

## The Portfolio Component of Faculty Evaluation

### Definition:

The portfolio is the formative element of the evaluation process. It is a repository for artifacts that reflect the on-going professional and personal development of the faculty member.

### Rationale:

Portfolios offer a means to promote better teaching and learning and to document teaching achievement. The benefits of the portfolio include providing a place and time for reflecting on teaching/learning strategies, teaching goals, teacher-student relationships, and assessment of teaching and learning; for showcasing a teacher's range and development of skills; for documenting effective instruction; and for recording recognition of scholarship and achievements.

### Presentation Options:

Since we value the individual faculty member and his or her preferences, we encourage creativity in portfolio presentation. Options include, but are not limited to, traditional portfolios in notebook, expanding file folder, or file box format; e-portfolios accessible on the Internet or on computer disk; Power Point or video presentation, etc.

### Table of Contents:

1. A narrative reflection on the contents of the portfolio. The reflection may focus on such topics as why the faculty member included certain items, how the faculty member has benefited from maintaining the portfolio, and how the portfolio reflects faculty member's teaching philosophy. Format options for this reflection may include essay, paragraph, and notes on index cards or post-it notes.
2. Course documentation including course syllabi and documentation of course changes.
3. Current Performance Enrichment Plan, as well as any appropriate documentation and/or a narrative reflection to update, illustrate, or expand on the PEP. These might include
  - Evidence of learning centered teaching techniques (lesson plans, special projects, learning activities (Required).
  - (Optional) Evidence of professional contributions, (TALC involvement, publications, presentations, committee service, etc.), participation in campus-wide events, recognitions, commendations, expressions of appreciation, etc.
  - (Optional) Evidence of co-planning or team teaching.
  - (Optional) Evidence of mentoring, coaching, or training peers, staff members, adjuncts, teaching assistants, tutors, etc.
4. Evidence of formal and informal assessment. Recommended documents include
  - Result of last summative evaluation
  - At least one supervisor's review or observation report
  - Student assessment of the classroom experience (self assessments, course

## Attachment F

assessments, assessment of specific lessons or components of the course, institutional assessment, etc.)

- One or more peer review sheet (another instructor's review of a class)
  - Course statistics such as grade distributions, pre-test to post-test gains, retention to and grades in subsequent courses, etc.
  - Evidence of analysis of assessment and responses to analyses.
5. (Optional) Other requirements of the department or program area or other items of the individual faculty member's choosing.
  6. (Optional) Evidence of personal enrichment including, but not limited to, frolicking, wellness and social activities, hobbies, and travel.

Supervisors will select a *minimum* of three areas of the portfolio to evaluate in depth and will provide written feedback on those areas.