

Annual Performance Reviews (APRs) Teaching Portfolio Guidelines

FORMAT

Use 1-inch margins all around, 12-point font. Headings and subheadings are recommended. Omit headings for which you have no entries. Portfolios are to be selective; they are not intended as a total compilation of documents and materials supporting teaching performance. **Maximum length of entire teaching portfolio is five pages, plus five pages for a syllabus, for a total of no more than 10 pages.** Determine the best way to tell your teaching story by crafting a tightly-written reflective statement, presenting the other materials listed below, and choosing representative pages from a course syllabus.

HEADER

Name, department, current title/rank, date appointed and/or promoted to this rank, title series, DOE, date

CONTENTS (for the calendar year(s) of the evaluation period only)

I. A reflective statement about your teaching efforts and philosophy in narrative form, single-spaced. Faculty may choose to have subheadings for “Resident Instruction,” “Academic Advising,” and “Student-Related Activities.” This section should describe what you teach, how you teach, and why these methods are used.

II. Resident Instruction (include the following for each course taught):

- A. Course prefix, number, brief description
- B. Semester(s) taught, enrollment
- C. Course evaluation with norms (in tabular form)
 1. Give fraction of lectures by you if course is team-taught.
 2. You may include student evaluation comments in the portfolio material. You must include all comments for the course, or no comments.
- D. A selective sample of course materials may be included.

III. Course Syllabus (choose one syllabus that is representative of your instructional work)

Faculty should include one course syllabus and any ancillary materials about the course distributed during the first class meeting. The syllabus and ancillary materials should not be more than five pages long.

IV. Documentation of Teaching-Related Activity

- A. Itemized list (brief description) of new and innovative teaching methods, courses developed, significant changes in course design, etc.
- B. Participation in peer review or other teaching improvement programs.

V. Evidence of Recognition and Peer Regard

- A. Teaching awards and honors
- B. Teaching-related publications
- C. Other teaching related activities – This may include coordinating or instructional administrative activities, membership on department, college, and (or) university committees (curriculum development, scholarship, etc.), student recruitment efforts, advising of undergraduate clubs and organizations, etc.
- D. Teaching activities with professional societies

VI. Undergraduate Advising

- A. Number of advisees by class (senior, junior, sophomore, freshman)
- B. Other activities related to advising

VII. Graduate Program Participation

List only those enrolled during evaluation period: names, degree, year completed or in progress, whether you served as advisor or co-advisor. Give only numbers for committee service.