Creating a Teaching Portfolio for the Academic Job Search

Tonya Whitehead, PhD
Associate Director

Graduate and Postdoctoral Professional Development Series

February 19, 2018
12:00 – 1:30 PM
UGL Community Room
Sample Timeline for an Academic Job Search

• Before August
  • Prepare materials

• August – October
  • Positions are posted
  • Apply for positions

• October – December
  • Schedule interviews
  • Prepare for interviews

• January – April
  • Interviews

• March – June
  • Second interviews
  • Offers & negotiations

• July – August
  • Orientation
Components of a Academic Application

• Cover Letter
• Curricula Vitae (CV)
• Research Statement
• Teaching Philosophy (Teaching Portfolio)
• Diversity Statement
Introduction

What brought you here today?
Learning Outcome Goals

• Describe the purpose of a teaching portfolio.
• Identify the key ingredients to incorporate into a teaching portfolio.
• Identify the essential elements of an effective statement of teaching philosophy.
• Create a teaching portfolio following an organized strategy.
Polling

How much teaching experience do you have

A. None

B. I’ve been a TA, but without teaching responsibilities

C. I’ve lead labs or discussion sections, but not lectures

D. I’ve been the primary instructor for an entire course
Polling

What do you know about Teaching Portfolios?

A. Nothing
B. I’ve heard the term but don’t know what it means
C. I’ve starting putting a teaching portfolio together
D. I have a completed teaching portfolio
Philosophy of Teaching Statement

• Conveys one’s identity as a teacher
• Documents skills and progress over time
• Encourages reflection and assessment
• Helps to direct and sharpen teaching efforts
• Defines the role of teaching in relation to other responsibilities (research, service)
Think about Teaching

• Think of an instructor you thought was good. What did that person do to enhance your learning?

• What are three characteristics essential to being an effective teacher in higher education?
What is a Teaching Portfolio?

• A Philosophy of Teaching Statement
(Why I do what I do)
• Description of teaching-related responsibilities and activities
(What I do)
• A coherent set of SELECTED materials
(How I do it and to what effect)
Teaching Portfolio includes

• **Framing materials** in which you articulate your teaching philosophy, responsibilities, and goals

• **Selected supporting materials (artifacts)** that provide evidence of how you put your teaching philosophy into practice (e.g., approach to teaching; effectiveness as a teacher; student learning) and to what effect.
SELECTED means...

• No more than a total of 20 pages

• Appendices should not be used to circumvent the page limitation

  Brevity is essential so focus on what is most important!
Survey: What are some examples of evidence of teaching activities?

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Artifact Examples

- SETs / evaluations
- Observation reports / feedback (MAPs)
- Syllabi
- Lesson plans / activities / handouts
- Quiz / Exam sections
- Grading rubrics
- Student work
- Student feedback (unsolicited)

- Self-reports (e.g., mentoring, course/curriculum development)
- Teaching awards
- Professional development activities
- Conference or workshop presentation / attendance
- Publications (scholarly teaching)
- Professional association membership
Taking Stock of Your Evidence

• What artifacts do you already have that could be included in your teaching portfolio?

• What could you quickly assemble based on your current activities?

• What practices can you employ to help you better document your teaching development?
Artifact Organization

• *By type of artifact:*
teaching evaluations, lesson plans/support materials, assessment materials, student work, professional development

• *By theme in teaching philosophy statement:*
discovery learning, reflection, problem solving, textual interpretation, collaboration

• *By dimensions of teaching:*
your own teaching; your students; your colleagues, department or institution; your discipline or teaching in general
Pro Tips

• Select artifacts that support main ideas of teaching philosophy

• Annotate artifacts that might be unique or unclear

• If it’s something you don’t want to talk about, don’t put it in your portfolio
Getting Started...

Keep a file that documents your teaching; date and annotate artifacts so they are at the ready

- Update your file regularly
- Don’t underestimate the time it takes to develop a teaching portfolio
- Seek help from various sources, including your course supervisor, adviser, or your Center for Teaching
- Consider making your portfolio available online
- Proofread, proofread, proofread!
Why Create a Teaching Portfolio?

• Development
  • reflection, clarify values, establish goals, identify areas for improvement

• Demonstration
  • job search, presentation to peers, making the case of excellence in your teaching

• Evaluation
  • awards (merit), tenure, promotion
Resources

• The Office for Teaching and Learning @ Wayne State University

• Eberly Center @ Carnegie Mellon University

• Sheridan Center @ Brown University

• The Teaching Center @ Washington University in St. Louis

• Teaching Resource Center @ University of Virginia

• University Center for the Advancement of Teaching @ The Ohio State University
OTL Resources for Graduate Students

• Teaching Documentation Program (TDP): Self-paced program to develop materials for your teaching portfolio

• Pedagogy Journal Club: Biweekly lunch meeting of graduate students interested in teaching to discuss the latest published works

• GS7900 Intro to College Teaching and Learning: 1 credit hybrid course offered every other winter semester
Wrap-up: Describe this session

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