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**Portfolio Guidelines**

1. **What Is a Portfolio – Definition**
	1. A factual description of a professor’s teaching strengths and related professional accomplishments. It includes documents and materials that collectively suggest the scope and quality of a professor’s performance.
	2. A portfolio is more than just a container full of “stuff.” It is a *systematic* and *organized* collection of evidence used to monitor the growth, development and contributions of the faculty member.
2. **What a Portfolio Is Not**
	1. It is not an *exhaustive* compilation of all the documents and materials that bear on teaching and professional performance. Instead, it culls from the record *selected* information on teaching and professional performance and provides documented evidence of effectiveness in prescribed areas.
3. **Assumptions**
	1. You, as a PBA faculty member, are a *valued* and *respected* professional who was carefully and prayerfully selected from among numerous other candidates for your position.
	2. A portfolio is not a means to “prove your worth” to PBA; rather, it serves as a means for you to personally document, in a clear manner, evidence of the assumption that PBA has been blessed with a cadre of talented and gifted professors.
4. **What Should a PBA Portfolio Contain?**
	1. The Application for Promotion/Multi-Year Letter of Agreement referenced above.
	2. A current Curriculum Vita
	3. The Faculty Evaluation Form (FEF) for the past three years
	4. Documentation which supports each of the qualitative criteria under Qualitative Criteria for Promotions:
		1. These criteria are:
			1. Integration of faith and learning/Christian commitment
			2. Teaching
			3. Research & Scholarly Efforts
			4. Service
			5. Student Relationships
			6. Other Activities
		2. Such documentation may include syllabi, peer reviews, course evaluations, essays, professional papers, articles, letters of support, and other materials.
		3. Documentation of criterion one.
		4. The integration of faith and learning/Christian commitment must include an essay and any other documentation.
5. **Practical Advice on Portfolio Development**
	1. Obtain an accordion-type file folder or some easy-to-use filing system and label it according to the categories specified above.
	2. As you carry out your professional duties, insert relevant documentation in the appropriate file categories. This will save you tremendous time and energy!
	3. Use *no more than one* three-ring binder notebook to present your portfolio.
		1. Include the following:
			1. A cover page.
			2. A table of contents with page number or a tab index system.
			3. Divide the categories with tab sheets.
			4. Under each tab sheet, list in bullet-point fashion the key accomplishments in that category. (The bullet-point pages should be one to two pages in length.)
			5. Following the bullet points should be documentation to support the points.
				1. This documentation should be *representative*, not *exhaustive*. For example, do not submit all your syllabi, just one example; or do not submit every note every student ever wrote you to tell how you impacted their lives—just three or four samples would be sufficient.
	4. Make your portfolio easy for the relevant administrators and/or committees to review.
		1. A bulky and exhaustive portfolio is similar to a cluttered and poorly organized résumé —it makes the reviewer apt to be frustrated in reviewing it and less inclined to be favorably impressed with the submitter.
		2. Do not insert documents into plastic sleeves or sheet protectors.

REFERENCES

1. Burke, Kay (1994). *The Mindful School: How to Assess Authentic Learning*. Arlington Heights, IL: IRI/Skylight Training & Publishing, Inc.
2. Martin, Debra Boyles (1999). *The Portfolio Planner. Making Professional Portfolios Work for You*. Columbus, OH: Merrill.
3. Seldin, Peter (1991). *The Teaching Portfolio*. Bolton, MA: Anker Publishing Co., Inc.
4. Seldin, Peter and Associates (1993). *Successful Use of Teaching Portfolios*. Bolton, MA: Anker Publishing Co., Inc.