

Ideas for Documenting Teaching

This table lists many types of documentation. Most teaching awards, promotions, etc. have guidelines telling what you *must* include but may allow other information—your choice will depend on your particular situation. Provide explanations for the materials in the teaching statement or with the actual document—do not assume that the reader will understand why these items demonstrate the quality of your teaching.

From the Instructor	<ul style="list-style-type: none"> • Statement on teaching (philosophy, objectives, strategies, outcomes). Mention some of the relevant artifacts that you include later. Include rich descriptions of your teaching. Highlight strategies that are very effective, unusual, or best practice. • Evidence of course and curriculum development and innovation • Evidence of student learning (see section on evidence from students) • Sample syllabi and instructional materials. PPTs, problem sets, etc. Quizzes and exams. Assignments. Reading lists. • Scholarship of teaching and learning—publications, presentations, textbooks, published curriculum materials • Description of an instructional improvement cycle: you see a problem, reflect, try something, see how it worked. (FACET's LEARN) • Presentations and articles describing on one's teaching • Annual report sections on teaching • Tables of courses taught by semester or level or topic area (to show breadth, depth)—number of students enrolled • Student advising—number of students, scope of advising • Service related to teaching—teaching committees, mentoring other faculty, mentoring students • Reviews of teaching articles, forthcoming textbooks, state standards • Videos of your teaching • List of activities to improve teaching <ul style="list-style-type: none"> ○ Attend/participate in workshops, learning communities, teaching conferences ○ Evidence of learning—certificates, digital badges, course credit
From Colleagues	<ul style="list-style-type: none"> • Teaching awards from dept., institution, professional associations • Grants to support teaching • Classroom observations by colleagues • Formative reviews of teaching portfolio by colleagues • Summative reviews of teaching portfolio by colleagues (often solicited by chair or nominator) • Invitations to share one's teaching expertise in workshops, consultations, etc. • Requests for advice on teaching by committees or others • Unsolicited letters about teaching (emails, letters) • Solicited letters from colleagues and peers for this purpose • Teaching sections of Annual evaluations and Reappointment evaluations from Chair/Dean/committees • Reviews of your articles, books, curricula
From Students	<ul style="list-style-type: none"> • Formal end-of-course student evaluations, including student comments. Tables, quotes, raw data, comparisons to dept. norms. • Mid-course student evaluations • Unsolicited feedback from students and alumni (emails, notes, letters) • Solicited letters from students and alumni for this purpose • Letters from employers of former students • Course-related student artifacts—papers, exams, art, lab books. Can include your feedback to them. • Evidence of student achievement, such as awards, jobs, graduate school admissions • Student-selected teaching awards • Student performance on standardized or other tests, before and/or after instruction

Note on letters:

Unsolicited letters are those that come to you from time to time, without being asked. Letters, e-mails, even postcards sometimes come from students or colleagues. Save ALL of these, and then use the best ones.

Solicited letters are those that are solicited especially for the purpose of an award or promotion. Someone other than you (often a chair/dean or nominator) requests these letters, receives them, and puts them into your dossier. You never see them.

Hints:

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

Be selective. If you put too much, the reader will start "sampling." It is better for you to direct their attention.

Be organized. Follow the outline given. Use tabs and colored paper to indicate sections.

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

You do not have to be perfect. But you do have to show that you are good, you care, and you are always trying to improve.