

How To Create A Teaching Portfolio

Office of Faculty Affairs Career Development Session
March 6, 2023

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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

Having wrestled with all of the questions you are likely having regarding the Teaching Portfolio, I feel your pain.

Your Chair 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 Department Administrator Calls...

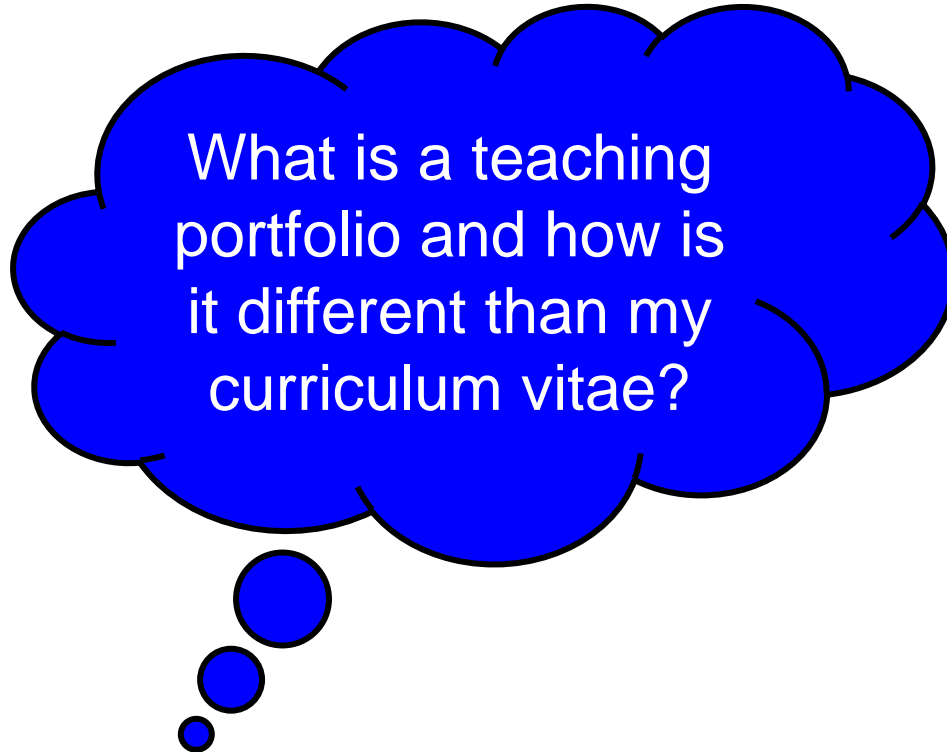
“Here’s what you need to get together for us in 6 weeks”



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



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?

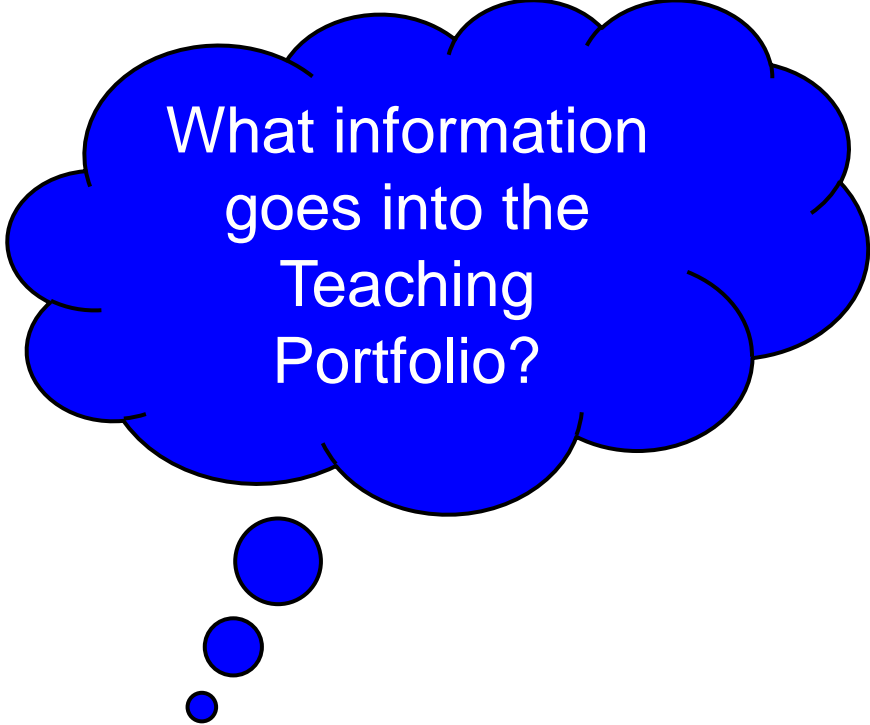
What should I emphasize in the portfolio?

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 format for physician scientists is more streamlined

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 department administrator to clarify the expectations

Expectations Vary By Track

Clinician Scholar

“Full meal deal” portfolio
including emphasis on
scholarship, educational
leadership, professional
development

Physician Scientist

Pared down portfolio with
focus on teaching
activities, evaluations,
mentoring

No focus on educational
scholarship, education
administration

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. Andy's pacing was very good. I liked that he paused for questions repeatedly. I have personally given him additional not-very-high

Please return form to: Joleen Sims at jsims@uow.edu.au 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

A Way To Present Isolated Lectures

Internal Medicine Residency Lunch Conference Lectures: Since 2005, I have delivered lectures as part of the Internal Medicine Residency training program educational series. Topics I have covered during these lectures include:

- Asthma and COPD
- Arterial Blood Gases
- Diagnosis and Management of COPD
- Diving Physiology and Medicine
- Environmental Medicine
- High Physiology and Medicine
- How to Troubleshoot Problems With Mechanical Ventilation
- Liberation From Mechanical Ventilation
- Managing Acute Respiratory Failure
- Managing Hypoxemic Respiratory Failure
- Pulmonary and Critical Care Medicine in the Pregnant Patient
- Pulmonary Function Tests and ABGs
- Pulmonary Hypertension
- Pulmonary Vascular Disease
- Respiratory Physiology in the ICU
- Sepsis: Recognition and Management
- The Basics of Mechanical Ventilation
- The Pulmonary Effects of Illicit Drugs
- The Work-up of Pleural Effusions

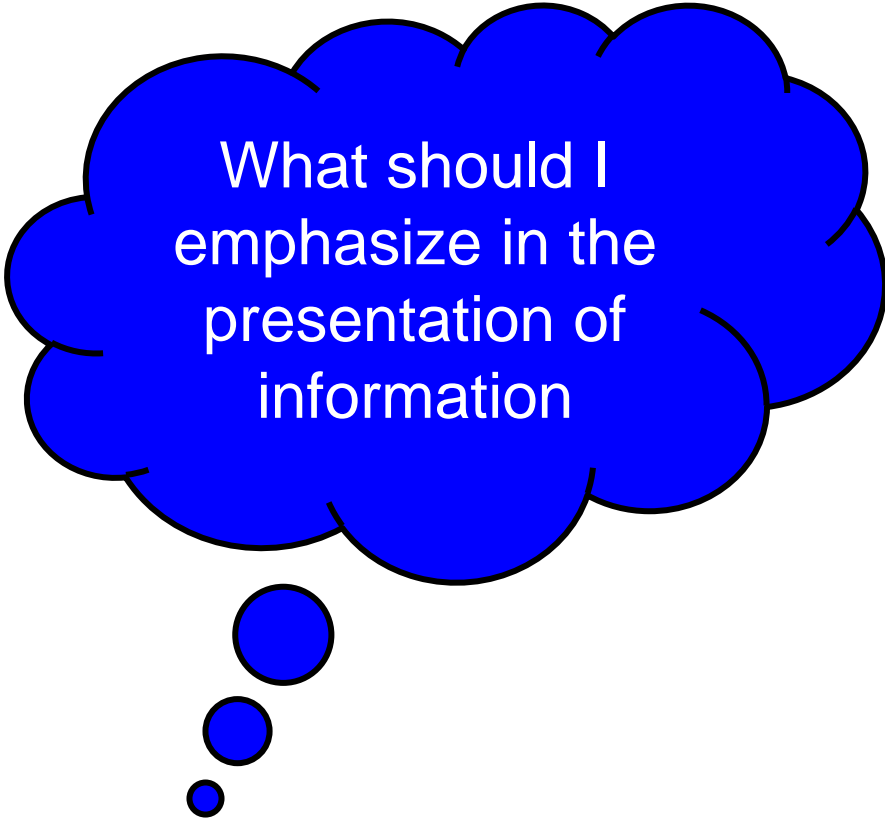
The number of lunch conference lectures I have delivered each year since joining the faculty is as follows:

2008	2009	2010	2011	2012	2013	2014
7	5	4	3	3	3	4

Examples of the PowerPoint slide decks from two lectures I give to the residents are provided below (see the following page). The slides in these images represent only a portion of the slides used in each lecture.

Single lectures do not generally warrant individual listings in the teaching activities section, but you can represent the volume of such lectures that you have done over time

Question 2



What should I
emphasize in the
presentation of
information

Three Items To Emphasize In The Portfolio



Effectiveness



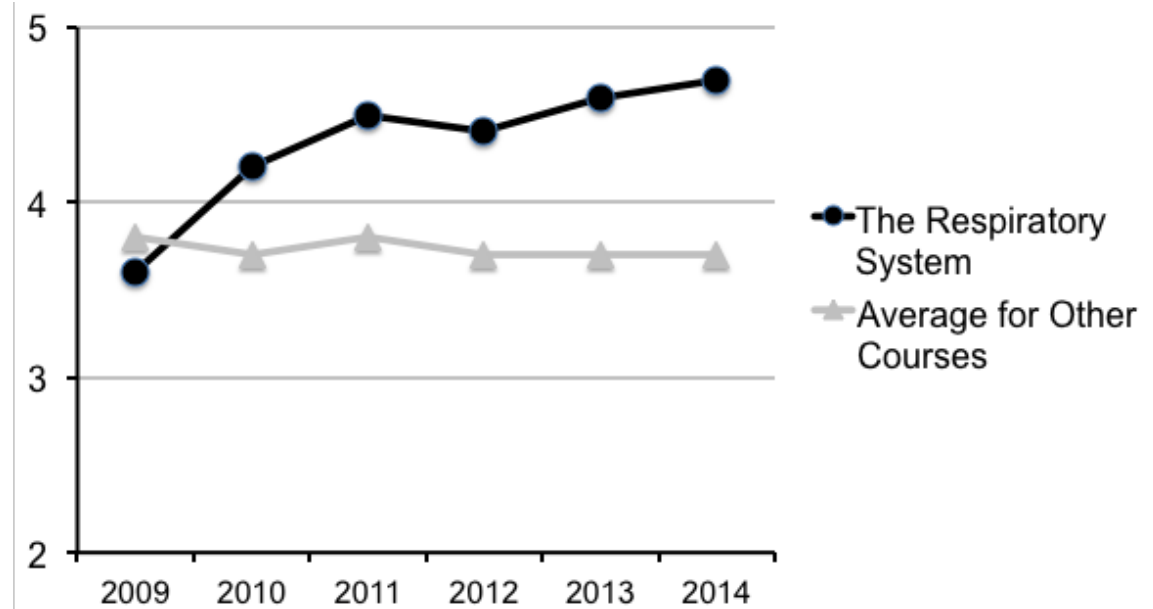
Improvement



Scholarship

Documenting Effectiveness

**Show how you
measure up to peers**



Show Off Your High Quality Work

You should not include an entire talk but can include snippets and examples if this is an area of strength

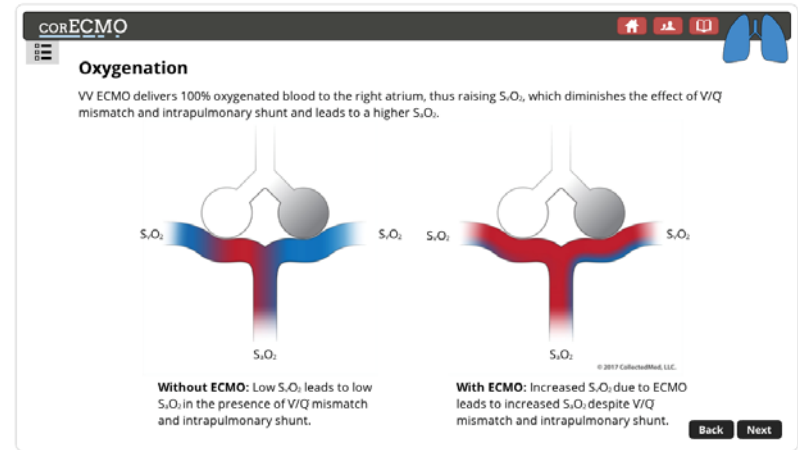
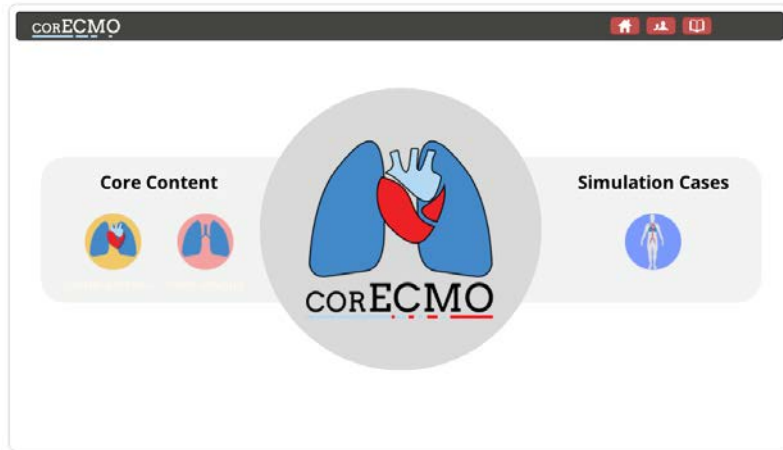
The image displays a grid of 20 slides from a presentation titled "Alveolar Ventilation". The slides are arranged in a 5x4 grid, numbered 1 through 20. Each slide contains a different snippet of content, including diagrams, tables, and text, illustrating various concepts related to respiratory physiology.

- Slide 1:** Title slide "Alveolar Ventilation" by Andrew M. Johns, MD, Associate Professor, Case Western Reserve School of Medicine, Cleveland, Ohio. It includes a disclosure statement and a goal for the lecture: "To describe the first steps of oxygen delivery and the first steps of carbon dioxide ventilation".
- Slide 2:** "Our Goal In Today's Lecture" - A blue box with the text: "To describe the first steps of oxygen delivery and the first steps of carbon dioxide ventilation".
- Slide 3:** "We Will Use Two Cases To Frame The Lecture" - Two cases are presented: Case #1 (a 55-year-old woman with a history of asthma) and Case #2 (a 67-year-old man with a history of COPD). A question is posed: "What will happen to alveolar oxygen and carbon dioxide tensions?".
- Slide 4:** "An Outline For Today's Talk" - A list of topics: "Some important terminology used in this lecture and throughout the course", "Gas pressures and the respiratory system", "The concepts of minute ventilation and dead space ventilation", and "The determinants of alveolar carbon dioxide and oxygen tensions".
- Slide 5:** "Some Important Terminology" - A table defining terms:

Abbreviation	Symbol	Example	Definition
I	Inspired	P_{I,O_2}	Inspired fraction of oxygen
E	Expired	P_{E,O_2}	Volume expired per minute
A	Alveolar	P_{A,O_2}	Partial pressure of oxygen in alveoli
a	arterial	P_{a,O_2}	Arterial partial pressure of O_2
- Slide 6:** "How We Will Represent The Lung" - A diagram showing the lung with zones: "Conducting Zone (No gas exchange)", "Respiratory Zone (Gas exchange)", and "Blood Flow (Pulmonary capillary)".
- Slide 7:** "The Pressure Of A Gas" - A diagram of a gas molecule in a container, illustrating the concept of pressure as the force of the gas molecules striking the walls of the container.
- Slide 8:** "How We Represent Pressure" - A diagram showing two types of pressure: "Gauge Pressure" (relative to atmospheric pressure) and "Absolute Pressure" (relative to a vacuum).
- Slide 9:** "Partial Pressure" - A diagram showing a mixture of gases in a container, illustrating the concept of partial pressure as the pressure exerted by a single gas in a mixture.
- Slide 10:** "We Are Concerned About The P_{O_2} At Many Points" - A diagram showing the partial pressure of oxygen (P_{O_2}) at various points in the respiratory system: P_{I,O_2} (inspired), P_{A,O_2} (alveolar), P_{a,O_2} (arterial), and P_{v,O_2} (venous).
- Slide 11:** "Barometric Pressure (P_B)" - A diagram showing a person standing on a globe, illustrating the concept of barometric pressure as the pressure exerted by the atmosphere.
- Slide 12:** "Barometric Pressure (P_B) Changes With Altitude" - A diagram showing a person standing on a mountain, illustrating how barometric pressure decreases with altitude.
- Slide 13:** "Gas Tensions In Ambient Air" - A diagram showing a person breathing ambient air, illustrating the relationship between atmospheric pressure (P_B) and the partial pressure of oxygen (P_{O_2}) in the air: $P_{O_2} = P_B \times F_{O_2}$.
- Slide 14:** "Water Vapor" - A diagram showing a person breathing air, illustrating the concept of water vapor pressure (P_{H_2O}) and its effect on the partial pressure of oxygen (P_{O_2}) in the air: $P_{O_2} = (P_B - P_{H_2O}) \times F_{O_2}$.
- Slide 15:** "Partial Pressure Of Inspired Gases" - A diagram showing a person breathing air, illustrating the concept of partial pressure of inspired gases ($P_{I,Gas}$) and its relationship to atmospheric pressure (P_B) and water vapor pressure (P_{H_2O}): $P_{I,Gas} = (P_B - P_{H_2O}) \times F_{I,Gas}$.
- Slide 16:** "Inspired Oxygen Tensions" - A diagram showing a person breathing air, illustrating the concept of inspired oxygen tension (P_{I,O_2}) and its relationship to atmospheric pressure (P_B) and water vapor pressure (P_{H_2O}): $P_{I,O_2} = (P_B - P_{H_2O}) \times F_{I,O_2}$.

Show Off Your High Quality Work

CorECMO Web-based tutorial created by Jenelle Badulak



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

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

An Example Of Educational Scholarship

SEMINARS FOR EDUCATORS

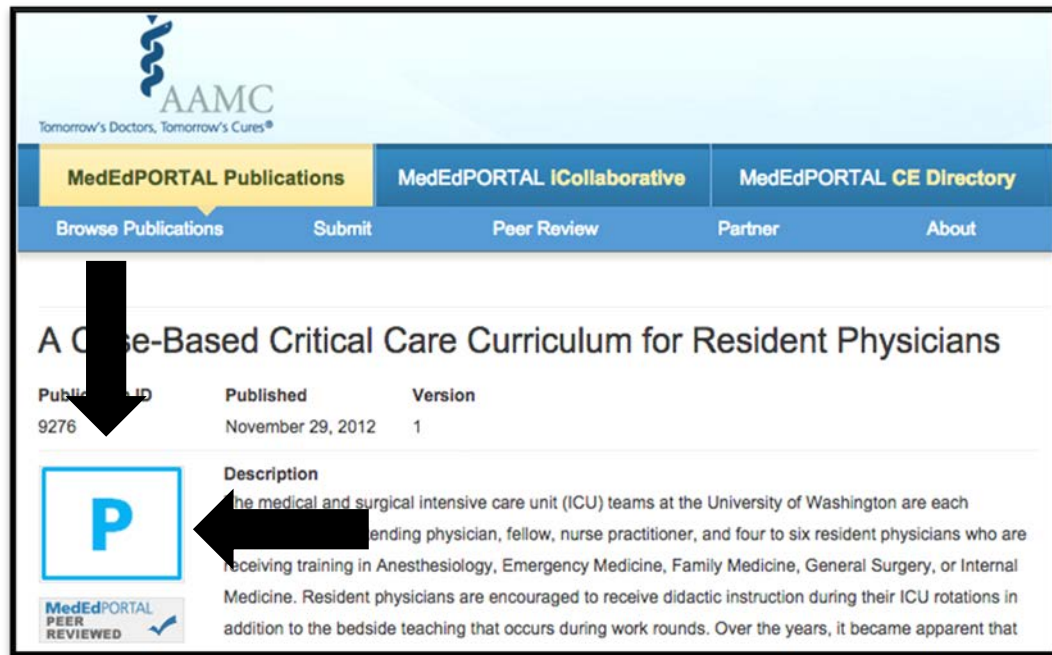
Practical Strategies for Effective Lectures

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 publication
by Başak Çoruh**

Another Example Of Educational Scholarship

ORIGINAL RESEARCH

Let's Talk Critical

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

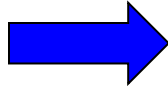
Aluko A. Hope¹, S. Jean Hsieh¹, Jennifer M. Howes¹, Adam B. Keene¹, James A. Fausto², Priya A. Pinto², and Michelle Ng Gong¹

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

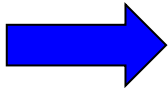
Whether To Focus On Generating Scholarship Depends On The Timing

**Early career / promotion
consideration far off**



**Plan and generate
scholarship**

**Working on my portfolio
now for my packet**



**No more time to do
scholarship**

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

Do Not Expect To Recreate Your Teaching Efforts From Your Work Calendar

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Feb 1	2	3	4	5
		Lunar New Year	Groundhog Day Groundhog Day	• CPR Office Ho... 10 AM • Clinician-Tea... 2:30 PM	• CPR Exam 3... 5:30 PM	
6	7	8	9	10	11	12
• Karen McDon... 8:30 AM • CPR Office Ho... 10 AM • Trauma Confer... 12 PM	• Hypoxia Virtual... 7 AM • CPR Office Ho... 10 AM • Block Partner... 5:30 PM		• CPET Conference 7 AM • Peyton Johnson 9 AM • CPR Office Ho... 10 AM • Isha Shrestha 5:30 PM	• Interview - R... 8:30 AM • CPR Office Ho... 10 AM	MICU Coverage	
13	14	15	16	17	18	19
MICU Coverage	HAMB Submission D... Valentine's Day Valentine's Day • Rob and Bruce 9 AM • CPR Office Ho... 10 AM	• Heather McPhill... 9 AM • Block Curriculu... 9 AM • CPR Office Ho... 10 AM	• PCCSM HMC... 12 PM • Block, Thread... 1 PM • Office Hours 5 PM	• CPET Conference 7 AM • Wash U Grand... 9 AM • CPR Office Ho... 11 AM	• Serena and Robin 1 PM • CPR Exam 4... 5:30 PM	
20	21	22	23	24	25	26
	ICU Risk Presidents' Day Presidents' Day	• Hypoxia Meeting 8 AM	• Erica Critten... 9:30 AM • Rasan Singh 12:15 PM • Raj Ayyagari 2 PM	• CPET Conference 7 AM • Najma Adan 9 AM • COVID Sympo... 12 PM • FTC-Exercis... 1:30 PM • 2021-2022 F... 1:30 PM		MICU Coverage
27	28	Mar 1	2	3	4	5
ICU Risk MICU Coverage	• Serena Barnhill 11 AM • Andy and Sere... 11 AM • Merit and Pro... 12 PM • CPR Exam 5... 5:30 PM • WMIG Event 6 PM	RESCHEDULED... 2 PM	Ash Wednesday • HMC MICU M... 12 PM • Emily Stiles 1:30 PM	HMC Night • CPET Conference 7 AM • Workshop - CRE... 9 AM • Teaching Portfo... 9 AM • Serena's WIP 2:30 PM • March 2022... 2:30 PM		
6	7	8	9	10	11	12
	SCCS Jeopardy Coverage for Fellowship • TSICU Didactic... 3 PM	• Jessica Jue on... 8 AM • Block Leader M... 5 PM • Block Chair Me... 5 PM	• CPET Conference 7 AM	• CPR Exam 6... 5:30 PM		

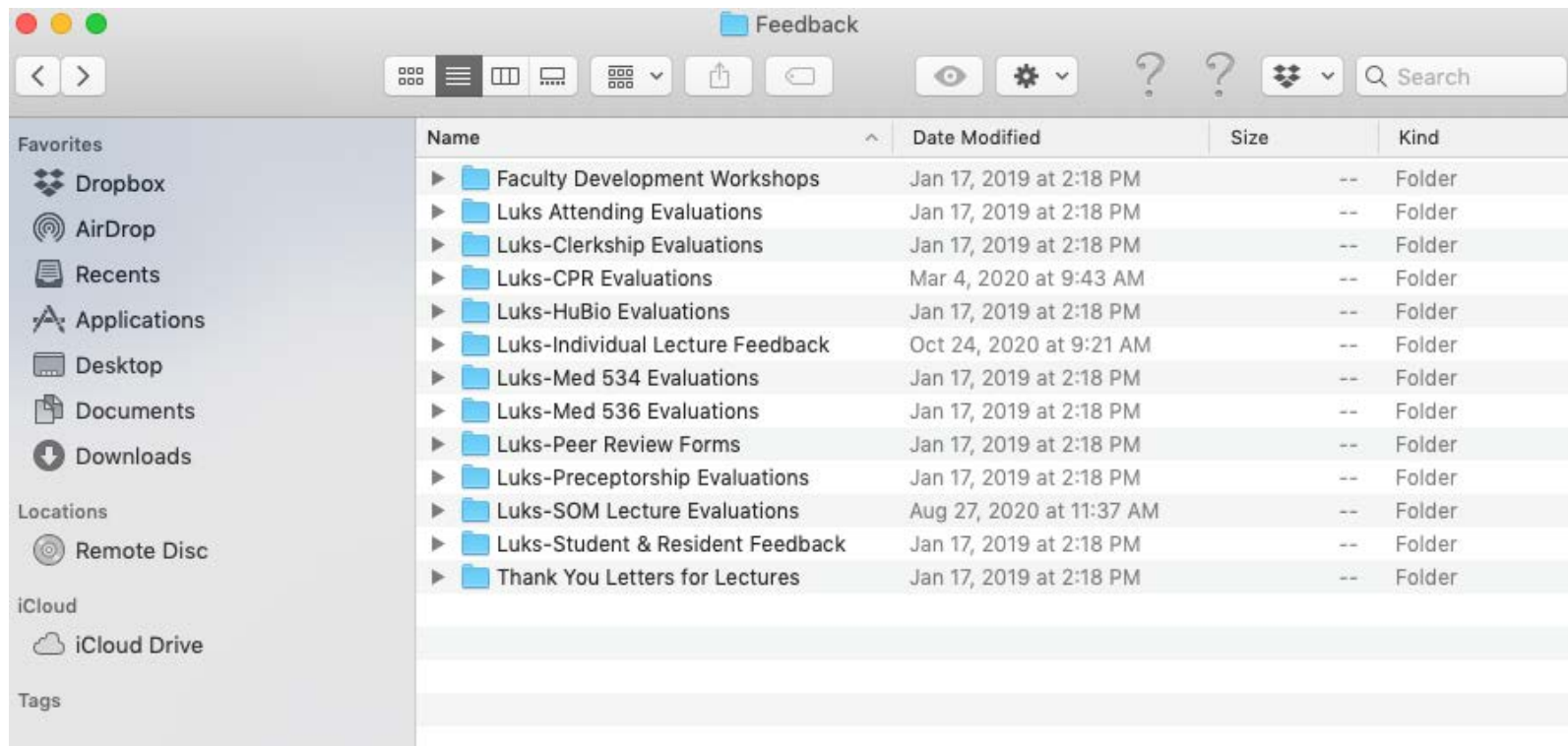
One Way To Keep Track Of Teaching Activities

The screenshot shows an Excel spreadsheet with the following data:

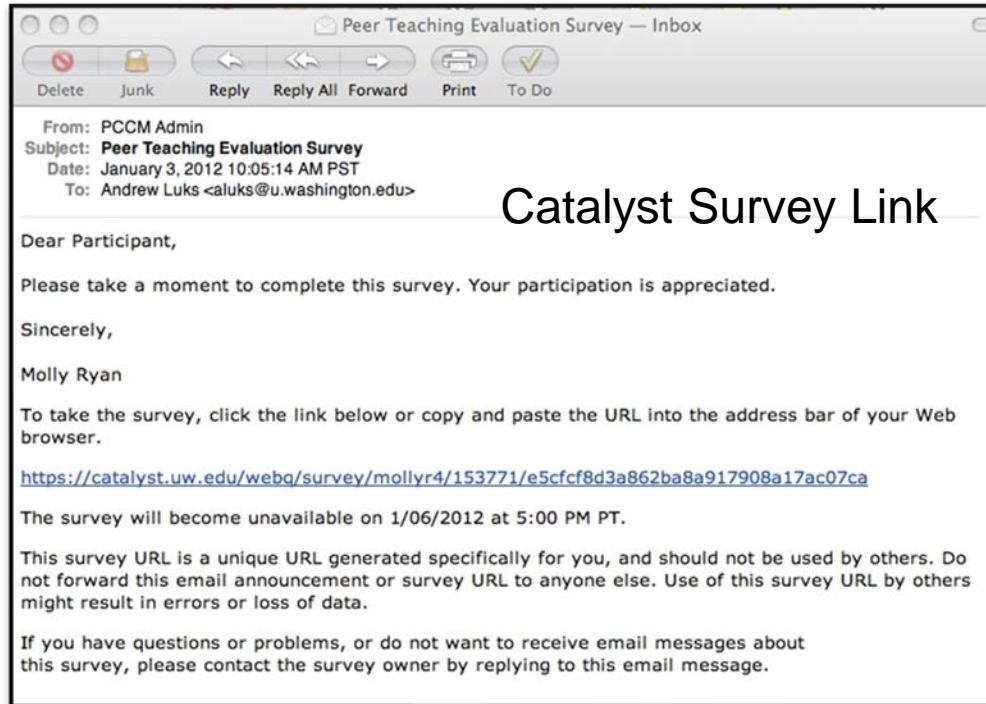
Group	Title	Date
95 3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/6/10
96 Nursing 533	Outpatient Management of COPD	8/6/10
97 HMC Chief of Medicine Rounds	Massive Hemoptysis	9/7/10
98 HMC Medicine Residents	Respiratory Failure	10/11/10
99 Respiratory & Critical Care Conference	High Altitude 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 Departments and 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"/>
Presentation is made at appropriate pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaker 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"/>
Speaker 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**

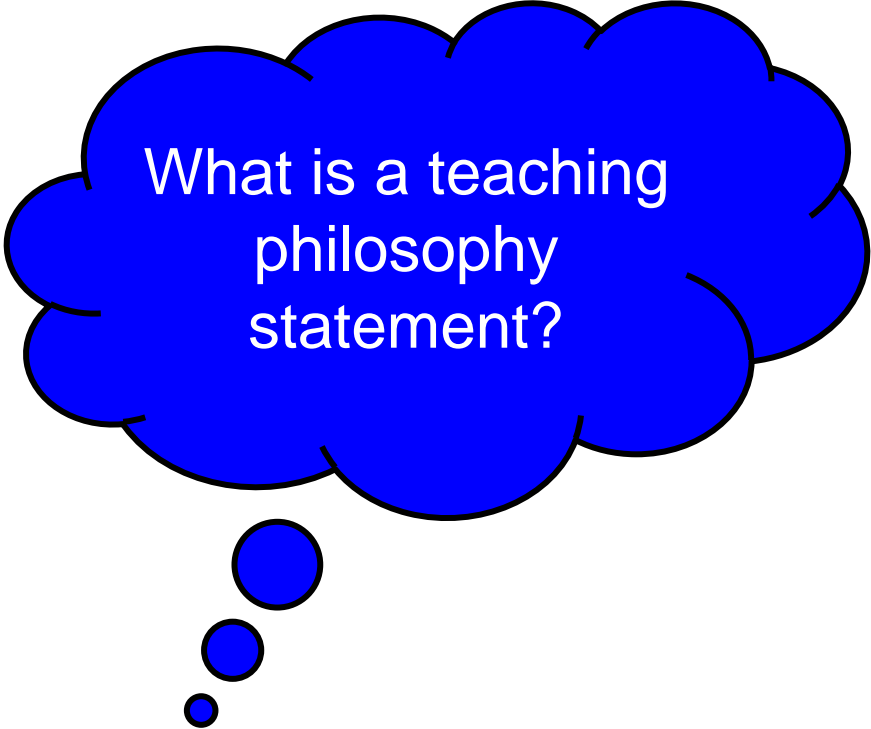
A New Option For Gathering Evaluations



It's possible to create QR codes to place at the end of your talk for learners to readily access a teaching evaluation for the session

This can be done through your division/department or you can do on your own using on-line resources (e.g. <https://myqrcode.com/>)

Question 4



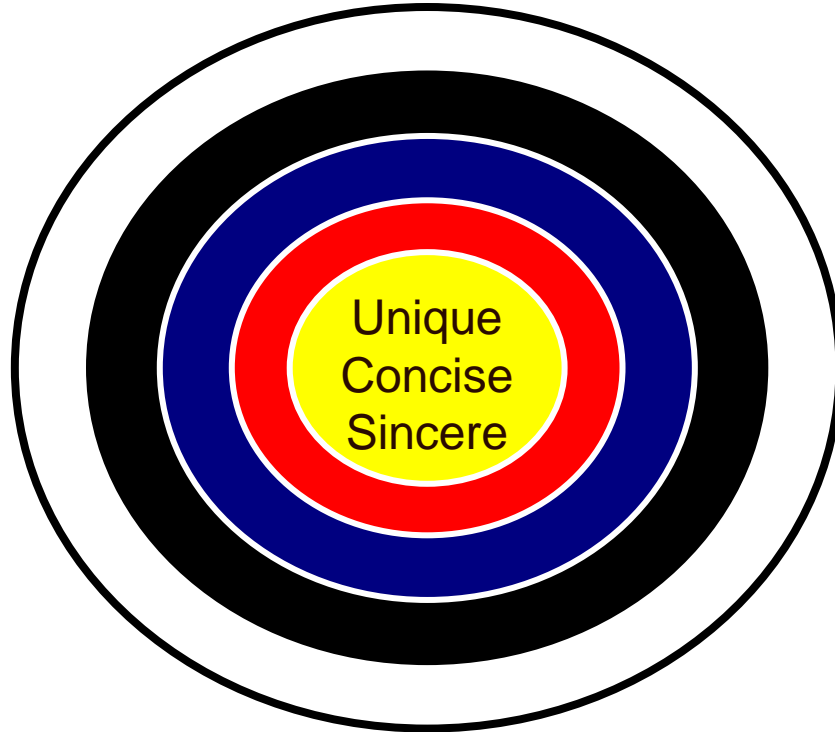
What is a teaching
philosophy
statement?

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

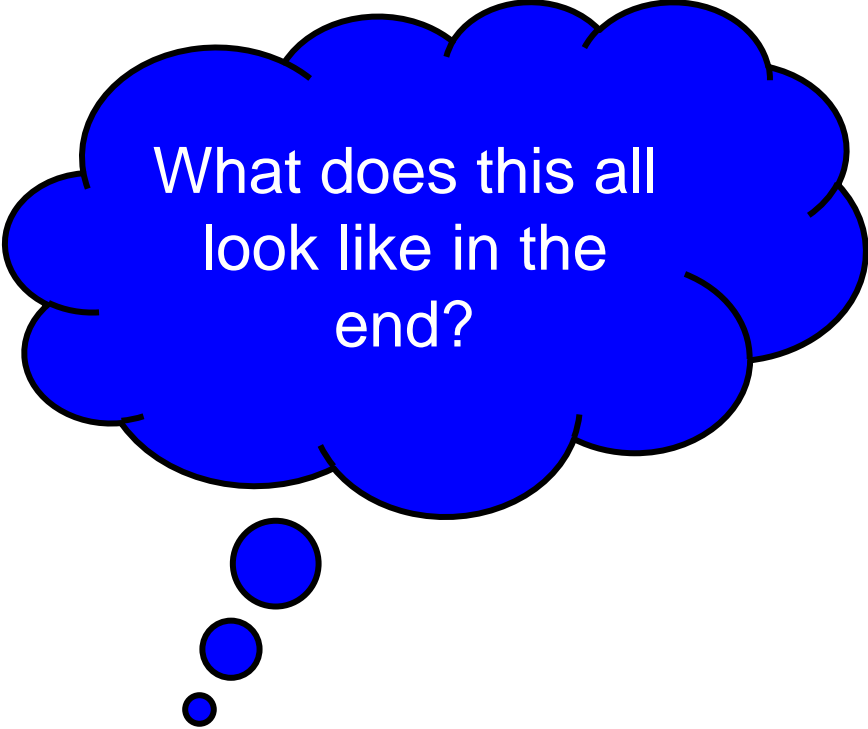
You should have received a packet of teaching philosophy statements from UW SOM faculty ahead of today's session. A copy has been placed in the chat section.

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



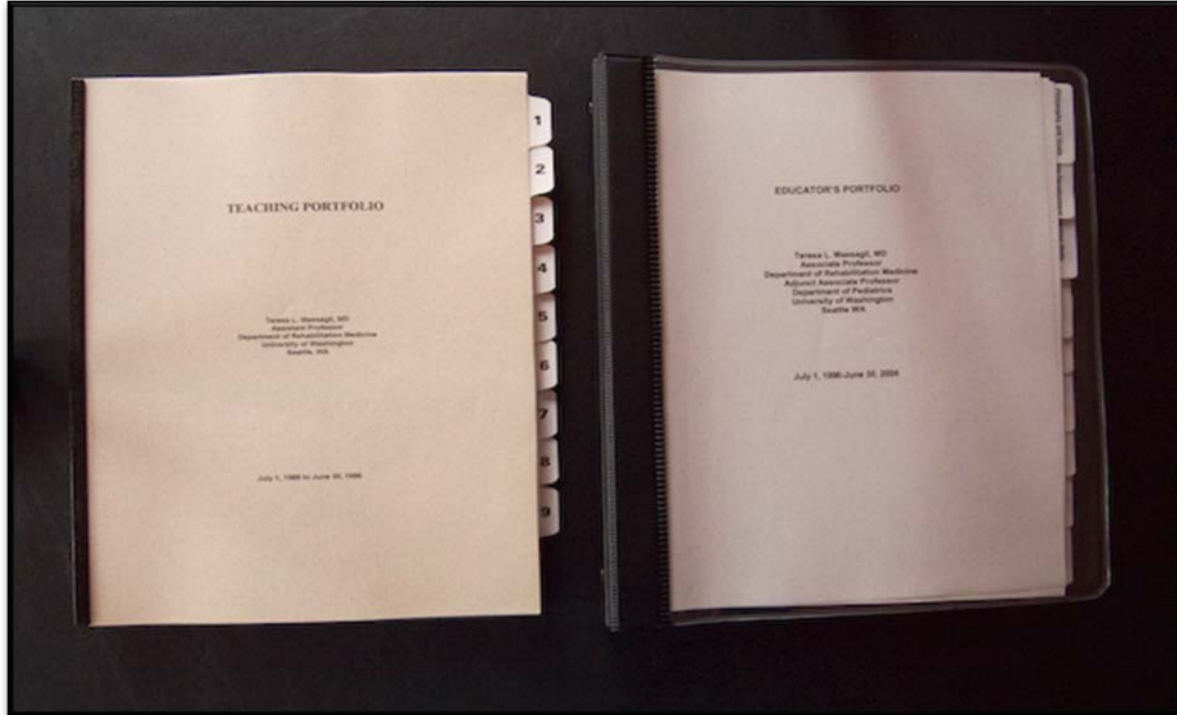


Question 5



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

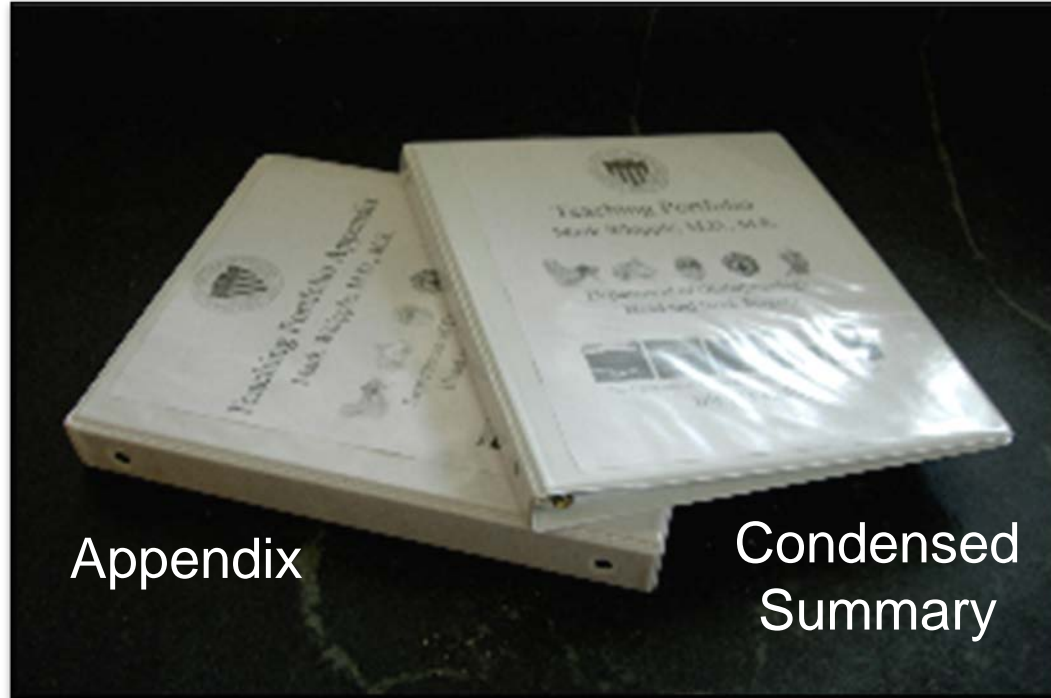
What A Portfolio May Look Like *



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

* Depending on department requirements

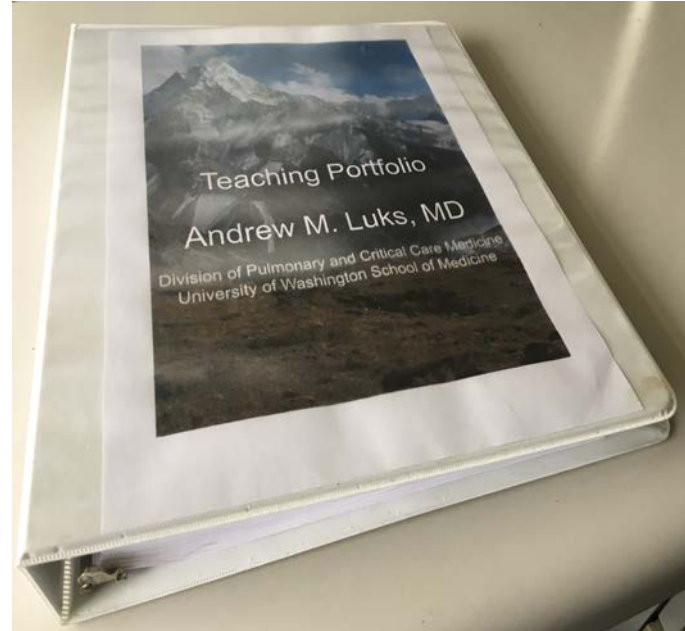
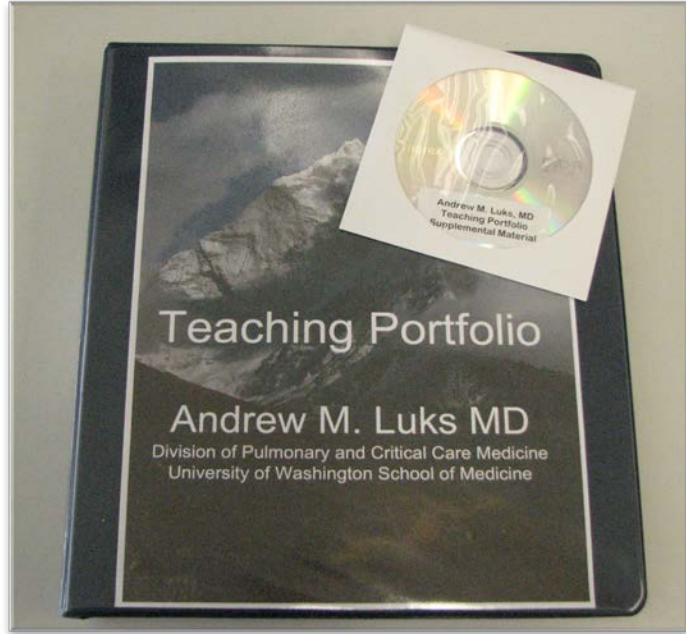
Another Example Of What A Portfolio May Look Like *



* Depending on department requirements

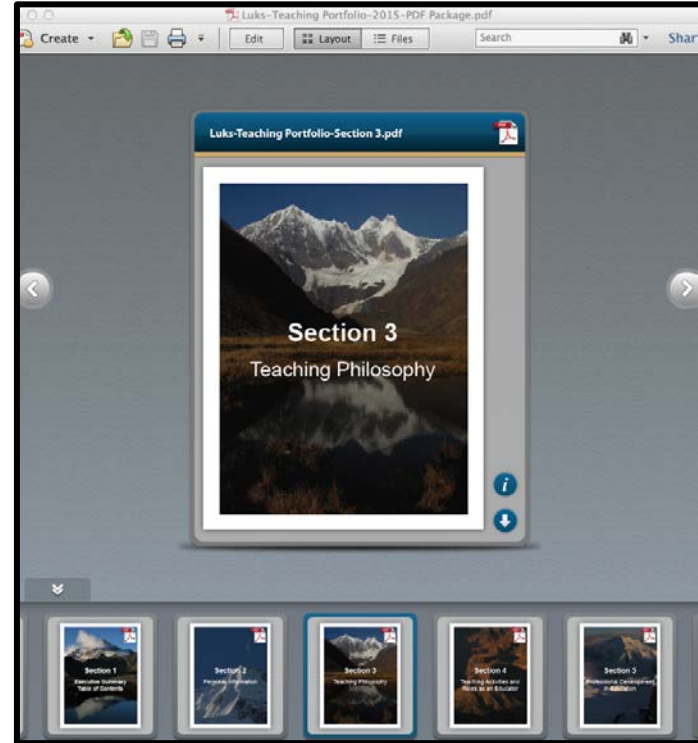
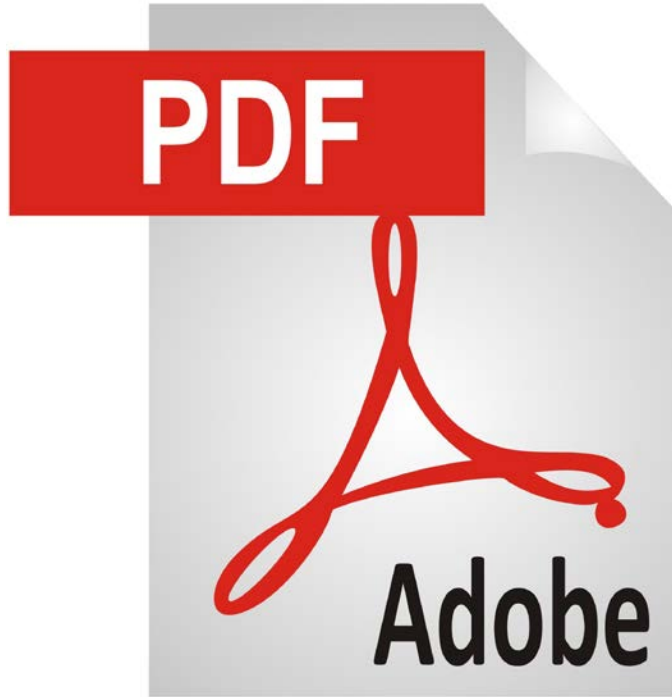
Photo Courtesy of Mark Whipple

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

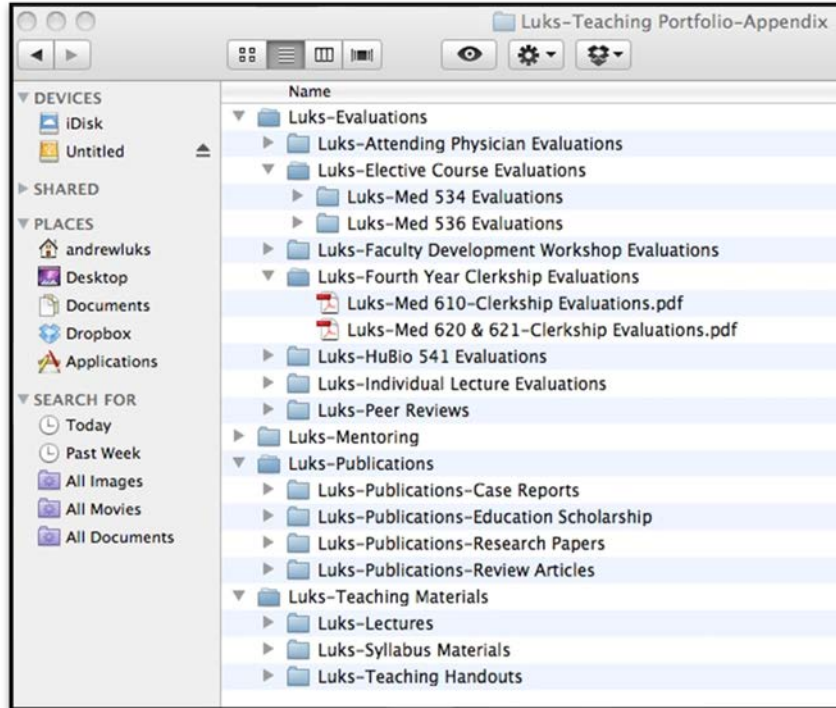
Exactly how much of
this is read

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



Talk to your division/department administrator about the expectations before you create your portfolio



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



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 \(Department of Medicine\)](#)

[How 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



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.***”

Thanks For Listening!

Questions?
aluks@uw.edu