

Teaching Portfolio

The promotion standards adopted by the faculty in 2006 required, under the heading of teaching, that "all candidates should present a commonly organized teaching portfolio to enable better evaluation of the quantity and quality of their teaching contributions."

This requirement is being phased in beginning this year. Promotion candidates in the non-tenure track with teaching (rather than research or clinical service) as their primary area of excellence for promotion, are strongly encouraged (but not required) to use the following outline for preparing materials for review. The portfolio should be provided to the faculty affairs office no later than August 1, 2007.

Tenure track candidates and non-tenure track candidates with primary strength in research or clinical service are encouraged, but not required, to submit these materials.

I. Philosophy of Teaching/Personal Development

Please submit a narrative essay of no more than two pages to answer the following questions:

- Under what conditions do you think students learn best?
- How does the answer to the previous question influence your teaching strategies?
- What teaching choices have you made on that basis?

The CAPT may read your essay to assess the extent to which your teaching is self-reflective, self-critical, and scholarly.

II. A Teaching Inventory.

Please provide an inventory of all your contributions to education since appointment to the Case faculty, and optionally during prior years (esp. CCLCM faculty), organized by level and learners in the manner listed below:

- Local
 - Medical students
 - Graduate students
 - residents and fellows
 - continuing medical education
 - others
- Regional
- National/International

Please remember that our promotion standards define teaching very broadly.

These settings may include medical student teaching in lectures, subject committees, small group conferences, clinical science programs, elective programs, family clinic, core and optional clerkships, and ambulatory medicine, as well as undergraduate and graduate courses in the basic science departments and in other schools of the university; graduate medical and postgraduate medical teaching; serving as a student advisor or counselor, and continuing medical education and community teaching.

III. Important Teaching Contributions

Please describe your Most Important Teaching Contribution under each of the

following headings. If you have not made a significant contribution under all of them, please include a Most Important Teaching Contribution for all the areas to which you have contributed. You may also submit any materials you have created or utilized that illustrate the contribution.

- curriculum development
- teaching materials development
- teaching administrative leadership
- participation in the community of educators (workshops, publications, demonstrations, etc.)

IV. Evaluations and Awards

Please present evidence, either quantitative or qualitative in nature, that would lead evaluators to conclude that your teaching has been effective. You may also include a description of any plans to make your teaching more effective in the future.