Teaching Philosophy

Do not exceed two pages. Your teaching philosophy should be a self-reflective statement of your teaching and learning beliefs. Give examples that support your teaching and learning beliefs. This section does not include your methods of teaching; those go under Teaching Strategies.

Teaching Responsibilities

List the classes, each with a brief description, you have taught (both past and present). Include the level taught, approximate number of students per class, in person or online, duration of each class, etc. For example:

ED-350 Writing a teaching portfolio

Fall 2011, 2013 and 2017

In this third year course, I teach students how to build their teaching portfolios for entry to the job market, career progress, and for award applications. The 50 minute classes are held in person with the 100-150 student class meeting three times a week.

Professor (all ranks): Instead of listing individuals, give a number for the total MSc students and PhD students you have supervised, and the number of student committees for which you have been a co-supervisor or committee member (please specify role). For example: Between 2001 and 2015, I supervised four MSc students and 7 PhD students, was a co-supervisor for two MSc students, and was a committee member for six MSc students and two PhD students.
Teaching Strategies

Do not exceed two pages. Briefly outline the strategies/methods you use to teach effectively. Note: this is not a repeat of your Teaching Philosophy; instead, this section highlights how you make your Teaching Philosophy a reality when teaching. Provide support/give examples for each strategy you describe. Also briefly describe the assessments you give; one or two formal examples, or links to examples, may be provided in Appendix A.

Instructors, Lab Instructors, and Lecturers: Because individuals of these categories are expected to demonstrate proficiency in teaching at the undergraduate level, the majority of the strategies will be for undergraduates. However, if you instruct Teaching Assistants, you may include the strategies you use to teach them.

Professor (all ranks): Because an individual of this category is expected to fulfill teaching ability at all levels, differentiate between the approaches you use for the various levels of students (if you do change your strategies based on student level), including any differences to teaching strategies you use for your own MSc and PhD students.

Teaching Contributions

Summarize courses/labs you have developed or modified. Supporting documentation, or links to supporting documentation, can be put in Appendix B if needed. This sections also includes teaching related service such as committees you have been on, program reviews, teaching awards you have refereed, papers on teaching you have authored or co-authored, TAs you have trained, teaching consultation, etc. Provide brief explanations where you think they’re necessary.

Teaching Development

List the conferences, workshops, etc. that you have attended, and any classes you may have taken to improve your teaching. Provide a brief explanation if needed.

Teaching Effectiveness

Summarize your evaluations in table(s). Student comments, unsolicited support documentation, peer evaluations (if available), nomination packages, awards, etc., or links to these supporting documents, may be provided in Appendix C. Please note that your UofR course evaluations are available to committee members, so you need not include the full reviews in Appendix C; however, ensure you include the summary table in the body of this text. If you have evaluations from other educational institutions, please provide a summary table of those and give the full version, or link to the full version, in Appendix C.
| Links to supporting materials online are encouraged. |  |
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