CENTER FOR TEACHING AND LEARNING
University of Texas-Dallas

Evidence of Teaching Effectiveness

Regardless of the program/school in which they work, faculty members are contractually obligated to fulfill certain teaching responsibilities. These usually fall into four broad areas: curriculum, classroom instruction, extra-classroom instruction, and teaching-related service. In addition, faculty members are increasingly making important contributions to instruction through the scholarship of teaching and learning.

The contributions of individual faculty members along these dimensions will vary according to a number of factors including departmental norms, assigned responsibilities, and rank. Few, if any, members will make all of the contributions listed.

Listed below are indicators that have been found applicable in different disciplines as evidence of teaching effectiveness. These most typically are found in teaching portfolios compiled by the instructor. These can be used as documentation for effectiveness for awards consideration as well as for periodic faculty evaluations. In almost all cases, however, judgement as to quality is required by the evaluators.

General Documents: these provide the context under which instruction can be evaluated

- List of courses taught and enrollment in the designated review period
- Teaching philosophy statement

I. Curriculum: the development of course and curriculum content

Evidence/Indicators
- Syllabi with course goals and learning objectives
- Writing assignments, examinations, rubrics, and other evaluation instruments
- Peer evaluations of course content from colleagues
- Comparison of course materials between sections of the same course
- Importance of instructor's courses for the departmental curriculum or disciplinary core
- Development of new courses or significant modification of existing courses
- Development of online courses and materials in traditional formats
- Revision or development of new degree programs, curriculum, and the like
- Content suitability for and student performance in follow-on courses
- Incorporation of service learning components to courses
- Awards for course or curriculum development
- Grants related to curriculum development

II. Classroom and Online Instruction: teaching specific courses in classroom and online settings

Evidence/Indicators
- Lesson plans, PowerPoint presentations of lectures, and Websites for courses
- Online course materials (e.g., recorded lectures)
- Student course evaluations (quantitative), written student comments, letters from current and former students, surveys of students, and other student input
- Multiple peer evaluations from colleagues over time
- Incorporation of technology and other non-traditional approaches into instruction, including videos, podcasts, and other approaches
- Development of new teaching techniques, materials, or exercises (e.g., simulations, case study materials)
- Guest lectures in other courses
- Written materials and guidelines for teaching assistants
- Awards for instruction
- Student portfolios and samples of student work from classes

III. Extra-Classroom Instruction: teaching and instructional impact outside of standard classroom settings

Evidence/Indicators
- Direction of independent studies (graduate and undergraduate)
- Direction of senior honors theses, master's theses, and doctoral dissertations
- Membership on graduate review, qualifying examination, prospectus, and dissertation/theses committees
- Supervision of internships
- Presentations before student organizations
- Co-authorship of papers and publications with undergraduate and graduate students
- Mentoring undergraduate students in research (e.g., McNair program)
- Mentoring students (undergraduate and graduates) for employment, scholarship, and post-graduate education opportunities
- Grants related to instructional innovation
- Accomplishments of former graduate students

IV. Administration/Service Related to Teaching: at program, school, campus, profession, and community levels

Evidence/Indicators
- Student advisement and service as a faculty advisor to student organizations
- Service on instruction-related program, school, and university committees

- Service on education-related local, state, national, and international committees
- Service on an editorial board of an education journal or as a reviewer of educational grants applications and/or publications
- Leadership roles and presentations at instructional workshops at the school, campus, or beyond the campus levels
- Service as a teaching mentor for an undergraduate student, a graduate student, or another faculty member
- Supervision of large, multi-section courses

V. Contributions to and Dissemination of the Scholarship of Teaching and Learning
Except for those faculty specifically hired for such duties, contributions in this area are not a substitute for discipline-based scholarship. Contributions in this area should therefore be rewarded under teaching and not research.

Evidence/Indicators
- Authorship of textbooks
- Adoption of one's textbooks by other institutions
- Grants related to the scholarship of teaching
- Technology and software development related to instruction
- Instruction-related publications, papers, and reports
- Participation in teaching seminars (e.g., Reflective Teaching Seminar), courses, short-courses, reading groups, and other teaching improvement programs.
- Invited talks on teaching-related topics