

## Guidelines for Teaching Portfolio Preparation

(Revised Spring 2015)

### Philosophy

In general, the purpose of the teaching portfolio is to allow instructors to present evidence demonstrating what and how they have taught, and what their students have learned. Although compilation of a portfolio requires some effort, the informational value of the portfolios can be significant. Construction of the portfolio may also be advantageous in stimulating new thinking about one's teaching and in crystallizing those aspects of one's teaching approach that have developed implicitly over the years.

In the requirements that follow, cross-reference is made to guidelines suggested in the report by Dorene Ross, et alia, "An Analysis of TIP Portfolios: Recommendations for Portfolio Preparation." The College requirements are fairly consistent with the guidelines in the Ross report, and it should be used as a reference source in preparing the portfolio. Bear in mind, however, that the Ross report is several years old and the current guidelines include some elements not reflected in that report.

Before turning to the specific College portfolio requirements, we direct your attention to Guideline 7 in the Ross report - "All evidence presented in the portfolio should be explained." Bear in mind that Academic Unit Heads and other evaluators will be reading many portfolios in a short period of time. Facilitate an understanding of your portfolio by providing a roadmap and guidepost along the way. And, please note Ross Guideline 8 - "The quantity of evidence presented should be limited." Although there is no page limit for portfolios, the Ross document observation, "... a small quantity of well selected and well explained evidence," is relevant.

### Requirements

The Teaching Portfolio to be submitted with the Annual Report should be an update of the portfolio already on file in the Academic Unit Office. The portfolio coverage will be on a "rolling" three years basis with the current year addition/earliest year deletion maintaining a portfolio of the three most recent years.

The requirements for an update to an existing teaching portfolio include the following:

1. A list of all courses taught during the Summer, Fall and Spring semesters, with enrollments for each course and actual classroom or lab contact hours per week for each course. For purposes of this program, "contact" hours will be only those hours actually spent in the classroom or lab. All courses taught over the period must be included in the portfolio.

Example:

**Fall, 2005**

FIN 3403, 1,000 students (taught with J. J. Jones),

- 4 contact hours, but supervised 7 lab assistants
- Required course in the "core" of the BSBA and BABA programs.

**Spring 2006**

FIN 4414, 50 students, 4 contact hours

- Upper division course required for BSBA-Finance majors.

2. All student evaluation summaries (i.e., a copy of the computer printout summarizing student evaluations) for all courses taught during the last academic year. The evaluation summaries should contain the class enrollment, and the number of students completing the evaluation, as well as summaries of student responses to evaluation questions. The faculty member is responsible for providing the final section GPA. (See Ross Guideline 3.)
3. A statement summarizing the instructor's personal philosophy of teaching and teaching methods or any changes to the existing statement. (See Ross Guideline 4.)
4. Description of recent attempts to improve instruction. (See Ross Guideline 5.)  
Description of actual material pertaining to innovative or distinctive teaching devices developed by instructor.
5. All class syllabi.
6. This section is used to present feedback from multiple sources about the quality of the instructional product generated by the faculty person. This evidence may come from external sources, e.g., letters from alumni, former students, external review boards or it may be generated internally, e.g., self-evaluation, current student evaluations (reported elsewhere), or peer evaluations. At a minimum, there must be a letter from your academic unit head that assesses teaching based on an appraisal of the most recent year's teaching performance. This letter may be the standard annual evaluation letter rather than a separate document.

Peer reviews are required under the following circumstances

1. If you were subject to a pre-tenure review;
2. If you were subject to review for promotion and/or tenure;
3. If you were subject to a post-tenure review;
4. If you were considered for a teaching award.
5. If you were teaching for the first time in the WCBA.

If none of the above conditions apply, and you are a non-tenured instructor, you will be reviewed at least once every five years.

The portfolio should be in a loose-leaf binder or a single manila envelope. Only one copy is required, although the faculty member should retain a copy as well.