Suggestions for Providing Evidence of Teaching[1]

This document is designed to help you identify and record the various elements of your teaching and learning practice. You will find it helpful for selecting items to include in documents that describe your teaching practice and its impact, such as those required for academic hiring processes, promotion and tenure, and teaching award nominations. Adapted from Kenny et al. (2018) and including "Possible Items for a Teaching Dossier" from section 3.2 of the CAUT Teaching Dossier (2018) guide[2], this document lists teaching activities and ways in which you can document them and provide evidence of their effectiveness. There is some overlap in the facets of teaching activity and categories of evidence and not all activities will apply to your teaching practice. Choose the most relevant activities and supporting evidence given your particular context.

Questions about collecting evidence of teaching effectiveness or developing a teaching philosophy statement? Contact CITL at educatordev@mun.ca or (709) 864-3028 to consult with our staff.

Facets of Teaching Expertise and Examples of Supporting Evidence

Teaching and Supporting Learning
Teaching that places learning at its centre involves creating experiences and environments that empower students to engage, learn deeply, and become self-directed learners (Trigwell, Prosser & Waterhouse, 1999; Weimer, 2013). Teaching organized around student learning also recognizes that understanding and improving learning is an ongoing process, hence, teaching expertise is developed over time and always evolving (Hendry & Dean, 2002; Kreber, 2002). A commitment to setting clear expectations for both teaching and learning, regularly providing and gathering feedback, and critically reflecting on one's teaching practice and philosophy guides practitioners in a learning-focused teaching framework (Lizzio, Wilson & Simons, 2002; Nichol & Macfarlene-Dick, 2006; Tigelaar et. al, 2002).

Example Activities	*Examples of Evidence*
− Develops a teaching philosophy − Reflects on the teaching and learning approaches that are typically used in one's discipline − Explores the process of placing student learning at the centre of one's teaching activities − Recognizes that there are multiple ways to design learning experiences and engage with students − Recognizes that teaching expertise is developmental in nature	**Evidence from Self:** − Teaching philosophy statement—one to two pages describing what you believe about teaching and student learning, why you hold these beliefs, and brief highlights of how you put them into practice − List of teaching roles and responsibilities (list of course titles and numbers, unit values or credits, enrolments with brief elaboration (1)) − List of course materials prepared for students (2) − Selected course materials such as: a description of an innovative teaching activity or approach (e.g., inquiry-based, experiential learning); an informal survey designed to collect

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[1.] Adapted from: Kenny, N., Berenson, C. Radford, S., Nikolaou, N., Benoit, W., Mueller, R., Paul, R. & Perrault, E. (2018). *A Guide to Providing Evidence of Teaching*. Calgary, AB: University of Calgary.

[2] With permission from CAUT, items are identified in example activities and evidence by the corresponding item number in brackets.

- Reads about teaching and learning approaches and activities
- Tries new teaching and learning approaches and activities
- Intentionally aligns course components (i.e., learning goals, learning activities, assessment strategies)
- Develops educational experiences with a range of learners in mind
- Designs participatory learning activities
- Encourages students to apply their learning in novel contexts
- Designs assessment strategies that provide clear criteria and timely feedback
- Establishes appropriate course workload requirements to challenge students while ensuring adequate time and support
- Collects feedback at various times from a variety of sources
- Uses student feedback to adjust teaching practices
- Shares teaching philosophy with colleagues and students
- Begins to gather evidence for a dossier that documents one's effectiveness and growth
- Takes steps to emphasize the interrelatedness and relevance of different kinds of learning (5)
- Creates opportunities for students to become aware of the conditions that best support their learning
- Engages students as collaborators or partners in the classroom (e.g., includes students in course and assignment design)
- Contributes to course development and improvement (29)
- Prepares a textbook or other instructional materials such as on-line 'courseware' (24)
- Formally and informally shares course materials and teaching approaches with colleagues

feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource or materials
- Information on one's availability to students and evidence of prompt and effective correspondence via e-mail (3)
- Report on identification of student difficulties and encouragement of student participation in courses or programs (4)
- Statement about quizzes and examination items being keyed to instructional objectives (6)
- Reflections on one's teaching, including evidence collected from students and colleagues—how these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve
- Invitations to teach from outside agencies (37)
- Short and long-term teaching goals

Evidence from Students:
- Student scores on teacher-made or standardized tests, possibly before and after a course has been taken as evidence of learning (7)
- Intentional formative/midterm feedback collected from students
- Formal faculty feedback/evaluation form data (e.g., student comments)
- Written comments received during the term or after a course has been completed (26)
- Samples of student work (e.g., exemplars, successive drafts, student laboratory workbooks and other kinds of workbooks or logs (8), student essays, creative work, projects, and field-work reports (9))
- Student achievements directly related to one's teaching and learning activities (i.e., career placement, grad school admission, publications, presentations)
- Record of students who select and succeed in advanced courses of study in the field (10)
- Record of students who elect to take another course with you (11)
- Honours received such as being nominated or named "teacher of the year" (32)
- Teaching awards received from student bodies (e.g., MUNSU Award for Excellence in Teaching and Outstanding Contribution to Student Life)
- Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact
- Letters of support from former students (no longer teaching or in a supervisory relationship)
- Reports from employers of students (e.g., in a work-study or cooperative program) (36)

Evidence from Colleagues/Peers:
- Teaching observation documents (e.g., teaching squares)
- Records from formal or informal review of course materials from peers

– Situates one's courses within broader curriculum planning processes	– Letters of support from colleagues – Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course, or who teach other sections of the same course (27) – Selective and purposeful informal feedback from colleagues that speak directly to specific teaching practices and/or impact – Written comments from those who teach courses for which a particular course one teaches is a prerequisite (28) – Statement about teaching achievements from administrators at one's own institution or another institution (33) – Teaching awards (title, description, nomination process, and criteria of award) – Invitations to teach – Peer-reviewed publications related to teaching and learning – Peer feedback from clinical practicum and/or preceptorship feedback – Cooperative work placement supervisor feedback regarding student learning and development – Invitations based on one's reputation as a teacher, such as media interviews on successful teaching innovation (39)

Supervision and Mentorship

Supervision or mentorship is characterized as a positive, respectful, mutually-beneficial relationship that supports the teaching and academic development of both mentor and mentee (Mathias, 2005). Mentoring relationships foster self-exploration, career advancement, intellectual development, enhanced confidence and competence, social and emotional support, academic citizenship and socialization, information sharing, and professional identity formation (Johnson, 2007; Schlosser et al., 2011; Foote and Solem, 2009). Mentorship typically occurs between an experienced faculty member and a less experienced colleague, student or postdoctoral scholar, but can also occur in a group context (Phillips, Dennison, Cox, 2015). Developed formally (i.e., structured programs) or informally, mentorship focuses on topics most relevant to the mentor and mentee. Supervisors are mentors and more. "Supervisor" means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student's academic progress, and serves as chair of the Graduate Student's supervisory committee, where applicable. Supervision is a professional relationship which includes an aspect of accountability for both supervisor and supervisee. Supervisors not only provide academic supervision (research and writing), they are also expected to mentor students in career development (securing funding, dissemination, professional and collaborative skills) (CAGS, 2008).

Example Activities	*Examples of Evidence*
– Recognizes value of mentorship as a relational and reciprocal process – Identifies areas where mentorship is needed for one's own growth and development – Explores mentoring opportunities and resources – Seeks mentorship in a variety of contexts	**Evidence from Self:** – Supervision and mentorship philosophy statement, including connections with teaching philosophy – List of undergraduate and graduate students and post-doctoral scholars formally supervised or mentored and a description of roles/responsibilities – Self-developed mentorship/supervision structures, frameworks, or processes

– Builds a mentorship network – Develops rapport, trust, and respect with mentors – Engages with mentors regularly – Reflects on and documents the influence of mentorship in one's professional growth – Collaborates on specific teaching and learning activities with a mentor – Becomes a mentor for others – Gives help to colleagues on teaching improvement (14) – Develops a mentorship identity and philosophy that reflects the reciprocity of mentoring relationships – As a mentor, facilitates dialogue, outwardly encourages others, shares advice and resources, and models and promotes self-exploration and growth with mentees – Initiates discussion about academic culture, governance, politics, and institutional processes through mentorship – Creates departmental or group mentorship programs, networks, and communities – Develops and creates mentorship resources for others – Sets up or runs a successful internship program (13) – Effectively supervises Honour's, Master's, or Ph.D. theses (12) – Demonstrates being accessible to supervised students – Ensures regular monitoring and feedback for supervisees	– List of undergraduate and graduate students and post-doctoral scholars informally supervised or mentored and a description of roles/responsibilities supervision and mentoring outside of a course (e.g., students seeking advice, job searches, graduate applications, community activities, student club activities, reference letters) – Description of mentorship provided for peers (e.g., discussing teaching approaches, reviewing and sharing course outlines and course materials) – Description of mentorship sought out and obtained from peers (e.g., asking for advice on evaluation methods, course content, approaches) – Presentations and publications on supervision or mentoring – Support to students for presentations and publications (scholarship) – Written agreements made with students to support mentorship and supervision activities (e.g., monthly meetings, regular feedback, setting timelines) – Reflections on your mentorship and supervision and other evidence (i.e., evidence from students and colleagues)—how these strategies and supporting material link back to your supervision philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve **Evidence from Students:** – Graduate feedback (34) – Comments made about supervision/mentoring activities on formal evaluations (if applicable) – Selective and purposeful informal feedback from learners that speak directly to specific supervision and mentorship practices and/or impact – Letters of support from former students (no longer teaching or in a supervisory relationship) – Information about student activities and achievements related to one's supervision and mentoring (e.g., job placement, graduate school admission, presentations made) **Evidence from Colleagues/Peers:** – Selective and purposeful informal feedback from colleagues that speak directly to specific supervision and mentorship practices and/or impact – Statements from colleagues at other institutions on such matters as how well students have been prepared for graduate studies (30) – Letters of support from colleagues – List and description of awards received for mentorship and supervision – Requests to review course materials or give mentorship feedback/advice on teaching activities – Requests from broader community to mentor for specific teaching and learning resources and/or support

Professional Learning and Development

Professional learning and development of practice is a key component of expert practice and contributes to teacher reflective practice. Reflective practice and participation in formal and informal professional development is linked to improved student learning outcomes and engagement as well as improved experiences for teachers (Carmichael, 2012). Professional development includes engaging in formal processes such as conferences, seminars, workshops, courses, or programs on teaching and learning, and collaborative learning among members of a community. Professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer (Arthur, 2016).

Example Activities	Examples of Evidence
– Identifies potential professional learning opportunities – Becomes involved in an association or society concerned with the improvement of teaching (20) – Identifies learning interests/topics/themes – Recognizes that professional learning and development is ongoing throughout one's career – Uses general support services such as the teaching and learning centre in improving one's teaching (22) – Engages in professional learning opportunities (e.g., conferences, workshops, communities of practice, teaching/facilitation square, facilitation/coaching development opportunities) – Reads journals on improving teaching and attempts to implement acquired ideas (17) – Reviews new teaching materials for possible application including exchanges course materials with a colleague from another institution (18) – Critically reflects on and documents professional learning and development (e.g., in discussions with colleagues, to self-assess, to incorporate into practice, to include in annual reviews, tenure and promotion processes, awards, teaching dossiers) – Applies learning to practice and critically reflects on that experience – Discusses learning with others – Designs, develops, and implements professional learning opportunities for colleagues	**Evidence from Self:** – Documentation of participation in seminars, workshops, and professional meetings intended to improve teaching (21) – Products or documents related to professional learning activities (e.g., outcomes from a community of practice) – Record of the changes resulting from self-evaluation (15) – Description of instructional innovations attempted and evaluation of their effectiveness (16) – Details of courses, workshops, and activities designed and delivered to peers (e.g., number of attendees, level of involvement, goal, whether it was departmental, faculty, university-wide, regional, national or international) – Reflection on why you engaged in professional learning—what you learned and how you incorporated this into your teaching practice, how these learnings have influenced your beliefs about teaching and learning – Reflection aligning professional development activities with evidence from students – Semester/annual reflective memo—reflection on learning, strengths, and areas for growth – Professional development goals (short and long-term) **Evidence from Students:** – Student comments that relate to practices that you implemented from professional learning activities **Evidence from Colleagues/Peers:** – Peer comments that relate to practices that you implemented from professional learning activities – Letters of support from colleagues (e.g., reflections on what they have learned from you) – Documents and feedback from peer teaching observations or teaching squares (27)

– Contributes to professional learning of others (e.g., offers workshops, forums, facilitates communities of practice) – Contributes to and advances the knowledge and practice of professional learning to the broader educational community

Educational Leadership

Educational leaders influence change and implement initiatives to strengthen teaching and learning practices, communities, and cultures (Keppell, O'Wyer, Lyon & Childs, 2010; Mårtensson & Roxa, 2016). They share their expertise to inspire and help others strengthen their teaching practices; implement strategic programs, initiatives and policies to improve teaching and student learning; advocate for positive change; and lead institutions, faculties, and committees to continuously improve postsecondary education (Creanor, 2014; Mårtensson & Roxa, 2016; Taylor, 2005). Educational leadership is demonstrated through formal leadership roles (e.g., committee chairs, department heads), structures and responsibilities, and through leadership activities that may not be formally identified as part of one's teaching responsibilities (Creanor, 2014; Jones, Lefoe, Harvey & Ryland, 2012; Mårtensson & Roxa, 2016).

Example Activities	*Examples of Evidence*

– Identifies opportunities to participate in governance processes that relate to teaching and learning
– Aligns one's teaching and curriculum to support institutional, program, and departmental priorities
– Participates in governance committees, working groups, and processes related to teaching and learning (e.g., teaching and learning committees, curriculum review committees, appeals panels)
– Participates in policy development, implementation, and/or evaluation surrounding teaching and learning
– Brings forward issues as feedback to improve program, department, or institutional teaching and learning approaches, communities, and contexts
– Participates in course or curriculum development (23)
– Participates in institutional processes, surveys, and strategy sessions related to teaching and learning
	Evidence from Self:
	– Description of engagement in institutional processes and strategy/planning sessions related to teaching and learning
	– Description of initiatives developed and or led to help enable other instructors' (e.g., peers, teaching assistants, postdoctoral scholars, or other members of instructional teams) growth as educators (e.g., workshops, communities of practice, reading groups, lunch and learns)
	   ■ Examples or excerpts from learning materials from these initiatives that demonstrate one's beliefs about educational leadership (e.g., facilitation plans, planning documents)
	– Description of formal or informal mentorship of peers, teaching assistants, or other members of instructional teams
	– Description of contributions to teaching and learning committees, working groups, task forces, and curriculum committees at various levels, including leadership roles
	   ■ Example outcomes from one's leadership and work on committees and working groups related to teaching and learning (e.g., policy, resource development, reports)
	– Description of formal educational leadership roles (e.g., Associate Dean Undergrad, Department Head)
	– List and description of invitations to speak at local, national, or international conferences/events related to educational leadership
	– Philosophy statement that describes one's beliefs about and approaches to educational leadership

- Leads development and implementation of teaching and learning initiatives at a variety of levels (e.g., departmental, faculty, university, national, international)
- Creates and leads initiatives to help colleagues strengthen their teaching practices
- Creates and leads opportunities for colleagues to network and share experiences, and for communities of practice to develop (e.g., journal clubs, online collaborations, in-person networks)
- Holds formal leadership roles that advance teaching and learning (e.g., committees, curricular reviews, working groups)
- Facilitates planning related to teaching and learning
- Formally and informally shares course materials and teaching approaches with colleagues
- Situates their courses within broader curriculum planning processes

- Description of accepted invitations to consult on, review, or contribute to the development of internal or external academic programs
- Invitations to contribute to the teaching literature (38)
- Description of accepted invitations to act as a visiting teaching and learning scholar at another institution
- Reflection on how your educational leadership contributions relate to your teaching philosophy, your strengths, what you have learned, and how you hope to further grow and develop

Evidence from Students:
- Evaluation data (e.g., student engagement data, retention or admission rates) that relate to one's educational leadership contributions
- Letters of support from former students that speak to one's educational leadership activities (no longer teaching or in a supervisory relationship)
- Selective and purposeful informal feedback from learners that speak directly to specific educational leadership practices and/or impact

Evidence from Colleagues/Peers:
- Teaching and learning workshop participant evaluation data, including qualitative comments
- Example assessment reports from external accreditation or program review committees
- Requests for advice or acknowledgement of advice received by a committee on teaching or similar body (31)
- Letters of support from colleagues, senior administrators, or collaborators that speak to one's educational leadership contributions and impact
- Letters of support from committee/working group members that speak to one's educational leadership contributions and impact
- Local or national press coverage related to educational leadership initiatives
- Awards received that relate to one's educational leadership contributions

Research, Scholarship, and Inquiry
One way in which teaching expertise is both developed and expressed is through research, scholarship, and inquiry—terms that reflect the variations of this activity across different contexts (Poole, 2013). Teaching and learning have a complex relationship that invites teachers to develop "pedagogical content knowledge" (Shulman, 1986), or an understanding of how learning happens (or doesn't) within specific disciplines and subject areas. Research, scholarship, and inquiry play a key role in developing this knowledge. Expert teachers consult relevant existing research to build a strong foundation for designing, implementing, and assessing effective learning experiences for students (Shulman, 2004). Expert teachers may also conduct and share their own pedagogical research, scholarship, or inquiry not only to advance their own understanding, but also to contribute to the larger body of knowledge about effective teaching and learning (Felten 2013; Shulman, 1993).

Example Activities	Examples of Evidence
– Identifies curiosities about teaching and student learning – Becomes aware of teaching and learning research and discipline-based educational research literature – Identifies people to have conversations with about teaching and learning scholarship and research – Reads and reflects on the literature on teaching and learning – Applies scholarship in teaching and learning and discipline-based educational research to improve one's teaching practice and students' learning – Prepares a textbook or other instructional materials such as on-line 'courseware' (24) – Asks questions about one's students' learning and its relationship to teaching – Conducts research on one's own teaching or course (19) – Collects evidence of students' learning – Participates in local conferences and events to share knowledge related to teaching and learning – Engages in research, scholarship, and inquiry with peers – Assesses the efficacy of high-impact teaching and learning practices – Develops approaches to teaching that are informed by research, critical reflection (e.g., examining one's own context and assumptions), and discussions with peers – Contributes to the knowledge and practices of the broader academic community (e.g., conference presentations, publications) to expand and advance the practice and scholarship of teaching and learning	**Evidence from Self:** – Self-reflective comments or artifacts that connect choices within one's teaching practice to findings in discipline based education research and/or scholarship in teaching and learning literature – Documentation of course materials that reflect teaching and learning research – Description of teaching and learning research projects and/or teaching and learning grants received and connecting these to teaching and learning literature and one's professional development – Listing involvement (participation, presentation) in non-peer reviewed events where teaching and learning research ideas are discussed with colleagues – Editor or peer reviewer for teaching and learning or scholarship of teaching and learning publication – Editor or contributor to a professional journal on teaching one's subject (25) – List and description of teaching and learning grants received – List and description collaborative partnerships and research projects initiated – Future goals related to teaching and learning research, scholarship, and inquiry – Reflections on your teaching and learning research, and other evidence (i.e., evidence from students and colleagues)—how these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you've learned, and how you will continue to grow and improve **Evidence from Students:** – Summary of quantitative and/or quantitate data collected as part of a systematic inquiry to inform one's teaching – Themes in student data and feedback that characterize students' learning experiences – Description and documentation of ethical research/scholarly/inquiry strategies for providing a variety of student feedback and data on their learning (e.g., focus groups, surveys, setting up students as representatives to provide a formal lens to provide feedback) – Selective and purposeful informal feedback from students who have been involved in scholarly teaching projects (e.g., peer mentors, TAs or research assistants hired to work on development projects) – Letters of support from former students (no longer teaching or in a supervisory relationship) commenting on how their involvement in scholarly teaching project experiences has affected their learning and growth

	Evidence from Colleagues/Peers:
	- Invitation to speak on teaching and learning research topic - Peer-reviewed publications and presentations related to inquiry and scholarship in teaching and learning - Evidence of impact on peers' scholarship (citations, others' application of one's scholarship in teaching and learning and/or discipline-based educational research contributions) - Selective and purposeful informal feedback from peers that speak to one's contributions related to inquiry, research, and scholarship in teaching and learning - Letters from colleagues/peers that speak to one's contributions related to inquiry, research, and scholarship in teaching and learning

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