



# DOCUMENTING YOUR TEACHING

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# Agenda

The Framework: Domains of Teaching Excellence

**Part 1:** Collecting Evidence & Documentation

**Part 2:** Developing an Effective Portfolio

Tiny Advice



# Why Is This Important?

Formative  
Evaluation

Summative  
Evaluation

Our jobs are  
complex and multi-  
faceted

## Evidence:

Letters (stakeholders, peers, supervisors, external reviewers)

Data (formal or informal)

Recognition (write-ups, commendations)

# Disclaimers

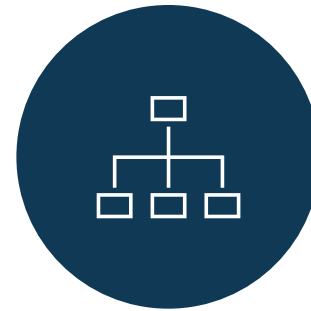
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**This is not a one size fits all – adapt as necessary**



**My goal is to help you brainstorm and think of your materials in new ways**



**I use the *Teaching Academy of the West Region Consortium of Colleges of Veterinary Medicine* approach**

[Link to WRCCVM](#)





# **THE FRAMEWORK: DOMAINS OF TEACHING EXCELLENCE**



# Teaching Domains

1

Teaching activities

2

Mentoring and advising

3

Learner & outcome assessment

4

Educational research & scholarship

5

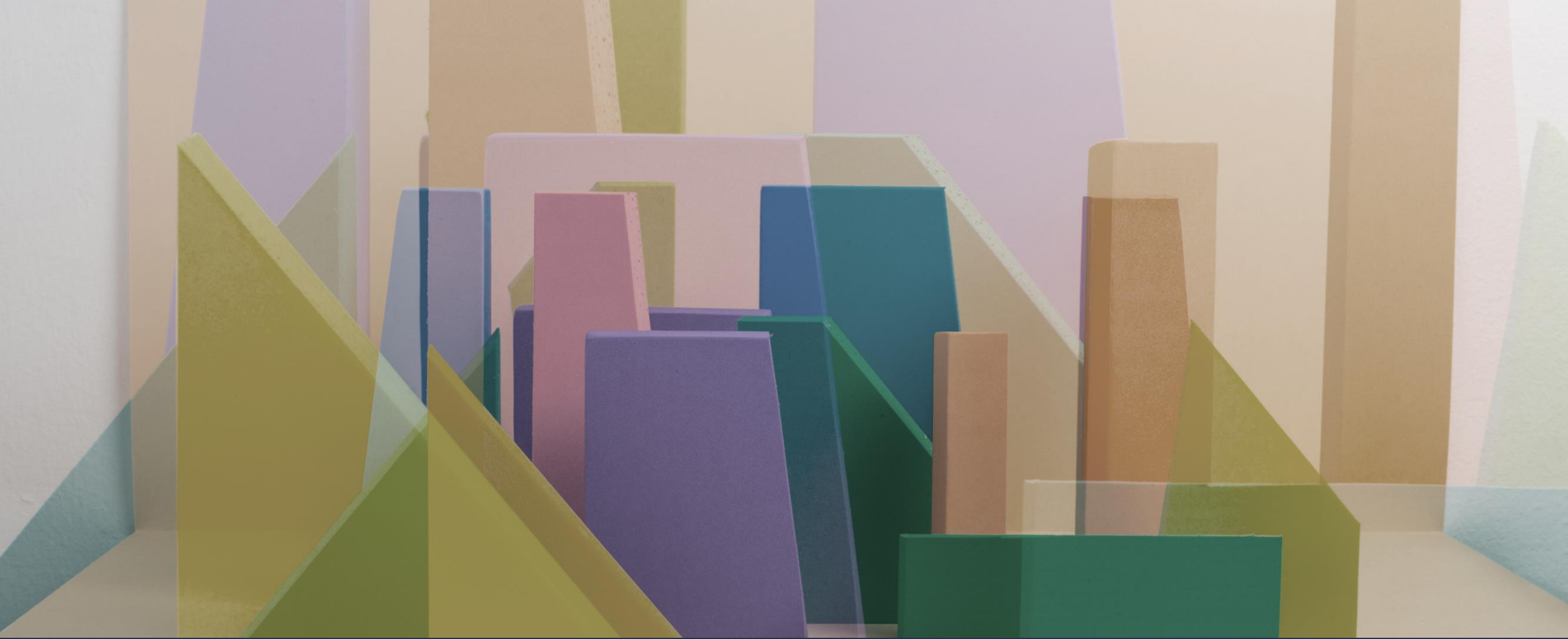
Curriculum and program development

6

Educational leadership & administration

[Link to WRCCVM](#)





# COLLECTING EVIDENCE & DOCUMENTATION

# Evidence for Teaching Activities

1



# Evidence for Teaching Activities

Less formal ways to collect data



Self- Reflection



Self-Assessment

	Observation	Response & Action
C M D E O ev	Homogeneity of Variance was a bottleneck concept.	Reserved space in the Learning Glass studio and recorded “review” videos for the Top 3 bottleneck concepts from each unit. Students can access those review videos at any time.
	Many students postponed their final video essay project, which lead to missing key parts of the assignment.	Next time, I will include a scaffolding assignment that helps them create an outline of their content which they can then compare to the assignment criteria and make adjustments.
	The Accessible Skills checklist indicated that my syllabus needs higher contrast colors and captions for all my images.	Researched the criteria for appropriate color contrast and applied to all text and images. Added captions/alternative text to all images.

# Evidence for Teaching Activities

Less formal ways to collect data

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Class & Lab Instruction

Mentoring Research

Development of Enduring Education Materials

Efforts to improve your teaching/prof development

Other teaching (e.g. presentations to student clubs, events)



Self- Reflection



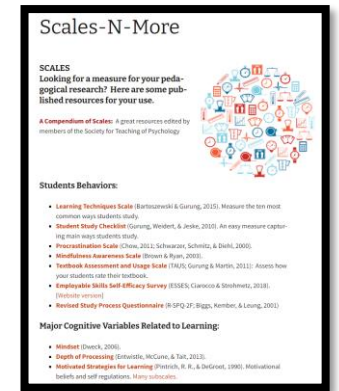
Self-Assessment



Mid-Semester Feedback



Student self-report surveys on educational outcomes



# Evidence for



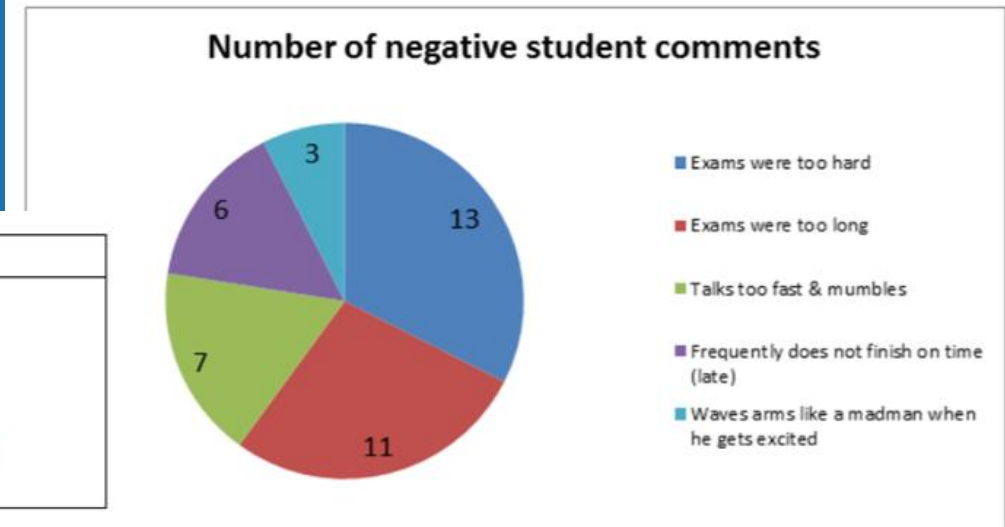
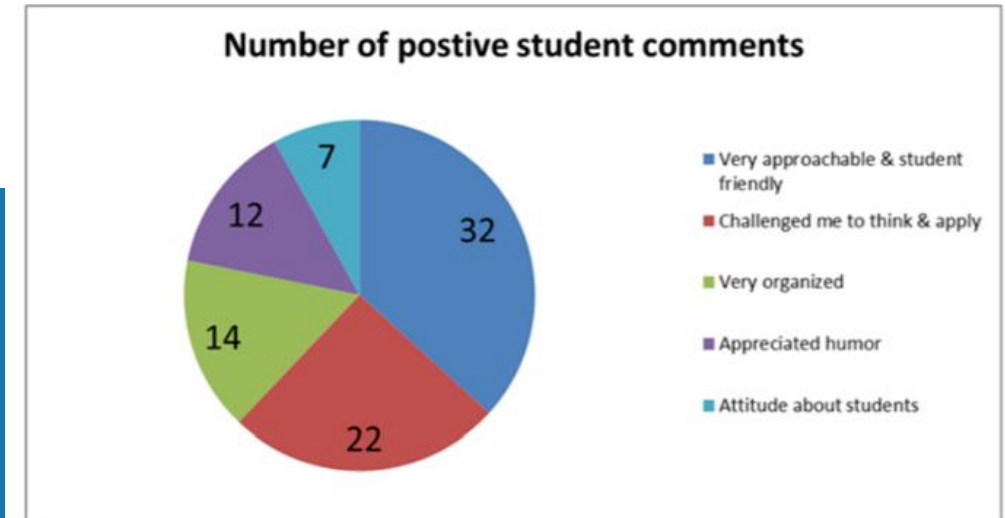
Self- Reflection

Feedback	Response & Action
1/3 of students reported that writing the literature review was the hardest assignment	Worked with the WSU Writing Program to create scaffolded steps, including the development of “Learning to Write” in-class activity.
10% of students reported that the connection between lab activities and class lecture was unclear.	Worked with lab TAs to create “bridge” slides that showed content from class that transitioned into lab activities.
On average, students scored highly on the statistical anxiety rating scale.	Developed first of class growth mindset activity, created a service-learning project to help students understand the concepts, and created weekly “study review sessions” where students work collaboratively with myself and the LAs on their assignments.

# Presenting Teaching Evals

## Student Evals

- Summarize data – as many classes as possible (presentation matters!)
- Give context (college/dept. M & SD, university wide process, etc.)
- Instructor reflection and use of feedback



### Most common positive student comments-

- Instructor is approachable (32)
- Instructor challenged me to think (22)
- course was well organized (14)
- Instructor has a good sense of humor (12)
- Instructor cares about students' well being (7)

### Most common negative student comments-

- Exams were too hard (13)
- Exams were too long (11)
- Talks too fast (7)
- Often does not finish on time (6)
- Drinks too much coffee during class (3)



# Evidence for Teaching Activities

Types of data (more formal)

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Program Assessment



Peer Observation



Student outcomes  
(DFW, equity gaps, retention, etc.)



Scholarship of Teaching and Learning  
([a-z resource](#))

# Evidence for Mentoring & Advising

2



- Quantify your time (number of letters, hours, students, etc.)

## Evidence for Mentoring & Advising

- Letters from former advisees/mentees
- Advising Awards
- Letters/recognition from supervisors or external reviewers
- (students) Successfully passed MCAT/GRE/prelim (date)
- Successful undergraduate or graduate thesis – passed with distinction
- Presentations and publications (citation; title, date, venue)
- Resulted in coauthored paper with student as first author
- Advisor & advisee awards (Fulbright, etc.)
- Outcomes from letters of recommendations (e.g., grants, scholarships attained)

# Learner & Outcome Assessment

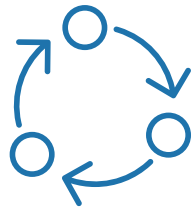
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# Evidence for Learner & Outcome Assessment

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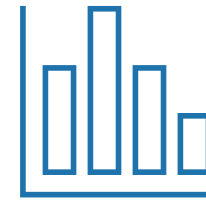
This section refers to activities that fall outside the learner assessment you do routinely in your assigned courses



Learner assessment  
(e.g., capstone project),  
ideally presented in  
conjunction with desired  
SLOs and scoring criteria



Example of learning  
feedback or student  
success



A summary or  
representative example  
of learner performance  
data

Educational Research & Scholarship  
Curriculum & Program Development  
Educational Leadership & Administration

4, 5, & 6

# Other Evidence

## Educational Research & Scholarship

Reprint of a representative peer reviewed publication  
Abstract and title page of a funded educational grant  
Peer reviewed presentation abstracts

## Curriculum & Program Development

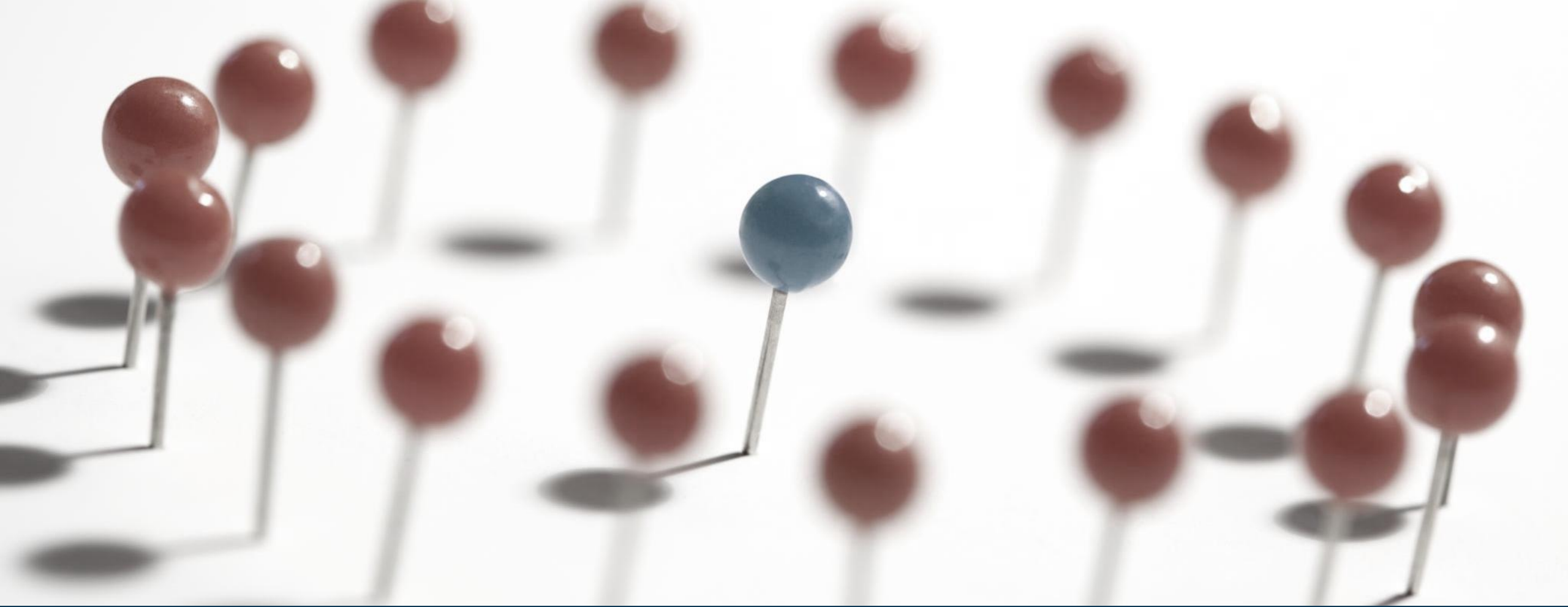
Textbooks, lab manuals, online materials  
First year seminars  
Test banks, instructor manuals, video demos  
Curriculum committees

## Educational Leadership & Administration

Formal mentorship program  
Leadership in professional organizations  
Teaching initiatives

## Evidence:

Letters (stakeholders, peers, supervisors, external reviewers)  
Data (formal or informal)  
Recognition (write-ups, commendations)



# DEVELOPING AN EFFECTIVE PORTFOLIO



# When You Start

## ESTABLISH YOUR THEME

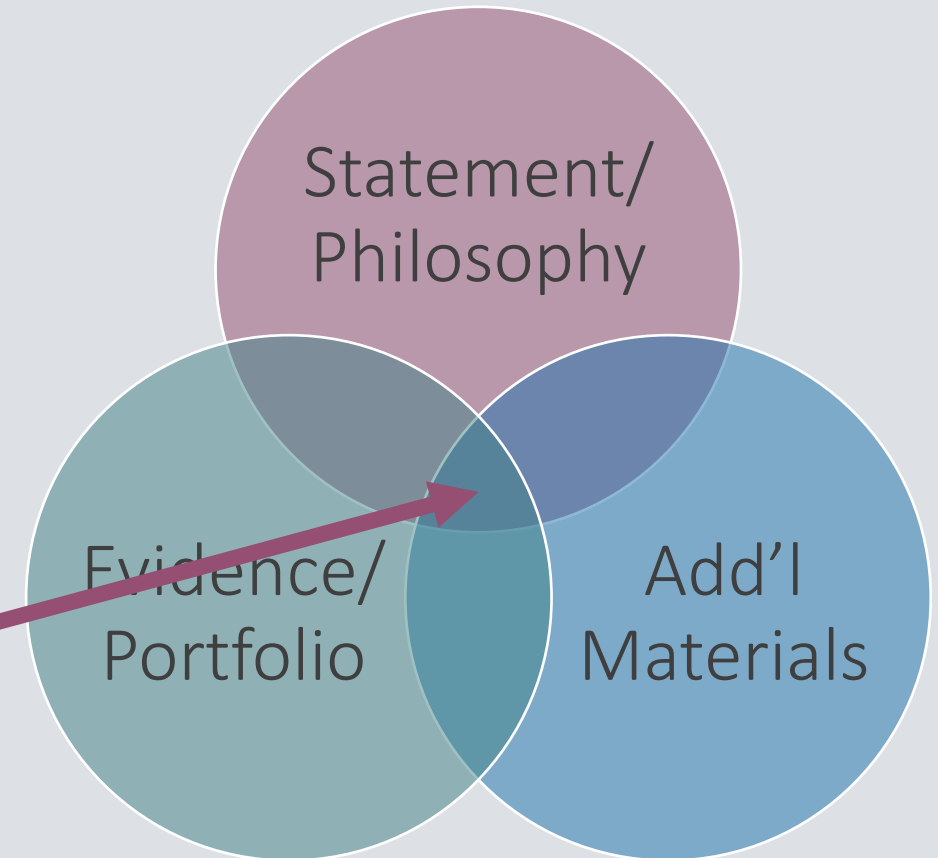
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Think about your materials as an argument:  
State a main point or theme, and then select  
and organize the rest of the material around  
that point

E.g., “I am an innovative teacher” or “I  
emphasize critical thinking and application”

What is YOUR theme?

## AUDIENCE & CONTEXT





# Recommendations

Vanderbilt's CTL Recommendations ([Link](#))



**Give a fair and accurate presentation of yourself.**



**Highlight the positive but don't completely omit the negative.** A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of all your teaching documents.



**Make your “story” clear to the reader and be organized.** Have a thesis and center your evidence around that thesis.



**Make sure every piece of evidence in your portfolio is accompanied by some sort of context and explanation.**

# My Advice: SHOW, Don't Tell

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## TELL: NO

- I create hands-on learning opportunities for my students.
- I make sure all my lectures include active learning and high impact practices.
- Creating an equitable learning environment is important to me. I aim to create a classroom where all students feel like they can be seen and heard; that all viewpoints are respected and valued.

## SHOW: YES

- Every semester my class partners with a local, non-profit organization. Students analyze data and report their findings to our partner.
- I start every class with an opening question to preview the daily topic (Do you trust lie detectors? If you were hiring a new manager, how would you decide who to hire?).
- At the beginning of every semester, I learn the pronunciation and pronouns of all my students. In the fall of 2023, I updated my reading list and included researchers from all backgrounds. In response to my Equity Academy data, I restructured my assignments to include the opportunity for feedback and development.

# My Advice: SHOW, Don't Tell

Need help? Use the STAR method!

## S

**Situation** – Describe the background and context of the situation.

## T

**Task** – Details of responsibility, goals, and challenges

## A

**Action** – It involves steps taken to address the situation and highlight your contribution

## R

**Result** – Explain the impact of actions and lessons learned

### Example:

National estimates of retention in STEM majors hover at 40%, and often these losses are disproportionately greater among women and students of color. This is especially relevant for WSUTC, which has a diverse student population—42% Latinx, 46% first generation, and 60% women.

Our goal is to achieve equity in outcomes for these groups. We also hope to empower faculty members to develop and sustain equitable teaching practices.

In the fall of 2021, we created a faculty development program call Equity Academy. We used disaggregated course data from Latinx, Black, Indigenous, first-generation, and female students to focus on the extent of the equity gaps and provide a baseline from which progress can be measured.

With the first cohort of Equity Fellows now complete, we are in data collection phase. Preliminary results show that that in one course, DFW rates dropped by half. In another class, a gender equity gap was significantly reduced. Once data collection is complete, we will full results available.



# Tiny Advice

Indirect things that might make your life better

Match your inbox folders to Activity Insight

∨ Folders	
∨ Inbox	9
> 2022 Annual Review	
∨ 2023 Annual Eval	
> 2023 Service	1
Academic Advising ...	7
Awards & Honors 2023	
> Faculty Developmen...	1
> Grants 2023	
> Innovation & Curricul...	
Institutional Priorities ...	
Media Contributions ...	
Mentoring Faculty ...	2
NonCredit Instruction...	
Program Assessment ...	
> Publications 2023	

∨ 2023 Service	1
> 2023 University & ...	2
> Professional Service ...	
Public Service 2023	

∨ 2023 Service	1
∨ 2023 University & ...	2
2023 Psych Selecti...	
311 Quant Renewal	
APS Student Trip 2...	
ASA 2023	
DIEI 2023	11
DTA 2023	
LA 2023	
LIFT 2023	2
Oaks Award Com...	



# Tiny Advice


Indirect things that might make your life better

Make a quick form to track your accomplishments; add it to bookmarks bar

## CV Additions

peters.janetm@gmail.com [Switch account](#)



 Not shared

Year

Your answer


What to Add to CV

Your answer


Submit

Clear form


Never submit passwords through Google Forms.

 Proctor Request Form

 Not Awful

 Bookmarks

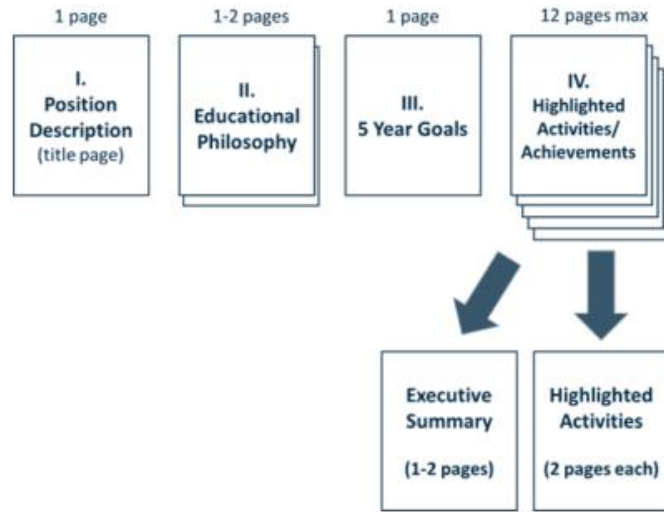
TIP

 CV Additions

 LA Program







# More tiny advice

## Use your support system

- Request examples from colleagues, committees, etc.
- If not part of your P&T process already, create a promotion/ guidance committee
- Find mentors: internal, external, LIFT/TCI/IE&I



# Final Thoughts

## You are amazing

- You just have to figure out how to show it, so other people can see it too.



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