

UNIVERSITY OF ARIZONA

SECTION 6: TEACHING PORTFOLIO AND RESOURCES – CAREER-TRACK

Career-track candidates have the opportunity in the teaching portfolio to represent their teaching through a wide range of information and supporting documentation that demonstrates their teaching quality, outcomes assessment, scholarship in teaching, and innovations in course design.

Section 6 is limited to no more than 100 pages total.

If a candidate's workload does not include teaching, they do not need to complete this section.

Candidates may use the Leadership Portfolio in Section 7 to document their administrative leadership in curricular reforms beyond their own classes, if applicable. Questions may be directed to facultyaffairs@arizona.edu.

Reminders:

Do not include links to drives or folders that permit the owner to track viewership activity (e.g., Dropbox, Google Drive, SharePoint, etc.)

The candidate cannot solicit letters from students or mentees.

Please note, you must use the SCS-Dashboard in UAccess Analytics to download the Instructor | **Promotion and Tenure Summary Report** formatted for the P&T dossiers.

Information on Teaching and Mentoring

Please limit to the **period in current rank at the University of Arizona** *except* for teaching awards and teaching grants.

Extent of Teaching

List of courses taught (**use the linked [Excel table template provided](#)**)

- Note the format(s) in which each course was taught: online, in person, or describe other modality.

Course Descriptions

Brief statements (2-3 sentences) on courses are useful to characterize student populations and instructional settings

Individual Student Contact:

- Mentoring (**use the linked [Excel Mentoring table template provided](#)**)
- 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 committees
- Collaborations with undergraduates and graduates on research projects
- Career counseling

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Contributions to Instructional Innovations and Collaborations

- Teaching workshops attended or delivered
- Development of new course materials and/or revision to a new teaching format
- Collaborations on curricular committees
- Outcome-assessment committees
- Scholarship/Research on curriculum and pedagogy that contributes to the candidate's or others' improved teaching and learning

Study Abroad Participation and Other Global Experiences

Teaching Awards

- Department
- College
- University
- National or international

Teaching Grants

Limit to period in current rank at the University of Arizona, up to 10 years. List grant title, percent credit and percent FTE on grant; role [PI, Co-PI]; all co-PIs; source of funding or agency; years of funding; full funding amount with a breakdown of indirect and direct costs (indicate clearly how much funding comes to the University of Arizona and how much to your department.) Indicate if funding was pulled.

- Grants for teaching innovations

Peer Observations (Optional)

Candidates may **include any prior teaching observations that were *not done*** for the promotion review. The Section 9 Peer Observation of Teaching is coordinated by the Department Head/Director and includes at least two peer observations completed at the time of the promotion review period.

Student Feedback

Candidates, departments or units should provide reports in the teaching portfolio. See [here](#) for more information.

- Teacher Course Evaluation (TCE) Comparison Reports (only for courses before Fall 2019)
- Student Course Survey (SCS) Responses (for courses in Fall 2019 and thereafter**)

**Student Course Surveys are not required in the promotion dossier from Spring or Fall of 2020

- *Please note, you must use the SCS Dashboard in UAccess Analytics to download Student Course Survey reports formatted for the P&T dossiers.*
 - *Please view the brief video tutorial that details [how to download the Student Course Surveys \(SCSs\) reports formatted for P&T dossiers](#). Please note, this Analytics dashboard is different than the dashboard used for Annual Review reports.*
 - *Please view the brief video tutorial that details [how to download the Teacher Course Evaluations \(TCEs\) reports](#) collected before Fall 2019.*
 - *Please ensure that the students' open-ended responses are **NOT** included in this section*

Supporting Documentation (optional)

This section **will** contribute to the page count.

- Cover page listing all attached documents, containing a brief rationale for why each was selected to be highlighted:
 - Syllabi and major assignments

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- Rubrics for assessment or other activities
- Selected examples of course content (lecture material, activities, websites, etc.),
- Curricular reviews and other contributions to scholarship on teaching
- Selected samples of student products or outcomes from courses, research, or mentoring activities. *Students' names and IDs must be redacted*

Please note that student performances are FERPA-protected and cannot be shared unless part of a public performance, unless the student has completed a release form for sharing in the dossier.

Students' Open-Ended Comments

- If you choose to include open-ended student comments, please provide a narrative reflection of no more than **two pages**. In your reflection, include representative quotes from the students' comments and describe how you used this feedback to make improvements to your course during your time in rank.

A brief video tutorial on how to download the **Teacher-Course Evaluations** (TCE) and **Student Course Survey** (SCS) comments can be found [here](#).