

# UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE



## ***Department of Radiology***

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The following list suggest the types of materials that can be included in a teaching portfolio and is based on recent literature review, medical education web sites guidelines, and conclusions of the AAMC-GEA 2006 Consensus Conference on Educational Scholarship.

## **Suggested Format and Items to be Included:**

**Format:** To collate your materials, we suggest you use the combination of 3 formats:

1. Tabbed three-ring binder to store documents and letters as they are received
2. Computer for rapid updating of activities
3. CD-ROM to collect electronically all the materials included

Select from the materials the documents that best represent your activities and reflect your expertise as an educator. You do not have to include everything you have kept.

The submitted portfolio should not be so large as to overwhelm the reviewers. We suggest a 1-2" binder should be adequate.

**Executive Summary:** We suggest you prepare a five page "executive summary" to be placed in the front of the portfolio (easily readable by a review committee), index of the contents, then the main portfolio tabbed to include the following headings:

### **I. Personal Information**

1. Name and contact information
2. Current position held (academic rank)
3. Subject area, specialties
4. Institutional affiliation
5. Time course (years) of activities included
6. Short work history

### **II. Teaching Philosophy (maximum one page)**

1. Express your personal theory of teaching and learning
2. Include reflections about teacher-learner interactions
3. Delineate clearly your educational goals and your role as a teacher
4. Connect your personal statements with your portfolio contents

### III. Teaching Activities and Your Role as an Educator

1. **Direct teaching:** lectures, small group teaching, Problem Based Learning, grand rounds, laboratory and research based learning, supervision of clinical activities of students, residents, fellows, procedural skills teaching, preceptorships, etc. List by level (fellows, residents, medical students; and other students, such as allied health professionals).

#### **Evidence to support teaching excellence:**

**Instructional materials:** List and describe handouts, media, interactive material used. Appendix: Handouts, media and interactive material.

#### **Documentation**

- A. Quantity: Who do you teach, how much, and what do you teach?
- B. Quality: Teaching ratings with comparison data for all educational activities cited.
  - Student, resident evaluations (use standardized form with open-ended comments, include your rating scales. Include number of students who have rotated each year.)
  - Peer evaluations
  - Grand rounds evaluations
  - Letters evaluating teaching effectiveness (put as Appendix)

\*Comments: The documentation section should be clearly organized, and when possible presented in forms of tables, graphs or figures. Include mean scores.

2. **Curriculum Development:** Describe innovative educational activities you created or implemented. Examples: courses, clerkships, faculty development, lab manuals, web-based materials, clinical cases, etc.

#### **Evidence to support excellence:**

**Instructional materials:** Chronological vs. topic-focused list of activities for each section. List materials and products developed. Appendix: Syllabi, class notes, web sites

#### **Documentation:**

- A. Specifics of activities: goals of the curriculum; targeted audience; duration; design, evaluation
- B. Quality: evidence of effectiveness and improvement in quality of teaching:
  - Learner ratings
  - Impact on learning: examinations, scores, direct observation of learner performance

- If possible: graphic display of improvement over time

**3. Educational Scholarship:** Didactic materials you produced and published in order to disseminate your medical educational experience and expertise.

**Documentation:**

- Peer reviewed educational publications (MedEdPORTAL, AAMC)
- Presentations given at local/national /international meetings
- List peer-reviewed educational materials you developed, such as course syllabi, book chapters, study guides, etc. and state the distribution of these materials (used locally, regionally, nationally)
- Invitations to present your educational material in other departments or medical schools and evidence how the material was used by these institutions

#### **IV. Mentoring**

- Provide a list of mentees with description and duration of mentoring activities
- Describe the interaction with the mentees including career planning, mentoring and coaching through personal or academic difficulties or counseling to change attitudes/behaviors which impacted their professional development.
- Provide information about outcomes (letters from mentees summarizing the mentoring experience and the impact it had on their professional development).
- Description of mentees current medical careers (i.e., academic positions, clinical research, clinical practice in remote or underserved populations, volunteering for medical groups abroad, etc.)
- Discuss projects you conducted with advisees and students
- List your advisees presentations and publications, awards or grants received  
Appendix: letters; minutes from Residency Training Committee meetings; newsletters

#### **V. Educational Administration and Leadership**

- Specify and describe relevant leadership positions held: course director, residency or fellowship program director, committee participation or chairmanship, etc.
- List each area in terms of Graduate School, School of Medicine or Department
- List committee members, tasks and goals
- Educational grants: include source, amount and number of years of funding
- For Program Director: include achievements in accreditation, training
- For Department: include fundraising for residency training funds

#### **VI. Professional Development in Education**

- Describe your participation in programs related to medical education: workshops, seminars, CME, Teaching Scholars
- Describe the impact of these activities on your professional development

- Describe activities which demonstrate your connection to a community of educators

## **VII. Regional/National/International Recognition**

- Describe your participation in regional, national or international meetings or committees: workshops, seminars, oral or written board examiner, reviewer of other training programs or training grants

## **VIII. Honors and Awards**

- Include both recognition as an "educator" and as a "clinician" or "scholar".

## **IX. Long-Term Goals**

- "Reflection-in-action" including future projects, new teaching methods to be learned, ideas to be investigated, plans for publication and dissemination.

## **X. Internal and External Reviewers**

- List of possible internal and external reviewers of the portfolio

## **References**

- Boyer EL. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.
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- Kuhn, GJ. Faculty Development: The Educator's portfolio. Acad Emerg Med 2004, Vol. 11, No. 3
- Atasoylu AA, Wright SM, et al. Promotion Criteria for Clinician-educators. J Gen Intern Med. 2003; 18:711
- Glassick CE. Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. Acad Med. 2000; 75:877-880.
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