

University of Colorado School of Medicine

Office of Faculty Affairs

SUGGESTED FORMAT FOR TEACHERS' PORTFOLIOS

Teaching is one of the most important responsibilities and privileges of faculty members at the University of Colorado School of Medicine. Evidence of accomplishments in teaching is also required for promotion. The purpose of a “teaching portfolio” is to document a faculty member’s teaching efforts and effectiveness. The portfolio serves to credit faculty members for a wide range of teaching activities; the portfolio captures and explains what teachers do.

The Teaching Portfolio

The portfolio should contain supporting documents, including evaluations of your teaching effectiveness. Evaluations may include ratings by learners as well as by peers.

- Learner ratings may include quantitative scores, comments from students and letters from former trainees and alumni.
- Trainees who have been mentored should be asked to provide information about the ways in which you (the mentor) have helped them advance their careers.
- Peer ratings may include written comments from peers who have observed you in various teaching situations or who have reviewed your syllabi, handouts, laboratory manuals or other teaching materials. Peer evaluations may include a general assessment of your knowledge, a statement about the clarity and effectiveness of your delivery, comments about the types of methods you employ in teaching or assessments of the scope, organization, clarity and accuracy of your teaching materials and lecture/seminar content.

Please refer to the Rules of the School of Medicine (especially the Promotion Matrices), for examples of “excellent” and “meritorious” performance in teaching.

Organization of the Teacher’s Portfolio

The following format is suggested (although faculty are not expected to have activities in every area):

- I. Teacher’s Statement: Typically, this is a statement about personal teaching goals and philosophy. It may address questions such as: What and how do you teach? What is unique or most important about your teaching? How do you assess students’ learning or measure whether your teaching is effective? What, specifically, do you want to improve about your teaching?
- II. Classroom instructional activities: List course name & number, dates, number of students and your role in course (# lectures, laboratory or small-group leader, etc).
- III. Clinical teaching activities: This may include bedside rounds, ward attending, ambulatory care preceptor or other roles. Specify site, nature of teaching activity and months.

- IV. Other didactic teaching activities: Grand rounds, seminars, journal clubs, morning report.
- V. Teaching administration: List courses, clerkships, training programs or CME programs you have directed. Also list national service, such as board examiner, participation on residency review or curriculum committees, faculty development activities, etc.
- VI. Curriculum innovation and other “products of education:” Describe your work in preparing or revising high-quality syllabi, developing laboratory exercises or problem-based learning cases, CD-ROMs, evaluation tools or other instructional materials.
- VII. Mentorship: List students, residents, fellows or graduate trainees you have mentored. Specify *your* role, as research preceptor, thesis director or thesis committee member, and list *their* achievements, including publications, grants, national presentations or awards.
- VIII. Advising: Describe your work in advising students, house officers or junior faculty.
- IX. Outside education activities, including outreach: Describe (or refer to CV) your participation in CME or outreach education, including visiting professor invitations.
- X. Self-study and improvement: List meetings, workshops or fellowships you have attended aimed at improving your skills and effectiveness as a teacher.
- XI. Scholarship of teaching: Describe research activities, education grants or other written scholarship that focuses on understanding the best methods, or the outcomes, of teaching.
- XII. Teaching awards or nominations.

[Prepared by Steven Lowenstein, MD, MPH; revised 07/04]