



HACKENSACK MERIDIAN SCHOOL OF MEDICINE FACULTY PORTFOLIO

INSTRUCTIONS:

1. **Development of the Portfolio.** The portfolio must be concise. If more than a page or two, inclusion of a title page and a table of contents (both not included in the number of pages) may be used to guide the reviewer through the Faculty Portfolio. The table of contents should list what is in the appendix, if any. Tables may be used in areas with significant data, or little involvement.
2. **How should the finished portfolio look?**
 - a. Formatting: Use 12-point font with one-inch margins, single-spaced, one sided
 - b. Length: 1 – 10 pages maximum (not including title page or table of contents if you wish to include these, and appendices)
 - c. Submit a word or PDF document electronically through Digital Measures when applying for a faculty *reappointment* or *promotion* for any rank.
 - d. Be sure to proofread, use spell-check, number the pages, and avoid using abbreviations that will be unfamiliar to some reviewers. Subheadings, changes in the size and style of font, and sufficient space between entries will help with readability. The Office of Faculty periodically sponsors workshops to help faculty prepare the Portfolio.
3. **Appendix:** Five key examples of the candidate's best work may be included as an appendix to the Faculty Portfolio which may be in word or PDF format.
4. **Required Sections:** The approved headings for the sections and their description for the Faculty Portfolio are listed below with their description. The portfolio contains all four sections, however, for some, there may be no content in one or more of the sections (2-4). If so, indicate "no activities." Content and length of each section will vary considerably different faculty members. Each section should address achievements according to the specific criteria and guidelines established for reappointments and promotions at each rank.
 - a. **Section 1 – Introduction**

A 250-word (or less) statement of the candidate's focused interest, educational philosophy, approach, or unique contribution to teaching, scholarship and/or service to the School of Medicine and its mission. *Many Faculty Members decide to write this section after they have assembled other sections of their portfolio.*

b. Section 2 – Teaching

Discuss achievements and contributions in teaching as suggested by the criteria for teaching by rank. A table or list may be used for documentation, see example below. Teaching and training include activities in undergraduate medical education, interdisciplinary education, graduate and continuing medical education. Please refer to the guidelines for appointments and promotions available on the HMSOM website.

Teaching Activity	My Role	Learners	Methods	Hours	Sessions	Year/dates	Evals
<i>Phase I course PBL</i>	<i>small group leader</i>	<i>Phase I medical students</i>	<i>Small group didactics</i>	<i>8 hrs/ week</i>	<i>25</i>	<i>2018-2019</i>	<i>SOM will submit</i>
<i>Longitudinal Clinical Placement</i>	<i>Office preceptor</i>	<i>1 phase I student</i>	<i>Observed in my office</i>	<i>4 hours</i>	<i>6 afternoons</i>	<i>2018-2019</i>	<i>SOM will submit</i>
<i>Resident Training</i>	<i>Ward attending</i>	<i>Residents, Fellows</i>	<i>Bedside rounds</i>	<i>14 hrs/ week</i>	<i>10 weeks</i>	<i>2017-2019</i>	<i>Program Director submits</i>

c. Section 3 – Scholarship

Discuss scholarly achievements and contributions as described in the criteria for appointments and promotions. A table or list may be used, such as that below:

Activity	Your role; % time	Funding agency/ Organization	Funding (\$)	Dates	Outcomes
<i>Funded research/Grants</i>					
<i>Unfunded research</i>					
<i>Presentations</i>					
<i>Committees</i>					

d. Section 4 – Service

Discuss service achievements and contributions, which can be described or shown in a table, for example, as that shown below.

Service to the HMSOM, HMMH	Activity	Role (% time)	Dates	Outcome
Service to the Profession	Activity	Role (% time)	Dates	Outcome
Service to the Community	Activity	Role (% time)	Dates	Outcome

e. Section 5 – Appendix (optional)

This section will include copies of teaching evaluations (obtained and inserted by the Office of Faculty), up to five original materials, which may include a syllabus, poster, publications, book chapters, reviews, abstracts, research project status, etc., that the candidate believes have had the most important impact. These, among others, will likely be listed in one of the sections described above. Additional content for inclusion requires Office of Faculty approval.

5. What should a Faculty Portfolio contain?

The more clearly and succinctly the materials are summarized and presented, the easier it will be for those reading the portfolio (members of the appointments and promotions committee) to assess the quality of the candidate's work for reappointment or promotion.

Some materials might lend themselves to narrative description, while others (such as a list of teaching activities, hours, learners, etc.) are better presented in a chart format. Still other material will look best in outline form. This is an individual decision, since not every Faculty Portfolio will be formatted in the same style.

An example of one way to present information on an activity in any given section is to present the material in a table as shown in the examples above, with a brief paragraph describing what you consider to be the most significant activity.

Although the portfolio may contain data on one's activity prior to the initial appointment, Promotion Committees are generally most interested in what has been accomplished from the time of initial appointment to the present.

If evaluations of faculty teaching are to be included, the faculty member may request their submission to the APC committee. Faculty MAY NOT request evaluations personally from program directors, the SOM or CME office directly. Candidates should provide the Program Director's names, so that they may be requested by the Office of Faculty and added to the Faculty Member's Faculty Portfolio

Examples of content, information and data which may be considered for inclusion are listed below. Although these may appear in the CV, they may be represented with other content in the Faculty Portfolio.

- Names, dates, and outlines of lectures or teaching rounds the candidate has given, conferences facilitated, labs taught, number of learners, etc. One can use course outlines or syllabi to record these and to calculate the number of hours taught
- Names and dates and institution for all awards received
- Grants for which the candidate is the principal investigator (PI), Co-PI, or Co-Investigator to which the candidate contributes
- Descriptions of administrative responsibilities for clinical or academic programs

- Evidence demonstrating activity/leadership in regional or national programs (names and dates of conferences, workshops, etc.)
- Development of innovative clinical programs
- Descriptions of CME courses or workshops developed/taught
- Objective measures of the quality of clinical practice (provided by the candidate's Department Chair)
- Scholarly peer-reviewed publications indexed in PubMed (H-index)
- Cases the candidate has authored or co-authored
- Course curricula or syllabi the candidate has authored or co-authored
- Websites, computer programs, surveys, or evaluation instruments the candidate uses
- Patient education materials (pamphlets, videos) the candidate has created
- A list of committees at the SOM on which the candidate has served and the dates of service
- A list of names of the learners the candidate has advised and/or mentored, collaborative projects, approximate number of hours spent with each learner
- Evidence of mentoring or precepting of learners (examples of written feedback, outcomes of mentoring, etc.)

SAMPLE PORTFOLIO

John Smith, MD
 Assistant Professor of X Department
 Reappointment application
 Date

1. Introduction: My greatest contributions to the academic activities of the HMSOM are in teaching while working with students and residents at the bedside or office. This setting enables me to teach and individually mentor their interpersonal interactions with patients as well as their history taking, physical examination skills, and development of diagnostic skills. It is this latter skill that I feel my contributions are greatest. I help the learner “put it all together” in a real clinical setting, and in real time, as well as in the classroom.

2. Section 2 Teaching: My contributions since my appointment at the SOM are listed below:

Teaching Activity	My Role	Learners	Methods	Hours	Sessions	Year/Dates	Evals
<i>Phase I course PBL</i>	<i>small group leader</i>	<i>Phase I medical students</i>	<i>Small group didactics</i>	<i>8 hrs/ week</i>	<i>25</i>	<i>2018-2019</i>	<i>SOM will submit</i>
<i>Longitudinal Clinical Placement</i>	<i>Office preceptor</i>	<i>1 phase I student</i>	<i>Observed in my office</i>	<i>4 hours</i>	<i>6 afternoons</i>	<i>2018-2019</i>	
<i>Resident Training</i>	<i>Ward attending</i>	<i>Residents, Fellows</i>	<i>Bedside rounds</i>	<i>14 hrs/ week</i>	<i>10 weeks</i>	<i>2017-2019</i>	<i>Program Director will submit</i>

3. Section 3 Scholarship

“no activities”

4. Section IV Service:

Service to the Profession	Activity	Role (% time)	Dates	Outcome
NJ Medical Society	representative	1%	2017-8	Participation in discussions affecting physician activities and roles in the state
HMH Committee for EMR integration	Committee member	1%	2018-9	Helped integrate EMR into hospital
Service to the Community	Activity	Role (% time)	Dates	Outcome
Volunteer at health screenings	Measured BPs	4 half days	2017-18	Improved community health

i. **The Appendix:** no items