

# **How To Create A Teaching Portfolio**

Office of Faculty Affairs Career Development Session  
March 3, 2022

**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

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

# 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...

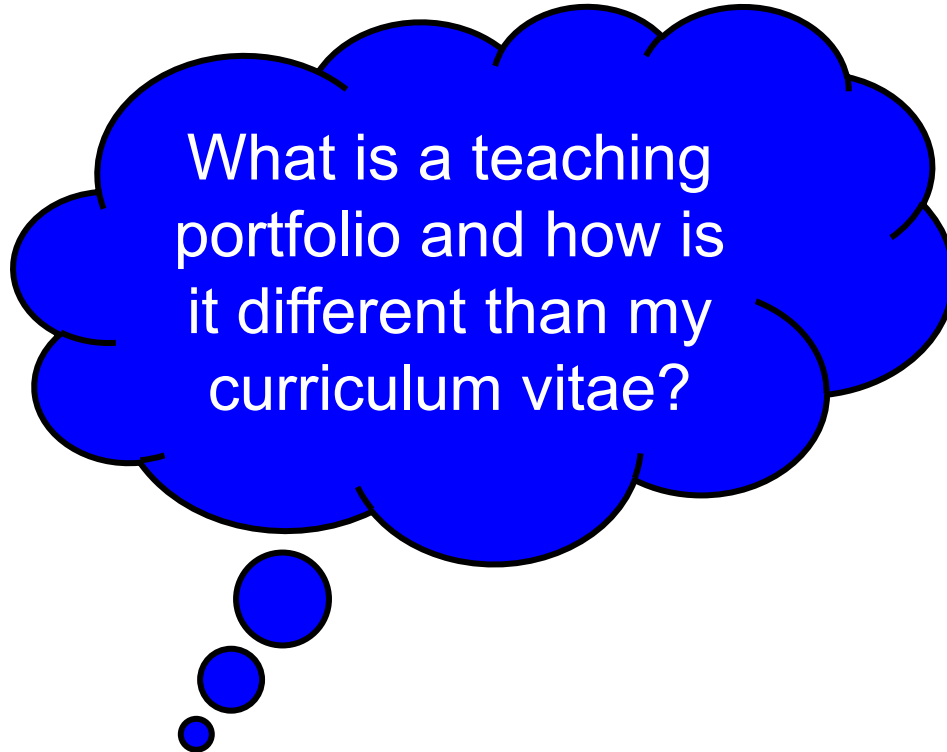
“Here’s what you need to get together for us in 6 weeks”



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



# 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		
MCQ 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)	1988
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?

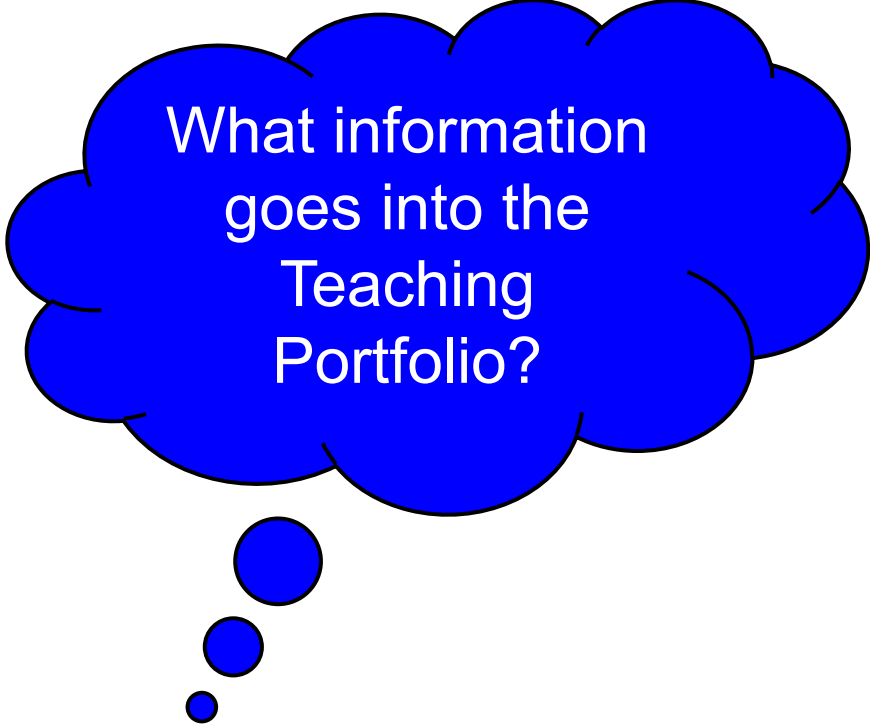
What should I emphasize in the portfolio?

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

Please return form to: Joleen Sims at [jms@u.wisc.edu](mailto:jms@u.wisc.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

# 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

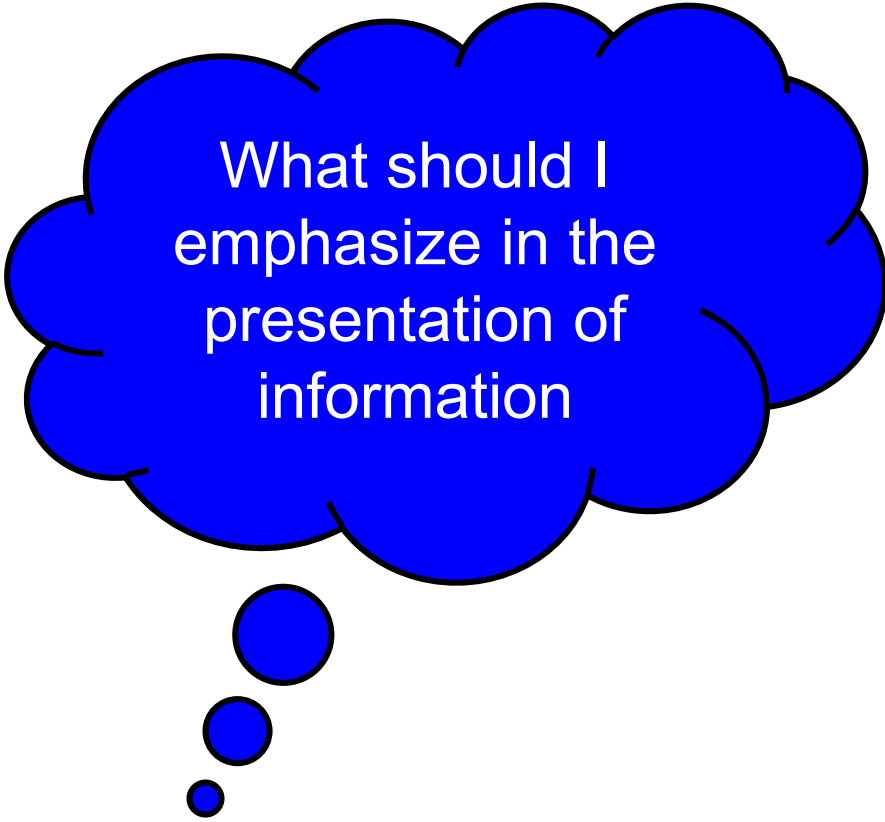
The number of lunch conference lectures I have delivered each year since joining the faculty is as follows:

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



**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



# An Example Of Educational Scholarship

## SEMINARS FOR EDUCATORS

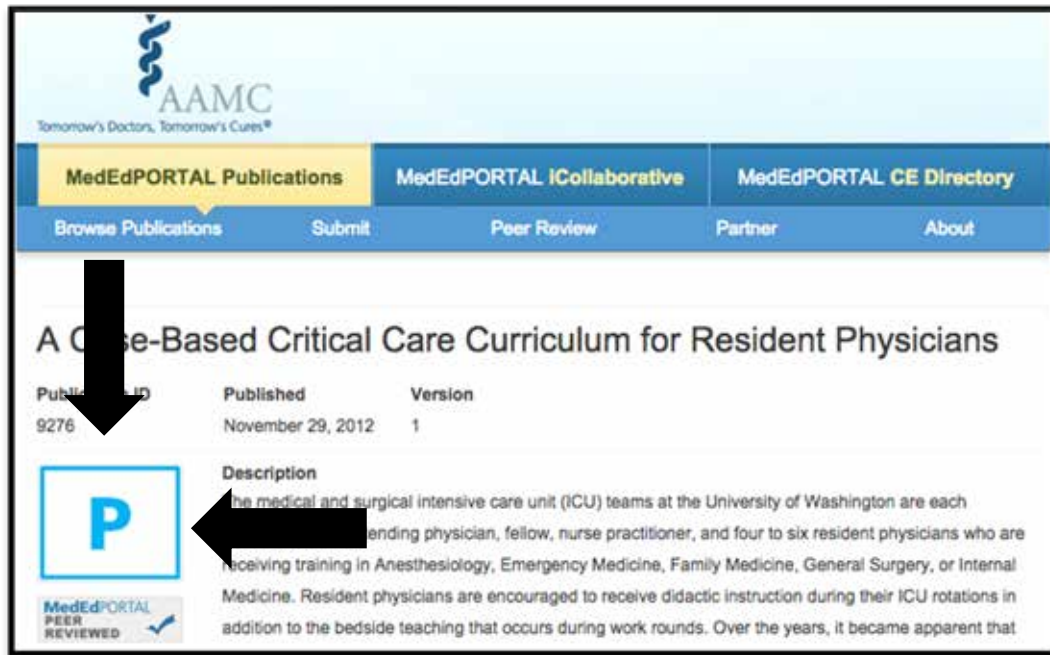
### Practical Strategies for Effective Lectures

Peter H. Lenz<sup>1</sup>, Jennifer W. McCallister<sup>2</sup>, Andrew M. Luks<sup>3</sup>, Tao T. Le<sup>4</sup>, and Henry E. Fessler<sup>5</sup>

<sup>1</sup>Division of Pulmonary, Critical Care, and Sleep Medicine, Department of Medicine, University of Cincinnati, and <sup>2</sup>Division of Pulmonary, Allergy, Critical Care, and Sleep Medicine, Department of Medicine, Ohio State University Wexner Medical Center, Columbus, Ohio; <sup>3</sup>Division of Pulmonary and Critical Care Medicine, Department of Medicine, University of Washington, Seattle, Washington; <sup>4</sup>Section of Allergy and Immunology, University of Louisville, Louisville, Kentucky; and <sup>5</sup>Division 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

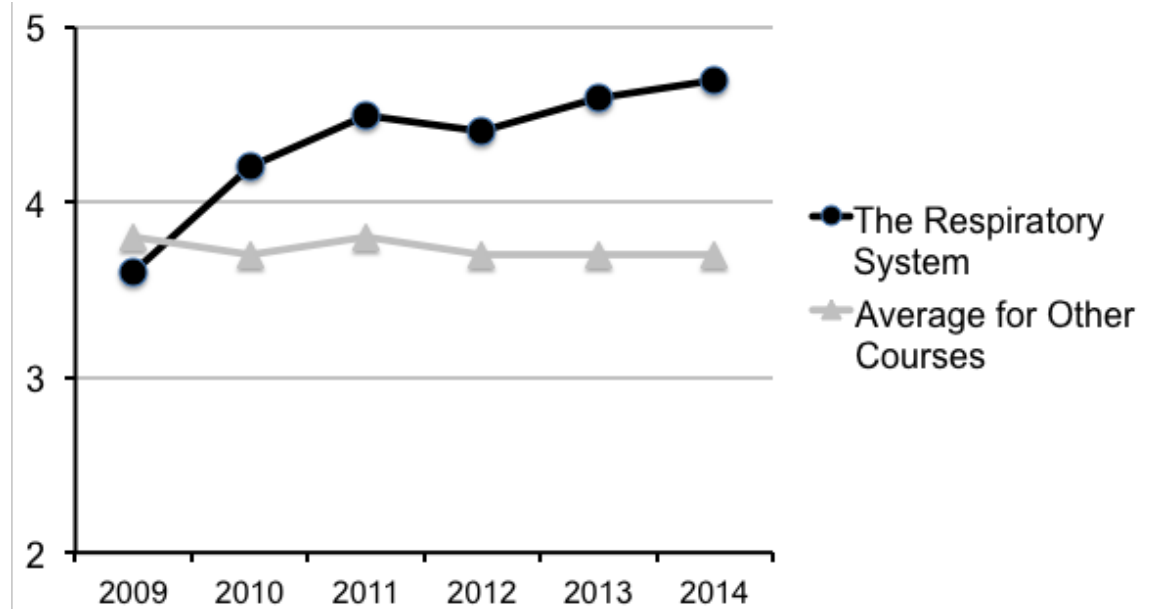
Aluko A. Hope<sup>1</sup>, S. Jean Hsieh<sup>1</sup>, Jennifer M. Howes<sup>1</sup>, Adam B. Keene<sup>1</sup>, James A. Fausto<sup>2</sup>, Priya A. Pinto<sup>2</sup>, and Michelle Ng Gong<sup>1</sup>

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

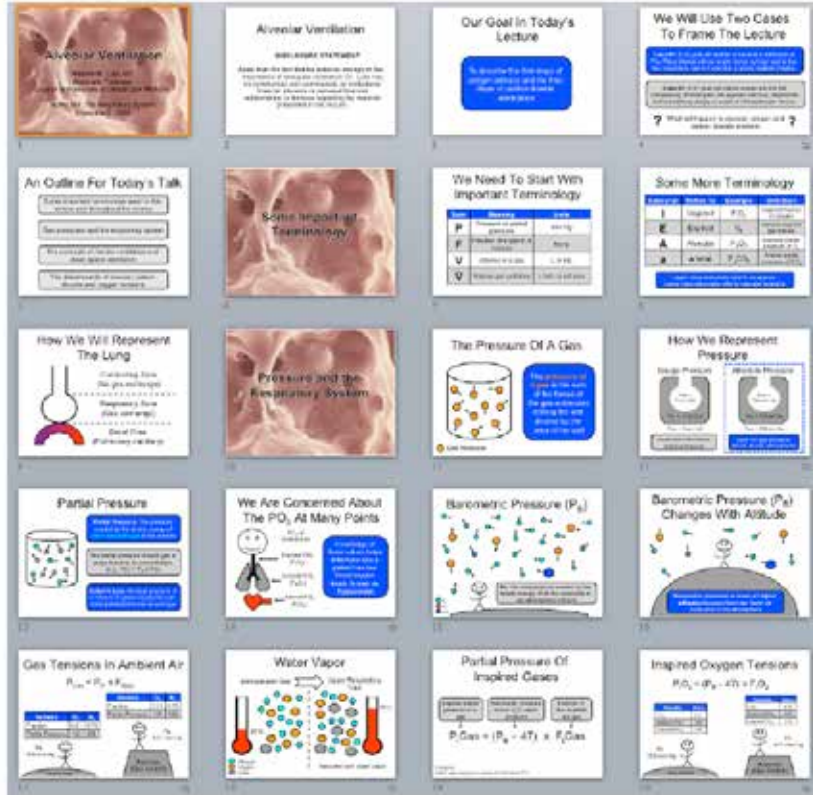
## Education Research

# Documenting Effectiveness

**Show how you  
measure up to peers**



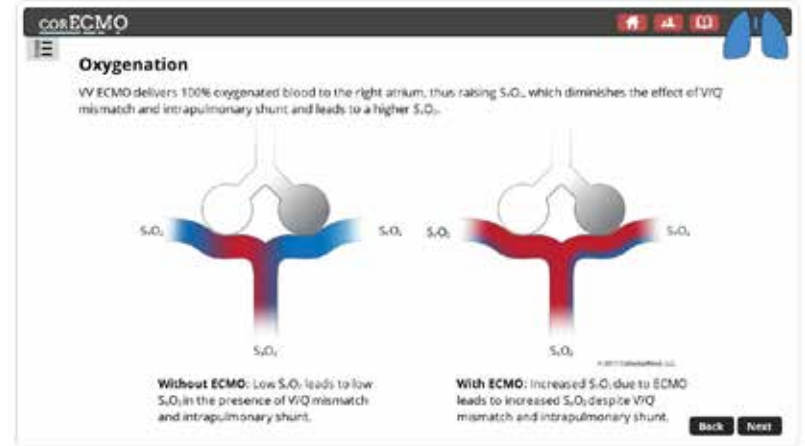
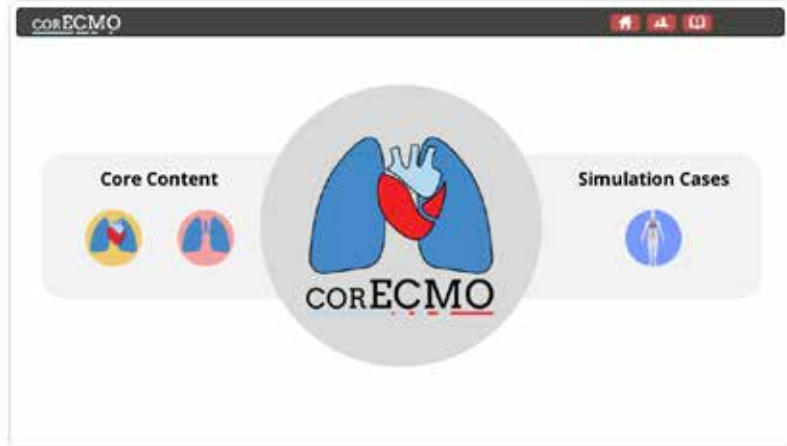
# Show Off Your High Quality Work



**You should not include an entire talk but can 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



# Documenting Improvement

<b>Evaluation Area (0 = worst; 5 = highest)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
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



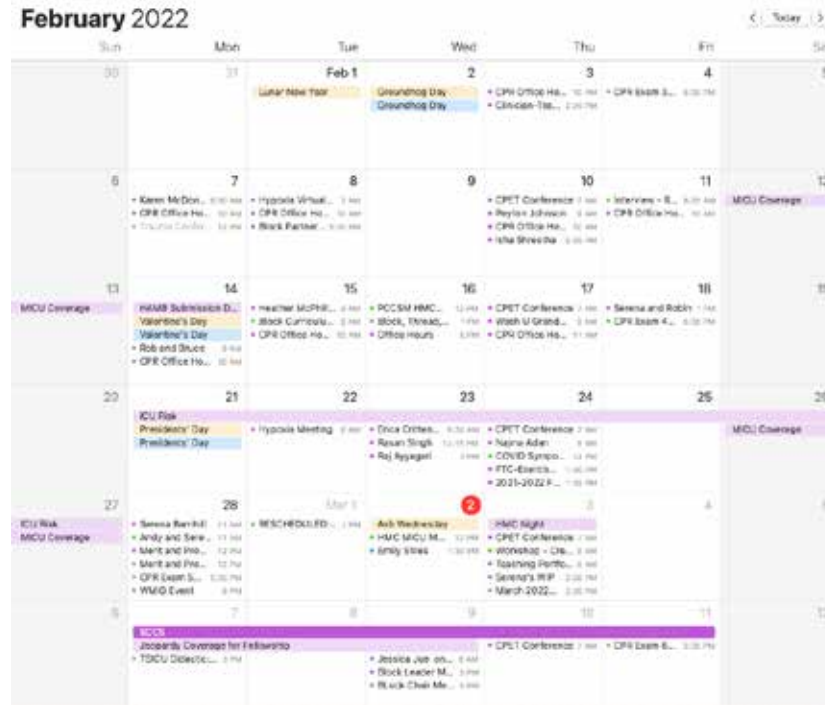
Where do I get all  
of this information  
to populate the  
portfolio?

# 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

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



# **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**

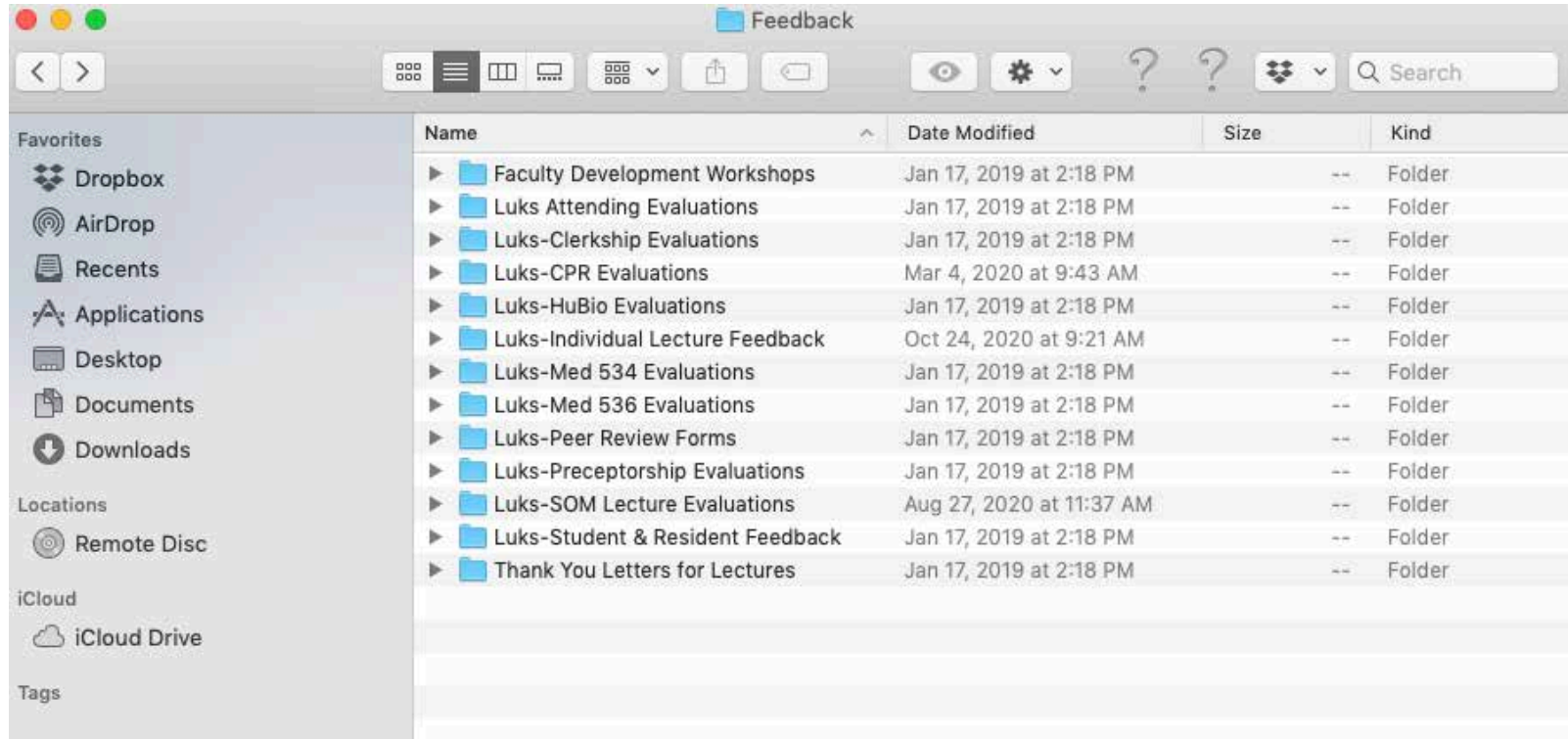
# One Way To Keep Track Of Teaching Activities

The screenshot shows an Excel spreadsheet with the following data:

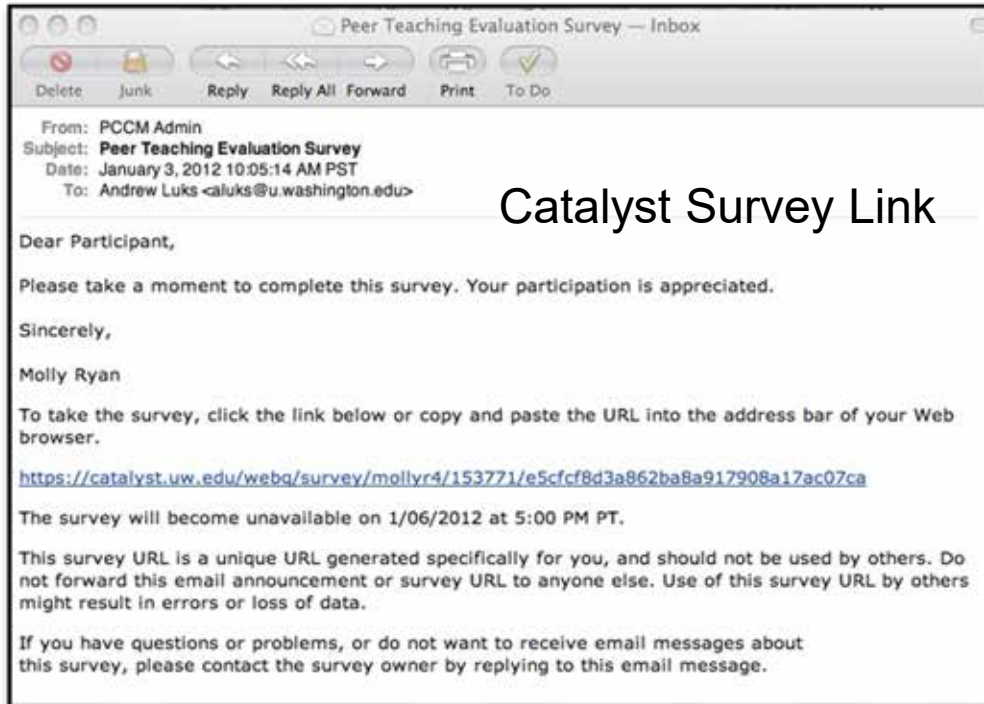
	Audience	Activity	Date
95	3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/6/10
96	Nursing 533	Outpatient Management of COPD	8/6/10
97	HMC Chief of Medicine Rounds	Massive Hemoptysis	9/7/10
98	HMC Medicine Residents	Respiratory Failure	10/11/10
99	Respiratory & Critical Care Conference	High 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"/>
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**

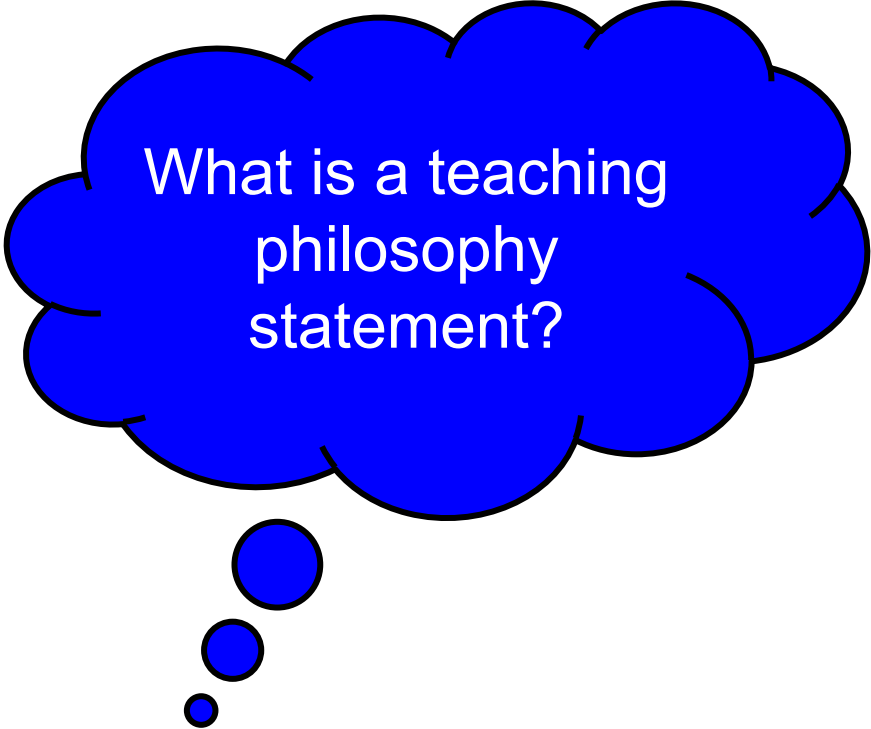
**Space available for  
written comments**

# A New Option For Gathering Evaluations



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

## Question 4



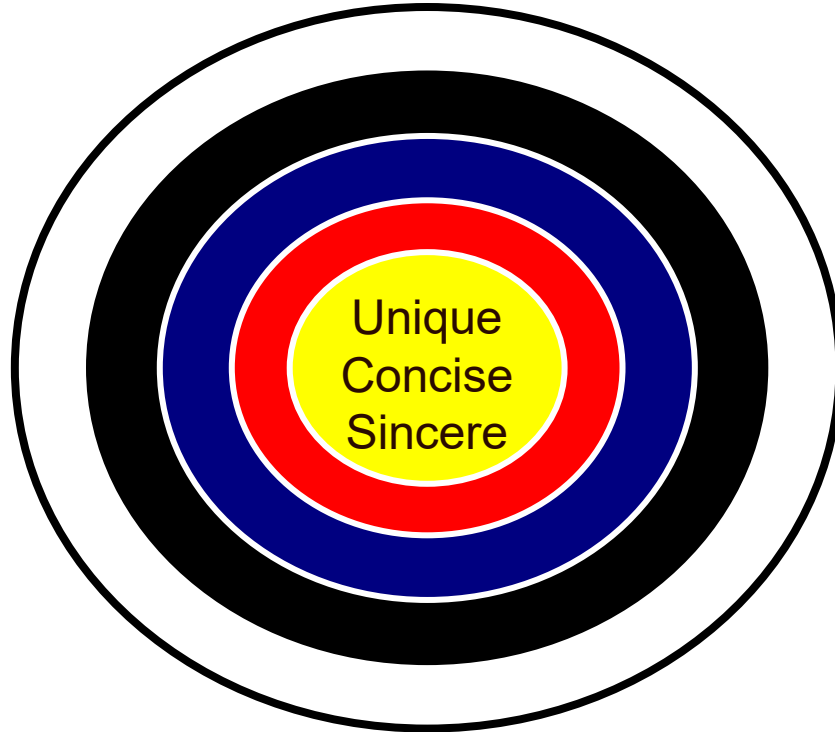
What is a teaching  
philosophy  
statement?

# 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.

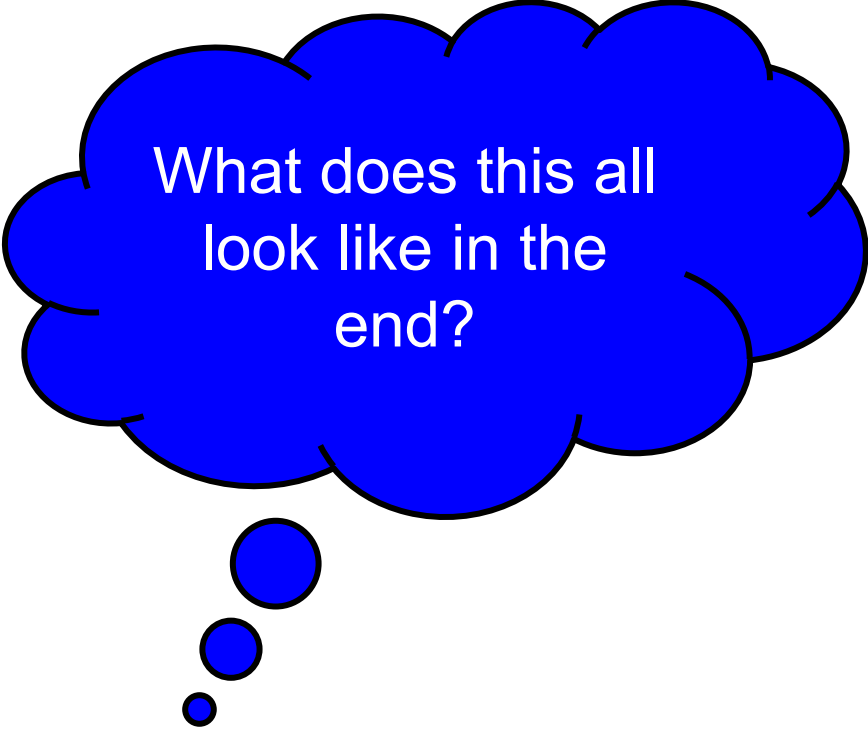
# Let's Take Some Time To Jot Down Thoughts About Our Own Philosophy





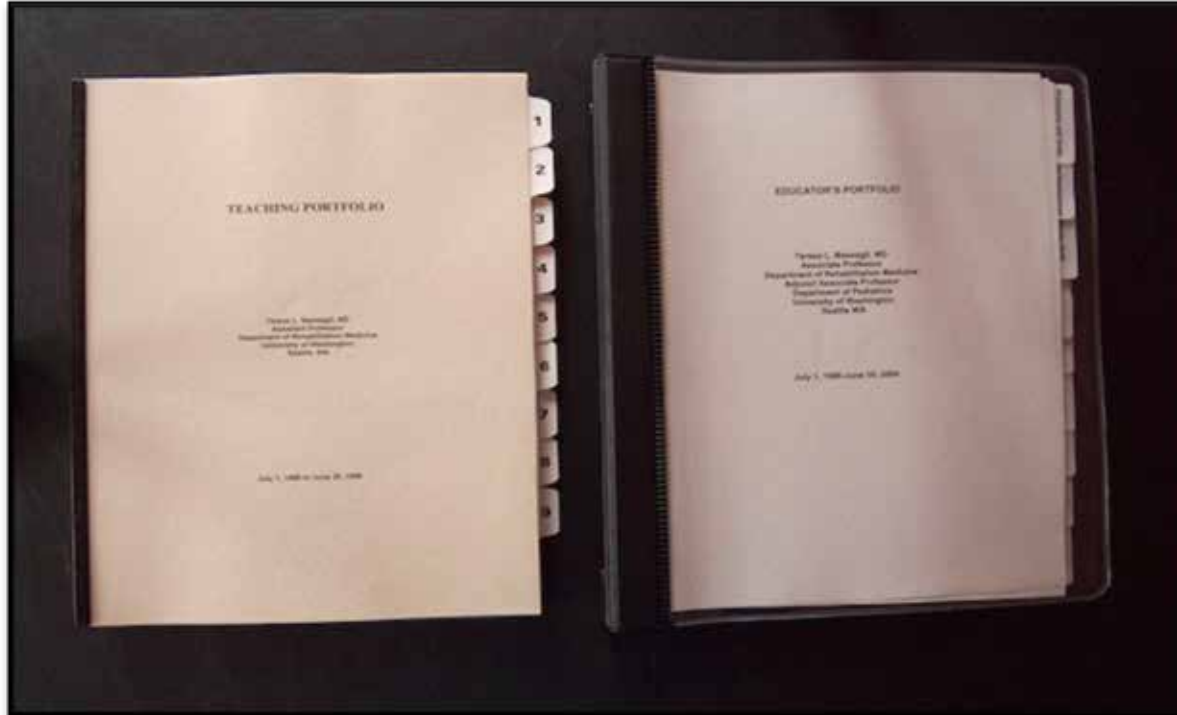


## Question 5



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

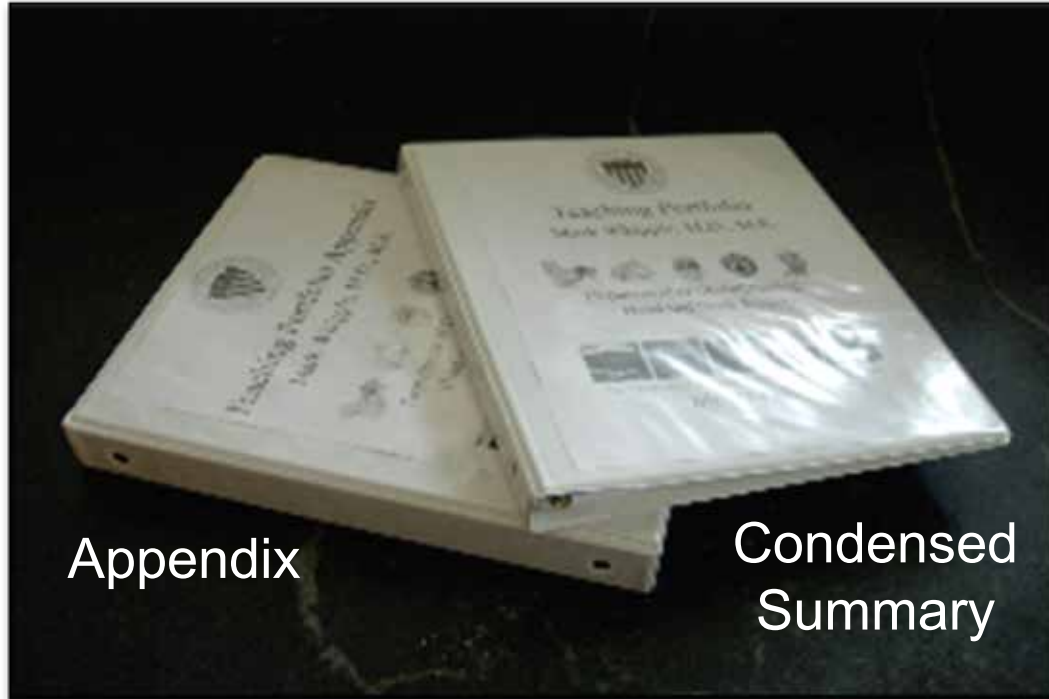
# What A Portfolio May Look Like \*



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

\* Depending on department requirements

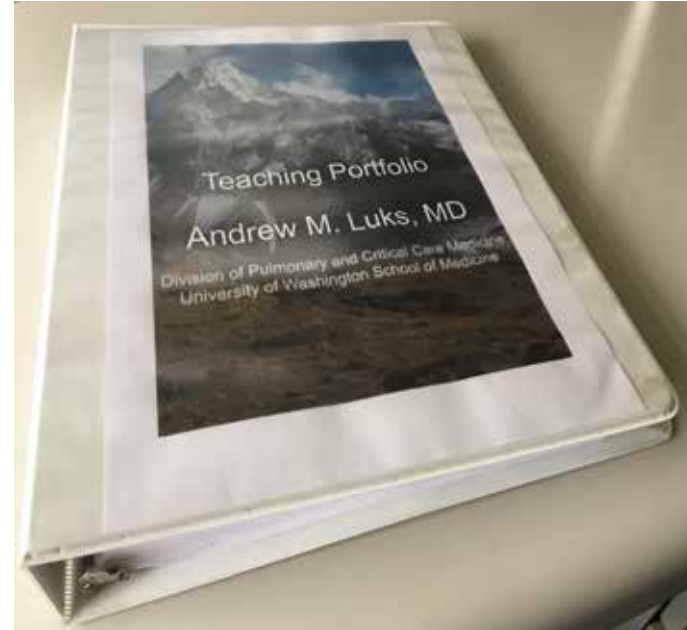
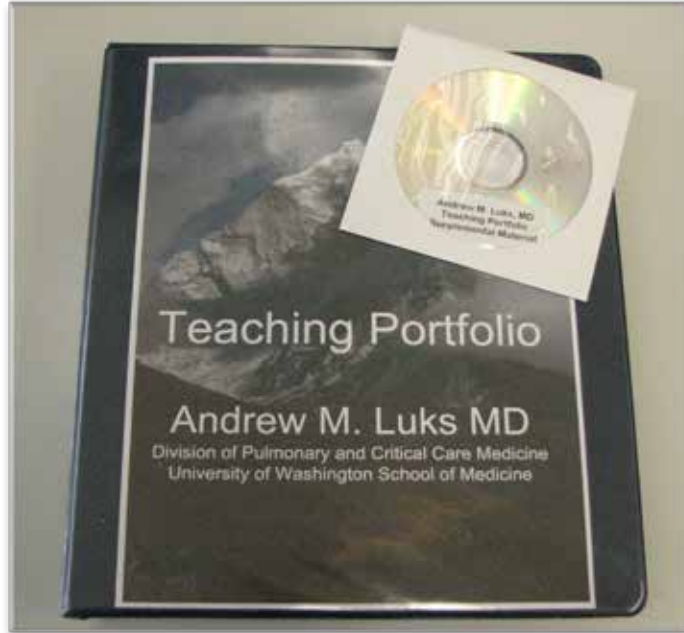
# Another Example Of What A Portfolio May Look Like \*



\* 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

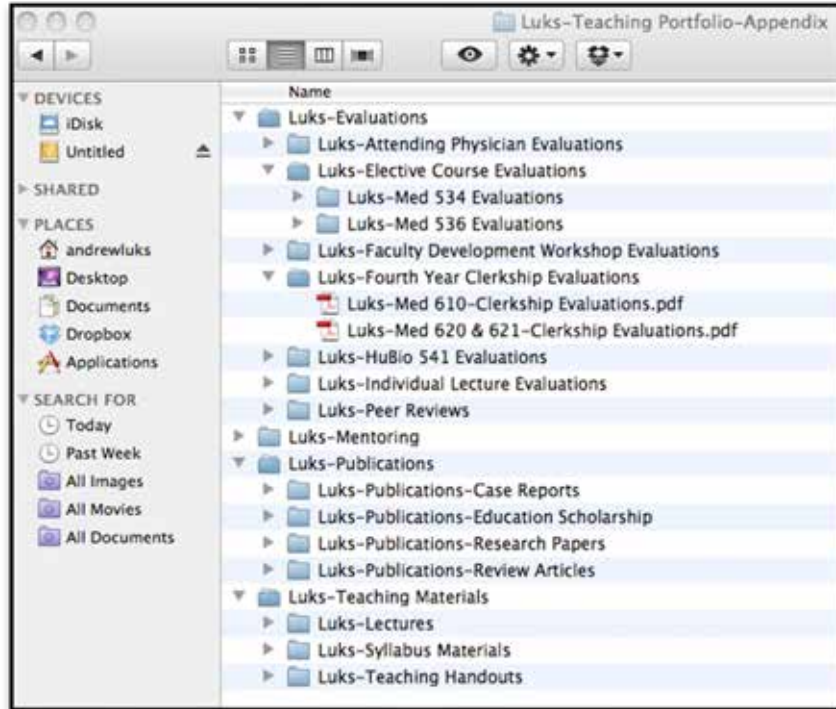
Exactly how much of  
this is read

**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**

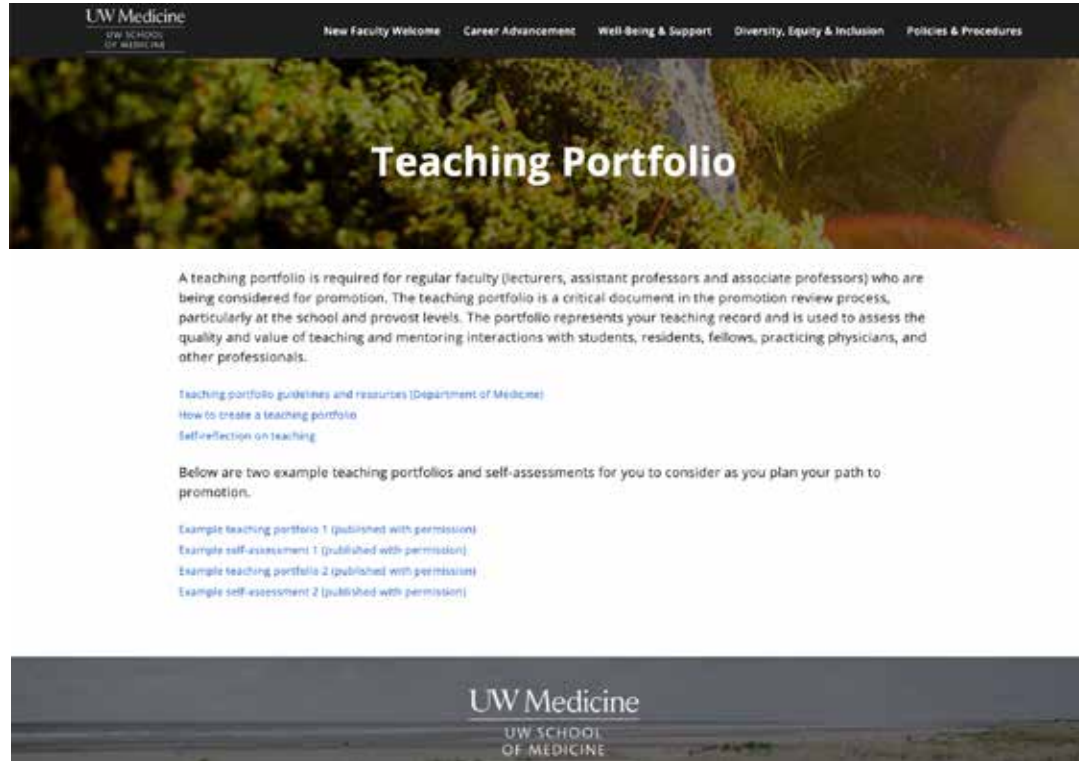


**Be proactive about gathering and organizing information for the portfolio *as you go along***



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

# Additional Resources



<https://faculty.uwmedicine.org/resources/teaching-portfolio/>

# 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