



DOSSIER: Teaching Portfolio (75% distribution of effort)

<https://www.uky.edu/~rsand1/dossier/portfolio>

Statement of Promotion and Tenure Expectations: STS Appointments¹

Because the DOE of STS faculty members will normally specify a high concentration of effort in teaching (usually on the order of 70-75% of total effort), the successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels.

These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in ~~AR 1-10-5~~ <rather, [AR 3-10](#)> pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.

Narrative Structure of Teaching Portfolio (how to use):

- Links open PDF documents.
- In each PDF, table of contents page and and section pages include explanations of pedagogy.
 - See "All Outlines" PDF for a compilation of all narrative outlines into single document.
- Each PDF is paginated uniquely.

0. [All Outlines](#)

1. [TEACHING STATEMENT](#)

2. [COURSE LIST](#)

3. COURSE MATERIALS

a. [PHI 100 Introduction to Philosophy: Knowledge & Reality](#)

- i. Syllabus & Daily Schedule
- ii. LMS – CANVAS Design (Principles of Universal Design)
- iii. A Philosophical Exercise (Outcome: The Art of Speaking Well)
- iv. Scaffolded Exercises (Outcome: The Art of Writing Well)
 1. Writing Assignments
 2. Lessons
- v. Guided Reading Exercises (Outcome: The Art of Reading Well)
- vi. Student Work (Scaffolded Writing)

b. [PHI 205 Food Ethics](#)

- i. Syllabus & Daily Schedule
- ii. Assessing Prior Knowledge
- iii. Projects
- iv. Student Work

c. [PHI 336 Environmental Ethics](#)

- i. Syllabus & Daily Schedule
- ii. COVID Class - Pre-Semester Notifications
- iii. Assessment
- iv. Student Work

d. [PHI/ENS 300 History & Philosophy of Ecology](#)

- i. Syllabus & Daily Schedule
- ii. Lessons – Generating Discussion (COVID Class)
- iii. Assessment
- iv. Student Work

e. [ENS 400 Senior Capstone Class: Sustainability in Action](#)

- i. Syllabus & Daily Schedule
- ii. Projects
- iii. Papers
- iv. Student Work

f. [PHI 516 Phenomenological Directions](#)

- i. Syllabus & Daily Schedule
- ii. Lesson Structure

- iii. Writing Assignments
- iv. Student Work
- g. [PHI 680 Special Topics: Time & Time-Consciousness](#)
 - i. Syllabus & Daily Schedule
 - ii. Lesson Structure
 - iii. Assignments
 - iv. Student Work
- h. [PHI755 Independent Study: Husserl](#)
- i. International Teaching (2018 China): [Teaching Methods for Interdisciplinary Courses: A Faculty Course](#)
- j. New Class Announcement: [2022F: UKC 110 Inquiry in the Humanities: Introduction to the Environmental Humanities](#)
- k. Other: [Templates & Rubrics](#)
 - i. UK Core
 - ii. AACU

4. MENTORING & ADVISING INDIVIDUAL STUDENTS

- a. [Gaines Center for the Humanities Fellows](#)
 - i. Claire H
 - ii. Josh E
- b. [Honors Students](#)
- c. [Accomplishments of Former Students](#)
 - i. Benjamin Troupe
 - ii. Tiana Thé
- d. [Graduate Students](#)
 - i. Graduate Committees
 - 1. Philosophy
 - 2. Outside Philosophy
 - ii. Bluegrass Phenomenology Group

5. TEACHING EVALUATIONS

- a. Peer Evaluations (*letters not included online*)
 - i. Stefan Bird-Pollan, Associate Professor of Philosophy, UK
 - ii. Eric Sanday, Associate Professor of Philosophy, UK
 - iii. Tim Sundell, Associate Professor of Philosophy, UK
 - iv. Meg Wallace, Associate Professor of Philosophy, UK
- b. [Student Evaluations](#)
 - i. Student Letters
 - ii. Quantitative (including qualitative comments)

6. TEACHING RELATED ACTIVITY

- a. [Pedagogy Workshops – Organizer](#)
 - i. Workshop Organizer. "Teaching Philosophy" by Melissa Jacquart. University of Kentucky Philosophy Graduate Student Association, UK (October 2020)
 - ii. Organizer & Participant, Interdisciplinary Pedagogy Workshop, 2019 Kentucky Philosophical Association Annual Meeting
 - iii. Co-Applicant, "Teaching Sustainability + Teaching Sustainably," 2018 Sustainable Challenge Grant Award
 - 1. Co-Organizer, Sustain-able Pedagogies Faculty Workshop, 2018-19
- b. [Pedagogy Workshops – Participant](#)
 - i. KyCC Service-Learning Educator Learning Community, 2021-22 Program
 - ii. Colby Summer Institute in Environmental Humanities, 2021
 - 1. see also [Service Materials](#)
 - iii. American Association of Philosophy Teacher's Workshop on Teaching and Learning, 2019
- c. [Faculty and Professional Mentoring](#)
 - i. UK Philosophy Graduate Student Association. Online Education: Teaching During the COVID Emergency, Summer - Fall 2020
 - ii. Association for the Advancement of Sustainability in Higher Education. Sustainability Mentor: Eric Hemphill, University of Central Oklahoma, AY 2018-19

7. INSTITUTIONAL ADVISING

- a. [Director of Undergraduate Studies](#), Environmental & Sustainability Studies, UK

8. INSTITUTIONAL LETTERS OF SUPPORT (*letters not included online*)

- a. Trey Conatser, Acting Director, Center for the Enhancement of Learning and Teaching, UK
- b. Krista Jacobsen, Director of Undergraduate Studies, Sustainable Agriculture, UK
- c. Ernie Yanarella, Professor Emeritus, Political Science, Former Director of the Environmental and Sustainability Studies Program, UK