

**THE UNIVERSITY OF CHICAGO
PRITZKER SCHOOL OF MEDICINE
FACULTY TEACHING PORTFOLIO**

ABOUT THE TEACHING PORTFOLIO

Currently, only about 30% of teaching is formally documented and reported to department chairs by the Office of Medical Education. The need for more information on teaching has led to the development of a faculty teaching portfolio, a document in which faculty describe their teaching efforts that are not formally rated by their department or the Office of Medical Education.

The Faculty Teaching Portfolio is a tool that faculty can use to document a wide variety of teaching activities, such as mentoring, continuing education, curriculum development, and advising. It is intended that the teaching portfolio be submitted to department chairs as part of a regularly scheduled review of teaching. The information contained in the portfolio can then be included in promotion packages as described in the COROAP document, **Information That Will Inform and Facilitate Evaluation of Assistant Professor Reappointment Recommendations**. In that document, the nature of a teaching portfolio is described in detail.

INSTRUCTIONS

Select topics below on which you wish to enter data about your teaching. You do not have to respond to each of the 13 components, only those that pertain to you. Include a complete description of the teaching activity, including specific dates and other information as prompted. Where appropriate, comment on any innovations or distinctive features of the educational effort.

TEACHING AND STUDENT SUPERVISION

1. Lectures and Electives Not Formally Rated

For each entry, provide the date(s) [e.g. 1995-2000], title of the lecture, the level of student, the number of students, and the total number of contact hours. If possible, provide some evidence of the quality of the teaching. Please double space between entries.

2. Resident and Sub-Intern Teaching and Supervision

For each entry, provide information on resident and sub-intern training including number of residents and sub-interns, type of didactic or clinical experience provided, time period (dates), and total contact hours.

3. Mentorship, Advising and Research Supervision

For each entry, provide information on trainee, time period (dates), departmental affiliation, an estimate of the total hours spent in mentoring and training.

4. Continuing Education

For each entry, provide title of presentation, date, site location, number of attendees, a description of the audience (e.g., primary care physicians, type of specialists, PhD's, etc.) and teaching evaluation data if available. Double space before listing the next presentation.

5. Lay Education

For each entry, provide the date, title of presentation, type of audience, and location. Double space between entries.

CURRICULUM DEVELOPMENT AND ADMINISTRATION

6. Curriculum Development and Instructional Design

For each set of instructional materials or educational curricula, include date, title of curriculum, level of trainee (e.g., medical students, residents, etc.), and extramural support if any. If available, also include the impact/evaluation of effort (e.g., student ratings, evidence of adoption by other institutions, other evidence of peer recognition).

7. Departmental Educational Administration

For each entry, provide a description of the administrative responsibility in your department related to education--i.e., course director (name of course), clerkship director, residency program director, departmental educational committee membership, etc. Include the date(s) involved. Double space between entries.

8. Divisional Education Activities: Committees, Task Forces

List each BSD committee, task force, and special work group related to education--e.g., Preclerkship Curriculum Committee, Clinical Curriculum Committee, Curriculum Steering Committee, UC-IAIMS committees or groups, Clinical Biennium Working Group, Society of Medical Educators, etc. Include the dates of service. Double space between entries.

9. Regional, National and International Recognition and Scholarship

Provide information on membership and leadership in educational organizations, extramural support for educational activities, outside peer review of teaching or instructional materials. It is important that this section contain information that demonstrates scholarship in education and at least a regional reputation as a clinician educator. Double space between entries.

AWARDS AND HONORS

10. Educational Awards and Honors

Describe any recognition by peers and students, including the date and description of award process. Double space between entries.

PERSONAL STATEMENTS ABOUT TEACHING

11. Additional Remarks Regarding Teaching

This section may include a description of your philosophy of education, personal theory of learning and teaching, reflection on teaching, future plans, or other teaching experiences not included in other sections.

12. Personal Development

Provide documentation regarding growth in knowledge and skills as an educator; long-term teaching goals, etc. Double space between entries.

13. References

Provide names and addresses of individuals who can provide meaningful assessments of your educational abilities and accomplishments. Double space between references.