USING PORTFOLIOS TO DOCUMENT IMPACT, INNOVATION AND LEADERSHIP

Friday January 22, 2021

www.facultyaffairs.Arizona.edu

https://facultyaffairs.arizona.edu/promotion-workshops

TODAY'S PRESENTERS

- **Andrea Romero**, Vice Provost for Faculty Affairs, Professor

- **Lisa Elfring,** Associate Vice Provost, Associate Specialist, Office of Instruction & Assessment

- **Rebecca Perez,** Assistant Director, Instructional Data, Office of Instruction & Assessment

- **Ingrid Novodvorsky,** Director, Teaching, Learning and Assessment, Office of Instruction & Assessment

- **Jeannie McLain**, Assistant Dean for Faculty Advancement, Research Scientist, CALS

- **Yan Han,** Librarian, University Libraries

OUR AGENDA

- Pandemic Context

- Section 6: Teaching Portfolio

- Section 8: Portfolio to Document Leadership in Service and Outreach

- Holistic Teaching Documentation

- Peer Observations

- TCEs and SCSs

- Tips for Section 6 and Tips for Section 8

Links to more information

- Guide to Promotion for Continuing and Tenure-track faculty
  - https://facultyaffairs.arizona.edu/guide-promotion-process
- Guide to Promotion for Career-track Faculty
  - https://facultyaffairs.arizona.edu/sites/default/files/2019.06.21_19-20%20Guide%20to%20the%20Career-Track%20Promotion%20Process_Final.pdf
- Inclusive View of Scholarship
  - https://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship

Significant amount of information is circulated on how the pandemic is impacting faculty productivity

- https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity
- https://www.nature.com/articles/d41586-020-01294-9
- https://www.thelily.com/women-academics-seem-to-be-submitting-fewer-papers-during-coronavirus-never-seen-anything-like-it-says-one-editor/
- https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic
- https://voxeu.org/article/who-doing-new-research-time-covid-19-not-female-economists
- https://www.theguardian.com/education/2020/may/12/womens-research-plummets-during-lockdown-but-articles-from-men-increase
- https://blogs.scientificamerican.com/voices/scientist-mothers-face-extra-challenges-in-the-face-of-covid-19/

Pandemic Context

- Additional stress, frustration, anxiety and even burnout
- Increased workload
  - Remote learning pivot and student safety
- Deterioration of work-life balance
- Fewer uninterrupted blocks of time
- Grief, loss, loneliness, illness, death
- Teaching Challenges and Additional Service
- Research Challenges
  - Access to lab, access to human participants, slow down in lab activities or materials, loss of grad students, Loss of funding

Systemic Barriers

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic creating.
- Caregiving has been a very prominent issue.
  - Greater concerns about underreporting in COVID19 statements
- [Uarizona COVID19 Instructor Survey Report –Spring 2020](#)

SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required 2021 and forward)

- https://facultyaffairs.arizona.edu/covid-19-context
- Candidates can use this subsection of the dossier to describe the influence of COVID-19 on any aspect of their position (e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.).
- The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide no more than a 2 page description (single spaced) for this subsection.
  - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester. The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide up to one-page description (single spaced) for this subsection.

Starting Point For The Honest Conversation

Asking The Right Questions

TEACHING	RESEARCH	SERVICE
How many course(s) were transitioned to an online mode during Spring 2020?	Was access to their research lab reduced or eliminated?	Did faculty member contribute to department or university initiatives related to COVID-19?
Was completion of online-education training or attendance at teaching meetings required?	Was unspent start-up funding pulled to offset university finances? Was there irreplaceable loss of research animals, subjects, supplies, field seasons, or travel? Were invited seminars and/or conference presentations cancelled?	Did they contribute to public discussions, community engagement related to COVID-19?
Did faculty member mentor students during Spring 2020?	Was the research program altered to address issues related to COVID-19?	Did the scope of service duties change during Spring 2020?

Evaluation Committees Should:
Be diverse - Include women and faculty of color.
Be informed - Understand inequality and inequity at their institutions.
Be transparent - Detail plans to promote gender equity and race parity.
Be proactive - Distribute a clear and documented procedure for (re)evaluation.
Be trained - Understand how COVID-19 differentially impacts the careers of women.

Considerations

- Most other peer institutions are instituting the same type of protocol, so it will be expected and common in dossiers sent to external reviewers.
- It will go to external reviewers
- Clock delay information is indicated on Section 2 workload and does not need to be included in the statement
- Additional training for teaching can be put in the teaching portfolio
- Changes to syllabus and student activities can be put in the teaching portfolio
- Positive Impacts
  - Creativity/good outcomes of teaching
  - Indicate if Service activities are pandemic related
  - Provide examples of contributions if relevant

Section 6

Teaching Portfolio

Teaching Portfolio

- Information on the Section for Teaching and Advising is shared at all levels of internal review
- Supporting Documentation for Teaching does not go beyond the department committee and department head
- Curricular reforms can be put into Section 8: Service Portfolio

Teaching & Advising

- Extent of Teaching (use table format for List of courses taught)

Course Name	Course Number	Format	Semester(s) Taught	Co-Taught?	Co-Teaching Percent Effort	Last Academic Year Taught	Total Number of Years Taught
(for example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2019-20	2

- Course Descriptions – brief 2-3 sentences (student population and instructional setting)
- Student Evaluations - candidate provides reports

Teaching & Advising

- Individual Student Contact
- Contributions to Instructional Innovations and Collaborations
- Teaching Awards and Teaching Grants
- Teaching Philosophy Statement (optional) (no more than 3 pages)
- Peer observations during period in rank that were NOT done for promotion review (optional)

Supporting Documentation

- Syllabi and Major Assignments
- Examples of Course Content
- Curricular Reviews and Other Contributions to Scholarship on Teaching
- Open-ended student comments from TCE or SCS
- Examples of student product or outcomes from courses, research or mentoring activities

Teaching Portfolio Additional Resources

More information on portfolios is available on line:
 https://facultyaffairs.arizona.edu/content/teachingportfolios-and-reviews

Online Resources on Teaching Portfolios
☐ Brown University's The Teaching Portfolio by Hannelore B. Rodriguez-Farrar ☐ University Center for the Advancement of Teaching at Ohio State University's Teaching Portfolio Resources:
http://ucat.osu.edu/read/teaching-portfolio

☐ University of California, Berkeley provides detailed advice on each aspect of the teaching portfolio.
https://career.berkeley.edu/PhDs/PhDportfolio

☐ How to Write a Statement of Teaching Philosophy by The Chronicle of Higher Education
https://www.chronicle.com/article/how-to-write-a-statement-of-teaching-philosophy/?cid2=gen_login_refresh&cid=gen_sign_in

 ☐ Rubric for Evaluating Teaching Portfolios from the University of Indiana:
http://medsci.indiana.edu/m620/sotl_08/teaching_portfolio_rubric.pdf

☐ Inclusive Curricula and Classrooms Classroom observations, Candidate Statements, and other aspects of Teaching Portfolios should demonstrate that candidates are utilizing evidence-based methods such as universal design principles to meet the needs of all learners, including those from traditionally unrepresented backgrounds. Further information on inclusive pedagogies is available at
https://diversity.arizona.edu/creating-inclusive-classrooms

OUR INCLUSIVE VIEW OF 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.

https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship

Ernest Boyer's *Scholarship Reconsidered:*

- **The scholarship of discovery** *includes investigations inquiries that generate new knowledge.*

- **The scholarship of integration** *makes interdisciplinary connections to synthesize knowledge in new ways.*

- **The scholarship of application** *is concerned with applying knowledge to social issues, sometimes to test theories and ground knowledge making.*

- **The scholarship of teaching** *includes transforming and extending as well as transmitting knowledge.*

- **The scholarship of engagement** *extends these forms of inquiry by collaborative inquiries on social issues.*

Based on *The Scholarship of Engagement*,
Center for Experiential Learning, Loyola University

DOCUMENTING AND ASSESSING OUTREACH AND SERVICE

Service Portfolio (optional for career-track faculty and tenure-track faculty) (required for continuing status faculty)

Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs.

Purpose

Working together to expand human potential, explore new horizons and enrich life for all.

Mission

We will continuously improve how we educate and innovate so we can lead the way in developing disruptive problem-solvers capable of tackling our greatest challenges.

Vision

To create a world where human potential is realized and we're all working together to create solutions to big problems so that life in our communities, in Arizona and on our planet can thrive.

CORE VALUES

- **INTEGRITY.** Be honest, respectful and just.
- **COMPASSION.** Choose to care.
- **EXPLORATION.** Be insatiably curious.
- **ADAPTATION.** Stay open-minded and eager for what's next.
- **INCLUSION.** We're better together.
- **DETERMINATION.** Bear Down.

Publicly Engaged Service

- Publicly Engaged Service
- ***Type 10. Service—technical assistance, expert testimony, and legal advice***. Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- ***Type 11. Service—co-curricular service-learning***. Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- ***Type 12. Service—patient, clinical, and diagnostic services***. Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- ***Type 13. Service—advisory boards and other discipline-related service***. Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- ***Type 14. Commercialized activities***. Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).

Doberneck, D. M., & Schweitzer, J. H. (2012). *Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure*. IARSCLE Conference.

8: Service and Outreach Portfolio

- Program Overview (reviewed by all internal committees)

  - Description of program

    - Goals & objectives

    - Needs intended to serve

    - How components were developed

    - Methods used to reach audiences

  - Assessment of program

    - Assessment of specific measures

    - Feedback from collaborators and clients

    - Accomplishments and demonstration of success

Supplementary Documentation

- In P&T/career-track reviews, these materials remain in departments.

  - However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.

    - Materials from seminars/workshops

    - Technical reports, research studies, and presentations

    - Expert testimony or consultations

    - On-line resources for community, business, agency, or disciplinary associations

    - Newsletters, pamphlets or articles for popular or special interest publications

Impact

- Documentation of Impact

  - Letters from community/business collaborators with emphasis on impact of programs

  - Letters from academic collaborators noting impact/rigor of contributions

  - News reports

  - Adoption of programs or materials by other institutions or groups

  - Grants or contracts that support or build on service contributions

ALL COLLABORATOR LETTERS MUST BE REQUESTED BY THE DEPARTMENT HEAD **NOT THE CANDIDATE**. A LIST OF COLLABORATORS CAN BE PROVIDED BY THE CANDIDATE TO THE DEPARTMENT HEAD

The Scholarship of Teaching & Learning at UA

Lisa Elfring

Associate Vice Provost, Associate Specialist,
Office of Instruction & Assessment

The Scholarship of Teaching & Learning at UA

Office of Instruction & Assessment

Building capacity for excellent teaching

- **Faculty Learning Communities**
- **Collaborative Learning Spaces**
- **Peer Review of Teaching Protocol**

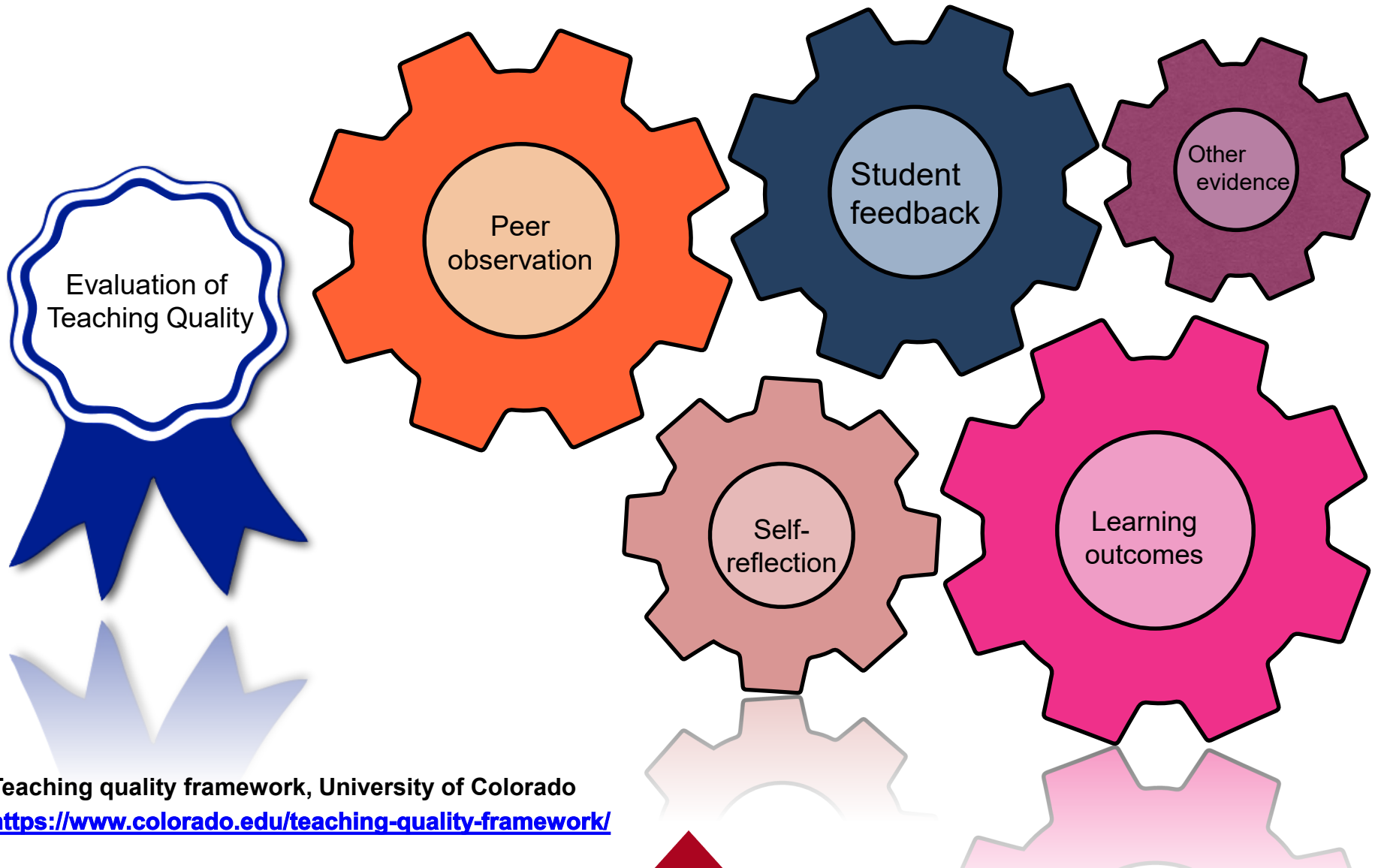**Center for University Education Scholarship**

- **CUES SEMINAR SERIES**
- **DISTINGUISHED FELLOWSHIPS**
- **SYMPOSIA AND WORKSHOPS**
- **TEACHING SCHOLAR CIRCLES**

DOCUMENTING YOUR IMPACT

- **Develop an outcomes assessment plan** to identify metrics that demonstrate your impact.

- **Consider benchmarks** for the advancement of your teaching and outreach.

- **Use your Candidate Statement** to frame your program of work with an inclusive vision.

- **Document your leadership and impact** in Sections 6, 7, and 8 of your dossier.

- **Identify collaborators** for your committee chair and/or head to solicit letters to offer testimony to your effective collaborators.

The goal: multi-modal evaluation of teaching quality

Evaluation of Teaching Quality

Peer observation

Student feedback

Other evidence

Self-reflection

Learning outcomes

Teaching quality framework, University of Colorado
https://www.colorado.edu/teaching-quality-framework/

Writing your teaching philosophy

A self-reflective statement of your beliefs about learning and teaching that describes how your teaching decisions and strategies aligns with your values.

- Your ideas are developed with specific, concrete examples of what you have done and will do to achieve your teaching goals.
- A good teaching philosophy connects all the other kinds of evidence in your teaching portfolio: courses taught, mentoring, syllabi, assignments, observations, and student surveys.

Resources:
University of Minnesota Center for Educational Innovation
Purdue University Online Writing Lab

PEER REVIEW PROTOCOL & CRITERIA FOR EVALUATING TEACHING PORTFOLIOS

Ingrid Novodvorsky

Director, Teaching, Learning, & Assessment

Office of Instruction & Assessment

PEER REVIEW PROTOCOL

- Section 7: Evaluation of Teaching & Teaching Portfolio

- COMPLETED BY THE DEPARTMENT P & T COMMITTEE

  - Classroom Observation Reports
OIA Resource: [Peer Review of Teaching Protocol](#)
    - On letterhead, dated, and signed by reviewer(s)

INTERPRETING STUDENT COURSE SURVEYS (SCS)

Rebecca Pérez

Assistant Director, Instructional Data

Office of Instruction & Assessment

SCS CONSULTATION AND SUPPORT SERVICES

- Assistance accessing SCS and TCE reports in Uaccess Analytics

- **Consultation with departments or committees** on adding questions for comprehensive performance appraisal planning

- An additional 7 instructor/department questions may be added

SCS CONSULTATION AND SUPPORT SERVICES

- **Assistance to faculty** accessing and interpreting SCSs and TCEs
  - Adding additional questions targeting specific teaching elements

Contact

Rebecca Pérez, Assistant Director, Instructional Data
Office of Instruction and Assessment
rperez@email.arizona.edu and 626-0536

SCSs: ONLY ONE SOURCE OF STUDENT FEEDBACK

- SCSs/TCEs can provide formative student feedback to help assess a variety of teaching models, such as online classes, teams, TA's, 7.5-week courses, and dynamically dated classes

- SCS items focus on good teaching practices

- The availability of SCS/TCE results to UA students and faculty by course and instructor increases accountability for effective teaching

SCSs for 2020

- No SCS for courses taught during FY2020 are required.

  - No Spring 2020 SCSs were given

  - Fall 2020 were for formative feedback only

SCS ITEMS

Likert-scale questions (Strongly agree-strongly disagree, 5 categories, no numerical values)

1. In this course, I was encouraged to participate through class activities, projects, and/or assignments.

2. This course expanded my knowledge and skills in this subject matter.

3. I was treated with respect in this course. (Unchanged from prior set of questions)

4. I was encouraged to analyze and/or apply the concepts and skills taught in this course.

5. The learning goals for this course were clear to me.

6. This course helped me to connect the concepts and skills we learned to the world around me.

7. I feel I learned the subject matter well enough to help another student in this course.

8. The course presentations, materials, procedures, and deadlines were clearly organized.

9. I regularly/frequently had the opportunity to ask questions about concepts and skills in this course.

10. I received feedback on my course work/assignments throughout the semester.

11. I received feedback on course work/assignments that helped me learn.

12. The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course.

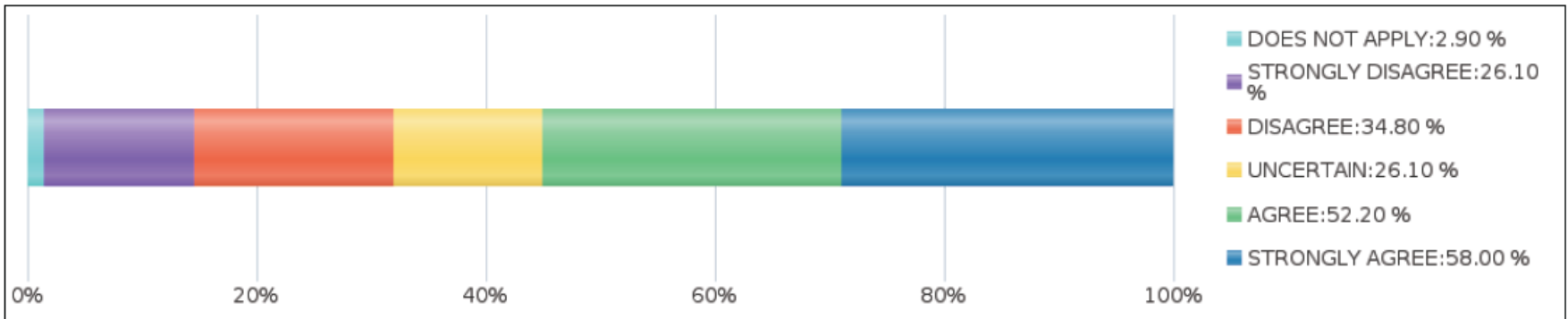# SCS ITEMS

Short-answer questions (no change to these)
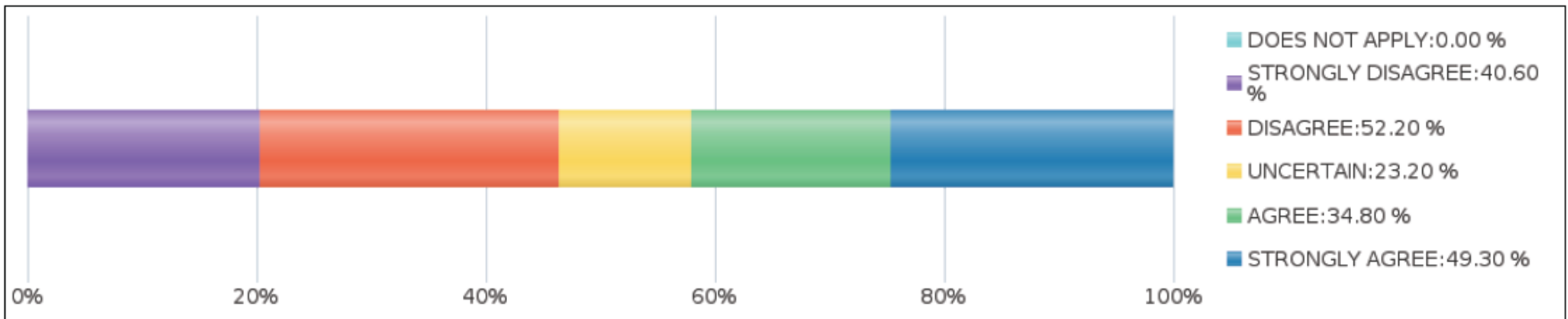
1. What did you especially like about this course?

2. What suggestions would you make to improve the way this course is taught?

3. Please write any additional comments you may have below.

SCS Reports

Question Text: Answers to the exam questions were adequately explained after the exam. **Response Count:** 138

- DOES NOT APPLY: 2.90 %
- STRONGLY DISAGREE: 26.10 %
- DISAGREE: 34.80 %
- UNCERTAIN: 26.10 %
- AGREE: 52.20 %
- STRONGLY AGREE: 58.00 %

Question Text: Enough time was provided to complete the exams. **Response Count:** 138

- DOES NOT APPLY: 0.00 %
- STRONGLY DISAGREE: 40.60 %
- DISAGREE: 52.20 %
- UNCERTAIN: 23.20 %
- AGREE: 34.80 %
- STRONGLY AGREE: 49.30 %

Interpreting SCS Reports

OIA Office of Instruction & Assessment
Building capacity for excellent teaching

strongly disagree	disagree	uncertain	agree	strongly agree

5% 5% 8%	31%	49%		
8% 14% 14%	34%	30%		
9% 7% 13%	36%	34%		
8% 5% 13%	37%	36%		
11% 12% 19%	30%	27%		
12% 9% 12%	34%	31%		
30% 19% 15% 16% 19%				
13% 14% 16%	27%	28%		
8% 9% 16%	31%	34%		
15% 15% 8%	32%	28%		
17% 20% 12%	27%	22%		
13% 8% 16%	35%	26%		
12% 12% 14%	31%	31%		
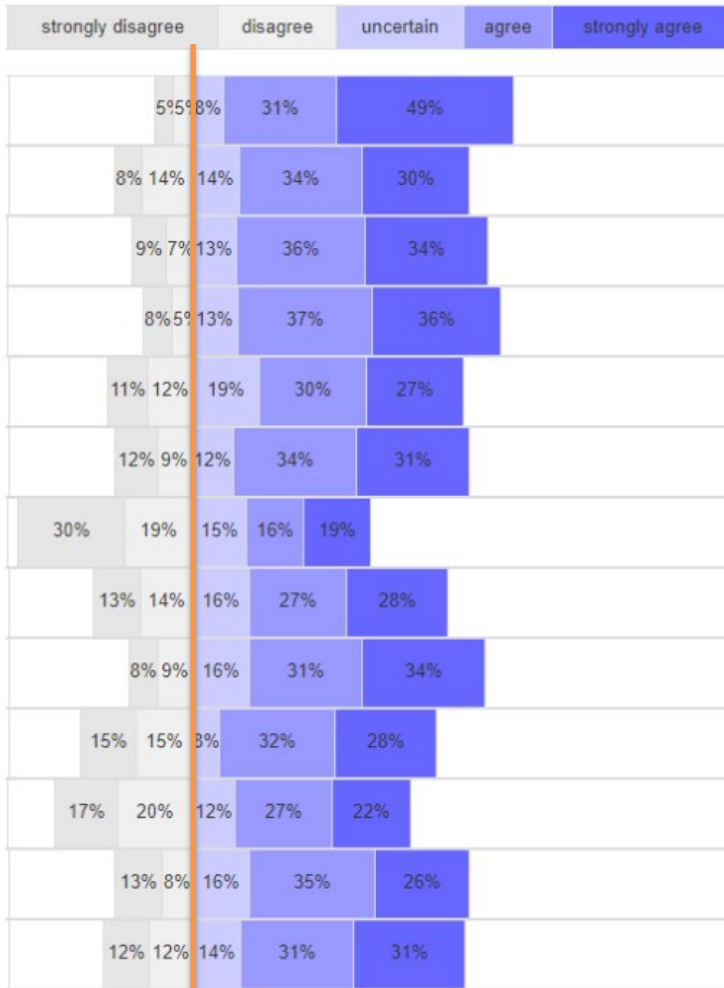
- For each item, look at the pattern of response rates

- Items with a greater proportion of strongly disagree and disagree may indicate teaching practices that can benefit from the introduction of new strategies

https://scs.arizona.edu/content/17

Interpreting SCS Reports

OIA Office of Instruction & Assessment
Building capacity for excellent teaching

Teaching Practice: Builds upon students' prior knowledge and experience

SCS Item: This course expanded my knowledge and skills in this subject matter.

Example Strategies:
•Visible Thinking: Illustrate how information links/connects with foundational concepts using diagrams or graphic organizers such as concept maps or mind maps. Both the instructor and students should have the opportunity to reveal their thinking to others and to discuss as a group.
•Make it relevant: Use models/contexts that make sense to students, relating to experiences they are likely to have had in their own lives. This can help facilitate the connection between new and prior knowledge.
•Encourage reflection: Have students revisit their ideas, and ask them frequently how their understanding has changed. How do new concepts/processes relate to those presented earlier in the course?

https://scs.arizona.edu/content/17

Teaching

Jeannie McLain,

Assistant Dean for Faculty Advancement, Research Scientist, CALS

University Advisory Committee on Continuing Status and Promotion

Yan Han, Librarian, University Libraries

University Advisory Committee on Continuing Status and Promotion

- Reviews candidates and provides recommendations to the Provost on CS&P
- Committee members are independent and make his/her own recommendations.
- The last review on dossier before sending to the Provost
  - Candidate >> Internal unit review >> external reviewers >> UACCSP >> the Provost
- Presents a written recommendation to the Provost

For Faculty not submitting dossier this year

- Begin EARLY to understand all of the performance expectations
  - Job description and workload assignments
  - Pay special attention if workload assignments changed
- Regularly meet (at least annually) with unit's CS&P liaison or departmental chair to discuss whether meeting expectations.
- Candidate Statement is important.
  - Try write one at 3rd year
  - The final one can be started as early as a year ahead (4th or 5th year).

Dossier

What the committee (and external reviewers) look for:

- Full and completed dossier (more to discuss)
- To evaluate the candidate on a fair and consistent manner against each unit's bylaws
- For the benefits of: candidate, external reviewers, internal CS&P committee, dept head, college CS&P committee, Dean, this committee and the Provost.

Dossier Preparation

What to DO: Double-check

- **Consistent and Unambiguous** on Position Title and Type of Promotion across the dossier:
  - **Type of promotion**: a) Promotion, or b) continuing, or c) both promotion and continuing.
  - **Position title** (consistent over the dossier)
- MUST adhere to dossier format <u>exactly</u>.

- The Candidate, internal review committees and external reviewers shall be consistent what exactly the candidate is being reviewed for.
  - Candidate: Sec. 1 Summary, Sec. 2. Workload assignment, Sec. 5 Candidate Statement
  - Unit head & Candidate: Sec. 2 Workload assignment (limited space) and a detailed position description.
  - Unit CS&P committee: external reviewers' invitations

Position description: Very important

- Use standardized template (Section 2)
  https://facultyaffairs.arizona.edu/promotion-dossier-templates
- Every case should have a detailed position description (as an attachment to Section 2), which are very helpful. Reasons:
    - Candidates may have workload changes over the past 5-6 years.
    - Both internal and external reviewers need to understand what exactly the candidate's duties and changes (e.g. administrative, service, scholarship %)

COVID related

- Impacts on research
- Impacts on service

Teaching Portfolio

- Section 6: Suggested Teaching load in a table format listed at the **XLSX**
- Non-classroom teaching, recommended a table format as below:

Student/Postdoc name	Year/semester	Type of mentoring	% of effort (if >= 1 mentor)

Number of external reviewers

- Recommend to have more than just minimal external reviewers.
    - At least 2-3 letters from qualified external reviewers that are NOT suggested by the candidate.
    - Each unit should request 10~ external reviewers if 5 are provided by candidate.

THANK YOU!
The Faculty Affairs Team

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