Elson S. Floyd College of Medicine Educator Portfolio

Teaching and learning, including mentoring, advising, and the scholarship of pedagogy, are among the University's and the Elson S. Floyd College of Medicine's core missions. We are committed to diversity, equity, inclusion, justice, and access through every aspect of our mission. Those faculty members who are engaged in two or more missions of the land grant university have the opportunity to integrate their work across their teaching, outreach, research and service roles. For example, outreach and engagement often involve teaching, and teaching and learning may generate publications and lead to extramural funding. An "educator portfolio" is a compilation of information about a faculty member's contributions to teaching and learning, prepared by that faculty member, and used in consideration for tenure or promotion.

General Format

Typically, the educator portfolio is expected to be no more than five pages long. However, the Provost's Office has allowed faculty in the Health Sciences to submit portfolios up to 25 pages. Please check the current Provost's tenure and promotion guidelines for more details. The information under the appropriate headings listed in the example, although yours may contain others, is organized in much the same way.

Faculty members may attach complementary information in the form of appendices or exhibits, but these are not always essential and should only be included if pertinent and necessary. The outline that follows can be regarded as a menu from which faculty members can select items to include in teaching portfolios to fit their particular circumstances.

The "Outline of an Educator Portfolio" that follows is self-contained and may be used separately from the rest of this document.

Outline of the Components of an Educator Portfolio

Faculty Name

I.   GOALS

This section should contain a compact but thoughtful statement about the faculty member's intentions and aspirations in education, especially for the near future.

Examples: Preferred principles for effective teaching, plans of action for improvement, integration of content focused on reducing gaps in health outcomes, curricular projects, mentoring and advising approaches, publications, presentations, etc.

This is an appropriate place to mention obstacles the faculty member may have encountered in their recent career path, such as inadequate facilities, inadequate library resources, excessive class size, changes in the learning environment (e.g., mandatory transition to virtual education), etc.

II.   RESPONSIBILITIES

The topics listed below reflect a broad concept of teaching. Others might be added, including work specifically within learner assessment, pedagogy, and advising.

1. **Percentage of appointment devoted to teaching/educational activities.** If this is stipulated in your appointment, you must include it here. Teaching in the Health Sciences is a bit different than other forms of teaching at the University, and it's essential for people reviewing your portfolio to note the amount of time you dedicate to educational activities.

2. **Courses recently and currently taught, with credit hours and enrollments.** When instructional duties for a course are shared, the faculty member's share should be described or represented by a percentage. Attachment of typical syllabi, course, or session guides as exhibits is appropriate and should be placed in the appendix.

3. **Work with individual learners.** Examples: Guidance of independent study or undergraduate student, professional student or graduate student research; direction of theses; supervision of postdocs/trainees; mentorship or guidance of peers in educational work. Include approximate numbers of learners and any special efforts related to working with individuals who are underrepresented in your field.

4. **Advising.** Examples: Advising of undergraduate, graduate, and professional students; advising students competing for prestigious scholarships; or advising students for admission to graduate or professional programs. Include approximate numbers of students advised. Note: Advising students in one's own classes specifically about those classes does <u>not</u> belong here.

5. **Instructional innovations.** Innovation and major efforts to improve teaching should receive appropriate consideration when evaluating teaching accomplishments. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning; use of case studies; facilitating problem-based learning or other approaches that address diversity, equity, inclusion, justice, and access; development or use of simulation for learning; etc.

6. **Development of Instructional, Curricular, and/or Assessment Materials**. Examples: Developing learning objectives or other course material for a new or revised course; developing student assessment materials such as multiple-choice questions, objective structured clinical exam (OSCE) stations and/or serving a review/quality assurance function for same; developing course content that focuses on socioeconomic determinants of health, structural competency, health and healthcare disparities, societal and healthcare racism, and/or optimizing care for marginalized patients and populations; providing course readings that incorporate concepts relevant to issues of gender, race, and other perspectives relevant to the course content.

7. **Promoting inclusive learning environments.** Examples: reviewing course materials for accessibility; using a variety of instructional formats; modeling inclusive language; establishing ground rules; updating course content using Universal Design Principles.

8. **Assessment of learning outcomes.** Examples: Development of learning outcomes, curriculum mapping, assessment measures, and participation in evaluation of program-wide assessment results.

9. **Extraordinary efforts with special groups of learners.** Examples: Exceptionally able learners; members of marginalized groups or groups facing special challenges (e.g., learners who are underrepresented in health sciences, returning students, students with disabilities).

10. **Use of research in teaching.** Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one's own research; involvement of students

in one's own research; special activities for helping learners develop creative and critical thinking skills for use in their research.

11. **Out-of-class evaluation activities.** Examples: Participation in assessment of educational outcomes, such as end-of-program assessment; participation in conducting examinations for advanced degrees; screening students for scholarships and other distinctions; drafting questions for professional specialty licensing/certification exams.

12. **Mentoring students, post-docs, trainees, faculty peers and/or staff.** Examples: mentoring students and research assistants on admission to graduate and professional degree programs; mentoring early career faculty or post-docs on grant writing, creation of faculty development and continuing education sessions on specific topics.

13. **Participating in workforce-development and access-focused pathway programs includes activities that promote effective recruitment and retention of students across a broad range of backgrounds.** Examples: K-12 Health Sciences pathway programs; faculty lead for affinity group, speaker at women in medicine and science events. Report program impact when appropriate/available (e.g., number of under-represented learners recruited/retained).

14. **Service on WSU or other committees concerned mainly with instruction, assessment, or curriculum.** For example: Service on the WSU Faculty Senate Academic Affairs Committee, college and department committees, MD program committees, and subcommittees with the same general focus.

15. **Learning more about teaching.** Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching, engagement in faculty development focused on scholarship of teaching and learning.

16. **Peer teaching.** Examples: Leading faculty development programs related to teaching; delivering intramural grand rounds; mentoring faculty career development grants/opportunities.

17. **Funded projects and projects under review for funding.** Teaching-centered grants received and grant proposals under consideration; mentored fellowship, training, and/or career development grants. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

III.   EVALUATIONS

The "Evaluation" section in the teaching portfolio should consist chiefly of summaries of data from whatever methods for evaluating teaching are used, including but not limited to evaluation by learners. The data may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which may contain negative feedback or which they believe to be potentially misleading.

1. **Learner evaluations.** Examples: Results of student questionnaires; interviews of students; the one-minute essay and other forms of "classroom research." Teaching evaluations should be provided whenever possible; however, numeric scores are not required. Your evaluation will not be negatively impacted should you elect not to include numeric scores.

2. **Measures of student learning.** Direct evidence of the extent and quality of learning by the faculty member's students, e.g., performance on appropriate standardized tests.

   In the MD Program, which is a competency-based program where faculty do not have access to individual student grades, evidence of effectiveness may include documented contributions to students' progress toward competency milestones, high-quality narrative assessments, consistent learner improvement observed across multiple encounters, and peer or supervisor evaluations attesting to the faculty member's role in supporting student development.

3. **Peer evaluation**. Reports from supervisors and colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc. Letters from colleagues regarding the faculty's member's teaching, mentoring, advising, or other educational contributions will also be useful.

4. **Unsolicited correspondence from students, mentees, trainees, alumni, and employers of alumni.** Solicited letters, e.g., from former students, are not likely to carry the credibility of unsolicited statements. Examples may include saved emails or screenshots from social media posts, among other options.

5. **Teaching and mentorship awards.** Something should be said about the character of the awards if the names are not self-explanatory.

6. **Over evaluations.**

IV.   RESULTS

1. **Student/trainee successes.** Examples: Noteworthy achievements of students (in awards, admissions to graduate school, mentored/training grants awarded, employment, other accomplishments), for which the faculty member claims a significant part of the credit.

2. **Instructional materials.** Examples: Textbooks, workbooks, session guides, manuals, visual aids, software, etc.

3. **Contributions to the scholarship of teaching.** "The scholarship of teaching" treats teaching itself (especially in one's discipline) as a subject of scholarly discourse. Examples: oral presentations, papers in appropriate journals (designation of which articles are in peer-reviewed vs non-peer-reviewed publications), etc.

(In bullets 2 and 3, data about publications should be presented in some standard style.)

4. **Educational leadership.** Evidence of impact beyond one's own students, trainees, (e.g., driving change in educational policies and processes, evidence-based educational excellence, new assessment models or practices, etc.).

5. **Other results, appendix, or exhibits.** These may include detailed information (syllabi, student evaluation forms, reports of peer evaluations, grade distributions, etc.) about specific courses and other teaching activities; copies of materials listed under Results, bullet 2; PDFs of items listed under Results, bullet 3; etc.