



Creating a Teaching Portfolio

Planning Ahead for Academic Advancement

What is a Teaching Portfolio?

It is bringing together of a professor's most important teaching strengths and accomplishments. It houses in one place the scope and quality of a professor's teaching performance. The portfolio is to teaching what lists of publications, grants, and honors are to research and scholarship; it can be used to provide specific data about teaching effectiveness to those who judge performance or as a springboard for self-improvement. The purpose for which the portfolio is to be used determines what is included and how it is presented.

Peter Seldin (1990)

The Teaching Portfolio

The purpose of the teaching portfolio is to make your work as an educator clear to peers and colleagues whose teaching experiences and expectations may differ from your own. Teaching and learning in the health professions includes many similarities, but there are also differences in expected learner capabilities as students transition from the fundamentals to advanced study and mastery. In addition, if your teaching includes preparing clinicians, graduate students in the biomedical sciences, public health or other fields, the nature of practice based or technical learning experiences in patient care, the laboratory or community may require you to employ specific teaching tools or assessment methodologies.

Articulating your work as an educator to a diverse group of people who may or may not understand how teaching and learning encounters are created, facilitated and assessed in your field [dentistry, medicine, pharmacy, allied health, nursing, public health, etc.] is an important contribution to the promotion process.

A teaching 'portfolio' includes selected samples of a faculty member's contributions to the educational mission. It cannot include every educational endeavor in which a facul-

ty member is involved. Therefore the quality of the teaching portfolio greatly depends on the faculty member's efforts to sort, index and assemble information that highlights particular benchmarks of their work while excluding other aspects.

A teaching portfolio is highly individualized. Components described here are examples of what may be included. This list is not comprehensive but offers guidance to begin the process.

Frame Your Educational Philosophy

1. Describe your philosophy of education. What should the experience of learning entail for your students? In what theoretical or evidence based literature is your teaching philosophy grounded?
2. How should the teaching experience evolve for you individually and in your work with discipline colleagues as you share course or content responsibility?
3. What is the environment for learning/teaching? How do you want to contribute to its evolution and/or stability?
4. Provide a reflective statement about your teaching goals for the next five years.

Curriculum and Coursework

1. Note the products of your work through authorship or co-authorship and development or production of learning materials.
2. Note the types of learners for whom you have developed educational or learner assessment materials.
3. Include sample letters that describe your experience, capabilities or competence as an instructor.
4. Include a sample course calendar that indicates the extracurricular learning exercises or materials provided to your



At the University of Oklahoma Health Sciences Center the Faculty Handbook (2012) defines teaching as follows:

"Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students to learn. As part of its mission, the University is dedicated to undergraduate, graduate, professional and continuing education. The term teaching as used here includes, but is not restricted to, giving regularly scheduled instruction, directing graduate work, and counseling and advising students. This includes the direction or supervision of students in reading, research, clinical rotations, internships, residencies or fellowships."

OUHSC Promotion and Tenure Policy, Section 3.5.1 Professional Activities of the Faculty

students in classroom, clinical, laboratory or community settings.

5. Include an example of a course curriculum you developed. Include with it the in-process questions used to garner feedback from learners about their understanding of the material.
6. Provide a description of your role in teaching in the community or clinical setting and note the unique teaching opportunities of that setting as it differs from the classroom, laboratory or other small group learning.

Teaching

Consider these questions as you identify information to include in narrative or graphic form for this section of the teaching portfolio.

- What are your skills in delivering instruction to various levels and types of learners?
- What steps are you taking to develop data sources as documentation of your teaching abilities?
- What are your plans regarding videotaping your teaching and conducting self-analysis?
- What feedback have you received from learners (students, residents, fellows?) Summarize and report it. Be sure originals are on file with the department.

Information you might include to address these questions:

1. A table noting the numbers of students, residents or fellows you teach on a monthly or yearly basis can be included. Didactic sessions such as ground rounds, Education Grand Rounds (www.ouhsc.edu/egr), continuing professional education courses taught or



created, participation in your college's educational programs as a mentor or master teacher can be highlighted.

2. A table summarizing the student feedback you have received about your teaching.
3. A summary of self-assessment and peer feedback you have received about your teaching or instructional materials you have developed.

Assessing Learners

What methods do you use to assess learner progress? Who will help you develop appropriate learner assessment tools? How will you measure the reliability and validity of these tools over time for consistency and precision?

Mentoring and Advising Learners

1. What are the formal and informal channels you will use to mentor and advise learners?
2. What will you use to document your contributions to the "informal" development of student skills, abilities, and knowledge?
3. Does the department maintain documentation of student advising? If so, how are contributions by the faculty acknowledged?
4. How has your work as an advisor contributed to the success of majority and underrepresented students in your field?

Scholarship in Education

1. Contributions to professional journals, book chapters, teaching modules, educational information systems.
2. Contributions to academic and education oriented societies that could include committee membership, programmatic or leadership responsibilities.
3. Honors or recognition from colleagues such as teacher of the year or national awards for excellence or service to the educational mission of the college or discipline.
4. Local, regional, and national invitations from other campuses, outside agencies, or health care providers to discuss an educational topic. Documentation of

any invitations from the lay community, including the media, which would reflect on the professor's standing as an educator.

5. Documentation of continued funding from private, charitable or governmental sources to pursue educational research goals.

Self-Assessment & Peer Review

Who will help you with peer review? Make a note of your developmental objectives to improve your skills, knowledge and competence as a teacher. Identify the mentors and coaches who can guide you and facilitate your continuing professional development as an educator. Be prepared to identify what you plan to learn and why such learning is relevant to your roles as an educator.

Educational Leadership

Developing and documenting leadership qualities is an essential component for promotion. Educational leadership development may be demonstrated by the following components in the teaching portfolio:

1. Chair committees within the school of [medicine, nursing, etc.]; the institution (or a community facility where students are placed for learning) where teaching and learning is the focus.
2. Membership or service as chairperson on regional, national or international groups relevant to health professions or graduate student education.



This outline is based on elements in Sampson, DE, et al, "The Educator's Portfolio" (3rd Edition)

For additional information about the OUHSC academic advancement process or to request registration information for the annual "Preparing for Academic Advancement" Workshop in Oklahoma City or Tulsa, contact the office of:

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