Using Teaching Portfolios in Peer Reviews

In spring 2013, the Faculty Senate revised promotion criteria to set out an “inclusive view of scholarship” to better recognize the integral relations of teaching, research, and outreach. Related resources are available online: [http://facultyaffairs.arizona.edu/content/promoting-inclusive-view-scholarship](http://facultyaffairs.arizona.edu/content/promoting-inclusive-view-scholarship). To support this revision, teaching portfolios and classroom observations were made required parts of peer reviews of promotion dossiers: [http://facultyaffairs.arizona.edu/sites/default/files/2013-memo-initiating-promotion-process.pdf](http://facultyaffairs.arizona.edu/sites/default/files/2013-memo-initiating-promotion-process.pdf)

**What is a Teaching Portfolio?** The Teaching Portfolio is a collection of instructional materials that provides supporting documentation for the teaching philosophy that is included in the Candidate Statement. The materials will include a select set of syllabi and major assignments, generally as a list of links to online course materials. The portfolio serves to document the strengths and achievements of faculty, in much the same as portfolios used by architects, designers, and other professionals. Like such professionals, candidates should keep up their teaching portfolios and use them for self-assessments to guide their professional development. Candidates should consult with their department head or the chair of their review committee on the materials and format to be used.

**Why is a Teaching Portfolio required in peer reviews of teaching?** Peer review is the heart of the promotion process. Research contributions are peer reviewed, and peer reviews of instruction are required so that assessments of teaching are not based solely on surveys of students such as Teacher-Course Evaluations (TCEs).

**What should be included in a teaching portfolio?** Candidates should include a selection of instructional materials from a range of classes to document instructional innovations, curricular designs, and outcomes assessments. Candidates may also want to refer to related research to show how the teaching is informed by best practices in the field. A full list of possible materials is included in the Promotion Dossier Template: [http://facultyaffairs.arizona.edu/sites/default/files/pt-6-teachingportfolio_2014.pdf](http://facultyaffairs.arizona.edu/sites/default/files/pt-6-teachingportfolio_2014.pdf)

**How should a teaching portfolio be used in peer reviews?** Like class observations, teaching portfolios can be used for formative feedback, and also for summative evaluations of candidates for promotion or other reviews. The purposes of the evaluation should be clear to everyone involved with a review. Reviewers may want to offer both formative suggestions and summative evaluations, for example by writing suggestions to the faculty member and then submitting a formal evaluation. These questions can help with offering feedback and evaluations:

- Does the instructor demonstrate mastery of the subject matter?
- Is the material presented in an engaging and well-organized manner suited to the students’ level?
- Are writing assignments and other active learning activities used to foster higher-order thinking?
- Are there clearly specified learning outcomes and appropriate assessments of students’ progress?

**Where can I get help with peer reviews of teaching?** The Office of Instruction and Assessment has developed a Peer Review of Teaching Protocol that provides instructions for peer reviews of classes, including opportunities to consult with candidates on their teaching materials: [http://oia.arizona.edu/project/peer-review-teaching-protocol](http://oia.arizona.edu/project/peer-review-teaching-protocol)

**Where can I find out more about preparing and assessing teaching portfolios in peer reviews?**

- [The Teaching Portfolio](https://www.ucat.ohio-state.edu/) from the University Center for the Advancement of Teaching at Ohio State University is a good introductory page that provides an accessible overview of the basics.
- [The Teaching Portfolio](https://www.teaching-portfolio.com/) by Hanna Rodriguez-Farrar provides an overview of the basics of a teaching portfolio and step-by-step advice on how to create one.
- [Brown University’s Sheridan Center](https://www.sheridan.brown.edu/vt/) provides a survey of varied materials on teaching portfolios.