

CCLCM of CWRU Educator Portfolio *(Previously called Teaching Portfolio)*

Consultants

These consultants have agreed to speak with candidates on how to create an educator portfolio and what it takes to create a reputation through teaching.

| Name | CCLCM of CWRU Faculty Rank | Email Address |
|----------------------|-----------------------------------|--|
| Colbert, Colleen PhD | Professor of Medicine | colberc2@ccf.org |
| Lipman, Jeremy MD | Professor of Surgery | lipmanj@ccf.org |
| Mehta, Neil MBBS, MS | Professor of Medicine | mehtan@ccf.org Copy in Tessy Jones: joneso5@ccf.org |
| Krishna, Sangeeta MD | Associate Professor of Pediatrics | krishns@ccf.org |

Helpful Resources

[Getting Promoted as an Academic Clinician Educator Toolkit VIDEO from CWRU, 2024](#)

[Educator Portfolio Toolkit VIDEO from CWRU, 2017](#)

Educator Portfolio Template and Instructions

Appointment and promotion candidates with teaching as their Primary Area of Excellence (PAE) are required to submit a commonly organized educator portfolio. The below template should be used to enable better evaluation of the quantity and quality of their teaching contributions. The portfolio must not exceed 25 pages, and please note that many successful portfolios have been submitted with an average of only 12-15 pages. List your name on the first page and number all pages.

Candidates with a PAE in clinical service or research may but are not required to submit a educator portfolio. While it is optional, submitting a short 4–8-page portfolio can strengthen your application and allow you to expand upon your teaching philosophy, contributions, and any courses or curriculums you created.

Template

- **Philosophy of Teaching/Personal Development**

The CCLCM and CWRU Appointment and Promotions Committees will read your philosophy to assess the extent to which your teaching is self-reflective, self-critical, and scholarly.

Please 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?

- **Teaching Inventory**

Please remember that our appointment and 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 within other schools of the university; graduate medical and postgraduate medical teaching; serving as a student advisor, counselor, or mentor; continuing medical education; society meetings; and community teaching.

Please provide information on all your contributions, organized by level and learners in the manner listed below. You should not copy and paste from your CV, rather include other information, and make note if you use a different style to teach different learning groups (medical students, post-grad, residents, fellows, staff, faculty, etc.).

- Local
- U.S. Regional / Midwest or states surrounding your work location
 - If you worked elsewhere, you may have a different Regional area.
- U.S. National
- International

- **Important Teaching Contributions**

Please describe and summarize 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 the most important teaching contributions for the areas to which you have contributed. The goal is to describe what was created, your role, and the impact it had, and future plans.

- Curriculum development
- Teaching materials development
- Teaching administrative leadership
- Participation in the community of educators (workshops, publications, demonstrations, etc.)

- **Evaluations and Awards**

Please present evidence that is qualitative in nature that would lead evaluators to conclude that your teaching has been effective or that you have grown and evolved your teaching style. You may also include a description of any plans to make your teaching more effective in the future. Do not include copies of your teaching evaluations, letters from trainees, or teaching scores as these are already evaluated through other documents in your application.