

# Preparing for Promotion and Tenure

## Focus on Teaching Documentation — Teaching Portfolio

### I. INTRODUCTION

This document is intended to help with documenting teaching activities that can be helpful for annual evaluations and in the development of the two-page narrative on teaching activities for Promotion and Tenure Committee review. In addition to general guidelines for UNMC, each academic unit has specific requirements outlined in the Guidelines posted on the Academic Services web site. This document was developed as a more generalized approach to developing a Teaching Portfolio as part of an overall Academic Portfolio.

#### A. Checklist

1. As a first step, faculty members should meet at least annually with their supervisor/chairperson to discuss expectations and accomplishments (teaching, scholarly activities, patient care [if applicable], professional service) for each area under review.
2. Faculty are encouraged to collect the required documents and carefully review the specific requirements for the preparation of an application. These are listed on the Academic Services web site for each College/Academic Unit.
3. The most important of the required documents is the Academic Portfolio, which used to be called the Personal Narrative. This document describes your accomplishments in the three areas of teaching, scholarly activity, and professional service, or fourth area of Patient Care in the College of Medicine. Each section can be up to two pages in length.
4. As a starting point, faculty should review the specific Guidelines for their respective academic unit on the Academic Services web site. Included in those guidelines are Examples of Activities related to each of the areas of emphasis organized into levels of expanding scope of accomplishments.
5. To facilitate the preparation of the Academic Portfolio (Narratives), faculty are strongly encouraged to also prepare a Teaching Portfolio to help organize and document the variety of a faculty member's activities, accomplishments and quality, particularly teaching activities. This portfolio is not a part of the Promotion and Tenure Documents but an aid to help prepare the narrative document.

#### B. General issues

1. The Department Chairperson has the responsibility to assist every new faculty appointee in determining the amount of emphasis (percent of effort) to place on each area of academic endeavor in accordance with Section 4.3 of the *Bylaws of the Board of Regents of the University of Nebraska*. This selection should be compatible with activities required to achieve the long-term goals of tenure and eventual appointment to the rank of professor. All faculty members need and deserve this counsel as part of their career development. It is recognized that circumstances may make change in professional emphasis necessary.
2. You may want to identify someone who can provide guidance or help with promotion and

- tenure process. Contact the Promotion and Tenure Committee Chairperson in your Academic Unit.
3. While it is expected that the faculty of the various Colleges/Institutes will demonstrate overall excellence in all aspects of its mission, it is recognized that not all faculty will excel in each area of emphasis. For promotion to associate professor, it is expected that sustained records of academic accomplishment must be documented in at least two areas of emphasis with competence demonstrated in the third area of emphasis. Similarly, for promotion to full professor, it is expected that the highest level of excellence will be achieved in two areas of emphasis, with continued achievement in the other area of emphasis.
  4. The one activity with the greatest potential impact is conducting “educational scholarship” as a part of your scholarly activity. This qualifies for both teaching activities and scholarly activity, but also demonstrates the level of commitment.
  5. It is recognized that not all faculty will fit unified or predefined stereotypes and that each candidate will come forward with a unique blend of activities supporting, in different areas and extents, the Mission of the University of Nebraska Medical Center. It is a primary responsibility of the candidate, through his or her written narrative(s) and the Chairperson through his or her accompanying letter, to clearly describe the significance of the candidate’s contributions and define how he or she contributes in the chosen areas of emphasis to the Mission of the University of Nebraska Medical Center.
- II. **TEACHING PORTFOLIO** – Defined examples or evidence detailing the type of activity, quantity and quality of the applicant’s work.
- A. Evidence of Teaching Accomplishments

Teaching includes the ability to lead students to think purposefully and critically; to interest students in the broad problems of the subject under study; to exhibit teaching innovation; to construct reliable and valid instruments of evaluation; to interpret the results of learning evaluations impartially; to maintain sound academic standards; and finally to foster professional attitudes within students. It should be recognized that teaching within the various Colleges may include a variety of formats, e.g. lectures, laboratory interactions, small group instruction, development of instructional materials and/or innovative methods, or administrative activities such as course organization, development, direction and management. Teaching also includes the education, mentoring and supervision of graduate students and post-doctoral fellows/associates and junior faculty. Other aspects of teaching include mentoring of other faculty; health professionals; and physicians-in-training performing inpatient, outpatient, procedural and laboratory services. Recognition of outstanding performance as a teacher by peers and by students can be a powerful factor in the evaluation process. As mentioned earlier, another powerful factor is evidence of educational scholarship that contributes to both the teaching, as well as the scholarly activity narratives.

Candidates must describe the extent and general nature of their teaching experience at UNMC since their last promotion or appointment listing specific courses taught or participated in, involvement in continuing education programs, high school or other outreach programs, undergraduate, activities related to graduate (M.S. and Ph.D.) students, teaching of medical,

allied health, pharmacy or dental students, residents, postdoctoral research associates or fellows, etc. The two page narrative on teaching should address the assessment of the value of and contributions to student educational experiences and not consist solely of a recapitulation of hours spent. It should also place the candidate's teaching contribution in the context of the overall curricular components (e.g.: 40% of a particular graduate course; 20% of the lectures in a core unit). Teaching innovations (e.g., new course development, new teaching processes for a course) at any point in the candidate's teaching career should be documented. It is also imperative for all of these activities to include evaluations of your activities, whether on campus or outside of UNMC.

**Evidence of teaching effectiveness must be submitted that includes summaries of teaching evaluations by professional students, graduate students, residents, practicing professionals (continuing education), and peers.** These should be provided in summary form by the department chairperson or by a staff member or committee charged to perform this task. Descriptions of materials and techniques that demonstrate innovative approaches to teaching in undergraduate, graduate, postgraduate, or continuing education programs should be presented (e.g., development of audiovisual materials, computer software, syllabi, new courses or programs, innovative laboratory exercises, simulation techniques). In this instance, scholarly activity and teaching may overlap. Evaluations should be submitted from activities on campus as well as activities outside of UNMC. Do not submit actual teaching materials, detailed lecture outlines, etc. Some of this detail may be in Appendix C of the C.V. and should not be repeated. However, feel free to include a summary of your teaching accomplishments.

If promotion, especially to Full Professor, is based primarily on teaching activities, then there should be a strong record of educational scholarship or alternatively clearly recognized and documented as a "Master Teacher."

#### B. Examples of Teaching Activities

- Classroom teaching
  - Describe your responsibility for the course
  - Lectures presented
  - Moderate small group activities
  - Laboratory instruction
  - Development of education modules, especially if "peer-reviewed"
- Course coordinator role/faculty role
  - Describe responsibility in terms of class size, use of Blackboard, distance students
  - If undergraduate course, discuss involvement with other divisions
  - Describe the contribution you make to the course
  - If appropriate include student comments regarding the revisions/new strategies
  - Identify any innovative strategies to deliver the course, consider mandates to incorporate specific strategies—remember the application will be read by others outside of the academic unit and contributions must be described specifically for them

to grasp the significance

- Clinical instruction
  - Describe number of students in clinical setting, type of patients, innovative strategies used in the clinical area for assisting the students to gain skills and critical thinking
  - If you must provide experiences when patient availability is limited, describe what strategies or alternative experiences are used—e.g. simulation and if available student evaluation of this experience.
- Research supervisor for residents, fellows, M.S. and/or Ph.D. students (include number and activities)
  - Describe your supervisory role and student’s achievements poster presentations at Regional or National conferences and any awards received.
- Continuing Education
  - If you provide continuing education for your specialty area or write continuing education activities for a journal, include this as teaching. It is also helpful to include any evaluations or reviews of your activities.
- Student/Peer evaluations for your teaching in the classroom and/or clinical area
  - Include a summary of evaluations stating the range of scores on the specific rating scale; do not include the printouts. This should include evaluations from at least several classes as well as clinical evaluations, where appropriate, and should summarize several years of evaluations where feasible.
  - The department chair or division Assistant Dean will also include in the recommendation letter a summary of the student evaluations.
  - May include student comments from evaluations—representative but not excessive, select statements that describe the quality of teaching
  - If there are some areas that the student evaluations identify as areas for improvement, state how you are trying to modify these categories
  - Be concise
  - Educational materials should be submitted for “peer-review,” where possible, to agencies that conduct the evaluations like MedEd Portal.
- A listing of participation in workshops and conferences on how to improve teaching effectiveness or increase knowledge in the field.

### III. PREPARING A TEACHING PORTFOLIO

Faculty are encouraged to collect and organize in a notebook all of their teaching related materials. As an alternative this can be developed as an electronic portfolio. The Teaching Portfolio includes significant academic products and supporting evidence documenting the quality of your accomplishments during the review period to facilitate preparing the required Narrative. It is not a

required component of the Promotion and Tenure documentation and applicants are advised not submit a “telephone book” of materials to the Promotion and Committee. A better approach is to cite a few examples of your most significant accomplishments, especially those that you are the most proud of.

The following items are taken, in part, from an article by Mues and Sorcinelli, Preparing a Teaching Portfolio, University of Massachusetts Amherst, 2000, to suggest ideas and help organize your activities. “Although no portfolio would ever include all of these items, some are relatively common to all portfolios, and others can be selected to meet your particular needs.”

A. Roles, Responsibilities, and Goals

1. Narrative of teaching philosophy and goals (What has shaped your teaching)
2. Statement of teaching roles and responsibilities
3. Roles and activities related to advising

B. Documentation of Instruction

1. Course, clerkship, workshop and seminar evaluations/comments
2. Student and Peer feedback data
3. Letters from others documenting quality of teaching
4. Summary and evaluations of guest teaching and visiting professorships
5. Textbooks
6. Reference materials
7. Copies of syllabi, handouts, examinations, and other instructional materials
8. Educational software or web sites
9. Documentation of grants/contracts received in support of instruction and evaluation
10. Summary of advising and mentorship activities; evaluations from mentees
11. External assessments of the interest in and quality of instructional materials
12. Documentation of excellence in department, college or university educational assignments, committees or task forces
13. Awards, honors or other recognition for excellence in teaching
14. Other documentation of excellence in teaching
15. Applicants should indicate their role and contribution if work is not exclusively their own.
16. Participation in workshops and conferences and how this experience affected one’s teaching.
17. Presentations of workshops, training experiences, journal clubs and seminars.

C. Representative Course Materials

1. Syllabi
2. Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning, team-taught, new, elective, etc.
3. List of texts and outside readings; rationales for selecting texts/readings

4. Assignments
  5. Exams and quizzes, graded and ungraded
  6. Handouts, problem sets, lecture outlines
  7. Descriptions and examples of visual materials used
  8. Descriptions of use of computers or other technology in teaching
- D. Assessment and Extent of Student Learning
1. Student scores on standardized or other tests, before and after instruction
  2. Samples of student work, such as papers, essays, lab books, workbooks, publications, presentations, or other creative work
  3. Examples of graded exams from the best to the poorest students, with explanations of why the exams were so graded
  4. Your written feedback on student work (e.g., feedback on successive drafts of student writing)
  5. Information from yourself, colleagues, or others (e.g., students, parents) addressing preparation of students for advanced work
  6. Information from yourself, colleagues, or others (e.g., students, parents) addressing effect on students' career choices and employment
- E. Descriptions and Evaluations of Teaching
1. Summarized student evaluations of your teaching, including response rate, students' written comments, and overall ratings
  2. Results of interviews with students after they have completed a course
  3. Letters from students and alumni
  4. Videotape of you teaching a class
  5. Statements from colleagues about your:
    - a. Mastery and selection of course content
    - b. Suitability of course objectives, both in terms of student and departmental needs
    - c. Suitability of course materials for achieving course objectives
    - d. Suitability of specific teaching and assessment methods for achieving course objectives
    - e. Commitment to teaching as evidenced by expressed concern for student learning
    - f. Commitment to and support of departmental instructional efforts
    - g. Willingness to work with others on instructional issues
    - h. Ability to teach concepts (such as writing or critical thinking) in a way that allows students to use them in other courses
    - i. Letter from head or chair describing your teaching performance
- F. Course and Curriculum Development
1. Designing new courses or development of sequence of courses

2. Designing interdisciplinary or collaborative courses or teaching projects
3. Administering a multi-section course
4. Working on curriculum revision or development
5. Obtaining funds or equipment for teaching labs or programs

G. Activities to Improve Your and Others' Instruction

1. Having colleagues observe your classes
2. Serving as a team teacher or guest teacher
3. Participating in seminars or professional meetings on teaching
4. Conducting classroom research projects
5. Using new methods of teaching, assessing learning, grading
6. Using innovative audiovisual materials, computers, or other technology
7. Assisting colleagues by conducting seminars or facilitating workshops on effective instructional methods
8. Preparing a textbook or software for a course
9. Mentoring other teachers or teaching assistants

H. Contributions to Institution or Profession

1. Participating in local, state, regional, or national activities/organizations related to teaching and learning
2. Publishing articles in teaching journals
3. Developing student assistantship or internship program; arranging and supervising internships
4. Participating in school-college partnerships to connect and improve learning across educational sectors

I. Honors or Recognitions

1. Teaching awards from department/school/university
2. Teaching awards from profession
3. Invitations, based on your teaching reputation, to consult, give workshops, write articles, etc.