What is a teaching portfolio?

A teaching portfolio is a description of an instructor's teaching strengths and accomplishments. It includes factual documents and materials that collectively suggest the scope and quality of a professor's teaching performance. The portfolio is to teaching what lists of publications, grants, and honors are to research and scholarship.

When teaching portfolios are submitted for personnel decisions, the focus should be on evidence that documents the professor's best works as a teacher and demonstrates that significant student learning (cognitive or affective) has taken place.[1]

Instructions

Your teaching portfolio should be submitted as a single PDF document in 12 point font with 1 inch margins. Your teaching portfolio should include the following items, in the following order (items marked with * are required; all other items are optional but encouraged):

I. Cover Page:

1. Your full name*

2. Table of contents*

II. Reflection & Self-Evaluation (1-2 pages)*

Give a narrative statement that describes your approach to teaching and other educational activities (such as new courses or course revision, co-curricular efforts, etc.). Describe your process for evaluating the effectiveness of your efforts and how you use that evaluation for improvement. For example, you may discuss how you improve your teaching using peer or CTL evaluations or using student comments from mid-semester course evaluations or CIOS. Frame your comments with specific

examples from your teaching and/or educational activities. Include in your

discussion, any innovations that you have tried, any teaching improvement activities (such as participating in teaching workshops), and how you keep your course material relevant and updated. As appropriate for your case, describe your motivation for making changes and the impact of those changes (on your teaching, on students, on your school or college, etc.). Describe your current strengths and areas for growth as well as how you create a culture of civility, collegiality, and respect within the learning environments (classrooms, labs, studios, and/or supervised research).

III. Feedback & Evaluation from Others

1. Comments & letters from students (2 page maximum)*. You may draw from your CIOS comments, Thank a Teacher notes, emails and letters from students, and so on.
2. Statement/documentation from peer review of teaching[2]
3. Statement/documentation from peer review of teaching materials
4. Evidence of student learning (optional, with 2 page maximum limit). Evidence might include things like pre- and post-test results, student performance indicators (e.g., rubric), percentage of students achieving learning outcomes in course, etc.

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[1] Seldin, Peter, J. Elizabeth Miller, and Clement A. Seldin (2010). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. San Francisco, CA: Josey-Bass.

[2] Peer review of teaching will be required for all promotion and third-year reviews of lecturers beginning the AY 2019-20 evaluation cycle.

IV. Course Surveys (CIOS)*

List of courses taught and CIOS Scores for the last 5 years

Use the Institute CIOS table template

Appendix: Sample Teaching Materials (Limit to 5 items)

An appendix may be included that contains materials that explicitly support your narrative including, for example, items such as sample syllabi, class observation reports, graded student work, course assignments, rubrics, study guides, exams, etc.