

A teaching portfolio provides a description and documentation of the scope and quality of your teaching performance. It gives you a voice to supplement and expand upon what student and peer evaluations offer. Check with your colleagues and chair as to specific expectations for your discipline and department.

Characteristics of a Good Portfolio

- No one set format, but make it logical (e.g., teaching philosophy up front followed by basic material such as courses taught, syllabi and student evaluations with additional examples and documentation after this)
Note: Check for departmental or college requirements or preferences
- Organized and easily navigable (a table of contents, tabs, clearly marked sections)
- Selective (best documents chosen as opposed to an exhaustive compilation)
- Complete (required documents and important supplements are included)
- Representative and comprehensive (key aspects of all your teaching responsibilities and practice are addressed)
- Documented (assertions backed by evidence; e.g., if you espouse critical thinking, include an example of a critical thinking assignment or test question)
- Targeted (organization and content may change depending on the purpose and the audience)
- Personal and unique (items that set you apart)
- Reflective and growth-oriented (evidence of willingness to make changes based on experience and to seek enhancement of skills)

Possible Organization

Title Page

Table of Contents

Statement of Teaching Philosophy

Teaching Responsibilities (course names and numbers, short descriptions, enrollments)

Representative Syllabi (latest one for each course taught)

Evaluation of Teaching

 Student Course Evaluations (quantitative print-outs, selected comments, summary)

 Peer Evaluations

 Self-Evaluation

 Feedback from a Teaching and Learning Center

Representative Course Materials (innovative examples, handouts, assignments)

Evidence of Teaching Effectiveness (pre/post tests, successive drafts of student papers)

Professional Development (conferences, workshops, instructional grants)

Recognition of Teaching Expertise (awards, invited presentations)

Appendices (as needed for additional documentation)

Possible Items To Include

Material from oneself

- Reflective statement of teaching philosophy
- Statement of teaching responsibilities (course numbers, titles, brief descriptions, enrollments)
- Representative course syllabi
- Examples of innovative course materials (e.g., exam questions, assignments, presentation slides)
- Description of steps taken to evaluate and improve one's teaching (changes made due to self-evaluation or participation in workshops and conferences)
- Self-evaluation (personal assessment of teaching activities, explanation of any unclear or contradictory materials in the portfolio)
- Information about participation in or supervision of Honors, Masters, or Ph.D. thesis committees
- Information on participation on campus committees related to teaching
- Information on participation in local, state, national, or international activities to improve teaching
- List of published articles or conference papers related to teaching
- Evidence of engagement in the scholarship of teaching and learning

Material from others

- Student course evaluations (complete print-outs, if required, and possibly a summary of and personal comments on the quantitative and qualitative data)
- Peer evaluations of teaching (class observation, review of course materials)
- Statement by the chair as to contributions to teaching in the department
- Recognition of teaching excellence by colleagues (awards)
- Invitations to share teaching expertise (invited speaker at a conference, visiting instructor, media interview)
- Documentation of teaching/professional development activity from a teaching and learning center
- Letters from students and alumni

Products of good teaching

- Data providing evidence of effective teaching (pre/post tests, successive drafts of writing assignments)
- Samples of student essays, creative works, lab workbooks
- Examples of graded student essays showing excellent, average, and poor along with comments as to why they were so graded
- Record of students who succeed in advanced study or practice in the field
- Student publications or conference presentations on course-related work
- Testimonials from students or employers on your influence on career success

Resources

These web sites give advice, provide examples, and link to other resources:

- The Ohio State University, University Center for the Advancement of Teaching, <http://ucat.osu.edu/read/teaching-portfolio>
- University of Michigan, Center for Research in Learning and Teaching, <http://crlt.umich.edu/tstrategies/tstpcp>
- Vanderbilt University, Center for Teaching, <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios>