UTHealth | **McGovern**
The University of Texas | Medical School
Health Science Center at Houston

COMPANION TO THE UTMSH ACADEMY EDUCATIONAL PORTFOLIO TEMPLATE

<u>Instructions for Preparing the Educational Portfolio for Application to the Academy</u>

Following are some guidelines to help you prepare your teaching portfolio. This information is succinct, and therefore might not answer all of your questions. For individual questions or personal coaching, you may contact Dr. Gary C. Rosenfeld or Dr. Pamela Berens.

In addition to general information, the portfolio has five sections: Teaching and Assessment, Mentoring and Advising, Enduring Educational Materials, Educational Leadership, and Educational Scholarship. If you do not have materials relevant to a particular section, please skip that section. For each section of the portfolio this document provides a description of terms and a clarification of the expected documentation. The guiding principle of this portfolio is to **highlight your best work** as an educator in a relatively easy to read format. Describe all of your activities thoroughly enough that reviewers from backgrounds other than your own will understand and be able to interpret your work. Please summarize data in tables whenever possible. Please concentrate on your most recent work (e.g., that done in the last 4-5 years). The exception would be in the case of enduring educational materials (publications, books, etc.) for which there is no set time limit for the initial application to the Academy. **List only those activities while you have been at UTMSH if possible.**

Note that all applicants <u>must</u> document engagement in direct medical student or graduate student teaching.

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<u>The Teaching and Assessment Section of the Portfolio</u>

Types of activities can include but are not necessarily limited to any of the following:
- Courses
- Lectures
- Small group facilitation
- Research skills assessment
- Clinical teaching
- Laboratory teaching
- Clinical skills assessment (e.g. OSCEs)
- Distance learning facilitation
- Other direct types of student assessment
- Faculty Development
- Community education

Each of these activities could be documented in the following format:

Activity	
Context of activity (school or department, format of activity)	
Description of role	
Duration of service (give years)	
Service quantity (e.g., hours/year)	
Number and type of learners (e.g., number per year, semester, term)	
Goals for the activity	
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	

Quality indicators for each activity can include but are not necessarily limited to any of the following:

- Concise summary of evaluations including peer evaluations and student evaluations, including if possible, change over time and normative data (more complete data may be included in an appendix).
- Course/program director evaluations (also in concise tabular summary)
- Invitations to teach outside of one's school
- Learners' success (in terms of their publications, grants, etc.)
- Quotes from supporting letters (complete letters should be in appendix or included with letters of recommendation for promotion)

The Mentoring and Advising Section of the Portfolio

Types of activities can include but are not necessarily limited to any of the following:
- Mentoring students or peers
- Student Advising
- Chairing a Dissertation committee

For mentoring, and mentoring-related activities you may use the following documentation format:

Name of mentee or advisee	
Description of role as mentor/advisor	
Purpose or goals of relationship	
Description of mentoring/advising process	
Current status of advisee	
Outcome(s) of relationship	
Supporting letters from mentees	

You should document every activity with this pattern.

The Enduring Educational Materials Section of the Portfolio (may also qualify as scholarly activities)

Types of activities can include but are not necessarily limited to any of the following:
- Simulation development.
- Computer based instructional materials in CD or web-based formats.
- Instructional software.
- Audio-visual materials (e.g. instructional videos, audiotapes, slide sets).
- Textbooks or textbook chapters.
- Review articles or extended abstracts with clear educational value.
- Items used for learner evaluations (MCQ for NBME, or OSCE based evaluations).
- Case vignettes for case based teaching, PBL, TBL.
- Manuals, guidelines, or curriculum guides.
- Workshop/Group activity design.
- CME program materials.
- Patient education materials.
- Tools to create enduring materials (e.g., template for creating cases).

NOTE: Some examples of educational materials that should NOT be considered "enduring educational materials" include the following:
- A syllabus that is only used for one course or by one individual
- A set of slides that is only used in one course or by one individual
- Materials that are simply updated to evolving standards or technological changes
- Review articles written principally for research with limited educational applicability
- Materials developed more to communicate research findings than educational findings purposes
- Self-published materials that have no clear evidence of use or dissemination
- Course websites used solely for course management, communication, or clerical purposes

Types of **Quality** indicators can include but are not necessarily limited to any of the following:

- Narrative or tabular summary of peer evaluations and student evaluations
- Test item statistics
- Invitations to share scholarly products outside of UTMSH
- Adoption of educational material by other groups, schools, courses, etc.

The Educational Leadership Section of the Portfolio

Types of leadership activities can include but are not necessarily limited to service in any of the following ways:
- Curriculum Committee member
- Course director
- Committee member for regional/national/international education organization
- Program Director
- Assistant/Associate Dean for education
- Curriculum development
- Course committee member
- National exam service
- Licensing board service

- Educational society membership
- Peer reviewer for educational journal

NOTE: Being an "educational leader" for a course or curriculum generally involves directing or coordinating or managing faculty who perform direct teaching in that course.

Evidence of **Quality** can include but is not necessarily limited to any of the following:

- Peer or 360° evaluations
- Letters of recognition or "reference"
- Dissemination/adoptions of practices by others
- Student evaluations
- Item acceptance rate (for NBME service)
- Awards

The Educational Scholarship Section of the Portfolio

Evidence of scholarship (dissemination, peer review, impact) among the "Community of Educators" can include but is not necessarily limited to any of the following:

- Publications of descriptions of teaching or assessment innovation
- Teaching awards (including the criteria for judgment by peers)
- Invited presentations (e.g., workshops, discussion group) related to teaching expertise focused on teaching method or effective teaching strategies
- Repeat invitations to teach the same group or in the same course
- Peer review of teaching and/or instructional material (Cite where and how peer reviewed
- Samples/examples of materials (or excerpts, summary)
- Public dissemination and Impact/Use (Give citations for presentation(s); describe nature of adoption and use elsewhere; indicated inclusion in national repositories and "hit" statistics
- Peer review of educational materials
- Awards
- Invited presentations related to expertise focused on educational materials
- Public dissemination and impact
- Publications of descriptions of educational materials
- Roles on Regional/National/International Committees for Education
- Evidence of achievement outside of one's institution
- Invitations outside of one's institution for leadership roles or responsibilities