

Guidance for Preparation of a Teaching Portfolio Adopted May 4, 2005

Faculty members in the Department of Business are encouraged to develop a teaching and/or course portfolio. According to the department's teaching merit policy, this portfolio will be used by the Executive Committee to determine a possible adjustment to the faculty member's average student evaluation score. In addition, teaching and course portfolios promote reflection that ultimately can be used to improve an individual's teaching effectiveness. This document describes teaching and course portfolios, and indicates the type of activities and evidence that can lead to an adjustment to the teaching merit score.

Teaching and Course Portfolios

The American Association for Higher Education defines teaching and course portfolios as follows (from *The Teaching Initiative: Projects and Lines of Work-The Course Portfolio and the Teaching Portfolio*, Barbara Cambridge, Director, Retrieved December 12, 2004, http://www.aahe.org/teaching/Teaching_Portfolio.htm)

Teaching Portfolio

An idea borrowed from other professions (architecture, art, photography) where it has a long record of successful use, the teaching portfolio is a vehicle through which faculty members can document and reflect on their teaching effectiveness. The portfolio comprises "work samples" (syllabi, handouts, assignments, videotapes of class discussion, student papers and projects...) and the faculty member's commentary on those work samples (a chance to reveal the thinking behind his or her practice). Campuses using portfolios report that they not only provide more authentic evaluation of teaching but promote individual reflection and improvement.

Course Portfolio

The course portfolio is a more focused version of the teaching portfolio, recording the unfolding of a single course, from conception to results. This focus on the course allows the portfolio to show where a teacher's knowledge of her field intersects with her knowledge about particular students and their learning. The course portfolio has as its center of gravity the data the teacher gathers about students' learning and development, using classroom assessment techniques, interviews, examination of student work, etc. And the course portfolio also has the benefit of being closely analogous to a scholarly project -- a course, like a project, begins with significant goals and intentions, which are enacted in appropriate ways and lead to relevant results in the form of student learning. Teaching, like a research project, is expected to shed light on the question at hand and the issues that shape it; the methods used to complete the project should be congruent with the

outcomes sought. The course portfolio has the distinctive advantage of representing -- by encompassing and connecting planning, implementation, and results -- the intellectual integrity of teaching as reflected in a single course.

Adjustments to the Average Student Score

The Department of Business recognizes that average student evaluations are an important, but incomplete, indicator of teaching effectiveness. The Executive Committee will adjust the student evaluation score based upon evidence in the teaching or course portfolio (see the Department of Business Teaching Merit Policy). This evidence should demonstrate teaching effectiveness in a particular learning situation (e.g., course, independent study, internship) or demonstrate that the faculty member has made a contribution, through teaching, to the undergraduate or graduate programs as a whole (e.g., teaching a new course). Teaching activities that promote the mission and objectives of the department, as expressed in the strategic plan, are highly encouraged.

Activities and corresponding evidence that may result in a positive adjustment to the teaching merit policy may include the following:

- Developing and teaching a new course. The portfolio should include the course syllabus, project descriptions, samples of students work, and the faculty member's reflection on the course.
- A new class preparation for an existing course. The portfolio should include the course syllabus, project descriptions, samples of students work, and the faculty member's reflection on the course.
- A significant change to an existing course. The portfolio should include past course syllabi, the current course syllabus, project descriptions, samples of students work, and the faculty member's reflection on the course.
- Independent studies or internships supervised. For each independent study and internship, the portfolio should describe the learning outcomes and a brief description of the student's work. Samples of student projects should also be submitted.
- Significant use of community projects as part of a course and coaching projects outside the scope of a course. The portfolio should include SEG Center documentation (e.g., project charter, project plan), desired learning outcomes, student reflections on the course/project, and faculty member's reflection on the course/project.
- Teaching activities outside the scope of a course (e.g., workshops, special integrative events). The teaching portfolio should include a description of the workshop or event, presentation materials, sample handouts, students' or faculty member's reflection on the event.
- Teaching an uncompensated overload of credits. The teaching portfolio should include the credits taught per semester and syllabi for each course.
- Academic advising that exceeds the norm in terms of quality or quantity. Academic advising for undecided students as assigned by the Academic Advising

Center is included in this category. The teaching portfolio should list the number of advisees and indicate the number of advising sessions. The portfolio should also include comments by students and a reflection on advising by the faculty member.

- Special honors or other recognitions of teaching excellence. The teaching portfolio should indicate the source of the awards and indicate the basis for the award.
- Teaching grants, especially from sources external to the department. The portfolio should include a description of the grant, the grant proposal or abstract, a description of the progress to date, and a brief reflection on how the grant benefits students.

The above list is not exhaustive. Faculty members are encouraged to contact the department chair to discuss activities and evidence that will may lead to an adjustment to the teaching merit score.