Documenting Your Teaching Effectiveness

This listing of materials is intended to provide suggestions for ways to document your teaching effectiveness. These materials are meant to serve as a guide and resource.

**Material From Yourself (selected)**

- Statement of teaching responsibilities, including specific courses, and a brief description of the way each course was taught.
- Reflective statement by the faculty member describing teaching philosophy, learning goals, current approaches to teaching, and ways to assess student learning.
- Personal statement by the faculty member describing teaching goals for the next three to five years.
- Representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments, processes for assessing student learning as well as a reflective statement as to why the class was so constructed.
- Representative class activities and/or assignments. Online materials, blogs, podcasts developed for instructional purposes and their impact on students' learning.
- Description of steps taken to evaluate and improve one's teaching. This might include changes resulting from self-evaluation, time spent reading teaching journals in the discipline, participation in seminars, workshops and professional meetings on enhancing teaching, and obtaining instructional grants. Indicate how your teaching has improved as a result of these professional teaching development activities.
- Description of curricular revisions, including new course projects, materials, class assignments or other activities.
- Self-evaluation by the faculty member. This would include not only a personal assessment of teaching-related activities but also an explanation of any contradictory or unclear documents or materials in the teaching section of the dossier.
- Contribution to, or service as editor of a professional journal on teaching in the discipline and/or higher education publication.
- Information about direction/supervision of honors, graduate theses, and research group activities.

**Material from Others: Students, Colleagues, Department Chairperson (selected)**

- Faculty peer observations.
- Statements from colleagues who have observed the faculty member in the classroom as members of a teaching team or independent observers.
- Statements from colleagues who have systematically reviewed the faculty member's course materials, the course syllabi, assignments, testing and grading practices, text selection, and reading list.
- Statements from colleagues who have systematically reviewed the faculty member's out-of-class activities such as instructional and curricular development, and instructional research.
- Student course evaluation data (Course and Teacher Survey—CATS—Historical Summary Report) collected over time which suggest improvements and enriched teaching effectiveness.
**Products of Effective Teaching (selected)**

- Examples of graded student work showing excellent, average, and poor work along with the faculty member’s comments as to why they were so graded. Inclusion of a grading rubric.
- Student scores on professor-made or standardized tests possibly before and after a course, as evidence of student learning.
- Student essays, creative work, field-work reports, laboratory workbooks or logs and student publications on course-related work.
- Information about the effect of the professor’s courses on student career choices or help given by the professor to secure student employment.
- Record of students who succeed in advanced courses of study in the field.
- Statements by alumni on the quality of instruction.
- Student publications or conference presentations on course-related work. Please obtain students’ permission in advance and indicate how their work might be used.

**Indicators of Involvement in Teaching, Contribution to Scholarly Teaching (selected)**

- Involvement in research activities that inform teaching, utilization of scholarly work in teaching.
- Participation in local, regional, state or national activities related to discipline-based and/or interdisciplinary learning and teaching.
- Course revision, course development aligned with department, college, and/or institutional priorities.
- Information on the faculty member’s performance as a faculty advisor. This would come primarily from students, but supplementary information might also come from the department chairperson or advising coordinator or even from colleagues.
- Honors or other recognition from colleagues such as a distinguished teaching award or election to a committee on learning and teaching issues.
- Invitations to teach from outside agencies, to present a paper at a conference on teaching one’s discipline or on teaching in general, or to participate in a media interview on a successful teaching method.
- Invitations to other campuses to demonstrate effective instructional methods, or to participate in teaching/learning symposia.
- Professional exchange with colleagues inside or outside the institution. The exchange might focus on course materials, or methods of teaching particular topics, or helping colleagues enrich their teaching.
- Documentation of involvement in on-campus instructional development opportunities offered by a teaching and learning center and/or instructional technology unit.
- Documentation of teaching grant award and its impact on the faculty member’s teaching.

Developed by Dr. Thomas DiLorenzo, Former Chairperson, Department of Psychology, University of Delaware and Dr. Gabriele Bauer, Villanova Institute for Teaching and Learning (VITAL), Villanova University based on materials by Seldin, P. (2004). *The teaching portfolio* (3rd ed.). Bolton, MA: Anker Publishing.

Provided by VITAL, Villanova University, 2014.