

**-D R A F T-**  
**For discussion purposes**

02/17/03

**Task Force on the Evaluation of Teaching**  
**January 16, 2003**  
**Guidelines for Teaching Portfolios**

Teaching portfolios will be maintained by all full-time and part-time faculty to be reviewed at scheduled times in faculty members' careers. For full-time, tenure-track faculty, portfolio review will take place prior to reappointment, promotion, tenure, or upon request. For part-time faculty, review will take place after teaching two courses at Roosevelt if there is the intention to rehire and after teaching five semesters. Portfolios may also be reviewed at other times for purposes of mentoring and professional development.

Faculty will keep their current teaching portfolios for at least six years or until scheduled portfolio review, whichever comes first. After the portfolio has been reviewed, a new cycle will begin and a new portfolio will be assembled in anticipation of the next review.

Portfolios will be used as one element in making decisions about reappointment, rehiring, promotion, and tenure. They will also serve to identify faculty members' strengths and weaknesses in teaching for the purpose of professional development. The portfolio may be reviewed by the provost, the dean of the college, the school director or the head of the academic unit, or appropriate review committees.

Required documents for all faculty:

- Up-to-date curriculum vitae
- Syllabi for all courses taught since last evaluation
- Representative sample of course materials (handouts, tests, bibliographies, etc.)
- University student evaluations (narrative comments and summary reports for all classes taught since last evaluation)
- Representative samples of student work (work with grades of A and C with teacher comments or evaluation)
- College or academic unit course evaluations (may be required by individual colleges)
- Other documents required by specific college or academic unit

Additional documents that faculty may wish to include whether or not specifically required by college or academic unit:

- Evaluations from courses taught in other universities
- Statement of educational philosophy
- Videotapes, audiotapes, software, and/or labs
- Various drafts of student writing with teacher comments
- Evidence of professional accomplishments or awards