



Creating Teaching Portfolios: Challenges and How-Tos

I don't have enough artifacts (especially an issue for those new to teaching)

Plan to collect examples of student work this semester. Save samples of your feedback on student work.

Plan on collecting mid-semester feedback from your students the next semester you teach. Analyze the patterns in the feedback (a trusted colleague or SITE consultant can help with question design, analysis, and interpretation). Note any changes you made to your teaching as a result.

As soon as you receive student feedback at the end of the semester, analyze the patterns in the written comments (SITE consultants can help with analysis). To what extent do the comments inform the numerical portion of the student evaluation results? Consider how this feedback informs your teaching.

How can I systematically collect evidence? I can't seem to find the time.

Start with one course and consider your goals for that course (consult your syllabus). Throughout the semester, take a bit of time to describe your teaching responsibilities and context for that course. Write a few sentences about aspects of the course that went well/not well.

Develop a habit of writing notes on your syllabus about activities or strategies you use in your teaching.

Ask a colleague to swap sitting in on a class. It can be helpful for your own reflection as well to see how others are teaching. Write a list of things that went well and ideas for improvement.

Whose voices do I include in my portfolio?

Start with your own perspective and consider what other voices can enrich the information/narrative you are presenting. You can include student voices through mid-semester and end-of-course feedback, assignments, or even formal letters from former students. You can include peers who have observed your teaching by including their formal feedback. You can also include peers from your discipline, for example if a peer reviewed your teaching materials.

What is my story? How does my evidence connect with my story?

Complete one or more of the following exercises. See the handout ["Brainstorming Ideas for the Portfolio"](#) for more specific instructions.

1. Review a syllabus from one of your courses as a significant work of scholarship and respond to it in writing.
2. Identify an memorable episode or incident from your teaching and reflect on what it reveals about your approach to teaching. Consider what worked and what did not work well.
3. Reflect on an assignment for which you have collected examples of student work. What does the assignment and student work reveal about students' learning in your course?

Take a look at an [example](#) of a narrative statement that refers to specific evidence.



How do I write something I believe in?

Free write about some aspect of your current class that you find challenging, e.g., your interactions with a particular student, a class discussion, or students' reactions to a particular topic? What about the challenge do you find troubling or nettlesome? What do your reactions to this challenge tell you about your own views of teaching and learning?

Ongoing maintenance of the portfolio

Periodically review your teaching philosophy. Look at the phrases and key words as you consider your teaching goals, syllabus, assignments, teaching strategies, and other notes you made during the semester. Are there omissions or thoughts that don't really fit anymore?

Consider your teaching goals. As you look back on your current course(s), what goals did you have? Which ones did you meet and how? Do some need to be altered or discarded? What goals might you set for the next two, five, ten years?

Who are my audiences? What kinds of evidence will speak to them?

Teaching Portfolios might be developed for a variety of reasons and might have different audiences for different purposes: credential, job market, tenure and promotion, awards and recognitions, personal development and reflection. What evidence might speak to a specific audience?

How does my story connect to priorities such as DEIB, recruitment & retention of students?

Your commitment to priorities such as DEIB or recruitment and retention of students might show up in a variety of ways. You could include student voices, materials you developed that demonstrate your work in this area, include your reflections on initiatives you led or contributed to, or evidence of success of students from underrepresented groups in your classes or other learning environments (e.g., labs).

How do I show my strengths?

Consider what energizes you, drives you in your teaching and your interactions with students inside and outside of the classroom, e.g., office hours, mentoring, advising, collaborative work with students, out of class interactions/co-curricular work, classroom discussions, or career-related conversations. You can integrate this through student voices as well as artifacts.

Sources

["Teaching Portfolios-Steps in Preparation"](#) University of Iowa Center for Teaching