



NAU Teaching Portfolio Guide

Version 2.3 – March 6, 2025

The *Teaching Portfolio Guide* has been developed as a companion tool to the *Inclusive Excellence in Teaching at NAU: Practices for Teaching Effectiveness* document developed by the NAU Teaching Academy and the Faculty Senate Council on Learning and endorsed by the Faculty Senate.

This *Guide* will encourage faculty to include examples of student-related effort that provide a context for highlighting the uniqueness of each faculty member’s teaching – outside the more “formal” definitions of teaching as specified in NAU workload policies

The goal of the *Teaching Portfolio Guide* is twofold:

- (1) To guide units in developing processes for faculty members to document effective teaching activity in their evaluation reports and promotion files. The guide should also be used to inform the revision and update of units’ criteria for promotion and tenure.
- (2) To serve as a framework for faculty members to demonstrate a more complete representation of their work for annual evaluation and promotion.

Definition of “Teaching Portfolio”

“Teaching Portfolio” is a general term used here to describe the collection of all documentation that can be submitted for Comprehensive Evaluation, Promotion, and Tenure reviews of Teaching.

How this *Guide* could be used to enrich and value the work of evaluating teaching effectiveness:

University

As part of the review process of unit-level criteria to ensure consistent teaching standards across all units that follow best practices developed by the faculty.

College

To review unit-level criteria and standards for the evaluation of teaching.

Unit

To create or modify criteria and processes used in evaluating teaching and to develop rubrics for use in peer reviews of teaching. This would be done through the unit’s established democratic procedures.

Faculty

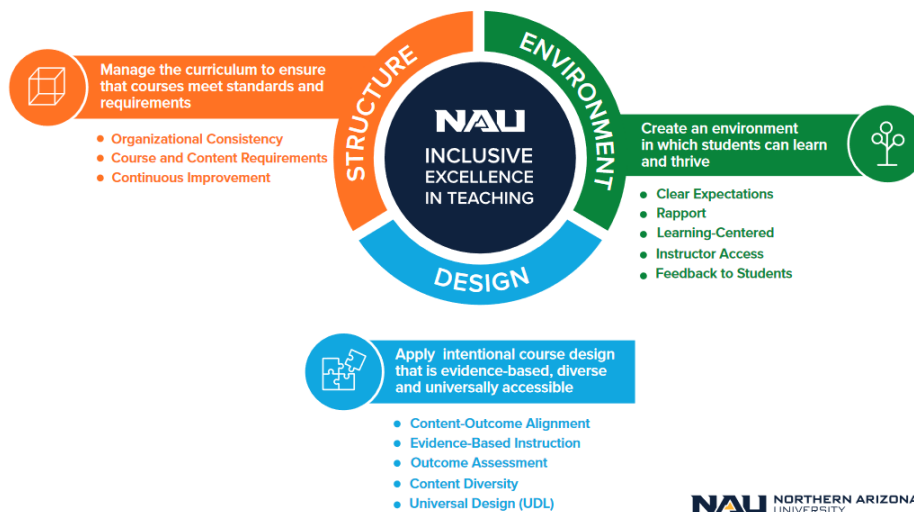
To prepare teaching portfolios used for comprehensive review, promotion, and tenure, in conjunction with unit-level criteria and processes.



Elements of the Teaching Portfolio

At the heart of the *Teaching Portfolio* are **Activities** and **Evidence** which are each linked to at least one of the NAU *Practices for Teaching Effectiveness*¹. The **SOE Summary** and **Self-assessment Narrative** give the portfolio context, allowing it to stand alone. A **Growth and Development Strategy** is a critical component of a continual improvement process and will inform the Self-assessment Narrative for the subsequent year.

1. **SOE Summary:** Summarize the ‘Teaching’ section of the Statement of Expectations (SOE), including the percent workload assigned. Provide an itemized list including a percentage for each course.
2. **Self-assessment Narrative:** A summary of the accomplishments that have been made in Teaching (recommended limit of 2 paragraphs)
3. **Activities:** Based on the Effective Practices for Teaching, faculty list their teaching activities. Include details that support assertions in self-assessment.
4. **Evidence:** When appropriate, provide evidence related to teaching activities and documentation that supports statements made.
5. **Growth and Development Strategy:** When required by the unit, include a summary of future actions planned based on results of self-assessment (recommended limit of 1 page)



¹ <https://in.nau.edu/teaching-academy/inclusive-excellence-in-teaching-at-nau/>



Appendix A: Examples of Activities and Evidence Mapped to Teaching Practices

Each unit is encouraged to develop guidelines for documenting and evaluating teaching practices that include the five components of the Teaching Portfolio: **SOE summary, Self-assessment narrative, Activities, Evidence and Growth Development Strategies**. These components can be rolled together in a single narrative format, tabulated or otherwise organized.

Tying the **Activities** and **Examples** in the Portfolio to the *Inclusive Excellence in Teaching Practices* can assist in streamlining the evaluation process. The following table can be used as a reference to assist in understanding the *types* of activities and evidence that align with each of the practices. Unit-level guidelines should include discipline-specific examples. It is not intended that faculty address every practice listed below.



DESIGN: Apply intentional course design that is evidence-based, inclusive, and universally accessible

Practice	Practice Description	Examples of Activities and Evidence
Content-Outcome Alignment	Align content with established course- and program-level learning outcomes to promote learning and career readiness.	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Design assignments aligned with learning outcomes</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Assessment that shows alignment with learning outcomes</i> • <i>Readings, assignments, and content aligned with learning outcomes</i> • <i>Student feedback aligned with learning outcomes</i>



DESIGN: Apply intentional course design that is evidence-based, inclusive, and universally accessible

Practice	Practice Description	Examples of Activities and Evidence
<p>Evidence-Based Instruction</p>	<p>Offer evidence-based active-learning experiences throughout the course. Ensure that content is taught with appropriate rigor.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Create or apply hands-on class activity</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Description of collaborative projects, discussions, and exercises used in class</i> • <i>Description of innovative teaching or active learning strategies</i> • <i>Description of specific simulations, case studies, and scenarios</i> • <i>Description of problem-based and hands-on activities</i> • <i>Description of game-based learning activities</i>
<p>Outcome Assessment</p>	<p>Include multiple forms of assessment that are aligned with course learning outcomes, that take place early and often (formative assessment), that include a clear statement of criteria for success that measure that students are learning content (summative assessment).</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Implement both in-classroom and out-of-classroom assessment techniques to assess course learning outcomes and inform instruction</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Examples of assessments</i> • <i>Evidence from student feedback indicating that students are learning the content (ex: Course eval Q4: “The assignments help me understand the subject more clearly.”)</i>



DESIGN: Apply intentional course design that is evidence-based, inclusive, and universally accessible

Practice	Practice Description	Examples of Activities and Evidence
<p>Content Diversity</p>	<p>Incorporate diverse perspectives, objectives, content, examples, and activities into course design.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Incorporating assignments, readings, speakers, and discussions introducing students to varied perspectives and voices or differing place dynamics where the topic or content might be applied and/or implemented, varied people who might apply or implement topics or content.</i> • <i>Effort spent reviewing and revising course content to incorporate diverse perspectives.</i> • <i>Including a diversity of viewpoints and voices represented in course content and related back to course objectives demonstrated through readings, authors, and content denoting a diversity of viewpoints and voices represented.</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Lists of readings, videos, speakers, and course content representing diversity</i> • <i>Documentation of mapping or diagramming diversity content and course objectives</i>



DESIGN: Apply intentional course design that is evidence-based, inclusive, and universally accessible

Practice	Practice Description	Examples of Activities and Evidence
<p>Universal Design for Learning</p>	<p>Address student variability and reduce barriers to learning, space, and technology for all students.</p> <p>Address student variability, provide accessible content, practice, assessment, and guidance using a variety of formats and forms of instruction in line with Universal Design for Learning principles (CAST.org)</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Effort spent reviewing and revising course content and processes to incorporate universal design: Engagement, Representation and Action and Expression</i> • <i>Implementation of UD strategies in teaching, reviewing, assessing, scaffolding with consideration to learning variability, physicality and accessibility</i> • <i>Use of ALLY and other inclusive technology such as closed captioning in video, audio use, readers</i> • <i>Project chunking, check sheets and instruction clarity</i> • <i>Providing choice within assignments and how knowledge is demonstrated</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Documentation of specific examples of how UD practices are implemented: LMS shell, project descriptions, supporting documentation, any other materials used in a given assessment that provide learner support and choice</i> • <i>Inclusive and accessible syllabi</i> • <i>Faculty and student faculty reflections</i>



ENVIRONMENT: Create an environment in which students can learn and thrive

Practice	Practice Description	Examples of Activities and Evidence
<p>Clear Expectations</p>	<p>Clearly explain course expectations and what needs to be done to be successful from start to finish. Provide and explain detailed instructions, examples, rubrics and checklists so students understand what, when and how to do it.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • Provide detailed instructions, examples, rubrics, and checklists when assigning assessments • Require students to reiterate the instructions either verbally in class and/or in some part of their written response(s) • Use group analysis of sample papers and presentations to improve student understanding of expectations • Create assignment descriptions that define success criteria, provide examples and models. Communicate expectations, deadlines and goal statement <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Documentation of project instructions with supporting descriptions • Documentation of rubrics with descriptive support as needed • Documentation of number of modifications made and/or time spent modifying course materials, assessments, and instructions to improve clarity. • Rubrics



ENVIRONMENT: Create an environment in which students can learn and thrive

Practice	Practice Description	Examples of Activities and Evidence
<p>Rapport</p>	<p>Build student-instructor rapport both in-class and out-of-class through your own disciplinary experience and expertise. Cultivate a safe classroom environment that is inclusive, civil, and respectful of diverse perspectives.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Check-ins in class or outside of class (formal or informal meetings)</i> • <i>Setting clear guidelines for class behavior and interactions, faculty interactions and accessibility to students and promote respectful engagement: appropriate prompting, active listening, in and out of class</i> • <i>Build community with students, for example by greeting students as they enter the classroom or join online, use an icebreaker activity, allow students to pose questions anonymously, etc.</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Personal introduction of instructor in class and or in syllabus</i> • <i>Feedback from students, possibly from course and interim evals, and communications from students</i> • <i>Use of Course eval Q7: “The instructor shows respect for students.</i> • <i>Open-ended comments on student evaluation survey or emails regarding rapport</i>



ENVIRONMENT: Create an environment in which students can learn and thrive

Practice	Practice Description	Examples of Activities and Evidence
<p>Learning-Centered</p>	<p>Focus on the students and the outcome of their learning. Identify the enduring understandings and transfer goals for post-graduation success.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • <i>Map course content and topics to demonstrate relationship to the learning outcomes</i> • <i>Present questions early in the learning that require students to seek an answer related to one or more learning outcomes</i> • <i>Include Guest speakers</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Mapping documentation with topic, learning, and learning outcome relationships</i> • <i>Mapping assessments to learning outcomes</i> • <i>Examples of student engagement activities such as: Class discussions, collaborative projects, Hands-on activities, Think-pair-share, visualizations, Jigsaw for mastery, and Analytic Teams for problem-solving and analysis</i> • <i>Documentation of time spent reviewing to identify areas in course that could be more learning/learner centered</i> • <i>Documentation of number of changes made / time spent to make more learning/learner centered.</i>



ENVIRONMENT: Create an environment in which students can learn and thrive


Practice	Practice Description	Examples of Activities and Evidence
<p>Instructor Access</p>	<p>Be responsive to students by holding regular student (office) hours and offering alternative meeting times and modes.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • Describe how you make yourself available such as formal and informal situations, use of tech such as text lists, group consultations, study sessions or zoom... • Require student check-ins • Provide turnaround time for email or other communication, and meet that commitment <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Stated (written), posted student hours, stated, and posted availability of meetings by appointment, holding a minimum of 2 student hours a week, or study sessions and use of communication technology to meet student needs • Feedback from students, possibly from course interim eval provided by the instructor with specific questions toward this item • Communications from students



ENVIRONMENT: Create an environment in which students can learn and thrive

Practice	Practice Description	Examples of Activities and Evidence
<p>Feedback to Students</p>	<p>Provide timely, constructive, predictable, and understandable feedback that effectively supports student learning and improvement.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • Set up LMS grading to provide accessible current course grade at any time <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Example and evidence of stated feedback time frame • Example and evidence of feedback content • Evidence from student feedback indicating that students are receiving timely and constructive feedback (ex: Course eval Q5: “The instructor answers questions and concerns in a timely manner.” Course eval Q6:” The instructor provides constructive feedback on assignments.”)



 STRUCTURE: Manage courses to meet standards and requirements		
Practice	Practice Description	Examples of Activities and Evidence
Organizational Consistency	Structure your class time deliberately. Use appropriate resources, tools, and technology. Align course learning outcomes, content, assessments, and expectations across sections.	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • Finish course schedule and organization before the semester's start • Effort spent on re-organizing a course structure to improve it • Lay out dates for delivery of content, assignments, assessments, and any other dates specific to the course • Develop a master course syllabus • New course preparation following master course syllabus <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Course calendar • Content of course eval Q2: "The course is organized in a way that helps me learn." • Description of the alignment between your course's syllabus and the master syllabus
Course and Content Requirements	Ensure your course content and policies meet the requirements of your unit, program, college, university, and accrediting body as appropriate.	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • State policies in the syllabus, identify the most important and/or impactful • Include questions about the syllabus in a quiz due within the first two weeks of course • Have clear plagiarism policy, with specific consequences in syllabus. Follow through on the policies if they are violated.



STRUCTURE: Manage courses to meet standards and requirements

Practice	Practice Description	Examples of Activities and Evidence
<p>Course and Content Requirements (continued)</p>		<ul style="list-style-type: none"> • <i>Hold the policy as consistently as possible, make special adjustments for significant issues and/or occasions</i> • <i>Remind students through interactive questioning about a given policy when it is related to a given assignment or activity</i> • <i>Curriculum development, such as for new courses</i> • <i>New course preparation</i> • <i>Participation in curricular assessment efforts of your courses</i> • <i>Participation in curriculum revision efforts of your courses</i> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • <i>Syllabi</i> • <i>Documentation of notes on policy impact or implementation to support future adjustment</i> • <i>Documentation of communication with students about holding or adjustments of policy</i> • <i>Documentation of notes with rationales for changes that might be proposed and/or made</i> • <i>Documented specification of course requirements for every course, posted with available access</i> • <i>Assessment report</i> • <i>Documentation of notes and communications involving instructors, administration, and others for updates, modifications, etc.</i>



STRUCTURE: Manage courses to meet standards and requirements

Practice	Practice Description	Examples of Activities and Evidence
<p>Continuous Improvement</p>	<p>Demonstrate a commitment to reflection, professional development and continuous improvement that integrates lessons learned from your teaching, student performance, and student feedback. Maintain a record of this process.</p>	<p><u>Activity examples:</u></p> <ul style="list-style-type: none"> • Provide an end of semester reflection, which may become part or all a self-evaluation • Request student feedback using a mid-semester feedback form. Ask students two questions: 1. what is going well for you in this course? 2. what could the professor do better to help you succeed? Then give students an overview of the responses at the next class and indicate how you will address them in that class. <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • End of semester (or during) reflection(s) on course evaluation responses, reactions to summative assessments, and personal review, identifying pinch points, positives and needed improvements and/or personal training/education that might support improvements • Documented journal(s), visualizations, or mapping of changes in the course that respond to improvements sought • Documentation of general responses from the mid-semester or end of semester evaluation and improvements sought and implemented



Additional student-related activities and recognitions: Faculty engage in other student-related activities that fall outside of the formal teaching environment which should also be documented. This table provides some examples of activities and evidence for these other categories.	
Category	Examples of Activities and Evidence
Teaching grants	<p>Activity examples:</p> <ul style="list-style-type: none"> • Write and submit grants from major funders such as NIH, NSF, etc. • Write and submit grants from local or regional funders such as nearby industry partners • Write a segment of larger grants that contain a required teaching component <p>Evidence examples:</p> <ul style="list-style-type: none"> • Attach grant proposals
Type of class taught Such as large enrollment courses, capstone, studio, high contact/feedback, writing intensive, honors classes	<p>Activity examples:</p> <ul style="list-style-type: none"> • Teach a capstone course that requires advance preparation and extra time during the semester • Teach a studio course that require significant extra or outside preparation of materials, longer meeting times and extra one-on-one feedback • Adapt your course to an Honors course that require or include individual student meetings, development of extra assignments, or any individualized learning <p>Evidence examples:</p> <ul style="list-style-type: none"> • Description of activities or extra work necessary for teaching these types of classes
Graduate Thesis Dissertation When not part of the faculty teaching load, as advisor, committee chair or committee member	<p>Activities examples:</p> <ul style="list-style-type: none"> • Participate in Graduate thesis preparation/dissertations that require additional time, individual student meetings, paper reviews and feedback, etc. <p>Evidence examples:</p> <ul style="list-style-type: none"> • Description of activities or extra work necessary when providing guidance to thesis preparation



Additional student-related activities and recognitions: Faculty engage in other student-related activities that fall outside of the formal teaching environment which should also be documented. This table provides some examples of activities and evidence for these other categories.	
Category	Examples of Activities and Evidence
Undergraduate Independent Studies or Undergraduate Research	<p>Activities examples:</p> <ul style="list-style-type: none"> Advise, teach or mentor Undergraduate independent studies and/or Undergraduate research activities that require additional time, individual student meetings, reviews and feedback, etc. <p>Evidence examples:</p> <ul style="list-style-type: none"> Description of activities or extra work necessary when providing guidance to an independent study student or Undergraduate research activity
Teaching Awards and Recognition	<p>Activities examples:</p> <ul style="list-style-type: none"> Respond to an award nomination and develop of a portfolio for award consideration <p>Evidence examples:</p> <ul style="list-style-type: none"> Attach award or recognition evidence for a national, regional, or local recognition for teaching activities
Student Achievements resulting from teaching and/or mentoring	<p>Activities examples:</p> <ul style="list-style-type: none"> Mentor/support students in your classes to submit work to National, regional, or local student recognition/competition that involved faculty support and/or involvement <p>Evidence examples:</p> <ul style="list-style-type: none"> Description of work required to support student through the process of submission to an award Attach specific recognition award received by a student in your class that required your mentorship or guidance



Additional student-related activities and recognitions: Faculty engage in other student-related activities that fall outside of the formal teaching environment which should also be documented. This table provides some examples of activities and evidence for these other categories.	
Category	Examples of Activities and Evidence
Professional development	<p><u>Activities examples:</u></p> <ul style="list-style-type: none"> • Any pertinent course work, workshops, or individual engagement that provides faculty opportunities to improve their teaching practice • Discipline related acquisition of skills necessary to maintain industry standards <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Description of courses, workshops and how these skills were used in your class instruction.

Document History

NAU Faculty Senate Council on Learning NAU Teaching Academy

Version 1 of this guide was developed during the AY 2022-23 by the Teaching Portfolio Work Group, with members from the NAU Faculty Senate Council on Learning and the NAU Teaching Academy *This version was endorsed by the NAU Senate on April 17, 2023, and by the NAU Teaching Academy on May 5, 2023.*

Council on Learning: Rodrigo de Toledo (Chair), Michael Leverington, John Tingerthal, Jennifer Duis, Patricia Murphey (Teaching Academy Chair), Gretchen Gee, and Dawn Hawley

Version 2 is updated to reflect the revised 'Inclusive Excellence in Teaching: NAU Practices for Teaching Effectiveness' which was endorsed by the Teaching Academy on March 1, 2024, and the Faculty Senate on March 18, 2024. *This version was endorsed by the NAU Teaching Academy on December 6, 2024*

Council on Learning: John Tingerthal (Chair), Aimee Quinn, Jennifer Duis, Patricia Murphey, David Castellano, Rebecca Maniglia, Debra Edgerton, Louis Cirelli; TLP: Amy Rushall

Version 2.1 Includes some minor edits for clarification and was prepared for Faculty Senate review in February of 2025

Version 2.2 edits to simplify language to align with the 'guide' nature of the document and remove 'problem statement' for FSEC 2nd review March 2025

Version 2.3 *Endorsed by Faculty Sente April 21, 2025*