

## **2015 WAYNE STATE UNIVERSITY SCHOOL OF MEDICINE TEACHING PORTFOLIO POLICY**

### **Introduction**

Article XXIX.B. of the WSU/AAUP-AFT Agreement requires that each school or college develop a policy for the creation of Teaching Portfolios for faculty. The School of Medicine will use the Teaching Portfolio for promotion and tenure decisions.

Each FTE (payroll) and FTA faculty member will develop a Teaching Portfolio that provides a record of teaching activity, evidence of teaching competency, and special teaching achievements. The Teaching Portfolio should reflect the teaching activity for the period of time since the faculty member's appointment or last promotion, whichever is more recent.

Although the Teaching Portfolio will be used by the committees evaluating faculty performance for promotion and tenure considerations, its contents are confidential and cannot be disclosed to any outside party without the permission of the faculty member.

### **Format for Teaching Portfolio**

The Teaching Portfolio should contain enough detail to allow evaluation of teaching and yet be concise and selective. It may be no more than 20 pages in length and should include the following (see page 2 for specific information):

#### **What the faculty member does with respect to teaching:**

1. A narrative statement describing the faculty member's roles and responsibilities in teaching, including a description of his/her involvement in curricular development and administration of teaching activities.
2. A table ("grid") summarizing teaching activities across the reviewed period since appointment or last promotion [http://facaffairs.med.wayne.edu/promotion\\_tenure2.php](http://facaffairs.med.wayne.edu/promotion_tenure2.php)

#### **How well the faculty member teaches:**

3. A summary of quantitative (required) and qualitative evaluations of the faculty member's teaching (on the "grid"), followed on the next page by representative evaluative comments.
4. (optional) A discussion of the significance of the evaluation data

5. Description of awards or other recognition of excellence in teaching (may include copies of supportive letters and teaching awards, if desired)

**A description of each of these sections follows:**

The narrative teaching statement should assist readers at the department, school, and university levels understand the faculty member's teaching. Introduce and explain teaching responsibilities and roles (the "landscape" of the faculty member's teaching). The narrative should describe the scope of the faculty member's teaching, including the settings in which he/she teaches and the activities he/she carries out, such as course direction, delivery of lectures, mentoring, precepting, and advising. If applicable, the narrative should describe activities in curriculum development and administration of teaching, such as:

- Course/curriculum development and instructional design/development
- Departmental or school educational administration
- Educational committees, task forces or committees at the local, regional, or national/international level
- Development of any education-related evaluative materials (including the development of questions utilized in any aspect of certification processes)

A table ("quantitative grid") summarizing each of the faculty member's teaching activities in enough detail to determine his/her teaching load. Activities should be grouped according to effort, from most to least. Consider the following categories:

- Lectures
- Small-group teaching
- Clinical instruction (e.g., ambulatory, bedside, procedure)
- Laboratory precepting
- Mentoring/advising (Indicate number of mentees and time commitment for each: medical students, graduate students, postdoctoral fellows, faculty, others)
- Essays/Theses/Dissertations directed (List students by name, level, title of project)
- Visiting Professor/Lecturer (e.g., invited short courses or lectures plus interactions with students/trainees)
- Online instruction
- Other

See grid categories on following page.

Type of Teaching Activity and Type of Learner(s)	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation: Mean, SD (if appropriate and available), scoring scale; other evaluative/outcome data

Essential to the University's requirement for qualitative and quantitative assessment of teaching, summary evaluation data or outcome data in the last column of the grid is required for as many of the listings as possible.

The faculty member should provide representative comments from learner evaluations following the grid, identifying the associated teaching activity. A discussion of the significance of the evaluation data presented may follow.

In addition to the information provided above, faculty members may include written evaluations of teaching from individuals familiar with their teaching performance.

*Note:* FTE faculty (who are required by the AAUP-AFT contract to submit an annual teaching grid for selective salary) should include grids for all years since their appointment or last promotion.

FTA faculty members who have not been required to submit such annual grids may choose to include a teaching grid for only the most recent calendar year(s). Beginning in 2015, FTA faculty members are required to submit an annual teaching grid as part of their departmental review. Hence, annual grids from date of appointment or last promotion (beginning with year 2014) are to be included with all FTA promotion requests.