

# Creating a Teaching Portfolio-Evidence to Demonstrate Teaching Effectiveness: Provost's Initiative on Evidence of Effective Teaching

# Learning Outcomes

Participants will be able to:

1. Define and describe a teaching portfolio
2. List what is included in a teaching portfolio.
3. Outline how to create a teaching portfolio.
4. Begin to develop a “teaching philosophy/teaching statement” for a teaching portfolio.

# Task Forces- Long Term Project

This initiative is a long term (3-5 year) project

- Task Force 1- Course Evaluations Revisited
- Task Force 2- Additional Evidence of Teaching Effectiveness

Task Force 1 -2016-2017- diverse representation from college and professional schools (nominations from deans and then co-chairs select)

# As research and best practices indicate

- Should use multiple-measure (triangulation) of evidence
- “Course Evaluations/Student Surveys” are **one** piece of evidence
- **They should not be the sole indicating for summative decisions**

# Teaching Portfolio: Evidence to Demonstrate Teaching Effectiveness

- "A teaching portfolio is a coherent set of materials, including work samples and reflective commentary on them, compiled by a faculty member to inquire into and represent his or her teaching practice as related to student learning and development." -- Pat Hutchings, (1993) American Association of Higher Education.
- A teaching portfolio typically includes selected documentation of your teaching effectiveness and your reflection on your teaching.
- Think of it as an "expanded CV" of work samples
- Some times referred to as Teaching Dossier (more often in Canada)

**Do you have a Teaching Portfolio?**  
**Does your department require and include this in decision-making?**

- Discuss
- Share

# What do you include or does your department suggest you include?

- Discuss and share

# List of Courses and related information

- Some schools/departments have a template that may be used for annual reviews
  - Similar to c.v. but as it relates to teaching
- Chronological list of all courses taught and pertinent information (course title, course code, level of course, delivery model, number of students)
- Chronological list of other information- dates and type/name of
  - Course/program design or redesign
  - Awards and Grants
  - SoTL work
  - Conference Presentations, publications
  - Professional Development



# What to typically included in a Teaching Portfolio

- Teaching Philosophy?-
- List of Courses and information pertaining to courses
- Teaching Narrative- descriptive and reflective practice
- Syllabi
- Assignments
- Grade Distribution
- Program or Course Design/Redesign
- Curriculum Development
- Student End of Semester Surveys
- Contextual Narrative for surveys
- Peer Observations- Protocol/checklist
- Teaching awards, recognition, letters of support
- Teaching Grants
- SoTL (Scholarship of Teaching and Learning)
- Conference Presentations on T&L
- Publications on T&L
- Professional Development participation in T&L
- Service Contributions to T&L

# Evidence of Teaching Effectiveness

The Center for Excellence in Teaching and Learning Quick Notes presents

## Evidence of Teaching Effectiveness

### PROVOST'S EVIDENCE OF TEACHING EFFECTIVENESS INITIATIVE

The Provost's Evidence of Teaching Effectiveness Initiative at Oakland University has been created to explore and examine best research-based practices for the evaluation of teaching (formative and summative). The goals of this long term project are to:

**Task Force 1 – Redesigning "Course Evaluations"** Develop recommendations using research-based practices in designing and implementing "Student End of Semester Surveys" (currently referred to most frequently as "Course Evaluations")

**Task Force 2 – Designing Other Measurements for Teaching Effectiveness** Develop recommendations for the use of multiple measures and triangulation of other evidence of teaching effectiveness for formative and summative evaluation

#### FORMATIVE EVALUATION OF TEACHING

- Used by faculty (and mentor/coach) to develop and enhance teaching effectiveness
- Ongoing, continual
- Reflective practice

#### SUMMATIVE EVALUATION OF TEACHING

- Used for decision-making purposes
- Tenure, promotion, merit, course assignments, continuation of employment for part-time

**RESEARCH ON EVALUATION OF TEACHING** recommends that evidence of teaching effectiveness be triangulated using multiple measures.

#### STUDENT END-OF-SEMESTER (SES) SURVEYS

- While an important feedback tool, students do not "evaluate" faculty; they provide information on their perceptions and satisfaction of courses and instruction
- These ratings should only be used as one of multiple measures of teaching effectiveness

#### CONTEXTUAL NARRATIVE

- Accompanies SES Surveys to address factors that can impact ratings (e.g. teaching methodology, gender, race, class size, controversial topics, and grading)
- Analyzes trends over time

#### PEER PROTOCOL OBSERVATIONS

- Colleagues use protocol prompts
- Observation evaluates teaching practices grounded in research

#### TEACHING PORTFOLIO

- Teaching philosophy
- How learning outcomes have been developed and met
- Syllabi
- Assignments/Rubrics
- Course (re)design
- Program development
- Mentoring/Advising
- How teaching, research and service are integrated
- Letters of support and recommendations
- Awards

#### FACULTY DEVELOPMENT

- Participation in workshops, seminars and conferences on teaching and learning
- Service involvement in teaching and learning

#### SCHOLARSHIP OF TEACHING AND LEARNING

- Teaching and learning research
- Research on their own teaching practice
- Grants for teaching and learning
- Publications in teaching and learning
- Conference presentations in teaching and learning

See reverse for references.

Judy Ableser, Director for the Center for Excellence in Teaching and Learning at Oakland University  
Designed by Christina Moore, CETL

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## Evidence of Teaching Effectiveness

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Judy Ableser, Director for the Center for Excellence in Teaching and Learning at Oakland University.

# How to collect and select what to go into teaching portfolio

- Follow P&T document requirements  
and balance with
- In pure sense, a teaching portfolio should be
  - Your own selection of what you feel best documents what you do
  - You should determine what you want to include and what you do not include

# How to decide what to include

- Follow Tenure/Promotion Documents of your unit to determine what should be in a Teaching Portfolio
- If documents do not require or value such a portfolio- begin the conversation within department
- For non-tenure track and graduate students
  - Portfolio is an excellent tool for future job seeking

# Recommend

- Begin by saving and collecting EVERYTHING
- Then after each semester/year go through and select key work samples that you wish to include
- Much easier to save and discard- then have to go retrieve later

# Hard Copy or E-Portfolio

- The Hard Copy- Keep all in box
- Ecopies- make electronic copies of all and sort into folders
- University is shifting to e-portfolios

# Philosophy Statement or Teaching Statement

- Often faculty are “intimidated” by the term “philosophy statement”
- Can simply be a statement (couple of paragraphs- 1-2 pages) of
  - Your beliefs as they relate to teaching and learning
  - Does not have to be grounded in “philosophy of teaching theory” but rather think about and address these questions

# Questions to Ponder for Philosophy/Teaching Statement

- What is it that I want my students to learn?
- Why?
- How do I achieve this?
- How have I evolved in by beliefs and practices over time?
- What has inspired me to evolve?



# Ponder- Think-Pair-Share

- What is it that I want my students to learn?
- Why?
- How do I achieve this?
- How have I evolved in by beliefs and practices over time?
- What has inspired me to evolve?

# Teaching Narrative & Contextual Narrative

- Can be part of or extension of Philosophy Statement
- Descriptive and
- Reflective Practice
- Build on and expand the “contextual narratives” used to accompany specific Student End of Semester Surveys- now do it for longer time frame (i.e. not individual course or semester)
  1. Overview of courses
  2. Context of semesters
  3. Summary of results
  4. Plan of Action of things you will continue and what/how you will revise things
  5. Rationale of concerns expressed that you will not revise
  6. Explanation of concerns

# How to write a contextual narrative

**SES Surveys: Instructor Report**

INTRO TO SAMPLES 100  
WINTER 2016  
PARTIALLY ONLINE  
33 STUDENTS  
REQUIRED FOR SAMPLE MAJORS

**Course Context**  
First Semester Teaching the Course Partially Online

Academic Conduct Issues

**SES Summary Results**

Strengths	Issues	Trends over 3 Years
1. Student feedback	1. Data collection	1. Student feedback
2. Student feedback	2. Student feedback	2. Student feedback

**Plan of Action**

**Rationale**

**Explanation**

## LENGTH

2-3 paragraphs or longer

*(if significant issues/concerns could be 1-3 pages)*

## FREQUENCY

- Years 1-2: every course
- Years 3-6: new courses, courses with concerns/issues and changing contexts and frequently enough to provide evidence for reviews
- Post-tenure: new courses, courses with concerns/issues

See full example on back.

## TEACHING PORTFOLIOS

When preparing for Reviews and Tenure and Promotion Reviews, the contextual narratives can be part of a larger teaching portfolio or can be integrated into a larger teaching narrative.

# Example of a Contextual Narrative

The Center for Excellence in Teaching and Learning Quick Notes presents

## Contextual Narratives to Accompany Student End-of-Semester Surveys

### SES Surveys: Instructor Report

Brief overview  
of the course

WRT 160: Composition 2 | WINTER 2016 | FULLY ONLINE  
16 STUDENTS | REQUIRED IN CAS: WRITING FOUNDATIONS

Specific issues  
encountered.  
Others include:

- tried new technique
- changed assignments
- first time teaching course
- personnel context (e.g. minority, English language learner)

#### Course Context

##### First Semester Teaching the Course Fully Online

In August 2015, I found out I would be teaching my first online class in the winter. In preparation, I took e-Learning and Instructional Support's Quality Online Certification Course in Fall 2015. The course was helpful as far as getting the basic structure of my course ready and learning guidelines for activities, but the greatest learning curve would be how I would actually interact with students.

#### Student Preparedness Issues

To add to the challenge of being a first-time online teacher, most of my students were first-time online students. As busy adults, they found the online class option to be alluring, but many had a hard time keeping up with the course content and seemed at times resentful to me that more time was required than they had anticipated. They most strongly disliked that I required two real-time meetings via WebEx since they expected to take the whole class at their own pace.

Summary of  
perceived  
strengths and  
issues,  
and SES trends  
over time

#### SES Summary Results

##### Strengths

- Organization of course
- Constant communication

##### Issues

- Felt workload was too much
- Unhappy with grades/requirement to meet

##### Trends over 3 Years

- Overall positive reviews over years. Issues this year were different than others, likely due to format

What you may  
change in course  
to address  
concerns

#### Plan of Action

• **Spend more time communicating commitment and structure of online class.** While the QOTCC told us we would need to communicate expectations to students, I would do this more specifically to my course. My goal would be for students to determine early on whether they should stay in course or drop. I think many students realized too late that an online course was not for them.

• **Allow flexibility with web conference meeting times.** I had the whole class meet at three points throughout the semester. Next time, I would do this in small groups and give students a variety of times to choose.

Why you are not  
changing certain  
aspects of the  
course

#### Rationale

• **Course Load.** I will review course activities to see if anything can be better streamlined, the assignments and projects I have in this course are integral to the course objectives. Therefore, I won't eliminate most of course workload.

Context for  
concerns  
(e.g. first time  
teaching  
course, low  
morale due  
to cheating)

#### Explanation

Most students worked hard to meet the course requirements and did so with a positive attitude. About a third of students who remained in the course were unhappy with the course, and most of them probably should have dropped the course before the tuition refund deadline. I received a lot of positive feedback on course design, and while I had more negative comments than usual, I suspect this is because a portion of the class had different expectations for the course.

# Peer Observations- Protocol/Checklist

- Some departments require this, others do not
- Peer Observations can be effective if done correctly
- Issues with “general peer observations” is that they may not reflect best practices in teaching or observation
  - No clear focus or direction for “observer”
  - May involve colleague with whom you are close with or someone who is not a supporter of you
  - What is their skill level and expertise in “observing teaching” (i.e. not content but pedagogy)
  - What is their skill in writing a letter about the observation

# Recommended Practice for Peer Observations

- Observer should use a protocol/checklist of what should be observed based on research based-practice in effective teaching.
  - Examples include:
    - Ways in which instructor engages students
    - Professionalism of instructor
    - Respect and fairness of instructor
    - Timing and pace
    - Clarity
- There are numerous protocols/checklists available
- Provost's Task Force 2 will be exploring this

# Syllabi samples, assignments, rubrics

- Samples- typically not all, but a representative sample that highlights what you are doing and shows changes
- Samples that you can refer to in your teaching statement or narrative

# Recognitions

- Samples of awards, recognitions, letters of support



# SoTL- Scholarship of Teaching and Learning

- SoTL and TL related presentations, conference proceedings, grants, publications



# Should SoTL be listed in “Teaching” and/or “Research and scholarly activities”?

- Depends on how you frame your full tenure portfolio?
- Can go in either or both places depending on P&T document and requirements
- Most frequently in STEM fields would go under teaching

# Recommend

- Ask colleagues in your department (and from other departments if your department/school does not require comprehensive teaching portfolio) to view their samples
- Ask colleagues for guidance and support in developing them

# Celebrate your accomplishments

- Some faculty feel overwhelmed and stressed when creating their tenure portfolio and/or teaching portfolio
- REFRAME this- we are fortunate to be in a profession that allows us the opportunity to reflect on our accomplishments
- You have done the work, be proud of it.

# Comments and Questions

- Thoughts?
- Comments?
- Questions?
- Take-aways?

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