

University of Colorado School of Medicine

Office of Faculty Affairs

SUGGESTED FORMAT FOR TEACHERS' PORTFOLIOS

Teaching is an important responsibility --- and privilege --- of faculty members at the School of Medicine. Evidence of accomplishments in teaching is also required for promotion and tenure. The purpose of a "teaching portfolio" is to document a faculty member's teaching activities, effectiveness and impact. The teaching portfolio does what a C.V. cannot: it captures and explains what teachers do. **Each candidate for promotion or tenure must submit a formal teaching portfolio as part of a comprehensive promotion dossier.**

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

- A teacher's statement, which articulates your personal teaching goals and philosophy. The statement 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?
- Classroom instructional activities: List course name & number, dates, number of students and your role in course (lectures given, laboratory or small-group leader, etc).
- Clinical teaching activities (e.g., bedside rounds, ward attending, ambulatory care preceptor): specify site, nature of teaching activity, dates, numbers of trainees.
- Other didactic teaching activities (e.g., grand rounds, seminars, journal clubs, morning report).
- 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.
- 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).
- 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.
- Advising (Describe your work in mentoring students, house officers or junior faculty).
- Outside education activities, including outreach. Describe your participation in CME or outreach education, including visiting professor invitations.
- Self-study and improvement: List meetings, workshops or fellowships you have attended aimed at improving your skills and effectiveness as a teacher.
- Scholarship of teaching: Describe research activities, education grants or other written scholarship that focus on understanding the best methods, or the outcomes, of teaching.
- Teaching awards or nominations.

A teaching portfolio must also 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. Trainees who have been mentored can be asked to write letters describing

the ways in which you (the mentor) have helped them advance their careers. For example, trainees can be asked to comment about the ways in which you helped them understand research methods, scientific writing or research ethics.

- *Peer ratings* may include written comments from peers who have observed you in various teaching settings 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.

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