**The Educator’s Portfolio**

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**Goals**

- Understand the role and purpose of the Educator’s Portfolio  
- Become familiar with the components of the Educator’s Portfolio and how to personalize it  
- Begin to think about the structure and components of your own personal teaching portfolio
What is an Educator’s Portfolio?

• Definition (Seldin): A factual description of a professor’s strengths and accomplishments
• It includes documents and materials which collectively suggest the scope and quality of a professor’s teaching performance
History of the Educator’s Portfolio

• 1990: Boyer, Scholarship Revisited
• 1995: Survey of promotion and tenure track chairs for US and Canadian medical schools, the teaching portfolio was one of the most common forms of faculty evaluation for clinician-educators
• 1997: >1000 colleges and universities
• 2007: AAMC/GEA Consensus Conference: Defining Components of Educational Scholarship

Expanded Definition of Scholarship

• Scholarship of Discovery: elucidation of new knowledge
• Scholarship of Application: building bridges between theory and practice
• Scholarship of Integration: creative synthesis or analysis, looking for connections across disciplines
• Scholarship of Teaching
Glassick Criteria for Assessment of Scholarship

- Clear Goals and Aims
- Adequate Preparation
- Appropriate Methodology
- Significant Results
- Effective dissemination
- Reflective Critique

Glassick, Scholarship Assessed, 1997

Why do an Educator’s Portfolio?

- Basis for tenure and promotion decisions (summative evaluation)
- Stimulate reflection on one’s own teaching as well as to provide direction for faculty renewal (formative evaluation)
Why do an Educator’s Portfolio?

• Portfolio being developed at the medical student level, thus integration into future career
• Junior-midlevel faculty: promotion, potential to go to other academic institutions that require the Educator’s Portfolio
• “Mature” faculty: striving for self-improvement, “lead by example”

Benefits of an Educator’s Portfolio

• Reflects the characteristics of the owner
• Supplements the typical CV
• Documents the numerous teaching activities “too insignificant” to list on the traditional CV
• Describes, through documentation over an extended period of time, the full range of your abilities as a teacher
Before getting started…

- Decide on purposes of the portfolio in collaboration with senior faculty or mentor
- Takes time and effort, but becomes time efficient as it’s purpose become formative and summative
- Be prepared to be proactive and advocate on your behalf

Educator’s Portfolio Content

- Evidence of quantity of teaching effort
- Evidence of impact
- Evidence of scholarship (2 types)
  - Scholarly teaching: using best practice
  - Teaching scholarship: discovering best practice
Usual Content of Teaching Portfolio

- Philosophy Statement
- Teaching Activity Report
- Curriculum Development
- Assessment of Learner Performance
- Advisor and Mentor
- Education Administration
- Public Expression of Scholarly Activity

What is Not

- A compilation of all that exists
I. Teaching Philosophy Statement

• Thoughts about how students learn
• How you help them to learn and help to achieve their transformation
• Views regarding the characteristics of a good teacher
• Challenges of teaching in current era

II. Professional Development in Education

• Local and national instructional programs
• Web activities
• Formal degree programs
III. Teaching Activities

A. Activity Report

• Direct Teaching Activities (lectures, supervision of research, precepting, community teaching)

• For each activity, outline:
  ▪ Title/topic
  ▪ Time involved (frequency duration)
  ▪ Number and type of student (learner)

• Helpful to break down according to MS year (1-4), residents, or postgrad courses

B. Evidence for Teaching Effectiveness

• These include evaluations results and comments, or refer to Appendix X

• Teaching ratings (E*Value scores) should be compared to the course mean and compared to all faculty participating
III. Teaching Activities - Example

IV. Curriculum Development and Instructional Design

- Curriculum Development for Medical Education: A Six-Step Approach
- Curriculum/material development, projects, seminars, and experimental learning to include:
  - Resources provided to support the project
  - Rationale for new curriculum or teaching material
  - Description of the specific subject matter
  - Type of material developed (SPE, OSCE, AIME)
  - Target population/audience
  - Number of learners
  - Method of implementation (video, web)
  - Sites where curriculum used
  - Date of implementation and frequency of occurrence
  - Don’t forget textbooks, study guides, videos, web pages, book chapters
V. Educational Administration and Leadership

• Evidence of curriculum development/instructional design in which you played a key role or held primary responsibility (i.e., how your work impacted/improved student learning)
• Document educational leadership roles (clerkship director, residency director)

V. Educational Administration and Leadership – continued

• Others:
  ▪ Appointment to committees
  ▪ Preparation of written committee reports submitted to minutes
  ▪ Reports from an accreditation or RRC review
  ▪ Program evaluations: Collated summaries from learners, faculty, outcomes evaluations
VI. Regional and National Scholarship

- Activities should advance knowledge in medical education
- Probably included in your CV, but make a statement about the dissemination of your educational activities
- Show you have developed a reputation as an expert

VI. Regional and National Scholarship – continued

- Examples:
  - Publications & presentations related to medical education
  - Peer reviewer for medical education
  - Visiting professorships
  - Educational, training or faculty development grants or contracts
  - Educational materials disseminated outside the institution:
    - Syllabi, textbooks, videotapes, multimedia, web activities, patient education material
VII. Honors and Awards

- List all
- Include a brief description, if not evident from the title, of the criteria used to select award recipients, and who makes the selection
- Could also be copied from your CV, but should be education related

VIII. Advisor and Mentor

- List mentees and current position
- By virtue of this effort and the effectiveness, are you sought out by students as formal advisors, informal mentors, collaborators on research and other projects and as career advisors
IX. Self-Assessment and Long-Term Goals

A. Faculty promotion
B. Future projects: curriculum development, scholarship, grants/contracts
C. Teaching skills to be added
D. Continuing education
E. Educational administration
F. Professional organizations

Summary

• Ask all course directors for your evaluation numbers and comments
• Sort your materials
• Prepare a folder to help update
• START NOW!
Exercise: Self-Assessment and Long-Term Goals
(3 min)

• Broadly, what are your long-term goals?

Exercise: Needs Assessment
Faculty Development for Your Department
(5 min)

• Write down whether your own Department can improve education through faculty development series, e.g.:
  • Teaching medical students and residents; in clinic; in operating room/procedures
  • Improving lectures
  • Faculty career retention and development
  • Negotiating for a job/setting up an office
Exercise: Education Philosophy
(5 min)

- Goals
  - Start thinking about key elements of the Educator's Portfolio
  - Write down thoughts about those key elements
  - Start considering “strategic plan” as an educator
  - Analyze the steps you have taken to move your plan forward

Exercise: Professional Development
(3 min)

- Write down key educational programs you have attended
- Think about potential programs you would like to attend
Exercise: Teaching Activities (3 min)

- Write down how you plan to organize your teaching activities

Exercise: Teaching Activities (3 min)

- Write down how you will organize your results and comments
- Who will you need to contact to get this information
Exercise: Advisor and Mentor
(3 min)

- Write down how you would group your mentees (formal, informal)
- How will you get a hold of where they are now?