Outline for a Socratic or Professional Academic Portfolio

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

   Provide an Introduction to 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. In the narrative, reference the items you include in Appendix A.

B. Teaching Biography. Provide an explanation of where, what, when, how, and why you have taught (include work as a TA in labs or recitations or as an instructor of record). Include lectures to replace a faculty mentor, tutoring in your content area, specific experiences such as research mentorships with undergraduates; grants to improve teaching; use of technology for learning—clickers, on-line, or web-based activities. Supply evidence for these items in Appendix B.

C. Assessment and Evaluation of Student Learning. Describe how you assess student learning for no grade via classroom assessment techniques (CATS) and explain how you use feedback to improve the class. Describe Scholarship of Teaching & Learning (SOTL) or Teaching as Research (TAR) projects that you have done. Describe how you evaluate students on in-class work, out-of-class work, group work, assignments, papers, projects, and tests for grades. In Appendix C include documents that illustrate your work.

D. Your Future in College/University Teaching. Describe the kind of postsecondary environment in which you would like to teach (two-year, four-year, or research institution). Discuss how you would incorporate your philosophy of teaching and learning into courses you plan to teach. Describe potential mentoring opportunities for students, independent study or fieldwork projects, research with graduate student researchers, or potential team-teaching opportunities. Suggest SOTL research that you might want to pursue. In Appendix D include examples.

E. Assessment & Evaluation of Your Teaching. Describe formative assessments of your teaching such as peer or faculty observation and feedback or videotape consultation on a class you teach. Describe and explain evaluations of your teaching (student FCQs, faculty evaluations, and unsolicited student feedback) which resulted in a grade or score. In Appendix E include representative documents, charts, or notes.

F. Academic Professional Development. Describe efforts you have made to improve your teaching and activities in which you have participated to expand your professional knowledge and presence: courses in college pedagogy; workshop participation; or completion of a GTP certificate; participation in a professional organization; conferences on teaching you have attended or at which you have presented; or special projects—such as having a mentor in the Collaborative Preparing Future Faculty Network or Lead Network Training. In Appendix F include examples.

G. Academic Leadership: Work as a Lead Graduate Teacher, service in student government, or on faculty committees.

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.

C. In Appendix H provide examples (abstracts, plans or results).

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.

B. In Appendix I, include samples or lists of your service contributions, i.e., program assessment.

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):

A. Illustrate your philosophy of teaching and learning, with an original syllabus, course plan or description.

B. Samples of items that illustrate the breadth and depth of your experience: original assignment, example of student work, classroom technology.

C. Assessment of student learning: one-minute papers, questions, or midterm feedback on the class. Include an abstract of a SOTL or TAR project. Evaluations of student learning: 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.)

D. Future in College/University Teaching. Abstracts of courses or a syllabus you would like to teach in the future or an abstract for a potential SOTL or TAR project.

E. Assessment of Your Teaching: peer or faculty observation notes, videotape consultation notes, or summaries of students’ midterm feedback. For evaluation of your teaching include student evaluations (FCQs) (quantitative data summarized into a chart, written notes from one whole class typed up as an example), faculty evaluations of your teaching, or unsolicited student feedback.

F. Examples of experiences you have had or work you have done to develop as an academic professional.

G. Academic leadership documents.

H. 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.

I. List of departmental, university, association committee work; conference work; contributions to academic newsletters; mentoring of student groups; presentations of your research in local high schools, community colleges, or liberal arts colleges; departmental website contributions; local, statewide, governmental service or international service activities.

V. Additionally, in your Curriculum Vitae, you can add sections on Academic Professional Development & Academic Leadership.