Teaching Documentation

Tenure Academy

November 2019

María Luisa Spicer-Escalante, PhD.
Professor of Spanish & Linguistics
Department of Languages, Philosophy & Communication Studies
OBJECTIVES

- Research & Teaching
- Teaching Documentation Workshop
  - Schedule & Mentors
- Getting Started on Your Teaching Documentation
  - Material from oneself
  - Material from others
  - Products of good teaching
- Teaching Documentation (content & resources)
- USU Teaching Documentation: Dossiers from the Mentoring Program
- Wrap-up & Questions
The Story of Your Research

• What is your research about?

• Why do you do that kind of research?

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

• Where is the research leading?

• How has your research changed over time?

• What improvements have you made to your research program?

• What are short and long term goals of your research and how will you accomplish those?
The Story of Your Teaching: A “Switcheroo” (LS, 2014)

- What is your teaching about?
- Why do you do teach 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?
- What improvements have you made to your teaching program?
- What are short and long term goals of your teaching and how will you accomplish those?
- How does your research inform your teaching and how does your teaching inform your research?
THE TEACHING CYCLE

1. Goals
2. What and How You Teach
3. Reflections & Assessment
4. Actions & Outcomes

- Engagement
- Knowledge
- Innovation
- Creativity and Originality
# The Teaching Documentation Workshop

- A four-day workshop

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<td>9:00</td>
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- Graduation Reception DBH Alumni House President's Hall

- Work on Portfolio
MENTORS (2019)

- Alan Blackstock, Department of English at Uintah Basin-Vernal Campus
- Cathy Ferrand Bullock, Department of Journalism and Communication
- Lucy Delgadillo, School of Applied Sciences, Technology and Education
- Errik Hood, Department of Music
- Scott Hunsaker, School of Teacher Education and Leadership
- Kimberly Lott, School of Teacher Education and Leadership
- Robert Mueller, Department of History at Tooele Campus
- Sylvia Read, Emma Eccles Jones College of Education and Human Services
- Maria Luisa Spicer-Escalante, Department of Languages, Philosophy, and Communication Studies
Getting Started on Your Teaching Documentation

Material from oneself

Material from others

Products of good teaching
Getting Started on Your Teaching Documentation

- Material from oneself
  - Teaching responsibilities
  - Teaching philosophy
  - Representative course syllabi, new course projects, materials, and assignments
  - Steps taken to evaluate or improve your teaching
  - Mentoring students (projects/articles)

- Material from others

- Products of good teaching
Getting Started on Your Teaching Documentation

- **Material from oneself**
  - Teaching responsibilities
  - Teaching philosophy
  - Representative course syllabi, new course projects, materials, and assignments
  - Steps taken to evaluate or improve your teaching
  - Mentoring students (projects/articles)

- **Material from others**
  - Statements from colleagues who: have observed you in the classroom; and/or who have reviewed your classroom materials, syllabi
  - Student course and teaching evaluation data (IDEA)
  - Invitations to present a paper at a conference on teaching in your discipline or on teaching in general
  - Distinguished teaching awards

- **Products of good teaching**
Getting Started on Your Teaching Documentation

- **Material from oneself**
  - Teaching responsibilities
  - Teaching philosophy
  - Representative course syllabi, new course projects, materials, and assignments
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- **Products of good teaching**
  - Student pre/post scores before and after a course
  - Student essays, creative work, field-work reports
  - Statements by alumni on quality of instruction
  - Student publications or conference presentations on course-related work
  - Examples of graded student essays along with your comments
Your Teaching Documentation Narrative

1. Teaching Responsibilities
2. Teaching Philosophy
3. Teaching Methods and Strategies
4. Course Material and Student Assessment Tools
5. Assessment and Evaluation of Learning
6. Teaching Recognitions and Teaching
7. Evidence of Student Learning
8. Future Teaching Goals
Resources for Your Teaching Documentation

- _The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions_ by Peter Seldin, J. Elizabeth Miller, and Clement A. Seldin
- _USU Teaching Documentation: Dossiers from the Mentoring Program_ Edited by Marla Luisa Spicer-Escalante and Cathy Fernand Bullock
Published 2019 by the Office of the Executive Vice President and Provost, Utah State University, Logan, UT 84322
Foreword
    Francis Galey

Introduction
    Sylvia Read

Acknowledgments
    Maria Luisa Spicer-Escalante
    Cathy Ferrand Bullock

Alan Blackstock, Department of English at Uintah Basin-Vernal Campus

Sergio Bernal, Department of Music

Cathy Ferrand Bullock, Department of Journalism and Communication

Kathy Chudoba, Department of Management Information Systems

Mike Christiansen, Department of Chemistry and Biochemistry at Uintah Basin-Vernal Campus

Travis Dorsch, Department of Human Development and Family Studies

Lianna Etchberger, Department of Biology at Uintah Basin-Vernal Campus

Paul Grossi, Department of Plants, Soils and Climate

Kelsey Hall, School of Applied Sciences, Technology and Education

Wayne Hatch, Department of Biology at USU Eastern

Scott Hunsaker, School of Teacher Education and Leadership

Kimberly Lott, School of Teacher Education and Leadership

Sylvia Read, Emma Eccles Jones College of Education and Human Services

Maria Luisa Spicer-Escalante, Department of Languages, Philosophy, and Communication Studies
Executive Vice President and Provost (Francis Galey)

“...the ability to clearly document and articulate [that] story will help academic personnel add to their tenure and promotion preparation in a very meaningful way...

[more important] “is the opportunity to describe these journeys with all the efforts, large and small, of improving their product in terms of learning outcomes and student growth and success.
Executive Vice President and Provost (Francis Galey)

Good luck, teach on, and successfully document some of the most important work you all do!
Questions?