TEACHING PORTFOLIOS
THE GOOD, THE BAD, AND THE UGLY

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Portfolios vary by department and by individuals within a department.

A teaching portfolio plan seems to be an afterthought to some units and candidates.

http://teach.ufl.edu/teaching-portfolio/
CLASSROOM/TEACHING ASSESSMENT SHOULD:

- Multi-Year
- Holistic syllabus, exams, homework, classroom
- Objective use college and university resources
The Aradhyula Model

- Emphasize statistics: mean, range, 95% CI
- Comparison groups
- Personally, student comments are not useful
- Recognize that consistent TCE scores for Teaching Effectiveness of 3.5-3.8 (on a 5-point scale) raise questions.
DEPARTMENT/CANDIDATE SHOULD EXPLAIN:

- Teaching load given appointment
- Non-teaching student engagement/development responsibilities
  - Advising
  - Club Activities
  - Internships
- Low enrollment classes
- Negative trends in enrollment, TCE scores, number of classes, etc.
MAKE SURE YOUR TEACHING PHILOSOPHY:

- Integrates research and teaching, if appropriate
- Highlights innovations in course design
- Minimizes the use of jargon (e.g. active learning, collaboration) that is not supported by specific examples
- Emphasizes sustained practices, not one-time experiments
Ideally, the teaching portfolio should be sent to external reviewers (who are asked to comment on teaching) but we are not there yet.