

# Building a Professional Portfolio



Jim Tysinger, PhD

College of Osteopathic Medicine of the Pacific  
Western University of Health Sciences

March 25, 2010

# The Facts of Our Careers

- We contribute much to our institutions
- Close colleagues know our contributions (e.g., teach & mentor students; obtain grants; serve our discipline, patients, & school), but
- Colleagues outside our close circle may neither know, nor understand what we do and have done
- These colleagues may make decisions about our career advancement
- A Professional Portfolio helps others know, understand, and appreciate what we do

# Purpose

- Stimulate and equip you to develop a Professional Portfolio that:
  - Promotes self-reflection,
  - Displays your accomplishments, and
  - Communicates your value to your discipline, institution, and department

# Audience Self-Assessment

- Please raise your hand if you:
  - have heard about Professional Portfolios
  - have a Professional Portfolio
  - are interested in developing a Professional Portfolio

# Objectives

- Discuss the relationship between a Professional Portfolio and a *curriculum vitae* (CV)
- Discuss the uses for a Professional Portfolio
- List the possible sections in a Professional Portfolio
- Prepare a Professional Portfolio

# Professional Portfolio: Defined

## Portfolio:

“The materials collected when representing one’s work.” (Webster)

## Educator’s Portfolio:

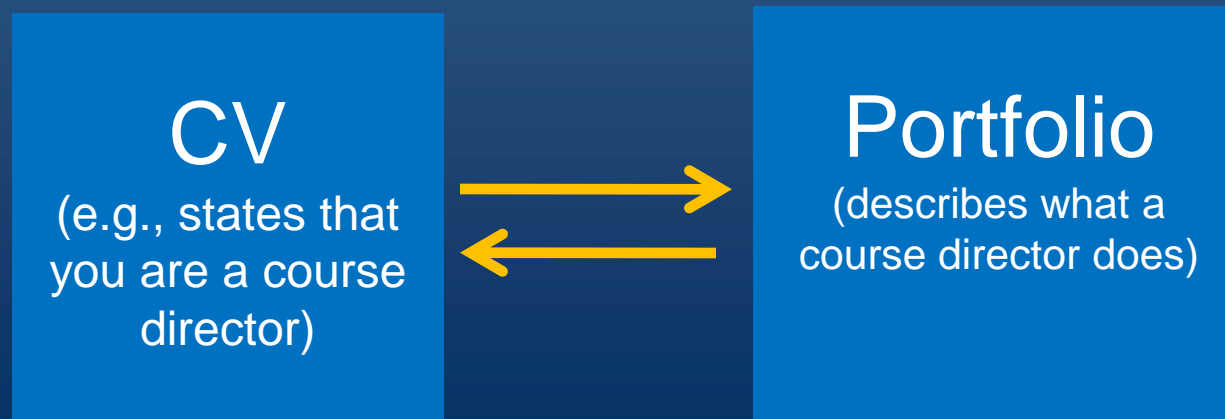
“A collection of materials documenting educational scholarship.” (Simpson, et al, 1998)

## Professional Portfolio:

A set of materials that effectively communicates your professional accomplishments.

# Relationship Between a Professional Portfolio and a (CV)

- They complement one another
- CV: Lists our professional activities
- Professional Portfolio:
  - Elaborates on citations included in our CV,
  - Gives examples of our work, and
  - Shows outcomes of our accomplishments



# Characteristics of an Effective Professional Portfolio

- Moves beyond listing activities
- Documents outcomes valued by one's institution (How does one identify these?)
- Adequately displays achievements in organized and condensed categories
- User friendly (simple, no bells & whistles)
- Portable
- Improves through activities and reflection



# Professional Portfolio: Uses

- Includes activities, but takes them to the next level:  
Outcomes
- Helps us identify outcomes that we can document
- Encourages self-reflection
- Shows our value to our department and institution



# Professional Portfolio: Uses

- Promotes advancement
- Enhances applications for positions and awards
- Other uses?



# Encourages Self-Reflection

- Builds your confidence
- Helps you ponder critical questions:
  - What are my professional activities?
  - What outcomes do these activities produce?
  - Am I adequately documenting these outcomes so others can see my contributions?
  - Do my activities and the outcomes they produce match my professional goals and those of my department/institution?
  - What do I want/need to change/enhance about what I do and the outcomes I document?

# Helps Us Identify Outcomes We Can Document

- A CV lists activities (e.g., 18 hrs of lecture)
- A list of activities, while a good start, shows little about our impact at our institution
- Outcomes have an impact and are valued
- Let's identify an outcome: Visualize your CV
  - Think of a critical activity that occupies <3 lines
    - You invest a lot of time and effort on this activity
    - Only close colleagues appreciate this activity
  - Now, identify a valued outcome this activity produces

# Some Examples of Outcomes

- Improved student ratings of the course you direct/section you teach
- Major improvement in student performance on the COMLEX-USA Level 1
- High match rates among 4<sup>th</sup> Years
- Increase in NIH ranking because of your grant
- Enhanced institutional reputation based on your research
- Number of assistant professors promoted in your department
- Media coverage of your community service activity
- Other examples?

# Shows Our Value to Our Department and Institution

- The outcomes we document, if they match those desired by our department and institution, show our value

# Promotes Advancement



- Demonstrates outcomes for appraisals and promotions
- Matches your accomplishments to what the institution values
- Shows you can get resources to produce tangible outcomes

# Enhances Applications for Positions and Awards

- Illustrates your strengths, skills, and potential
  - Your organizational, interdisciplinary, and team-building abilities
  - Ability to adapt to changing demands
  - Readiness for a higher position
  - How you meet criteria for national and/or institutional awards



# In Short, Demonstrates Your Worth

- You bring credit to the institution
- You mentor junior faculty and learners
- You are passionate about your work
- You help the institution achieve its missions



# Possible Sections in a Professional Portfolio

- Personal statement
- *Curriculum vitae* (CV)
- Grant support
- Publications
- Presentations
- Clinical service
- Administration
- Service
- Teaching
- Community service
- Professional references
- Protégés
- Fundraising activities

# Personal Statement

(See yellow handout)

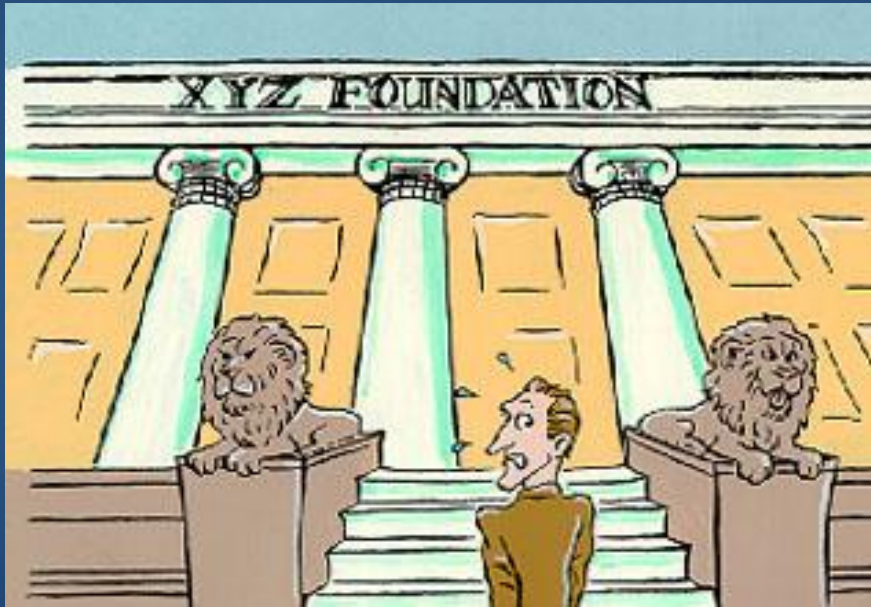
- Tell the reader about your:
  - Past: How you developed personally and professionally
  - Present: Your current activities
  - Future: Goals and enthusiasm for continued growth and challenges!
- Use the light green handout to sketch your personal statement

# *Curriculum Vitae (CV)*

- CV: Lists your professional activities
- Style and format of CVs vary, so use our institution's designated format and style
- Typical Categories
  - Education
  - Teaching
  - Grant support
  - Publications
  - Presentations

# Grant Support

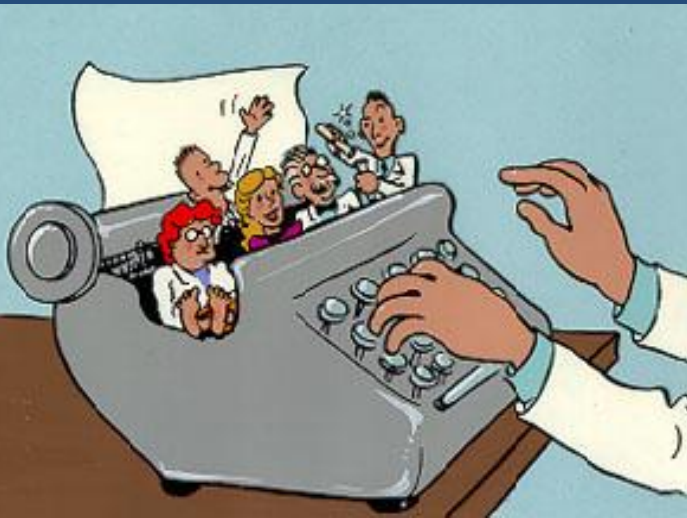
(see salmon handout)



- List all grants
  - Funding source
  - Title of grant
  - Dates
  - Your role
  - Dollar amount
  - Purpose/Impact

# Publications

- Include a copy of 5-6 selected articles
  - Select those that represent your best work
- Note times other authors cited your articles
- Briefly describe the importance of the articles



# Presentations

- List presentations at local, state, regional, national, and international meetings
- Peer-reviewed presentations are highly desired
- Present with colleagues from other institutions
- Use presentations to expand your professional network

# Clinical Service

- Show range of clinical role(s)
  - Types of patients in your panel
  - Dollar amount billed, collected
  - Consultant reports
  - Results of patient satisfaction surveys
  - QI projects
  - Institutional awards



# Administration

(see orange handout)

- Describe your administrative role(s) and accomplishments
- Report satisfaction data from learners, participants, or patients (See Schubot & Robertson, 1997), but also...
- Note outcomes that show you implemented and disseminated innovations
- Other suggestions?

# Service

- List committee memberships
  - Institutional
  - State
  - Regional
  - National (STFM)
- Describe your role(s), note leadership positions, and present outcomes (e.g., increased student retention)

# Teaching

(see blue handout)

- Show your repertoire of teaching skills and experiences
  - Types/level of learners taught
  - Methods used (lecture, PBL)
  - Always include evaluations of teaching from learners, peers, supervisors, but also note
  - Course outcomes (e.g., increased class mean on exam scores)
  - Student-related outcomes (e.g., match rate)
  - Teaching awards!

# Teaching

(see green handout)

- Include copies of curriculum projects you have planned, implemented, evaluated, and disseminated

(see Kern, et al, 1998)

- Show teaching materials
  - Handouts
  - Videos
  - Evaluation tools

# Community Service

- List service activities with students that impact your community (e.g., student-run clinics) (service learning)
- Describe your role(s)
- Discuss how the service developed students
- Describe the patients served and state numbers served

# Professional References

(see purple handout)

- List colleagues who will attest to your skills and abilities
  - Local/State (start local)
  - Regional
  - National
  - International (go global)
- Plan activities (e.g., attend national meetings) that will help you form networks with colleagues at different levels

# Protégés

- List people you have mentored
- List each person's position
- Describe how you helped develop them
- Include some protégés in your Professional References

# Fundraising

- List each fundraising activity
- Describe dollar amount raised and what the funds support
- Example: The Frank Smith Presidential Scholarship



# Other Possible Categories

- What additional categories could you include in your professional portfolio?

# Questions to Ponder Before Starting Your Professional Portfolio

- Will your institution value your Portfolio?
- How can you use a Portfolio to document your outcomes (i.e., value) to your department, institution, and discipline)?
- Is the time and effort required to develop a Portfolio worth your effort?

# Check the Sections You Will Include in Your Portfolio

- Personal statement
- *Curriculum vitae* (CV)
- Grant support
- Publications
- Presentations
- Clinical Service
- Administration
- Service
- Community service
- Teaching
  - Types/learner levels
  - Methods
  - Learner evaluations
  - Curriculum development
  - Instructional materials
  - Other outcomes
- Professional references
- Protégés
- Fundraising activities

# Starting your Professional Portfolio

- Select one category from among your strengths
- Plan a way to document your accomplishments in that area
- Explain your plan to a colleague
- Get your colleague's feedback: Is the plan adequate and doable? How can it be improved?

# Some Practical Suggestions

- Prepare a hanging folder in which you place materials you want to include in your Portfolio
- Place material that documents outcomes (e.g., notes from patients) in the folder
- Start with an easy category
- Work with a colleague
- Get feedback on that category
- Reserve time each quarter to update your Portfolio
- Contact me if you need help
  - [tysinger@uthscsa.edu](mailto:tysinger@uthscsa.edu)

# Large group discussion

- What aspect(s) of starting a Professional Portfolio is challenging? What is easy?
- What changes, if any, will you make this afternoon as a result of participating in this workshop?
- What questions or comments do you have about a Professional Portfolio?

# Ready?

- Questions/concerns?
- Start now!
- Please return to the large group

# Summary

- Thanks for attending the workshop
- I hope you learned something useful
- Please give me feedback on the workshop evaluation form
- Refer to and use the references!
- Prepare your Professional Portfolio!
- Let us know if I can help!



# Special Thanks

- Dr. Gail Singer-Chang
- Ms. Crystal Rivera
- You

# References

- Kern DE, Thomas PA, Howard DM, Bass EB. Curriculum Development for Medical Education: A Six-Step Approach. Baltimore, MD: Johns Hopkins University Press, 1998.
- Schubot D, Robertson R. The Administrator's Portfolio, 2<sup>nd</sup> Edition. Milwaukee, WI: Medical College of Wisconsin, 1997
- Simpson DE, Beecher AC, Lindemann JC, Morzinski JA. The Educator's Portfolio, 4<sup>th</sup> Edition. Milwaukee, WI: Medical College of Wisconsin, 1998.

# THANK YOU!

Please complete the evaluations

