

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.

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