DOSSIER SECTION 6: TEACHING PORTFOLIO (Dossier templates can be found by searching for "About Promotion")

Teaching Portfolios have two parts: Supporting Documentation and Additional Information on Teaching and Advising. The **Supporting Documentation** Section is for departmental reviews and will not be forwarded to college committees. Supporting Documentation includes the materials on the candidate's course designs, assessments, and teaching strategies. Candidates may also provide brief statements on courses to characterize their student populations and instructional settings. A statement of the candidate's teaching philosophy is not required if related topics are discussed in the Candidate Statement. Candidates should consult with their head or the chair of their departmental committee on the desired format for the Supporting Documentation. Assistance is provided by Dr. Ingrid Novodvorsky in the Office of Instruction and Assessment: novod@email.arizona.edu. Questions may also be directed to Asya Roberts (asya@arizona.edu) or 626-0202.

Supporting Documentation (Required for departmental review but not forwarded with the dossier)
- Syllabi and major assignments
- Reports, curricular reviews, and other contributions to scholarship on teaching

Additional Information on Teaching and Advising (Forwarded with dossier for college and university review)
  Extent of Teaching (Limit to period in current rank)
- List of courses taught. Note if taught online or in other nontraditional formats.
  Individual Student Contact (Limit to period in current rank)
- Collaborations with undergraduates and graduates on research projects
- Advising, Mentoring and Career counseling
- Participation in honors program, Faculty advising of clubs and associations
- Off-campus internships, service learning and other engagement activities
- Clinical instruction and Independent studies directed and in progress
- Graduate Committees, including Theses and Dissertations directed and in progress
  Contributions to Instructional Innovations and Collaborations (Limit to period in current rank)
- Teaching workshops attended or delivered
- Development of online and other course materials
- Collaborations on curricular and outcomes assessment committees
- Research on curriculum and pedagogy that contributes to such collaborations
  Teaching Awards and Teaching Grants (Limit to period in current rank)
- Department and college, University, and National and international
- Grants for teaching innovations

DOSSIER SECTION 7: EVALUATION OF TEACHING AND TEACHING PORTFOLIO

All departmental committees are required to review candidates' Teaching Portfolios and observe their teaching. The recommended guidelines for peer reviews are provided by the OIA's Peer Review of Teaching Protocol, which recommends that the resulting Peer Review of Teaching Memo should be shared with candidate, and they should be allowed to submit a response to the evaluation to be included in their dossier. The Peer Review of Teaching and any response from the candidate should be included in this section and also incorporated into the Departmental Recommendation Letter.

Departmental Recommendation Letter
- Instructional preparation and planning (assessment of syllabi, tests, assignments, and course content).
- Assessment of full TCE reports that includes comparison to other faculty.
- Summary of report(s) on classroom visitations or other observations signed by reviewer(s).
- Review of contributions to departmental and university teaching.
- Review of success of candidate's students or other evidence of effectiveness of instruction and mentoring.
- Summary of students' individual comments.

Peer Review of Teaching Memo

Teacher Course Evaluations of Teaching
- Official Teacher Course Evaluation (TCE) summary and materials
- TCE Instructor Reports, TCE Comparison Reports and TCE Comment Reports
- If TCEs are not available, provide the equivalent form of evaluation that has a basis for comparison.
- Individual feedback from undergraduate and graduate students, which may include individual comments on TCEs and letters from current and former students.

https://facultyaffairs.arizona.edu/content/about-promotion

Additional Resources on Teaching Portfolios and Peer Reviews of Teaching

- The Office of Instruction and Assessment also has guidelines for peer reviews of online and clinical teaching:
  http://teachingprotocol.oia.arizona.edu/
- *The Teaching Portfolio* by Hannelore B. Rodriguez-Farrar:
  https://facultyaffairs.arizona.edu/sites/default/files/The%20Teaching%20Portfolio.pdf
- University Center for the Advancement of Teaching at Ohio State University's Teaching Portfolio Resources:
  http://ucat.osu.edu/read/teaching-portfolio
- Rubric for Evaluating Teaching Portfolios from the University of Indiana:
  http://medsci.indiana.edu/m620/sotl_08/teaching_portfolio_rubric.pdf

DOSSIER SECTION 8: SERVICE AND OUTREACH PORTFOLIO (OPTIONAL IN P&T REVIEWS)

This section should be used by P&T candidates who have significant outreach and service workload assignments and may be used by others who have made significant contributions to related initiatives. The Service and Outreach Portfolio is required if a continuing-status candidate has responsibility for a major outreach program, such as in Cooperative Extension or University Library. The Service and Outreach Portfolio enables candidates to document their leadership in developing curricular reforms, outreach, bridge programs, and other initiatives. A candidate may request that the department head or committee chair include the Service and Outreach Portfolio in the materials sent to external reviewers. Like research publications and the Supporting Documentation in Teaching Portfolios, this documentation will not be forwarded to college committees unless requested by them.

Description of Program
> Provide a short description of the service or other educational programming provided by the candidate, including the program goals and objectives. Describe the needs that the program serves, its development, and communications plans.

Assessment of Program
> Describe the assessments that have been developed, including feedback from collaborators and clients. Characterize the program's accomplishments and provide specific measures developed for outcomes assessments.

Supporting Documentation
- Materials from seminars or workshops
- Technical reports, research studies, and presentations
- Newsletters, pamphlets, and articles for popular and special interest publications
- Online resources developed for community, business, agency, or disciplinary associations
- Expert testimony or consultations

Documentation of Impact
- Letters from community or business collaborators noting the impact of the programs or services
- Letters from academic collaborators noting the impact and/or methodological rigor of the contributions
- News reports on service contributions
- Grants and contracts secured to support or build on service contributions
- Adoptions of programs and materials by other institutions or groups

Our "inclusive view of scholarship" provides a framework for using service to demonstrate leadership and impact:
> *Promotion and tenure require excellent performance and the promise of continued excellence in 1) teaching, 2) service, and 3) research, creative work, and scholarship. The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and colleges, will recognize original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities and patents.*
- Related resources are available at https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship

Further Information on promotion is provided at https://facultyaffairs.arizona.edu/content/about-promotion
- Promotion Presentation, Guide to the Promotion Process and Templates for Dossiers
- Promotion policies such as clock delays
- The Office of Instruction and Assessment's Peer Review of Teaching Protocol
- College Criteria for promotion, tenure and continuing status and career-track reviews.