

How To Create A Teaching Portfolio

Office of Faculty Affairs Career Development Session
March 31, 2021

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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

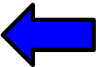


Reality Sets In When Your Division Administrator Calls...

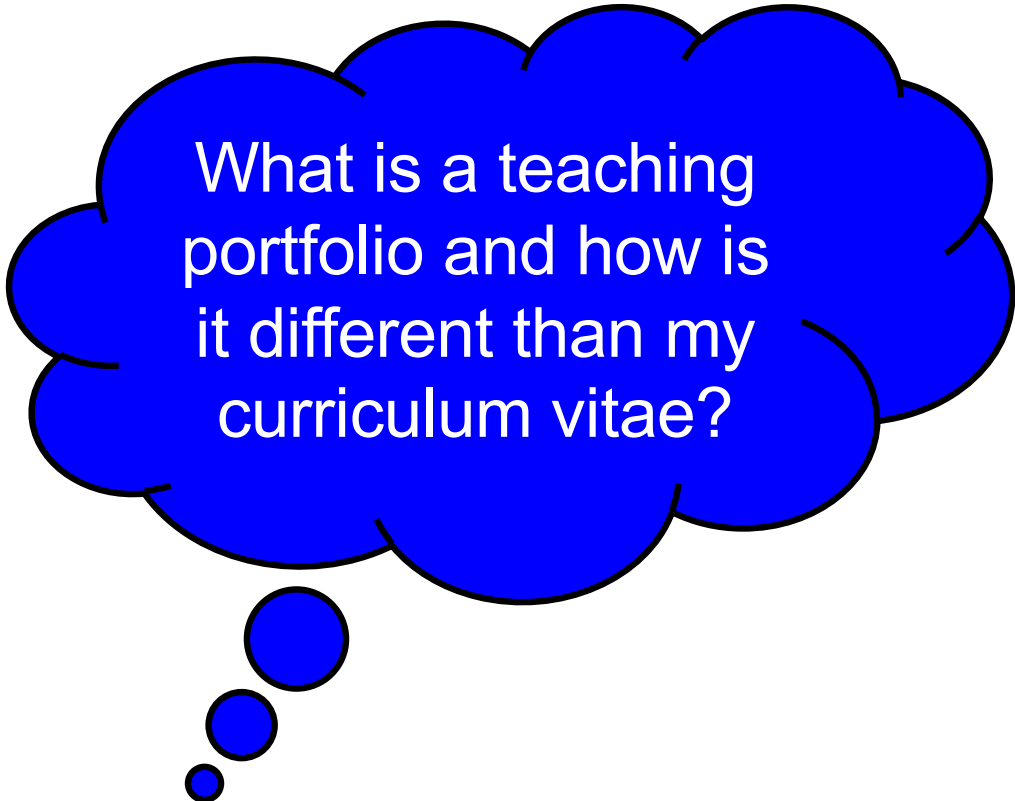
“Here’s what you need to get together for us in 6 weeks”



The Promotion Packet	
Curriculum vitae	
Peer evaluations	
Student and resident evaluations	
Teaching portfolio	
Self assessment	
Division head and service chief letters	
Internal and external letters	
Publication reprints (Top 5 Papers)	



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

Education	Professional Organizations
Post-graduate Training	Teaching Responsibilities
Faculty Positions Held	Editorial Responsibilities
Hospital Positions Held	Diversity, Equity, Inclusion
Honors and Awards	Local and National Roles
Board Certification	Research Funding
Current Licenses	Bibliography
	Abstracts

This is largely a list with little in the way of detail

An Example Of The Limited Utility Of CVs For Educators

CURRICULUM VITAE		November 26, 2010
Name		
MCG Titles	Vice Dean for Academic Affairs Professor of Medicine	
Office Address	Academic Affairs, CJ-1036	
Telephone		
Fax		
e-mail		
PERSONAL		
Home Address		
Telephone		
EDUCATION		
Post-doctoral	Emory University Affiliated Hospitals, Atlanta, Georgia Residency, Internal Medicine	1977-1979
	Emory University Affiliated Hospitals, Atlanta, Georgia Internship, Internal Medicine	1976-1977
Graduate & Professional	Emory University School of Medicine, Atlanta, Georgia M.D.	1976
	Dartmouth Medical School, Hanover, New Hampshire B.M.S.	1974
College	Colby College, Waterville, Maine B.A. with Distinction in Biology	1972
High School	Wethersfield High School, Wethersfield, Connecticut Diploma	1968
Board Certification	American Board of Internal Medicine (Permanent certificate)	1983
PROFESSIONAL		

- 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?

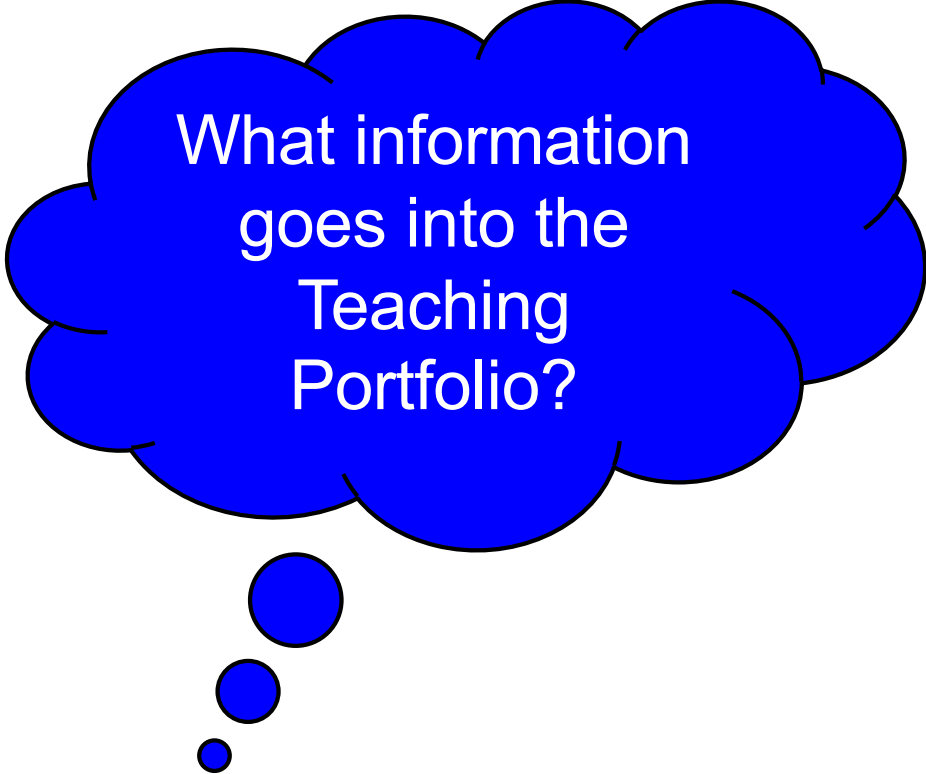
What should I emphasize in the portfolio?

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”

Executive Summary	Mentoring
Personal Information	Educational administration
Teaching Philosophy	Long term goals
Teaching Activities	Honors and awards
Professional development	Recognition outside UW

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

Peer evaluation of teaching effectiveness

Date: February 24, 2011

Faculty member being observed:

Title of course/lecture/presentation: Less Invasive Hemodynamic Monitors in the ICU

	excellent	very good	good	fair	poor	n/a
Content (accurate/up to date?)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity and organization of presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of presentation content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of instructional resource (powerpoint, video, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm and stimulation of audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall teaching effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator: ☒ Faculty ☐ Fellow ☐ Housestaff ☐ Staff

Comments: The talk was well structured and had information that everyone learned from. Andys pacing was very good. I liked that he paused for questions repeatedly. I have personally given him additional not. by

Please return form to: Joleen Sims at jsims@uw.edu or Box 356522

You do not simply
put all evaluations
in a binder...

You need to
synthesize the
information into a
concise,
informative format

An Example Of How To Present Information About A Teaching Activity

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 patient cases 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:

Dimension	2007	2008	2009	2010
My Overall Effectiveness	4.9	4.6	5.0	5.0
Average Peer Scores	3.7	4.2	3.9	4.2

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 teachers [redacted] 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. [redacted] was great! He was always very happy to answer questions and help with whatever students were struggling with. I really appreciated his kindness 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!!"

Description of your teaching role

Summary of numerical ratings

Sample of written comments

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/aluks/14126/99365>

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:

Question	2008	2009	2010	2011
Please rate the overall quality of the course (1 – Poor; 5 – Excellent)	4.54	4.39	5.0	4.42
Compared to other elective courses you have had, this course was: (1 – much worse; 5 – Much better)	4.23	3.78	4.52	4.23

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

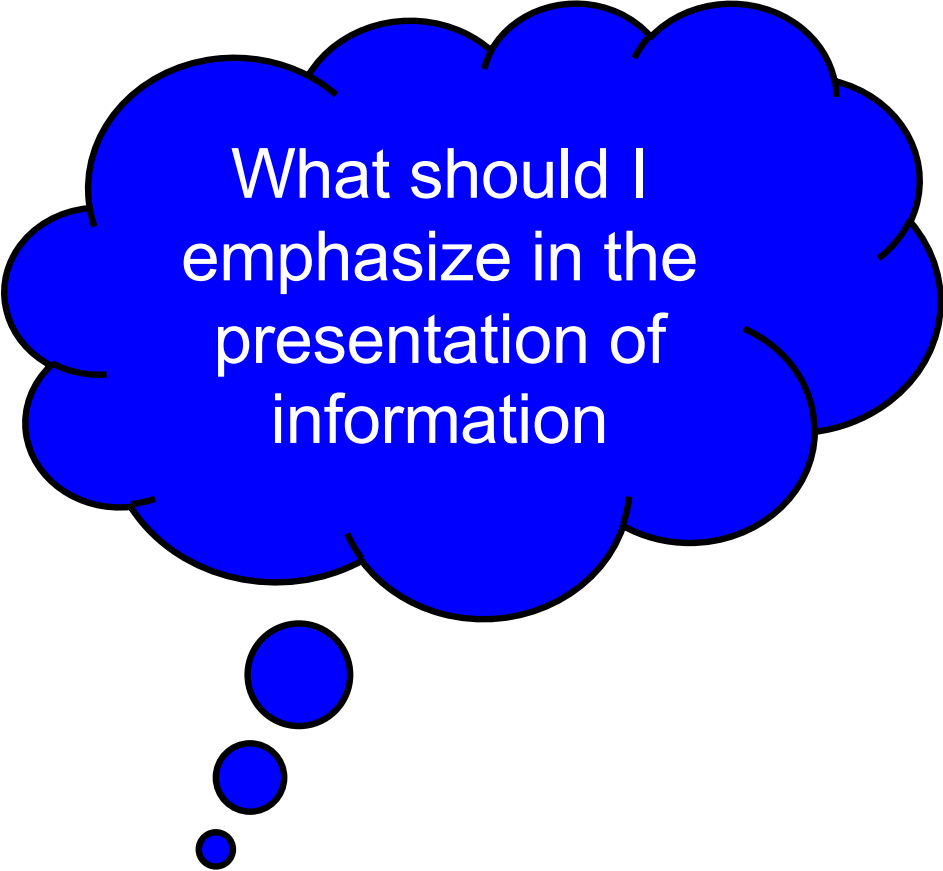
2010
"I really enjoyed the practical nature of this course. Great lecturers, good variety of relevant topics, and I liked the final exercise." "Loved it! Definitely the most "practical" course in my first two years of medical school." "Well organized, interesting material, taught by people who clearly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

Background: why
you did what you did

What you actually did

Evaluation scores;
Written comments

Question 2



What should I
emphasize in the
presentation of
information

Three Items To Emphasize In The Portfolio



Scholarship



Effectiveness



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

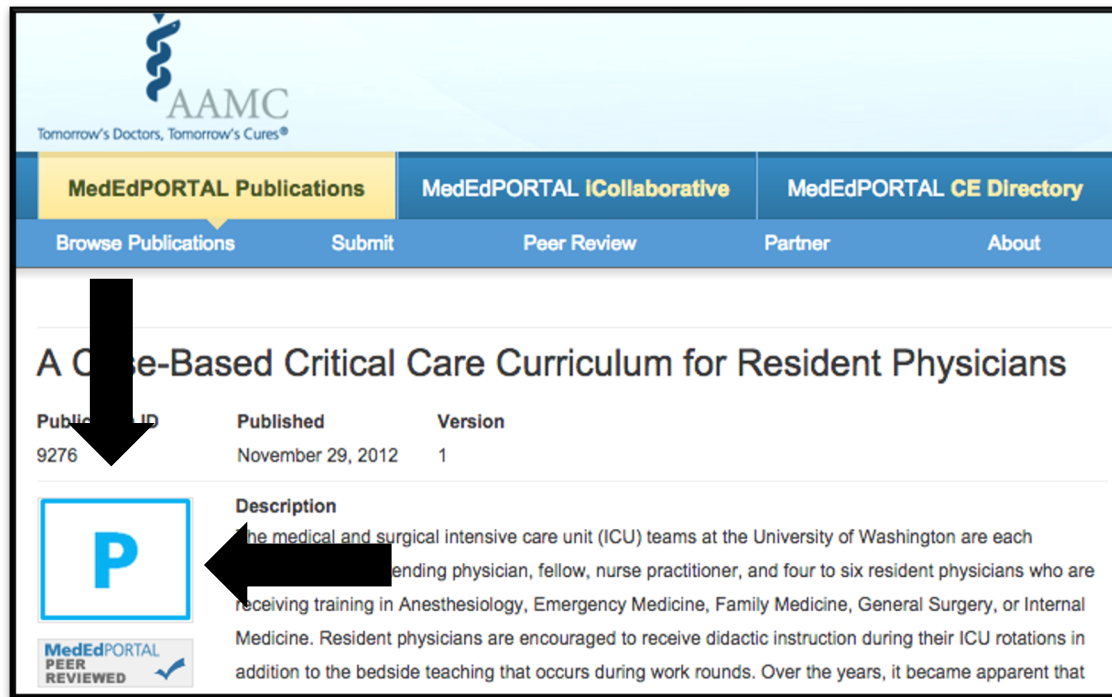
Practical Strategies for Effective Lectures

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



MedEdPortal

www.mededportal.org

Another Example Of Educational Scholarship

ORIGINAL RESEARCH

Let's Talk Critical

Development and Evaluation of a Communication Skills Training Program for Critical Care Fellows

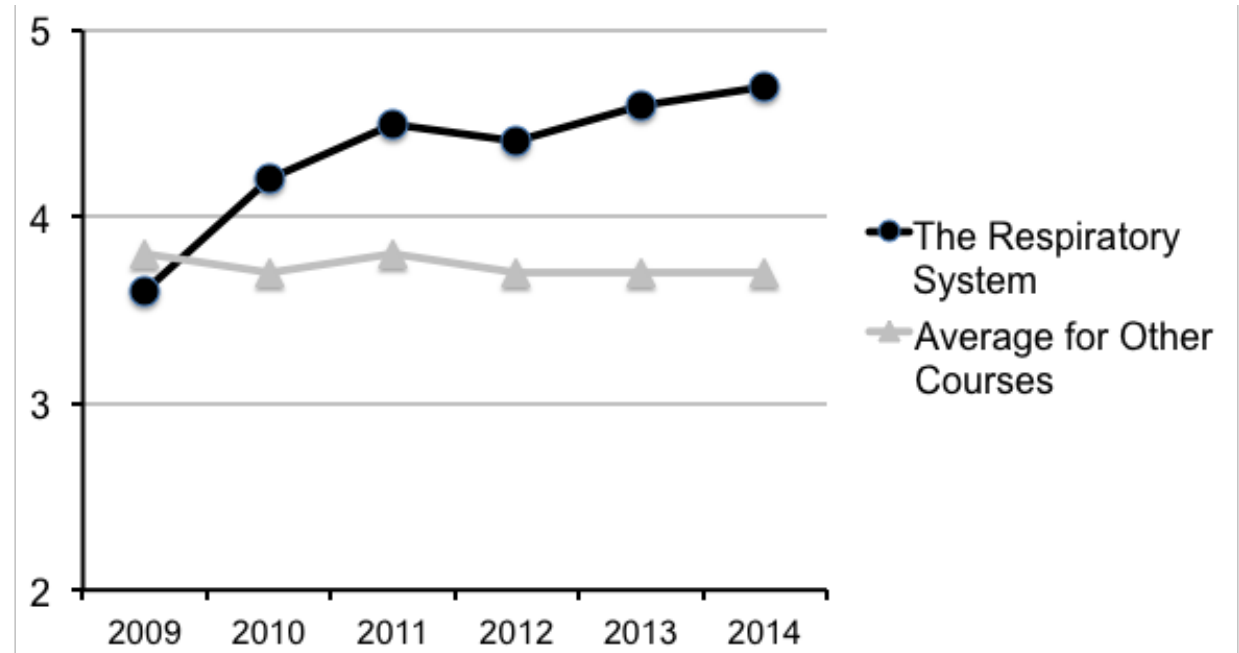
Aluko A. Hope¹, S. Jean Hsieh¹, Jennifer M. Howes¹, Adam B. Keene¹, James A. Fausto², Priya A. Pinto², and Michelle Ng Gong¹

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

The image displays a grid of 20 slides from a presentation on respiratory physiology. The slides are numbered 1 through 20 and cover various topics related to gas exchange and lung function.

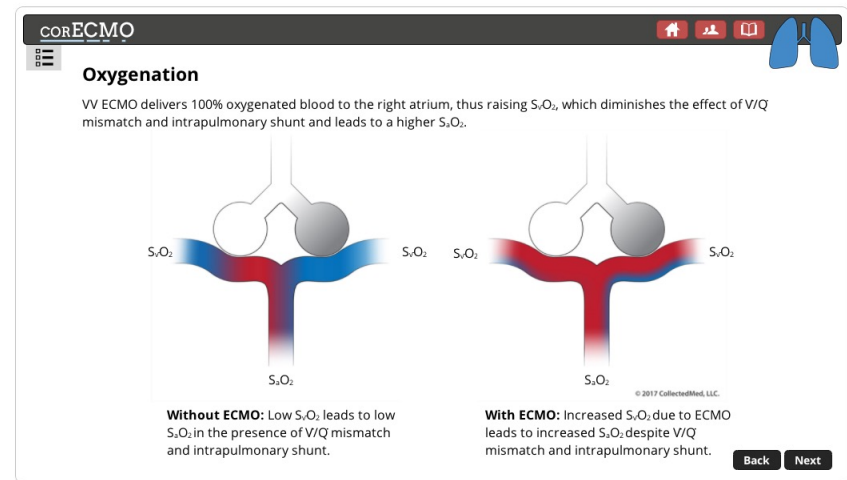
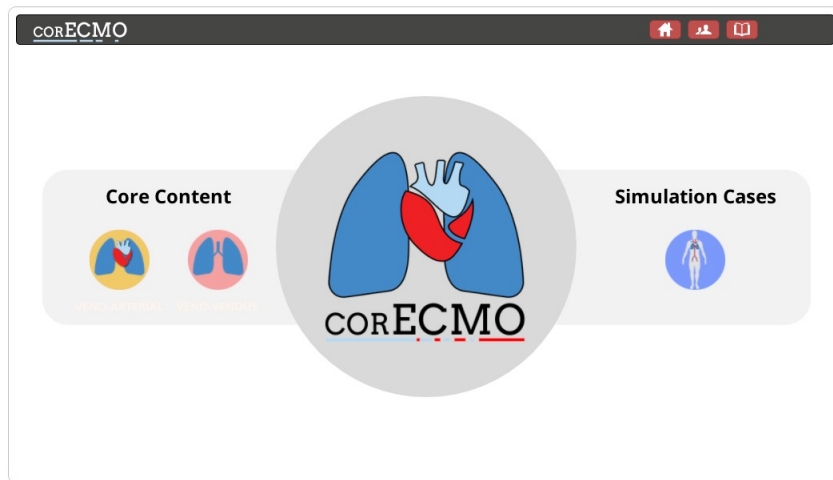
- Slide 1: Alveolar Ventilation** - Includes a title slide with a background image of lungs and a brief introduction by Andrew M. Levin, MD, Associate Professor of Medicine, University of California San Diego.
- Slide 2: Alveolar Ventilation** - Contains a disclosure statement regarding potential conflicts of interest.
- Slide 3: Our Goal In Today's Lecture** - States the goal is to describe the first steps of oxygen delivery and the final steps of carbon dioxide removal.
- Slide 4: We Will Use Two Cases To Frame The Lecture** - Presents two cases: Case #1 (a 35-year-old woman with a fever) and Case #2 (a 27-year-old woman with a fever and respiratory distress).
- Slide 5: An Outline For Today's Talk** - Lists the topics to be covered: Gas pressures and the respiratory system, The concepts of partial pressures and blood gas tensions, and The determinants of alveolar partial pressures of oxygen and carbon dioxide.
- Slide 6: Some Important Terminology** - Features a background image of lungs and a table defining key terms.
- Slide 7: We Need To Start With Important Terminology** - Provides a table with definitions for terms like Inspired, Expired, Alveolar, Arterial, and Venous.
- Slide 8: Some More Terminology** - Provides a table with definitions for terms like Inspired, Expired, Alveolar, Arterial, and Venous.
- Slide 9: How We Will Represent The Lung** - Shows a diagram of the lung with zones for gas exchange.
- Slide 10: Pressure and the Respiratory System** - Features a background image of lungs and a diagram of the respiratory system.
- Slide 11: The Pressure Of A Gas** - Shows a diagram of a gas molecule and a text box explaining the concept of pressure.
- Slide 12: How We Represent Pressure** - Shows two diagrams: Gauge Pressure and Absolute Pressure.
- Slide 13: Partial Pressure** - Shows a diagram of a gas molecule and a text box explaining the concept of partial pressure.
- Slide 14: We Are Concerned About The PO₂ At Many Points** - Shows a diagram of a person and a text box explaining the importance of partial pressure of oxygen.
- Slide 15: Barometric Pressure (P_B)** - Shows a diagram of a person and a text box explaining the concept of barometric pressure.
- Slide 16: Barometric Pressure (P_B) Changes With Altitude** - Shows a diagram of a person and a text box explaining how barometric pressure changes with altitude.
- Slide 17: Gas Tensions In Ambient Air** - Shows a diagram of a person and a text box explaining the concept of gas tensions in ambient air.
- Slide 18: Water Vapor** - Shows a diagram of a person and a text box explaining the concept of water vapor.
- Slide 19: Partial Pressure Of Inspired Gases** - Shows a diagram of a person and a text box explaining the concept of partial pressure of inspired gases.
- Slide 20: Inspired Oxygen Tensions** - Shows a diagram of a person and a text box explaining the concept of inspired oxygen tensions.

You should not include an entire talk but can include 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

Evaluation Area (0 = worst; 5 = highest)	2010	2011	2012
Content	4.0	4.5	5.0
Interactive with audience	4.2	4.5	5.0
Time for questions	3.5	4.0	4.7
Adequacy of handout	4.2	4.3	4.5
Overall quality	4.0	4.2	4.8

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

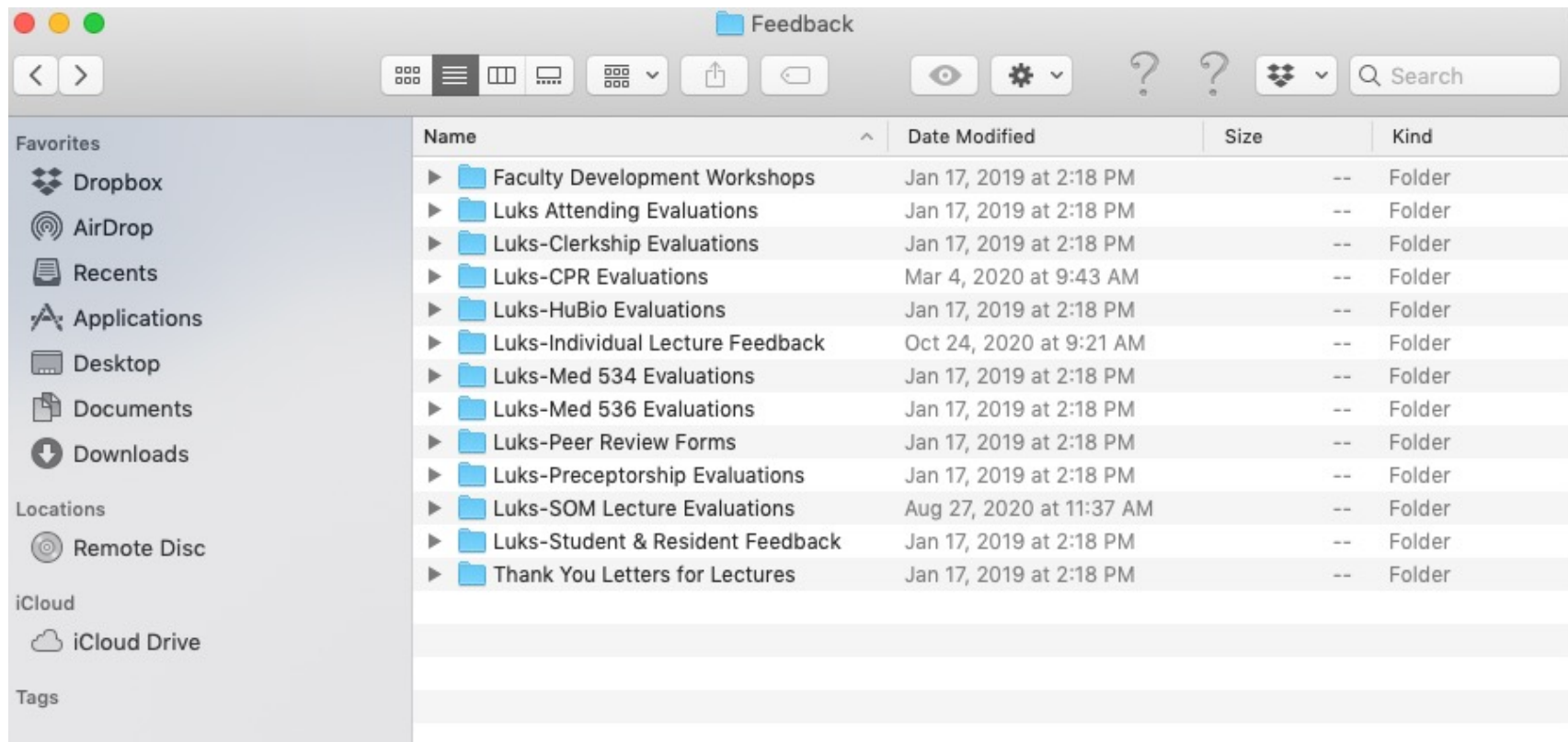
One Way To Keep Track Of Teaching Activities

The screenshot shows an Excel spreadsheet with the following data:

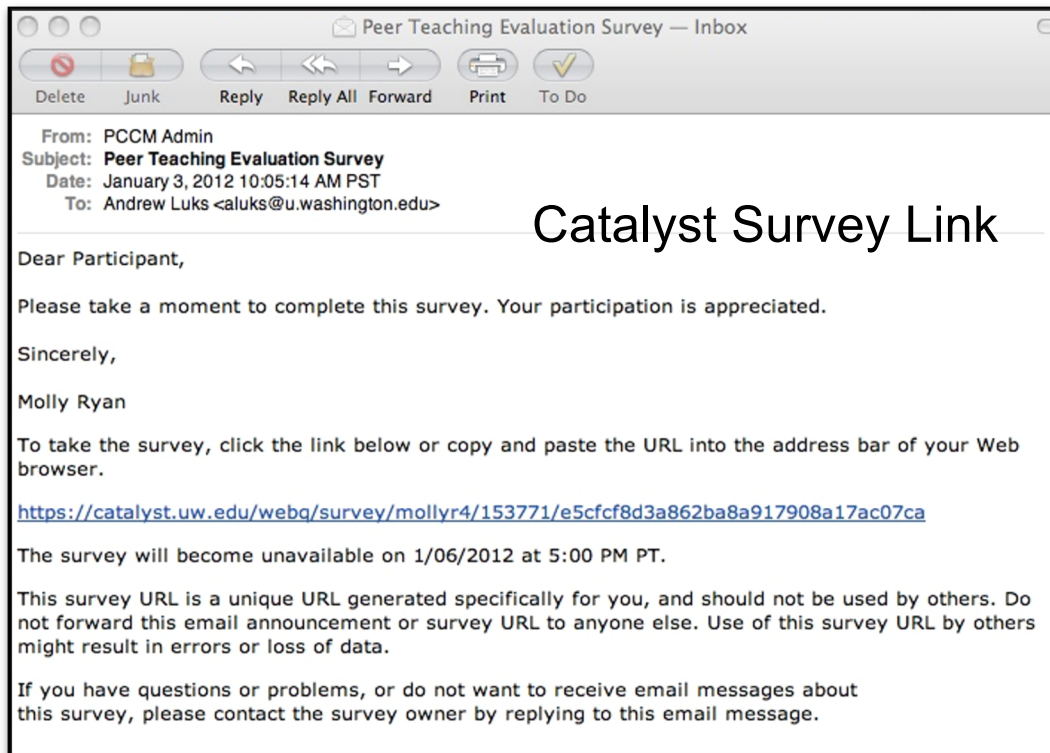
	Audience	Activity	Date
95	3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/6/10
96	Nursing 533	Outpatient Management of COPD	8/6/10
97	HMC Chief of Medicine Rounds	Massive Hemoptysis	9/7/10
98	HMC Medicine Residents	Respiratory Failure	10/11/10
99	Respiratory & Critical Care Conference	High Altitude Physiology	10/14/10
100	3rd Year Medical Students IM Rotation	Pulmonary Medicine	10/28/10
101	Medic One Paramedic Student Training	Obstructive and Restrictive Lung Disease	11/30/10
102	Medic One Paramedic Student Training	Pulmonary Edema and Pulmonary Embolism	11/30/10
103	Medic One Paramedic Student Training	Respiratory Emergencies	12/2/10
104	Respiratory & Critical Care Conference	Pregnancy and Pulmonary and Critical Care Medicine	12/2/10
105	HMC Medicine Residents	High Altitude Physiology and Medicine	12/15/10
106	HMC Chief of Medicine Rounds	Outpatient Case Discussion (COPD; Pleural Effusions)	1/11/11
107	UW Primary Care Residents	PFT Cases	1/24/11
108	HMC Chief of Medicine Rounds	Complications of Diving	2/22/11
109	Respiratory & Critical Care Conference	Less Invasive Hemodynamic Monitors in the ICU	2/24/11
110	UW Nuclear Medicine Residents	Pulmonary Embolism	3/29/11
111	UW Resident Teaching Conference	Pregnancy and Pulmonary and Critical Care Medicine	3/31/11
112	Trauma Conference	Pregnancy and Critical Care Medicine	4/18/11
113	Nursing 533	Outpatient Management of COPD	5/10/11
114	UW Pediatric Residency Wilderness Medicine	High Altitude Physiology and Medicine	6/15/11
115	Respiratory & Critical Care Conference	Hemodynamic Monitors You Will Use in the ICU	8/11/11
116	HMC Medicine Residents	How To Interpret Arterial Blood Gases	8/12/11
117	3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/11/11
118	HMC Medicine Residents	Pregnancy and Pulmonary and Critical Care Medicine	9/12/11
119	HMC Chief of Medicine Rounds	Oxygen Delivery	11/22/11
120	Medic One Paramedic Student Training	Obstructive and Restrictive Lung Disease	11/23/11
121	Medic One Paramedic Student Training	Pulmonary Edema and Pulmonary Embolism	11/23/11
122	Medic One Paramedic Student Training	Respiratory Emergencies	12/1/11
123	HMC Medicine Residents	Obstructive Lung Diseases	12/5/11
124	HMC Medicine Residents	High Altitude Physiology and Medicine	12/16/11

Separate worksheets for different types of activities

One Method For Storing What You Gather



Some Divisions Have Tools To Gather Peer Evaluations



**The email is sent when
faculty notify staff that they
gave a talk**

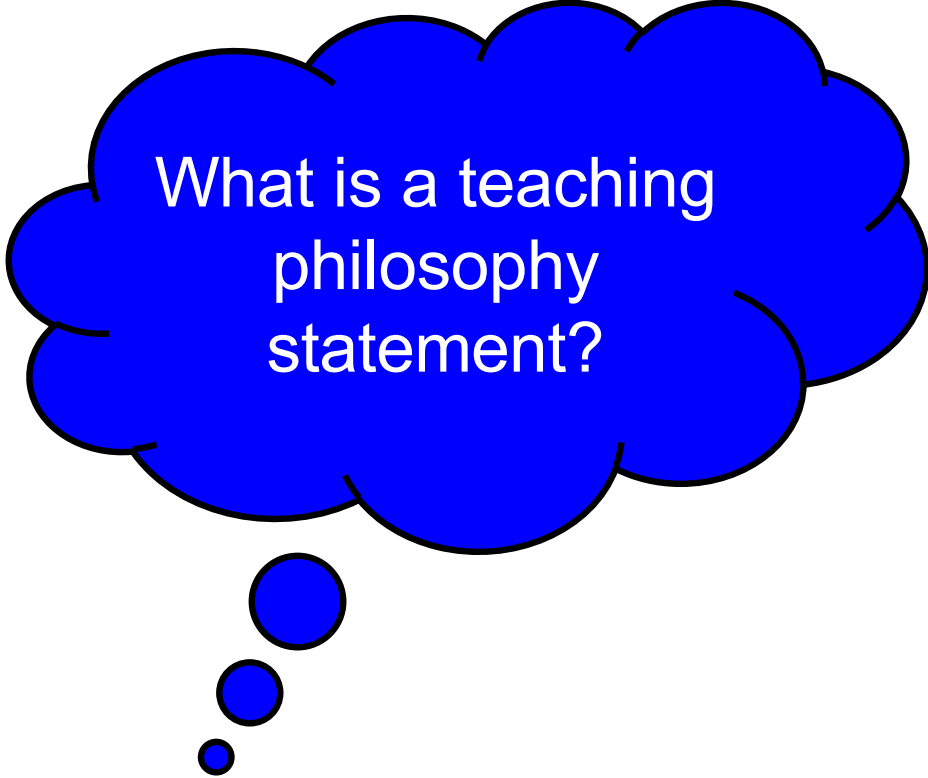
Some Divisions Have Tools To Gather Peer Evaluations

EXAMPLE Peer Teaching Evaluation						
Page 1 of 1						
Please complete this Teaching Evaluation		Catalyst Survey				
Required.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Speaker identifies reasonable goals for session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation has clear, organized flow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presntation is made at appropriate pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spearker summarizes key points during conclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaker demonstrates command of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speark demonstrates relevance of subject to audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Space available for
written comments**

Question 4



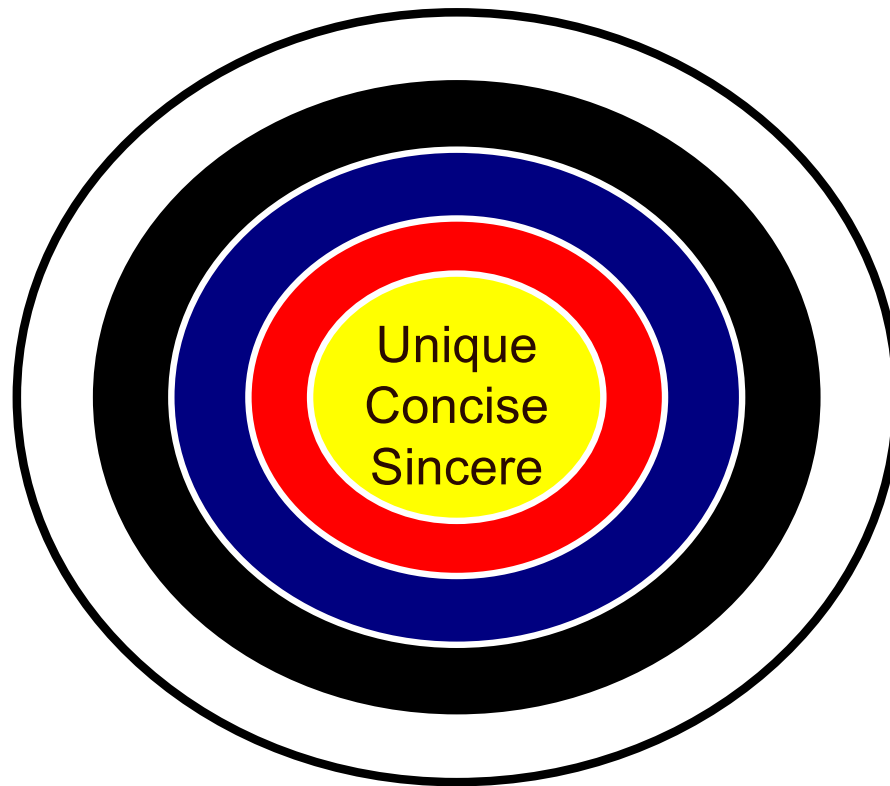
What is a teaching
philosophy
statement?

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

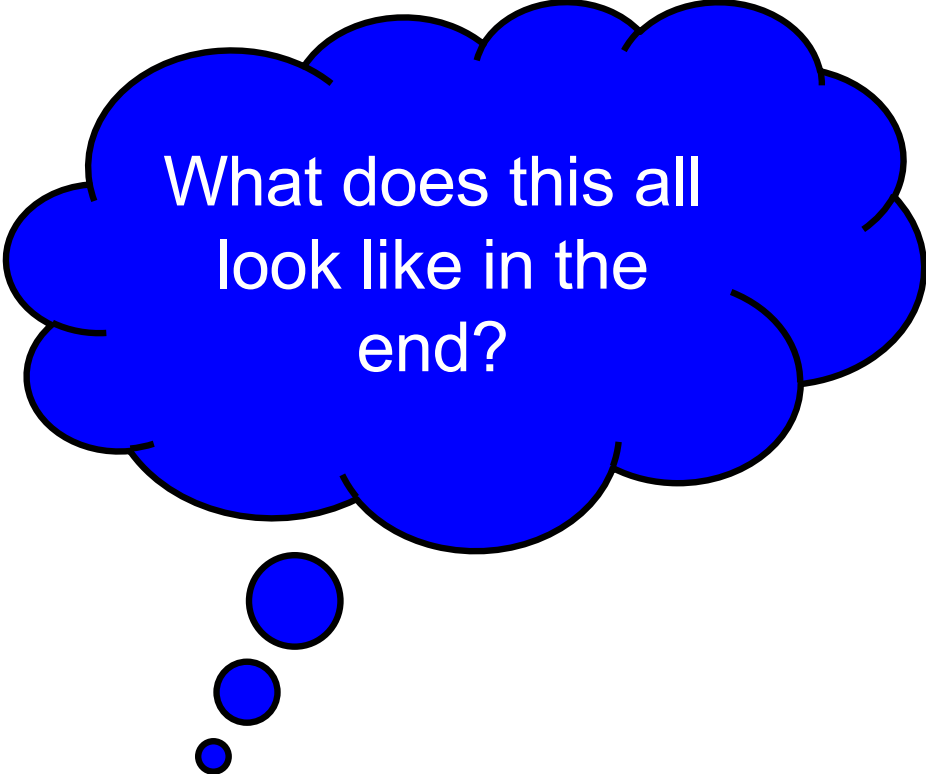
You should have received a packet of teaching philosophy statements from UW SOM faculty ahead of today's session. A copy has been placed in the chat section.

**Let's Take Some Time To Jot Down
Thoughts About Our Own Philosophy**



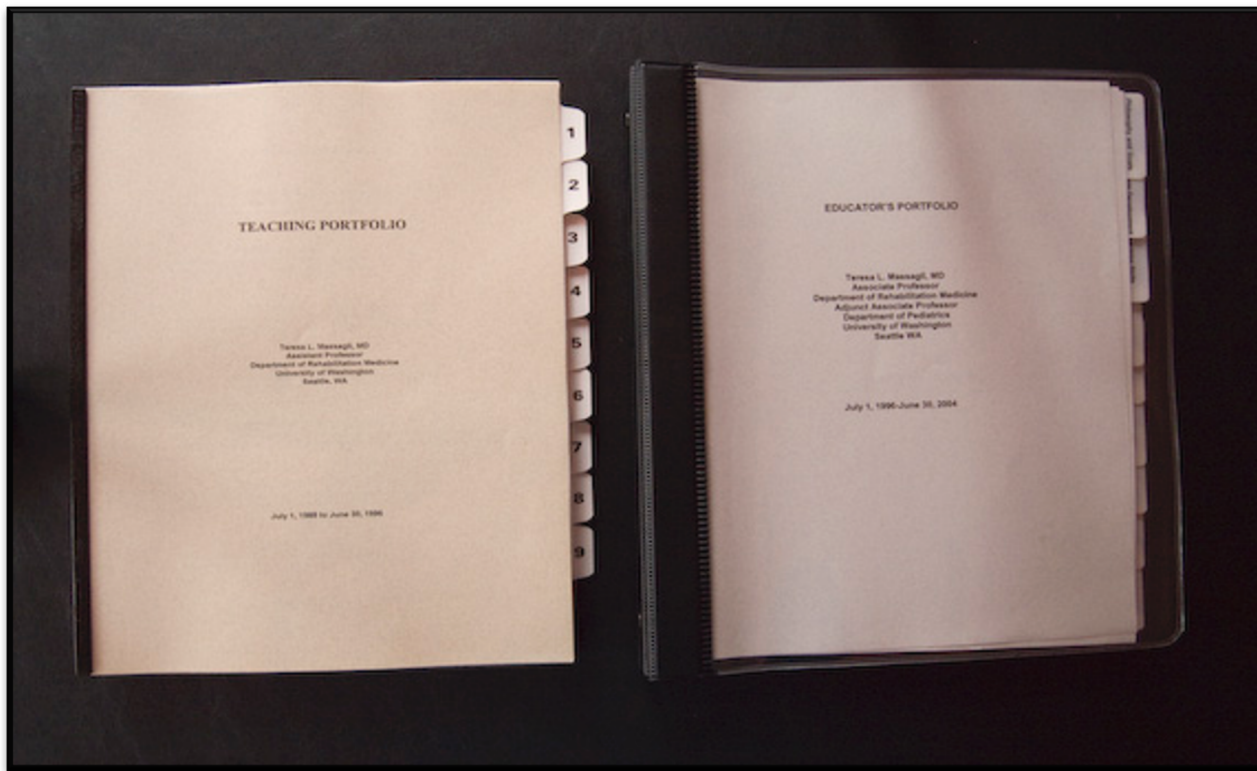


Question 5



What does this all
look like in the
end?

What A Portfolio May Look Like *

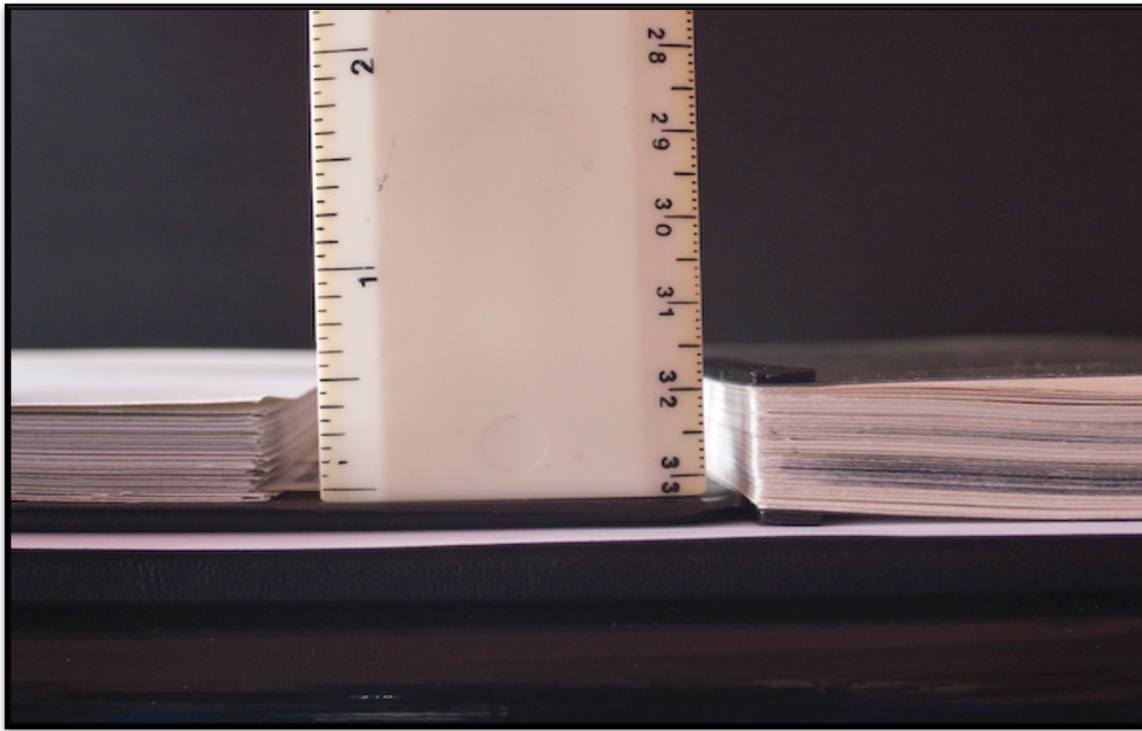


**Teaching Portfolios
for Terry Massagli**

**Department of
Rehabilitation
Medicine**

* Depending on department requirements

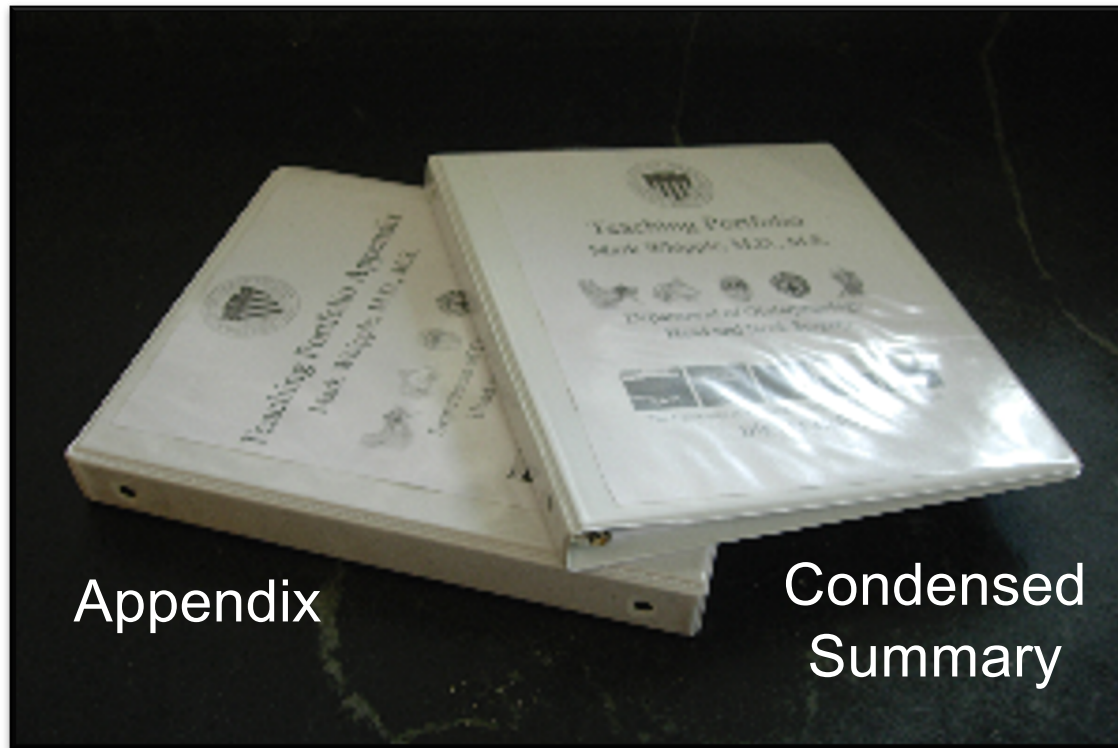
What A Portfolio May Look Like *



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

* Depending on department requirements

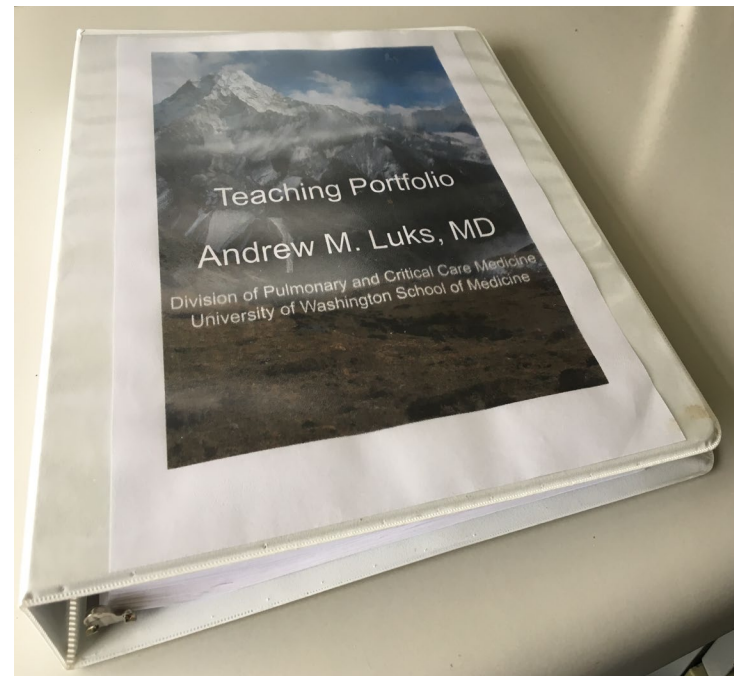
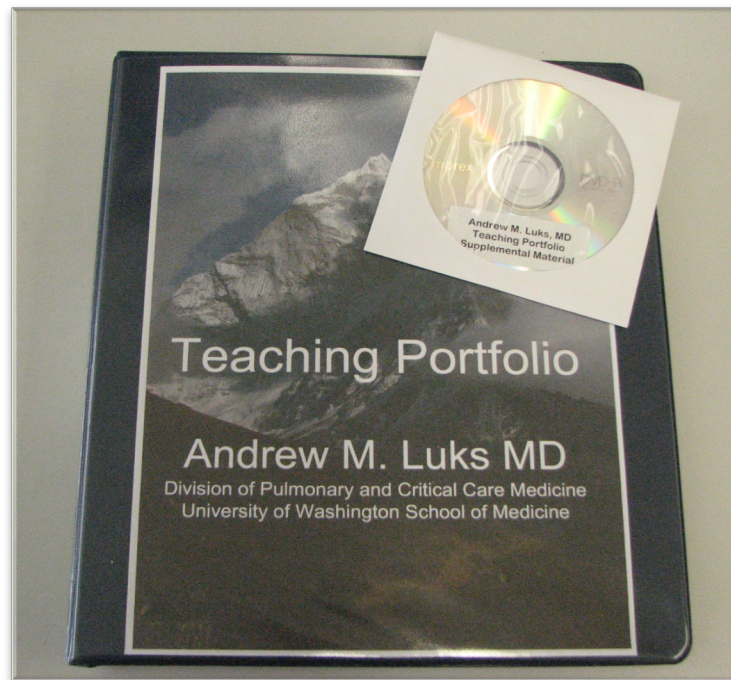
Another Example Of What A Portfolio May Look Like *



* Depending on department requirements

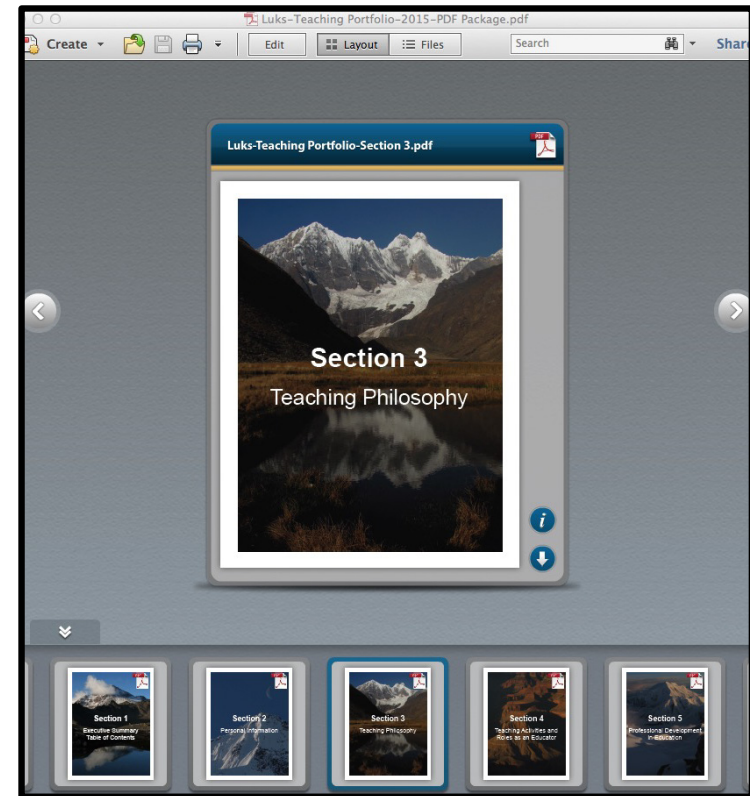
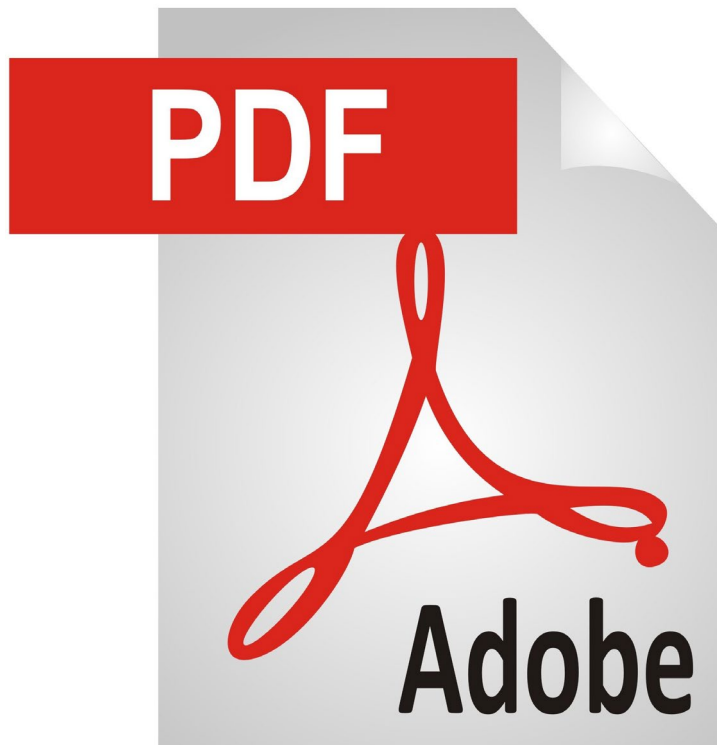
Photo Courtesy of Mark Whipple

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

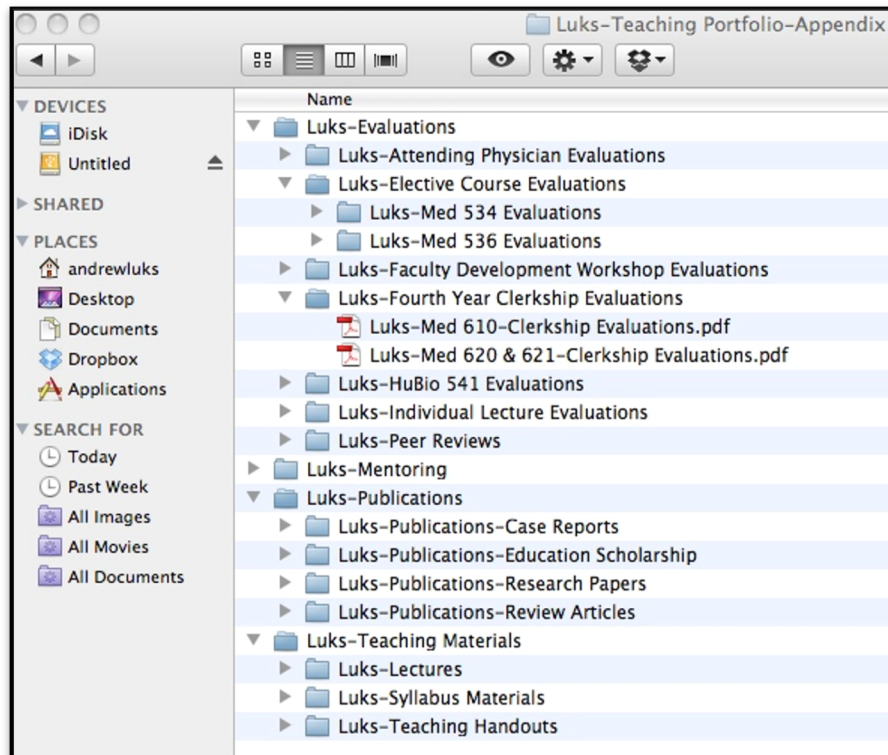
Exact length requirements
Exactly how much of this is read

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



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



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

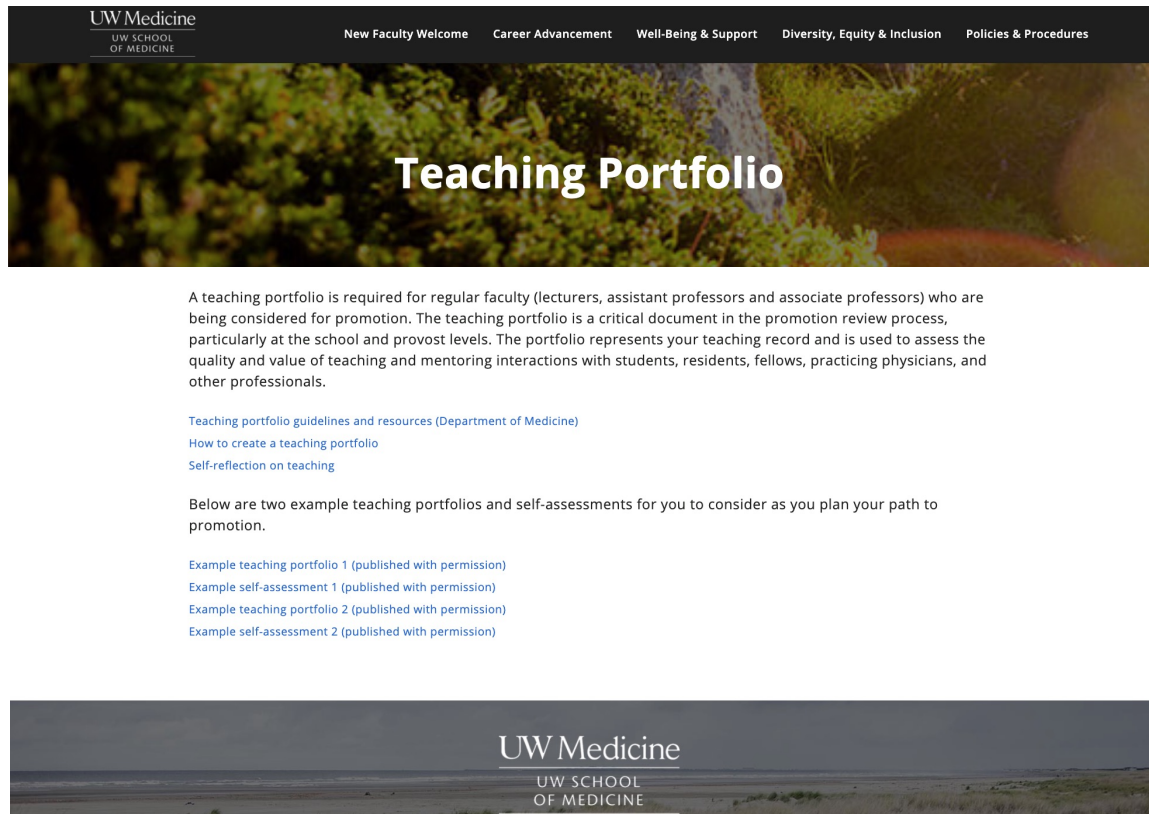


Be proactive about gathering and organizing information for the portfolio *as you go along*



Keep looking for ways to turn your teaching work into educational scholarship

Additional Resources



<https://faculty.uwmedicine.org/resources/title-number-one-goes-here/>

Some Final Helpful Advice



Chris Knight
General Internal Medicine

“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's Tips: <http://faculty.washington.edu/cknight/teaching-portfolio-basics-3/>
<http://faculty.washington.edu/cknight/a-blog-as-an-online-portfolio/>

Thanks For Listening!

Questions?
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