

**GUIDELINES FOR EDUCATOR'S PORTFOLIO**  
**FOR FACULTY OF THE COLLEGE OF MEDICINE**  
**OF**  
**SUNY Upstate Medical University**

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### Purpose of an Educator's Portfolio

All faculty members must have a teaching assignment and demonstrate “proficiency” in education. If education is your main focus, you must demonstrate “excellence” in education. The Educator's Portfolio will help you:

1. Provide documentation of teaching and other educational contributions.
2. Assure that these contributions are considered systematically and appropriately in all considerations for promotion and tenure.
3. Support your case for promotion by enabling the promotions committee to evaluate your teaching and educational contributions

### Portfolio Development

- State your “area of excellence”, i.e., research, education, service
- Indicate the proportion of your time devoted to teaching and other educational activities, as agreed to on your Annual Agreement of Academic Expectations (AAAE).

### Section 1a: Documentation of Teaching Activity - Summary of teaching activities and approximate time commitment.

1. Make a list of all of your current assigned teaching activities.
2. Make a list of other assigned teaching activities you were engaged in that are now ended, include years of participation.
3. Make a list of other extra educational activities you have done, or are doing, that are not assigned to you, but that you do voluntarily.

List separate learner categories if you teach at multiple levels (medical students, graduate students, allied health studies students, residents/fellows, continuing medical education participants). Be specific and note how much time is/or has been involved and whether this was a one time or continuing activity.

Examples could include:

- Inpatient ward and consult service
- Regular outpatient precepting
- Lectures
- Small group sessions
- Administrative responsibilities as course or program director
- Educational committees (divisional, departmental and institutional)
- Activities related to curricular development

Section 1b: Most important teaching contribution(s)

Highlight your most significant teaching contribution(s). For each contribution, briefly describe your role. More is not better, most faculty have one or a few “most important” contributions. Examples could include:

- Curriculum Design and Development (e.g., new course or revision, course integration)
- Teaching Responsibilities
- Instructional Materials (e.g., syllabi, web-based materials, videotapes)
- Education Administration/Service (e.g., course or block director, resident program director), Curriculum Committee
- Advising/Mentoring
- Educational Scholarship (e.g., presentations or published manuscripts related to education; creative products of educational activity that have been reviewed for quality by peers and made public for others to build upon)

Section 1c: Evidence for continuing growth as an educator

- Make a list of any Professional Development in Education activities in which you have participated (e.g., participation in workshops; fellowship; specific efforts to advance in education/teaching dimension of career development)

Section 2: Documentation of Quality - Provide “Evidence” of the quality or impact of your teaching activity.

The evidence of quality and the impact of your contribution, such as improved learning, program improvement, skills development, are more important than the number of contributions. The extent and impact of your teaching would be linked logically to the magnitude of your teaching responsibilities.

This should be the major emphasis of your Portfolio. Submit actual data if available, and make a summary for the reviewer of the evidence for the quality of your skills as an educator. Evidence could include evaluations by students, peers, and course directors; adoption of your work by other schools; teaching awards; presentations of your work at meetings.

Examples could include:

- Honors, awards in education
- Feedback from peer review of teaching process (if this exists in your dept.)

- Statements regarding teaching from colleagues who have observed you in the classroom or other arenas of teaching. For example, evidence of a positive learning environment and good communication skills.
- Evaluative comments from colleagues, such as course director or department chair, who have reviewed your teaching materials or evaluations.
- Information gleaned from student evaluation data. Submit actual evaluations and summary of results.
- Comments by your department chair assessing your educational contributions to the department, institution, and potentially at the regional or national level.
- A statement by the department chair regarding how he or she plans/sees your role as an educator in the future.
- Comments and evaluations completed by participants in continuing education programs workshops, seminars, plenary sessions, etc. in which you have participated or have led.
- Unsolicited written comments by students.
- Supporting letters from students solicited by the faculty or by an administrative office (e.g., curriculum office, chairman's office).

Adapted from Medical College of Georgia  
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