MEDICAL SCHOOL
UNIVERSITY OF MINNESOTA
Driven to Discover®

DEVELOPMENTAL EDUCATIONAL SCHOLARSHIP PORTFOLIO

OVERVIEW:
The University of Minnesota Medical School's Office of Faculty Affairs (OFA) has developed both a Developmental Educational Scholarship Portfolio and a Promotional Portfolio based on the Education Scholarship Task Force Report (chaired by L. James Nixon MD, MHPE in 2016), and a growing body of work and initiatives nationwide on planning and presenting educational scholarship as part of the scholarly work of faculty members in academic medicine.

This Developmental Educational Scholarship Portfolio is designed for the following:

- To help plan and reflect upon one's career as an educator;
- Capture educational activities in one place.

RESOURCES FOR EDUCATORS:

- University of Minnesota Medical Education Development and Scholarship (MEDS) (UMN Med School Sharepoint Site - login w/ X500 credentials)
- Educator Portfolio Template of the Academic Pediatric Association for the Educational Scholars Program, Gusic M, Chandran L, Baldwin C, Balmer D, D'Alessandro D. MedEd Portal, 3:626 (2007)

OUTLINE OF THE PORTFOLIO:

1. Statement of Educational Philosophy and Goals
2. Teaching Activities, Assessment, and Awards
3. Mentoring and Advising
4. Curriculum Development
5. Learner Assessment
6. Leadership and Administration
7. Scholarly Approach to Education
8. Products of Educational Scholarship

Fill this out with activities that specifically relate to your educational scholarship. Delete sections that do not apply and add sections that are relevant to you. Revisit as you add accomplishments or at a minimum of once per year. Convey not only quantity, but quality, impact, and scholarly approach.

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1. STATEMENT OF EDUCATION PHILOSOPHY

Writing an educational philosophy.

An educational philosophy describes your approach to education and the principles that underlie your teaching, mentorship or advising, and assessment of learners. For example, think about what makes your educational contributions unique, what characteristics of an outstanding educator are most important to you, and in your experience, what helps and what hinders learners. Reflect on your strengths and

weaknesses as an educator. Include how you continue to develop yourself as an educator and how you incorporate your own professional development and reflection as an educator into your teaching.

Boyer's definition of scholarship:[1]

1. The scholarship of discovery- answers what do we know and what's next to learn?
2. The scholarship of integration- connections across disciplines and places specialties in larger context- answers why is "discovery" important?
3. The scholarship of application, which demonstrates the vital interaction between research and practice, wherein the one continuously informs the other (and reverse).
4. The scholarship of teaching which emphasizes the creation of new knowledge about teaching and learning - seeks to expand and transform knowledge.

Glassick's criteria for assessment of scholarship:[2,3]

1. Clear goals - explicitly states the basic purposes for the work and defines realistic achievable objections, including goals and outcomes.
2. Adequate preparation- shows an understanding of existing scholarship to the endeavor and has skills and resources to advance the project.
3. Appropriate methods- chooses, applies and when necessary, modifies methods wisely
4. Significant results-achieves the goals, and contributes notably to the field in a manner that invites further exploration.
5. Effective presentation - uses a suitable style and organization to present the work with clarity and integrity to reach an intended audience.
6. Reflective critique - assesses the work and uses resulting perception along with reviews and critique to refine, enhance or expand the original concept.

SMART Goals[4]

Specific
Measurable
Achievable
Relevant
Time-oriented

1. Boyer EL. Scholarship revisited: Priorities for the Professoriate 1990; The Carnegie Foundation for the Advancement of Teaching: Princeton, NJ. (attach link to full article)
2. Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). Scholarship assessed: Evaluation of the professoriate: an Ernest L. Boyer project of the Carnegie Foundation for the advancement of teaching. San Francisco: Jossey-Bass.
3. Glassick, C.E. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching,Academic Medicine (2000) 75:877-880
4. Doran G, Miller A, Cunningham J. There's a S.M.A.R.T. way to write management goals and objectives. Management Review, Vol. 70, Issue 11, pp. 35-36,Nov 1981

DEVELOPMENTAL EDUCATOR PORTFOLIO (D-ESP) TEMPLATE

NAME, Degree(s):

TITLE(S):

PRIMARY EDUCATIONAL ROLE(S):

Educational Philosophy (up to 500 words)

B. Goals as an educator.

List up to 5 goals for your development as an educator in the next year, three years, and five years, and be sure that your educational activities, as they evolve over time, address these goals. Your professional development goals should be accompanied by learning strategies to help you achieve them.

Date of last update:_____
ONE YEAR GOALS

1.

2.

3.

4.

5.

THREE YEAR GOALS

1.

2.

3.

4.

5.

FIVE YEAR GOALS

1.

2.

3.

4.

5.

(Revise or add goals with each D-ESP update.)

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2. TEACHING ACTIVITY, ASSESSMENT, AND AWARDS

This section should include:

a. Teaching Table:

i. Undergraduate/graduate/post-doctoral/other teaching activities and courses taught, including course number, title, brief description, quarter/semester, role, and number of students enrolled should be all the data collected within the Teaching Table that encourages active learning (e.g. teaching method used such as interactive lectures, small group sessions, workshops, and clinical precepting in addition to didactic lectures). **ACCURATE NUMBERS FOR LEARNERS AND HOURS ARE IMPORTANT.**

ii. In a separate statement, pick one or two specific teaching activities and describe the importance, creativity, innovation, and impact of the teaching activities included within the Teaching Table.

TEACHING TABLE

I. Undergraduate learners (members of an undergraduate college)					
Course/Title/Topic (where taught if not local):	**Role Method:**	**Teaching Method:**	**Hours of time/year (number of lectures, etc.):**	**Number of learners/yr.:**	**Years Taught:**
U1.					
U2.					
U3.					
U4.					

II. Graduate Learners (students in a graduate program or professional school)					
Course/Title/Topic (where taught if not local):	**Role Method:**	**Teaching Method:**	**Hours of time/year (number of lectures, etc.):**	**Number of learners/yr.:**	**Years Taught:**

GP1.					
GP2.					
GP3.					
GP4.					

III. Post-Doctoral Learners (residents, fellows)					
Course/Title/Topic (where taught if not local):	**Role Method:**	**Teaching Method:**	**Hours of time/year (number of lectures, etc.):**	**Number of learners/yr.:**	**Years Taught:**
PD1.					
PD2.					
PD3.					
PD4.					

IV. Other Teaching / Activities (List) (include clinical or bedside teaching description)					
Course/Title/Topic (where taught if not local):	**Role Method:**	**Teaching Method:**	**Hours of time/year (number of lectures, etc.):**	**Number of learners/yr.:**	**Years Taught:**
O1.					
O2.					
O3.					
O4.					

b. Teaching Assessment:

i. Complete the Teaching Evaluation Summary table to include list of formal teaching evaluations (student or peer) over time. Summarize the evaluations obtained through the Office of Measurement Services forms or other formal measurement tools for evaluation of teaching effectiveness.

- **NOTE:** Do not include any raw evaluation data.
- Informal teaching evaluations such as peer, student, and advisee letters. If including actual letters, indicate whether letters were solicited or unsolicited or are an established component of the department's process of evaluating teaching effectiveness.

ii. In a separate statement (optional), provide data on how your teaching evaluations compare to those of your peers (e.g. personal mean score vs. mean scores of other departmental faculty).

TEACHING EVALUATION SUMMARY TABLE

Date:	Topic:	Evaluation Criteria / How evaluated:	Evaluation Scores:	Evaluation Scale:	Number of Evaluations:
EXAMPLE: 3.1.2018	"Introduction to Community Research Minnesota Future Doctors Program" or… USE ACTIVITY CODE IN TEACHING TABLE, USE COMBINATION FOR MIXED AUDIENCE OF LEARNERS	Meets Stated Objectives	4.2	4	98
		Instructor Knowledge	4.6	5	
		Created Supportive Learning Environment	3.9	4	

c. Teaching Awards:

i. Complete the Teaching Awards Grid to include a listing of honors/awards received for teaching effectiveness. Include dates and sponsoring institution/organization. Indicate if the award is departmental, institutional, regional, national or international, and describe briefly, including the criteria on which the award is based.

TEACHING AWARDS GRID

Name of award:	Date received:	Sponsoring Organization:	Level of award (Departmental, Institutional, Regional, National, International:	Criteria for award:

OVERVIEW OF SECTION 2:

1. How did the information obtained through your teaching activities and their evaluation change your educational practice?

2. Describe evidence that your teaching activities have been developed using a scholarly approach (for ideas, review Glassick's article, Acad. Med. 2000; 877-880).

3. Describe any products of educational scholarship that were peer reviewed, presented, or published, or adopted for use in other programs as a result of your teaching activities.

4. Share any reflections on teaching activities that are not covered above.

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3. MENTORING AND ADVISING

Within the **Mentoring Training Table**, list the persons trained/mentored/advised in research, degree sought, role as advisor, and status of advisee at time of training. Include current position of these

individuals, if known. Describe your mentoring philosophy and the process by which you typically mentor early career professionals.

MENTORING TRAINING TABLE

I. Undergraduate Learners (members of an undergraduate college)					
Trainee Name:	**Training Period:**	**Where Trained:**	**Project/Topic (expand as needed):**	**Academic Level of Trainee:**	**Present Position & Institution:**

II. Graduate Learners / Professional Learners (students in a graduate program or professional school)					
Trainee Name:	**Training Period:**	**Where Trained:**	**Project/Topic (expand as needed):**	**Academic Level of Trainee:**	**Present Position & Institution:**

III. Post-Doctoral Trainees (residents, fellows)					
Trainee Name:	**Training Period:**	**Where Trained:**	**Project/Topic (expand as needed):**	**Academic Level of Trainee:**	**Present Position & Institution:**

IV. Early Career Faculty Mentees							
Role (mentor, advisor, coach, sponsor):	**Faculty Name:**	**Period:**	**Where:**	**Project/Topic (expand as needed):**	**Academic level of mentee at time of interaction:**	**Present position and institution:**	**Mentee achievements, awards, scholarship, leadership positions**

NOTE: Data entered into the Mentoring Training Table must be extensive/defined relationships with mentees. One meeting with an individual does not qualify as extensive experience.

OVERVIEW OF SECTION 3:

1. How did the information obtained through your mentoring and advising activities and their evaluation change your educational/mentoring practice?

2. Describe evidence that your mentoring and advising activities have been developed using a scholarly approach (for ideas, review Glassick's article, Acad. Med. 2000; 75: 877-880).

3. Describe any products of educational scholarship that were peer reviewed, presented or published, or adopted for use in other programs as a result of your mentoring and advising activities.

4. Share any reflections on mentoring and advising activities that are not covered above.

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4. CURRICULUM DEVELOPMENT, ENDURING EDUCATIONAL MATERIALS, ALTMETRICS AND DIGITAL MEDIA

List any and all curriculum development involving courses, seminars, laboratories, curriculum guides, assessment activities for student learning, service learning materials, rubrics, etc. within the **Curriculum Information Grid**.

CURRICULUM INFORMATION GRID

Activity Number:	**Curriculum topic and type (e.g. clerkship module, residency long experience, fellowship research component):**	**Type and number of learners per year:**	**Is it implemented (yes/no)?**	**Where is it implemented (e.g. dept., institution, regional, national, international)?**	**Your degree of responsibility (leader or contributor):**

For materials that are different from traditionally published work, such as printed or recorded materials, or computer-presented activity that may be used over time, this data is to be placed within the **Enduring Educational Materials, Altmetrics, and Digital Media** table.

ENDURING EDUCATIONAL MATERIALS, ALTMETRICS, AND DIGITAL MEDIA

	[Insert name of enduring educational materials here .]
Description of materials	
Description of your role in development	
Goals/purpose of material	
Outcomes, accomplishments, and other indicators of quality, impact, or innovation	
Dissemination among the community of educators	
Altmetrics and Digital Activity - include metrics related to scholarship and research such as blog posts, tweets, likes, and shares (via Blog, Twitter, Facebook, Pinterest or other social media sites).	

Altmetrics and Digital Media
In scholarly and scientific publishing, altmetrics are non-traditional metrics meant to complement more traditional citation metrics, tracking the attention and visibility of the posts. Social media metrics may include: blog posts, tweets, likes, and shares (via Blog, Twitter, Facebook, Pinterest, or other social media sites) that reference the scholarship research.

GNOME Framework for Quality of Curricular Design*
Choose one curriculum within the Curriculum Information Grid as an example of your best effort, and describe this one using the GNOME framework within the GNOME Information Grid. Add additional narrative details or comments if you wish.

- **Goals and Objectives:** The goals are appropriate in scope, objectives are specific and measurable
- **Needs assessment of learners:** Curricular design uses learner needs assessment to choose and refine goals and objectives and instructional methods, uses learner assessment data to refine needs assessment
- **Teaching/Learning Methods:** Curricular design includes a variety of methods that address educational goals, are aligned with objectives and meets the needs of diverse learners in specific educational settings

- **Learner Assessment and Feedback:** Curricular design includes valid reliable feasible and appropriate learner assessment methods. Incorporates formative feedback in design
- **Curriculum/Program Evaluation:** Curriculum is evaluated periodically using valid reliable, feasible and appropriate evaluation tools and modified based on the results of such evaluation

GNOME INFORMATION GRID | Curriculum Activity Selected (Activity Number):

GNOME* Elements	Evidence of Quality
Goals/Objectives	
Learner needs assessment	
Teaching/learning methods	
Learner evaluation and feedback	
Curriculum/program evaluation	

***GNOME: G = Goals, N = Needs, O = Objectives, M = Methods, E = Evaluation. [Roberts, K B. Educational principles of community-based education. Pediatrics. 1996; 98(6 Pt 2):1259-1263.]**

OVERVIEW OF SECTION 4:

1. How did the information obtained through your curricular development activities change your educational practice?

2. Describe evidence that your curricular development activities have been developed using scholarly approach (for ideas, review Glassick's article, Acad. Med. 2000; 75: 877-880).

3. Describe any products of educational scholarship that were peer reviewed, presented or published, or adopted for use in other programs as a result of your curricular development activities.

4. Share any reflections on your curricular development activities that are not covered above.

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5. LEARNER ASSESSMENT

In the **Learner Assessment Grid**, describe the learner assessment methods you employ (use Activity Numbers from the Teaching Table, if appropriate.) You may evaluate learners in a setting where you do not teach (e.g. OSCEs). Each assessment method should be listed only once, not repetitively for each course or conference.

LEARNER ASSESSMENT GRID

Assessment method:	Teaching activity number:	Context of assessment:	Your role development of new tool, implementation of existing tool, analysis/synthesis of results:	Number and types of learners assessed per year:	In what category of assessment fall (knows-multiple choice test, knows how - pesents, shows how-sim or OSCE, does - chart audit, direct observation, pt outcomes)?	How did the results of your learner assessments provide evidence of your teaching effectiveness?

OVERVIEW OF SECTION 5:

1. How did the information obtained through your learner assessment activities change your educational practice?

2. Describe evidence that your assessment tools were developed using a scholarly approach (for ideas, review Glassick's article, Acad. Med. 2000; 75: 807-880).

3. Describe any products of educational scholarship that were peer reviewed, presented or published, or adopted for use in other programs as a result of your learner assessment activities.

4. Share any reflections on teaching activities that are not covered above.

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6. LEADERSHIP AND ADMINISTRATION

Provide a list of past or present leadership roles in education. Include fellowship/residency/clerkship director or associate director, site director, continuity clinic director, leader of an education subcommittee/curriculum committee, project director on a training grant, and director of a faculty development program. Document your depth of involvement within the **Leadership/Administrative Grid**.

LEADERSHIP/ADMINISTRATIVE GRID

Title of program/course(s) that you have directed	Level of program/course or committee - Departmental/Institutional/Regional/National/International	Duration of role in years
1.		

2.		
3.		
Name of educational committee(s) that you have led		
4.		
5.		
6.		
Name of educational committee(s) on which you have been a member		
7.		
8.		
9.		

1. **Choose ONE program as an example of your best efforts and provide the following:**
    a. Narrative description of the program and its impact;
    b. Evidence of scholarly approach to this role/task.

2. **Results of evaluation of your ROLE by outside agencies (e.g. ACGME, LCME, NBME, funding agencies).**

3. **Using the Professional National Reviewer/Moderator Activities Grid, record any reviewer/moderator activities whether that be grants, papers, abstracts, etc. and note the duration of the activity in years and what organization/institution/agency sponsored that activity.**

PROFESSIONAL <u>NATIONAL</u> REVIEWER/MODERATOR ACTIVITIES GRID

What was reviewed /moderated (grants,papers, abstracts)?	Duration of activity in years:	Sponsoring organization/institution/agency:

OVERVIEW OF SECTION 6:

1. How did the information obtained through your leadership and administration activities and their evaluation change your educational practice?

2. Describe evidence that your leadership and administration activities have been developed using a scholarly approach (for ideas, review Glassick's article, Acad. Med. 2000; 75: 877-880).

3. Describe any products of educational scholarship that were peer reviewed, presented or published, or adopted for use in other programs as a result of your leadership and administration activities.

4. Share any reflections on leadership and administration activities that are not covered above.

****NOTE: Sections 7 & 8 on scholarly approach to education and products of educational scholarship are vitally important to promotion as an educator. Although you have included relevant information about your scholarly work under each domain, these two sections allow you to highlight your scholarly approach and compile all products of educational scholarship, so they are easily accessible for peer review.****

7. SCHOLARLY APPROACH TO EDUCATION

A. Evidence of a Scholarly Approach to Education

- A scholarly approach to education is reflected by:
    a. How one undertakes one's own development as an educator;
    b. Evidence of one's consistent use of accepted principles and standards for planning and designing educational activities.

To complete this section for the first time, review your information above and consider the primary focus of your educational activities. This area can provide the centerpiece of Section 7.
Focal activity that demonstrates a scholarly approach.

- Describe this activity in 1-2 pages, providing evidence of:
    - Application of sound principles and systematic planning, such as Glassick's criteria.
    - Use of "best practices" or an accepted model from literature or recognized experts.
    - Use of reflective practice to improve the project or activity.

B. Professional Development in Education

Professional development plays a vital part of improving technique and skills, expanding on formal education, and learning/practicing best practices. Use the **Professional Development in Education Grid** to list any conferences, certification or degree programs, or other educational professional development activities that you have attended as a learner (not a teacher). Include ONLY those that have made a significant impact on your philosophy or practice as an educator.

PROFESSIONAL DEVELOPMENT IN EDUCATION GRID

Name of program:	Sponsoring organization/institution:	Type of program (e.g. Education Degree, Educational Professional Development Program, Educational Conference of > one day, Educational	Dates:	Description of Activity or Program:

		Workshop):		

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8. PRODUCTS OF EDUCATIONAL SCHOLARSHIP

A. Publications Related to Education

Provide list with full references. Do not include clinical or basic science research publications. For each item listed, include:

Was it an:

- Article, Book, or Other (specify)

Was it:

- Invited, Peer Reviewed, and/or Non Peer Reviewed

List: Full Reference, Impact Factor of Journal, Citation Data (how often the publication has been cited, if available)

B. Workshops and Peer-reviewed/Invited Presentations on Educational Topics

Provide a list with full references. Do not include presentations whose purpose is to report on or teach about clinical or basic science research; include only presentations about education. For each item listed, include:

Was it a:

- Workshop, Didactic Presentation, Poster, or Other (specify)

Was it:

- Invited, Peer Reviewed, and/or Non Peer Reviewed

Was it presented:

- Nationally, Internationally, Regionally, Institutionally, and/or Departmentally

List: Title, Where presented, Audience

C. Other Educational Products

Provide as much information as available. For each item listed, include:

Was it disseminated:

- Nationally, Internationally, Regionally, Institutionally, and/or Departmentally

List: Description of Product, Evidence of Dissemination

D. Educational Grants Funded

List all education related grants. For each grant provide:

- Title
- Your role
- Funding source:
    - National, International, Regional, Institutional, or Departmental
- Total direct costs (all years)
- Dates of funding
- Description of project