

Center for Academic Excellence presents Portfolio Development for Promotion and Tenure

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At Portland State University the recently revised Promotion and Tenure Guidelines have encouraged faculty to develop and articulate their own scholarly agenda. This site is an effort to aid faculty in developing a portfolio format for the presentation of their scholarly agenda to the departmental P & T Committee.

What is a Portfolio

A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in your academic discipline. Actually, you will be developing two kinds of portfolios: a working portfolio and a presentation portfolio. The working portfolio contains unabridged versions of the materials you have selected to portray your professional growth. A presentation portfolio is compiled from the working portfolio for the purpose of giving others an effective, concise portrait of your professional growth and competence.

A helpful resource for beginning this process is the book, [Scholarship Assessed](#), by Charles Glassick, et.al. Particularly, chapter two, "Standards of Scholarly Work", could be helpful in providing a framework for beginning the construction of a portfolio.

To begin, look at the tags to the left and double click on the subject you would like to learn more about. For example, if you want to look specifically at developing a teaching portfolio then highlight "Teaching Portfolio".

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The portfolio process begins with a reflective statement describing your beliefs about your profession and how individuals learn. This statement should incorporate the [PSU Mission Statement](#) and your Departmental Mission Statement. Further, as outlined in the [Promotion and Tenure Guidelines](#) you need to acknowledge your responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in your discipline.

Once this reflective statement is composed you will have a structure in which to begin the portfolio process. You will need to collect and document your artifacts. Artifacts represent items that include samples of student work, your research, presentations, class syllabi and evaluations of effective teaching, etc.

The above two steps create the basis for establishing a scholarly agenda. The [Promotion and Tenure Guidelines](#) provides a framework to guide the establishment of the scholarly agenda. The scholarly agenda provides a focus of questions, issues, or problems which engage the scholar or indicates the relative emphases on teaching, research, community outreach, and governance.

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The content of the portfolio should reflect your academic and professional goals. In fact, your academic and professional goals should guide your portfolio development. It is important to set your academic and professional goals first. The portfolio is a means to help you achieve those goals.

The task of collecting and selecting materials for your portfolio may seem overwhelming. This material is often called artifacts and, the entire contents of your office may be appropriately considered for inclusion in your portfolio. Common artifacts to consider are collections of syllabi, examinations, student evaluations, reprints of research papers, community outreach activities, and so on. The challenge is to sort this material into categories that portray an appropriate balance of professional accomplishments. If, for example, you were considering material to include in your teaching portfolio, you could collect the following 'artifacts':

- Videotape your class and then review the tape (consider using a colleague as a partner to help with this process). Write informal notes about the experience and the changes you might make to improve your class. Place both the videotape and your notes in your portfolio material.
- Develop one or more [Classroom Assessment Techniques](#) to gauge your students' proficiency in the context of course objectives. Indicate how you modified your teaching strategy to incorporate the assessment outcomes.
- Include copies of your course syllabi in the portfolio material.
- Ask the department chairperson to visit your class and discuss his/her observations. Write of summary of the suggestions or ask the department chair to write a summary of his/her observations and include it in your portfolio material.
- Keep copies of selected student works and how you evaluated that work.
- Include samples of class assignments. Attach an analysis of the class's performance with the assignment and how you evaluated the assignment.
- Include copies of the department's standard end-of-term evaluation instrument. Of particular importance would be it's longitudinal significance.
- Start writing a reflective statement on your teaching philosophy that will eventually become a key part of your portfolio.

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A teaching portfolio is a 6 to 8 page document that summarizes your work as a teacher. It includes documents and materials which show the scope and quality of a professor's teaching performance. It is to teaching what lists of publications, grants, and honors are to research and scholarship.

A typical table of contents for a portfolio prepared for evaluation purposes (promotion and tenure) might include the following:

1. Teaching Responsibilities
2. Statement of Teaching Philosophy
3. Teaching Methods, Strategies, Objectives
4. Student Ratings on Departmental Evaluation Forms
5. Colleague Evaluations From Those Who Have Observed Classroom Teaching or Reviewed Teaching Materials
6. Statement by the Department Chair Assessing the Professor's Teaching Contribution
7. Detailed, Representative Course Syllabi
8. Products of Teaching (Evidence of Student Learning)
9. Classroom Assessment Techniques--Assessment Tools Used to Evaluate Course Objectives
10. Teaching Awards and Recognition
11. Teaching Goals: Short-Term and Long-Term
12. Appendices

Items that could be chosen for inclusion in the portfolio:

Material produced by self

- A statement of teaching philosophy. Including an overview of the types of courses taught, the techniques used to teach these courses, the scholarship that supports the teaching, the way in which the teaching meets student needs and supports the mission of the university.
- Instructional innovations and assessment of their effectiveness.
- Course syllabi -- two syllabi, one the revised of an earlier syllabus. The reflective statement may explain how the course has evolved over time.
- Sample exams and a reflective statement explaining how the questions assess student learning.
- Sample assignments (simulations, problem sets, journal prompts) accompanied by a statement explaining how the assignments support the learning process or are related to current scholarship in the field.
- Samples of instructor feedback to students and a reflective statement describing the rationale for the instructor's comments and the impact of the comments on subsequent student work.

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- Materials developed for teaching (computer technology, reading lists, transparencies/slides, tutorial packages) and a reflective statement describing how the materials enhance learning.
- Video tapes of class sessions and a reflective statement describing strengths, weaknesses, and improvements of teaching techniques.
- Descriptions of steps taken to improve teaching effectiveness (participation in workshops, attendance at conferences, consultation with others, classroom assessment techniques).
- Documentation of membership on teaching-related committees.
- Examples of teaching scholarship. Descriptions of teaching research, teaching grants submitted and received, articles on teaching scholarship, and a reflective statement describing how the work contributes to teaching effectiveness.
- Work as a teaching consultant/mentor to others.

Materials from Others

- Student evaluations of teaching.
- Peer evaluations of teaching, syllabi, course assignments, exams.
- Statements from colleagues following classroom visitation or analysis of videotapes of teaching.
- Statements from former students, student employers/graduate advisors.
- Statements from colleagues who have attended teaching seminars given by the individual.
- Peer reviews of teaching related grants, publications, presentations.
- A list of teaching awards and honors.

Products of Good Teaching

- Samples of completed student work.
- Student scores on standardized exams.
- Documentation of student placement in graduate schools or the workplace.
- Examples of student improvement.

Keep in mind that the above are suggestions of possible inclusions in your teaching portfolio. What and how you choose to include depends on your own goals and objectives.

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Community Outreach Portfolio

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The material presented here is taken from the work of Amy Driscoll and Ernest Lynton. A book, [Making Outreach Visible: A Workbook Documenting Professional Service and Outreach](#), edited by Driscoll and Lynton which provides chapters offering rationale, lessons learned, good practice, administrator perspective, and a campus action agenda will be published in summer, 1998.

Documentation of an individual's scholarship manifested in a community outreach project should provide information about the following principal elements, using an appropriate combination of narrative and illustrative materials, and whatever sequence and format is appropriate to the specific activity.

THE PURPOSE: Defining the task

The documentation needs to describe and explain:

- The *nature and context* of the project;
- Its responsiveness to the *needs and priorities of the external client*, its consistency with *institutional and departmental mission*, and its appropriateness to the *individual's development*;
- The utilization of the complementary *expertise and experiences* of the individual and external partners;
- The diagnostic steps taken to understand the *principal characteristics* of the situation, as well as to identify the *situation-specific aspects* requiring adaptation of commonly used approaches and the available and potential resources.

No matter how these elements are presented and where they occur within the overall documentation, they should give the reader of the portfolio with an understanding of the activity's context and circumstances, of the applicable knowledge base as well as situation-specific aspects, and of the needs and expectations of the several stake holders.

THE PROCESS: Carrying it out

The elements listed under 'PURPOSE' must be used to describe and explain the rationale for the **design** of the project, i.e., the reasoned, situation-pertinent choice of **attainable goals and appropriate method**. The documentation must in addition describe the **reflective delivery** or implementation--how it was monitored and what adaptations were made in an ongoing design. The principal elements of process are:

- Attainable goals
- Appropriate method
- Continuous reflection

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THE OUTCOMES: The impact of the activity

The outcomes of a community outreach project include these four elements:

- The impact on the **external partner**, including (1) how the specific goals were met in terms of responding to the partner's immediate needs and expectations; and (2) how the activity enhanced the partner's understanding and capability of dealing with similar situations in the future.
- The impact on the **individual (faculty member)**, including (1) what was learned from the project by the individual and how this enhanced his/her own capability of undertaking similar projects in the future; (2) how the activity enriched the individual's teaching; and (3) how it influenced her/his research or scholarship.
- The impact on the **institution and department** including (1) how the activity contributed to the institutional and departmental missions and priorities; (2) how it influenced the curriculum and the teaching of colleagues; (3) how it provided direct or indirect opportunities for student involvement; and (4) how it reinforced collective research programs and the research of colleagues.
- The impact on the knowledge base of the individual's **discipline** including (1) how the activity contributed to existing principles and/or methodology and (2) how these contributions were communicated to fellow specialists, as well as to others engaged in similar activities, including external stakeholders.

It is important to realize that the importance of the above items will vary from discipline to discipline, and depend on the particular nature of the project. Furthermore, the list is not necessarily complete, and may need to include additional items. Remember, the portfolio should tell a coherent story through a combination of narrative and illustrative material. Community outreach projects are often carried out in a non-linear fashion, starting at different points with continuous reflection, ongoing collaboration with external partners, and multiple feedback. Projects are often begun by a trial or pilot phase which implies flexibility in the development of the framework. Likewise, the guidelines provided here should be subject to the same flexibility in the development of a Community Outreach Portfolio.

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The Carnegie Foundation's report "Scholarship Reconsidered: Priorities of the Professoriate" (Boyer, 1990) is relevant to this section of portfolio. This report proposes a new paradigm of scholarship, one with four separate yet interlocking parts: the *discovery* of knowledge, the *integration* of knowledge, the *application* of knowledge, and the scholarship of *teaching*. The first two kinds of scholarship--the discovery and integration of knowledge--reflect the investigative and synthesizing traditions of academic life. The third element, the application of knowledge, moves toward engagement as the scholar asks, "How can knowledge be responsibly applied to consequential problems?" Finally, the scholarship of teaching recognizes that the work of the scholar becomes consequential only as it is shared with others.

In March, 1997, departments were advised to consider the above when addressing promotion and tenure guidelines. Check with your own department on what role research and scholarship plays in your own advancement. If your department encourages and rewards all four categories of scholarship, then you need to make clear in your presentation the emphasis/emphases you have chosen. All works of scholarship, be they discovery, integration, application, or teaching, seem to involve a common sequence of unfolding stages. Here are qualitative standards that may prove helpful:

- **Clear Goals.** Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
- **Adequate Preparation.** Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
- **Appropriate Methods.** Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
- **Significant Results.** Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?
- **Effective Communication.** Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?
- **Reflective Critique.** Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

Keep in mind that most departments are also addressing the issue of scholarship of community service (outreach). Often the issues raised around scholarship are similar in scope to those address in teaching. Again, check with your department for clarity.

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The professional development portfolio is the integration of the material included in the research, teaching, and community service portfolios. This is the presentation portfolio that is presented to the promotion and tenure committee and documents how you have built connections among the research, teaching, and community service dimensions of your professional development.

The narrative of this portfolio should include a statement of philosophy. In this presentation portfolio (PSU P & T Guidelines refer to this as the "Scholarship Portfolio") your statement of philosophy should integrate your personal professional philosophy with the mission statement of the university and your departmental mission statement. Also, indicate clearly the relative emphasis you are placing on each of the areas--teaching, research, and community service--and how this emphasis is congruent with your own philosophy and your development of personal professional growth.

Here is a checklist of inclusions to consider:

(adapted from M. Doel & S. Shardlow, [Preparing Post Qualifying Portfolios](#), 1995)

- Include an introduction and a reflective statement.
- Clearly present and organize your work.
- Include a table of contents and appendices that are clearly identified.
- Be selective--select examples that best depict your knowledge, skills, and values.
- Give specific examples of your work -- both past and present.
- Show your contributions to collaborative work.
- Give other people's perspectives--students, peers, administrators.
- Give evidence of your own learning.
- Show knowledge of theory and practice.
- Show how you evaluate and assess your own work.
- Indicate future direction/directions your present work may lead.

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A portfolio is a representative collection of one's work, providing documentation of work in progress, evidence of how work has evolved and how it has been refined. The portfolio will contain results of observations of your work and evidence of both the products and processes of learning. Contributions to the portfolio may include examples of your teaching, research and community service. It may also include examples of the work process, self-assessments, assessments made by other faculty, letters or assessments by other individuals, including the students you teach. It could include the results of classroom-based evaluations or classroom assessment of your teaching.

Each portfolio is expected to be highly individualized, and comprehensive in its portrayal of your achievements, style, culture, attitudes and interests. It should offer a portrait of you as a teacher, a researcher, and a community outreach provider. It may include examples of what you perceive to be your "best" work, as well as work in progress. The specific contents and organization of the portfolio may be decided in consultation with a "portfolio mentor" and should reflect your own style as a learner and teacher.

The portfolio may be developed with the assistance of a "portfolio mentor" (a colleague or more experienced faculty member) who will facilitate the process of portfolio development).

At Portland State University each faculty member has a responsibility to prepare his/her scholarly agenda. The contents of the scholarly are outlined in [Portland State University's Promotion and Tenure Guidelines](#). The scholarly agenda should provide your own articulation of your strategy in meeting the goals for teaching, research, and community outreach in order to achieve promotion and/or tenure at PSU. This scholarly agenda could provide an outline for a more comprehensive portfolio that you could submit when applying for promotion and/or tenure.

In addition, you may wish to identify personal goals or areas of competency that are not specifically addressed in your institution's standards, but that you believe are important strengths that you bring to the profession of university teaching.

To prepare for the content development of your portfolio, you may gather artifacts. These are samples of your work, projects that you have completed, observation reports, classroom assessment techniques, autobiographical statements, journals, publications, or other materials that you may eventually select for inclusion in your portfolio. In other words, "artifacts" are materials that you would append to your portfolio to support the narrative section.

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Below are ways of going about the task of putting together your portfolio:

Gathering Materials

"Materials" is a broad term to describe anything which could be included in your portfolio. They include:

- First, and foremost, before you begin gathering materials, become aware of the [Promotion and Tenure Guidelines](#) of the institution and of your department. Pay particular attention to what role portfolios are given in these guidelines. Different departments may have different expectations.
- Your personal philosophy of teaching and learning. How this philosophy is integrated into the mission of the university and your department.
- Descriptions of what you have done. This would likely include material gathered and integrated into the areas of research, teaching, and community service.
- Evaluative reflections on each of the areas you have included.
- Audio and video tapes of your work.
- Other people's reports concerning your work.
- Examples or "artifacts" of your work which support your scholarly agenda.

Not everything will be included in the final, edited portfolio. However, you want to have a formative portfolio from which you can choose the final content.

Sorting

While gathering materials, you will be sifting and sorting into rough categories. Initially, it may help to keep files which are roughly divided into the categories---research, teaching, community service.

At this stage you may begin to make some preliminary choices, rather than final decisions about what to include.

Sampling

Sampling is selecting those materials as evidence of your competence. As you gather material, you want to be cognizant of your philosophy as integrated with the departmental and university mission. You begin to identify themes that support your scholarly agenda and those materials that best illustrate your success in attaining your goals.

Editing

Sampling leads to final editing. Once you have decided on a focus and have gathered materials, consider using a peer mentor to give you feedback on how well your focus has been developed from their perspective as reader. Look carefully for:

- Duplication of material, ideas, evidence.

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- Sections that are too expansive and provide too much detail about one aspect of your focus which may distort the overall impact of your portfolio.
- Sections that may not be well integrated or explained and need further clarification or refinement.

Deadlines

If you are not given deadlines for completing various parts of your portfolio, consider creating your own time line so that you are able to sequentially mark your progress.

A "Coherent" Whole or Gestalt

Your final portfolio should show no evidence of the piece-meal process of assembly. Your goal from the careful, step-by-step process you undertake is to achieve a coherent whole. Make certain that the focus of the portfolio is your own personal development toward integrating the mission of the university and your department into your scholarly agenda.

Feedback

What kind of feedback can you expect from your department and/or your dean about your portfolio?

Should you program into your portfolio a feedback mechanism either directly or indirectly?

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The university's mission is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and to an appropriate array of professional and graduate programs especially relevant to the metropolitan area. The University actively promotes the development of a network of educational institutions that serves the community, and it conducts research and community service to support a high quality educational environment and reflect issues important to the metropolitan region.

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You can access your departmental mission statement through your departmental secretary or department chair. Also, your departmental promotion and tenure guidelines provide you with detailed information on the role of the portfolio in presentation of your scholarly agenda and/or presentation of material for promotion and/or tenure.

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PSU Promotion & Tenure Guidelines

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The promotion and tenure guidelines at Portland State University provide a framework for the faculty to use when considering criteria to include in their quest for promotion and/or tenure. Each person should, in addition to using the PSU Promotion and Tenure Guidelines, also consult with the additional guidelines provided by individual departments. Departmental guidelines are often more explicit about the role of portfolios in the development of the scholarly agenda and in applications for promotion and/or tenure.

Below are excerpts which have implications for portfolio development that are included in the PSU Promotion and Tenure Guidelines:

At PSU, individual faculty is part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.

All faculty have a responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, each faculty member is expected to contribute to the governance and professionally-related service activities of the University.

B. Scholarly Agenda

1. Individual Faculty Responsibility

The process of developing and articulating one's own scholarly agenda is an essential first step for newly-appointed faculty and is a continuing responsibility as faculty seek advancement. Each faculty member, regardless of rank, has the primary responsibility for planning his or her own career and for articulating his or her own evolving scholarly agenda.

a. The purpose of a scholarly agenda is not to limit a faculty member's freedom nor to constrain his or her scholarship, but, primarily, to provide a means for individuals to articulate their programs of scholarly effort. The scholarly agenda needs to be specific enough to provide a general outline of a faculty member's goals, priorities, and activities, but it is not a detailed recitation of tasks or a set of detailed, prescribed outcomes. A scholarly agenda:

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- articulates the set of serious intellectual, aesthetic or creative questions, issues or problems which engage and enrich an individual scholar,
- describes an individual's accomplished and proposed contributions to knowledge, providing an overview of scholarship, including long-term goals and purposes,
- clarifies general responsibilities and emphases placed by the individual upon research, teaching community outreach, or governance, and
- articulates the manner in which the scholar's activities relate to the departmental mission and programmatic goals.

As a faculty member grows and develops, his or her scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems which engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance.

b. The process of developing or redefining a scholarly agenda also encourages the individual scholar to interact with and draw upon the shared expertise of her or her departmental peers. This process promotes both individual and departmental development, and contributes to the intellectual, aesthetic, and creative climate of the department and of the University.

2. Departmental, School and College Responsibilities

The development of a scholarly agenda supports a collective process of departmental planning and decision-making which determines the deployment of faculty talent in support of departmental and university missions. Departments, schools, and colleges have the primary responsibility for establishing their respective missions and programmatic goals within the context of the University's mission and disciplines as a whole. Recognizing that departments often accomplish such wide-ranging missions by encouraging faculty to take on diverse scholarly agendas, departments and individual faculty members are expected to engage in joint career development activities throughout each faculty member's career. Such activities must:

- recognize the individual's career development needs,
- respect the diversity of individual faculty interests and talents, and
- advance the departmental mission and programmatic goals.

Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.

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3. The Uses of a Scholarly Agenda.

The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, *but it is not required* (italics added). A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure-track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.

C. Scholarship

The term *scholar* implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are presented below in not particular order of importance) apply equally to Research, Teaching, and Community Outreach (see E.2-4).

1. **Discovery.** Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.

2. **Integration.** Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

3. **Interpretation.** Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

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4. Application. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

The above information is quoted from pages 4 and 5 of the [PSU Promotion and Tenure Guidelines](#).

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The following faculty have over the past two years indicated a willingness to share their experiences in developing a portfolio for presentation of materials for promotion and tenure and/or development of a scholarly agenda.

Kinnick, Mary	Education	5-4627
Agre-Kippenhan, Susan	Art	5-8506
Lieberman, Devorah	CAE	5-5642
Rueter, John	Biology	5-3194

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The following internet resources may provide you with aids that help in the development of your portfolio. If you find other sources that may be helpful to other faculty, please e-mail me below and I will add that internet link to this page.

[Online University Teaching Centers: A Worldwide Listing](#)

This website has many of the teaching resource centers from institutions around the world. A wealth of information available. Courtesy of the Department of Communication Studies at the University of Kansas.

[WWW Links to Teaching and Learning](#)

Not only links to teaching and learning resources (particularly ERIC resources) but also professional journals, professional associations, and education through the internet.

[Excerpt from Peter Seldin's Book, THE TEACHING PORTFOLIO](#)

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[Teaching Portfolio Bibliography](#)

This reference includes books, ERIC documents, journal articles.

[How to Document Your Teaching](#)

A list of the types of information that might be included or summarized in your teaching portfolio.

[The Teaching Portfolio: Definition, Purposes, and Form](#)

Includes a sample format of a teaching portfolio and a few reading references.