

Possible categories and evidence for teaching portfolio or annual review

DU's recently updated P&T guidelines require evidence of teaching to come from multiple sources including: self-analysis, peer observation and review of materials, and empirical data from students.

| (Sample categories of evidence, TBD by individual units/depts.) | Self | Colleagues/Chair | Students |
|---|---|--|---|
| Sound Instructional Strategies | <ul style="list-style-type: none"> • Reflection on course design, redesign, teaching innovations • Plans for future | <ul style="list-style-type: none"> • Reviews of syllabi, teaching materials, sample assignments • Peer/chair teaching observations | <ul style="list-style-type: none"> • Student mid-quarter feedback • Feedback on teaching methods, innovations |
| Student Experience | <ul style="list-style-type: none"> • Reflection on student feedback | | <ul style="list-style-type: none"> • Student Ratings of Instruction • Narrative/ qualitative comments from students • Letters |
| Student Learning/ Growth | | <ul style="list-style-type: none"> • Feedback from program assessment | <ul style="list-style-type: none"> • Samples of student work with or w/o instructor feedback • Evidence of learning based on 1 or 2 outcomes (not grades) |
| Continuous Improvement | <ul style="list-style-type: none"> • Annual reflection (goals, strengths, future plans) • Participation in professional development | <ul style="list-style-type: none"> • Letters, Mentoring | |
| Teaching commitment | | <ul style="list-style-type: none"> • Teaching loads, office hours, extra duties | |