

## Teaching Portfolio Template: Physician/Scientist Pathway

(Required components)

A. Teaching portfolio

I. Personal Information

- 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:
- f. Short work history:

II. Teaching activities and your role as an educator

III. Mentoring Section(s)

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

(Optional components)

IV. Educational Administration and Leadership

V. Professional Development in Education

VI. Regional/National/International Recognition

VII. Honors and Awards as an Educator

## Teaching Portfolio: a Template to Document your Teaching Activities

### Physician/Scientist Pathway Department of Medicine, University of Washington

The following list suggests the types of materials that can be included in a teaching portfolio and is based on recent literature review, guidelines from medical education web sites, and conclusions of the AAMC-GEA 2006 Consensus Conference on Educational Scholarship. These recommendations have been streamlined to be more pertinent to the physician-scientist.

#### Suggested format and items that may be included (NOTE: you need not do ALL of this):

For the Physician/Scientist, the only required components are the:

- I. Personal Information
- II. Teaching activities and your role as an educator
- III. Mentoring Sections

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

All faculty including physician-scientists must have evidence that they teach. Although the primary criterion for promotion for physician-scientists is success in research, teaching is important. The physician-scientist must document some significant participation in teaching. The submitted portfolio should not be so large as to overwhelm the reviewers. Please indicate “none” if there are no activities to report.

#### A. Teaching portfolio

##### I. REQUIRED: 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. REQUIRED: Teaching activities and your role as an educator (shown are some examples of teaching, you do not need to list all categories or have materials for each)

1. **Direct teaching:** lectures, journal clubs, 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. You may want to collect these from your Augmented CVs
  - a) Documentation
    1. Quantity: who do you teach, how much, and what do you teach?
    2. Quality: teaching ratings with comparison data for all educational activities cited
  - b) Student, resident, fellow, post-doctoral fellow, research staff evaluations (use standardized forms with open-ended comments, include your rating scales. Include number of students who have rotated each year

- c) Peer evaluations
- d) Grand rounds evaluations
- e) Community education
- f) Allied health professional courses and programs
- g) If appropriate, a few letters evaluating teaching effectiveness (put in Appendix)

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

2. **Curriculum Development:** innovative educational activities you created or implemented.
  - a) Examples: course directorships, clerkships, faculty development, lab manuals, web-based materials, clinical cases, community education, etc.
  - b) Evidence to support excellence:
    1. Instructional materials: Chronological vs. topic-focused list of activities for each section.
    2. List materials and products developed.
    3. Appendix: Syllabi, class notes, web sites, test questions
  - c) Documentation:
    1. Specifics of activities: goals of the curriculum; targeted audience; duration; design,
    2. Evaluation
      - Quality: evidence of effectiveness and improvement in quality of teaching:
        - a. Learner ratings
        - b. Impact on learning: examinations, scores, direct observation of learner performance
        - c. If possible: graphic display of improvement over time
3. **Educational Scholarship (ONLY if applicable to you):** didactic materials you produced and published to disseminate your medical education experience and expertise.
  - a) Documentation:
    1. Peer-reviewed educational publications (e.g., MedEdPORTAL, AAMC)
    2. Presentations given at local/national/international meetings
    3. 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)
4. **Invited presentations:** Invitations to present your educational material in another departments or medical schools and evidence how the material was used by these institutions

### III. Mentoring

1. **REQUIRED:** Provide a list of mentees with description and duration of mentoring activities, using the NIH Training Grant Template below to report them

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
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Past	Schwartz, A. (Cornell)	Pre	94-99	BA	94	U. of WI	Role of Transcripti on Factor X in Synaptic Plasticity	Asst. Scientist, Scripps Research Foundation
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**Mentoring Table Instructions:** List all past and current predoctoral and postdoctoral trainees for whom you are/were the mentor. Indicate in parentheses under the trainee name where the pre- or postdoctoral training occurred, if at a different institution. 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.

2. **OPTIONAL:** List the highlights of your current and recent mentees' careers (e.g., key presentations and publications, awards or grants, faculty appointments); testimonial letters from current and recent mentees are optional too.
3. **OPTIONAL:** 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.
4. **OPTIONAL:** Discuss educational, administrative or other non-research projects you conducted with advisees and students
5. **OPTIONAL:** Appendix: letters; minutes from Residency Fellowship or Research Training Committee meetings; newsletters

**IV. OPTIONAL: Educational Administration and Leadership**

1. Specify and describe relevant educational leadership positions held: course director, residency or fellowship program director, committee participation or chairmanship, etc
2. List committee Memberships, tasks and goals
3. Educational grants: include source, amount and number of years of funding
4. For Program Director: include achievements in accreditation, training

**V. OPTIONAL: Professional Development in Education**

1. Describe your participation in programs related to medical education: workshops, seminars, CME, Teaching Scholars
2. Describe the impact of these activities on your professional development
3. Describe activities which demonstrate your connection to a community of educators

**VI. OPTIONAL: Regional/National/International Recognition**

Briefly 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

**VII. OPTIONAL: Honors and Awards as an Educator**

List recognition as an educator and describe where necessary

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## EVALUATIONS:

**B:** Student, resident, fellow and research mentor evaluations – use standardized forms with open-ended comments. Include your rating scales. Include # of students who have rotated each year.

**C:** Peer clinical evaluations (for all clinically active faculty)

**D:** Peer teaching evaluations – summarize by year for each year in rank (minimum two per year)

**E:** Other teaching evaluations

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