

GUIDE FOR PREPARING A TEACHING PORTFOLIO FOR REAPPOINTMENT OR TENURE REVIEWS

**Prepared by the Academy of Management, Social Issues in Management Division
Curriculum Committee (2025-2026)**

Note: At the end of this document, there are also some links to publicly accessible video links that might contain additional or alternate ideas / approaches.

I. Begin Preparing Now – Even if Your Application Is Still Several Years Away

The time required to prepare a well-rounded and detailed teaching portfolio is substantial. Organization and sufficient detail are key. Even if your application for reappointment or tenure review is still a number of years in the future, there are things you can begin to do now, that will make the preparation of your portfolio much easier later. Specifically, begin to document and retain in electronic form your teaching contributions, including things like:

- syllabi
- enrollment data for each course you taught; any teaching or grading support (to be used descriptively)
- course artefacts such as e-copies of relevant and varied assignments, including samples of your feedback to students
- electronic pictures of websites
- documentation or pictures of teaching activities or demonstrations that you have used or developed yourself for use in your courses
- verification of involvement in teaching-related conferences, service or research
- if used at your institution, student surveys on their experiences of teaching (that highlight positives and include contemporaneous reflections that contextualize and show responsiveness to any student concerns)
- unsolicited thank you cards or emails from students
- documentation of any other forms of teaching recognition (awards, emails, invitations to give presentations, receipt of teaching-related funding...)
- documentation of any activities in which you engage to enhance your own teaching (e.g., conferences or workshops you attended as a learner; books or journal articles you have read and reflection on their significance to your teaching; participation in teaching communities or conversation groups)

Also, begin to reflect upon and develop your statement of teaching philosophy now, rather than leaving this until the last minute to try to write. It should be a genuine reflection of things that you have identified as important to teaching and learning, and might well include information about any underlying teaching framework or approach you use.

Additionally, typically teaching philosophies and other aspects of teaching portfolios are consistent in some demonstrable ways with the vision, values and strategic objectives of the institution in which you work. For example, if your institution has a strategic objective of integrating Indigenous histories and knowledge(s) into courses across disciplines, it is important to be able to demonstrate the ways in which you have done this in your courses. If your institution values the use of experiential learning, it is important to demonstrate your familiarity with, contributions to or use of experiential learning.

You will also note in sections below the importance of reflecting on feedback on your teaching (e.g., student surveys on their experiences of your teaching) and implementing changes that respond to constructive feedback. This is something that should be done at the end of each course (or in a timely way once you receive feedback on that course).

II. Include Multiple Components in Your Portfolio

- i. Cover Letter - to summarize and guide reviewers through the portfolio. It is easiest to prepare and organize your portfolio first. After you have done this, create a Table of Contents, and then finally, write your cover letter. Insert your cover letter as the first entry in your Table of Contents and in the file you submit.
- ii. Table of Contents indicating sections and subsections to enable reviewers to find information easily. The Table of Contents can be organized numerically by sections and subsections that comprise an electronic file with a folder for each section. The Table of Contents does not have to include page numbers.
- iii. C.V. to provide context for reviewers
- iv. Portfolio Itself – Multiple sections that systematically demonstrate teaching range and depth of teaching contributions. It is okay if you do not have entries to make within every section suggested below. Your portfolio will expand over time as you progress in your career. However, examples of sections to include are:
 - Overview of teaching responsibilities, philosophy and practice
 - Materials for a representative sample (or possibly each) course you have taught in the time period for which you are seeking reappointment, permanency or tenure
 - Course Development (i.e., any substantial new teaching products developed, even if these have already been included in folders containing materials from courses)
 - Guest teaching in other courses
 - Supervision of undergraduate independent learning courses, theses or projects
 - Supervision of graduate independent learning courses, theses, or projects
 - If required, and possibly even if not required, summary statistics, comments provided, and reflections upon student surveys on their experiences of your teaching
 - Copies of raw surveys (from point above)
 - If required, and possibly even if not required, information from in-class observations of your teaching by colleagues
 - Unsolicited teaching-related notes or letters from students
 - Unsolicited teaching-related notes or letters from colleagues
 - Teaching recognition received
 - Teaching-related scholarly publications
 - Teaching-related presentations and workshops given
 - Teaching-related support provided to others (e.g., participation as a mentor in a teaching-related mentoring program)
 - Teaching related presentations and workshops attended as a learner
 - Contributions to curriculum development
 - Other teaching-related service

III. Tips for Organizing your Teaching Portfolio

Always start by organizing your portfolio itself (i.e., the electronic files and sub-files demonstrated your engagement with and/or skills in teaching). Subsequently, create a Table of Contents to reflect the files and subfiles. Finally, write and insert your cover letter. Completing these tasks in this order will allow you to easily reference particular files containing more detailed documentation (when you are writing an overview in the cover letter).

Files that Document Your Teaching Engagement, Contributions and Skills

Here is a draft of the files and subfiles that might ultimately comprise your teaching portfolio. If you are early in your career, or in a research-intensive position, you might not have entries into each of these areas, and can simply delete them from your portfolio, and ultimately, your Table of Contents. Similarly, some of these items may not be used in your institution (e.g., surveys of student experiences of your teaching). You can also simply delete these from your portfolio and your Table of Contents. If there are items not appearing here that are relevant to you, or used within your institution, simply add them in (e.g., letters from in-class observation of teaching by another faculty member). This outline will also highlight teaching-related items, which if applicable to you, are worth retaining. The breadth of items here can help demonstrate your teaching engagement, contributions and skills. Start retaining these now, to make organization of your files easier in the future.

Key:

S1: Section 1

S1.1 Section 1, subsection 1



S1 Cover Letter

- See the subsequent section of this document for hints on what to include

S2 Table of Contents

- This listing of potential files to include in your teaching portfolio could also serve as a Table of Contents (if the bullet point notes to you are removed)

S3 Current CV

S3.1 Full CV

S3.2 Section of CV specifically on teaching (if applicable)

S4 Teaching Responsibilities, Philosophy and Practice

S4.1 Summary Table of Teaching Responsibilities

- Create a table indicating each course and section taught, number of students enrolled in each of these, and the number of hours of teaching or grading support you received (e.g., 20 hours of grading; 10 hours per week from a Graduate Teaching Assistant)

S4.2 Statement of Teaching Philosophy

- Your statement of teaching philosophy should be a maximum of one single-spaced page and should reflect important values or orientations

S4.3 Statement of Teaching Practice

- Your statement of teaching practice can be up to several pages long and indicate any particular types of teaching practices that you value and use e.g., do you original articles (vs textbook); do you use interactive discussion (vs. lecture); do you use case studies; etc. Highlight each practice in bold, and give a brief overview, including your rationale for using this method (e.g., Research has show that engaging students through xyz is associated with abc).

S5 Teaching Development and Teaching Leadership

S5.1 Teaching Development Activities Undertaken

- Indicate any specific teaching development activities that you have undertaken to enhance your own teaching. For example, are there teaching-related journals that you regularly read; have you attended a number of workshops on teaching and learning at scholarly conferences; have you participated in in-person or virtual mini-courses through your university or elsewhere; etc.

S5.2 Leadership in Teaching and Learning

- Indicate any specific ways in which you have shown leadership in teaching and learning, or contributed to the development of other university teachers, within or outside of your own discipline. For example, have you given presentations or workshops locally, nationally or internationally; have you been a mentor in a peer mentoring program; have you shown leadership in developing workshops or conferences on topics of interest to other university teachers? Have you developed modules for use within your university or Business School (e.g., on academic integrity)? Although there is a separate section, below, for scholarly contributions (publications, presentations or workshops), it is generally okay to include these both here and under the subsequent section. Redundancy is okay, particularly if your materials are extremely well organized with a clear Table of Contents; and particularly if you have a large teaching portfolio and/or worry that different reviewers might look in different places.

S6 Supervision of Independent Reading or Research Courses

- Create a separate document for each student supervised, including the syllabus or contract. Name these chronologically by year, term, and family name of student supervised. e.g., 2025Fall_Velshi
2024Winter_Grigoridadis
etc.

- If you have supervised a number of graduate students and a number of undergraduate students, you might want to have two subfiles, S6.1 Graduate Student Supervision and S6.2 Undergraduate Student Supervision
- S7 Materials for Course Code 1 [Insert Course Code]
- S7.1 Syllabus and Learning Outcomes for Course Code 1
 S7.2 Sample Class Outlines (or alternately, notes or slides)
 S7.3 Materials Developed for Course (e.g., videos with guides, activities, etc.)
 S7.4 Sample Teaching Activities (e.g., explanations with pictures of students role playing; social network theory activities; use of the ultimatum game, etc.)
 S7.5 Sample Assignments or other Evaluative Components (you can also include completed assignments, showing your comments)
- S8 Materials for Course Code 2 [Insert Course Code for another course you've taught]
- Include same sorts of subsections as for Course Code 1, above
- S9 Materials for Course Code 3 [Insert Course Code for another course you've taught]
- Use at least 3 courses where possible, and more if you have taught varied courses
 - Include same sorts of subsections as for Course Code 1
- S10 Evidence of Course Development
- Are there any major course development projects you have undertaken that don't fit into S7 through S9? Any projects that you wish to draw specific attention to because of their magnitude, impact, etc. If so, consider setting up an additional file for these. If they can/do fit within S7 through S9, put them there.

Note: For the following sections, you will likely have at least some responses that are critical and/or that are not constructive. This is not uncommon. Additionally, there is an accumulating body of research indicating that "course evaluations" by students can reflect systematic bias (e.g., racial bias, gender bias, ...). There is also recognition that students are not necessarily competent to "evaluate" the content or teaching in a course. Many universities and reviewers are aware of these issues and may also have experienced these themselves. If your written reflection on surveys responses, contextualize your course or teaching; constructively reflect on the responses in the surveys; and try to identify specific ways in which you have been responsive to constructive comments or suggestions.

- S11 Student Surveys on their Experiences of Teaching for Course Code 1
- Often reviewers like to access formal observations of you teaching in separate files, by course. Be sure to include at least 2 things here. 1.) Summary data (e.g., mean, median, mode, standard deviation of numerical items, with comparators such as department or area statistics. Also include all comments offered verbatim in a table. 2.) Be sure to offer a reflection on the data in which you contextualize any results; provide other relevant information; and if/as appropriate identify ways

that you attempted to improve any areas of concern in subsequent iterations of the course. It is important for you to note that (a) there are no generally accepted criteria for teaching excellence (b) students are not necessarily competent to evaluate teaching, but rather, only to report on their experiences of it (c) student survey data in relation to teaching often shows biases. For these reasons, if used, these should be considered judiciously. If not required by your university, think carefully about if and how to use data from these.

S12 Student Surveys on their Experiences of Teaching for Course Code 2

- Often reviewers like to access formal observations of you teaching in separate files, by course. Be sure to include at least 2 things here. 1.) Summary data (e.g., mean, median, mode, standard deviation of numerical items, with comparators such as department or area statistics. Also include all comments offered verbatim in a table. 2.) Be sure to offer a reflection on the data in which you contextualize any results; provide other relevant information; and if/as appropriate identify ways that you attempted to improve any areas of concern in subsequent iterations of the course. It is important for you to note that (a) there are no generally accepted criteria for teaching excellence (b) students are not necessarily competent to evaluate teaching, but rather, only to report on their experiences of it (c) student survey data in relation to teaching often shows biases. For these reasons, if used, these should be considered judiciously. If not required by your university, think carefully about if and how to use data from these.

S13 Student Surveys on their Experiences of Teaching for Course Code 3

- Often reviewers like to access formal observations of you teaching in separate files, by course. Be sure to include at least 2 things here. 1.) Summary data (e.g., mean, median, mode, standard deviation of numerical items, with comparators such as department or area statistics. Also include all comments offered verbatim in a table. 2.) Be sure to offer a reflection on the data in which you contextualize any results; provide other relevant information; and if/as appropriate identify ways that you attempted to improve any areas of concern in subsequent iterations of the course. It is important for you to note that (a) there are no generally accepted criteria for teaching excellence (b) students are not necessarily competent to evaluate teaching, but rather, only to report on their experiences of it (c) student survey data in relation to teaching often shows biases. For these reasons, if used, these should be considered judiciously. If not required by your university, think carefully about if and how to use data from these.
- Include S11-S13 as used, required or relevant within your institution. Add (or substitute if student surveys are not used) any other form observations of your teaching in each course (e.g., Letters of observation by another faculty member)

S14 Assessments of Teaching by Peers (and/or Samples of Teaching-Related Notes from Other Faculty or Staff)

- Some universities offer or require in-class assessments of your teaching by a professor in a cognate discipline. Or you might opt to solicit a peer assessment of your teaching. This might occur, for example, if you are venturing into a new area and invite a colleague from another university with expertise in that area to review or assess your new course or components therein. You may include any formal assessments or emails you've received about your courses. These, as with student assessments, do not need to be "perfect." It can be useful to show that there were positive aspects of your teaching/courses, and, that you reflected upon and implemented constructive suggestions.
- If you have received unsolicited and verifiable (e.g., from official university email addresses) thank you notes indicating positive aspects of your curriculum, teaching or support of students, retain these and include them here. Do not use solicited notes nor notes that are not officially verifiable.

S15 Samples of Unsolicited Letters from Students

- If you have received unsolicited and verifiable (e.g., from official university email addresses) thank you notes indicating positive aspects of your curriculum, teaching or support of students, retain these and include them here. Do not use solicited notes nor notes that are not officially verifiable.

S16 Teaching-Related Grants

- If you have successfully applied for internal or external grants, submit copies of your proposals, along with letters that these have been funded. These grants might be for course or curriculum development; for ensuring courses reflect universal instructional design principles; or, for various forms of scholarship of teaching and learning.

S17 Teaching Recognition

- If you have been nominated for, or received, any forms of teaching recognition, include documentation of these. Examples include internal or external teaching awards; being interviewed in a podcast; being the subject of a positive story related to your teaching in a university-related publication (internal or external) or in other news media; invitations to represent your university at a meeting with respect to teaching; or having your university identify your course / teaching as an example of evidence-based practice to a credentialing body.

S18 Teaching-Related Scholarly Publications

- Include e-copies of each of these.

S19 Teaching-Related Presentations and Workshops

- Include notifications of invitations or acceptances to present, and if/as relevant, copies of the materials you use in your presentation or workshop.

S20 Contributions to Curricular Development

- Have you contributed substantially to curricular development or change within your School of Business or your area within that school? If so, include documentation of this, in ways that demonstrate the scope of work and your contributions.

S21 Coaching of Student Teams

- Have you coached student teams for case competitions or other activities? Provide documentation of the range and depth of your involvement, as well as any positive outcomes or feedback.

S22 Student Advising or Support

- If you have contributed substantially to student advising or support, provide documentation and statistics (e.g., number of students seen; number of student contact hours; any advocacy or other extraordinary support for/of students. (Be careful not to violate confidentiality of students. Remove identifying information, but make known this information is available in confidence to your Dean if needed for verification purposes.

S22 Service Contributions to National or International Teaching Communities

- Document and provide evidence of any teaching related service e.g., peer review or editing of education related journals or books; membership or leadership on teaching-related committees or associations; organizing teaching-related conferences; providing (verifiable) teaching-related consultation or mentoring, etc.

Cover Letter

Start with preparing and organizing the components or sections of your teaching portfolio first. After you have completed preparation and organization of your teaching portfolio, prepare your Table of Contents, and then write a cover letter. Cover letters contextualize your application for reappointment, permanency or tenure. They also summarize and highlight the range and depth of your teaching contributions, as well as your engagement, skills, accomplishments and any teaching-related recognition you have received. If you have a lot of relevant material in your portfolio to which you want to orient reviewers, it is okay to use bolded, left justified headings and bullet points in your cover letter. Following a formal salutation and opening paragraph in which you indicate the submission of your teaching portfolio for reappointment, permanency or tenure, and state that this cover letter will highlight key aspects of the file. Here are some left-justified headings you might wish to include, along with suggestions of information to provide under each

Context and Teaching Responsibilities

- Start by indicating where, in your electronic submission, Reviewers can find documentation of your teaching responsibilities, and make sure this is consistent with your Table of Contents. For example, “My teaching responsibilities are documented in file S3, on Teaching Responsibilities, Philosophy and Practice. Then offer a brief summary of your teaching responsibilities for the period of time for which you are now seeking reappointment, permanency or tenure. Indicate things such as:
 - Your primary teaching responsibilities. e.g., have you often or mostly taught courses in CSR and sustainability related areas? Or have you typically taught half of your courses in the ethics of corporate governance, and half in the area of regenerative business?
 - Specific examples of courses you have taught often, and on occasion.
 - Also indicate how many new course preparations you have completed. This is particularly important if you have taught a large number of different courses over the last few years.
 - In a new paragraph, provide a summary of the number of independent reading courses, projects or Research Assistantships you have supervised (at both the graduate and undergraduate level). Once again, be sure to indicate the location (Section number and name of Section) in your electronic file at which the reviewers can access details of this e.g., the reading course contracts/syllabi; annual progress reports you have completed with your graduate student advisees.
 - Similarly, indicate guest lectures or workshops you have given for other courses, and indicate the Section number and name of the Section of your file in which any slides or materials you created for these classes can be found.

Teaching Philosophy and Teaching Practices

- Identify where detailed descriptions of your Teaching Philosophy and Teaching Practices are located (e.g., Section 3, subsections 2 and 3 of the electronic file).
- Briefly highlight your teaching philosophy (in about 3 sentences).
- Indicate the section and subsection of the electronic file in which your statement of teaching practices can be found. Also briefly highlight the specific teaching activities, techniques and applications that you use. If possible, indicate the ways that these are designed to overcome discipline-specific teaching challenges or to reflect best practices for teaching in certain areas. You might also comment on anything that is distinctive about your courses, or things that your courses are “known for”. For example, perhaps you use a “flipped” classroom; or perhaps you help students to develop both professionally and personally. Perhaps your classes typically also cultivate real-world applications.

Availability for Student Consultation and Connection

- Some universities deeply value engagement by faculty with students. This might occur in various ways, one of which is availability for student consultation and/or connection. You might describe briefly the ways in which you are available and engaged with, or supportive of students. Additionally, if there are data available through which you can document this, include a brief summary. One example might be very positive responses (either quantitative or qualitative) that students have given to questions on student surveys about your availability or approachability. Include a brief summary of these data, and again, indicate the location in your electronic submission in which reviewers can find the actual data.

Student Experiences of Teaching

- Indicate the section number and name of your electronic submission at which reviewers can find documentation. Then, provide summary/descriptive data and/or comments. If you have a subfile containing unsolicited, positive comments from students, you might also indicate and reference the location of this in your electronic submission for reviewers.

Other Evidence of Teaching Effectiveness

- Is there any additional evidence of teaching effectiveness? For example, have you conducted reviews of (and then adhered to) best practices for teaching in your area? Have you undertaken any empirical study of teaching and learning in any of your courses? Have you been invited to speak with peers (internally or at other universities or conferences) on topics related to effective teaching in your field? If so, briefly summarize these, and indicate the section and subsections of your electronic submission in which reviewers can find copies of these.

Development of Course Materials

It is often useful to include in your teaching portfolio one file (one section) for each course you have taught. Within each file, you can include the syllabus, examples of “lectures,” any activities or demonstrations you have used, samples of graded student work, etc. If you have presented or published a study of teaching and learning within a course, also include this in the file. Note that it is okay to have some redundancy across files. For example, if you have several publications relevant to several different courses, you can place a copy of each within the course file to which it pertains. However, you can also include a file/section on “Scholarly Publications on Teaching and Learning.”

Teaching Recognition

In addition to positive student experiences of your teaching (already summarized, above), are there any other forms of teaching recognition you have received? If so, provide a bullet point list of these, along with an indication of the file/section of your electronic submission in which documentation of these can be found by reviewers. Examples here might include invitations to speak at internal or external events or conferences and any positive letters or feedback you received on these; any nominations or teaching awards, and the basis on which these were made; any mention or inclusion of your course in stories about positive teaching developments; any awards for peer reviewing of teaching-related journal or conference manuscripts.

Publication of Peer-Reviewed Teaching-Related Articles

Indicate the section of your electronic file in which these articles might be found. Briefly indicate the ways that these reflect your commitment to certain types of teaching. Briefly summarize each.

Provision of Teaching-Related Workshops--Locally, Nationally and Internationally

Indicate the Section (and section name) at which reviewers can locate documentation such as letters of invitation and thanks, slides or handouts from teaching-related presentations and workshops you have given. Then, briefly name and summarize these by date and audience.

Enhancing My Own Teaching by Attending Teaching-Related Workshops—Locally, Nationally, Internationally

Indicate the section and name of section as which documentation of details can be found in your electronic submission. Give a brief statement of the number of workshops or training sessions you have attended related to teaching and learning.

Teaching and Curriculum-Related Service

Have you provided service on curriculum, teaching and learning related committees within your school, department and/or university more generally. Indicate here the names of committees and time frames in which you served, and if relevant, highlight any significant contribution.

Service to the National or International Teaching Community

Indicate the file, subfile and name at which documentation of service to the international teaching community is documented. Briefly summarize these. For example, have you served on committees for professional associations or interest groups? Have you provided consultation and/or mentorship through programs aimed at providing these? Have you participated in peer reviewing for teaching-related journals or for teaching-related conferences/conference themes?

Offer a closing paragraph. You might indicate that your teaching activities have occurred in the context of productivity in research and/or service. Thank the reviewers for consideration of your materials and indicate your enthusiasm for continued contributions to teaching and curriculum at your university (and possibly the broader teaching and learning communities), as well continued contributions in research/service.

Some Other Resources that Might be Helpful

Queen's University Center for Teaching and Learning (2024). Workshop on developing a teaching portfolio. <https://www.youtube.com/watch?v=P9OHuaO6gmA>

Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. John Wiley & Sons.

Taylor Institute for Teaching and Learning (2020). What is a teaching dossier [portfolio]? <https://www.youtube.com/watch?v=AI01xtNxlnA>

Western University (2025). Developing a teaching portfolio. <https://teaching.uwo.ca/awardsdossiers/teachingdossiers.html>