

June 14, 2018

Stephen A. Hines, DVM, PhD, DACVP
Professor of Veterinary Microbiology & Pathology
Berger Keatts Distinguished Professor (Teaching)
Associate Dean for Teaching & Learning
Director, [CVM Teaching Academy](#)

Dear Stephen:

Please accept this letter as a strong endorsement from the College of Pharmacy and Pharmaceutical Sciences to change the limitations on the length and formatting of teaching portfolios that currently are in place.

Among the various elements of a promotion and tenure document, the teaching portfolio arguably is, or should be, the most individualized. Our faculty teach in a variety of programs and modalities, each with different processes and intended outcomes. The teaching process also takes multiple forms, with different activities (course development, course delivery, assessment of course efficacy as a simple example) relevant at different points in time. The work products resulting from an individual's teaching activities range from course syllabi to the publications produced by mentored graduate students; these also will vary significantly from one member of the faculty to the next. Even the "simple" statement of teaching philosophy is highly variable among faculty; for those of our colleagues who are involved in multiple types of teaching, the philosophical statement can be quite rich.

It is unclear to me why we would ever want to truncate a faculty member's ability to communicate her or his commitment, as well as approach to contributing, to the university's central mission. To provide a bit of context, I spent my entire pre-WSU career at the University of North Carolina at Chapel Hill. Teaching portfolios were considered personalized documents (and also were supposed to be updated annually and available on the desk of each faculty member for perusal by any citizen of the state). A "typical" portfolio for a mid-career member of the pharmacy faculty (facing promotion from associate professor to professor in either the tenure-track or clinical-track appointment series) was more than 25 pages in length; many exceeded 50 pages. These documents were enormously helpful in evaluating an individual's teaching contributions and ability to be a positive member of the educational organization.

In summary, this initiative has my full and enthusiastic support. It will result in a healthy change in our organization.

Sincerely,



Gary M. Pollack, PhD
Professor and Dean
College of Pharmacy and Pharmaceutical Sciences