GENERAL FORMAT

Typically, the teaching portfolio is expected to be up to five pages long and present information under the appropriate headings listed below (and perhaps others) and organized in much the same way. Faculty members may attach complementary information in the form of appendices or exhibits, but these are not always essential and should only be included if pertinent and necessary.

The outline that follows can be regarded as a menu from which faculty members can select items to include in teaching portfolios to fit their particular circumstances. Each teaching portfolio should be dated and signed by the faculty member.

The “Outline of a Teaching Portfolio” that follows is self-contained and can be used separately from the rest of this document.

OUTLINE OF A TEACHING PORTFOLIO

I. GOALS

A compact but thoughtful statement about the faculty member’s intentions and aspirations in teaching, especially for the near future. Examples: Preferred principles for effective teaching, plans of action for improvement, curricular projects, publications, presentations, etc. Platitudes and vacuous generalities should be avoided. This is an appropriate place to mention obstacles the faculty member may have encountered, such as inadequate facilities, inadequate library resources, excessive class size, etc.
II. RESPONSIBILITIES

(The topics listed below reflect a broad concept of teaching. Others might be added.)

1. **Percentage of appointment devoted to teaching**, if stipulated.

2. **Courses recently and currently taught**, with credit hours and enrollments. When instructional duties for a course are shared, those of the faculty member should be described or at least represented by a percentage. Attachment of typical syllabi as exhibits may be appropriate.

3. **Work with individual students/trainees**. Examples: Guidance of independent study or undergraduate or graduate research; direction of theses; supervision of postdocs/trainees.

4. **Advising**. Examples: Advising of undergraduate, graduate, and professional students; advising students competing for prestigious scholarships; or advising students for admission to graduate or professional programs. Include approximate numbers of students advised. Note: Advising students in one’s own classes specifically about those classes does **not** belong here.

5. **Instructional innovations**. Innovation and major efforts to improve teaching should receive appropriate consideration when evaluating teaching accomplishments. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning, use of case studies, etc.

6. **Development of Instructional and/or Assessment Materials**. Examples: Developing learning objectives or other course material for a new or substantially revised course, developing student assessment materials such as multiple-choice questions, objective structured clinical exam stations (OSCE), and/or serving a review/quality assurance function for same.

7. **Assessment of student learning outcomes**. Examples: Development of learning outcomes, curriculum mapping, assessment measures, and participation in evaluation of program-wide assessment results.

8. **Extraordinary efforts with special groups of students**. Examples: Exceptionally able students; members of underrepresented groups or groups facing special challenges (women in mathematics, men in nursing, returning students, physically impaired students).
9. **Use of research in teaching.** Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one’s own research; involvement of students in one’s own research; special activities for helping students develop creative and critical thinking skills for use in their research.

10. **Out-of-class evaluation activities.** Examples: Participation in assessment of educational outcomes, such as end-of-program assessment; participation in conducting examinations for advanced degrees; screening students for scholarships and other distinctions.

11. **Mentoring students, post-docs, trainees.**

12. **Service on WSU or other committees concerned mainly with instruction.** Examples: Service on the Faculty Senate Academic Affairs Committee, and college and department committees of the same general focus.

13. **Learning more about teaching.** Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching.

14. **Funded projects and projects under review for funding.** Teaching-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

### III. EVALUATIONS

The “Evaluation” section in the teaching portfolio should consist chiefly of summaries of data from whatever methods for evaluating teaching are used, including but not limited to evaluation by students. The data may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which they believe to be potentially misleading.

1. **Student evaluations.** Examples: Results of student questionnaires; interviews of students; the one-minute essay and other forms of “classroom research.” Teaching evaluations should be provided whenever possible.
2. **Measures of student learning.** Direct evidence of the extent and quality of learning by the faculty member’s students, e.g. performance on appropriate standardized tests.

3. **Peer evaluation.** Reports from respected colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc. Letters from colleagues may also be useful.

4. **Unsolicited correspondence from students, alumni, and employers of alumni.** Solicited letters, e.g. from former students, are not likely to carry the credibility of unsolicited statements.

5. **Teaching awards.** Something should be said about the character of the awards if the names are not self-explanatory.

6. **Other evaluations.**

IV. **RESULTS**

1. **Student/trainee successes.** Examples: Noteworthy achievements of students (in awards, admissions to graduate school, employment, other accomplishments), for which the faculty member claims a significant part of the credit.

2. **Instructional materials.** Examples: Textbooks, workbooks, manuals, visual aids, software, etc.

3. **Contributions to the scholarship of teaching.** “The scholarship of teaching” treats teaching itself (especially in one’s discipline) as a subject of scholarly discourse. Examples: oral presentations, papers in appropriate journals, etc.

   (In bullets 2 and 3, data about publications should be presented in some standard style.)

4. **Educational leadership.** Evidence of impact beyond one’s own students (e.g., driving change in educational policies and processes, evidence-based educational excellence, new assessment models or practices, etc.)

5. **Other results, appendix, or exhibits.** These may include: detailed information (syllabi, student evaluation forms, reports of peer evaluations, grade distributions, etc.) about specific courses and other teaching activities; copies of materials listed under Results, bullet 2; preprints or offprints of items listed under Results, bullet 3; etc.