



# AU Teaching Portfolio\*

Complete at least 1 item per box to fulfill all 5

**Holistic Teaching Narrative**

This refers to the teaching section of the “Comprehensive Narrative” at the beginning of your file for action.

**Self-Assessment (pick 1\*\*)**

- Annotated syllabus
- List of professional development activities
- Examples of feedback to students
- Written self-evaluation of, e.g., classroom video, teaching outside classroom, etc.
- Etc. (other ideas welcomed)

**Peer Assessment (pick 1\*\*)**

- Peer write-up based on in-person classroom observation *or* review of classroom video
- Peer review of course materials
- Etc. (other ideas welcomed)

**Non-Numeric Student Assessment (pick 1\*\*)**

- Narrative portions of SETs (include all)
- Report from student observer committee (composed of students not enrolled in class being observed)
- Report from focus group with your students led by a facilitator
- Etc. (other ideas welcomed)

**SET Numeric Scores**

OIRA will make summary SETs report available to your College/School’s faculty coordinator.

\*Portfolios are required for third-year review, tenure, promotion (tenure-line and term), and initial multi-year term appointment files.

\*\*You may include more than 1 item in these groups, but substitutions are not allowed between groups. Your portfolio must contain at least 1 item in every group.

*Visual: The “five food groups” approach to a balanced diet, as symbolized by the US Department of Agriculture’s plate-and-cup image, offers a metaphor for a balanced teaching portfolio. Source: myplate.gov.*