

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. **Each candidate for promotion or tenure must submit a formal teaching portfolio as part of a comprehensive promotion dossier.**

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. More specifically, a teacher’s portfolio accomplishes the following goals:

- Describes the faculty member’s every-day activities as an educator;
- Helps the faculty member take credit for specific accomplishments;
- Assists the Faculty Promotions Committee to conduct a semi-structured evaluation of the faculty member’s achievements, adding weight, rigor and parity to this component of the promotion evaluation; and
- Helps match the activities and accomplishments of the educator to the SOM’s promotion rules.

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

It is also likely that preparation and submission of a teacher’s portfolio can foster a culture of teaching at the SOM and prompt reflection, self-improvement and career development by faculty members.

The following format is suggested. Please note that faculty members are not expected to have activities in every area. Also, be advised that faculty members should include narratives, charts, tables or annotated lists in each of the sections, below. The purpose of these narratives, charts and tables is to summarize and explain the scope, importance and impact of the faculty member’s principal teaching activities.

- **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 leadership and administration:** List courses, clerkships, training programs or CME programs you developed or have directed; also, list national service, such as board examiner, participation on residency review or curriculum committees, leadership of faculty development activities, etc.
- **Curriculum innovation and teaching scholarship:** Describe your work in developing or revising high-quality syllabi, laboratory exercises, novel lectures, problem-based learning cases, CD-ROMs, evaluation tools or other instructional materials. Also, describe research activities, education grants or other written scholarship that focus on understanding the best methods, or outcomes, of teaching. Include references to any publications, web sites, presentations or other “products of teaching scholarship” that are available for review.
- **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, awards or attainment of academic or other positions. Outside of research, describe your other work in guiding or 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.
- **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.

TEACHING EVALUATIONS

A teaching portfolio must also contain teaching evaluations, letters from students or mentees or other documents that address your teaching effectiveness. Evaluations may include ratings by learners as well as by peers. Most candidates for promotion or tenure include copies or summaries of teaching evaluations in an “appendix” at the end of their teacher’s portfolio.

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- **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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