**Academic Portfolio:**

**Documenting Teaching, Research, Clinical Care & Service**

**What is an Academic Portfolio?**

Most Medical School faculty members have an academic resume or CV that describes in some way their teaching, research and clinical service. The academic portfolio (AP) includes not only the “What” of the CV but also the “Why” and “How” of the CV of the faculty member.

Your developmental AP will be an invaluable tool when the time arrives to apply for promotion/tenure, teaching awards, or grants. For these applications, you will probably want to add a summary of each AP section or the AP as a whole.

**Why Create an Academic Portfolio?**

* Your AP is a critical tool to help you achieve promotion and advancement as a medical school faculty. All faculty need to learn how to plan and “market” their work, so they can attain status and visibility among their academic peers.
* Your AP, along with your CV, will be a key source of information on your career as a clinician/researcher /medical educator. It will document the quality of your academic contributions in various fields, so the external viewer can judge the institutional value of your work and its importance in the broader field of education.

The following items should be included in your Academic Portfolio:

**An Executive Summary:**

A brief summary should be placed at the beginning of the portfolio.

**Table of Contents**

1. **Personal Information**
2. Name and contact information
3. Current position held (academic ranking)
4. Subject and specialties
5. Institutional affiliation
6. **Teaching Activities**

**Description of Your Teaching Activities**

Medical school faculty in many venues, to a variety of audiences, using a variety of techniques. Frequently, faculty perform these tasks and consider them “add-ons” to real work, rather than valuable contributions to the institutions or community. Document/track your teaching activities both in terms of **quantit**y and **quality**

Direct teaching: lectures, small group teaching, PBL, grandrounds, CME talks, laboratory and research based teaching, supervision of clinical activities of students, residents, fellows, procedural skills teaching, preceptorships, etc. List by level (fellows, residents, medical students, graduate students etc.)

* 1. **Quantity:** who do you teach, how much, and what do you teach?

Teaching Activities Grid

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number**  **#** | **Year(s)**  **Taught\*** | **Title or topic** | **Teaching Instruction method** | **Where taught** | **Total teaching**  **hours/yr for this activity** | **Type of**  **learner** | **Number learners/year** |
| **1** |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |

**Example of Teaching Activities Grid**

* 1. **Quality**: teaching ratings with comparison data for all educational activities cited: Student, resident, fellow evaluations, Grand round evaluations, Letters evaluating teaching effectiveness Often from former trainees and from peers who have observed the your teaching.

|  |  |  |  |
| --- | --- | --- | --- |
| **Number** | **Who and how many evaluated you?** (e.g., 25 learners, student , residents , peer) | **Describe the process for evaluating your teaching** | **List evaluations/**  **evaluation summaries included**  **in Appendix XX:** |
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**Curriculum/Program Development**

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| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Number** | **topic and type (e.g. clerkship module, residency longit experience, fellowship research component)** | **Type and # of learners per yr** | **Is it imple-mented? (Yes/No)** | **Where is it implemented?**  **(dept, institution regional, national, intern’l)** | **Your degree of responsibility (leader or contributor)** |
|  |  |  |  |  |  |

1. **Research**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number** | **Active Grants** | **Clinical Trial** |  |
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1. **Clinic and Operation**

***Evidence Highlighting Progress in Improved Clinic Operations:***

***e.g.*** Reorganized clinic infrastructure to improve clinic work flow, patient satisfaction and access to care. Improved documentation with redesigned progress note to assist in resident supervision

**Evidence of improving Physician Productivity**

e.g. Standardized physician appointments which generated more clinic visits and

improved access; Redesigned the progress note and streamlined paperwork, which improved both documentation and billing

**Service Activities Oriented to patient/community education**

Patient education materials or presentations organization of or participation in health education programs for the public

1. **Advising and Mentoring**

During the course of your career in academia, you will undoubtedly have the responsibility of being advisor and mentor to many students, residents, fellows, and junior faculty. Although it is a rewarding part of your job, this is a time-consuming commitment. It is important that you document the time involved, a description of the capacity in which you served as an advisor or mentor, and the outcome for that student or fellow. Provide a list of mentees with description and duration of mentoring activities as listed in the following grid

**Advising and Mentoring Grid**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of mentee or advisee | Dates of  mentoring/  advising | Number of years you invested in relationship | Their role/position during the time you were their mentor/advisor | Your role and what you taught them | Their current position  (Academic position) | Their significant achievements  (presentation, publication, award or grants received) |
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1. **Administration and Leadership**

Medical school faculty is often called upon to perform administrative duties. Many of these relate to the educational activities such as service as a course director, clerkship director and education committee members. This is a critical function for institutions since thriving clinical practices that are efficient and current are the cornerstone for teaching clinical care. Use this section to document your administrative responsibilities and provide evidence of your competence in this area.

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| --- | --- | --- | --- | --- |
| **LEADERSHIP AND MEMBERSHIP ROLES** | | | | |
| **Title of program/course(s)/clerkship that you direct** | **Dept/**  **Instit’l** | **Regional** | **National/**  **Internat’l** | **Duration in years** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Name of committee(s) that you lead as a chair** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Name of committee(s) on which you are a member** |  |  |  |  |
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1. **Professional Development Activity**

Medical knowledge and skills continue to advance. It is essential that you remain current with medical knowledge and take steps to enhance your competence as Clinician, researcher or educator. List in the table below any conferences, certification or degree programs, or other educational professional development activities that you have attended as a learner..

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  **Number** | **Name and Description (include duration, e.g. 3 hrs, 1 day, 1 month)** | **Dates and Location** | **Sponsoring organization/institution** |
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1. **Scholarship,**

It is important to track all activities that contribute to scholarship (in teaching, research and clinical service) such as presentations, peer reviewed publications, funding and committee activities. Whenever possible include evaluation/impact that has resulted from these activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **Peer reviewed Publication/**  **Journal/year** | **Book Chapters**  **year** | **Peer reviewed abstracts**  **Conference/year** | **National/international/ regional Platform presentation** |
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1. **Honors , Awards Recognitions, and Service**

Awards, honors and selection to participate in regional or national education programs are evidence of the esteem in which you are held by colleagues.

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Awards/**  **Teaching, research , excellence** | **National committee members; USMLE-National Board, AAMC, ACGME** | **Elected/selected members**  **Specialty disciplines** | **NIH Study section** | **Journal Editors/ Reviewer** |
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1. **Outcomes Summary**

In the current climate, the outcomes that result from ones endeavors (be inpatient care, education or research) are the measures of success. Documentation of the outcome of your efforts is instrumental in defining your success. This information will become the cornerstone of the portfolio that you present at the time of promotion. Adding summary table is recommended.

**The AP template is adopted and modified for JCESOM faculty.**  Modifications are based

## on work of several academic leaders like Carol Carraccio MD., Virginia Keane MD, Maryellen Gusic MD,; Constance Baldwin, PhD and Dorene Balmer, PhD .

**References**

Seldin P. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions (2nd edition). Boston, MA: Anker Publishing Co., 1997.

**The following websites includes, examples and references:**

<http://www.mcw.edu/display/router.asp?docid=2546>

<http://www.med.ufl.edu/oea/opfd/faculty/sts/portfolio.shtml>

<http://www.mcg.edu/som/pandt/educatorportfolio.htm>

<http://deptmed.med.som.jhmi.edu/faculty/body11.html>

<http://www.med.umich.edu/medschool/faculty/portfolio.htm>

<http://uwmedicine.washington.edu/Global/policies/Documents/ClinicianTeacherPortfolio.pdf>