

Documenting Teaching Effectiveness: Overall Plan

When individuals join the community of scholars at IPFW, they commit to being effective educators. While decisions and learning in the early years of faculty members' teaching experience will significantly shape their future, there is no point in their careers where development stops as a teacher. Thus, this document is meant to assist in that development by suggesting relevant activities and evidence for pre-tenure faculty and beyond. The activities explored are related to credit and non-credit teaching, course or curriculum development, academic advising, professional and pedagogical development, and accreditation assistance.

This document aligns with OAA 99-1 (Promotion and Tenure Dossier Format Guidelines). Specifically, the labels for items in the Category of Evidence column, such as B.3: Student Evaluations of Credit and Noncredit Courses, identify the corresponding sections in OAA 99-1. This document should serve to supplement your department's criteria for Promotion and Tenure and expectations for the third year review by providing a comprehensive overview of many possible forms of teaching activities and documentation. It is your responsibility to work with your department chair and/or mentor/mentoring committee to determine the value and relevance of these categories.

This document is arranged in chronological order; however, it is NOT meant to be strictly applied to the first five years, particularly if a faculty member comes in with some teaching experience. It is also NOT expected that all (or even most) of the activities will be completed by any one individual. You should create a two- to three-year plan for the activities that are likely to be most useful, given your departmental criteria, courses you teach, etc. At the same time, keep in mind that other activities may become useful as circumstances change. Finally, use this document to help determine, by your third year, whether you will go forward in either competence or excellence in teaching.

EVERY YEAR

The following table provides suggestions for a wide variety of activities and multiple measures that could serve as evidence of teaching effectiveness. Additionally, suggestions for documentation and reflection are provided for each activity. **Select those items that are in accord with your departmental role and your department's criteria.**

Category of Evidence	Activity	Documentation and Reflection
B.3: Student Evaluations of Credit and Noncredit Courses	Collect student evaluation data, both standard departmental evaluations plus any of your own informal evaluations (qualitative is helpful). See examples in Appendix A.	Discuss evaluations with your mentor. Reflect in writing on themes (both quantitative and qualitative) of strengths and weaknesses. Relate these to your teaching philosophy. Note any changes made in curriculum or pedagogy in

		response to student feedback and if those changes were successful.
B.4: Peer Comments on Credit and Noncredit Teaching	Meet with teaching mentor(s) and/or mentoring committee(s) at least once each year to discuss successes, challenges, concerns, questions, and feedback from students and peers.	Identify objectives related to teaching and devise a plan for the following year. Summarize your meeting(s) in a one-to two-page document you can reference later.
	Arrange for teaching mentor(s) and/or the department chair to visit at least one class session each year (vary classes visited if you have more than one person observing you). Ask the same observer to visit again in the following year(s), (ideally the same course to observe any changes you have made over time). Use the methodology of CELT's formative peer review program for these observations [http://www.ipfw.edu/offices/celt/teaching-resources/formative-peer-review.html]. See Appendix B for additional examples of peer evaluation	Collect formative feedback letters and take action on suggestions. Reflect in writing on any changes in response to feedback in Faculty Annual Reappointment/ Report.
	If additional teaching mentorship is desired, arrange to have a CELT Teaching Fellow conduct a formative review of your teaching or, if applicable, have your course reviewed by the CELT Online Course Review Team [http://www.ipfw.edu/offices/celt/request-for-services/] or a FACET reviewer [https://facet.indiana.edu/events-programs/peer-review/index.shtml].	Reflect on this feedback in writing, citing specifically what you have changed in response to feedback.
B.5: Contributions to Course and Curriculum Development	Continuously improve existing courses. See examples in Appendix C.	Document ways in which you have changed your courses, citing, for example, ways in which Scholarship of Teaching and Learning (SoTL), or other pedagogical literature has informed your teaching, or how previous student feedback, peer evaluations, your own reflections on teaching the course, and/ or learning measures have been incorporated.

	<p>Course Transformation: Transform an existing course or develop a new course to include: diversity, service learning (http://www.ipfw.edu/service-learning/), distance learning, first year experience, just-in-time teaching, flipping, high impact educational practices, etc. See examples of documentation in Appendix C.</p>	<p>Measure and report any student outcomes associated with these course transformations.</p>
	<p>Develop new courses and/or curriculum. See examples in Appendix C.</p>	<p>Identify (through alignment mapping) in collaboration with the Chair and the department which needs in the curriculum the course is meeting, or how the course otherwise meets departmental needs.</p> <p>Document your course development strategies as listed in the continuous improvement of existing courses above.</p>
<p>B.10: Student Academic Advising</p>	<p>Practice <i>advising as teaching</i> with student advisees. Engage your advisees in conversations about their strengths, skills, and abilities; about their goals and how to attain them; and about program requirements, policies, and deadlines. http://www.ipfw.edu/offices/advising/ See examples in Appendix D.</p>	<p>Reflect in writing on advising practices. Survey advisees for satisfaction and learning. Record advising contacts. Document unsolicited student comments.</p>
<p>B.11: Institutes, Workshops, Conferences, Expositions, and Other Programs Attended (Professional Development)</p>	<p>Attend workshops and conferences regarding teaching such as the Fort Wayne Teaching Conference, [https://www.ipfw.edu/offices/oaa/faculty-affairs/fort-wayne-teaching-conference/] as well as ones offered by CELT [https://www.ipfw.edu/offices/celt/conferences/] , other IPFW units such as COAS [http://www.ipfw.edu/departments/coas/events/annual-symposium.html], FACET [https://facet.indiana.edu/], or your discipline. Refer to http://www.ipfw.edu/offices/celt/sotl.html for links to conferences.</p>	<p>Reflect in writing on any new pedagogical practices derived from these conferences. Earn a CELT Certificate of Achievement based on implementing new pedagogical practices.</p>
<p>B.13: Other:</p>	<p>Consult with your department mentor/mentoring committee, departmental peer review committee,</p>	<p>Document the effectiveness of these activities through</p>

Teaching Methods and Assessment Strategies	other colleagues, and Scholarship of Teaching and Learning (SoTL) and other pedagogical literature for activities that could be useful in your teaching.	formal and/or informal measures. Reflect in writing on this process.
	Develop assessments of student learning via formal and informal measures. See examples in Appendix E.	Analyze and reflect in writing upon these results.
	Document student achievements (e.g., graduate or professional school or employment, honors, presentations on and off campus, scores on national exams) associated with work in your courses.	Reflect in writing on these achievements with explicit connections to teaching activities.
B.13: Other Accreditation	To meet the accreditation standards within the department, participate in the writing, revising, and compiling of necessary documentation for submission of report.	Document role in process and obtain letter of support from chair and/or dean.
	Transform existing or develop new courses so they meet specific standards required by accreditation agencies.	Reflect in writing how changes strengthen curriculum/program. Include comments from chair/dean and any recommendations or comments from accreditation site visitors.

FIRST & SECOND YEAR

According to OAA Memorandum No. 04-3 (Guidelines for Reappointment), Evidence of Competent Performance and Recommendations for teaching in the first year includes the following requirements:

1. Provide concrete evidence of teaching effectiveness, based on curriculum contributions, student evaluation data, and other measures.
2. Reflect on one's teaching and makes adjustments as appropriate.

In the second year, expand to include multiple measures.

The following table provides suggestions for a wide variety of activities and multiple measures that could serve as evidence of teaching effectiveness. Additionally, suggestions for documentation and reflection are provided for each activity. **Select those items that are in accord with your departmental role and your department's criteria.**

Category of Evidence	Activity	Documentation and Reflection
B.4: Peer Comments on Credit and Noncredit Teaching	As needed, visit successful colleagues' classes to obtain ideas of how to teach and review others' syllabi, assessments, and activities.	Incorporate any useful ideas you derived from these visits into your teaching and reflect in writing on the process of gathering information from peers. Document any changes made.
	Cultivate a relationship with a teaching mentor outside of your department.	Ask your teaching mentor to provide a formative evaluation letter each year.
	By the end of the second year, obtain a summative review for use in your third year review. Consult with your chair about an appropriate peer reviewer. See Appendix B for additional examples of peer evaluation.	Use the summative review letter as a basis for making changes to and reflecting on your teaching.
B.5: Contributions to Course and Curriculum Development	Develop/revise syllabi for each course.	Indicate how you have changed these documents and what effect these changes have had on your teaching.
	In response to your departmental or school/college needs, develop new courses in your specialty area that would contribute to the curriculum of the department; if applicable, create a proposal and apply for a Summer Instructional Development Grant (CELT)	Solicit reviews of new course(s) from your chair and/or colleagues who can comment on the contribution to the curriculum. Reflect in

	https://www.ipfw.edu/offices/celt/grants-fellowships-and-awards/ . See examples in Appendix C.	writing on the value of course to curriculum.
	In response to your departmental or school/college needs, develop a hybrid or online course to contribute to the curriculum of the department; if applicable, create a proposal and apply for the Award for Excellence in Online Teaching. See examples in Appendix C.	Solicit reviews of new course(s) from appropriate colleagues in your department who can comment on the contribution to the curriculum. Depending on your department's practices, these may be your chair, curriculum committee, and/or other colleagues with subject-matter expertise. Reflect in writing on the value of your course to curriculum.
B.10: Student Academic Advising	Learn and implement your department's curricular and advising practices. See examples in Appendix D.	Use one or more assessments to measure the effectiveness of your advising.
	Participate in a CELT Advising Workshop or similar workshops to learn about general advising practices. Apply lessons learned.	Reflect in writing any new advising practices derived from these workshops.
B.11: Institutes, Workshops, Conferences, Expositions, and Other Programs Attended (Professional Development)	Attend teaching-related conferences and workshops.	Reflect in writing on any new pedagogical practices derived from these conferences. Consider earning a CELT Certificate of Achievement based on implementing new pedagogical practices and use relevant information from the certificate application as documentation.
	Join one or more teaching organizations. These may include teaching organizations for your discipline.	Reflect in writing on how you have used the resources from this organization.

B.13: Other Teaching Methods and Assessment Strategies	Arrange to have a CELT Teaching Fellow review a newly developed or substantially revised syllabus.	Document changes you have made to your syllabus on the basis of this review.
	Meet with colleague(s)/mentor(s)/mentoring committee to obtain ideas about your course's role in the curriculum, students' prerequisite knowledge, expectations for content inclusion and depth, and possible approaches/activities/assessments.	Document changes made. Measure effectiveness and/or reflect on any activities you have implemented and any changes made to current approaches/activities.
	Use Classroom Assessment Techniques (CATs) throughout the semester to collect data for the purpose of improving student learning [http://www.ipfw.edu/offices/celt/for-new-faculty/classroom-assessment-techniques.html].	Analyze these data throughout and across semesters and reflect in writing on how this informs your teaching/improves student learning.
	Discuss teaching and classroom environment with teaching mentors/mentoring committee, both inside and outside the department.	Document any changes you make as a response to peer feedback.
	Review your teaching philosophy; if necessary, revise based on your experiences with student learning.	Develop or revise your teaching philosophy statement.
	Refine your course learning objectives so they are all measurable [http://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.xml].	Describe how you have changed your course learning objectives.
	Align course learning objectives with class activities and assessments and other relevant learning objectives (e.g., departmental, general education, baccalaureate framework, disciplinary standards/recommendations).	Create a document (e.g., a table) that shows how your course learning objectives align with learning activities and other objectives.

THIRD THROUGH FIFTH YEARS

Third Year

OAA Memorandum No. 04-3, "Evidence of Competent Performance and Recommendations" for teaching in the third year, includes:

1. Providing concrete evidence of teaching effectiveness, as above.

2. If teaching is the area of excellence, the faculty member provides concrete evidence showing progress toward excellence, as per departmental criteria.

Use the third year review to take stock of what you have accomplished and make decisions regarding what you need to do to progress towards promotion and tenure. In particular, synthesize the activities and outcomes of your first two years of teaching, reflect upon these activities and outcomes, including summative reviews, and plan for the remaining tenure-track years in light of feedback from the third year review process. Also, in the third year, OAA Memorandum No. 04-3 recommends you indicate whether you are intending to submit a case for promotion based on excellence in teaching.

Fourth and Fifth Years

OAA Memorandum No. 04-3 recommendations for teaching in the fourth year include:

1. Concrete evidence of teaching effectiveness, as above.
2. If teaching is the area of excellence, the faculty member continues to provide concrete evidence showing progress toward meeting departmental criteria.

OAA Memorandum No. 04-3 recommendations for teaching in the fifth year include:

1. Strong evidence of teaching effectiveness using multiple measures.
2. If teaching is the area of excellence, the faculty member provides strong evidence that departmental criteria for excellence are or will be met.

The following table provides suggestions for a wide variety of activities and multiple measures that could serve as evidence. Additionally, suggestions for documentation and reflection are provided for each activity. These activities are **more advanced, aligning with the excellence in teaching track**. However, they could also be appropriate as further evidence for competence in teaching.

Category of Evidence	Activity	Documentation and Reflection
B.5 Contributions to Course and Curriculum Development	Develop new courses (face-to-face, online, or hybrid) in your specialty area that would contribute to the curriculum of the department; if applicable, create a proposal and apply for a Summer Instructional Development Grant (CELT) [https://www.ipfw.edu/offices/celt/grants-fellowships-and-awards/]. See examples in Appendix C.	Measure student learning outcomes associated with your course. Document how the course is meeting course or departmental student learning outcomes.
B.6: Publications and Productions Related to Teaching	Write and publish SoTL and/or other instructional publication(s) (e.g., peer-reviewed articles, book chapters, textbooks, workbooks, manuals, digital works, and edited volumes). [See a list of well-known SoTL Journals at http://www.ipfw.edu/offices/celt/sotl.html]	Identify a major theme or area of your research. Pursue lines of inquiry that fit with this theme.

	Refer to your department's promotion and tenure criteria to determine whether a given publication or production related to teaching will count towards teaching or research.	
B.7: Unpublished Work Related to Teaching	Develop and present a workshop on campus (e.g., for CELT) on an instructional activity or pedagogical practice [https://www.ipfw.edu/offices/celt/workshops/].	Record attendance, and, if possible, obtain feedback from attendees on the value of the workshop.
	Present your SOTL or other teaching-related work at local, regional, or national teaching conference(s). [See a list of teaching-related conferences at http://www.ipfw.edu/offices/celt/sotl.html]	Reflect in writing on any formal and informal feedback on the presentation.
B.8: Student Research Direction	Supervise independent study, undergraduate research and/or graduate research. Supervise student presentations, publications, projects, or initiatives. Supervise student participation in academic competitions. Refer to your department's promotion and tenure criteria to determine whether student research direction will count towards teaching or research.	Describe the student project and your role. Describe the contributions of each person involved in the project.
B.9: Grants for Teaching Improvement	Secure teaching grant(s) (e.g., Summer Instructional Grant or DECCO grant)	Document outcomes of the grant.
B.10: Student Academic Advising	Compose your advising philosophy.	Create an advising portfolio, incorporating some or all of the activities in Appendix D.
B.12: Teaching Awards	Apply for and receive teaching award(s) (e.g., Leepoxy, Featured Faculty, COAS Enhancement of Learning, Sigma Xi Science Teacher of the Year, DECCO Award for Excellence in Online Teaching, FACET, Friends of the University Teaching Award) [see for example: https://www.ipfw.edu/offices/celt/grants-fellowships-and-awards/] and other college or university teaching awards.	Include award application (or excerpts from application) in dossier. Indicate ways in which award(s) impacted

		your teaching practices.
B.13: Other: Involvement in Professional Organizations Related to Teaching	Apply to campus organizations related to teaching such as the CELT Advisory Board [http://www.ipfw.edu/offices/celt/about/call-for-nominations-for-celt-advisory-board.html] and FACET [https://facct.indiana.edu/membership/nominations/index.shtml]	Reflect on the impact of your contribution to the goals of the organization(s).
	Serve in a professional organization related to teaching (e.g., become an officer in the organization, organize conferences or chair/organize conference sessions).	Reflect in writing the impact of your contribution to the goals of the organization(s). Solicit reviews of your contributions from peers on the committees.
	Participate in task force or ad-hoc committees related to teaching either on campus or beyond.	Reflect in writing the significance of your contributions as well as the outcomes of the project(s).
	Volunteer as a reviewer for refereed pedagogical journals, conferences, textbooks, etc. (Note: In some departments, this may be considered service.)	Record the quantity of reviews and venues for which reviews are conducted.
B.13: Other: Mentoring of Colleagues	Conduct peer reviews of colleagues' teaching or teaching related materials and/or products. Serve as a mentor to a colleague.	Document the time spent in mentoring or reviewing colleague(s). Describe the types of activities (such as reviewing syllabi, observing a class, etc.) and any non-confidential outcomes.

Appendices

Appendix A: Student Evaluations of Credit and Non-Credit Courses

Include summary and analysis from end-of-semester student evaluations as well as mid-term evaluations of:

- ratings on key categories
- themes from student comments that address learning
- themes from comments that address the faculty member's impact on the student

Appendix B: Peer Comments in Credit and Non-Credit Teaching

Summative or formative peer evaluations of teaching performance based on standard procedures such as those developed by CELT. These include but are not limited to:

- classroom observations
- reviews of classroom teaching, distance teaching, course syllabi and other teaching materials
- reviews of teaching approaches and innovations
- reviews of other innovations (e.g., use of technology, course transformations related to diversity, use of service learning)

Appendix C: Contributions to Course and Curriculum Development

- proposals for new courses, curricula, and programs
- syllabi, course materials
- instructor reflection
- peer review of materials

Appendix D: Student Academic Advising

Advising as teaching entails helping students see the links between their academic and professional goals and our curriculum. This teaching and learning happens through conversations between advisors and advisees about the advisee's strengths, skills, and abilities; about their goals and how to attain them; and about program requirements, policies, and deadlines. Some examples for documenting these include, but are not limited to:

- student evaluations of advising using a standardized and reliable methodology
- evaluations from chair or dean
- contributions to advising practices
- peer review of advising
- publications and presentations related to advising

- evaluations from external advising expert

Appendix E: Teaching Methods and Assessment Strategies

- successful completion of coursework
- performance on pre- and post-tests
- performance in next course in sequence (if applicable)
- performance on other learning and/or skills assessments
- results from CATs (Classroom Assessment Techniques)
- evidence from other evaluation instruments / artifacts / portfolios / evaluations
- graduate or professional school acceptances
- employment offer
- scores on national exams, proficiency exams, etc.
- surveys / statements from alumni (solicited and unsolicited)
- other evidence of student achievement