



Lingnan 嶺南大學
University

An Introduction to
“The Teaching Portfolio”
A Guide for Academic Staff
2013



Contents

	<u>Page</u>
• Foreword	3
• What is a Teaching Portfolio?	3
• Why Develop a Teaching Portfolio?	4
• Preparing the Teaching Portfolio	4
• The Process of Developing a Teaching Portfolio	5
• What is Needed in a Teaching Portfolio?	6
• How is a Teaching Portfolio Evaluated?	6
• Summary	9
Appendices	9
A. Choosing Items for the Teaching Portfolio	10
B. Detail of Specific Aspects of Your Portfolio	12
C. Answers to Questions about the Teaching Portfolio	16
D. Teaching Excellence Awards Scheme (TEAS)	17
E. Examples of Teaching Portfolio Documents	20

Foreword

As artists, photographers, architects all have portfolios in which they display their best work. In Lingnan, academic staff are required to maintain a portfolio to present their accomplishments, particularly to support personnel decisions and provide evidence of professional development and growth of the individual.

At Lingnan the staff appraisal system focuses on all areas of a staff member's responsibilities, and is intended to be for development purposes as well as providing evidence of performance across a range of professional competencies to facilitate informed judgements about the competence and achievements of an individual staff member.

In the context of this guide, a 'portfolio' corresponds to a 'teaching portfolio'. It is a documentation of evidence about relevant activities undertaken by academic staff members to demonstrate their teaching competence and achievements.

The aims of this guide are therefore to:

- help teachers compile evidence for self development purposes;
- offer guidance on how to develop a teaching portfolio to present evidence of your achievements as a teacher;
- disseminate ideas of what to include in a portfolio so that judgements can be made about a staff member's teaching accomplishments;
- provide guidelines as to the assessment of teaching portfolios for appraisal purposes.

At Lingnan a portfolio which documents evidence of teaching accomplishments will contribute significantly to the assessment of teaching performance in applications such as for promotion, contract renewal, academic re-titling, substantiation and for a teaching excellence award. Academic staff members are therefore strongly advised to use the teaching portfolio to provide evidence of their teaching contributions (particularly innovations and curriculum design), quality and scholarship when making these applications.

NB

The criteria and guidelines for the Performance Management System for academic staff are remain under review by a group of senior Lingnan Staff. However, the need for a teaching portfolio will remain an important component of future processes.

What is a Teaching Portfolio?

- A teaching portfolio is a professional record or an account of your teaching accomplishments, which are derived from a collection of materials and evidence from a range of sources.
- The teaching portfolio is a succinct document to provide evidence about your competence in teaching. It is not enough merely to assert your teaching ability: evidence is required to support that assertion.
- A teaching portfolio helps to present an overall picture of your teaching competence in a concise and convincing way. A portfolio need not be long. It should normally be no more than 20 pages to highlight your teaching achievements.
- In the portfolio you are expected to:
 - summarize your major accomplishments and strengths in the area of teaching;
 - provide evidence from a variety of different sources to support claims made about teaching.

- In summary, a teaching portfolio is a document highlighting your strengths and accomplishments as a teacher. It should include information and materials which collectively suggest the scope and quality of your teaching performance, and areas that you intend to develop in the future.

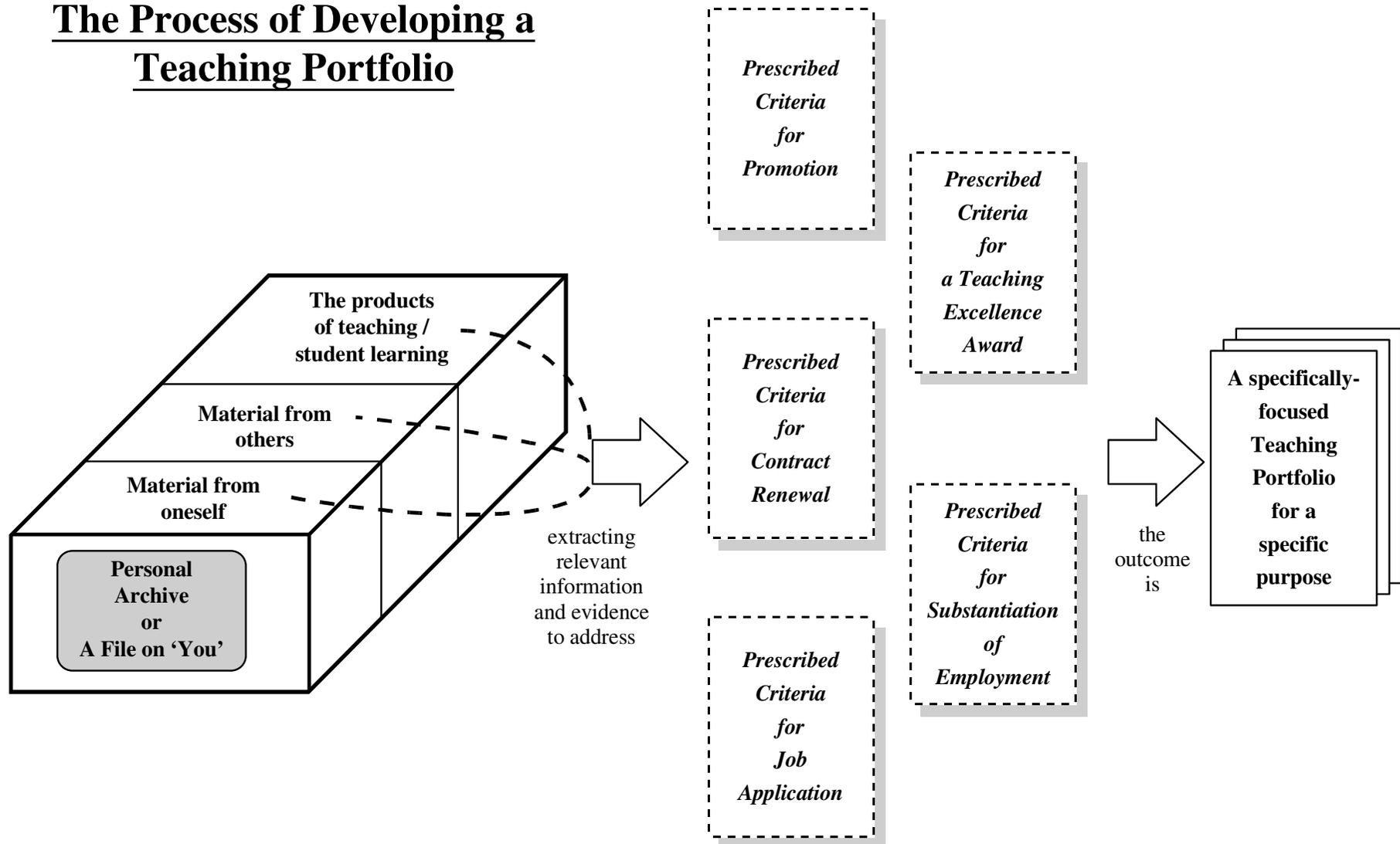
Why Develop a Teaching Portfolio?

- A teaching portfolio can be prepared for both developmental and/or performance review purposes.
- Developing a teaching portfolio is an ongoing process that extends throughout your professional career as a teacher.
- A teaching portfolio can also be used for a variety of personnel purposes, for example to gather and present hard evidence and specific data about your teaching accomplishments to Staffing Committees for the consideration of academic promotion, academic re-titling, substantiation of employment and contract renewal.
- **An important note:** The portfolio presented for a specific purpose is not an exhaustive compilation of all of the documents and materials that bear on your teaching performance – you need to be selective.

Preparing the Teaching Portfolio

- There is no single way of putting together a teaching portfolio. It is important that you focus on the specific requirements when compiling your portfolio for a particular purpose.
- You need to address the criteria by which teaching performance will be assessed in applications such as for a teaching excellence award, for promotion, academic re-titling, contract renewal and substantiation of employment, etc. (Please refer to the Human Resources Intranet ‘Staff Handbook’ for more specific details.)
- When preparing a teaching portfolio for appraisal purposes, you need to show clearly how your teaching is consonant with the characteristics of effective teaching, and to provide evidence from a variety of different sources to support claims made about teaching.
- Compiling a teaching portfolio needs not be an onerous task. If you have a habit of saving information regularly into a file on ‘you’, you will find it easier to extract relevant information and evidence to form a portfolio for a specific purpose.
- There are many ways to keep a file on ‘you’: you may choose to keep all your information on a word processor, a file, in a manual, or in a filing cabinet.
- There is no ‘right’ way as this is a personal record. Your file will then be ready one day in the future for you to choose relevant items and compile them into a specifically focused teaching portfolio.
- The following diagram provides some specific ideas on compiling a teaching portfolio for a variety of purposes. Please note that it is important to address the criteria of applications when preparing portfolios for specific purposes.
- For example, in an application for a teaching excellence award, a teaching portfolio will need to provide claims and evidence of outstanding teaching. However, for applications seeking promotion, substantiation of employment and contract renewal, it is important that a teaching portfolio address the specific assessment criteria stipulated for each application.

The Process of Developing a Teaching Portfolio



What is Needed in a Teaching Portfolio?

The following is a list of items and explanations taken from 'Recording Teaching Accomplishments' by Dalhousie University, 1996. (*Source: City University of Hong Kong*). There will always be scope for additional items because teaching is an individual activity and its characteristics are unique to each individual.

Suggested List of Items:

- Summary of Teaching Responsibilities
- Reflective Statement of Teaching Philosophy, Practices, and Goals
- Course Development and Modification
- Development of Teaching Materials
- Products of Good Teaching
- Description of Steps Taken to Evaluate and Improve Your Teaching
- Presentations, Research, and Publications on Teaching
- Administrative and Committee Work Related to Teaching
- Information from Students
- Information from Colleagues
- Information from Other Sources
- Appendix - A list of relevant materials and evidence attached or to be presented upon request.

For a full description of all of these items, see Appendix A.

How is a Teaching Portfolio Evaluated?

Teaching portfolios provide staff with an opportunity to document the quality of their teaching and enable the institution to recognize and reward good teaching, and help to make the process of assessing teaching performance fairer and more straightforward.

Evaluating a Portfolio

“A good teaching portfolio will show clearly how the candidate’s teaching encourages high-quality student learning and how the candidate knows that it does.”

- The Staffing Committee or any Selection Committee examines claims made in the teaching portfolio against other evidence, to form a judgement about a candidate’s teaching achievements and his/ her procedures for ensuring quality in teaching.
- The Committee will seek evidence to confirm the claims made in the teaching portfolio, including discussions with referees.
- Whatever validation process is chosen, the process will be equally applied to all candidates.
- The review process will include consideration of evidence from students, colleagues, course evaluations and other sources such as professionals in the field or industry.

Evidence of Effective Teaching

- A good teaching portfolio will reflect best practice in university teaching. It should include evidence in support of a candidate's claims that he or she has achieved outstanding or excellent performance in aspects of teaching such as:
 - subject area expertise;
 - design and planning of teaching and courses (including choice of content and delivery);
 - conduct or process of teaching (including classroom activity);
 - materials and resources development, supervision, interaction with students, creating an environment for learning);
 - assessment of students (including feedback on learning);
 - learning outcomes;
 - monitoring, evaluating and improvement of teaching and courses;
 - scholarship and leadership in teaching (including publications, teaching grants).
- These criteria are general guidelines for the evaluation of teaching effectiveness as demonstrated in the teaching portfolio. However, these criteria may vary depending on the type and level of application, its purpose and specific criteria by which teaching performance will be assessed in applications such as for a teaching excellence award, for promotion, academic re-titling, contract renewal and substantiation of employment.
- As well as information on the above aspects of teaching, a good portfolio will contain:
 - background information, including a statement expressing, in the candidate's own words, his or her rationale for teaching and philosophy about student learning.
 - indications of links between purpose, actions and outcomes (e.g. descriptions of how purposes are linked to teaching and
 - assessment processes and how the candidate knows that these processes have positive effects on learning); and
 - evidence and pointers to additional evidence.
- The credibility of the candidate's case presented in a portfolio depends largely on how well he or she links claims about effective teaching to the evidence.
- Based on the above criteria to evaluate teaching effectiveness, a checklist is developed to provide some general guidelines on assessing teaching portfolios.

**Checklist for Assessing Teaching Portfolios
- Some General Guidelines**

Name of candidate:

Department:..... Date:

Does the portfolio demonstrate effective teaching characteristics in the following?

	No	Yes	How well ?		
			Not very well	Quite well	Very well
(a) Background information (<i>e.g. brief outline of subjects taught, types of students involved, the function of the teaching in the curriculum [e.g. elective, core, service], standards expected</i>), including a statement expressing, in the candidate's own words, his or her rationale for teaching.					
(b) Information to indicate how that purpose is achieved, including clear communication of the following aspects of teaching and clear statements of links between purpose, action, and outcomes: i. expertise in the subject(s) areas in which the candidate teaches (<i>e.g. demonstrates how research in the area has fed into teaching; demonstrates an understanding of issues in the field and describes how these are taken up in teaching</i>) ii. design and planning of teaching and subjects (<i>e.g. describes how educational problems have been addressed in the design of subjects and courses</i>) iii. teaching processes (<i>e.g. demonstrates how classroom activities, materials and resources developed, approach taken to supervision or learning environment created are related to purposes of teaching or address educational problems</i>) iv. assessment processes (<i>e.g. sets out a rationale for assessment methods adopted, demonstrates how assessment and feedback are related to student learning</i>) v. student learning outcomes (<i>e.g. identifies learning outcomes of the student groups taught; provides information about how assessment of students is linked to teaching and to learning outcomes</i>) vi. evaluation and monitoring processes and improvements made (<i>e.g. synthesises monitoring and evaluation with teaching strategies</i>) vii. leadership and scholarship in teaching (<i>e.g. describes the support, encouragement and effective management of the work of other teachers; publications and/or grants related to teaching in the candidate's subject area</i>)					

Teaching portfolios may be structured in different ways. Different styles of teaching may be represented in them. What the Committee needs to ensure is that appropriate information is included in the portfolio and that the portfolio embodies characteristics of effective teaching.

Acknowledgment: modified from *Teaching Portfolios: Guidelines for Academic Staff*, 1996, Griffith University.

Summary

- A teaching portfolio is designed to provide evidence about your contributions and effectiveness as a teacher in a concise and convincing way.
- A teaching portfolio can be used for both developmental and judgemental purposes. Developing a portfolio is a reflective process which encourages the professional development and growth of individual staff members, as well as contribute to personnel decisions.
- Diversity is welcome because each individual is unique and each performance situation is distinctive.
- It is important that you focus on the specific requirements when compiling a teaching portfolio for a particular purpose. You need to address the criteria by which teaching performance will be assessed such as for promotion, contract renewal, academic re-titling and substantiation of employment.
- A good portfolio will provide evidence to support claims made, drawn from a personal archive of material collected and reflected on over a period of time.
- Material evidence is not required either in or attached to the teaching portfolio, but the evidence you refer to needs to be available in an accessible format.
- All potentially useful material should be stored in your personal archive in a way that makes it easy to add new entries and retrieve information as needed. Records can be kept either in physical files in a filing cabinet or on computer files. The evidence you present in your teaching portfolio may include summaries of, or excerpts from, reports or reviews, reference to student and peer evaluations, an interpretation of assessment results, or conclusions drawn through reflection, all of which would be supported by available raw data.
- It is not necessary to include raw data in the portfolio. This data would be contained within your personal archive. Items in this personal archive could be referred to in a list of additional evidence available to the relevant staff committee and may be included in the portfolio plus the selected appendices.
- Gathering evidence for an initial teaching portfolio may take some effort but portfolios require planning and the best time to begin building up your personal archive is now.

Further readings:

Armstrong, J. and Conrad, L., 1995, *Subject Evaluation: A resource book for improving learning and teaching*. GIHE, Griffith University, Brisbane.

Boyer, E.L., 1990, *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey.

Seldin, P., 1997, *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, 2nd Edition*. Boston: Anker Publishing Co.

Appendices

- A. Choosing Items for the Teaching Portfolio
- B. Detail of Specific Aspects of Your Portfolio
- C. Answers to Questions about the Teaching Portfolio
- D. Teaching Excellence Awards Scheme (TEAS)
- E. Examples of Teaching Portfolio Documents

APPENDIX A

Choosing Items for the Teaching Portfolio

Because the teaching portfolio is a highly personalized product, no two are exactly alike. Both content and organization differ widely from one staff member to another. Moreover, different fields and courses cater to different types of documentation. The items chosen for the teaching portfolio depend on your personal style, the purpose for which the portfolio is prepared, and any content requirements of the department or institution. Based on empirical evidence, certain items clearly turn up in your overall portfolio on 'you' with much more frequency than others. These items fall into three broad categories (Seldin, 1997):

Material from Oneself

- Statement of teaching responsibilities, including course titles, numbers, enrollments, and a brief statement about whether the course is required or elective, graduate or undergraduate;
- A reflective statement by you, describing your personal teaching philosophy, strategies and objectives, methodologies;
- Representative course syllabi detailing course content and objectives, teaching methods, readings, homework assignments;
- Information about participation in programmes on sharpening instructional skills;
- Description of curricular revisions, including new course projects, materials, and class assignments;
- Instructional innovations and assessment of their effectiveness;
- A personal statement by you, describing your teaching goals for the next two years;
- Description of steps taken to evaluate and improve your teaching, including changes resulting from self-evaluation, time spent reading journals on improving teaching or attendance at workshops and seminars.

Material from Others

- Statements from colleagues who have observed you in the classroom, effectively peer evaluation;
- Statements from colleagues who have reviewed your teaching materials, such as course syllabi, assignments, testing and grading practices;
- Student course or teaching evaluation data which produce an overall rating of effectiveness or suggest improvements;
- Honours or other recognition from colleagues, such as a distinguished teaching or student advising award;
- Documentation of teaching development activity through the campus Teaching and Learning Centre;
- Statements from alumni on the quality of instruction.
- Evidence from the Graduate Exit Survey.

Products of Teaching/Student Learning

- Student scores on pre- and post-course examinations;
- Examples of graded student essays along with your comments on why they were so graded;
- A record of students who succeed in advanced study in the field;
- Student publications or conference presentations on course-related work;
- Successive drafts of student papers along with your comments on how each draft could be improved;

- Information about the effect of you and your courses on student career choices or help given by the teacher to secure student employment or graduate school admission.

These are the most commonly selected items, but they are not the only ones to appear in portfolios. Some teachers, for reasons of academic discipline, teaching style, or institutional preference, choose a different content mix.

Some items that may appear in Portfolios for a specific purpose such as a teaching excellence award

- Evidence of help given to colleagues leading to improvement of their teaching;
- A recording of the teacher teaching a typical class;
- Invitations to present a paper on teaching one's discipline;
- Self-evaluation of teaching-related activities;
- Participation in off-campus activities relating to teaching;
- A statement by the department head, assessing the teacher's contribution to the department;
- Description of how computers, films, and other non-print materials are used in teaching;
- Engaging in the scholarship of teaching by contributing to, or editing, a professional journal on teaching the discipline;
- Performance reviews as a teaching advisor.

How much information is needed to represent teaching performance fairly and completely? Experience suggests that a selective document of ten to twenty pages plus supporting appendix materials is sufficient for the vast majority of teachers.

The Appendix

- As mentioned earlier, the portfolio should be a summary of your teaching accomplishments which is derived from a larger collection of material and evidence from a range of sources.
- Remember that a teaching portfolio need not be long. You need to be selective about what you include in the portfolio, so choose items which highlight your teaching strengths and achievements and, if necessary, refer the reader to an appendix for more detailed information.
- Just as information in the narrative part of the portfolio should be selective, so too, the appendices should consist of judiciously chosen evidence that adequately supports the narrative section of the portfolio.
- Should the portfolio require additional appendix space - for supplemental descriptions, hard copy disks, or rich media (audio and video), for example - then you may briefly discuss such materials in the narrative and make them available for review upon request.
- The appendices must be of manageable size if they are to be read. You need to organize the appendices with two directives in mind: integrity and lucidity.
- By integrity, it means that certain key items, such as syllabi and student ratings, are expected and must be included to support the validity of the portfolio. These key supporting documents must be presented in a manner that reflects a discernible pattern, such as all evaluations for one course for the past three years or all syllabi for all courses taught for the past two years.
- By lucidity, it means that the appendices should be clear to potential readers, especially those outside of the department or discipline.

APPENDIX B

Detail of Specific Aspects of Your Portfolio

Summary of Teaching Responsibilities

This section of the teaching portfolio provides a brief summary of your teaching responsibilities, including courses currently being taught, and a short record of your past teaching experiences. You should briefly summarize other activities such as advising individual students, acting as faculty advisor to student committees or clubs within your department or school, and involvement in departmental seminars and curriculum development.

Before writing a summary of teaching responsibilities, it is recommended that you discuss these with the Head or other appropriate member of your department in order to make explicit what is expected in terms of your teaching assignments and the criteria for evaluation.

Reflective Statement on Teaching Philosophy, Practices, and Goals

The reflective statement is intended to elaborate on your teaching activities. It provides evaluators with a context for assessing your work as a teacher, and as such is a very important element of the teaching portfolio. In this section, you have an opportunity to suggest what you think are the appropriate evaluative criteria to be applied in your case. You are expected to reflect on what you intend to accomplish through your various teaching activities (both short-term and long-term learning goals), why you consider these goals to be important, and how your teaching practices promote student learning. You may wish to combine this with the information on teaching responsibilities outlined above, or to keep this section separate.

Course Development and Modification

The development and modification of courses consume a great deal of time and effort which often go unacknowledged. In this section of the portfolio, you will briefly outline work that you have done in this regard and include representative course syllabi. If you have developed teaching materials for a new or modified course, you may wish to amalgamate this section with the one that follows.

Development of Teaching Materials

This category provides an opportunity for you to display the often 'invisible' work that you do in researching and preparing materials to be presented in class, devising meaningful and appropriate assignments, and evaluating students' progress. If you have already provided an explanation of how and why these materials are used in your classes (in the statement on teaching philosophy, goals, etc.), you may simply list the examples you are including here. Alternatively, you may include an explanatory statement for each item which provides the rationale for its use and/or development. By providing both the materials and the context within which they are used, you are explaining not only what you do in this regard, but also why you do it and thus are establishing for yourself and others the relationship between teaching goals and activities.

If you do not do so already, you should retain copies of all course syllabi, reading lists, assignments, exams, and other course materials used throughout your teaching career. However, when considering what to include from this category, **it is important to remember that the teaching portfolio is a summary document which includes only examples of such supporting evidence - not your entire collection.**

Under this heading, provide a brief explanation of the examples you are including (usually in an appendix), and state how they relate to particular teaching goals. In addition to documents which show the overall course content and design, you will include a special reference to course materials which you have developed. Examples of these latter items might include innovative reading lists, study guides, explanatory handouts, summaries of assignments and evaluation methods, laboratory manuals, audio-visual materials, subject websites, online forums, student ePortfolios, and so on.

Products of Good Teaching

In many ways, this is the most difficult category to prepare. Many of the goals of teaching, and thus the ‘products of good teaching’, are qualitative and not easily documented through the more commonly-used quantitative means of recording student achievement. For example, it is relatively easy to list the number of students whose theses you have supervised and their subsequent career outcomes, but more difficult to demonstrate the levels of critical thinking skills that your undergraduate students of varying abilities have achieved. Finding ways to document the products of good teaching in a teaching portfolio can be challenging, but it is a task well worth undertaking.

In addition to providing a record of how your teaching affects student outcomes, gathering evidence of the products of good teaching can lead you to reflect on the methods you use to evaluate student work and on how well you communicate this to students. Before deciding what to include in this category, consider your teaching goals and the criteria you use to assess the degree to which these goals have been met. Then select items which constitute evidence of effective teaching. These may include statistical information, such as: student exam scores, pre- and post-test results, numbers of students who continue in the discipline and their educational outcomes, evidence of your performance as a supervisor or advisor of honours and graduate students. Evidence from alumni, employers, and departmental statistics which show influence on student career choice and outcome, can demonstrate the long-term impact of your teaching (for example, Alumni and Employer surveys or the Graduate Exit Survey).

Description of Steps Taken to Evaluate and Improve Your Teaching

Items in this category are of two types: activities aimed at improving particular teaching behaviours or methods as they relate to your specific teaching responsibilities, and more general professional development activities. In the former case, you will include records of course evaluations (by yourself, students, or others) and measures undertaken to improve courses, innovative teaching methods or materials you have used and an evaluation of their effectiveness, and consultations with a colleague or an instructional development professional about your teaching. Professional development activities include workshops or courses on teaching and learning you have attended, pedagogical literature you have read, and membership in organizations or committees devoted to teaching.

Presentations, Research, and Publications on Teaching

While the previous category refers to efforts to improve your own teaching, the focus here is on those activities which are intended to contribute to the improvement of tertiary teaching and learning in general. Such items include: workshops on teaching, presentations, publications of teaching (including both newsletters and more ‘scholarly’ works), papers and lectures on teaching presented to professional meetings or to organizations devoted to teaching.

Administrative and Committee Work Related to Teaching

Your service to teaching may include activities within your institution and involvement with outside organizations. A list of these activities may be accompanied by a brief explanation of each with relevant documents included in an appendix.

Information from Students

As consumers, students are among the best sources of information on teaching. They regularly provide feedback in the form of student ratings of instruction questionnaires (including written comments), course evaluations, nominations for teaching awards, and letters in praise of their professors (written both during and after their student years).

The most commonly used method of obtaining information on teaching effectiveness is through the students ratings of instruction questionnaire. In general, the results of such questionnaires are used to provide evidence of teaching effectiveness for purposes of programme assessment, appointment, re-appointment, substantiation, and promotion (summative evaluation), or to guide teaching improvement efforts (formative evaluation). Research demonstrates that student ratings provide reliable, valid information on teaching effectiveness. However, it is important that those collecting and analyzing the data employ appropriate, proven procedures based on a thorough understanding of relevant research (O'Neil and Wright, 1992). This is essential when the data is used for personnel decisions.

For summative evaluations, only those questionnaire results concerned with overall teaching performance and relevant teaching behaviours need be included in the teaching portfolio. However, many professors also include information they have obtained from students for purposes of improving teaching or courses. If you have used student ratings questionnaires for formative purposes, these activities could be included under the section 'Steps Taken to Evaluate and Improve Teaching'. Be sure to include information on how to interpret statistical results.

Information from Colleagues

While it is often the case that much of classroom teaching occurs in relative isolation from one's fellow professors, do not overlook your colleagues as valuable sources of information about your qualities as a teacher. If you do not already do so, it is recommended that you make your colleagues aware of your teaching activities through discussion, observation, and consultation. Through these activities, you will not only benefit from the insights others can offer into your teaching, but you will also be able to obtain informed statements from them for inclusion in your teaching portfolio. Such evidence includes:

- * Statements from colleagues who have observed your teaching
- * Statements from colleagues who teach a course for which yours is a prerequisite
- * Statements from the Departmental Head
- * Statements from colleagues at other institutions (e.g. graduate schools) regarding students you have taught
- * Requests for advice on teaching from colleagues
- * Colleague nominations for teaching awards
- * Requests for advice from an organization or committee on teaching
- * Evaluations of your work on course development, curriculum design.

Information from Other Sources

This final category brings together information not previously included, but with a special emphasis on sources outside your department or your institution. While such sources may lack direct experience of your teaching activities, they can nonetheless provide evidence of your teaching effectiveness from a variety of perspectives. For example, employers of graduates or of students in a work-study programme may make note of their employees' achievements in terms of knowledge and skills which can be linked to your teaching. Off-campus supervisors of students involved in research or practicums may also comment on both the short-term and long-term impact of effectiveness. Recognition of your teaching accomplishment may also come in the form of teaching awards sponsored by outside organizations and invitations to teach outside your department or institution, to lecture on teaching, or to contribute to pedagogical literature.

If you do not already do so, start to maintain a file of these documents (which are often unsolicited). As with the previous categories, you will briefly summarize the information from these sources in the portfolio and append one or two examples.

APPENDIX C

Answers to Questions about the Teaching Portfolio

Why would very busy faculty members want to take the time and trouble to prepare a teaching portfolio?

- a. They might do so in order to gather and present hard evidence and specific data about their teaching effectiveness to staffing and promotion committees.
- b. Or they might do so in order to provide the needed structure for self-reflection about areas of their teaching needing improvement.

Are there other purposes for which professors might prepare a teaching portfolio?

The answer is yes. They might do so in order to:

- a. document for themselves how their teaching career and development have evolved over time;
- b. prepare materials about their teaching effectiveness when applying for a new position or for performance review;
- c. share their expertise and experience with younger colleagues;
- d. provide teaching tips about a specific course for new or part-time faculty members;
- e. seek teaching awards or research grants;
- f. leave a written legacy within the department so that future generations of teachers who will be taking over the courses of about-to-retire professors will have the benefit of their thinking and experience.

What is the difference between a teaching portfolio and a curriculum vitae (CV)?

A teaching portfolio is designed to be a reflective, discursive document rather than just a list of achievements. It is intended to do what a CV does not do, for example in teaching, to demonstrate relationships between a teacher's approach to teaching, teaching and learning activities, and outcomes. In summary, it reflects a systematic, evidence-based, carefully thought-out approach to maintaining and improving the quality of teaching performance.

APPENDIX D

Teaching Excellence Awards Scheme (TEAS)

Prologue

“.....award-winning professors represent a rich fount of resources of knowledge and expertise in lighting up undergraduates. Both the neophyte teacher and the experienced professional can learn from outstanding teachers.”

- Jerry M. Lewis, in “Teaching Styles of Award-winning Professor” (1996)

Introduction

The Teaching Excellence Awards Scheme (TEAS) is established to recognize and reward distinguished teachers of Lingnan University who have demonstrated outstanding performance in teaching. The scheme also confirms the University’s commitment to:

- * developing a culture of high quality teaching and excellence among academic staff;
- * acknowledging the importance of quality teaching for improving student learning outcomes;
- * improving the student experience;
- * acknowledging innovative and creative teaching;
- * promoting teaching as a scholarly activity.

Criteria for the Award

Teachers nominated for the award should demonstrate excellence **in some or all of the following criteria:**

- * a high level of competence in a wide range of teaching skills which may include:
 - small and large group teaching;
 - accommodation of different student learning needs and learning styles;
 - assessment of student projects and supervision;
 - effective design and use of a variety of materials to support learning; and
 - evidence of developing effective seminars/tutorials/workshops.
- * a commitment to the requirements of the discipline, evidenced by:
 - a sound command of the subject matter;
 - up-to-date knowledge of discipline changes and development; and
 - a focus on key concepts and principles rather than detail.
- * a concern for student learning as demonstrated by characteristics such as:
 - being pro-active in addressing student learning problems;
 - having high expectations of student learning;
 - demonstrating the ability to seek and act on feedback received from students and peers;
 - establishing multiple channels of communication with students;
 - using a variety of assessment strategies appropriate to achieving the desired student learning outcomes; and
 - using a variety of teaching strategies to enhance learning outcomes.
- * a genuine interest in the continual improvement of teaching and the development of teaching innovations as demonstrated by characteristics such as:
 - the ability to stimulate curiosity and arouse interest in students about learning;

- evidence of innovations and awareness of current research in the teaching of the subject;
 - active involvement in the scholarship of teaching, including project supervision;
 - effective application of strategies conducive to independent student learning; and
 - involvement in the promotion of teaching excellence among colleagues.
- * contribution to the formulation/administration of courses/modules as demonstrated by characteristics such as:
- active and effective participation in course administration and/or curriculum planning, design and development; and
 - the ability to develop new teaching strategies in response to changes in courses/modules.

The Awards

The number of awards to be granted each time depends on the quality of the candidates. The award recipient(s) will receive a cash award of HK\$10,000 and a gift at an award presentation ceremony. Their names will also be engraved on a giant plaque display placed in a prominent site on campus. Souvenirs will also be given to nominators of the TEAS winner(s) in appreciation of their nominations.

Time-line

TEAS is a biennial event to be held every other year

- *November - March of the following year* - to receive applications and nominations
- *April - May* - to commence selection
- *June – December* - to announce results and to present awards

Implementation

Eligibility

All full-time teaching staff who have been teaching at Lingnan University for at least **two** years.

Nomination

Nominations can be made by either students or staff under any of the following conditions:

- ① By Students:
 - 5 students of any combinations of undergraduates and postgraduates; or
 - 3 former students of Lingnan
- ② By Staff:
 - 1 full-time academic staff member

Nomination rules and regulations

- any nomination must come with the consent of the nominee;
- award winners are not allowed to compete for the next round of TEA;
- all nominations should be addressed to the Teaching and Learning Centre (TLC) for initial screening. Shortlisted nominees would be recommended for consideration to the Selection Panel.

Documentation required

Nominees are required to submit an application using a standard proforma. The standard proforma is available from the TLC. In the proforma, applicants are to provide the minimum required information. Any further details or additional documentation can be attached as appendix materials to support the application.

Selection Panel

The Selection Panel will be composed of:

- * 3 student representatives (including the President of the Students' Union and two student members nominated by the Students' Union). The 3 student members should come from different programmes so as to ensure fair representation;
- * 3 teaching staff representatives (from different academic programmes) nominated by the AQAC Sub-Committee on Teaching and Learning (SCTL), one of whom may be chosen from among previous award winners;
- * the chairperson of the Selection Panel (to be appointed by SCTL); and
- * the secretary of the Selection Panel (TLC Director or his/her nominee).

Feedback and evaluation

Arrangements will be made for award winners to share their experiences with other teachers. These will take the form of open forums, seminars or recorded interviews.

The implementation of TEAS will be continually evaluated by the SCTL. This will include consideration of feedback from the Selection Panel, nominees, proposers, academic staff and students.

Nomination and application forms can be obtained from
the Teaching and Learning Centre (TLC),
2/F., B. Y. Lam Building.

or can be downloaded from: <http://www.ln.edu.hk/tlc>

Enquiries:

Tel: 26167576

Fax: 25725706

E-mail: tlc@ln.edu.hk

APPENDIX E

Examples of Teaching Portfolio Documents

I. Reflective Statement on Teaching Philosophy, Practices, and Goals

An Example

I believe that every teacher must simply love to teach, much like the impassioned cook who prepares the master salad. The devoted cook knows that the salad must satisfy need, yet it must excite the appetite and create a state of enthusiastic anticipation for the rest of the meal. The teacher must present each course to meet the needs of, and satisfy, each student. The instructor should strive to stimulate the learning appetites of the students in order that they might look forward to every educational meal with delight and excitement. Thus, they will be more likely to devour all of the “vegees” of knowledge, understanding, insight, and awareness without any difficulty.

Thereby, the question may be posed, what then are the postulates to this philosophic recipe of teaching? They are as follows:

1. Students should not be demeaned or belittled. Students must be made to feel that they are important and that their ideas are relevant and meaningful. The teacher should work to engender confidence and self-worth.
2. The teacher must teach at the median level of the students. This can only be done if the teacher knows something about the students’ background and abilities. For example, at the beginning of the course, data sheet may be passed out so that the teacher can best assess the students’ abilities.
3. The class environment must be free of undue tension and anxiety. Too much anxiety is counter-productive to learning. Early in the class, students should be given the opportunity to get to know one another through “ice breaking” exercises or structured/unstructured introductions. Furthermore, the instructor should be congruent, down-to-earth, non-intimidating, and, most of all, approachable.
4. Students should feel as though they have some say so in the conduct of the class. Students must be encouraged to assume responsibility not only for the conduct of each class, but they must also be encouraged to assume responsibility for their learning.
5. Courses, whenever feasible, must be designed such that students have different styles of learning; course structure must be made to accommodate the various learning styles. Students should not only learn vital content information, but they should be provided the opportunity to grow, gain insight, and awareness through hands-on and/or experiential experiences.

In summary, each student should be given a delicious, healthy mixture (Salad Bowl) of learning experiences, where each of them can find an avenue on which to excel.

II. Course Development and Modification

An Example

Cross-Cultural Management Seminar

I developed the first Cross-Cultural Management Seminar taught at Star University in North America. The course has an international cognitive, behavioural, and affective dimension. The course model and syllabus have now been used and modified at school throughout North America, as well as in Asia and Europe. See attached syllabus. Currently 230 students take the course each year at Star, with

enrollment limited by space available, not by students' desire to take the course. There continue to be waiting lists for fall sections.

III. Description of Steps Taken to Evaluate and Improve Your Teaching

An Example

Training in Teaching

I have undertaken a number of efforts to improve my teaching. These include:

Work with a peer consultant, who provided observation and feedback based on his observation of my teaching, surveyed students, met with selected students to discuss their perceptions and suggestions, and provided a written report outlining suggestions for change.

Participation in a number of Committee for the Improvement of Teaching and Learning (CITL) workshops over a period of years.

Participation in the Symposium of Accounting Education sponsored by the ABC Foundation and the University of XYZ, 1984. A number of changes in my teaching style and materials resulted from this, including class handouts based directly on the symposium.

Participation in several educational symposia sponsored by the Centre for the Advancement of Professional Accounting Education at the University of Goldcoast.

IV. Information from Colleagues

An Example

Excerpt from Letter from Colleague in Support of Teaching Award Nomination

... In the past two years, I have had the pleasure of seeing Professor A teach approximately eight times, having observed her both at XYZ University and in a variety of executive development programs.

In a word, Professor A's teaching is outstanding. Among groups of top teaching professionals, she consistently receives excellent ratings from participants. After observing her classes and studying her evaluations, I believe she is effective for the following reasons:

1. First, she smoothly integrates results on a variety of research with the practical concerns and experiences of students. Her studies of expatriate and cross-cultural communication challenges, which she presents extremely well, are truly leading edge.
2. Second, she immediately establishes a good rapport with her students and uses experiential techniques that personalize the learning for each student. Her teaching style does what Chris Argyris recommends, namely, letting students reflect on their own theories.
3. Third, she effectively uses a variety of teaching methods — lecture, exercises, role playing and simulations — that are well suited to her material and its managerial implications.
4. Fourth, she effectively combines enormous energy and a lively approach along with good humour and her own impressive research and consulting experience in her teaching. This not only holds student interest but also in fact makes for an extremely dynamic and interactive class.

In short, Professor A is an outstanding teacher. I recommend her with enthusiasm and without reservation...

V. Information from Students

An Example

Summary of Student Ratings

1989/90	1.0 Strongly Disagree — 5.0 Strongly Agree 'Overall the instructor was effective'	4.94 (N=122)
1988/89	1.0 Strongly Disagree — 5.0 Strongly Agree 'Overall the instructor was effective'	4.97 (N=247)
1987/88	1.0 Strongly Disagree — 5.0 Strongly Agree 'Overall the instructor was effective'	4.87 (N=228)
1986/87	1.0 Strongly Disagree — 5.0 Strongly Agree 'Overall the instructor was effective'	4.96 (N=243)
1985/86	1.0 Strongly Disagree — 5.0 Strongly Agree 'Overall the instructor was effective'	4.91 (N=273)

VI. Information from Other Sources

An Example

Guest Lectures

I am frequently involved with a variety of organizations both within and outside of the University, where I present workshops and give guest lectures to aid in the development of effective teaching. Also, each term I give a variety of guest lectures at the request of colleagues from across campus. For example, last fall term alone, I gave guest lectures in courses delivered by the departments of Psychology, Secondary Education, Physical Education and Sport Studies, Elementary Education, and the Faculty of Extension. Most University learning situations occur with a single professor teaching a class in the isolation of a 'closed door' classroom. Guest lectures allow for a sharing of teaching styles and for the observation of different methods of instruction. They provide an opportunity for other professors to see many of the items I discuss in Committee for the improvement of Teaching and Learning (CITL) presentations and workshops put into practice in real teaching situations. Again, feedback has been extremely good with typical response such as:

"Your talk and presentation on 'Psychomotor Aging' was excellent... you use imagery and story telling extensively, and that really helps to bring the subject alive. My sincere thanks for the time and effort you put in to make this such a worthwhile class." Associate Professor, 1986

"... [your] knowledge is clearly demonstrated in... [campus theatrical] presentations made to a wide variety of audiences ranging all the way from leaders in the field of education and human information processing, to interdisciplinary colleagues, active teachers, and even lay community leaders... [You have] the relatively rare ability to not only master the content of widely different areas of study but to communicate highly technical ideas effectively to a wide range of colleagues and audiences." Associate Dean Academic, Faculty of Physical Education and Recreation, 1987

“Thanks, once again for the great presentation. You will see from the evaluations the response was super and your efforts greatly appreciated. Hopefully we can get together again on another project — I look forward to it.” Head of Professional Development, County Recreation and Parks, 1988

VII. Products of Good Teaching

An Example

Graduate Students

Over the years, I have had the good fortune to teach a large number of excellent students and to supervise a fine group of Honours Chemistry students for their Honours theses, including:

Rita Wong (ABC Medical School)

James Lee (subsequently completed a Ph.D. in organic chemistry at Lingnan)

Susan Ng (subsequently completed a Ph.D. in organic chemistry at Poly U; presently a faculty member at Poly U)

Richard Ho (subsequently synthesized a new deazaaminopterin analogue here under my supervision for his M.Sc. and is now a Laboratory Instructor at Lingnan)

George Chan (presently doing extremely well in a Ph.D. programme at Lingnan)

Students who have taken undergraduate or graduate courses from me and acquired faculty positions include Dr. Joan Wong (HKU), Dr. P. L. King (CUHK), Dr. Robert Lo (Lingnan), and possibly several others with whom I have lost contact. In addition, a post-doctoral fellow, Dr. Mary Lee, was appointed Assistant Professor of Medicinal Chemistry at City University but has since left. Many other students have proceeded to careers in Medicine, Dentistry and various branches of Chemistry.

VIII. Presentations, Research, and Publications on Teaching

An Example

Presentations

National and International Meetings:

April 1989 Invited faculty, “Small Group Teaching at the Bedside,” workshop organized and taught at University of ABC Faculty Retreat.

March 1989 Invited faculty, “Improving Clinical Teaching Skills of Faculty,” & “Improving Residents’ Teaching Skills,” two 1-day workshops organized and presented at the University of XYZ.

Feb. 1989 Plenary speaker and invited faculty at workshop, “Clinical Teaching in Small Groups,” Alliance for Teaching in Medicine program, Lingnan University.

Oct. 1988 Plenary Session speaker, “How to Evaluate Teaching (And is it Important Anyway?),” Association of Medical Education at Association of Medical University Annual Meeting, Hong Kong.

Oct. 1987 Invited faculty, “Giving Feedback,” workshop organized and taught at University of ABC Faculty Retreat.

Sept. 1987 “The Results of a Course to Improve Medical Residents’ Teaching Skills,” paper presented at Royal University of Physicians and Surgeons of Annual Meeting, Hong Kong.

Local Meetings:

- Dec. 1988 Invited faculty, "Improving Lecture Skills," workshop for Lingnan medical faculty.
- June 1987 "Teaching Residents to Teach," paper presented at Hong Kong Association of Medical Education.
- April 1985 Panel participant, "Residency Training in the Ambulatory Setting" at Lingnan University Faculty of Medicine Retreat.

Publications

- Snell, L. "Improving Medical Residents' Teaching Skills," Ann. Roy. Coll. Phys. Surg. Can. (in press).
- Snell, L. "How to Evaluate Teaching," Hong Kong Association of Medical Education Newsletter (in press).
- Snell, L. "Clinical Teaching: An Annotated Bibliography," Journal of General Internal Medicine 3: 611-15, Nov. 1988.
- Snell, L. "The Results of a Course to Improve Medical Residents' Teaching Skills," Clin. Invest. Med. 10(4): B100, Sept. 1987 (abstract).

IX. Administrative and Committee Work Related to Teaching

An Example

Service to Teaching

1. Director and Instructor of ACFD/CFDE Summer Teaching Institute. 1990-91. National Teacher Training for 40 dental faculty members (see attached brochure).
2. Designed and implemented the first guidelines for the ACFD/CFDE annual forum on National Teaching Awards system for all dental faculties in Hong Kong (1990-91).
3. ORGANIZER. June 1988. THE MACLACHLAN TEACHING CONFERENCE. Lingnan, Hong Kong.
4. Active 1990-91. Education-related Committee Appointments:
 - a) Chair, ABC University Senate Committee on Instructional Development
 - b) Education Committee, Chairman, Association of Prosthodontists of Hong Kong
 - c) Education and Research Committee, Chairman, International Federation of Prosthodontic Organizations
 - d) Curriculum Review Committee, Chairman (sub-committee), Faculty of Dentistry, ABC University