How To Create A Teaching Portfolio

Office of Faculty Affairs  Career Development Session
March 31, 2021

Andrew Luks, MD
Professor and Two-time Portfolio Survivor
Division of Pulmonary, Critical Care and Sleep Medicine
Disclosures

I have no financial disclosures or other conflicts of interest to report.

I helped create the guidelines for the Teaching Portfolio that are most commonly cited in the School of Medicine.

I’ve wrestled with all of the questions you are likely having regarding the Teaching Portfolio… twice.
Your Division Head Calls With Good News…

What you hear

“We’d like to put you up for promotion”

Your initial reaction
Your Initial Reaction Will Soon Change
Reality Sets In When Your Division Administrator Calls...

“Here’s what you need to get together for us in 6 weeks”

<table>
<thead>
<tr>
<th>The Promotion Packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum vitae</td>
</tr>
<tr>
<td>Peer evaluations</td>
</tr>
<tr>
<td>Student and resident evaluations</td>
</tr>
<tr>
<td>Teaching portfolio</td>
</tr>
<tr>
<td>Self assessment</td>
</tr>
<tr>
<td>Division head and service chief letters</td>
</tr>
<tr>
<td>Internal and external letters</td>
</tr>
<tr>
<td>Publication reprints (Top 5 Papers)</td>
</tr>
</tbody>
</table>
This Usually Elicits The Following Question

What is a teaching portfolio and how is it different than my curriculum vitae?
## The Standard Sections Of The UW Curriculum Vitae

<table>
<thead>
<tr>
<th>Education</th>
<th>Professional Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-graduate Training</td>
<td>Teaching Responsibilities</td>
</tr>
<tr>
<td>Faculty Positions Held</td>
<td>Editorial Responsibilities</td>
</tr>
<tr>
<td>Hospital Positions Held</td>
<td>Diversity, Equity, Inclusion</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>Local and National Roles</td>
</tr>
<tr>
<td>Board Certification</td>
<td>Research Funding</td>
</tr>
<tr>
<td>Current Licenses</td>
<td>Bibliography</td>
</tr>
<tr>
<td></td>
<td>Abstracts</td>
</tr>
</tbody>
</table>

This is largely a list with little in the way of detail
An Example Of The Limited Utility Of CVs For Educators

- Major job search for big position in education at UW
- CV Attributes
  - 33 pages long
  - Long list of teaching awards (many of them old)
  - No list of teaching roles
- Question: Is this person a good educator?

The Answer: I have no idea
This Is Where The Teaching Portfolio Comes In

- A flexible document that allows you to publicly tell your story:
  - What you do as an educator
  - Why you teach the way you do
  - The quantity and quality of your teaching
- It is part of the promotions process but differs from the CV and is just one part of the promotions packet

Use this to educate people about what you do
Who Are You Educating?

The people who are evaluating your suitability for promotion

Division review committee (variable)
  Departmental Appointments and Promotions Committee
  School of Medicine Appointments and Promotions Committee

Many senior faculty do not have a good sense of how to evaluate education-focused work
Our Agenda For This Session

To address common questions about the Teaching Portfolio

What information goes into the portfolio?

What should I emphasize in the portfolio?

Where do I get the information to populate the portfolio?

What is a teaching philosophy statement?

What does this all look like in the end?
Question 1

What information goes into the Teaching Portfolio?
For Many Years This Was The Standard

The portfolio of a long-standing Department of Medicine faculty member

This is NOT what your portfolio will or should look like!!!
Sections To Include In A Teaching Portfolio

The “Teaching Scholars Template”

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>Mentoring</td>
</tr>
<tr>
<td>Personal Information</td>
<td>Educational administration</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>Long term goals</td>
</tr>
<tr>
<td>Teaching Activities</td>
<td>Honors and awards</td>
</tr>
<tr>
<td>Professional development</td>
<td>Recognition outside UW</td>
</tr>
</tbody>
</table>
The Expectations Vary By Department

The Department of Medicine Expectations

**Required Components**
- Executive summary
- Personal information
- Teaching philosophy
- Teaching activities
- Professional development
- Regional → international recognition

**Optional Components**
- Mentoring
- Educational administration and leadership
- Honors and awards
- Long-term goals

Talk to your division administrator to clarify the expectations
This Is A Flexible Document

Build out areas in which you are strong

Deemphasize areas in which you have less of a role

Craft your evaluation story
The Portfolio Is Not Just A Repository Of All Feedback

You do not simply put all evaluations in a binder…

You need to **synthesize** the information into a concise, informative format
Direct Teaching Activities

Medical Student Education
I have the following roles in medical student education:

- **HuBio 541: The Respiratory System:** In addition to my current role as Co-Course Chair, I have two primary teaching responsibilities as part of this second-year medical student course on respiratory physiology and pathophysiology. I am a small group leader and also deliver a variety of lectures throughout the course.

Small Group Leader: Each year I serve as a small group leader during which I supervise and teach the students as they work through case-based exercises designed to increase their understanding of the course material. Numerical evaluations on a scale from 1 (poor) to 5 (exceptional) for my performance as group leader are as follows:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Overall Effectiveness</td>
<td>4.9</td>
<td>4.6</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Average Peer Scores</td>
<td>3.7</td>
<td>4.2</td>
<td>3.9</td>
<td>4.2</td>
</tr>
</tbody>
</table>

A sample of written comments for my work as group leader include the following:

2009: “At this point in my educational career, I’ve had a lot of teacher ranks among the very top of those excellent educators. He did an amazing job of making something that can be quite confusing, very easy to grasp. His regard for the students, interest in the class, and willingness to put his time aside to teach was exceptional. He was kind and all the time he put into helping us learn the material. He is one of the best professors I have had in medical school so far!”
Another Example Of How To Present Information

Med 534: Wilderness Medicine

Background: Prior to 2008, wilderness medicine education was delivered in a haphazard fashion in the School of Medicine. Elective courses were organized by the students themselves and only took place during years in which one or more students were willing to devote the time and energy to running the class under the nominal leadership of a faculty member. In 2008, I worked with David Townes from the Division of Emergency Medicine to create a more permanent course structure whereby the course is offered on an annual basis in the spring quarter.

What Was Done: In 2008, Dr. Townes and myself served as co-course chairs. For the past three years, I have organized the course myself. The elective consists of a series of 7-8 classroom sessions conducted once a week. The sessions are a mixture of didactics, case discussions and hands-on training sessions.

The full course content is described on the course website, whose content I created and update myself: https://catalyst.uw.edu/workspace/alkus/1412699365

Outcomes: The course has been offered on an annual basis since 2008. For the first three years, enrollment was generally around 18-20 students but in 2011, 38 students participated in the course. Enrollment will be capped at 40 students in the future as that is the maximum number that can be incorporated into the course’s hands-on workshops.

Numerical evaluations for the course have been as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality of the course (1 = Poor, 5 = Excellent)</td>
<td>4.54</td>
<td>4.39</td>
<td>5.00</td>
<td>4.42</td>
</tr>
<tr>
<td>Compared to other elective courses you have had, this course was: (1 = much worse, 5 = much better)</td>
<td>4.23</td>
<td>3.78</td>
<td>4.52</td>
<td>4.23</td>
</tr>
</tbody>
</table>

A representative sample of free response comments from the students includes:

2010
I really enjoyed the practical nature of this course. Great lecturers, good variety of relevant topics, and I liked the final exercise. “Loved it! Definitely the most “practical” course in my first two years of medical school.” “Well organized, interesting material, taught by people who clearly care about what they’re teaching.”
Question 2

What should I emphasize in the presentation of information?
Three Items To Emphasize In The Portfolio

1. Scholarship
2. Effectiveness
3. Improvement
What Is Educational Scholarship?

Education scholarship ≠ scholarly education

Education scholarship entails treating your teaching work as scientists treat their research.
Examples Of Educational Scholarship

**Scholarship of Integration**
- Review articles
- Book chapters
- Systematic reviews

**Scholarship of Application**
- Incorporating learning theory or new knowledge into teaching at the bedside or in lecture

**Scholarship of Teaching**
- Innovative methods (e.g., TBL)
- Curriculum development

TBL: Team-based Learning
An Example Of Educational Scholarship

**SEMINARS FOR EDUCATORS**

**Practical Strategies for Effective Lectures**

Peter H. Lenz¹, Jennifer W. McCallister², Andrew M. Luks³, Tao T. Le⁴, and Henry E. Fessler⁵

¹Division of Pulmonary, Critical Care, and Sleep Medicine, Department of Medicine, University of Cincinnati, and ²Division of Pulmonary, Allergy, Critical Care, and Sleep Medicine, Department of Medicine, Ohio State University Wexner Medical Center, Columbus, Ohio; ³Division of Pulmonary and Critical Care Medicine, Department of Medicine, University of Washington, Seattle, Washington; ⁴Section of Allergy and Immunology, University of Louisville, Louisville, Kentucky; and ⁵Division of Pulmonary and Critical Care, Department of Medicine, Johns Hopkins University School of Medicine, Baltimore, Maryland

Review Article
Another Example Of Educational Scholarship

A Case-Based Critical Care Curriculum for Resident Physicians

MedEdPortal

www.mededportal.org
Another Example Of Educational Scholarship

Let's Talk Critical
Development and Evaluation of a Communication Skills Training Program for Critical Care Fellows

Aluko A. Hope¹, S. Jean Hsieh¹, Jennifer M. Howes¹, Adam B. Keene¹, James A. Fausto², Priya A. Pinto², and Michelle Ng Gong¹

¹Department of Medicine, Division of Critical Care Medicine, and ²Department of Family and Social Medicine, Palliative Care Program at Albert Einstein College of Medicine of Yeshiva University, Bronx, New York

Education Research
Documenting Effectiveness

Show how you measure up to peers
Show Off Your High Quality Work

You should not include an entire talk but can includes snippets and examples if this is an area of strength
Show Off Your High Quality Work

CorECMO
Web-based tutorial created by Jenelle Badulak

https://depts.washington.edu/corecmo/story_html5.html
Documenting Improvement

<table>
<thead>
<tr>
<th>Evaluation Area (0 = worst; 5 = highest)</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Interactive with audience</td>
<td>4.2</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Time for questions</td>
<td>3.5</td>
<td>4.0</td>
<td>4.7</td>
</tr>
<tr>
<td>Adequacy of handout</td>
<td>4.2</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Overall quality</td>
<td>4.0</td>
<td>4.2</td>
<td>4.8</td>
</tr>
</tbody>
</table>

This is a way to make poor evaluations work to your advantage in the portfolio
Let’s Think About Your Educational Activities

What teaching am I doing?

Am I getting evaluations?

Is there a chance for scholarship?

Let’s take a few minutes to jot down some thoughts
Question 3

Where do I get all of this information to populate the portfolio?
There Are Two Primary Sources Of Information For Populating The Portfolio

Records that you maintain and organize during your career

Your personal file in your department or division
You Should Start Holding Onto Everything!

- Evaluations
- Publications
- Thank you letters
- Informal feedback

Not all of it will go in the portfolio, but having the material available helps you build the portfolio.
One Way To Keep Track Of Teaching Activities

Separate worksheets for different types of activities
One Method For Storing What You Gather
Some Divisions Have Tools To Gather Peer Evaluations

Catalyst Survey Link

The email is sent when faculty notify staff that they gave a talk
Some Divisions Have Tools To Gather Peer Evaluations

**Catalyst Survey**

Information can be stored in department files and easily retrieved when needed

Space available for written comments
Question 4

What is a teaching philosophy statement?
The Teaching Philosophy Statement

• Often a required element of a portfolio
• It is the educator’s “personal statement”
• It is different than the self assessment for the promotions packet
• No absolute requirements: the goal is to show your:
  – Understanding of your teaching role
  – Philosophical and theoretical basis to your teaching
  – Commitment to teaching and improvement

Some departments limit this to one page maximum!
The Target For A Teaching Philosophy Statement
Let’s Look At Some Examples From School Of Medicine Faculty

You should have received a packet of teaching philosophy statements from UW SOM faculty ahead of today’s session. A copy has been placed in the chat section.
Let’s Take Some Time To Jot Down Thoughts About Our Own Philosophy
Question 5

What does this all look like in the end?
What A Portfolio May Look Like *

Teaching Portfolios for Terry Massagli
Department of Rehabilitation Medicine

* Depending on department requirements
What A Portfolio May Look Like *

The Department of Medicine limits the portfolio to < 1 inch in thickness

* Depending on department requirements
Another Example Of What A Portfolio May Look Like *

* Depending on department requirements

Photo Courtesy of Mark Whipple
Other Examples For Organizing The Portfolio

Do *not* send in the huge three ring binder!
Another Model For The Portfolio
How Long Should My Portfolio Be?

Some Things Are Not Clear
- Exact length requirements
- Exactly how much of this is read

One Thing Is Clear
“If your portfolio is too long, the only person who will read it is you.”

Be sure to clarify your department’s expectations before you start your portfolio.
An Appendix Can Help Keep The Main Document Concise

An option for an appendix on CD-ROM or memory stick if this is permitted/expected
Time To Take A Deep Breath
Key Points About The Teaching Portfolio

1. Use this to provide rich detail to people about what you do as an educator.

2. Do not expect it to all come together in one sitting two days before your promotions packet is due.

3. Be proactive about gathering and organizing information for the portfolio as you go along.

4. Keep looking for ways to turn your teaching work into educational scholarship.
Teaching Portfolio

A teaching portfolio is required for regular faculty (lecturers, assistant professors and associate professors) who are being considered for promotion. The teaching portfolio is a critical document in the promotion review process, particularly at the school and provost levels. The portfolio represents your teaching record and is used to assess the quality and value of teaching and mentoring interactions with students, residents, fellows, practicing physicians, and other professionals.

Teaching portfolio guidelines and resources (Department of Medicine)
View to create a teaching portfolio
Self-reflection on teaching

Below are two example teaching portfolios and self-assessments for you to consider as you plan your path to promotion.

Example teaching portfolio 1 (published with permission)
Example self-assessment 1 (published with permission)
Example teaching portfolio 2 (published with permission)
Example self-assessment 2 (published with permission)

https://faculty.uwmedicine.org/resources/title-number-one-goes-here/
Some Final Helpful Advice

“You will find yourself at once overwhelmed by the number of things that you might put into your portfolio and anxious that it won't be enough. *That feeling is normal.*”

Chris Knight  
General Internal Medicine

[http://faculty.washington.edu/cknight/a-blog-as-an-online-portfolio/](http://faculty.washington.edu/cknight/a-blog-as-an-online-portfolio/)
Thanks For Listening!

Questions?
aluks@uw.edu