What Might Your Teaching Portfolio Include?

**Personal teaching philosophy:** A statement of your primary goals as a teacher, your educational philosophy, your preferred principles for good teaching, your aims and objectives (particularly as they relate to your discipline), and your strategies for realizing these in practice. Some guiding questions:

- How do you believe students learn most effectively and meaningfully? What have been the key influences in your perception of how effective learning is promoted? How has this influenced your approaches to teaching?
- What competencies/learning outcomes do you think are essential to your discipline? How do you support your students in achieving these outcomes?
- What are your views of assessment?
- How has your thinking on, or approach to learning and teaching developed over time?
- What do you feel are your responsibilities to your students? What are their responsibilities?
- How do you encourage your students to link their learning with research?
- What do you consider to be your main strengths as a teacher?

**Teaching activities:** This can include the following:

- A history of your teaching, including details such as the names and levels of courses, numbers of students, pattern of assessment results.
- Your course role & responsibilities (TA? Instructor? What assignments / assessments did you create? Did you design the course?)
- Evidence of your involvement in professional activities related to teaching, e.g., membership of academic associations, attendance at conferences, seminars or workshops that you have conducted or in which you have participated.
- Examples of teaching innovations that have improved student learning.

**Representative course materials:** Including materials from course design and delivery - e.g.,

- Course documents (statements of course objectives, course descriptions, syllabus, student handouts).
- Teaching materials (recordings, handbooks, demonstration models, collection of resources).
- Examples of assignments and other forms of assessment you have used.
- Examples of teaching innovations or use of new technologies in your teaching.
- Examples of other ‘products’ of good teaching.

**Information on the effectiveness of your teaching, and how you continually monitor and evaluate your own teaching:**

- Video or audiotapes of your teaching (e.g. Sheridan TOs1).
- Peer reviews from colleagues who have observed your teaching (e.g. micro-teaching sessions) or other comments from your peers (impact of your teaching practice on that of others).
- Evaluation by students of your teaching, such as the results of questionnaire surveys, including your interpretation of the results and any action you have taken as a consequence.
- Student achievements (e.g. exemplary student work; student or class grades showing improvement).
- Statements from past graduates of your course.

**Contributions to the scholarship of teaching:**

- Evidence of official recognition of your teaching, such as awards, commendations, grants.
- Outlines of any research you have conducted on teaching (your own or others' teaching).
- Papers (published and unpublished) that you have written or contributed to, and that relate to teaching.

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1 You can describe the process of the Teaching Observation (TO) but no part of the report may be used for dissemination for job interviews, tenure applications, etc. The TO is a confidential process, and the report is provided only for the use of the observee.
Additional Resources:

Online Resources
http://brown.edu/sheridan/teaching-learning/documenting-teaching-effectiveness/teaching-portfolios

Print Resources & Sample Portfolios
The Sheridan Center’s Resource Library has a number of books about teaching portfolios, as well as a collection of teaching portfolios compiled by Brown graduate students. You are welcome to come by the Center to use the library during normal business hours.

Today’s PowerPoint Presentation
http://brown.edu/sheridan/events-workshops/past-events/academic-job-search