

Executive Summary of Teaching Template Clinician/Scholar & Physician/Scientist Pathways

Executive Summary of Teaching (a.k.a. Teaching Portfolio):

All faculty on the Clinician/Scholar and Physician/Scientist pathways (regular track) are required to submit a Executive Summary of Teaching (EST) as part of their promotional materials. While portfolios are specific to individual faculty members, there are certain requirements for the structure and content of the documentation which have been established by the School of Medicine and the Provost. The purpose of this guide is to inform faculty on best practices to create an outstanding EST.

An Executive Summary of Teaching is a collection of documents that describes the teaching credentials and experiences of a faculty member, as well as the scope and quality of their teaching proficiency. The EST provides evidence of teaching ability and describes major strengths and teaching achievements. The EST may also offer a look at development and improvement over time, which is often a consideration of the Appointment & Promotion Council.

An EST for the Department of Emergency Medicine faculty is comprised of 5 sections: (Sections A – E). You will be primarily responsible for Section A. Sections B–E are compiled by Academic HR.

Section A: Executive Summary of Teaching Outline

This section provides information on the faculty member’s teaching philosophy, achievements, proficiency, and contributions.

- I. **Table of Contents**
- II. **Executive Summary (1-page maximum)**
 - a. The EST should highlight what you view as key or major teaching contributions in your portfolio. This is an excellent venue for describing your educational contributions that might not be evident in your curriculum vitae (e.g., your role in developing an educational program over time).
- III. **Personal Information (template included on page 4)**
 - a. Name and contact information
 - b. Current position held (academic rank)
 - c. Subject area, specialties
 - d. Institutional affiliation
 - e. Time course (years) of activities included
 - i. Start date of timeline should be appointment date as Assistant or Associate Professor or date of promotion to Associate Professor.
 - f. Short work history
- IV. **Teaching Philosophy (1-page maximum)**
 - a. Express your personal theory or philosophy of teaching and learning
 - b. Include reflections about yourself as a Scholar and examples of learner interactions
 - c. Clearly delineate your educational goals and your role as a Scholar
 - d. Consider connecting your statement directly with your specific EST content

- V. **Teaching Activities and role as an Educator**
- a. **For Clinical Teaching Activities:** Include number of weeks per year on clinical service, i.e., weeks per year of inpatient attending, number of half-day clinics (include sites of practice). List by level (fellows, residents, medical students: and other students, such as allied health professionals).
 - b. **For Lecture Activities:** List each lecture including date/topic/course title, and level of audience (housestaff, CME, etc.)
 - i. **Direct teaching:** lectures, small group teaching, Problem Based Learning, grand rounds, laboratory and research-based teaching, 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).
 1. **Evidence to support teaching excellence:**
 - a. **Instructional materials:** List and describe handouts, media, interactive material used.
 - b. **Quantity:** who do you teach, how much, and what do you teach?
 - c. **Quality:** Teaching rating with comparison data for all educational activities cited
 2. **Documentation:** Evaluations will be placed at the end of section A - in sections B, C and D, noted later on in this guide.
 - ii. **Curriculum Development:** describe innovative educational activities you created or implemented. (**Optional, but helpful**) Examples: courses, clerkships, faculty development, lab manuals, web-based materials, clinical cases, community education, etc.
 1. **Evidence to support excellence:**
 - a. **Instructional materials:** Chronological vs. topic-focused list of activities for each section
 - b. **Overview:** List materials and products developed
 2. **Documentation:** Examples could include the following:
 - a. Specifics of activities: goals of the curriculum; targeted audience; duration; design
 - b. Evidence of effectiveness and improvement in quality of teaching:
 - i. Learner ratings
 - ii. Impact on learning: examinations, scores, direct observation of learner performance
 - iii. If possible: graphic display of improvement over time (e.g., evaluations of a course or your teaching)
 - iii. **Educational Scholarship:** Didactic materials you produced and published to disseminate your medical education experience and expertise.
 1. **Documentation:** Examples could include the following:
 - a. Peer-reviewed educational publications (e.g., MedEdPORTAL, AAMC)

- b. List of presentations given at local/national/international meetings
- c. 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, and nationally)
- d. Website addresses for web-based materials
- e. Invitations to present your educational material in another department or medical school and evidence of how the material was used by these institutions

VI. Mentoring (Recommended if your work included significant scholarship/research mentorship)

| Past / Current Trainee | Trainee Name (Where Training Occurred) | Pre / Post Level | Training Period | Prior Academic Degree(s) | Prior Academic Degree Year(s) | Prior Academic Degree Institution(s) | Title of Research Project | Current Position of Past Trainees / Source of Support of Current Trainees |
|------------------------|--|------------------|-----------------|--------------------------|-------------------------------|--------------------------------------|---------------------------|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

- a. **Mentorship Table Instructions:** List all past and current predoctoral and postdoctoral trainees for whom you are/were the mentor during your tenure in your current title. Indicate in parentheses under the trainee name where the pre- or postdoctoral training occurred. Exclude medical interns and residents unless they are heavily engaged in laboratory research. For each trainee indicate: whether at the predoctoral or postdoctoral level; the training period; previous institution, degree, and year awarded prior to entry into training; title of the research project; and for past students, their current positions or for current students, their source of support.
- b. **Mentorship overview:**
 - i. 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.
 - ii. Provide information about outcomes (letters from mentees summarizing the mentoring experience and the impact it had on their professional development)
 - iii. 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.)
 - iv. Discuss projects you conducted with advisees and students
 - v. List your advisees’ presentations and publications, awards or grants received
 - vi. Other items that may be included: letters, minutes from Residency Training Committee meetings, newsletters, etc.

VII. Educational Administration and Leadership

- a. Specify and describe relevant leadership positions held: course director, residency or fellowship program director, committee participation or chairmanship, etc.
- b. List each area in terms of Graduate School, School of Medicine, or Departmental
- c. List committee memberships, tasks, and goals

UW Medicine

**DEPARTMENT OF
EMERGENCY MEDICINE**

- d. Educational grants: include source, amount and number of years of funding
- e. For Program Director: include achievements in accreditation, training

VIII. Professional Development in Education

- a. Describe your participation as an educator or facilitator in programs related to medical education: workshops, seminars, CME, Teaching Scholars program, etc.
- b. Describe the impact of these activities on your professional development
- c. Describe activities that demonstrate your connection to a community of educators

IX. Regional/National/International Recognition

- a. 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

X. Teaching and Education – related Honors and Awards

- a. List recognition as an educator, describe where necessary. (Nominations for teaching awards may be included if formally acknowledged by award committee.)

XI. Long-term goals

- a. “Reflection-in-action” including future projects, new teaching method to be learned, ideas to be investigated, plans for publication and dissemination.

Personal Information Template:

| | |
|---|---|
| Name and Contact Information | NAME Department of Emergency Medicine Harborview Medical Center Box 359702 325 9 Avenue Seattle, WA 98104 EMAIL ADDRESS |
| Current Position Held (academic rank) | Assistant Professor (Clinician/Scholar) Department of Emergency Medicine (ADJUNCT/JOINT/ADMINISTRATIVE TITLES) University of Washington School of Medicine |
| Subject Area, Specialties | Emergency Medicine (SUBSPECIALTIES) Interests: Emergency Department Operations, Quality Improvement, Geriatric Care, Airway Management |
| Institutional Affiliation | University of Washington School of Medicine University of Washington Medical Center Harborview Medical Center (ADDITIONAL AFFILIATIONS) |
| Time Course (years) of Activities Included | (Start with Appointment Date–Promotion Date) |

| | |
|--------------------|-------------------------|
| | |
| Short Work History | PREVIOUS FACULTY TITLES |

NOTE: (Sections B – E) are compiled by the department’s Academic HR Team on your behalf **

Section B: Trainee Evaluations

Student, resident, fellow evaluations – use standardized forms with open-ended comments. The rating scales are included.

Section C: Clinical Peer Evaluations

Previously solicited Clinical Peer Evaluations, and potentially solicit new evaluations will be compiled.

Section D: Teaching Peer Evaluations

** Teaching Peer Evaluations are faculty’s responsibility to gather throughout each academic year in rank.

Previously solicited Teaching Peer Evaluations will be included; if any academic years are missing – AHR will work with you to review past peer-attended lectures/conferences to obtain retro-active evaluations. (minimum one per year).

Section E: Other teaching materials. Items may include:

- Community education
- Allied health professional courses and programs
- Letters critically evaluating teaching effectiveness
- Handouts, media and interactive material. Only include impactful representative and illustrative examples. This does not need to be an exhaustive collection of all of your handouts and materials.