

Teaching Portfolio for Mid-Tenure, Tenure and Promotion Consideration

Structure: All these materials must fit in a one inch binder.

1. **Teaching Philosophy**. A narrative statement that describes your personal views about teaching and your underlying teaching philosophy. This narrative statement should be no more than 3 single spaced pages in 12 point font.
2. **Student Evaluations of Teaching**. A list of your average scores on each item of the revised Student Evaluation Form and comparable average scores for each item in your unit and the college for courses at the same level. Also, provide the number of students filling out evaluations and in the classes. For example, if you teach a 100-level class, you would provide the average scores for each item for other 100-level classes in your department and all 100-level classes in the college. Also provide an accurate summary of your particular “strengths” and “areas of improvements” as identified in written comments provided by students in your classes. In an appendix provide all comments written by students on evaluation forms. These may be typed, xeroxes of student forms, or “cut and paste” compilations.
3. **Pedagogy and Other Teaching Activities**. Provide a listing of your participation in the following teaching/supervisory-related activities: (1) undergraduate and graduate student advising (list # of students advised, # of committee’s chaired), (2) curriculum development (e.g., list of new courses developed), (3) if appropriate, evidence of the application and development of innovative methods, (4) participation in teaching/supervisory workshops and publication/dissemination of teaching materials, and (5) other relevant teaching/supervisory activities. This section should be maximum of 4 pages in length.
4. **Peer Review**. A summary of peer review of your teaching by members of a unit teaching committee or the college teaching committee. Annual peer observations of your teaching during a regularly scheduled class are required. Peer reviews will involve a thorough and critical review of one’s teaching materials by an independent unit and/or college teaching committee. Your portfolio should provide a brief summary of the results of this peer review. This material should be summarized in three page.
5. **Learning Outcomes/Gains** . Provide some observable or numerical measure of learning gains in your courses. This *may be* accomplished through various means, including (1) evidence from Student Evaluation Forms; (2) completion of major projects by students (e.g., passing certification exams, publications of papers, receiving awards) that can be directly linked to their participation in your course; (3) evidence from alumni or exit surveys that your courses were considered important in their career placement and/or development; (4) results of

pre and post course tests; and/or (5) improvement in scores on standardized tests given at the beginning and end of the semester in a course, Other sources of evidence of teaching effectiveness are available and may be used in this section, but they must be connected directly to learning gains and outcomes. This section should be no longer than 3 pages in length.

6. **Copies of Syllabi for All Courses Taught During the Last Year.**

7. **Supplemental Materials.** Although not contained directly in the teaching portfolio, faculty should compile a more comprehensive file of teaching materials that includes the following information: course handouts and any other pertinent materials on teaching. . Faculty members will be asked to provide specific information from this supplemental materials if and when members serving of departmental or college evaluation committees are seeking clarification on a particular component of the teaching portfolio.