

Executive Summary of Teaching

University of Washington
School of Medicine

The evaluation of teaching is based upon the quality and value of teaching interactions with students, residents, fellows, graduate students, practicing physicians, and other health care professionals; an assessment of innovative education programs, projects, resources, materials, and methods; and, for some faculty, the ability to be an effective educational administrator or leader. Compilation of the teaching portfolio is required for the promotion dossier of all faculty with teaching duties, except for faculty on the clinical faculty track. The teaching portfolio is reviewed within UW and is not always shared with external reviewers. At the option of the department, it may also be sent to external reviewers for evaluation. The teaching portfolio should not be so large as to overwhelm reviewers.

The teaching portfolio is comprised of the following separate documents:

- Executive Summary of Teaching (optional, recommended for faculty who have major time commitments to teaching as part of their overall academic responsibilities)
- Student Teaching Evaluations (required)
- Peer Teaching Evaluations (required)

The executive summary of teaching is meant to be a complement to a traditional CV and should enrich the description of the faculty member's contributions as an educator. The executive summary of teaching document should not exceed 20 pages. An individual faculty member may not have materials to support all of the categories of teaching listed below.

- **Personal Information**
 - Name and contact information
- **Brief Opening Statement** highlighting which items in the executive summary of teaching are most important or impactful teaching accomplishments
- **Teaching Philosophy** (maximum one page, example located [here](#)).
- **Teaching Activities** and role as an educator. This is an opportunity to describe these activities, their impact, and the evolution of your teaching. Short summaries of evaluations with evidence of improvement as well as representative quotations can be included.
 - Direct Teaching
 - Curriculum Development
 - Educational Scholarship
- **Mentoring** (typically more extensive for promotion to professor)
 - Provide a list of mentees with description and duration of mentoring activities, resulting output (publications, presentations, etc.) and their current career attainments and awards
- **Educational Administration and Leadership**
 - Describe relevant leadership positions held: course director, residency or fellowship program director, committee participation or chairmanship, etc.
 - Educational grants: include source, amount and number of years of funding
 - For Program Director: include achievements in accreditation, curriculum development, evaluation procedures, and innovations in training programs

- **Professional Development in Education**
 - Describe participation in programs related to medical and health profession education: workshops, seminars, CME, Teaching Scholars
 - Describe the impact of these activities on your professional development
- **Regional/National/International Recognition**
 - Describe participation in regional, national or international meetings or committees: workshops, seminars, oral or written board examiner, reviewer of other training programs or training grants
- **Teaching and Education-related Honors and Awards**
- **Long-Term Goals**
 - "Reflection-in-Action" including future projects, new teaching methods to be learned, ideas to be investigated, plans for publication and dissemination.

*Note: Do not include slides