Medicine are required to document their teaching activities and evaluations in a teaching portfolio. Candidates are urged to begin assembling their portfolios early in their academic careers. Candidates who are proposed for appointment/promotion in part for outstanding performance in teaching shall demonstrate a national reputation in medical education.

The following list is not all-inclusive but provides examples of what may be included in the teaching portfolio. Scholarship in biomedical education usually will be documented in the candidate's publications, as shown on the curriculum vitae and in representative samples in the appointment/promotion packet, rather than in the teaching portfolio.

Contents

A candidate's contributions may include instruction of medical, allied health, and graduate students, residents, and post-doctoral fellows; patients, families, and the community; and professional peers through educational presentations at professional meetings and continuing medical education courses. The instruction of trainees may occur in didactic settings or in direct one-on-one mentoring in the laboratory or at the bedside. Teaching also includes the effective mentoring of junior faculty. Quality, time, and effort are all important factors in the evaluation process.

The department may have specific provisions about the content of the candidate's teaching portfolio, in addition to those listed here, since the methods of teaching and assessment vary among School of Medicine departments. Candidates should check with their departments to ensure that department requirements have been satisfied.

The portfolio must include the following:

1. A description of the teaching activities in which the candidate engaged; i.e., what was assessed as teaching. This will include a list of teaching activities and should also indicate quantity (hours or numbers).

Examples:

- ◆ regular lecture duties in the medical or graduate curriculum
- ◆ preparation of examinations and grading
- ◆ one-on-one sessions
- ◆ small group and multi-disciplinary teaching
- ◆ conferences, seminars, rounds
- ◆ bedside teaching
- ◆ course or program direction and organization, including course revision and preparation of curricular materials
- ◆ invited educational presentations at Emory and elsewhere
- ◆ preparation and administration of board examinations
- ◆ supervision of research projects and editorial assistance with student/trainee papers
- ◆ service as a graduate advisor on thesis and dissertation committees
- ◆ organization of and/or presentations in continuing medical education courses
- ◆ membership on committees related to education (departmental, School, University, or professional organization)

2. Clear documentation of the basis for the department's assessment of teaching as outstanding, excellent, or good; and a description of how the assessment was conducted, i.e., the criteria, the method of assessment, the identity of the evaluators.

Examples:

- ◆ actual evaluations by peers and trainees, evaluations by professional organizations for CME presentations

Examples of evaluation methodology used in the assessment might include:

- ◆ knowledge of the subject matter
- ◆ clarity of course objectives and adherence to objectives
- ◆ enthusiasm for teaching
- ◆ involving students in the learning process
- ◆ personal characteristics (maturity, judgement, respectfulness, responsiveness)
- ◆ availability to students
- ◆ provision of feedback to students
- ◆ external evaluation of course design and materials, outcome measures such as student performance on examinations

3. A description of educational activities in professional organizations.

Examples:

- ◆ service on educational committees
- ◆ service on residency review committees

The portfolio may also include the following:

4. Awards for outstanding performance in teaching and biomedical education.
5. Letters from internal and external reviewers that specifically evaluate the candidate's teaching. These letters are not the same as the letters from internal and external evaluators of the whole appointment/promotion packet. Often teaching evaluation letters will be from former trainees and from peers who have observed the candidate's teaching. If solicited, a statement of how the reviewers were selected and their relationship to the candidate, if any; a brief statement of the qualifications of the reviewer to provide the assessment; and a copy of the letter(s) used to solicit reviews should be included.
6. A list of significant teaching materials prepared or edited by the candidate. These are distinguished from publications of research results in the biomedical education area.

Examples:

- ◆ laboratory manuals
- ◆ articles, chapters, text books
- ◆ electronic teaching programs
- ◆ syllabi

7. Public service activities oriented to education.

Examples:

- ◆ patient education materials or presentations
- ◆ organization of or participation in health education programs for the public
- ◆ participation in Mini Medical School

8. A list of masters, doctoral, and post-doctoral trainees supervised by the candidate and information about their current employment status.
9. A list of courses and self-instructional activities taken to improve teaching skills.