Portfolio Development

Teaching
David Acker, Associate Dean

Extension
John Lawrence, Associate Dean

Research
Joe Colletti, Senior Associate Dean

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PowerPoints for this will be available on our CALS web site.
And then CLICK on “Promotion and Tenure”
The page includes a link to the CALS P&T Portfolio Summary Template: (.docx)

See Handout “CALS Template for Tab 2”
My comments relate to presenting your achievements as an effective and scholarly teacher.

We’ll focus on Template Item #2:

*Performance in Position Responsibility*

Disregard this section if teaching/learning/advising) are not an element of your PRS.

If you are presenting your achievements in the *Scholarship of Teaching and Learning (SoTL)* then these belong in Template Item #1

*Performance in Scholarship*
Tab 1

- PRS
- Quantitative Summary of Productivity
- Vita: a list of your achievements
Tab 2

• Portfolio Summary:
  – is an explanation
  – places accomplishments in context
  – interprets and analyzes these accomplishments
  – provides evidence of their importance, impact
  – describes your role in collaborative activities
  – Note: Repetition of information contained in the CV is unnecessary
Faculty Portfolio

- Limit = 25 pages
The Faculty Portfolio must communicate

• Write it so that someone outside of your field can understand it
  – At the college & university levels there won’t be anyone in your field
Focus of my comments

- Elements of the Portfolio Summary that relate to Teaching and Learning (T/L)
  - CALS Tab 2 Template: Page 2
    - Item # 2.1
Elements of the teaching and learning portion of your Portfolio Summary
1. Teaching philosophy
   - A narrative section of about 1 – 2 pages
   - See examples of dossiers in the provost’s office
   - Comment on teaching goals, innovations, methods
1. Teaching philosophy

2. Teaching responsibilities including % effort from your PRS
# Teaching Responsibilities

<table>
<thead>
<tr>
<th>Semester &amp; Year</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Percent of course for which you were responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td></td>
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<tr>
<td>Fall 2013</td>
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<tr>
<td>Spring 2013</td>
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</tr>
</tbody>
</table>
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
   – Summary of student evaluations of teaching (SET)
## Table: Student Evaluation of Teaching

<table>
<thead>
<tr>
<th>Sem. &amp; Yr.</th>
<th>Course #</th>
<th>Total Enrollment</th>
<th>% responding</th>
<th>Overall rating of instructor</th>
<th>Dept mean for comparable courses</th>
<th>Overall rating of course</th>
<th>Dept mean for comparable courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>ABC 218</td>
<td>70</td>
<td>94% responded</td>
<td>4.5</td>
<td>4.0</td>
<td>4.3</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Scale: 1 = Very Poor, 5 = Very Good

NOTE: This scale is now required for all reporting on Student Evaluation of Teaching.
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
   – Summary of student evaluations of teaching (SET)
   – Summarize procedures for and results of peer evaluation of teaching (actual letters can go in Tab 3)
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
   – Summary of student evaluations of teaching (SET)
   – Summarize procedures for and results of peer evaluation of teaching (actual letters can go in Tab 3)
4. Graduate student advising (here or under Research or Extension)
   – Describe the general departmental practice in graduate advising
   – MS and PhD
     • In progress: names, dates, your role
     • Completed: names, dates, placement
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
4. Graduate student advising
5. Impact as a scholarly teacher
   - Evaluation: refereed journal publication record (narrative & tabular)
   - Evaluation of sponsored funding: T/L and advising
   - Evaluation of curriculum development and teaching materials
   - Evaluation of invited presentations related to T/L and advising
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
4. Graduate student advising
5. Impact as a scholarly teacher or SoTL
6. Undergraduate advising
   - Describe the impact of your advising
     • Quantitative
     • Qualitative
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
4. Graduate student advising
5. Impact as a scholarly teacher or SoTL
6. Undergraduate advising
7. Evaluation of mentoring
   - high school students
   - Undergrads (REUs, GWC, SWP, Honors, etc.)
   - Graduate students and post-docs
1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
4. Graduate student advising
5. Impact as a scholarly teacher or SoTL
6. Undergraduate advising
7. Evaluation of mentoring
8. Honors and awards: T/L, advising, service to students
CALS Template: Teaching and Learning

1. Teaching philosophy
2. Teaching responsibilities
3. Assessment of teaching effectiveness
4. Graduate student advising
5. Impact as a scholarly teacher or SoTL
6. Undergraduate advising
7. Evaluation of mentoring
8. Honors and awards: T/L, advising, service to students
9. Teaching improvement plans and future teaching plans
Not everyone is above average…

• Need a teaching improvement plan?
  – Attend CELT workshops
  – Seek peer evaluation and coaching
  – Solicit mid-course feedback from students
  – Get a teaching partner/mentor
In the Portfolio Summary do not include:

– Course syllabi
– PowerPoint presentations
– Letters from students
– Reprints
– Copies of your diplomas