“Putting Together a Successful Teaching Dossier”

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For most of the past 20 years at the University of Arizona, Terri has served as the director of the University Teaching Center, which was integrated into the new Office of Instruction and Assessment. She has led campus-wide projects such as the Instructional Space Renovation Team which was responsible for more than a decade of upgrading centrally scheduled classrooms on campus. Terri was a member of the planning team for the Integrated Learning Center and served on the ILC management team throughout its existence. She also was a leader in efforts to begin the bi-annual Graduate Assistants in Teaching Orientation (GATO), the annual Wakonse Conference on College Teaching, and the Certificate in College Teaching. She served as the principal investigator on a large faculty development grant focused on diverse learners. She has taught several courses on campus, both graduate and undergraduate.

Terri’s undergraduate degree is in English. She holds two master’s degrees (counseling, physical education) and a Ph.D. in Higher Education. She is author of Money Matters: First Steps to Financial Freedom for College Students.

Thursday, October 6, 2011
Noon to 1 PM
1609 N. Warren Ave., BRL Rm. C114
(Lunch provided – please RSVP)

For More Information and to RSVP, contact: paulette@aemrc.arizona.edu | 626-3822
SECTION V: EVALUATION OF TEACHING AND ADVISING
(Some items listed in this section may not apply in all cases.)

Note: Teaching should be interpreted to include activities both inside and outside the classroom, for example, mentoring graduate students as a key component of graduate education.

☐ Extent of Teaching (prepared by candidate)
List of courses taught during last 5 years and enrollment

☐ Teaching Awards and Grants (prepared by candidate)
- □ Department/college
- □ University
- □ National/international
- □ Grants for teaching innovations

☐ Individual Student Contact (prepared by candidate)
- □ Advising (number of undergraduate advisees and graduate advisees)
- □ Office hours
- □ Mentoring
- □ Career counseling
- □ Participation in honors program
- □ Faculty advisor of clubs
- □ Off-campus internships/observations
- □ Clinical instruction
- □ Independent studies (in progress)
- □ Independent studies directed last 5 years
- □ Theses in progress
- □ Theses directed last 5 years
- □ Dissertations in progress
- □ Dissertations last 5 years
- □ Service on dissertation committees, other than as advisor

☐ Development and scholarly activity supporting teaching; use of technology; etc. (prepared by candidate)

☐ Evaluation of Teaching and Teaching Portfolio (prepared by the department head or departmental committee) to include summaries of the following components.
  - Student Evaluations of Teaching
    - □ Official TCE summary
    - □ Summary of students’ comments provided by the departmental committee (3-page limit)
    - □ Feedback from graduates
  - Peer Review
    - □ Instructional preparation and planning (assessment of representative syllabi, tests, assignments, appropriateness and currency of course content)
  - Scholarly activity supporting teaching
  - Extent of teaching
  - Classroom visitation (assessment of, e.g., instructional delivery, student response)
  - Contributions to departmental and university teaching
  - Comparison to other faculty
  - Assessment of success of candidate's students
The focus of our research is the development of synthetic methods to prepare advanced XXXX materials possessing controllable dynamics & properties on AAA, BBB, and CCC scales. By utilizing our expertise in YYY synthesis to ZZZ materials, we have developed novel methods for DDD synthesis, functionalization and EEEE fabrication. The development of controlled GGGG methods for FFFF have enabled us to determine GGGG correlations over a wide range of materials for targeted applications in HHH, III, and JJJ.

XXXX can be defined as the empirical methodology of YYYYY. As a theoretical XXXXXX, I interpret my field broadly, to include a wide range of questions about how to reason from data. I have worked on the analysis of XXXXXX data, causal inference under the potential outcomes paradigm, "structural" estimation of PPP and QQQ, and design of RRR. I have used a number of different analytic techniques, including ZZZZZZZ computational methods and AAAA asymptotic analysis, but there are two main themes that run throughout most of my work. First, I am interested in the problem of BBBB--whether it is possible to learn CCCC from a particular type of data. Second, I take a decision-theoretic perspective to questions of data analysis, because this provides a general framework that clarifies many problems in XXXXXX. My teaching reflects my range of research interests; I cover a wide range of topics and have emphasized BBBB developments in both the potential outcomes approach to XXXX analysis and the structural approach. I also view XXXXX as providing an interface between YYYY and CCCCC, DDDDDD, and other methodological fields. This is reflected in my research in XXXXXX, my teaching, and my service work.

After ten productive years as Associate Director at Chicago State College, I began serving as Associate Director of Zoology at The University of Arizona in Fall 2005. I was hired at the rank of Associate Professor, which was awarded with tenure at Chicago State College in Fall 2001, and now have completed my fifteenth year of full-time teaching in higher education, with nine years as Associate Professor. As described in the Department of Zoology document on criteria and measures, I have shown excellence in teaching; included here is evidence of local, state and national recognition variously in publications, convention and conference presentations, and performances. Significant committee and administrative responsibilities have been a major part of my work at The University of Arizona and Chicago State College. My position here, as the second of two faculty members in my area, is defined by the requirements of the position and the needs of the Department of Zoology. I hold teaching to be my highest priority, and the quality of my teaching is confirmed in the high level of my student evaluations and the successful professional placements of graduates.

Genuine creativity is most often found at the boundaries of traditional fields or at the intersection between them. To prepare students for innovation in their work, education and research programs must be interdisciplinary and must provide an accurate knowledge of the component disciplines and an ability to understand and work in the space between them. Within this context, my research and teaching philosophy is founded on the principle that it is essential for students to be exposed to the multidisciplinary applications of research. This philosophy is derived from a long history of experience and leadership both in assorted university and independent laboratories where cross-discipline teaming is an intrinsic part of the research culture.
Making a Statement

GUIDING QUESTIONS

How can you use your Candidate Statement to help reviewers understand your work?
• How can you highlight your achievements in ways that relate them to your promotion expectations?
• How can the Statement relate your research, teaching, and service to the duties for your position?
• How can you provide a sense of why you are excited about your work, and how it is important?

How can you inform specialist reviewers and convey the import of your work to readers outside your area?
• Given that your external reviewers will establish the baseline assessments of your dossier, how can you set out a focused program of research that will be seen as advancing important trends in your area?
  o What are the problems, terms, and concepts that will be of most interest to expert readers?
  o How can you help less specialized readers by providing definitions and examples?
  o Can you benchmark the importance of your research, perhaps by noting invitations to present your work, the standing of the journals you publish in, or citations of your publications?
• How can you benchmark the progress and impact of your program of work?
  o How has your work improved and advanced since your dissertation?
  o If you work on research teams or have collaborated with your dissertation director, how can you specify your independent contributions to those collaborations?
  o Where is your research headed? What will its impact be, and how will you achieve it?

Should you relate your research to your teaching and service contributions?
• Are there continuities between your research and your teaching philosophy?
• Has your research improved your teaching? For example, have you worked with more graduate students, residents, and/or fellows or helped them in new ways?
• How have your students, department, or other internal and external collaborators benefited from these improvements, for example, through the development of new courses, programs or partnerships?

FURTHER CONSIDERATIONS

Remember your readers, including the non-specialists. Your external reviewers may skim your CV and then look to your Candidate Statement to frame your research program because they are asked to assess your research. However, most of your internal reviewers will not be specialists in your field and may be more generally concerned with how your work matters. They may also be interested in how your research informs your teaching.

Less can do more. Do not overload sentences with complex terminology. Your research is detailed in your publications, so focus on major findings and refer to the publications that provide the details. Use your Candidate Statement to make connections among the work detailed in your CV. Focus on a few central themes to provide a set of take-away points for your readers to assess your work, and use telling details to document its impact.

While narratives can be an appealing way to approach a Candidate Statement, that appeal can be misleading. Reflecting upon what you have done is a crucial first step in the process, but those reflections often need to be recast in a less chronological and more analytical form. There is no hard and fast rule on how to write Candidate Statements. Some reviewers may be looking to get a feel for who you are and what you do. Others may be primarily interested in your research methods, your results, and their implications. Both of these types of readers will be included in the audiences who look to your Candidate Statement to frame your dossier.