

## Documenting Evidence of Effective Teaching

Iowa State University values teaching. Within the *Faculty Handbook*, “When teaching is part of the faculty assignment, effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning.”

This ISU-focused list provides opportunities for documenting effective teaching from the perspective of the instructor, colleagues, and students. Most teaching awards, annual evaluations, and promotion and tenure guidelines inform you what you must include, but often allow for supplementary information.

### From the Instructor

- ☐ Statement on teaching philosophy. Typically highlights effective strategies and best practices drawn from the teaching literature.\*
- ☐ Teaching materials and forms of assessment can include sample syllabi, presentations, and problem sets, quizzes, reading lists, assignments, and student work.\*
- ☐ Directing undergraduate and graduate student projects, internships, thesis, and dissertations.\*\*
- ☐ Advising and mentoring undergraduate and graduate students and post-doctoral associates.\*\*
- ☐ Evidence of course and curriculum development, including service on curriculum committees.\*\*
- ☐ Innovation, including incorporating new technology, learning approaches, and assessment.\*\*
- ☐ Scholarship of teaching and learning (SoTL), such as peer-reviewed publications, presentations, internal and external grants, such as Miller Faculty Fellowship, USDA Challenge Grants, NIFA grants, etc.\*\*
- ☐ Commitment to advising, including knowledge of curricular and extracurricular matters.\*\*
- ☐ Contributions to professional organizations that seek to improve teaching.\*\*
- ☐ Involvement in international programs and non-credit seminars and workshops.\*\*
- ☐ Development of high impact practices (<https://www.aacu.org/trending-topics/high-impact>)
- ☐ Awards and honors recognizing teaching.
- ☐ Service on teaching-related committees or as a faculty advisor to a student club or organization.
- ☐ Web articles, blogs, vlogs, and databases on teaching.
- ☐ Editor reviewed teaching presentations and publications.
- ☐ Evidence of professional development attended, certificates, and courses taken (i.e., Quality Matters).

### From Colleagues

- ☐ Peer evaluations of teaching based on classroom observations and review of teaching materials.\*
- ☐ CELT formative observations and consultations.
- ☐ Teaching awards from departments, colleges, the university, and professional associations.

- ☐ Invited teaching presentations, publications, workshops, and seminars.
- ☐ Usage and or reviews of your textbooks or teaching materials.
- ☐ Citations of Scholarship of Teaching and Learning (SoTL).

## From Students

- ☐ Student end of course ratings in tabular form (often includes comparative departmental means).\*
- ☐ Evidence of student learning.\*
  - Course related student artifacts, including papers, exams, lab manuals, and reflection journals.
  - Evidence of student knowledge, skill, or proficiency (ex., pre-and post-assessments).
  - Evidence of student achievement, awards, graduate school admission, and career progression.
  - Class and program assessment outcomes.
- ☐ Mid-course student evaluations (plus deltas), including representative themes. This will often include a description of an instructional improvement cycle: you see a problem, reflect on it (through the literature, talk with colleagues, etc.), try something, and assess how it worked for you.\*\*
- ☐ Unsolicited feedback from current and former students (letters, notes, emails).
- ☐ Student generated teaching awards, honors, and recognitions.
- ☐ Job and career placement of former students.
- ☐ Letters from employers of former students.

## Hints

**Start early.** Collect anything 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 the guidelines 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.** Do show consideration, thought, and effort at improvement.

\*Faculty portfolio materials to document teaching activities beyond the vita, *Faculty Handbook*, 5.2.2.3.3.1

\*\*Examples of scholarly teaching activities in the *Faculty Handbook*, 5.2.2.3.1

Consult <https://www.celt.iastate.edu/teaching/document-your-teaching/> for ideas on documenting teaching

## Adapted with permission from:

Kern, B, Mettetal, G., Dixon, M., & Morgan, R. (2015). The Role of SoTL in the Academy: Upon the 25th Anniversary of Boyer’s Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.