

Ideas for Documenting Teaching

This page 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.*
- Teaching assignment and responsibilities, with enrollment numbers.**
- Undergraduate student advising – number of students, accomplishments of students.**
- Graduate student advising – advisor and committee membership.**
- Sample syllabi and instructional materials including presentations, problems sets, quizzes and exams, reading lists, assignments, and forms of assessments.**
- Service, including teaching related committees, teaching mentor to faculty, PFF students, undergraduates.**
- Evidence of course and curriculum development, innovation, and assessment.**
- Scholarship of teaching and learning (SoTL), such as peer-reviewed publications, presentations, and textbooks.**
- Internal and external grants, such as Miller Faculty Fellowship or USDA Challenge Grants.**
- 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/blogs/vlogs on teaching.
- Editor reviewed presentations and publications.
- Involvement in student research projects (honors, internships, etc.).
- 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).
- Use and or reviews of your textbooks or teaching materials.
- Citations of SoTL.

From Students

- Student end of course evaluations in tabular form, with comparative program or department means.*
- Unsolicited feedback from current and former students (letters, notes, emails).**
- Course related student artifacts – papers, exams, lab manuals, reflection journals (can include feedback given to students).**
- Mid-course student evaluations, including themes from classroom assessments such as plus/deltas.
- Letters from employers of former students.
- Student selected teaching awards, honors, and recognitions.
- Performance on standardized or placement tests before and after instruction.
- Evidence of student achievement, such as awards, graduate school admission, promotion and tenure.
- Job and career placement and trajectory of former students.

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.

* Required by Senior Vice President and Provost for Tab 2: Documentation of Candidate’s Scholarship and Performance.

** Often included in teaching portfolios for teaching awards

My Support Team/Colleagues(s)

Who will help support my efforts? How will you share your plan with them?

Adapted with permission from:

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