ARTICLE 1 FILES

Section 8. Portfolio

A faculty member should create and submit a “portfolio” in connection with a specific personnel decision. This portfolio may include originals or copies of books, articles, correspondence, photographs, documents or the like, but shall not include works of art, inventions or other items which the faculty member wishes to retain. The faculty member shall provide a log of all its contents, which shall constitute an official record, to the file custodian.

At the option of the Campus, portfolios may be retained until a final personnel decision has been made or until all appeals of such decisions have been made to internal or external review agents. All portfolios will be returned to the faculty member following that decision.

ARTICLE 3 PROFESSIONAL EVALUATION AND ADVANCEMENT

Section 1. General Statement

Faculty seeking reappointment, promotion, tenure, or salary adjustment will be evaluated according to the performance of professional responsibilities within criteria described in this Policy as they are appropriate to the faculty member's discipline, specific role, and work assignment. The functions and responsibilities within each of the primary criteria described in Section 2 below, are not mutually exclusive, but may overlap.
Within the context of the following evaluative performance criteria, evaluators will be looking for a pattern of professional growth and development which may be demonstrated in a variety of ways. The ongoing development of faculty is a concern at any institution of higher learning, but is particularly important at an institution like the University of Illinois at Springfield, where specific missions and mandates require broad definitions of professional development and scholarship.

Standards of performance as specified in the reappointment, tenure, promotion, and annual performance review articles of this Policy shall be required of faculty members. In addition to other information contained in the Personnel File and/or Portfolio, the annual performance review shall be used by the Campus to make decisions about reappointment, promotion, tenure, merit rating and campus level awards. Teaching is the primary and central criterion for all instructional faculty.

Section 2. Criteria

A. Teaching, Advising and Enhancing Teaching and Learning

Because “teaching remains the central function and excellence in teaching continues as the overriding goal” at the University of Illinois at Springfield (Vision Statement), those activities related to the academic development of students have the highest priority in the evaluation of faculty.

Teaching and advising will be assessed through a variety of means. Quantitative assessments such as student evaluations of teaching must be evaluated in the context of qualitative measures such as documented comments by students and colleagues, reports on student advising, course syllabi, and other relevant materials. Contributions to the enhancement of teaching and learning will be assessed by the former means as well as other relevant documentation. See Appendix 12, UIS PORTFOLIO GUIDELINES for more details.

B. Scholarship

The Carnegie Foundation Report, SCHOLARSHIP RECONSIDERED, argues that universities need to enlarge the perspective on scholarship to reflect the realities in higher education. The report divides scholarship into four categories: discovery, integration, application and the scholarship of teaching. The Carnegie categories provide a suitable framework for assessing scholarship in the context of a primarily teaching and public affairs institution. Discovery has been the heart of the narrower definition of scholarship: original intellectual work such as basic research; or
creative contributions such as artistic accomplishments. Discovery is important, but so are the other forms of scholarship. **Integration**, which is often inter-or multi-disciplinary, gives meaning to isolated facts and puts them into a broader perspective, making connections among and across disciplines and educating those who are not disciplinary specialists. **Application** is inquiry into the connection between theory and practice, and is commonly called applied research. Finally, the **scholarship of teaching** requires constant intellectual engagement in learning in the substantive areas of one’s teaching and in the processes and methods of teaching as a profession.

Assessment of performance in the four categories of scholarship shall include judgments of the quality of the work as documented in the file. See Appendix 12, UIS PORTFOLIO GUIDELINES for more details.

C. Service

Service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks that benefit or support individuals and/or groups in the campus, the University, professional associations, or external communities at the local, state, regional, national, or international levels. See Appendix 12, UIS PORTFOLIO GUIDELINES for more details.

Assessment of service, like teaching and scholarship, shall not be reduced solely to quantitative measures, but must include qualitative judgments.
UNIVERSITY OF ILLINOIS SPRINGFIELD

PORTFOLIO GUIDELINES

I. Purpose and Background

Over the years, UIS faculty personnel committees and administrators alike have expressed concern about applications and materials prepared by faculty for use in personnel decisions. These range from the qualitative—lack of focus, lack of a coherent philosophy of teaching, scholarship and service, etc.—to the quantitative—tubs of supplemental documents that were overburdening review committees, staff, and the faculty members under review who feared they had to keep up with their colleagues who were inundating review committees with more and more materials.

At the urging of the Tenure Review Committee, the Personnel Policies Committee of the campus senate began investigating alternative approaches to faculty personnel decisions and materials. We are adopting the use of faculty portfolios, a widely accepted practice at many colleges and universities. These guidelines provide specific and concrete help for faculty members undergoing review.

A portfolio is a factual description of a faculty member's strengths and accomplishments. It includes documents and materials that collectively suggest the scope and quality of performance. The portfolio is not an exhaustive compilation of all of the documents and materials that bear on performance. Instead, it presents selected information on activities and solid evidence of their effectiveness with brevity and clarity.

II. Limits

Materials shall not exceed the following limits:

- second year review: 10 page narrative
- fourth year review: 20 page narrative
- tenure review: 30 page narrative
- promotion review: 30 page narrative

1 Much of the framework and language for these guidelines come from Kennesaw State University in (metro Atlanta) Georgia. [http://www.kennesaw.edu/academicaffairs/tenure/reveval.htm](http://www.kennesaw.edu/academicaffairs/tenure/reveval.htm)
1. Application Narrative Document (single spaced, 10-12 point type)

The application narrative is a self-evaluative summary that reviews and interprets your accomplishments during the period under consideration in the context of the standards for the personnel decision in question. You should organize the application narrative into three major sections:

1. Teaching;
2. Scholarship; and
3. Service

Producing a well-documented application narrative description of your philosophy, goals, strategies, innovations, assessments, improvements, and professional growth for each of the three areas of teaching, scholarship, and service is the first step in documenting your professional accomplishments.

A clearly articulated philosophy of teaching, scholarship, and service will communicate the personal values, beliefs, and goals underlying your activities in and across these areas. It is not simply a description of your responsibilities in each area. The foundation of your philosophy should be an answer to the question: "Why do I teach, engage in scholarship, and engage in service?" For more details on developing your philosophy of teaching, scholarship and service, see the suggestions by Goodyear and Allchin (1998) at the end of this document.

Most importantly, you should write the application narrative to demonstrate that you meet the standards appropriate to the particular personnel decision:

- second and fourth year reviews, “effective performance and accomplishment” which indicates “significant progress toward becoming a high quality faculty member.” (Faculty Personnel Policies Handbook, Article 5, Section 2);
- tenure, that you are currently achieving the expectations of tenured faculty (Faculty Personnel Policies Handbook, Article 7, Section 2);
- promotion, the expectations for the beginning stage of the advanced rank for which you are being considered (Faculty Personnel Policies Handbook, Article 6).

Your application narrative should specifically address the balance of scholarship and service, especially if you are emphasizing one as an area of strength. Some faculty will have strong records in all three areas and should present their cases accordingly. When the third is not an area of emphasis, you should address the adequacy of performance in that area.

You are responsible for noting instances where a teaching, scholarly, or service endeavor described in their narrative was a collaborative effort with
another colleague or student. Further, you are responsible for ensuring the factual accuracy and appropriate acknowledgment of your own level of contribution for any collaborative teaching, scholarly, and/or service activities included in the narrative.

III. Portfolio (For Reappointment, Tenure, and Promotion)

Having articulated your philosophy of teaching, scholarship, and service, you must link that to documented examples of the activities and practices that embody and exemplify your philosophy. This is the portfolio.

The portfolio should contain only the most important evidence that supports your case for reappointment, tenure, or promotion. You should directly link the documentation you put in the portfolio to the application narrative through references in the narrative’s text.

You should organize the portfolio into three tabbed sections of a notebook corresponding to the three principal areas of review: 1) Teaching; 2) Scholarship; and 3) Service. Paginate the documentation in each section; the first page of each section should be a table of contents of the documentation for that section.

Each section of the portfolio should contain several illustrative examples of your best work and important accomplishments as well as several evaluations (beyond those of the annual review). In other words, inclusion of your complete works in the portfolio is impractical, and not essential nor required to document your best accomplishments. You should limit your examples and documentation to no more than three or four of your more recent and important accomplishments in each of the three areas of review – teaching, scholarship, and service.

The documentation in each of the three sections includes two basic types of evidence: 1) examples of best work and important accomplishments (via documentation or a one-page synopsis of such), and 2) some evaluations of your accomplishments or work in progress. The portfolio should contain only the most important evidence that supports your case for reappointment, tenure or promotion. All documentation in the portfolio should be directly linked to the narrative through specific references in the narrative’s text.

For some accomplishments, substantial documentation readily exists and you can easily include or excerpt it for use in the portfolio. However, contributions in areas such as advising, supervising or mentoring students; experimentation and innovation in teaching; leadership in a professional association or project; scholarship in progress; or grant solicitation activity are examples of accomplishments that you may decide to include in your portfolio, but for which existing written evidence is often lacking. You can address voids documentation through the use of a one-page synopsis.
A one-page synopsis is an effective option for reporting activities for which other forms of documentation are not available. A synopsis is a self-reported summary containing a detailed description of the nature of your important contributions and accomplishments in a particular area of work or achievement. If, for example, you elect to spotlight your achievements in chairing a major college task force as an example of your best work in professional service, a one-page synopsis can describe in detail the extent and nature of your contributions and leadership while in the role of chair of the task force. You can use a one-page synopsis in all three areas when other forms of generally accepted evidence do not exist.

Evaluations of your accomplishments are quite varied and include examples such as formal awards, honors or recognition; refereed support for publication, presentation or exhibition; reviewer feedback from manuscript and grant submissions; published critiques of the candidate's work; written feedback from structured classroom visitations, analyses and interpretations of student evaluations of teaching and supervision; solicited support letters, etc.

In accordance with the Family Educational Rights & Privacy Act of 1974 as amended, faculty should not include material in their portfolio that identifies the specific grades or grade point average of students who are identified by name or full social security number.

IV. ACTIVITIES TO DOCUMENT

1) TEACHING

This basic category of faculty performance refers to a wide variety of instructional activities. The principal purpose of these activities is to engage students, peers, and others in activities that facilitate learning and educational advancement. In light of UIS's central priority of teaching, your narrative and supplemental file should include substantial evidence of your effectiveness with students in facilitating learning.

A comprehensive evaluation of teaching effectiveness will involve evidence derived using multiple methods and measures, both quantitative and qualitative. You may refer to and build on your annual performance reports that address your teaching effectiveness. In addition, your portfolio may contain illustrative examples of instructional materials, peer reviews, or other documents that reflect your best work and important accomplishments in teaching, mentoring, and supervision.

Personnel review committees at every level (department/program, college, and campus) will look to the application narrative and the portfolio in assessing the candidate's performance. The following credit-bearing and non credit-bearing activities (not prioritized), as deemed appropriate for specific
disciplines, as well as others not mentioned here, may be documented in the portfolio:

- teaching groups, classes, seminars, workshops, etc.
- advising and mentoring students
- handling diverse and challenging teaching loads and course assignments
- guest lecturing, speaking, master classes, etc.
- teaching individuals in tutorials, or independent or directed studies
- supervising students and others in field placements, clinical placements, applied study terms, internships, co-ops, student teaching, applied music, theses, etc.
- chairing and serving as a reader on students’ masters’ theses, masters’ projects, and doctoral dissertations
- advising and mentoring peers and others about teaching and learning
- developing and revising instructional programs, courses, curriculum materials, tests, assignments, etc.
- creating and updating syllabi
- assessing instructional effectiveness
- utilizing multiple methods for assessment of teaching effectiveness
- engaging in pedagogical innovation and experimentation
- setting goals for instructional improvement
- using results of evaluations for professional growth and improvement
- earning recognition and awards for distinguished teaching
- assessing and documenting student learning
- incorporating appropriate instructional technology
- maintaining currency in instructional content and delivery
- maintaining a teaching portfolio

2) SCHOLARSHIP

Scholarship at UIS is broadly defined at UIS to encompass a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, pedagogy, and the communities and broader public we serve. It includes the scholarship of discovery, integration, application and teaching.

A comprehensive evaluation of scholarship will involve evidence derived using multiple methods and measures, both quantitative and qualitative. You may refer to and build on your annual performance reports that address your scholarship work. In addition, your portfolio may contain illustrative examples of scholarly work, peer reviews, or other documents that reflect your best work and important accomplishments in scholarship.

Personnel review committees at every level (department or program, college, and campus) will look to the application narrative and the portfolio in assessing the candidate’s performance. The following activities (not
prioritized), as deemed appropriate for specific disciplines, as well as others not mentioned here, may be documented in the portfolio:

- engaging in applied research including surveys, assessments, evaluations, field studies, etc.
- pursuing cross-disciplinary research projects, integrative studies, surveys of the literature, interpretative analyses, etc.
- conducting research and development aimed at the improvement of teaching and learning
- conducting basic research for the discovery of new knowledge
- producing creative works of art, literature, media, etc.
- giving creative public performances, readings, shows, exhibitions, etc.
- giving paper/poster presentations at professional meetings
- publishing papers, articles, books, chapters, monographs, reviews, case studies, working papers, proceedings or creative works (single or joint authorship, as well as editing volumes; print and other media; refereed and non-refereed publications)
- serving as a reviewer or editor of professional publications
- giving or preparing translations of works in other languages
- writing scholarly grant proposals to procure funding for one's work and/or the advancement of the institution
- reviewing and critiquing grant applications, papers, and manuscripts or judging performances or creative activities
- convening and discussing paper presentations at professional meetings
- maintaining significant progress in on-going scholarly activities
- conducting professional workshops, seminars, and colloquia for colleagues
- delivering invited professional presentations and speeches
- earning recognition and awards for distinguished scholarship and creative works
- receiving commissions and contracts to produce creative products
- regularly attending academic conferences, workshops and lectures
- preparation of articles for the education of the broader public
- production of computer software or videotapes (as well as other media)
- analysis of public policy issues for policy specialists or the broader public
- documented comments by colleagues, inside and outside the university, who are knowledgeable in the area under consideration
- maintaining a professional portfolio of scholarship/creative activity

3) SERVICE

Professional service generally involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the campus, University, professional associations, or external communities at the local, state, regional, national, or international levels. The definition of service goes beyond the activities normally associated with the teaching and scholarship areas. Community service refers to activities that go beyond those which are open to any responsible citizen.
A comprehensive evaluation of service will involve evidence derived using multiple methods and measures, both quantitative and qualitative. You may refer to and build on your annual performance reports that address your service. In addition, your portfolio may contain illustrative examples of service, peer reviews, or other documents that reflect your best work and important accomplishments in service.

Personnel review committees at every level (department or program, college, and campus) will look to the application narrative and the portfolio in assessing the candidate's performance. The following activities (not prioritized), as deemed appropriate for specific disciplines, as well as others not mentioned here, may be documented in the portfolio:

- contributing actively as a member or leader of committees and task forces at the campus, University, professional, and local community levels
- fulfilling responsibilities in shared faculty governance
- administering divisions, departments, programs, organizational functions or support services
- contributing to the development of the Department or Program (beyond what is normally expected of every faculty member)
- coordinating programs for professional regional, national, and international conferences/meetings
- serving as an officer in professional or civic organizations or participating and leading institutional and program accreditation self-studies
- organizing symposia or bringing professional meetings to UIS
- engaging in service learning activities
- improving the cultural or educational climate of the campus or external community
- volunteering support to community service organizations and projects associated with UIS organizations or service learning initiatives
- engaging in professional practice (e.g., consulting, clinical practices, tutoring services, etc.)
- conducting professional development and continuing education programs
- serving on accreditation teams
- transmitting knowledge to public or private agencies
- assisting in student recruitment and retention activities and fund-raising campaigns
- marketing and promoting programs, departments, and the institution
- establishing and maintaining informational web pages
- editing an association newsletter or journal
- receiving community recognition or awards for service contributions
- earning awards for distinguished service activity
- public affairs service efforts, activities, and programs which educate in public affairs
- maintaining a professional portfolio of accomplishments in service
IV. FORMAT
Faculty Member's Name
Department/College
Institution
Date
Table of Contents

DISCUSSION OF ELIGIBILITY (When applying for tenure and promotion)

TEACHING
1. Teaching Responsibilities
2. Statement of Teaching Philosophy
3. Teaching Goals, Objectives, Methodology, Strategies
4. Description of Course Materials (Syllabi, Handouts, Assignments)
5. Efforts to Improve Teaching
6. Student Ratings on UIS Standard Evaluations and Alternative Evaluations (if any)
7. Products of Teaching (Evidence of Student Learning)
8. Future Teaching Goals: Short and Long Term
9. Appendices

SCHOLARSHIP
1. Statement of Scholarship Philosophy and Goals
2. Scholarship Methodology, Strategies, Objectives
3. Description of Scholarship Activities and Products
4. Future Scholarship Goals: Short and Long Term
5. Appendices

SERVICE
1. Statement of Service Philosophy and Goals
2. Service Methodology, Strategies, Objectives
3. Description of Service Activities and Products
4. Future Service Goals: Short and Long Term
5. Appendices
Developing a Philosophy of Teaching, Scholarship and Service

The foundation of your philosophy of a clearly articulated philosophy of teaching, scholarship, and service should be an answer to the question: “Why do I teach, engage in scholarship, and engage in service?” To develop a philosophy, Goodyear and Allchin (1998) suggest addressing the following questions:

- What motivates me to learn about my area(s) of expertise?
- What do I expect to be the outcomes of my teaching, scholarship, and service?
- What are the student--teacher and collegial relationships I strive to achieve?
- How do I know when I have been successful?
- What habits, attitudes, or methods mark my most successful teaching, scholarly, and service achievements?
- What values do I impart to my students, colleagues, and those I serve?
- What code of ethics guides me?
- What theme(s) pervade(s) my teaching, scholarship, and service?

Goodyear and Allchin suggest that the final version of your philosophy of teaching, scholarship, and service may include the following dimensions (not necessarily in this order):

1) The conceptual dimension(s) that integrate your teaching, scholarship, and service.
2) How you create and maintain relationships with students and faculty colleagues that enhance successful teaching, scholarship, and service.
3) How you create an effective physical, social, and psychological learning environment.
4) How you communicate your values and expectations to your students and colleagues.
5) A description of selected activities, strategies, and techniques and how they reflect your philosophy of teaching, scholarship, and service.
6) How successful you are in achieving your intended outcomes in teaching, scholarship, and service.

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SELECTED PORTFOLIO SITES

Add links to samples of UIS applications and portfolios that provide examples of what is being sought at UIS.