

Providing Evidence of Teaching Effectiveness Beyond Course Evaluations

Note: Loyola faculty cannot receive the rating of ‘outstanding’ in the category of teaching without providing multiple forms of evidence of teaching effectiveness. Thus, it is important for faculty members to understand what can be included with an annual update to demonstrate teaching effectiveness, *especially given that teaching evaluations currently may not be submitted as a form of evidence.*

Below is a list of materials that would count as evidence of teaching effectiveness, sourced from the Faculty Handbook:

1. Course syllabi and/or written statements of key assignments.
2. Grading rubrics, sample assignments, student writings, and/or other graded works
3. Classroom visitation reports by departmental colleagues.
4. Departmental colleagues’ assessment of a course folio over a range of courses with a view to determining the candidate’s contributions to learning. The folio consists of course syllabi, tests and assignments, and/or examples of A, B, and C level student papers.
5. Letters from particularly successful students, such as those in graduate or professional school, and/or those now established in their fields.
6. Any other reasonable measures of learning and the instructor’s impact on students’ intellectual and personal development.

Item 6 above invites a further list:

1. Letters from students that explicitly indicate the impact of the instructor’s work on their intellectual and personal development.
2. Documentation of the creation of pedagogical resources that demonstrate knowledge of and dedication to methods that improve student learning. For example, a video on strategies to achieve universal participation in the classroom.
3. Documented participation in a pedagogy workshop, such as the Loyola Ignatian Pedagogy Workshop, or a pedagogy conference.
4. Evidence of involving students in research activities (this is a High Impact Practice). For example, the actual finished project or documentation of the student’s participation in an undergraduate conference.
5. Awards or other formal professional recognition for excellence in teaching or mentoring.
6. Evidence of methods that integrate students’ learning across disciplines or with experiences outside of the classroom. For example, documentation of a Messina trip that tightly links with academic content and explanation of how the integration is achieved.
7. Documentation of a class project in a course that involved project-based learning. For example, photographs of the Govans Urban Forest project that Billy Friebele of Fine Arts led with students in a course on Public Art.

8. ...

Note 1: Any piece of evidence included in an annual update should be explicitly mentioned and, where appropriate, contextualized in the update itself. It is not desirable to include things without explanation. Further, I do not think that the intention is for faculty members to include a large body of extra materials. The idea is for the faculty member to very selectively curate evidence that demonstrates effectiveness each year.

Note 2: If a peer evaluation is included there should be a description, when appropriate, from the faculty member about how he or she has addressed any peer evaluator's suggestions for improving teaching effectiveness.