

Assembling a Teaching Portfolio for the Job Market

Preparing and presenting an effective teaching portfolio for the job market is a challenging and unfamiliar process for most graduate students. Few graduate students receive formal training in the production of teaching portfolios that reflect their teaching perspectives and share their experiences. The purpose of this panel is to inform graduate students about what the portfolio is, why it is important, and what hiring committees look for in successful applicants. It also will serve as an orientation to several kinds of teaching portfolios. Our speakers have personal experience both as job applicants and as hiring committee members.

The first talk will provide an overview of the portfolio and its general purpose. Our first speaker brings the perspective of a recently successful job candidate who also has served on hiring committees. The second talk will discuss the reflective teaching statement from the point of view of a former department chair; it will guide graduate students in expressing their personal teaching viewpoints as fits the various contexts of their applications. The third talk will give an orientation to teaching portfolios for the secondary school job market. While graduate students in research-focused programs may have a passing acquaintance with portfolios for the academic job market, they may lack an awareness of expectations for secondary school applications. Our fourth and last talk will provide a personal reflection on creating a successful portfolio. It will give practical advice based on what the fourth panelist wishes to have known before preparing teaching portfolios both for the job market and for the tenure-review process.

We hope to conclude our panel with a lively question and answer period. Our goal is to equip graduate students in the audience with the tools necessary to begin assembling their teaching portfolios with creativity and poise.