

# Teaching Portfolio

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## Objectives

- Describe what a teaching portfolio is and what purposes it serves.
- List four elements of a teaching portfolio to be submitted to CAPT.
- Identify a strategy for assembling your teaching portfolio.

You are assembling your credentials to the CWRU CAPT for promotion to associate professor in the ***non-tenure track***.

You are a an excellent teacher, twice you have received your department's teaching award, and do far more than your share of teaching. You really enjoy teaching and work hard to do a great job. It is very stressful, considering your clinical load, but you think teaching is a part of what it means to be in an academic medical center.

What do you think the CAPT is looking for in your credentials?

## Pair-Share

What is CAPT looking for when considering whether the criteria for promotion have been met?

## Scholarship Reconsidered

- *Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of **discovery**; the scholarship of **integration**; the scholarship of **application**; and the scholarship of **teaching** (Ernest Boyer, 1990, p. 16)*

## 4 Types of Scholarship

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Engagement/Application
- Scholarship of Teaching

Ernest Boyer. Scholarship Reconsidered. 1990, p. 16.

### 3 minute exercise: 1 + 2

- List elements integral to the definition of scholarship of teaching

### Glassick's Criteria

*How should the Quality of Scholarship be Measured?*

1. **Clear Goals** (clear purpose and objectives)
2. **Adequate Preparation** (existing work)
3. **Appropriate Methods** (aligned with goals/objectives)
4. **Significant Results** (achieve goals)
5. **Effective presentation,** (in the public domain)
6. **Reflective Critique** (CQI)

How do excellent teaching,  
scholarly teaching, and scholarship  
of teaching differ?

## Planning

- Excellent teaching
  - Design and implementation of activities to promote learning
- Scholarly teaching
  - Consult relevant content and education literature
  - Observe outcomes and analyze results
  - Seek peer review
  - Use results to improve teaching
- Scholarship of teaching
  - Follow Glassick's criteria
  - **Develop a reputation outside your 4 walls**

## Elements of a Teaching Portfolio

1. Philosophy of Teaching
2. Teaching Inventory
3. Important teaching contributions
4. Teaching evaluations & teaching awards

### 1. Philosophy of Teaching

A narrative essay of 1 – 2 pages to answer:

- Under what conditions do you think students learn best?
- How does the answer to the previous question influence your teaching strategies?
- What teaching choices have you made on that basis?

## The Way it Is

There's a thread you follow. It goes among things that change. But it doesn't change.

People wonder about what you are pursuing.

You have to explain about the thread.

But it is hard for others to see.

While you hold it you can't get lost.

Tragedies happen; people get hurt or die; and you suffer and get old.

Nothing you do can stop time's unfolding.

You don't ever let go of the thread.

William Stafford

## 2. A Teaching Inventory

### Local

- Medical, Graduate students
- Residents and fellows
- Continuing medical education
- Others

### Regional

### National/International

### 3. Important Teaching Contributions

- Curriculum development
- Teaching materials development
- Teaching administrative leadership
- Participation in the community of educators (workshops, publications, demonstrations, etc.)

### 4. Evaluations and Awards

- Present evidence, either quantitative or qualitative in nature, that would lead evaluators to conclude that your teaching has been effective.
- You may also include a description of any plans to make your teaching more effective in the future.



## Begin to Organize Your (Repository) Teaching Portfolio Now

- Sunshine folder
- 3 ring binder with dividers
- Documenting the **quality** of your teaching
  - Teaching evaluations, end of course evaluations
  - Evaluation by peers
  - Evidence of learning –student self reports, performance on tests
  - Learner comments, learner letters
  - Feedback from learners
  - Invitations to teach in other departments

For an educational activity  
you are involved in, outline a plan . .

- Quantity
- Evidence of Quality
- Informed by what is known in the field (scholarly)
- Contributes to knowledge in the field (scholarship)

## It's the Dream

It's the dream we carry  
that something wondrous will happen,  
that it must happen--  
time will open  
hearts will open  
doors will open  
mountains will open  
spring will gush forth from the ground--  
that the dream itself will open  
that one morning we'll quietly drift  
into a harbor we didn't know was there

Olav H Hauge

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