The Research Story

What is the RESEARCH about?

Why are you doing that RESEARCH?

Is the RESEARCH making an impact and how do you know what that is?

Where is the RESEARCH leading?

How has the RESEARCH changed over time?
THE STORY OF YOUR TEACHING: A “SWITCHEROO”

What is your TEACHING about?

Why do you do TEACHING the way you do?

Is your TEACHING making an impact and how do you know what that is?

Where is the TEACHING leading?

How has your TEACHING changed over time?
THE TEACHING CYCLE

What & How You Teach

Engagement
Knowledge
Innovation
Creativity & Originality

Reflections & Assessment

Actions & Outcomes

Goals
TEACHING EXPECTATIONS AND RESPONSIBILITIES
EXAMPLES OF ROLE STATEMENT LANGUAGE

We expect you to **articulate a philosophy** of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor, and mentor.

We expect **positive student evaluations** of your classroom performance that demonstrate your ability to create an environment that invites student learning. We also expect to see steady improvement in your student evaluations as you gain experience.

We expect **systematic and repeated peer evaluations** of your classroom performance throughout your probationary period.

We expect you to **participate in activities** intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.

We expect you to **document your engagement with students** outside normal classroom instruction. Such engagement may take many different forms such as, involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.

We expect you to **provide a variety of types and sources of data** about your teaching performance (e.g., student outcomes, portfolios of student work, and course projects).
Why Do You Teach the Way You Do?

The Teaching Philosophy

A description of your teaching style
- What is your teaching style, and why?

A description of guiding principles
- What are they? The basis for the design of your teaching approach
- What has influenced your choice of teaching approach and perspective?

The reasons and influences for changes to your teaching philosophy
- What guides your teaching development?
  - Literature
  - Colleagues or mentors

The ways you improve your teaching and the results
- What do you know about learning?

What you know about learning and about your students, their backgrounds and motivations
- Do you know your students?
- Do you know what they know and why they are in your class?

Have you documented this?
# What Do You Teach?

## Document Teaching Activity and Teaching Assignments

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Level Enrollment</th>
<th>Venue</th>
<th>Frequency</th>
<th>Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BIOL 2000</td>
<td>• Soph 220</td>
<td>• Face to Face</td>
<td>• MWF 9 – 9:50</td>
<td>• 27 times</td>
</tr>
</tbody>
</table>

- Course descriptions
- Class materials such as texts, readings, etc.
- Syllabi with learning outcomes or goals
- Grading plan; examples of quizzes, tests, assignments
- Grading history
- Student mentoring or advisor
SUMMATIVE AND FORMATIVE TEACHING ASSESSMENT

Summative Teaching Assessment:
- IDEA student rankings
- Teaching peer reviews as required by tenure and promotion guidelines
- Teaching philosophy or statement

Formative Teaching Assessment:
- Teaching coach observation
- Self imposed mid-course student surveys and evaluations
- Pre- and post- course testing
- Invited class observation/recording and analysis
- Invited reviews of syllabi or teaching approaches by off-campus colleagues
## Is Your Teaching Successful and Making an Impact? How Do You Know?

### Student Course Ratings, Comments, Other Forms of Student Feedback

- What do you do with student feedback?
- What changes have you made as a result of student feedback and did they improve your teaching?
- Have you measured improved student learning?
- Do you pre-test student knowledge?
- Do you do mid-term class evaluations?

### Peer Reviews

- Do you do them?
- Do you know best ways to do peer reviews and apply them?
- What is your response to peer reviews?

### Other

- Non-institutional Methods
- Awards

Have you documented this?
FACTORS AFFECTING STUDENT RATINGS
EXAMPLES OF MISUNDERSTANDINGS & MYTHS ABOUT STUDENT RATINGS OF COURSES

- If an instructor gives easy grades, student give that instructor good evaluations
- Student ratings are a popularity contest
- Large enrollment classes usually get poorer class ratings
- Majors in a course rate it differently than non-majors
- The time of day the course is offered affects student ratings
- Required courses are rated lower than elective courses

Know What You’re Talking About!

**TEACHING ENGAGEMENT**

**WHAT HAVE YOU BEEN DOING OUTSIDE OF THE “CLASSROOM?”**

**Examples:**

- Read pedagogical literature and apply it
- Obtain funding for pedagogical research or to improve your course
- Voluntarily participate in a colleague’s pedagogical research
- Restructure courses based on new approaches to teaching
- Attend teaching and learning workshops at USU and apply or share what you learned
- Attend teaching and learning presentations at professional conferences
TEACHING ENGAGEMENT
WHAT HAVE YOU BEEN DOING OUTSIDE OF THE “CLASSROOM?”

More Examples:

- Participate in, or better yet, lead a department journal club in teaching and learning
- Invite colleagues at USU or elsewhere to review your teaching or course materials
- Experiment with, or develop, innovative new teaching materials or approaches in your field
- Earn awards or honors for your teaching efforts
- Document student success in ways attributable to you
- Serve a leadership role in the department or college in efforts to help colleagues improve their teaching (e.g., be the local resource for best practices in peer teaching review)

Have you documented your engagement?
GOALS FOR TEACHING IMPROVEMENT
WHAT CAN YOU DO DIFFERENTLY AND BETTER?

Are you doing something more than delivering content and grading?
How are you responding to feedback from students and peers in constructive ways?
Are you measuring improvement in student learning?

Are you staying updated on teaching in your field? On new teaching methods or technologies?
Are you trying new approaches, new textbooks or information resources?
What have you done innovatively to improve your teaching?

Have you visited classes of colleagues to observe other teaching styles and approaches?
Have colleagues with expertise in teaching visited your classes or reviewed your teaching materials?
Do you actively seek ways to improve your understanding of teaching and learning?
If so, have they made a difference?

Have you documented your efforts to improve teaching?
**Have a Thriving Teaching Enterprise**

Reflect on Your Teaching Enterprise; Ask if you are investing serious effort in teaching and is it constantly improving.

**Routinely Update and Organize Documentation of Teaching**

**Collect Evidence of Teaching Activities**

**Consider a Teaching Journal or Log**
The Documentation of Teaching: An Introduction and Guiding Principles
October 2016

Laurens H. Smith
Executive Senior Vice Provost

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