

# POINTERS FOR CREATING AN EFFECTIVE EVALUATION PORTFOLIO

## 1. Organization is necessary

The controlling documents for the organization of your portfolio are:

The 2004-2008 NEIU-UPI Collective Bargaining Agreement (esp. Articles 25-28)

The forms in the 2006 University Evaluation Schedule

[www.neiu.edu/Academic\\_Affairs/resources.htm](http://www.neiu.edu/Academic_Affairs/resources.htm)

Your Departmental Application of Criteria (DAC)

Note: The current DAC's remain in effect for this academic year's evaluation cycle. All DAC's will be revised by departments this year and will take effect in 2007- 2008.

The Table of Contents and supporting Documentation should be organized exactly as specified in the above documents. Remember: You need to present your materials as clearly and in as logical an order as possible.

## 2. Be aware of your audiences

You are writing not only for your departmental colleagues and chairperson, who have knowledge of your field, but also Deans, members of the University Personnel Committee, and the University President, who probably are less familiar with the details of your discipline.

Avoid jargon. You want to be understood by all evaluators.

If you use abbreviations or acronyms, give the full name of the organization or program, followed by the shortened form to be used subsequently. Do not assume everyone knows what CACREP or OCLC stands for.

When in doubt, explain. If your activities or accomplishments are of a highly technical nature, explain them in terms understandable to the educated non-specialist.

## 3. Clarity is essential

Consider using a narrative to help guide your evaluator through your Table of Contents and supporting documentation, highlighting your most significant accomplishment.

Begin with a narrative of a few pages at the beginning of your Table of Contents, at the beginning of each section of the Table, or add bullet points imbedded in the Table to clarify or explain each item.

If there is any question about why a particular item is included or why it is placed where it is (i.e., under one category instead of another), a brief rationale can be helpful.

#### **4. How much documentation is enough?**

The cultures and practices of different Departments as reflected in their DAC's vary widely over what constitutes the appropriate amount of documentation. Follow the DAC closely, and remember that if an item in your portfolio is unclear or seems insufficiently documented, the evaluator has the right to ask for additional evidence of accomplishment. Once the evaluation process starts, though, you may not add materials to your portfolio without it being requested by an evaluator.

It has been said that faculty coming up for a personnel decision are evaluated on the quality of their accomplishments, not on the tonnage of their documentation. A clear, concise, appropriately documented portfolio is much preferable to a cartload of ten three-ring binders. But abiding by the expectations of your department must also be taken into account.

Refer to the Suggested Evaluation Portfolio Documentation chart for general guidance.

#### **5. Additions to Portfolio (paper or electronic forms)**

Once the evaluation process has begun, no materials can be added to the evaluation portfolio without notification of the Office of Academic Affairs. Teaching and Resource Professionals, or evaluators must notify Wamucii Njogu in writing that additional materials have been requested/added to portfolio. The conditions under which materials can be added to the evaluation portfolio are referenced in Article 25.04 d (3-5).

#### **6. Adhere to all deadlines in the current University Evaluation Schedule**

Failure to submit you portfolio on time may have serious consequences.

See particularly Articles 26.09(b) and 28.08 for the University's rights in such a situation.