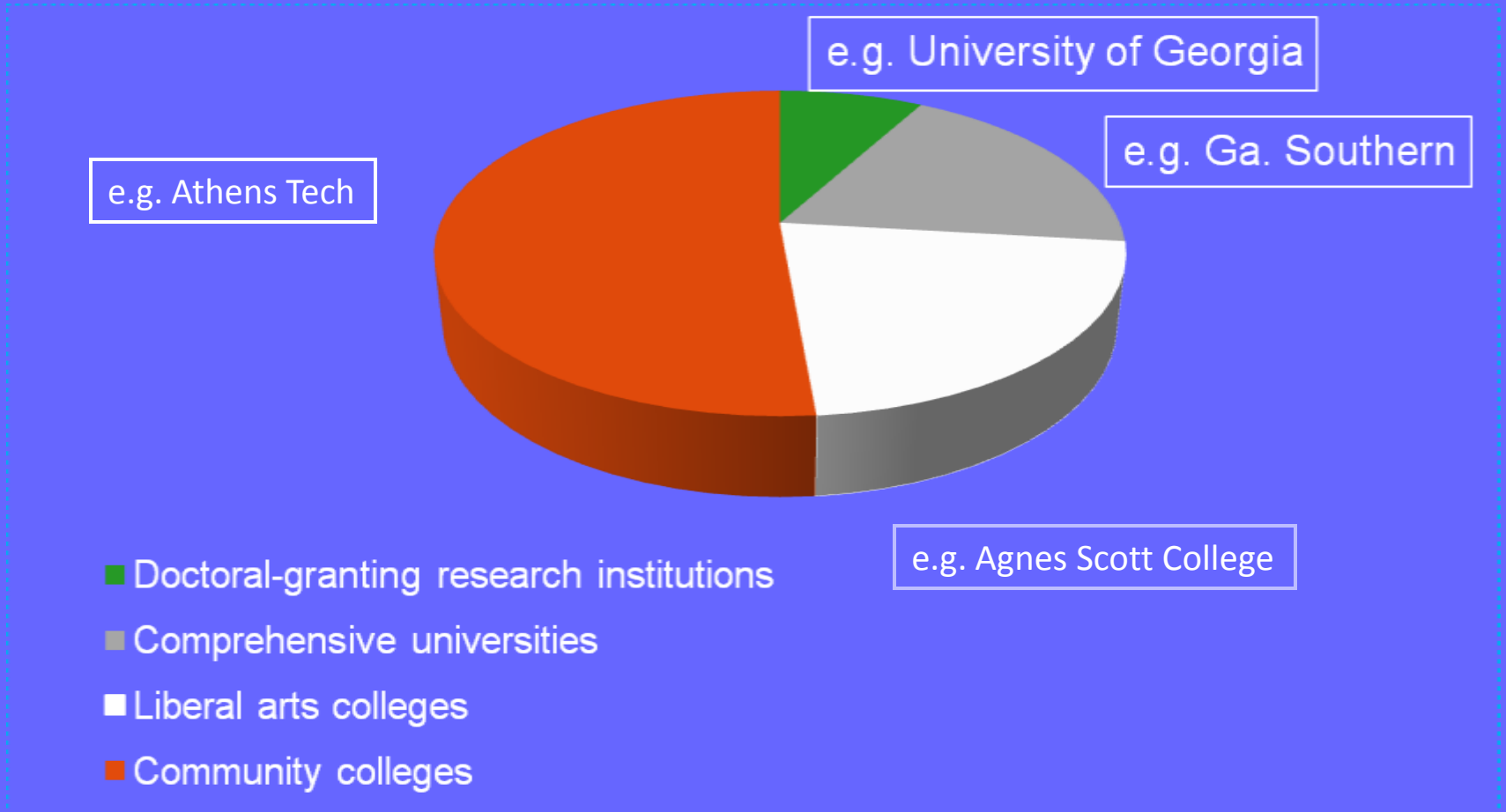


Creating a Teaching Portfolio

Dr. Paul Quick
Coordinator of Faculty and TA Development

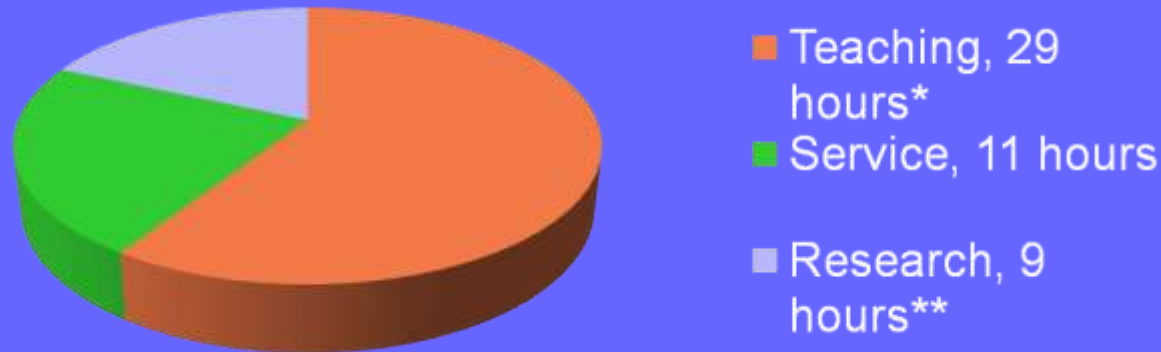
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Types of Academic Institutions



How do professors spend their time?

Average time allocation for full-time faculty, across disciplines & institutional types



- How do departments expect them to spend their time?
- How would professors *like* to spend their time?***

*Teaching includes: 5-10 hr in class, 10-20 hr prep/grading, 1-4 hr advising

**33.3% faculty report 1-4 hr spent on research; 25% report 0 hr.

From "At cross purposes: what the experiences of today's doctoral students reveal about doctoral education" (Pew Charitable Trust survey, 2001)

***Adapted from Jorge Cham's "How Professors Spend their Time." www.phdcomics.com © 2008

What the Best College Teachers Do (2004) Ken Bain



Portfolios encourage teachers to think about teaching as a serious intellectual act, a kind of scholarship, a creation; he or she should develop a case, complete with evidence, exploring the intellectual meaning and qualities of that teaching (169).

What is a teaching portfolio?

- An extended teaching resume
- Materials collected over an extended period of time, showing the progression and full range of your abilities as a college teacher
- A communication of your teaching, experiences, goals, performance, and effectiveness as a teacher—bound together by a critical reflection: the teaching philosophy

What is a teaching portfolio?

- Container approach: throw everything imaginable about teaching into a box
- A kind of scholarly argument about the quality of teaching:
 - careful and honest collection of evidence
 - use of that evidence to draw conclusions about the nature and quality of teaching

(Bain 167)

Why Develop a Teaching Portfolio?

For a graduate student or post-doc, it :

1. Can help you reflect upon and improve your teaching.
2. Can help you in applying for teaching awards, certificates, and some grants.

Why Develop a Teaching Portfolio?

For a graduate student or post-doc, it :

3. Can help you get a job!

- More institutions, both teaching and research-intensive, use them for hiring purposes
- Many departments request components of a teaching portfolio as part of the application process
- Distributing one during the interview process gives search committees more information about you.
- Helps you develop responses to interview questions about teaching

What hiring committees use to evaluate teaching:

➤ Materials

Descrip. of teaching interests	77%
Course Syllabi	58%
Teaching Philosophy	57%
Student Evaluations	54%
Teaching Portfolio	26%

What hiring committees use to evaluate teaching:

➤ Interactions (e.g. Interviews)

Interview q's about teaching	84%
Candidate met with students	78%
Candidate taught on campus	41%
Candidate gave teaching job talk	39%

--O'Neal, Kaplan and Meizlish
(CRLT Occasional Papers 2007)

Why Develop a Teaching Portfolio?

Throughout your career, use portfolios for:

- Annual reviews
- Promotion and Tenure Dossier
- Post-Tenure review
- Teaching awards
- Demonstrate how teaching has evolved over time
- Reflect upon and improve teaching
- Foster culture of teaching/Mentor junior faculty

Two Types of Portfolios

➤ FOLIO (>15 pages)

The warehouse of all the materials needed to document your teaching. Mostly a warehouse, but also taken on campus visits for general perusal.

➤ PORTFOLIO (<10 pages)

Small packet with specific jobs, institutions, or purposes in mind. For job search, one copy is sent before campus visit. Multiple copies are available during campus visit.

Items Often Included in a PORTFOLIO (< 15 pages)

- Teaching philosophy
- C.V.
- List of courses taught (as opposed to description)
- Comprehensive presentation of teaching evaluations
- Other relevant material that reflect your experience, your discipline, or the specific position or award you are seeking

Items Required for the UGA Graduate School Teaching Portfolio Program

Letter of nomination

- a. A teaching philosophy statement
- b. Description of courses taught
- c. Sample teaching materials
- d. Sample of student work
- e. Innovative teaching projects and roles
- f. List of professional activities related to teaching
- g. List of special training or teaching-related experiences
- h. Evaluation of teaching

UGA Graduate School Teaching Portfolio Program

- Part of the Graduate Certificate in
University Teaching

http://www.uga.edu/gradschool/academics/profdev/certificate_teaching.html

http://www.uga.edu/gradschool/academics/profdev/certificate_teaching.html

UGA Graduate School Interdisciplinary Certificate in University Teaching

- Portfolio
- 4 Sections of Teaching at UGA
- 9 Hours of Course Work Related to Teaching Development
- Scholarship of Teaching

Letters of Recommendation

- What happens when you ask someone for a letter of recommendation?
- Effective Elements:
 - Evidence of direct knowledge of abilities
 - Personal observation
 - Distinguishing characteristics
 - Substantial (e.g. not 4 lines)

(a) Teaching Philosophy Statement

- A written one-page statement
- Narrative (first person), reflective, and personal
- Acknowledges truisms (cliches?) then goes further
- Expresses portfolio's thesis/Anchors the portfolio
- Reflects disciplines uniqueness—way of thinking
- Provides scaffolding for the evidence to follow

www.duke.edu/~ems19

(a) Teaching Philosophy Statement (cont.)

- Avoids technical terms
- Carefully chosen example/technique that illustrates
- Creates a vivid portrait of a person who is intentional about teaching practices and committed to career as a teaching scholar

(a)Teaching Philosophy Statement

- www.duke.edu/~ems19
- http://www.ctl.uga.edu/teachingassistant/ta_mentors/philosophy
- www.celt.iastate.edu/teaching/philosophy.html

(b)Description of Courses Taught

- Avoid long lists and paragraphs
- Consider including:
 - Type of course (introductory, capstone, required)
 - Type of students in course (majors, non-majors)
 - Your role in course, work load, responsibilities
 - Instructional format
 - Semesters taught
- Distinguish between course description and what you did

(c) Sample Teaching Materials

- Sample syllabi, lesson plans, study guides, reading lists, tests
- Handouts
 - Especially showing different approaches to difficult material
- Assignments



(d) Samples of Student Work

- Student scores on assessment done at the start and completion of a course
- Student work with your comments
 - Graded student essays
 - Student projects
 - Field reports
 - Other assignments

(e) Innovative Teaching Projects

- Games or simulations related to course content
- Lab manuals
- Supplemental instruction you have used
- Lead TA in departmental teaching project (e.g. course or curriculum change, peer mentoring, technology)



Ex. 6



Ex. 7

(f) List of Professional Activities Related to Teaching

- What you have given to the University or the discipline
 - Presentations
 - Publications on teaching
 - Mentoring
 - Curriculum development (e.g. a course proposal)

(g) List of Special Training or Teaching-Related Experiences

- What you have received from the University, discipline, etc.:
 - Special classes (e.g. pedagogy)
 - Workshops on teaching (e.g. LMS)
 - Conferences you have attended
 - Internships (e.g. apprenticeships)
 - Mentoring experiences (e.g. leadership in dept.)

(h) Evaluation of your Teaching

- Quantitative data from courses
- Teaching awards, honors
- Faculty/Peer assessment of mastery areas
- Faculty/Peer assessment of areas of improvement/development
- Data documenting student learning
- Video tape of your teaching
- Student evaluations, comments

Beyond Graduate School's Teaching Portfolio Program

- Adding documents to your portfolio that reflect:
 - Your discipline
 - Your experience
 - Your desired position
 - » kind of position
 - » Kind of institution

Beyond Graduate School's Teaching Portfolio Program

- C.V.
 - Discipline, length, items (e.g. community service?),
- Unique pages or sections reflecting experience
 - Indication of courses prepared to teach
 - Convergence of teaching and research
- A professional portfolio
 - Combination of teaching, research, and service
- Web Portfolio

Web Portfolios

A screenshot of a Microsoft Internet Explorer browser window. The address bar shows the URL <https://www.kfgh.edu/~jmb0/>. The page content includes a portrait of Jennifer M. Brill, a decorative floral border, and a list of links: curriculum vita, teaching philosophy, course samplings, research projects, theoretical work, and web projects. The Windows taskbar at the bottom shows the Start button and several open applications.

A screenshot of a web portfolio for Lincoln R. Larson. The page has a yellow background and a navigation menu at the top: Home, Research, Publications, Teaching, Outreach, Photos. The main content area features a central text block with a portrait of Lincoln R. Larson on the left and a landscape photo on the right. The text reads: **Lincoln R. Larson**, Ph.D. Candidate. Below this is a larger portrait of Lincoln R. Larson in a brown jacket, with contact information: Natural Resources Recreation & Tourism, Warnell School of Forestry & Natural Resources, University of Georgia, Athens, GA 30602-2152. Email: LarsonL@warnelluga.edu, Phone: (919) 724-2443. A link for Curriculum Vitae is also present. At the bottom, there is a photo credit: Photos (clockwise from top): Katoas Trail, Rt. Hawk Hill, SR Rocky Mountain N. F., CO. The page footer includes the text "Last Updated: July 2011" and logos for Warnell and The University of Georgia.

Examples of Electronic Portfolios

➤ Carly Jordan

<http://cnjordan.myweb.uga.edu/>

➤ Lincoln Larson

<http://llarson.myweb.uga.edu>

➤ Justin Pettigrew

<http://www.justinpettigrew.com/index.html>

➤ Template for an academic website

http://www.ctl.uga.edu/academic_templates/emeritus_home.htm

➤ Google Sites: “free and easy way to create and share webpages”

<http://sites.google.com/>

Summary: Steps to Creating a Professional Portfolio

- Write, draft, update your Philosophy Statement & CV
- Summarize teaching responsibilities every semester
- Select items for the portfolio from “boxes”
 - Teaching, Research, Service
- Arrange the items in order that makes sense for your philosophy