

UFCD Educational Portfolio draft

*It is recommended that faculty of the College of Dentistry create an Educational Portfolio. The portfolio can be used to document the scope, individuality, innovation, and accomplishment in your teaching. The portfolio should be reflective of your own unique teaching experience. This portfolio of your teaching and instructional activities will be very helpful in completing a Promotion and Tenure packet, particularly section 11. The headings listed below are designed to provide you with the opportunity to document your achievement of distinction in teaching/education through excellence in teaching, student supervision, educational scholarship, leadership, and service. Include all elements that are relevant, with the order to be applicable to your circumstances. This is not intended to duplicate other aspects of the P&T packet (i.e., section 9), but to enhance and expand the descriptions of your teaching and instructional accomplishments. You may also indicate “see Educational Portfolio” for relevant referencing within your description of accomplishments in Section #9 (Teaching, Advising, and Instructional Accomplishments). The quality of the elements included in this portfolio are more important than quantity. **A length of 5-8 pages is a good target**, as reviewers can get lost in all the information. Emphasize importance and impact over quantity and pay attention to terms and concepts in section C.1 in the UFCD P&T document. You may include selected illustrative examples of course syllabi, assessment tools, novel instructional media, etc., although these should be displayed in section 14 (Creative Works). Videos would need to be online. Include only the sections that directly relate to your responsibilities.*

Organizing this information will also be useful in completing the teaching narrative in the Faculty ToolKit each year. Consequently, this provides your departmental chair with information about your achievements which can be reflected in your annual evaluation summary. This allows your portfolio be updated on an annual basis as details of the past may be difficult to recall.

Delete the instructions (presented in italics) prior to finalizing your portfolio for use in the Promotion and Tenure.

Section #1. Educational Narrative. *Briefly describe your personal philosophy toward education. It may be appropriate to refer back to your experiences as a student. Indicate how you have responded to student/resident and peer feedback in adjusting your teaching approach, and any resulting improvements in evaluations or outcomes. Explain the role your teaching has had in advancing your career and any aspirations you have toward educational leadership within the College of Dentistry or at a national level. (1/2 page)*

Optional for P&T packet purposes – in section 11 include a letter from an education supervisor (residency program director, course director, department chair, associate dean for academic affairs) documenting your performance in your teaching role. The letter could address the scope of teaching, evidence of creativity, highlights or major accomplishments, use of novel and varied pedagogical methods, and responsiveness to feedback regarding teaching skills.

Section #2. Instructional Activities and Evaluations. *You may organize this section by year, by course across several years or by subject matter. A table as described below helps a reviewer and you can refer to year/course in the narrative. In the narrative, you may include a summary of the development of your personal teaching skills, possibly addressing changes in teaching ratings for a course already posted in Section #10 (Teaching Evaluations) of the Promotion and Tenure packet. E.g. “My student evaluations have always exceeded the departmental means for these lectures,” or “Although my evaluations were below average for the first two years of my faculty appointment, I adjusted my delivery and incorporated more interactive methods in course DEN XXXX and have consistently received excellent student ratings from 2019 to the present.” You should describe the evolution and improvements of the course or set of lectures across time. UF*

values growth! Areas to address: a) Quality of your teaching which could include use of appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students; b) innovation such as use of new technology to improve teaching effectiveness c) impact on the students; and d) levels of responsibility.

- **Didactic courses.** List each course, course name and number, enrollment and a description of your responsibilities. **Use a table** and course titles, semester and year(s) provided. Topics of lectures of overall course topic is fine but not necessary. Keep it easy on the reviewer. If you have made changes, improvements, updates describe them. The level of detail should reflect the importance, impact, and time commitment. Think quality not quantity.
- **Other - small group and seminar sessions led.** Provide course name or the nature of the group, frequency of meetings, semester and year(s). CE courses can be included here (CE is teaching and service).
- **Clinical teaching / supervision of dental students.** Provide a description of your role, setting, frequency of contact, number of trainees. Indicate the number of days per week or months for each academic year you serve as clinical instructor. Use the above table or create a new one if needed.
- **Clinical teaching of residents or fellows.** Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate approximately the number of weeks or months for each academic year you serve as clinical instructor in advanced education.
- **Section #3. Mentorship.** Describe individuals and groups mentored by category. This generally involves mentoring/teaching not associated with a course number. An overview could come first. List individual mentees and the achievements and accomplishments (consider a table). Divide by group, subdivisions could include, faculty (scholarly mentoring of junior faculty, participation in peer evaluation, etc.), residents and fellows, post-doctoral fellows, and undergraduate students if this provides clarity.

Section #4. Activities to Improve Instruction. These could include formal courses in education, conference workshops, and UF workshops on instructional development. Summarize the experiences with narrative as appropriate.

Section #5. Future teaching goals

This section is seldom used but always impresses reviewers.

- **Educational-related projects you would like to undertake**
- **Plans to improve your teaching skills and accomplishments**

Optional sections

Educational Scholarship. Describe items under the categories listed below if applicable.

- **Grants.** Indicate national, regional, institutional applications. Provide title, agency, date, and indicate whether funded or not. This is related to educational scholarship.
- **Education-related publications.** Cite publications by number from section #16 (Publications) of the Packet. Indicate your role in the project that resulted in the instructional related publication and the impact the work has had at the institutional, regional or national level.
- **Educational Presentations.** (E.g. presentations on educational methods, assessments, or other innovations). List by number and title from section #17 (Lectures, Speeches, Posters, Presented at Professional Conferences) of the packet. Indicate whether invited and in what category (international, national, regional, state, local, other).

- **Educational materials.** *Describe new and revised syllabi, assessment tools, video and on-line instruction, simulation methods, and others. Enter illustrative examples in this section, if relevant. These materials may also be presented under each course.*
- **Peer review activities.** *List participation as a reviewer, editor, or member of an editorial board of an education journal. Describe service as an abstract reviewer, grant reviewer or program planner for educational conferences and professional societies.*

Educational Leadership

- **Major educational responsibilities.** *Indicate role, title, and inclusive dates (chair managing departmental courses, program director, residency director, assistant/associate dean, etc.). This section could describe overall supervision of ongoing curriculum as well as leadership in curriculum changes/reform.*
- **Awards and recognition.** *List teaching award by the categories listed below and include title of award(s), descriptions of criteria for award, and date of award.*
- **Other institutional, regional and national educational activities.** *This could include membership or leadership in educational committees, task forces or panel. (e.g., Professional Societies, Board Examiner, etc.)*