

PORTFOLIO EVALUATION RUBRIC—FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

The questions below are intended to guide the reviewer; they are not a checklist. Neither the inclusion of every item nor the exclusion of any item is grounds for automatic approval or denial.

FACULTY NAME: _____ DEPARTMENT: _____ DATE OF HIRE/LAST PROMOTION: _____

SECTION 1	COMMENTS
Cover Page/Spine:	
<ul style="list-style-type: none"> • Is there a cover page with name, current rank, department, division, and submission date? • Traditional: Does spine include name, department, and rank applying for? 	
Table of Contents:	
<ul style="list-style-type: none"> • Is there a detailed table of contents? 	
Letter of Application:	
<ul style="list-style-type: none"> • Is there a copy of the letter that was submitted to the chair of the department by October 1 indicating rank applying for? 	
Opening Remarks:	
<ul style="list-style-type: none"> • Do the opening remarks effectively set the stage/give context for the portfolio? • Are length and readability appropriate? 	
Letters of Recommendation:	
<ul style="list-style-type: none"> • What do the letters currently included indicate about the candidate? 	
Annual Faculty Performance Appraisals (reverse chronological order):	
<ul style="list-style-type: none"> • Are all appraisals since last promotion provided (minimum of 3)? • Do appraisals indicate growth over the years? • Do appraisals effectively explain contributions? • What do chair comments indicate about candidate? • What do PRT comments indicate about candidate? • Are any irregularities explained? 	
Faculty Observation Reports (chair, PRT, or other; traditional or online):	
<ul style="list-style-type: none"> • Is there one observation per academic year since the last promotion? • What do reviewers' comments indicate about the candidate's teaching? • Is there evidence of exemplary teaching and/or improvement? • Are any missing reports explained? 	
What is the reviewer's overall judgment of Section 1?	

Assistant Professors do exemplary work in **Teaching and Learning Activities**. **Professional Activities** often involve professional development for growth; this may be joined by **productive activities**, such as presentations, involvement in disciplinary professional organizations, scholarship, etc. **Service Activities** reflect active participation and longer/deeper commitments. By the third year, to demonstrate growth and exceed expectations, the candidate should be engaging in behaviors expected of the next rank.

SECTION 2	COMMENTS
Teaching and Learning Activities	
<ul style="list-style-type: none"> • Is there a clear discussion of the candidate’s teaching philosophy? • Are generalizations supported with concrete examples of how philosophy dictates teaching, assessment, and advising strategies? • Does the narrative (which may separate from or integrated into the Teaching Philosophy) address all of the documentation provided? • Does the narrative/documentation cover both instruction and assessment (and advising, if this is a department expectation)? • Is the documentation sufficient? • Is all of the documentation the candidate’s individual work, with explanations for any materials created by others? • Does the documentation indicate competence and effectiveness? • Is there evidence of the use of current methods/technology in pedagogy and content? • (Optional) If the candidate includes student evaluations, what do they indicate? 	
Professional Activities	
<ul style="list-style-type: none"> • Does the category contain a sufficient number of professional development (learning) activities (pedagogical, technological, content area, recertification, etc.) appropriate to the candidate’s level? • Does the category contain professional activities that benefit other professionals (presentations, publications, organizational memberships and roles, etc.) appropriate to the candidate’s level? • Are the activities adequately explained in the narrative (time commitment, impact, significance, etc.)? • Are the activities adequately documented? 	
Service Activities	
<ul style="list-style-type: none"> • Does the category contain a sufficient number of activities distributed over one or more of these areas: the department, the division, the college, or the community? • Are the activities appropriate in number, breadth, and depth for a candidate at this level? • Does the narrative clearly explain the candidate’s contributions, time commitment, and impact? • Does the category reflect growth over the years? • Are the activities adequately documented? 	
Presentation	Is the portfolio professionally presented, clear, and easy to follow?

REVIEWER’S OVERALL EVALUATION: