

2024 Guidelines for Faculty Annual Performance Reviews (APR) Teaching Portfolio

- Format:** Include Name, Rank, Title Series, and Academic Unit. Single space, 11-point, Calibri font.
- Length:** Six page maximum, not including representative syllabus, which will add additional pages.
- Period:** Two-year calendar review period from January 1, 2023, to December 31, 2024.
- Reference:** [Administrative Regulation 3:10 – Faculty Performance Evaluation and Progress Review](#)

It is essential you express your instructional and advising approach by constructing a tightly written statement and use the guidelines below to supply contextual information to form a teaching portfolio. The portfolio concept encourages faculty to submit a variety of materials that describe, explain, and assess teaching, advising, and related activities. Presenting a reflective statement about your teaching philosophy and efforts to set the context is important. Demonstrating how you are using instructional planning strategies to analyze, design, develop, implement, and evaluate for improvement is helpful. Many M-G CAFE courses use and have been using one or more recognized high-impact practices (HIPs) for years. It is helpful to know how those practices are helping students learn. It is recognized that Teacher-Course Evaluation (TCE) scores are just one indicator of effective teaching, and the teaching portfolio and narrative statement are opportunities to place TCE scores into context by telling a more complete story. Indicating that you are using collegial or formative observation sessions to seek ways for additional instructional improvement approaches and explaining the outcomes is also very helpful.

Contents

I. Reflective Statement

Compose a reflective statement about your teaching and advising philosophy and efforts in narrative form. 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, who you advise (generally, not names), how you advise, why these methods are used, and further document the instructional and advising impact you are making.

II. Instruction (Face-to-face, Hybrid, Online)

There will be a list of the courses you have taught, and the Teacher Course Evaluations associated with those courses (provided enough student responses) on your enhanced CV from Faculty Success. Providing additional contextual information assists reviewers interpret the information in your enhanced CV. You might include:

- A. If this is a first-time course experience.
- B. Your contribution to a team-taught course.
- C. If a cross-listed course.
- D. If the course has a large enrollment which is presented in smaller lab or recitation sections.
- E. Methodology of the courses: face-to-face courses are at least 51% in-person, hybrid courses are 1-49% in-person, and online courses are 0% in-person.
- F. Student evaluation comments, to include all the comments for a course or none of them.
- G. Sample of course material, which can include hyperlinks as appropriate for materials that do not lend themselves to the teaching portfolio format.
- H. Please indicate any courses/sections you have given the *Observer* role status to, such as a departmental committee, Academic Unit Leader, or Senior Associate Dean, to enable them to view/experience your Canvas course(s). It is helpful for reviewers to see the Canvas shell, particularly if you taught online or in hybrid formats. Discuss how the M-G CAFE Canvas

2024 Guidelines for Faculty Annual Performance Reviews (APR) Teaching Portfolio

template was used and how you utilized best practices literature when designing your course(s) to engage students.

- I. Documentation of utilizing best instructional practices for course modality.
- J. Modifications made and lessons learned from modality change(s).

III. Teaching Improvement Related Activity

There are many instructional settings in our college that directly touch thousands of students each day. Assisting reviewers to comprehend what and how you are working to improve instructional approaches through evaluation and synthesis is ideal.

- A. Provide an itemized list, with a brief description of new and innovative teaching methods, courses developed, and significant changes in course design or other pertinent information.
- B. Describe participation in collegial or formative observation/review or other teaching improvement programs and any feedback or changes made because of participation. It is not uncommon to have a mentor committee or other colleague assist.
- C. Describe teaching activities with professional societies and how you have used these activities to improve the learning environment you are providing.

IV. Advising

The number of undergraduates and graduate students you advise will appear on your enhanced CV. You may include other advising related activities in your teaching portfolio to further explain how you are using recognized best practices from your discipline or other nationally based professional advising societies or associations.

V. Course Syllabus

There are several University Senate [required syllabi components](#). Choose one syllabus that is representative of your instructional work. From that course, include any ancillary materials distributed during the course that you would consider a representative assignment or cornerstone of the course.