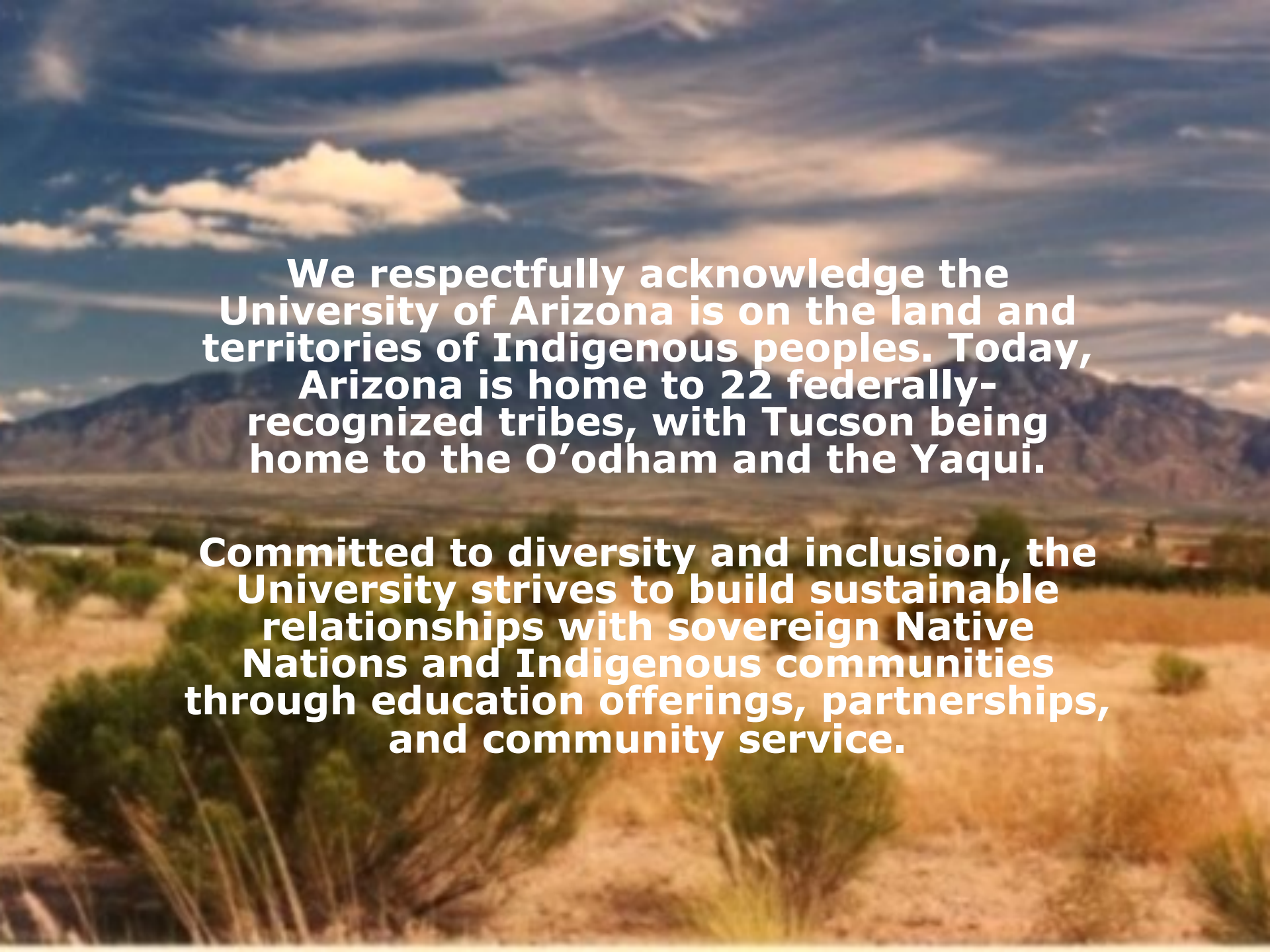
2023-2024
Section 6
Teaching Portfolio

www.facultyaffairs.arizona.edu


We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O'odham and the Yaqui.
Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Faculty Affairs

Vision

- To nurture a humanistic approach to faculty activity that fosters excellence, equity and impact.
- We aspire to high levels of accountability, efficiency, and transparency.
- To promote understanding of the role and contributions of faculty
- To adhere to the fundamental values of our land grant institution and R1 status.

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2023-2024 Promotion Cycle Workshops & Resources

- Promotion Dossier Templates and Instructions: **https://facultyaffairs.arizona.edu/promotion-dossier-templates**
  - Guide to 2023-2024 Promotion for Career-Track Faculty
  - Guide to 2023-2024 Promotion for Tenure-track & Continuing Status Track Faculty
- Online and In-person Workshops: https://facultyaffairs.arizona.edu/promotion-workshops
- You can find additional resources for faculty at our link: **https://facultyaffairs.arizona.edu/about-faculty-resources**
  - Inclusive scholarship, promotion criteria by college, clock delay information
  - NCFDD: https://facultyaffairs.arizona.edu/content/national-center-faculty-development-diversity
  - Faculty Development Communities for Promotion: https://facultyaffairs.arizona.edu/communities

Outline

- Faculty Affairs Introduction & Resources
- Holistic Teaching Evaluation & Documentation
  - Inclusive Scholarship and Teaching
- Section 6
  - Extent of Teaching
  - Mentor Matrix
  - Student Evaluations
  - Individual Student Contact
- Supplementary Documentation
- Teaching Philosophy
- Summative Peer Observations

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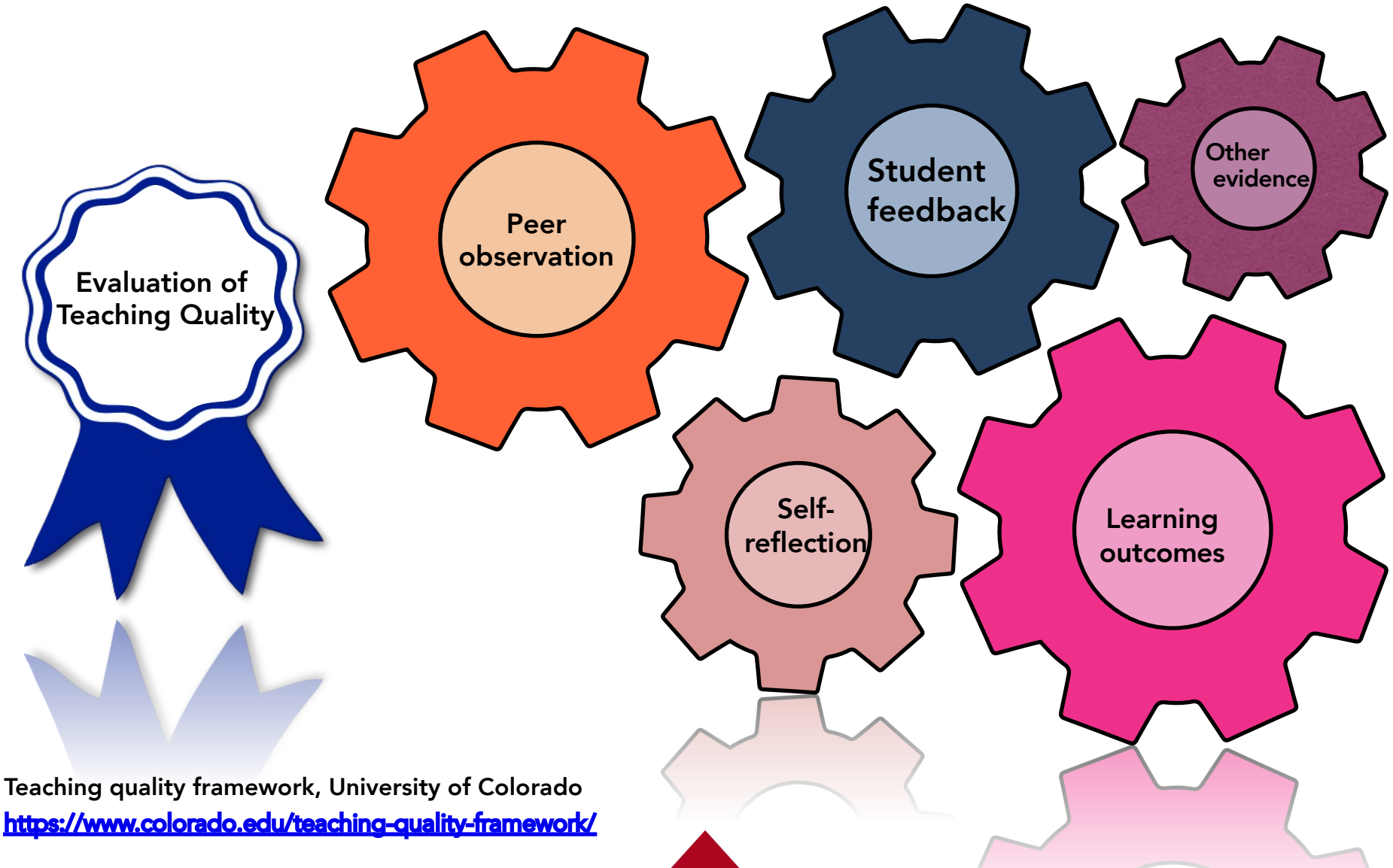
The Goal:

Multi-modal evaluation of teaching quality



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

INCLUSIVE 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*

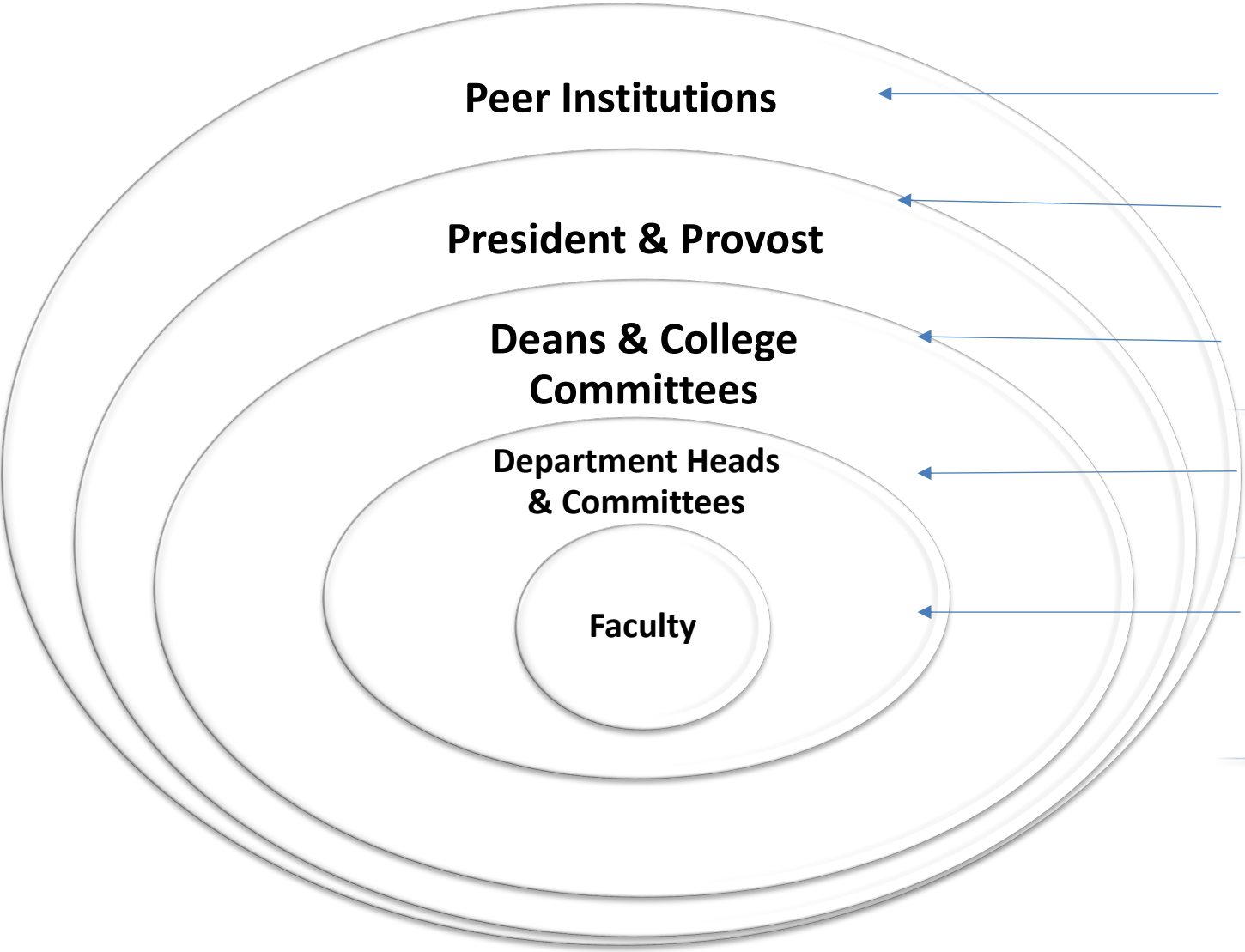
- **The scholarship of discovery** includes investigations inquiries that generate new knowledge.
- **The scholarship of integration** makes interdisciplinary connections to synthesize knowledge in new ways.
- **The scholarship of application** is concerned with applying knowledge to social issues, sometimes 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

Publicly Engaged Instruction

- ***Type 5. Instruction—for credit—nontraditional audiences***.
  - Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.
- ***Type 6. Instruction—for credit—curricular, community-engaged learning***.
  - Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.
- ***Type 7. Instruction—noncredit—classes and programs***.
  - Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.
- ***Type 8. Instruction—noncredit—managed learning environments***.
  - Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).
- ***Type 9. Instruction—noncredit—public understanding, events, and media*.**
  - Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

Systemic Approach to Inclusive Scholarship Shifts in Promotion



PTIE, APLU, WICHE, Modified External Reviewer Letters

Visible messaging, Communication, Regular Meetings with Affinity Groups, Using Data & Reports, holding units accountable, Inclusive Scholarship Policy

Inclusive Scholarship in Criteria, Administrator and Review Committee Training

Inclusive Scholarship in Criteria, Administrator and Review Committee Training

Promotion Workshops, Mentoring, Dossier Template

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

Section 6:
Teaching Portfolio and Resources

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Section 6A:
Information on Teaching and Mentoring

- Extent of Teaching – use template
- Course Descriptions –2-3 sentences
- Student Evaluations
  - How to download appropriate format for TCE 2019 and prior
  - How to download appropriate format for SCS 2019 to current.
- Individual Student Contact (see Section 6A for examples)
- Contributions to Instructional Innovations & Collaborations
- Teaching Awards and Grants
- Teaching Philosophy (optional) (no more than 3 pages)
- Formative peer observations (optional)

Extent of Teaching

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List of Courses

Course Name	Course Number	Format	Semester(s) Taught	Co-Taught?	Co-Teaching Percent Effort	Last Academic Year Taught	Total Number of Years Taught	Student Enrollment # Last Semester Taught
(For example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2021-22	2	103

- Preferred to embed within teaching portfolio PDF rather than as separate attachment

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Mentor Matrix

Student's First and Last Name	Undergraduate Graduate or Post Doc	Home Department	Semester/ Yr Start	Type of Mentoring	Your Role (primary advisor, mentor in specific area, etc.)	Student or Postdoc Role (participant in research lab, teaching assistant, etc.)	# of Publications/ Creative Scholarship As Co-Author	# Years Funded on Grants by Advisor	Other Outcomes

Other Outcomes: Graduation, Scholarships, Awards, Fellowships, Jobs, etc.

Types of Mentoring

- Only include more formal mentoring relationships, such as:
  - **Mentor –** shares disciplinary and institutional knowledge and provides individualized guidance.
  - **Sponsor –** expands mentee's visibility, advocates for them, nominates and promotes mentee for awards.
  - **Coach –** provides guidance and helps mentees reach their full potential.
  - **Advisor –** offers value by giving specific feedback about specific questions.
  - **Role Model –** serves as an example whose behaviors or successes are looked up to and imitated.
  - **Confidant –** someone mentees can trust and feel free to be their authentic self with, who appreciates and motivates the mentees, who provides unconditional support and who will tell the truth (even when it is hard to hear).
  - **Ally –** advocates for mentees, gives credit for achievements, and actively partners with the mentees.

Student Evaluations

Tutorials on how to download appropriate TCE/SCS ratings forms and how to download student comments separately

How to download appropriate format for TCE 2019 and prior

How to download appropriate format for SCS 2019 to current.

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 for 2020

- No SCS for courses taught during FY2020 are required.
  - No Spring 2020 SCSs were given
  - Fall 2020 were for formative feedback only

SCSs: ONLY ONE SOURCE OF STUDENT FEEDBACK

Office of Instruction & Assessment
Building capacity for excellent teaching

- 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

SCS CONSULTATION AND SUPPORT SERVICES

- **Assistance to faculty** accessing and interpreting SCSs and TCEs

Contact

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

Individual Student Contact

Individual Student Contact

- Collaborations with undergraduates and graduates on research projects
- Mentoring (use the table format provided here: click to download template).
- Career counseling
- Participation in honors program
- Faculty advising of clubs and associations
- Off-campus internships, service learning and other engagement activities
- Clinical instruction
- Independent studies directed and in progress
- Theses directed and in progress, and year of graduation
- Dissertations directed and in progress, and year of graduation
- Service on other dissertation and graduate committee

Section 6B:

Supporting Documentation

(stays at departmental level of review)

- Syllabi and major assignments
- Examples of course content
  - Lecture material, activities, websites
- Curricular reviews and other contributions to scholarship of teaching
- Student open-ended comments on TCE or SCS
- Examples of student products from courses
  - Student names and faces are FERPA protected and cannot be shared unless part of a public performance or exhibition

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 Philosophy

Optional

No more than 3 pages

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Writing the 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

Section 9:
Summative Peer Teaching Observation for Promotion

Department Head will appoint appropriate person for observation

For observation tools see here:

In person class

On-line class

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Section 9: Peer Observation of Teaching for Promotion and Tenure Review - In Person Classes

Peer Observation of Teaching is coordinated by the candidate's Department Head/Director. They will identify an observer of the appropriate rank and title and request an observation in the Spring or Fall semester of the submission of the packet. The Department Head will pass on relevant information and class materials to the observer. The observer will use this template to complete their review and submit it to the Department Head/Director by the date set in order to include it in the review by the Departmental Review Committee.

Name of Observer:

Title and Rank of Observer:

Department:

College:

Name of Candidate Under Review:

Title and Rank of Candidate:

Department:

College:

Class Observation Details

Title of Class:

Class Catalog Number:

Brief Description of Class:

Class Enrollment:

Number of Students in Attendance on Day of Observation:

Day of Observation (s):

Type of Class:

Lecture		
Laboratory	Collaborative Classroom	Studio
Live On-line	Clinical	Seminar/Discussion

Materials Reviewed for this Observation:

Syllabus	Worksheets	Student Projects

This form includes review criteria in four key areas***: Instruction, Assessment, Learning, and Student Instructor Interactions***. These items are based on best practices for promoting student learning. We recommend that reviewers cite specific evidence for all the criteria.

Categories and Criteria	Evidence	Comments
Instruction		
Provided opportunities for students to apply content (e.g., problems, case studies, practice)		
Assigned small-group tasks that were related to the lesson's learning outcomes.		
Assessment		
Asked questions that required varying levels of thinking (e.g., recall, analysis, synthesis)		
Asked students to generate their own explanations and explain their thinking.		
Learning		
Explicitly shared the learning outcomes of the class session or the current unit.		
Used materials and examples that reflect diverse experiences and/or views.		
Encouraged students to answer each other's questions.		
Student-Instructor Interactions		
Demonstrated flexibility and compassion regarding students' requests.		
Solicited question responses from a wide cross section of the course.		
Most students seemed to be engaged with the class throughout the session.		

Section 9: Provost Award for Innovation in Teaching

- To be considered department committee must write additional memo address criteria
  - Innovative teaching strategies
  - Active learning strategies and other evidence-based instructional practices
  - Well-structured course syllabi with defined learning outcomes
  - Inclusive teaching strategies and course content to address diverse learning styles and experiences
  - New cutting-edge courses, new content, new pedagogy
  - Innovation of collaborative learning spaces
  - Leadership in Faculty Learning Communities
  - Impactful student evaluations/comments
  - Teaching awards, grants, and other recognized achievements in teaching
  - Effective mentoring and advising, including collaborations with students from diverse backgrounds.

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Office of the Provost

Faculty Affairs

Facultyaffairs.Arizona.edu

THE UNIVERSITY OF ARIZONA

Faculty Affairs

Mission Statement

Our mission in Faculty Affairs is to cultivate institutional structures for faculty advancement across the career lifespan. We take an ecosystem equity approach across all system levels that considers (1) recruitment (2) professional advancement, and (3) retention. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty.

Equity

Recruitment

Professional Advancement

Retention

University of Arizona Faculty Affairs
Equity Strategies Across Career-Life Span

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal.

https://facultyaffairs.arizona.edu/about-0

1

Recruitment Stage

Creating targeted diverse recruitment efforts

- Updated Faculty Search Committee Guidelines
- Required Training for all search committee members
- Faculty Affairs consultation with Deans, Department Heads, and Search Chairs
- Strategic Priorities Faculty Initiative for Hiring & Recruitment
- Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness
- Steps in the Scholar Journey Program | postdoctoral recruitment / pipeline strategy

2

Professional Advancement Stage

Ensuring a culture to enable a high-performing academic enterprise

- Promotion Opportunities for all faculty tracks
- Equity based changes to promotion dossier templates
- Promotion workshops for all candidates, department heads, and administrators with an inclusive focus.
- Leadership Programs (ALI, HSI Fellows, ILC, Faculty Fellows)
- National Center for Faculty Development and Diversity membership and resources
- Faculty Development Promotion Communities Mentoring Program
- HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
- Culturally Responsive Curriculum Development Institute
- HSI Seed Grants

3

Retention Stage

Building affirming environments and anti-oppressive structures for faculty advancement

- Increase in cap for number of multi-year contracts for career track faculty
- Salary Equity Review for all tracks
- University Faculty Awards Expansion
- Bias Education & Support Team
- Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
- Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students
- Expansion of Faculty Affinity Groups and regular meetings with Faculty Affairs

Senior Leader Support, Policies, Support of Administrators at all levels

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Office of the Provost

The Faculty Affairs Team

Dr. Andrea Romero
Vice Provost

Dr. Judy Marquez Kiyama
Assoc. Vice Provost

Dr. Adrián Arroyo Pérez
Assoc. Director

Tara Chandler
Assist. Director

Kim Rogan
Program Coordinator

Susana Arreola
Administrative Assoc.