

TEACHING PORTFOLIOS THE GOOD, THE BAD, AND THE UGLY

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Cardon Academy
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DEPARTMENT/CANDIDATE SHOULD HAVE A PLAN-NOW

- ❑ Portfolios vary by department and by individuals within a department.
- ❑ A teaching portfolio plan seems to be an afterthought to some units and candidates.
- ❑ <http://teach.ufl.edu/teaching-portfolio/>

CLASSROOM/TEACHING ASSESSMENT SHOULD:

- Multi-Year
- Holistic → syllabus, exams, homework, classroom
- Objective → use college and university resources

TCE SCORES AND STUDENT COMMENTS SHOULD NOT BE A SCREEN DUMP

- ❑ The Aradhyula Model
 - ❑ Emphasize statistics: mean, range, 95% CI
 - ❑ Comparison groups
 - ❑ Personally, student comments are not useful
 - ❑ Recognize that consistent TCE scores for Teaching Effectiveness of 3.5-3.8 (on a 5-point scale) raise questions.

DEPARTMENT/CANDIDATE SHOULD EXPLAIN:

- Teaching load given appointment
- Non-teaching student engagement/development responsibilities
 - Advising
 - Club Activities
 - Internships
- Low enrollment classes
- Negative trends in enrollment, TCE scores, number of classes, etc.

MAKE SURE YOUR TEACHING PHILOSOPHY:

- ❑ Integrates research and teaching, if appropriate
- ❑ Highlights innovations in course design
- ❑ Minimizes the use of jargon (e.g. active learning, collaboration) that is not supported by specific examples
- ❑ Emphasizes sustained practices, not one-time experiments

A FINAL COMMENT

Ideally, the teaching portfolio should be sent to external reviewers (who are asked to comment on teaching) but we are not there yet.