

THE UNIVERSITY OF VIRGINIA SCHOOL OF MEDICINE

TEACHING PORTFOLIO

The teaching portfolio gives thorough and consistent documentation of each faculty member's educational activities. All faculty of the School of Medicine are encouraged to compile a Teaching Portfolio to document activities and accomplishments related to education in the health sciences. The Teaching Portfolio is a companion to the more traditional curriculum vitae ("CV"), although these documents may contain some of the same information. Faculty members should maintain current versions of both their CVs and Teaching Portfolios.

The Teaching Portfolio has two parts: a short introductory section (one page or less) that summarizes the faculty member's teaching activities and a main body that gives detailed information about the faculty member's contributions as an educator.

Note about adapting this template for use with the P&T Portfolio

This portfolio assembled using this template will usually be far longer and more detailed than is permitted for the P&T Portfolio.

The teaching section for the P&T Portfolio should be adapted in the following ways:

- **Keep length to 30 pages, maximum**
- Use summary data for teaching evaluation, with selected excerpts from narrative comments by students and trainees
- Summarize categories of teaching experience, if extensive
- Do not include syllabi, class notes, web-based materials, lab manuals, or clinical cases
 - Exception:* A short sample might be provided for major, complex creations; however, descriptions should usually suffice.
- Do not use an appendix.

TEMPLATE FOR TEACHING PORTFOLIO

Teaching Portfolio

Name

SECTION 1. INTRODUCTORY STATEMENT

Provide a short statement about yourself (such as what department you are in, what you teach, your area of research, your clinical area, etc.). Describe your teaching responsibilities and the percentage of effort devoted to teaching.

SECTION 2. CONTRIBUTIONS AS AN EDUCATOR

(*Note:* Use only the categories that apply; others may be deleted.)

A. Direct Teaching Activities

List your teaching activities in chronological order (include the dates of participation). Emphasize activities of the previous five years and state your approximate time commitment for each activity (both the actual hours and as a percentage of your job activities). Examples of “teaching activities” are lectures, small-group teaching, supervision of research or scholarly activity of students, residents, or fellows, precepting in clinics or on electives, grand rounds, laboratory teaching (as part of a course), and community outreach teaching activities.

Describe your activity: how many lectures did you give, how long were the lectures, how many students were in your course, what types of students did you teach (medical students, graduate students, residents, etc.). Provide supporting documents such as peer and student evaluations (with comparative course and faculty data if available) in the appendix.

B. Teaching Awards

List any teaching awards you received, the year you received them, and a short description of each award.

C. Curriculum and Material Development

Describe curricular innovations you created or implemented and the educational objectives of the revisions. In the appendix, provide samples of instructional materials you developed such as

D. Learner Assessment

Describe methods or tools you developed to evaluate students and/or test materials you created.

E. Educational Scholarship / Creation of Enduring Educational Materials

Discuss educational research projects you conducted, presentations you gave, and/or publications you produced related to medical education. State the type of funding you had for these projects (if applicable) and where they were presented/published (local, regional, national). Provide a list of list peer-reviewed educational materials you developed such as textbooks, study guides, book chapters, etc., and state the distribution of these materials (used locally, regionally, nationally).

F. Educational Administration and Leadership

List memberships and describe your responsibilities on committees and task forces related to medical education (local, regional, national) such as admissions committee duties, recruiting activities, examining committees of your subspecialty, and invited accreditation duties. Include length of appointment. Specify and describe relevant leadership positions (course or elective director, committee chair, administrator of a training grant, etc.).

G. Professional Development in Education

Describe your participation in programs related to medical student and adult education, including workshops and seminar series. Specify how these activities have enhanced your development as an educator. Describe any concrete changes that have resulted from these activities.

H. Mentorship and Guidance

Describe mentoring activities (e.g., mentoring of individuals with personal or academic difficulties, providing advice about career development). Discuss projects you conducted with advisees and students. Provide information about outcomes (what has happened with your students, advisees, collaborative projects). Include publications or abstracts on which student or trainees were co-authors, and list any awards or grants won by your students or trainees.