How To Create A Teaching Portfolio
Office of Faculty Affairs  Career Development Session
March 6, 2024

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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”

<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>
What is a teaching portfolio and how is it different than my curriculum vitae?
The UW Curriculum Vitae Format

<table>
<thead>
<tr>
<th>Personal Data</th>
<th>Professional Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Education &amp; Training Activities</td>
</tr>
<tr>
<td>Post-graduate Training</td>
<td>Editorial Responsibilities</td>
</tr>
<tr>
<td>Faculty Positions Held</td>
<td>Special Responsibilities &amp; Service</td>
</tr>
<tr>
<td>Hospital Positions Held</td>
<td>Clinical Activities</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>Research Funding</td>
</tr>
<tr>
<td>Board Certification</td>
<td>Bibliography</td>
</tr>
<tr>
<td>Current Licenses</td>
<td>Talks &amp; Presentations</td>
</tr>
<tr>
<td>Diversity, Equity, Inclusion</td>
<td>Other Employment</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

Search for major dean role in UW SOM

CV Attributes
- 33 pages long
- Long list of teaching awards
- No description of teaching roles

The 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, Departmental and School of Medicine Appointments and Promotions Committees
Outside Letter Writers

Many faculty on A&P committees 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 now-retired 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>Executive Summary</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<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 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

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:

<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 teachers that rank 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 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!”
Another Example Of How To Present Information

3. Faculty Development

Faculty Development has become the focal point of my career, with an emphasis on teaching methods to optimize clinical teaching. When I re-joined the UW in 2012, I accepted a position to direct the Faculty Development Program (FDP) for Hospital Medicine. My work in that role is detailed under "Curriculum Development," here I describe my direct teaching of faculty through other venues (section i) or as part of the FDP (section ii). In addition to the FDP stand-alone talks, I created a peer observation program with the assistance of my colleague Dr. Daniel Cabrera. As part of this program, we trained our colleagues in peer observation and feedback – the evaluations from these direct teaching efforts are also summarized below (section iii). These data demonstrate that I have succeeded in my effort to provide high yield and practical teaching. The evaluations are consistently high and faculty praise my teaching effectiveness throughout. Please see additional direct teaching of faculty under "Regional / National / International Recognition."

<table>
<thead>
<tr>
<th>i. Local talks and workshops for faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 5/12/2009 - Education in Systems-Based Practice: The Larger Context</td>
</tr>
<tr>
<td>o University of California, San Francisco, Division of Hospital Medicine Grand Rounds</td>
</tr>
<tr>
<td>• 4/27/2011 - Structured Peer Observation and Feedback to Optimize Attending Teaching</td>
</tr>
<tr>
<td>o Oral Presentation at the University of California at San Francisco Medical Education Day</td>
</tr>
<tr>
<td>• 8/27/2013 - Medicine Morbidity and Mortality Conference</td>
</tr>
<tr>
<td>o Chair’s Rounds, University of Washington Medical Center</td>
</tr>
<tr>
<td>• 4/4/2014 - A workshop on workshops (It’s a workshop)</td>
</tr>
<tr>
<td>o University of Washington Teaching Scholars Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Selected comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- n = 3 (of 12 attendees), 5-point scale</td>
<td></td>
</tr>
<tr>
<td>- “Overall the session was taught well” = 5.0</td>
<td></td>
</tr>
<tr>
<td>“This was a very practical workshop on giving workshops – I walked away with some actionable things I can do to prepare for my next workshop.”</td>
<td></td>
</tr>
</tbody>
</table>

| • 1/16/2015 - How to do faculty development. |
|   o University of Washington GME, New Program Director and Administrator Orientation |

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Selected comments</th>
</tr>
</thead>
</table>

Used with permission from Somnath Mookherjee, MD
A Way To Present Isolated Lectures

Single lectures do not generally warrant detailed listings

You can represent the volume of such lectures that you have done over time

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 Hypoxic 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

1. Effectiveness
2. Improvement
3. Scholarship
Documenting Effectiveness

Show how you measure up to peers
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</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.
What Is Educational Scholarship?

Education scholarship ≠ scholarly education

Education scholarship entails treating your teaching work as scientists treat their research
An Example Of Educational Scholarship
An Example Of Educational Scholarship

A Case-Based Critical Care Curriculum for Resident Physicians

Description

A medical and surgical intensive care unit (ICU) teams at the University of Washington are each led by a chief resident physician, fellow, nurse practitioner, and four to six resident physicians who are receiving training in Anesthesiology, Emergency Medicine, Family Medicine, General Surgery, or Internal Medicine. Resident physicians are encouraged to receive didactic instruction during their ICU rotations in addition to the bedside teaching that occurs during work rounds. Over the years, it became apparent that
An 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
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
What 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
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
Start Holding Onto Everything!

- Evaluations
- Thank you letters
- Publications
- 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
One Way To Keep Track Of Teaching Activities

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

An email is sent when faculty notify staff that they gave a talk.

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

Space available for written comments.
Another Option For Gathering Evaluations

Place a QR code at the end of a talk for learners to readily access a teaching evaluation.

Codes can be created through your division/department or independently (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

Unique
Concise
Sincere
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
What does this all look like in the end?
What Portfolios Used To Look Like

Teaching Portfolios for Terry Massagli
Department of Rehabilitation Medicine

Teaching Portfolio and Appendix for Mark Whipple
Department of Otolaryngology

* Depending on department requirements
Everything Is Electronic Now!
How Long Should My Portfolio Be?

Unclear Things
Exact length requirements
How many people actually read it

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

Clarify your department’s expectations before you start!
Time To Take A Deep Breath
Key Points About The Teaching Portfolio

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

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.
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.*"
Thanks For Listening!

Questions?
aluks@uw.edu