Ideas for Documenting Teaching

This table lists many types of documentation from the perspective of the faculty member, colleagues, and students. Most teaching awards, annual evaluations, and promotion and tenure documents have guidelines telling you what you must include, but may allow for additional information. Provide explanations and examples as you are able. Do not assume that the reader will understand why items included demonstrate the quality and impact of your teaching.

From the Instructor

☐ Statement on teaching philosophy. Typically highlights strategies that are effective, unusual, or best practices drawn from the literature.
☐ Evidence of course and curriculum development, innovation, and assessment.
☐ Sample syllabi and instructional materials including presentations, problems sets, quizzes and exams, reading lists, assignments, and forms of assessments.
☐ Scholarship of teaching and learning (SoTL), such as peer-reviewed publications, presentations, internal and external grants, and textbooks.
☐ Description of an instructional improvement cycle: you see a problem, reflect on it through the literature, try something, and assess how it worked.
☐ Web articles and editor reviewed presentations and publications on one’s teaching.
☐ Teaching assignment and responsibilities, often in tabular form by semester with number of students enrolled.
☐ Undergraduate student advising – number of students, accomplishments of students.
☐ Graduate student advising – advisor and committee membership.
☐ Involvement in student research projects (honors, internships, etc).
☐ Service, including teaching related committees, teaching mentor to junior faculty, PFF students, undergraduates.
☐ Videos of your teaching.
☐ Participation in workshops, learning communities, teaching conferences.
☐ Evidence of continued learning, including certificates, courses taken (i.e. Quality Matters).

From Colleagues

☐ Peer evaluations of teaching based on classroom observations and review of teaching materials.
☐ CELT observations of teaching.
☐ Teaching awards from department, college, university, professional associations.
☐ Internal invitations to share one’s teaching expertise in workshops, consultations, classes.
☐ External invitations to share one’s teaching expertise in workshops, consultations, classes.
☐ Unsolicited feedback (letters, notes, emails).
☐ Solicited feedback.
☐ Reviews of textbooks.
☐ Citations of SoTL.
From Students

- Formal end-of-course student evaluations.
- Mid-course student evaluations, including themes from plus/delta assessments.
- Unsolicited feedback from current and former students (letters, notes, emails).
- Letters from employers of former students.
- Course related student artifacts – papers, exams, lab manuals, reflection journals (can include feedback given to students).
- Evidence of student achievement, such as awards, job placement, graduate school admission, promotion and tenure.
- Student selected teaching awards, honors, and recognitions.
- Performance on standardized or placement tests before and after instruction.

Hints:

Start early. Collect anything possibly relevant. You can select the best later.

Be selective. If you put too much information and evidence, the reader will start “sampling.” It is better for you to direct their attention.

Be organized. Follow whatever guidelines you are provided.

Tell your story. Why and how do you teach? Help readers imagine your classroom and teaching from your perspective and that of your students.

You do not have to be perfect. But do show consideration, thought, and effort at improvement.

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