Guidelines for Preparing a Teaching Portfolio for Annual Review

University of Maryland School of Medicine 2020-21

The Teaching Portfolio as part of your packet

The Teaching Portfolio in one form or another is in broad use at the University of Maryland School of Medicine (UMSOM). We encourage all faculty to maintain a portfolio of their teaching roles and evidence of their teaching effectiveness. Measures of teaching effectiveness may include learner evaluation data, learner performance data, peer assessment, or even patient outcomes data.

Your Teaching Portfolio can and should be reviewed annually with a mentor, Division Head, Department Chair, Center or Institute Director. Feedback from these mentors may guide faculty to seek out courses to improve teaching skills, or to identify more challenging or advanced teaching assignments to grow them teachers and mentors.

The UMSOM requires documentation of "excellence in teaching" for promotion. Therefore, your Teaching Portfolio should reflect your teaching activities and the impact or evaluation data for these activities. It is significantly easier to track and compile teaching activities and impact data prospectively once or twice a year than to attempt to gather this information retrospectively.

There are many teachers in many subjects at the UMSOM. The UMSOM APT (Appointment, Promotion, and Tenure) Committee is interested in any teaching role(s) and the impact of teaching in any of these roles that a faculty member has completed. Some information about your teaching roles will be reflected in your Curriculum Vitae (CV). Ultimately – when you go up for promotion in several years - you may choose to describe significant teaching roles in your Personal Statement. Keeping an ongoing record may remind you of significant accomplishments. Your chair and one or more of your internal or external references may speak to your teaching excellence in their letters – thus, an up-to-date Teaching Portfolio can be helpful for them as well.

The Teaching Portfolio Documents Your Teaching Role(s) and Provides Measures of Teaching Activity and the Impact or Outcome(s) of Your Role(s)

We suggest that you keep a running list of your major teaching responsibilities every year. These may include clinical teaching (inpatient or outpatient clinical teaching, one-on-one remediation, medical student, resident, fellow, or faculty teaching), classroom teaching (lecturing, small-group teaching, teaching with technology such as podcasting or web-based teaching), and advising and mentoring (including serving as a thesis adviser or as a lab mentor). Teaching can occur locally, nationally, and internationally in multiple forms. List as many roles as you can recall and make sure they are also reflected in your CV. Then focus on any available evaluation or impact data for each role. Is there learner evaluation data? Is there learner outcome data?   Collect all the available information and identify where you need data to support evidence of teaching excellence. It is much easier to reflect on teaching activities and to gather outcomes data in small intervals of 6-12 months, than to try to re-trace what you have been doing for the past several years.

Teaching Portfolio Format

There are a number of effective formats for presenting your teaching roles and impact data mentors, advisors, and ultimately, the APT Committee to evaluate your teaching. We suggest starting with the following categories:

1.   Direct Teaching
2.   Advising and Mentoring
3.   Educational Leadership and Scholarship

Most faculty will have teaching roles in one or two categories. Rarely, candidates - usually an educator by profession – may have data to present in all 3 categories. **The Committee does not expect you to have roles or impact data in all 3 categories.**

We strongly encourage candidates to speak with faculty in their own departments for examples of their teaching portfolios. Most candidates in find that portfolio designs from established faculty in their own departments are more helpful than generic faculty portfolio examples.

Additional Advice for Promotion Preparation

Letters

Once you are up for promotion or tenure, your department will request letters from local and national colleagues in support of your candidacy for promotion. Your department will ask you for possible references – so plan ahead and make sure you meet some colleagues who are not previous mentors and teachers. In addition to these letters, you may also request letters specifically in support of your teaching portfolio. The APT Committee will accept up to 3 letters from each category of learners you teach or advise, including students, graduate trainees and faculty. Letters supporting your Teaching Portfolio are optional, but advised if you lack learner evaluation data for any important teaching role.

Resources

Faculty members are encouraged to speak with their mentors, department APT contacts, and their Department Chair as early as possible when beginning the promotion process. For additional consultation regarding the Teaching Portfolio, faculty are encouraged to meet with Dr. Silke V. Niederhaus (sniederhaus@som.umaryland.edu) or Dr. Ada I. Offurum (aibe@som.umaryland.edu) in the Office of Faculty Affairs and Professional Development.