

## Outline for Socratic Portfolio for Future Faculty Development Certificate

- I. Cover Page (title of portfolio, name, degree, date, department, and university)
- II. Table of Contents (page numbers for narrative & appendices)
- III. Introduction to Components of the Portfolio  
Introduce the whole portfolio including structure and content.

### Teaching:

- A. *Philosophy of Teaching & Learning.* Discuss your perspective on teaching and learning in your content area. Ground your narrative in your personal experience and training; your view of academic ethics and diversity; and include references to pedagogical methods— lecture, collaborative learning, fieldwork, group work, service learning—and theories you use. Discuss how you integrate your philosophy into course and/or syllabus development.
- B. *Assessment and Evaluation of Student Learning and Your Own Teaching.* Describe how you assess student learning for no grade (formative) via classroom assessment techniques and explain how you use feedback to improve the class. Describe how you evaluate students on in-class work, out-of-class work, group work, assignments, papers, projects, and tests for grades (summative). Additionally, describe any assessments of your own teaching such as peer or faculty observation and feedback or video consultation on a class you teach.

### Research:

- A. Describe your research goals clearly for a general audience. Discuss potential funding, feasibility, and potential team collaboration. Discuss how you have incorporated undergraduates into your disciplinary research.
- B. Detail experience, goals, and your future research agenda. Target your research section to the job in question: research extensive or intensive, undergraduate/ liberal arts, or community college.

### Service:

- A. Discuss how you might use your academic or other expertise to aid the department, the college, the institution, schools, local groups, or government. Include committees such as program assessment, budget, educational policy, etc.

- IV. **Appendices for teaching, research, and service** (Short, specific, and original documents that illustrate and provide evidence that you have accomplished what you discussed in the narrative):

Illustrate your philosophy of teaching and learning and assessment techniques with the following appendices:

- A syllabus, course plan or description for a course you have taught.
  - Original assignment, example of student work and/or classroom technology.
  - Samples of one-minute papers, midterm feedback questions on the class; an abstract of a Scholarship of Teaching and Learning (SoTL) or Teaching as Research (TAR) project if you have done one; sample assignments, quizzes, tests, grading rubrics or models; copies of test or assignment with your feedback to student (to be used only with written permission from student).
  - A syllabus, short course description with potential assessments, materials, learning outcomes, and activities or course plan you would like to teach in the future.
  - Peer or faculty observation notes, video consultation notes (from your CTL Lead Fellow), and/or summaries of students' midterm feedback. For evaluation of your teaching include student evaluations (FCQs) (quantitative data summarized into a chart and written notes from one whole class typed up as an example), faculty evaluations of your teaching, or unsolicited student feedback.
- A. Research plan for three to seven years; research proposal outline; abstracts of conference presentations or published research; evaluations of your research by peers, faculty, your disciplinary association, or a granting agency; or individual, team, or student research plans or results.
  - B. List of departmental, university, association committee work; conference work; contributions to academic newsletters; mentoring of student groups; presentations of your research; departmental website contributions; local, statewide, governmental service or international service activities.

- V. Your CV

Please combine all materials into a single PDF document and send to [ctl@colorado.edu](mailto:ctl@colorado.edu) or a final check. The document will then be submitted to the Director for final approval. Please contact [ctl@colorado.edu](mailto:ctl@colorado.edu) or [preston.cumming@colorado.edu](mailto:preston.cumming@colorado.edu) for questions.