

## Teaching and Evaluation

The purpose of your portfolio is to describe your educational contributions through description of the quantity and quality of your teaching. The portfolio is your only opportunity to communicate your background and experience to the peer review panel. This is important as the panel is made up of faculty across the college who may not be familiar with your particular specialty.

To assist in preparation, the following instructions are provided. It is strongly recommended that in addition to reviewing these instructions, you also review the frequently asked questions which are available under resources for applicants [Norton Rose Fulbright Faculty Excellence Award \(bcm.edu\)](http://bcm.edu). Examples of how to describe the quantity and quality of various activities are provided on the website to further guide you in completing your portfolio.

Please remember that these are not competitive awards. Each portfolio is viewed on its own merits. There is no limit to the number of awards that are granted each year.

### Structured summary:

The structured summary should serve as an overview or summation of your teaching activities and should stand alone. It should provide sufficient information regarding the quantity and quality of your teaching.

The structured summary may be up to **6 pages** in length. If the structured summary exceeds 6 pages, the portfolio will be returned and will not be considered for review by the panel.

Headings describing the types of activities involved in teaching and evaluation have been provided to assist you in organizing your portfolio. You may rearrange the sections in whatever manner you choose and delete those that do not apply to you. For example, a clinician may prefer to begin with the section non-didactic teaching whereas a PhD educator may prefer to begin with the section individual/one-on-one mentorship. Please do not change the header categories/labels. Add additional lines to each category as needed.

### Non-didactic Teaching

Most basic science non-didactic activities will be included in the mentoring/advising or small/large group facilitation categories. However, if you have an activity similar to bedside teaching, please follow instructions below.

The table in your structured summary summarizing your non-didactic clinical teaching should include the following:

- the months and years you participated in the activity (e.g., 07/ 2016-06/2018)
- the location of the teaching activity (e.g., clinic, wards, operating room, labor and delivery)
- the learner groups involved (e.g., medical students, residents, fellows, health professions learners, nurses)
- the number of hours of direct teaching time (i.e., 2 hours/half-day clinic or 4 hours/day in OR)—
  - Provide only hours spent actively engaged in teaching and not all time spent in the presence of learners.
  - When multiple levels of learners are present for the same activity (e.g., bedside rounds or surgery), it should be treated as one educational experience. It is not appropriate to double or triple count those hours of teaching.

- You should include only the number of hours spent in direct educational activities. Frequently, clinical work includes a significant number of administrative duties including chart completion that do not involve learner education. The number of hours provided should be based on a 40-hour work week, acknowledging that many clinical days are far longer. The review panel does consider that more direct teaching time may be included in procedural specialties such as surgery or anesthesiology. It may be helpful to explain a situation in which your number of direct teaching hours is high (e.g., 6 hours of direct teaching during a 10 hour OR day). Similarly, if your activity truly is scheduled for 7 days/week, please indicate this. Please base your estimates on no more than a 47 to 48-week year to account for CME activities, vacations, and holidays.
- The approximate number of learners per activity
  - you should provide sufficient information to clarify the number of learners involved in each activity and also include a total number of learners
  - Example:
    - 4 residents, 2 medical students, 1 fellow, 1 nurse practitioner per session
    - 8 learners x 10 sessions/year = 80 learners
- The evidence of quality of the activity
  - this is a brief summation of the evidence included in your appendices. If evaluations are a component of the evidence, please provide a summary average score in the structured summary as well as the more complete data in the appendix.
  - it is not appropriate to write “see CV” or “see Appendices” under the quality section of your structured summary as a replacement for the information. Refer to appendices by number or letter for additional information.
  - “Consistently high ratings” and “positive verbal comments” are not evidence of quality of teaching.

## Mentoring/Advising

There are different levels of mentoring. Activities such as career guidance, overseeing a rotation student or SMART student that take relatively few hours/year/trainee can be summarized in one row for each activity providing numbers of overall trainees. For activities that involve extensive mentoring (graduate students, post-docs, clinical trainees performing basic or clinical research, or writing case reports, more details are needed. If the applicant has multiple trainees in any category, the detailed data are best presented in an appendix and summarized in the structured summary. If activities of only a few trainees are being reported, the information can be put directly into the structured summary.

The appendix table summarizing your mentoring/advising should include the following using one row for each trainee:

- Month and year of initiation of training and month and year of termination (or current)
- Name of trainee and training level in parentheses below name (e.g. medical student)
- Effort—this will be hours spent training—typically will be shown as avg. hours/week or hours/month and total for trainee—also brief list of activities included—meetings, preparing for meetings, showing techniques, helping with preparation of abstracts, presentations, papers—whatever is relevant
- Evidence of productivity –this will include abstracts, posters, talks, fellowships, papers, awards, etc. for abstracts and papers refer to numbers on your CV rather than writing out citations
- Current position

If you have only a few trainees, the above format can be used in the structured summary in lieu of a separate appendix table. If a separate appendix table is used, summarize the mentoring as follows with one row for each level of trainee -refer to appendix for details for individual trainees as needed

- The month and years you participated in the activity (e.g., 03/2016-07/2018).
- The number of mentees in a particular category and the category (e.g., undergraduate, medical, graduate or health professions students, postdoctoral trainees, residents, clinical fellows, faculty)A description of mentoring activities (e.g., research, laboratory, clinical, formal student advisory groups such as graduate student thesis committees);
- The number of mentoring hours per year and total hours of mentoring; and
- The evidence of quality of your mentoring;
  - This is a brief summation of the evidence included in your appendices.
  - It is not appropriate to write “see CV” or “see Appendices” under the quality section of your structured summary.

## Didactic Teaching (Lecture-Based)

The table summarizing your didactic teaching should include the following:

- The years you participated in the activity (e.g., 2016-2018);
- The course name or description of the activity.
- The number and type of learners.
- The preparation and contact hours per year and total hours spent
  - Preparation time should include the time originally spent in development of the lecture and updates prior to next presentation.
    - For example, a new 60 minute lecture given locally to a group of residents may take approximately 15 hours to develop and may require a 1 hour update annually
    - Comparatively, a new 60 minute international talk may require 50 hours to develop and need 15 hours of updates if given in a different international setting.
- The evidence of quality of the activity
  - This is a brief summation of the evidence included in your appendices (numerical ratings, formal evaluations, evidence of student improvement, etc.).
  - It is not appropriate to write “see CV” or only “see Appendices” under the quality section of your structured summary.
  - “Consistently high ratings,” “positive verbal comments,” and “invited back” are not evidence of the quality of teaching.

## Small/Large Group Facilitation

Note that the distinction between didactic teaching and this category is not the size of the group, but the activities included. List here activities where all trainees must be active participants—e.g. PPS, journal clubs, workshops teaching skills.

The table summarizing your small/large group facilitation should include the following:

- The years you participated in the activity (e.g., 2016-2018)
- The course name or description of the activity
- The number and type of learners
- The preparation and contact hours per year and total hours spent
  - Preparation time should include the time originally spent in development of the activity and updates prior to next presentation.
    - For example, a new 60 minute small group activity for residents may take approximately 15 hours to develop and may require a 1 hour update annually—others may require very little preparation
- The evidence of quality of the activity
  - This is a brief summation of the evidence included in your appendices (numerical ratings, formal evaluations, evidence of student improvement, etc.)
  - It is not appropriate to write “see CV” or only “see Appendices” under the quality section.

- “Consistently high ratings,” “positive verbal comments,” and “invited back” are not evidence of the quality of teaching.

## Supporting materials

Supporting documentation is included with your portfolio as evidence of educational excellence in the form of appendices. The supporting materials provides further evidence of the quality of your teaching. Examples of supporting materials may include solicited letters of support from supervisors and colleagues, summaries of student or peer evaluations, teaching awards, publications with trainees as authors, oral/poster presentations by mentees at national meetings, and unsolicited feedback.

When providing evaluation data, the preferred format is to provide a summation of the information in a table with selective comments. It is not recommended that printouts directly from Evaluate be submitted. Constructive feedback should be included in your portfolio giving you an opportunity to reflect on this feedback and explain how it impacted your personal growth as an educator.

You may attach no more than **20 pages** of supporting evidence with the first page being your Table of Appendices.

## Solicited Letters of support

You may include a maximum of **4 letters of support**. These letters should come from individuals who can attest to the quality of your teaching. These letters should be **addressed to you** specifically addressing your strengths and areas of improvement. These are not intended to be letters of recommendation. You may not include any letters of support from current trainees regardless of your current working/reporting relationship. They are not counted in the 20 pages of supporting materials.