

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...

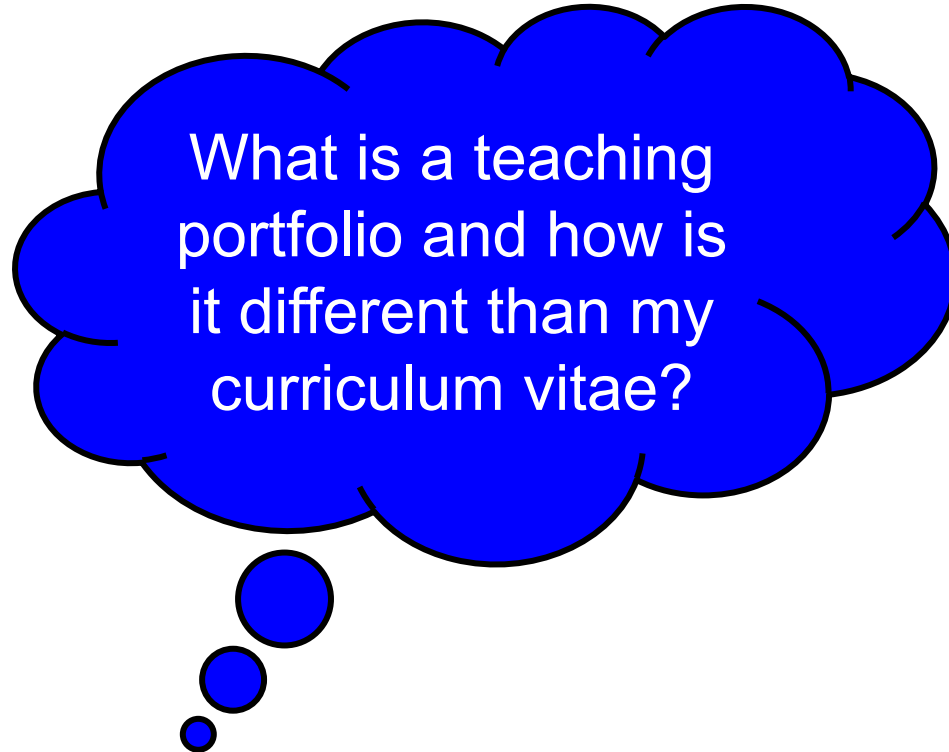
“Here’s what you need to get together for us in 6 weeks”



The Promotion Packet	
Curriculum vitae	
Peer evaluations	
Student and resident evaluations	
Teaching portfolio	
Self assessment	
Division head and service chief letters	
Internal and external letters	
Publication reprints (Top 5 Papers)	



This Usually Elicits The Following Question



The UW Curriculum Vitae Format

Personal Data	Professional Organizations
Education	Education & Training Activities
Post-graduate Training	Editorial Responsibilities
Faculty Positions Held	Special Responsibilities & Service
Hospital Positions Held	Clinical Activities
Honors and Awards	Research Funding
Board Certification	Bibliography
Current Licenses	Talks & Presentations
Diversity, Equity, Inclusion	Other Employment

This is largely a list with little in the way of detail

An Example Of The Limited Utility Of CVs For Educators

CURRICULUM VITAE		November 26, 2010
Name		
MCQ Titles	Vice Dean for Academic Affairs Professor of Medicine	
Office Address	Academic Affairs, CJ-1036	
Telephone		
Fax		
e-mail		
PERSONAL		
Home Address		
Telephone		
EDUCATION		
Post-doctoral	Emory University Affiliated Hospitals, Atlanta, Georgia Residency, Internal Medicine	1977-1979
	Emory University Affiliated Hospitals, Atlanta, Georgia Internship, Internal Medicine	1976-1977
Graduate & Professional	Emory University School of Medicine, Atlanta, Georgia M.D.	1976
	Dartmouth Medical School, Hanover, New Hampshire B.M.S.	1974
College	Colby College, Waterville, Maine B.A. with Distinction in Biology	1972
High School	Wethersfield High School, Wethersfield, Connecticut Diploma	1968
Board Certification	American Board of Internal Medicine (Permanent certificate)	1983
PROFESSIONAL		

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?

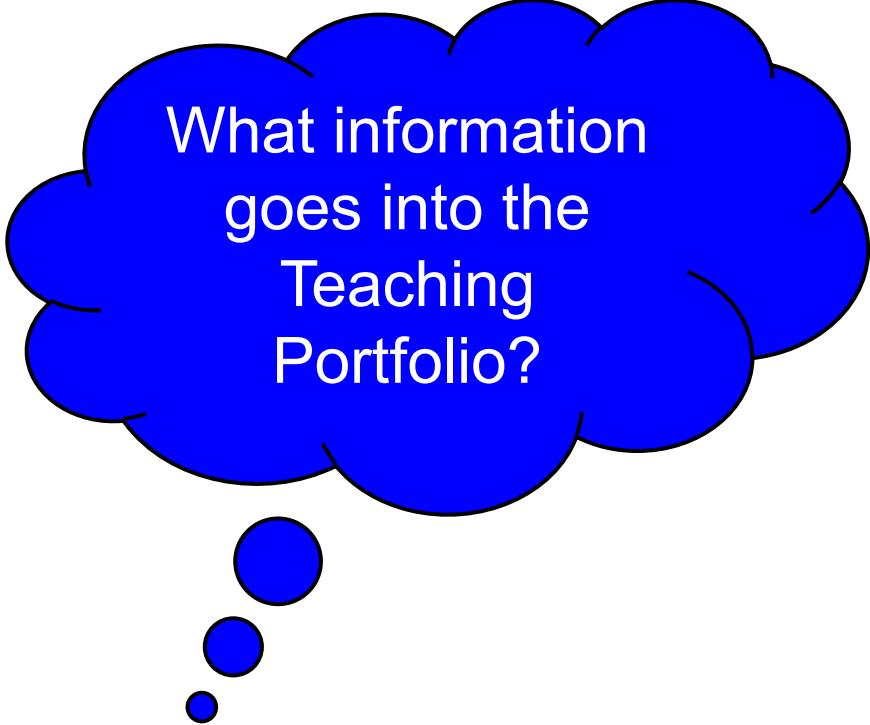
What should I emphasize in the portfolio?

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”

Executive Summary	Mentoring
Personal Information	Educational administration
Teaching Philosophy	Long term goals
Teaching Activities	Honors and awards
Professional development	Recognition outside UW

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

Peer evaluation of teaching effectiveness

Date: February 24, 2011

Faculty member being observed:

Title of course/lecture/presentation: Less Invasive Hemodynamic Monitors in the ICU

	excellent	very good	good	fair	poor	n/a
Content (accurate/up to date?)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity and organization of presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of presentation content	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of instructional resource (powerpoint, video, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm and stimulation of audience	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall teaching effectiveness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator: ☒ Faculty ☐ Fellow ☐ Housestaff ☐ Staff

Comments: The talk was well structured and had information that everyone learned from. Andy's pacing was very good. I asked that he pause for questions repeatedly. I have personally given him additional not-picky

Please return form to: Joleen Sims at jms@u.wisc.edu or Box 356522

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:

Dimension	2007	2008	2009	2010
My Overall Effectiveness	4.9	4.6	5.0	5.0
Average Peer Scores	3.7	4.2	3.9	4.2

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. [redacted] ranks 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. [redacted] 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!!"

Description of your teaching role

Summary of numerical ratings

Sample of written comments

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."

i. Local talks and workshops for faculty

- 5/12/2009 - Education in Systems-Based Practice: The Larger Context
 - University of California, San Francisco, Division of Hospital Medicine Grand Rounds
- 4/27/2011- Structured Peer Observation and Feedback to Optimize Attending Teaching
 - Oral Presentation at the University of California at San Francisco Medical Education Day
- 8/27/2013 - Medicine Morbidity and Mortality Conference
 - Chair's Rounds, University of Washington Medical Center
- 4/4/2014 - A workshop on workshops (It's a workshop)
 - University of Washington Teaching Scholars Program

Evaluation	Selected comments
- n = 3 (of 12 attendees), 5-point scale - "Overall the session was taught well" = 5.0	"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."
• 1/16/2015 - How to do faculty development. <ul style="list-style-type: none">◦ University of Washington GME, New Program Director and Administrator Orientation	
Evaluation	Selected comments

Background on work in this area

List of teaching sessions and workshops on the topic

Evaluation information: Scores and comments

A Way To Present Isolated Lectures

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 Hypoxemic 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:

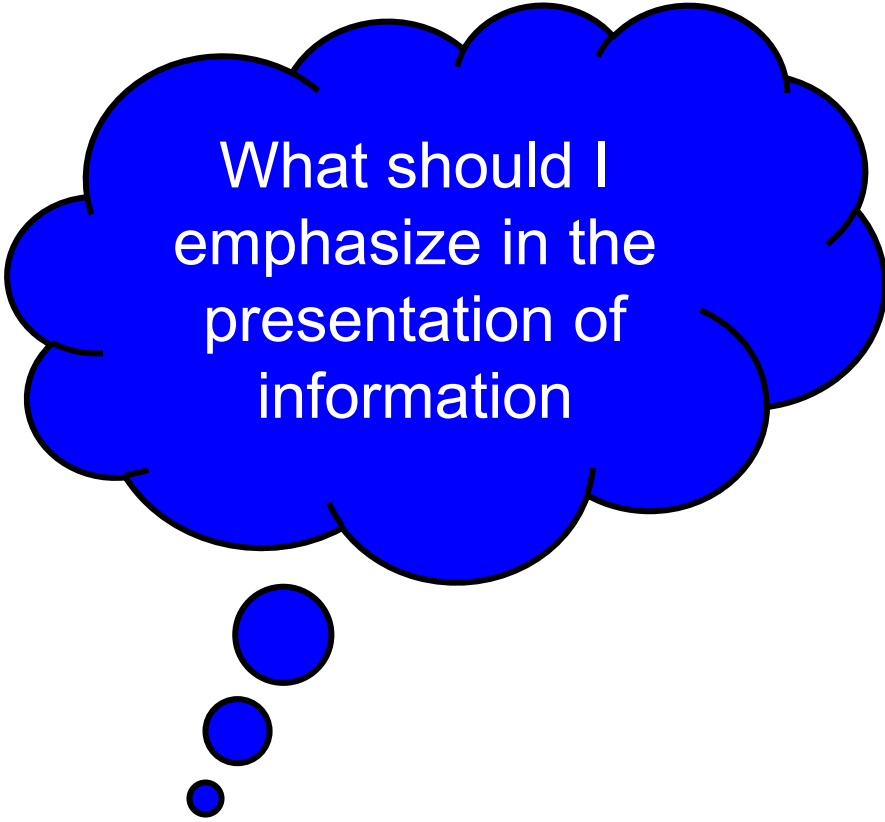
2008	2009	2010	2011	2012	2013	2014
7	5	4	3	3	3	4

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.

Single lectures do not generally warrant detailed listings

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

Question 2



What should I
emphasize in the
presentation of
information

Three Items To Emphasize In The Portfolio



Effectiveness



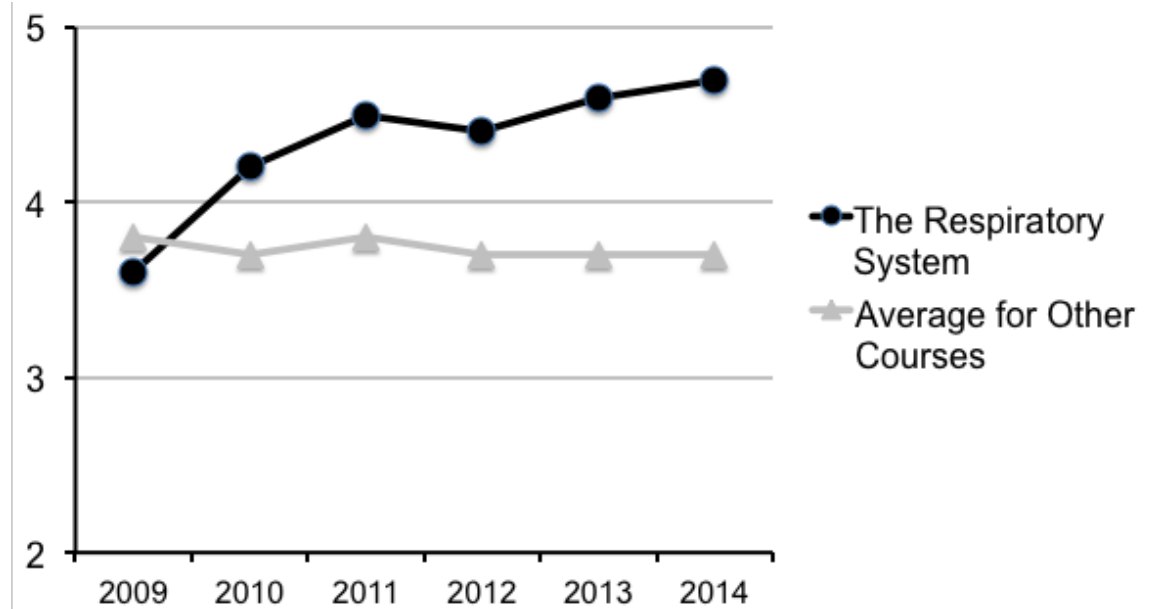
Improvement



Scholarship

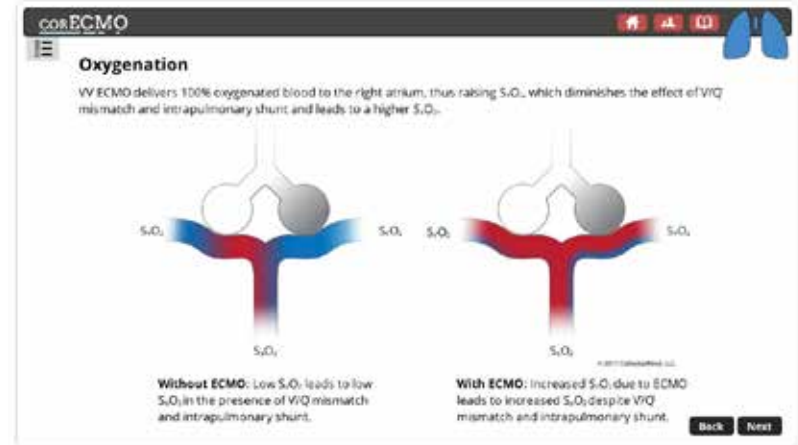
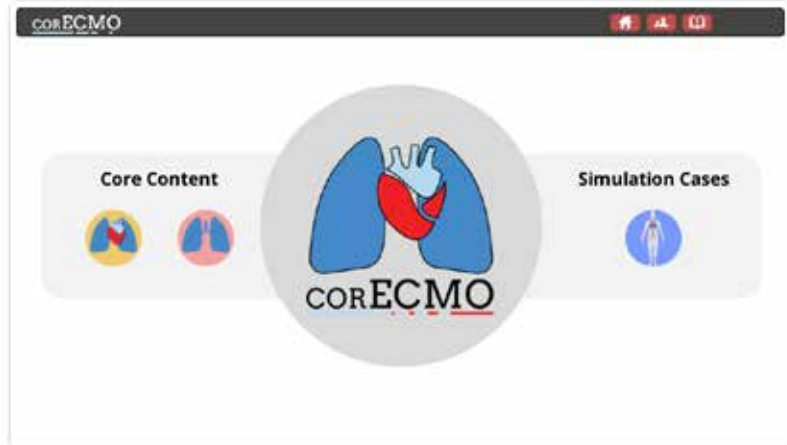
Documenting Effectiveness

**Show how you
measure up to peers**



Show Off Your High Quality Work

CorECMO Web-based tutorial created by Jenelle Badulak



Documenting Improvement

Evaluation Area (0 = worst; 5 = highest)	2010	2011	2012
Content	4.0	4.5	5.0
Interactive with audience	4.2	4.5	5.0
Time for questions	3.5	4.0	4.7
Adequacy of handout	4.2	4.3	4.5
Overall quality	4.0	4.2	4.8

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

SEMINARS FOR EDUCATORS

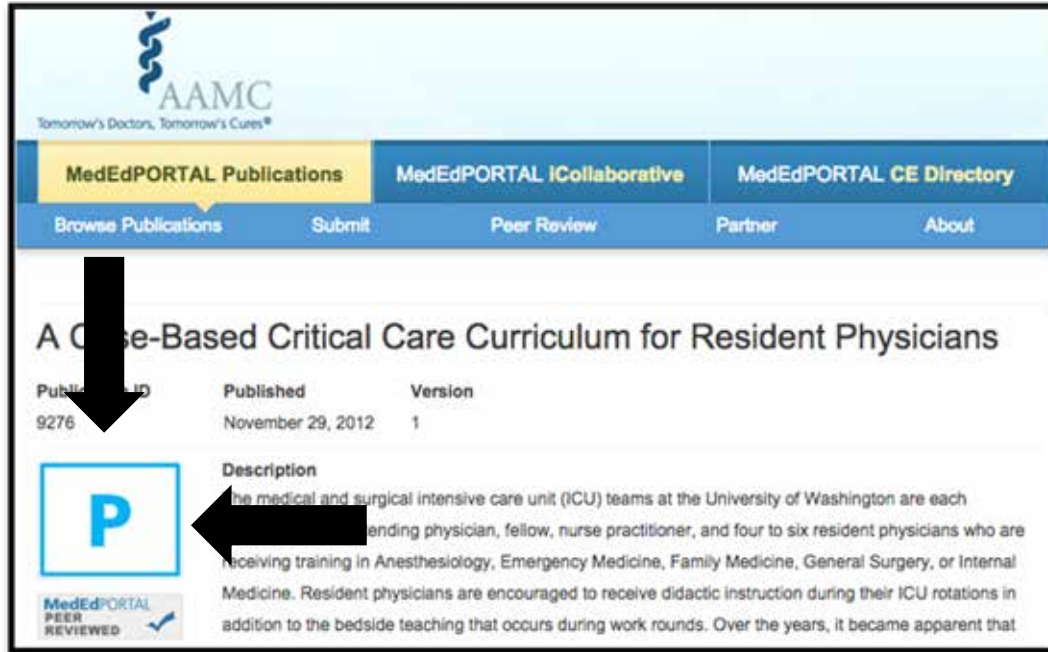
Practical Strategies for Effective Lectures

Peter H. Lenz¹, Jennifer W. McCallister², Andrew M. Luks³, Tao T. Le⁴, and Henry E. Fessler⁵

¹Division of Pulmonary, Critical Care, and Sleep Medicine, Department of Medicine, University of Cincinnati, and ²Division of Pulmonary, Allergy, Critical Care, and Sleep Medicine, Department of Medicine, Ohio State University Wexner Medical Center, Columbus, Ohio; ³Division of Pulmonary and Critical Care Medicine, Department of Medicine, University of Washington, Seattle, Washington; ⁴Section of Allergy and Immunology, University of Louisville, Louisville, Kentucky; and ⁵Division of Pulmonary and Critical Care, Department of Medicine, Johns Hopkins University School of Medicine, Baltimore, Maryland

Review Article

An Example Of Educational Scholarship



**MedEdPortal publication
by Başak Çoruh**

An Example Of Educational Scholarship

ORIGINAL RESEARCH

Let's Talk Critical

Development and Evaluation of a Communication Skills Training Program for Critical Care Fellows

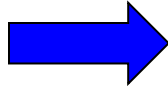
Aluko A. Hope¹, S. Jean Hsieh¹, Jennifer M. Howes¹, Adam B. Keene¹, James A. Fausto², Priya A. Pinto², and Michelle Ng Gong¹

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

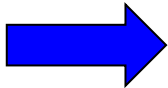
Whether To Focus On Generating Scholarship Depends On The Timing

**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**



Question 3



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

Publications

Thank you
letters

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

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Feb 1	2	3	4	5
		Lunar New Year	Groundhog Day	• CPH Office Ho... 10:00 AM • Clinician-Tea... 2:00 PM	• CPH Exam 3... 8:00 AM	
6	7	8	9	10	11	12
• Karen McDon... 8:00 AM • CPH Office Ho... 10:00 AM • Trauma Confer... 12:00 PM	• Hypoxia Work... 7:00 AM • CPH Office Ho... 10:00 AM • Black Partner... 5:00 AM		• CPET Conference 7:00 AM • Reylon J... 8:00 AM • CPH Office Ho... 10:00 AM • Isha Shreecha 1:00 PM	• Interviews - IL... 9:00 AM • CPH Office Ho... 10:00 AM	MCU Coverage	
13	14	15	16	17	18	19
MCU Coverage	• HAMS Submission D... • Valentine's Day • Valentine's Day • Rob and Bruce 9:00 AM • CPH Office Ho... 10:00 AM	• Heather McDon... 8:00 AM • Black Camer... 8:00 AM • CPH Office Ho... 10:00 AM	• PCCSM HMC... 12:00 PM • BLOC, Thread... 1:00 PM • Office hours 3:00 PM	• CPET Conference 7:00 AM • Wash U Grand... 9:00 AM • CPH Office Ho... 10:00 AM	• Serena and Robb... 1:00 PM • CPH Exam 4... 8:00 AM	
20	21	22	23	24	25	26
	ICU Risk • President's Day • President's Day	• Hypoxia Meeting 8:00 AM	• Erica Ortes... 9:00 AM • Ryan Singh 12:00 PM • Raj Ayagari 2:00 PM	• CPET Conference 7:00 AM • Naine Aden 8:00 AM • COVID Sympo... 12:00 PM • FITC-Exerch... 1:00 PM • 2019-2022 R... 1:00 PM		MCU Coverage
27	28	Mar 1	2	3	4	5
ICU Risk MCU Coverage	• Serena Barbell 11:00 AM • Andy and Sara... 11:00 AM • Mart and Ph... 12:00 PM • Mart and Ph... 12:00 PM • CPH Exam 5... 8:00 AM • WMO Event 9:00 AM	• RESCHEDULED... 1:00 PM	• Ash Wednesday • HMC MCU M... 12:00 PM • Emily Stoa 1:00 PM	• CPAC Signa • CPET Conference 7:00 AM • Workshop - CPE... 8:00 AM • Training Partic... 9:00 AM • Serena's RRP 1:00 PM • March 2022... 2:00 PM		
6	7	8	9	10	11	12
	• ICCM • Jockey Coverage for Fellowship • TDCU Director... 9:00 AM	• Jessica J... 9:00 AM • Black Leader M... 1:00 PM • Black Chair Me... 1:00 PM	• CPET Conference 7:00 AM	• CPH Exam 6... 8:00 AM		

One Way To Keep Track Of Teaching Activities

LuksSummaryofTeachingActivity.xls

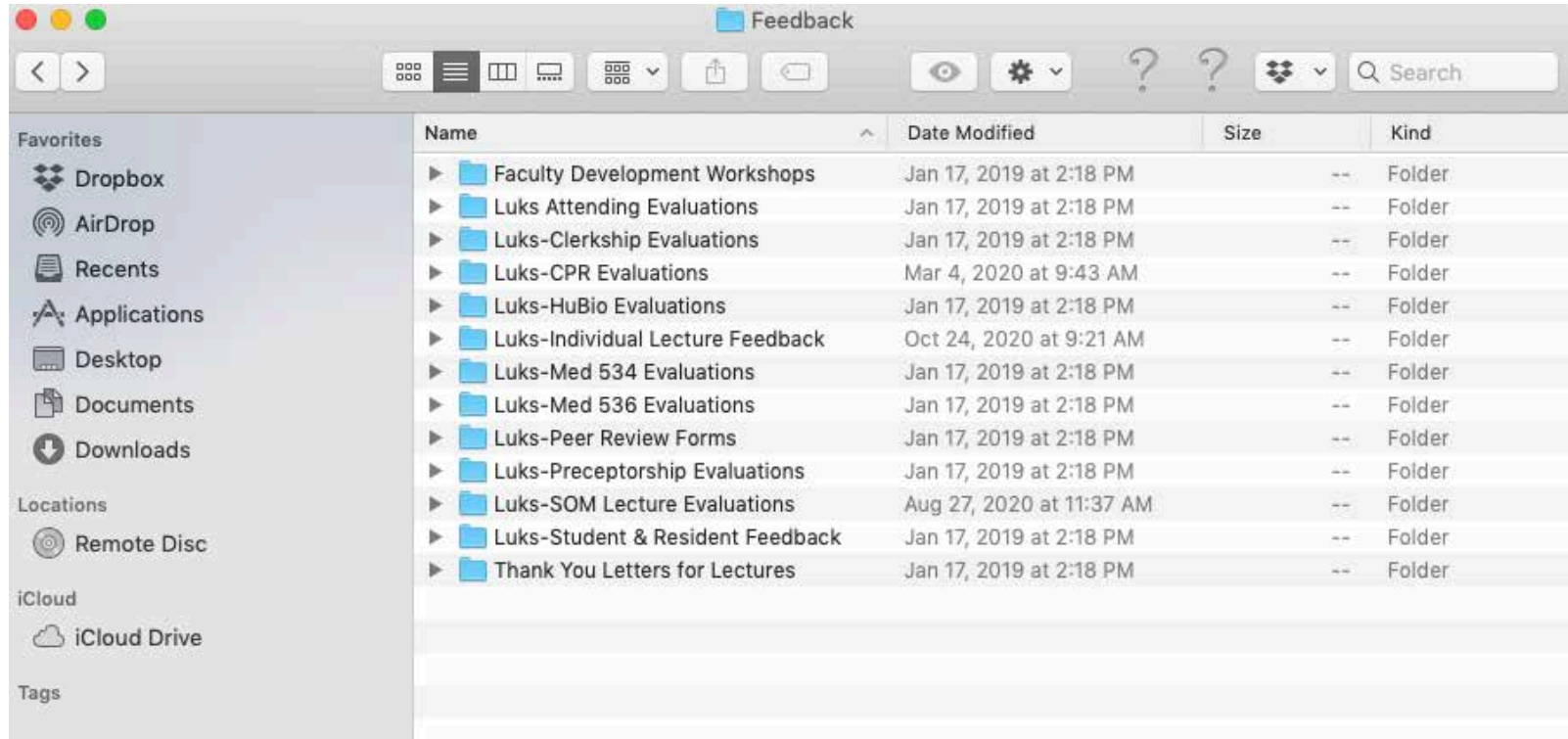
Audience Activity Date

Group	Title	Date
95. 3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/6/10
96. Nursing 533	Outpatient Management of COPD	8/6/10
97. HMC Chief of Medicine Rounds	Massive Hemoptysis	9/7/10
98. HMC Medicine Residents	Respiratory Failure	10/11/10
99. Respiratory & Critical Care Conference	High Altitude Physiology	10/14/10
100. 3rd Year Medical Students IM Rotation	Pulmonary Medicine	10/28/10
101. Medic One Paramedic Student Training	Obstructive and Restrictive Lung Disease	11/30/10
102. Medic One Paramedic Student Training	Pulmonary Edema and Pulmonary Embolism	11/30/10
103. Medic One Paramedic Student Training	Respiratory Emergencies	12/2/10
104. Respiratory & Critical Care Conference	Pregnancy and Pulmonary and Critical Care Medicine	12/2/10
105. HMC Medicine Residents	High Altitude Physiology and Medicine	12/15/10
106. HMC Chief of Medicine Rounds	Outpatient Case Discussion (COPD; Pleural Effusions)	1/11/11
107. UW Primary Care Residents	PFT Cases	1/24/11
108. HMC Chief of Medicine Rounds	Complications of Diving	2/22/11
109. Respiratory & Critical Care Conference	Less Invasive Hemodynamic Monitors in the ICU	2/24/11
110. UW Nuclear Medicine Residents	Pulmonary Embolism	3/29/11
111. UW Resident Teaching Conference	Pregnancy and Pulmonary and Critical Care Medicine	3/31/11
112. Trauma Conference	Pregnancy and Critical Care Medicine	4/18/11
113. Nursing 533	Outpatient Management of COPD	5/10/11
114. UW Pediatric Residency Wilderness Medicine	High Altitude Physiology and Medicine	6/15/11
115. Respiratory & Critical Care Conference	Hemodynamic Monitors You Will Use in the ICU	8/11/11
116. HMC Medicine Residents	How To Interpret Arterial Blood Gases	8/12/11
117. 3rd Year Medical Students IM Rotation	Pulmonary Medicine	8/11/11
118. HMC Medicine Residents	Pregnancy and Pulmonary and Critical Care Medicine	9/12/11
119. HMC Chief of Medicine Rounds	Oxygen Delivery	11/22/11
120. Medic One Paramedic Student Training	Obstructive and Restrictive Lung Disease	11/23/11
121. Medic One Paramedic Student Training	Pulmonary Edema and Pulmonary Embolism	11/23/11
122. Medic One Paramedic Student Training	Respiratory Emergencies	12/1/11
123. HMC Medicine Residents	Obstructive Lung Diseases	12/5/11
124. HMC Medicine Residents	High Altitude Physiology and Medicine	12/16/11

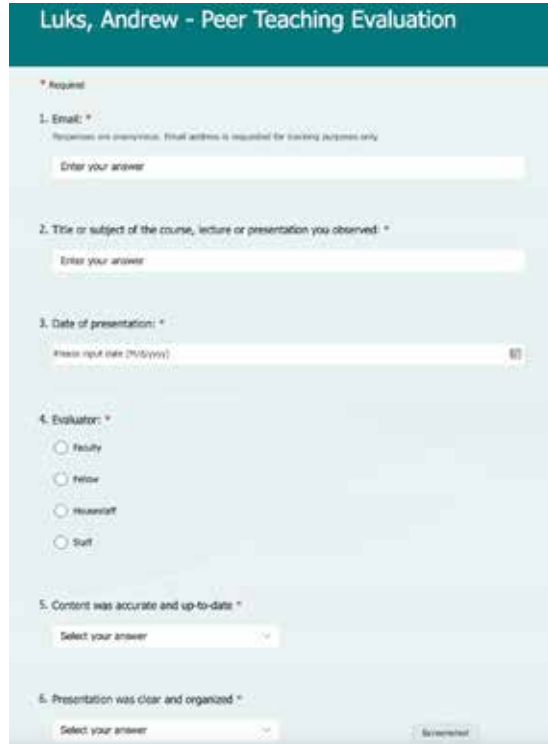
Basic Lectures HuBio Big UW Courses 4th Year Sessions Non-SOM Groups Grand Rounds CME Regional

Separate worksheets for different types of activities

One Method For Storing What You Gather



Some Divisions And Departments Have Tools To Gather Peer Evaluations



The screenshot shows a web-based evaluation form with a teal header. The form contains several numbered questions with input fields and radio buttons. Question 1 is for email, with a note that responses are anonymous. Question 2 is for the title or subject of the course. Question 3 is for the date of presentation. Question 4 is for the evaluator's role, with radio buttons for Faculty, Fellow, Noncredit, and Staff. Question 5 is for content accuracy, and Question 6 is for presentation clarity. Both questions 5 and 6 have dropdown menus for selecting an answer. A 'Screen shot' button is visible at the bottom right of the form area.

Luks, Andrew - Peer Teaching Evaluation

* Required

1. Email: *

Responses are anonymous. Email address is requested for tracking responses only

Enter your answer

2. Title or subject of the course, lecture or presentation you observed: *

Enter your answer

3. Date of presentation: *

Please input date (MM/DD/YYYY)

4. Evaluator: *

☐ Faculty

☐ Fellow

☐ Noncredit

☐ Staff

5. Content was accurate and up-to-date: *

Select your answer

6. Presentation was clear and organized: *

Select your answer

Screen shot

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

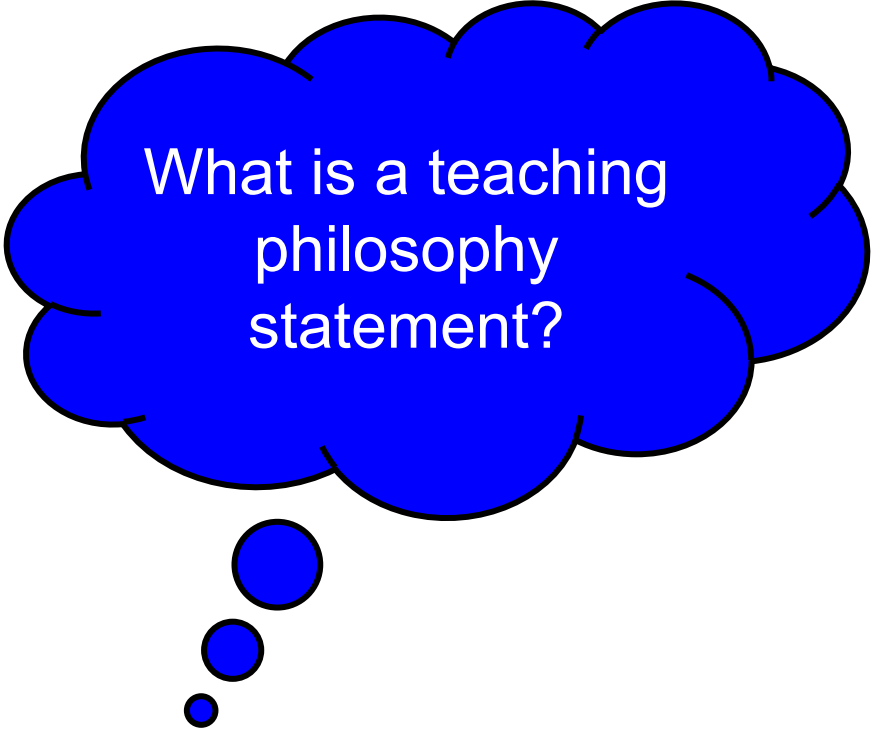
Another Option For Gathering Evaluations



**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



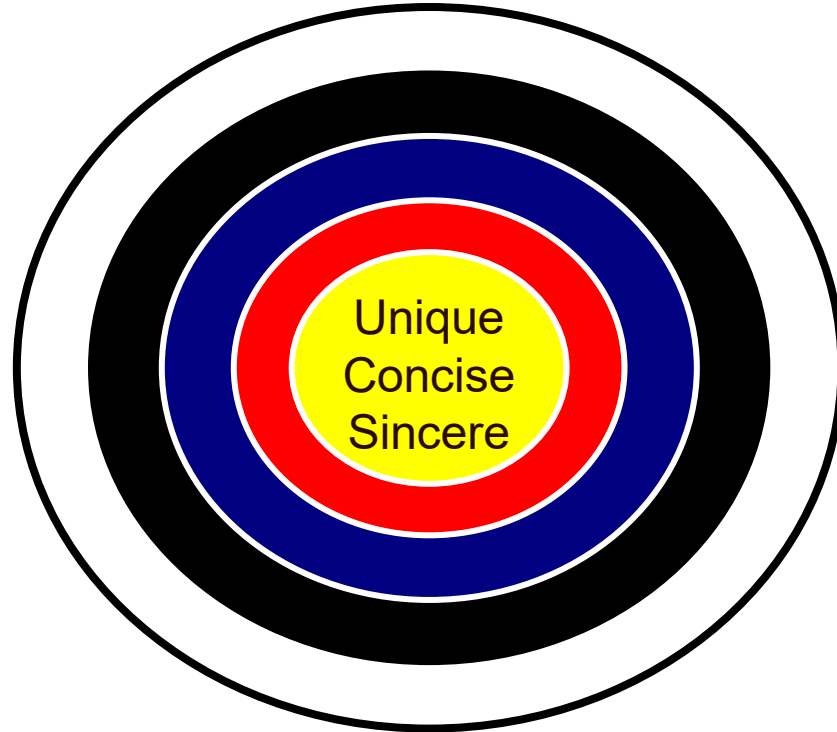
What is a teaching
philosophy
statement?

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



Let's Look At Some Examples From School Of Medicine Faculty

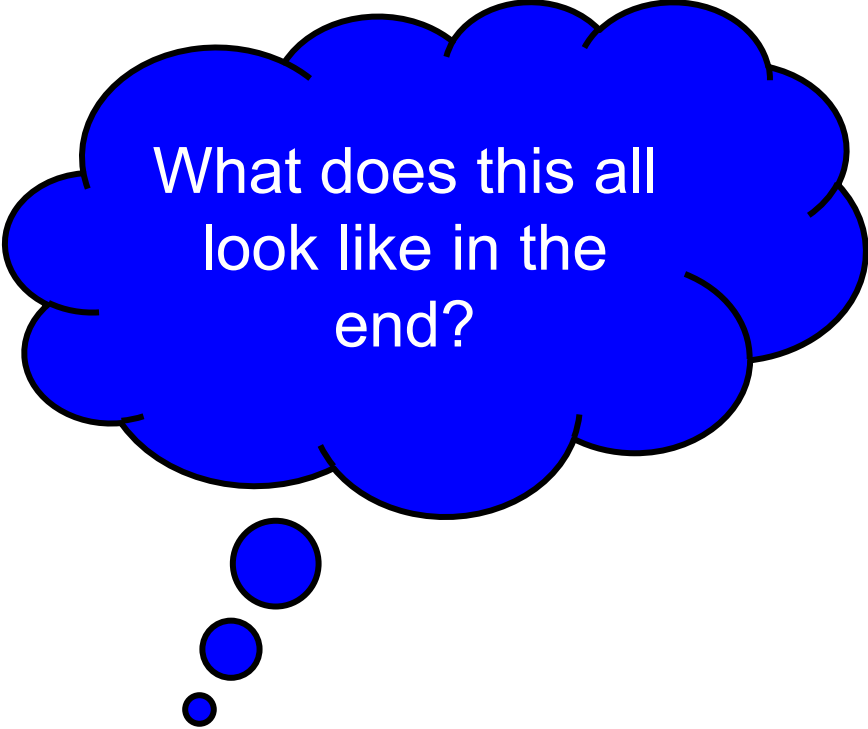
You should have received a packet of teaching philosophy statements from UW SOM faculty ahead of today's session. A copy has been placed in the chat section.

Let's Take Some Time To Jot Down Thoughts About Our Own Philosophy





Question 5



What does this all
look like in the
end?

What Portfolios Used To Look Like



**Teaching Portfolios for
Terry Massagli**

**Department of
Rehabilitation Medicine**

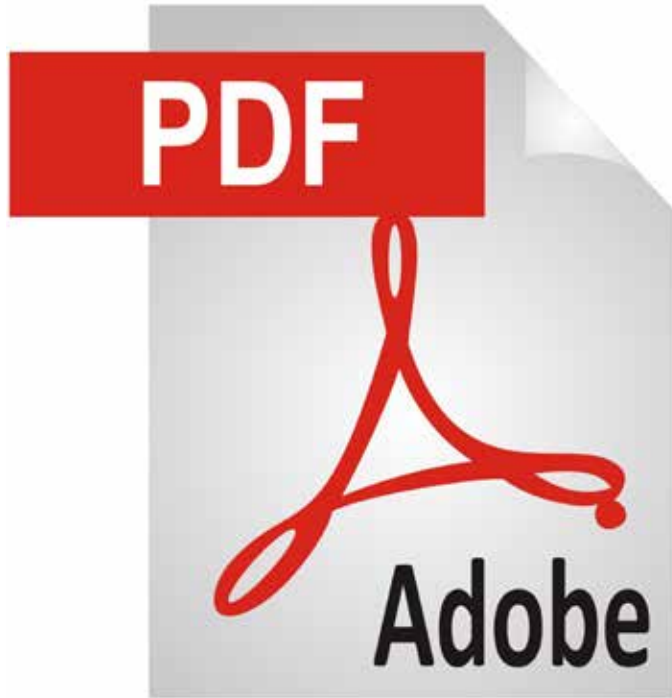


**Teaching Portfolio and
Appendix for Mark Whipple**

**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



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



Do not expect it to all come together in one sitting two days before your promotions packet is due

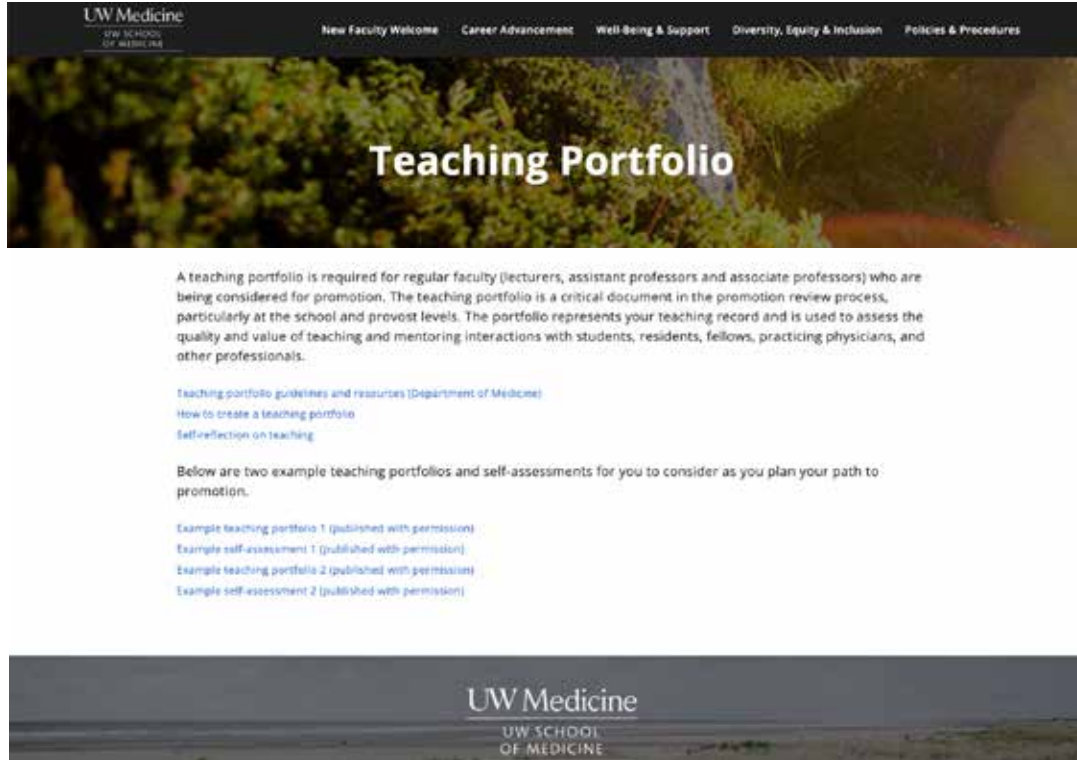


Be proactive about gathering and organizing information for the portfolio *as you go along*



Keep looking for ways to turn your teaching work into educational scholarship

Additional Resources



The screenshot shows the 'Teaching Portfolio' page on the UW Medicine website. The header includes the UW Medicine logo and navigation links: 'New Faculty Welcome', 'Career Advancement', 'Well Being & Support', 'Diversity, Equity & Inclusion', and 'Policies & Procedures'. The main heading 'Teaching Portfolio' is centered over a background image of a forest. Below the heading, a paragraph explains that a teaching portfolio is required for regular faculty (lecturers, assistant professors, and associate professors) who are being considered for promotion. It states that the portfolio is a critical document in the promotion review process, particularly at the school and provost levels, and is used to assess the quality and value of teaching and mentoring interactions with students, residents, fellows, practicing physicians, and other professionals. A link for 'Teaching portfolio guidelines and resources (Department of Medicine)' is provided, along with links for 'How to create a teaching portfolio' and 'Self-reflection on teaching'. Below this, a paragraph states that two example teaching portfolios and self-assessments are provided for consideration as you plan your path to promotion. Links for 'Example teaching portfolio 1 (published with permission)', 'Example self-assessment 1 (published with permission)', 'Example teaching portfolio 2 (published with permission)', and 'Example self-assessment 2 (published with permission)' are listed. The footer of the page shows the UW Medicine logo and 'UW SCHOOL OF MEDICINE' over a background image of a lake and trees.

UW Medicine
UW SCHOOL OF MEDICINE

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Teaching Portfolio

A teaching portfolio is required for regular faculty (lecturers, assistant professors and associate professors) who are being considered for promotion. The teaching portfolio is a critical document in the promotion review process, particularly at the school and provost levels. The portfolio represents your teaching record and is used to assess the quality and value of teaching and mentoring interactions with students, residents, fellows, practicing physicians, and other professionals.

[Teaching portfolio guidelines and resources \(Department of Medicine\)](#)
[How to create a teaching portfolio](#)
[Self-reflection on teaching](#)

Below are two example teaching portfolios and self-assessments for you to consider as you plan your path to promotion.

[Example teaching portfolio 1 \(published with permission\)](#)
[Example self-assessment 1 \(published with permission\)](#)
[Example teaching portfolio 2 \(published with permission\)](#)
[Example self-assessment 2 \(published with permission\)](#)

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<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?
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