The Teaching Portfolio for Librarians

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Goals for Session

- Identify goals and value of a teaching portfolio for individuals and academic communities (and beyond)
- Situate a teaching portfolio within the other types of documentation we create (similarities, differences)
- Identify component elements of a teaching portfolio
- Apply ideas to begin developing your own teaching portfolio
Goals & Values

- Present yourself as a teacher
- Document your experience as a teacher
- Show your strengths as a teacher
- Demonstrate your growth as a teacher
Qualities

- Selective, curated
- Strategic
- Current
- Living document
But why?

And how is this different than [whatever other documentation you’re thinking about]?
Compilation of a teaching portfolio is a voluntary process that may be completed on an annual basis in order to:

- engage in reflective self-evaluation of one's contribution to the instructional service mission of the KU Libraries;
- demonstrate evidence of instructional effectiveness as part of the annual review process or as part of the promotion and tenure process; and/or
- meet the requirements for nomination for the Mary McCorison Rosenbloom Teaching Award

KU Libraries
Components

- Teaching philosophy
- Teaching experience summary, often in table form
  - type of course, session, teaching interaction
  - number of students
  - numbers/ratings
  - comments on changes to and development of the particular course, session, teaching interaction
  - student comments
- Teaching curricula
  - syllabi
  - descriptions
  - lesson plans
  - learning objects
  - etc.
Components

- Evidence of teaching effectiveness/student learning
- Goals for teaching development
  - New teaching opportunities/teaching projects
  - Learning you would like to pursue related to teaching
- Other possibilities
  - Connections to your scholarship (such as scholarship of teaching & learning)
  - Documentation of professional development connected with your growth as a teacher
  - Additional materials that help achieve the goals of the portfolio
Prompts for Getting Started

What are my own personal/professional goals for creating a teaching portfolio?

What are the things I do in my position that I can (and should!) classify as teaching?

What evidence of my teaching practice do I have? What evidence can I draw on for developing my portfolio? Where is the evidence? Is it organized at all? What exists only in my mind?

What would a syllabus for some part of my information literacy (or other) curriculum look like?
A Question

Other colleges and units on our campuses—and academic libraries at other institutions—have awards for teaching excellence, teaching innovation, and more. What if we created one or more awards within our institutions or within UNCL to recognize teaching?
Sources

- Barnes, Ilana, and Catherine Fraser Riehle, "Creating a Teaching e-Portfolio."
- Kipp, Katherine, "Creating a Teaching Portfolio—An Introduction," presented at Purdue University, December 3, 2013
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- University Center for the Advancement of Teaching at the Ohio State University, "Teaching Portfolio," [https://ucat.osu.edu/professional-development/teaching-portfolio/](https://ucat.osu.edu/professional-development/teaching-portfolio/)
- University of Nebraska–Lincoln, "Constructing a Teaching Portfolio," [https://www.unl.edu/gradstudies/current/teaching/portfolio](https://www.unl.edu/gradstudies/current/teaching/portfolio)