

COMPONENTS OF A TEACHING PORTFOLIO

1. Faculty Member's Name

2. Department/College

3. Institution

4. Date

5. Table of Contents

6. Teaching Philosophy & Goals

- a) What is a method of teaching you rely on frequently? Why don't you use another method? Imagine what would happen if you changed. What does this tell you about the outcome of your teaching?
- b) What do you feel you need to change in how you teach? What difference will this make? Express this in terms of desired outcomes. Re-express this in terms of underlying values.
- c) What makes you feel good about teaching? What gives you reward? What are the reasons behind the feelings?
- d) Examples: preferred principles for good teaching; plans for actions for improvement, curricular projects, publications, presentations, etc.
- e) Generalities should be avoided.
- f) Reflective essay describing teaching philosophy, goals, and methods
- g) Brief biographical sketch related to what has shaped your teaching
- h) This might be a good place to mention obstacles the faculty member has encountered, such as inadequate facilities, inadequate library resources, excessively large class size, etc.

7. Roles and Responsibilities

- a) Percentage of appointment devoted to teaching, if stipulated.
- b) Courses recently and currently taught, with credit hours and enrollments. When instructional duties for a course are shared, those of the faculty member should be described. Attachment of typical syllabi as exhibits may be appropriate.
- c) Work on Committees directly concerned with teaching (e.g. Accreditation Task Teams that are concerned with faculty and students education quality, Task Force on Teaching Excellence...).
- d) **Work with individual students.** Examples: Guidance of independent study or undergraduate or graduate research.

- e) **Advising.** Examples: Advising of majors, advising students competing for prestigious scholarships or for; admission to graduate or professional programs (advising students in one's own classes). Approximate numbers of students advised, etc.
- f) **Use of disciplinary research in teaching.** Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one's own research; involvement of students in one's own research; special activities for helping students to develop creative and critical thinking skills for use in their research; ways in which teaching helps research.
- g) **Evaluation activities** (Out-of-class & in-class). Examples: Participation in assessment of educational outcomes, such as end-of-program assessment; participation in conducting examinations for advanced degrees; screening students for scholarships and other distinctions.
- h) How often do you update course material?
- i) What variety of assessment techniques do you use in your courses and how relevant are they to course outcomes?
- j) Learning more about teaching Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching issues.

8. Representative Course Material

- a) Syllabi
 - i) Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
 - ii) List of texts and outside readings; rationales for selecting texts/readings
 - iii) Assignments
- b) Exams and quizzes, graded and un-graded
- c) Handouts. Problem sets, lecture outlines
- d) Description of use of computers or other technology in teaching.

9. Evaluations

The "Evaluation" section in a portfolio should consist chiefly of summaries of data from whatever methods for evaluating teaching are used--not only evaluation by students. The data themselves may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which they believe to be potentially misleading.

- a) **Student evaluations.** Examples: Results of student questionnaires; interviews of students; the one-minute essay, and other forms of "classroom research."
- b) Measures of student learning
 - i) Direct evidence of the extent and quality of learning by the faculty member's students, e.g. performance on appropriate standardized tests.
 - ii) Rating of students of the course learning outcomes
 - iii) Peer evaluation. Reports from respected colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc.

- c) Letters from students, alumni, and employers of alumni Solicited letters, e.g. from former students, are not likely to carry the credibility of unsolicited statements.
- d) Teaching awards something should be said about the character of the awards if the names are not self-explanatory.

10. Course and Curriculum Development

- a) Designing new courses or development of sequence of courses
- b) Designing interdisciplinary or collaborative courses or teaching projects
- c) Administering a multi-section course
- d) Working on curriculum revision or development
- e) Obtaining funds or equipment for teaching labs or programs

11. Activities to Improve Your and Others' Instruction

- a) Having colleagues observe your classes
- b) Serving as a team teacher or guest teacher
- c) Participating in seminars or professional meetings on teaching
- d) Conducting classroom research projects
- e) Using new methods of teaching, assessing learning, grading
- f) Using innovative audiovisual materials, computers, or other technology.
- g) Assisting colleagues by conducting seminars or facilitating workshops on effective instructional methods
- h) Preparing a textbook or software for a course
- i) Mentoring other teachers or teaching assistants

12. Contributions to Institution or Profession

- a) Participating in local, state, regional, or national activities of organizations related to teaching and learning.
- b) Publishing articles in educational journals.
- c) Developing student assistantship or internship program; arranging and supervising internships
- d) Participating in school-college partnerships to connect and improve learning across educational sectors.