

## **2017 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 approved by the Dean/Director of the School/College (faculty approval is not required) 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. The Teaching Portfolio will be used by the committees evaluating faculty performance for promotion and tenure considerations only.

### **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):

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.

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)

2. A table (“WSU SOM Teaching Grid”) summarizing teaching activities across the reviewed period since appointment or last promotion

Summarize each of the faculty member’s teaching activities on the WSU SOM Teaching Grid in enough detail to determine his/her teaching load. Activities should be listed 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

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.

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.

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.

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)

6. (If applicable) Copies of University SET scores (SET004 Summary report), medical student evaluations, and/or resident evaluations (does not count towards 20 page limit)

FTE faculty are required to submit annual grids from date of appointment or last promotion. Beginning with year 2014 annual teaching grids are to be included with all FTA promotion requests.

Approved: Dean, School of Medicine      01/07/2017