Condensed Guidance for Implementing Teaching Portfolios

Office of the Deputy Provost and Dean of Faculty, February 2022

AU's Faculty Senate in early 2019 adopted a portfolio-based approach to evaluating teaching that aims to increase fairness and efficacy for all faculty. This memo is a condensed version of earlier instructions from the provost's office for implementing teaching portfolios.

THE RATIONALE

The portfolio approach to evaluating teaching attenuates some of the problems associated with SETs (including potential bias based on race, gender, sexuality, physical appearance, and type of course) while also turning assessment of faculty performance into a cooperative process aimed at continual improvement.

THE BOTTOM LINE

Teaching units shall require the inclusion of ***teaching portfolios*** in files for major faculty actions for all full-time faculty (tenure, promotion, third-year review, and initial multi-year term appointment), starting with files submitted in AY 2022-23.

Contents of each portfolio may be customized within the following parameters. A minimum of five total items is required, with at least one item in each category:

> ***Portfolio =*** (1) Teaching section of comprehensive narrative + (2) Self-assessment + (3) Peer assessment + (4) Student assessment other than numerical scores + (5) SETs numerical scores weighted no more than 50% of portfolio

Each portfolio should be assessed holistically. Units are discouraged from using algorithms that reduce a portfolio to a single score.

PORTFOLIO CONTENT

Implementing the portfolios need not be onerous. Teaching units may develop their own menus of items or simply adopt or adapt the Senate menu below, which contains several options in categories 2, 3, and 4.

Using the Senate menu as an example, note that a faculty member could minimize effort by selecting what we might call a "lite" option (as circled below) in each category.

1) **Teaching narrative,** as already required in the comprehensive narrative.

2) **Self-assessment**
   a) Professional development related to teaching, including CTRL events attended
   b) Examples of feedback to students such as comments on their work
   c) Annotated syllabus with comments on design, purpose of elements, innovation, etc.
   d) Written self-evaluation of video of teaching a class
   e) Written self-evaluation of teaching outside the classroom

3) **Peer (faculty) assessment**
   a) Report written by colleague(s) based on peer observation of "live" or videotaped class
   b) Review by colleague(s) of course materials

4) **Student assessment of teaching other than numerical scores**
   a) Report based on classroom observation by committee of students not enrolled in the faculty member's class
   b) Results of one or more focus groups of faculty member's students led by colleague or other
   c) Narrative comments portions of SETs

5) **SET numerical scores** weighted no more than 50% of portfolio: OIRA will generate SETs summary data for each faculty member going up for tenure, promotion, third-year review, or multi-year term appointment.

Faculty members may choose more than one method from categories 2, 3, and 4, but at least one item per category is required (i.e., no substitutions). Portfolio page limits (set by each unit) are recommended.

SUPPORT

CTRL's website contains expert resources to support portfolio-related activities. Consultations with CTRL staff may be requested.