

#3: Appendices Supporting the Teaching Portfolio:

The appendices “should consist of judiciously chosen evidence that adequately supports the narrative section of the Teaching Portfolio.” P. Seldin, et al 2010

Educators’ activities and responsibilities will vary widely, depending on their individual appointments and their department or college. FEW if any individual portfolios will provide evidence for ALL categories or for all indicators listed under each category. Please limit these items to those with relevance in your current teaching, supporting this current snapshot of your activities.

RECOMMENDED PRACTICE: If possible, use internal hyperlinks to link each section of the appendix to the Table of Contents and the sections it supports.

e.g. How to insert internal hyperlinks in MS Word [HERE](#) or [YouTube Video](#)

Some suggested or potential appendices to support the portfolio domains/categories:



Consider including letters of review or support from internal and (especially) external peers. These letters should focus on outcomes, impact, and reputation.

DOMAIN 1: TEACHING

- Student evaluations of teaching – quantitative summary / analyses
See companion document Student Evaluation of Teaching- Recommendations for presenting student evaluation data
- Narrative student comments – presented as summary or graphical analyses
See companion document on recommended practices in presenting student evaluation data
- Results and/or reports from peer review/classroom observation
See companion document on recommended practices in peer review / observation
- A representative course syllabus
- Representative student learning outcomes (learning objectives)
- Example of a student assignment, with scoring criteria/rubric
- Example of an enduring educational materials product, with assessment data or letters
- Example of or outcomes from a highlighted educational experiment/innovation, with assessment data or letters

DOMAIN 2: MENTORING AND ADVISING

- Evidence of effectiveness in mentoring/advising activity
 - Letters from former advises/mentees
 - Advising awards
 - Letters/recognition from supervisors or external reviewers



DOMAIN 3: ASSESSMENT OF LEARNERS

- A representative learner assessment (e.g. exam or portion thereof), ideally presented in conjunction with desired student learning outcomes and accompanied by scoring criteria
- Example of learning feedback (e.g. samples of graded student work)
- A summary or representative example of learner performance data (e.g. *course grades; exam statistics such as mean, median, and standard deviation; number of C,D & F grades, etc.*)

DOMAIN 4: EDUCATIONAL SCHOLARSHIP / RESEARCH

- Example products of educational research activities
 - Reprint of a representative peer reviewed publication,
 - Abstract and title page of a funded educational grant,
 - Peer reviewed presentations abstracts

DOMAINS 5 AND 6: CURRICULUM / PROGRAM DEVELOPMENT AND EDUCATIONAL LEADERSHIP/ADMINISTRATION

- An example of your contribution to curriculum or program development, including outcomes
- An example of an educational leadership activity, including outcomes
- Letters from stakeholders, peers, supervisors, or external reviewers regarding a curriculum/program development or educational leadership activity

Companion Documents: (attached)

- Student evaluations of Teaching – Recommendations
- Recommended “best” practices in local peer review / peer observation



Student Evaluation of Teaching - Recommendations

Although not free of controversy, student evaluation of teaching, or ratings, have been demonstrated to be a valuable component for judging instructor effectiveness. Teaching portfolios submitted for external review should include student evaluation data, including the four following components.

1. Quantitative summative data

Summative data, presented in either numerical or graphical form, distills down a potentially very large amount of evaluative information, in a manner similar to the familiar GPA statistic. To be useful, this information needs to be provided in the context of local outcomes. Several other caveats apply:

- Summative data from multiple classes have been shown to be more reliable than evaluations from a single class; this is particularly true if the class size is small.
- Data should be presented in conjunction with student compliance information (number & percent of enrolled students responding; hours of instruction evaluated). Student response rates should support the premise that the presented data is representative.
- Data should be presented in the context of local outcomes (e.g. college or departmental means +/- SD).
- Surveys should be anonymous with an expectation of student compliance.
- In some instances, broad categories of expectations (e.g. exceeds/meets/does not meet) may have more overall utility than a numerical scale.
- Data should be presented with a brief description of the local student evaluation process:
 - Are these the results of a standardized college-wide process?
 - Are students in any way trained to provide feedback?
 - Are students educated to how their data is used?
 - Does the instructor gather and use any other student generated data?

2. Summary of student narrative comments

Student-derived narrative comments are important as these help to specifically guide course/instructor improvement. The absolute reliance on summative/numerical ranking data alone often fails to address specific instructional features perceived by the students to be either outstanding or weak. However, it is not practical to include all of an instructor's narrative evaluations. Moreover, a self-selected sampling of student comments is often viewed as "testimonials" that may not be representative. Therefore, some selection/compression is necessary. Unfortunately, this process of selection places the evaluated instructor in a conflict of interest.

Instructors are encouraged to explore creative ways to summarize and present student narrative data in as compact and unbiased a manner as possible. Examples (see next page) include lists, bar or pie charts that might identify the most common positive and negative student comments in unambiguous ways. Each category would include the average number of times students made this particular comment. For example, the instructor could provide the top 5 most common positive comments and top 5 most common negative comments, including the number of times each comment occurred.

3. Instructor reflection on student evaluations

Instructors are encouraged to provide a reflective statement (≤ 1 page) that explains how she/he views and uses student evaluations. Specific examples are also encouraged – notably examples of how the instructor has used student feedback to improve his/her teaching and/or address perceived problems.

4. A list of student selected teaching awards

The instructor is encouraged to provide a list of such awards, including year and criteria for the award. This list may be reiterated or otherwise placed elsewhere in the dossier, annual review document, and/or CV.

Source: Student Ratings of Teaching: A Summary of Research and Literature. Stephen L. Benton, The IDEA Center

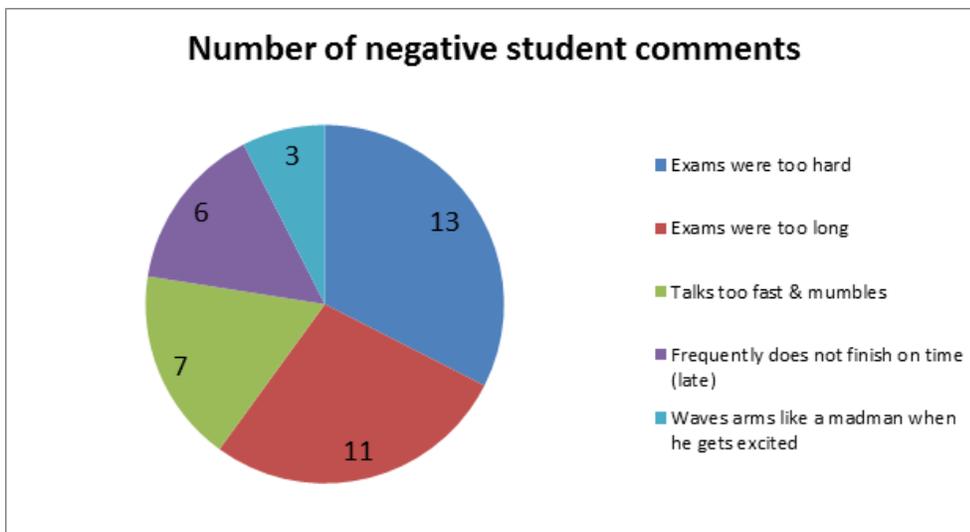
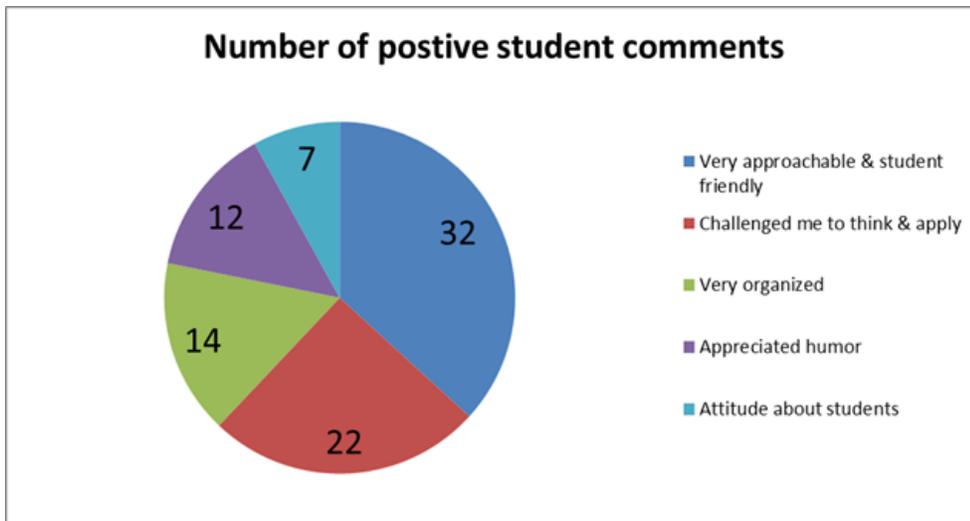
William E. Cashin, Emeritus Professor, Kansas State University. http://www.cte.cornell.edu/documents/blog/idea-paper_50.pdf

Page 2: Examples of methods to summarize student narrative reviews:

TABLE:

Most common positive student comments-	Most common negative student comments-
<ul style="list-style-type: none"> • Instructor is approachable (32) • Instructor challenged me to think (22) • course was well organized (14) • Instructor has a good sense of humor (12) • Instructor cares about students' well being (7) 	<ul style="list-style-type: none"> • Exams were too hard (13) • Exams were too long (11) • Talks too fast (7) • Often does not finish on time (6) • Drinks too much coffee during class (3)

PIE CHARTS:



Recommended “best” practices in local peer review / peer observation:

- **Reflects a more “holistic” and complete view of an instructor’s teaching:**
 - consists of significantly more than just 1-2 observations focused on classroom mechanics, management, and presentation skills.
- **Includes a significant formative component:** (i.e. a prominent “coaching” approach)
 - designed in large part to help improve teaching effectiveness - a coaching process that includes a pre and post observation dialogue between the observer team and the instructor.
- **Includes multiple observations by multiple observers:** (at least 2 observers per team)
 - includes a written description (brief) of how observers are selected and their relationship with the instructor.
 - ensures that a training process for observers/reviewers is in place and described.
- **For pre-promotion faculty, includes at least 2 separate peer observations before promotion review:**
 - #1: the first ideally occurs early in an instructor’s teaching career. It is intentionally formative (*designed in large part to help improve teaching effectiveness - i.e. it reflects a coaching approach that includes a pre and post dialogue between the observer team and the instructor*)
 - #2: occurs 1-2 years following the initial observation, likely closer to promotion. Achievements and progress since the first review/observation are a focus of the report from the second observation (*more summative*).
- **Includes observations/review of other teaching activities in addition to lecture:**
 - as appropriate for each instructor: e.g. laboratory sessions, clinical teaching, active learning activities, online teaching, etc.
- **Includes review and discussion of the instructor’s Teaching Materials, such as:**
 - The instructor’s written Teaching Philosophy
 - The instructor’s written Learning Outcomes (objectives)
 - Course or section syllabi (if appropriate)
 - Examples of student assessments (including exam statistics – mean, distribution, etc.)
 - Online materials
 - Class notes
 - Digital materials (e.g. only videos)
 - Examples of [“enduring” instructional materials](#) (enduring = used repeatedly / used by others)
 - etc.
- **Output = a 1-3 page written report that is included in the promotion dossier and/or annual review:**
 - accompanied by a description of the review/observation process, including how observers/reviewers are selected and trained, and their relationship to the instructor.
 - submitted to external and university reviewers as part of promotion process.



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