



**The Harriet W. Sheridan Center for Teaching and Learning  
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**DOCUMENTING TEACHING EFFECTIVENESS**

*This Teaching Tip is designed to help faculty prepare for annual reviews or tenure & promotion and to help postdocs and graduate students prepare for the academic job market. You will want to choose from amongst these suggestions of possible kinds of evidence of teaching effectiveness, which can be adapted to the needs of your discipline.*

**I. Statement of Teaching Goals and Objectives**

*This statement should outline your goals for student learning and your strategies for helping students achieve those goals. It can also describe your success in achieving your teaching goals and objectives, referring readers to the various kinds of evidence of teaching effectiveness you provide and putting your teaching in the context of your department and/or discipline.*

**II. Evidence of Teaching Effectiveness**

*The evidence should demonstrate that you have achieved the teaching goals and objectives outlined in your statement.*

**a. Personal Material**

- i. statement of teaching responsibilities, including specific courses, and a brief description of the way each course was taught
- ii. information on direction/supervision of research UTRAs, honors, graduate theses and research group activities
- iii. representative course syllabi (include why courses were constructed this way)
- iv. description of steps taken to evaluate and improve one's teaching
- v. curricular revisions – new course projects, materials, course assignments, etc.
- vi. self evaluation – include an explanation of any contradictory or unclear materials
- vii. publications on teaching – any editing, contributions, etc.

**b. Material from Others**

- i. statements from colleagues who have observed your teaching
- ii. statements from colleagues who have reviewed your teaching materials (e.g., syllabi, handouts, assignments, grading rubrics)
- iii. statements from colleagues who have witnessed out-of-class activities such as instructional and curricular development and instructional research
- iv. letters or statements from former students
- v. student and course evaluations which show improvements in effectiveness (provide the context for them and describe how you use them to improve your teaching)
- vi. mid-semester feedback forms and information on how you have used them to improve your teaching
- vii. department statements on your teaching

- viii. performance reviews as an advisor
  - ix. honors, awards, and other recognition
  - x. outside agencies' invitations for papers on teaching
  - xi. invitations from other institutions to demonstrate effective teaching
  - xii. participation in professional development in pedagogy within your discipline
  - xiii. participation in professional development in pedagogy at the Sheridan Center
  - xiv. research on teaching
  - xv. video of your teaching
  - xvi. student scores on standardized tests
- c. Products of Good Teaching**
- i. student essays, creative work, lab books, publications, course-related work
  - ii. information about the effect of the instructor's courses on student career choices or help given by the professor to secure student employment
  - iii. record of students who succeed to advanced courses in the discipline
  - iv. statements from alumni
  - v. examples of graded student essays showing excellent, average and poor work, along with instructors' comments as to why they were so graded

### **III. Future Teaching Goals**

*This statement should outline your teaching goals and areas of innovation and development for the next several years.*