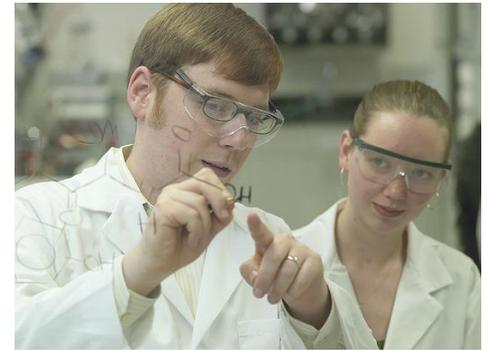




Office for
Teaching &
Learning

Teaching Documentation Program

"There is, in fact, no teaching without learning. One requires the other." - Paulo Freire





Letter from the Office for Teaching & Learning

Dear graduate students and instructors:

Graduate Teaching Assistants (GTA), postdoctoral fellows and Part-Time Faculty (PTF) provide essential contributions to the excellence of our undergraduate education at Wayne State University (WSU). These contributions can be seen through such endeavors as teaching, instructing labs, acting as discussion leaders and graders, and tutoring. In addition, many graduate students and post docs have found that these teaching-related experiences can be significantly related to the development of discipline-based expertise and content presentation skills. In an effort to recognize the substantial commitment you make to your teaching, The Office for Teaching and Learning (OTL) has developed the WSU Teaching Documentation Program (TDP).

The Teaching Documentation Program offers you a self-paced program in which you can organize, reflect upon, and document your teaching development efforts while here at the university. The exercises in the TDP will offer you some immediate support related to your success in your current responsibilities. Additionally, the outcomes of the TDP are designed to support your future teaching related career goals.

On a final note, we offer our appreciation to the Office of the Dean of the Graduate School and graduate students of the OTL for their support of the development of this program. Our appreciation, and acknowledgement, also extends to the Center for Teaching and Faculty Development (CTFD) at the University of Massachusetts Amherst and the Center for Teaching Excellence at Carnegie Mellon University for their generosity in allowing us to adapt their materials.

Sincerely yours,

Dr. Mathew L. Ouellett,
Associate Provost and Director,
Office for Teaching and Learning

Kevin B. Miles,
Graduate Student Assistant,
Office for Teaching and Learning



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Teaching Documentation Program

INTRODUCTION

Wayne State University has a long-standing commitment to innovation and excellence in undergraduate education. In recent years the United States has become increasingly invested in the ability of its colleges and universities to provide a high quality and accessible undergraduate education to a wide variety of students, as evident by the release of the “Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics” report to President Obama, by the President’s Council of Advisers on Science and Technology (PCAST, 2012). The ability to teach well, in turn, has become a particularly sought-after skill and is, in addition to research skills, an increasingly valued factor in how faculty members are both hired and evaluated. For example, many search committees now request that candidates discuss teaching strategies and philosophies as well as research interests during job interviews. Some have also begun to request a statement of teaching philosophy, sample course materials, or a teaching demonstration as part of the application process. For junior and senior faculty members alike, a portfolio that documents teaching development and provides evidence of teaching effectiveness is frequently used as an important factor for reaching appointment, tenure, and promotion decisions.

The *Teaching Documentation Program* (TDP), offered through the Office for Teaching and Learning (OTL), will contribute to enhancing the excellence in undergraduate education at Wayne State University, as well as strengthen the overall breadth of graduate student education. The TDP not only helps prepare graduate students to teach better now and in the future, it also offers formalized documentation of an individual’s teaching development efforts and provides WSU graduates a competitive advantage in future career goals. This document is written with a focus on graduate students, however we also encourage the participation of postdoctoral fellows, lecturers, and part-time faculty in the TDP as a means of support for their future teaching-related career goals.

As a part of their graduate education, most students will work hard at developing a record of accomplishments related to their academic interests and career goals. Often, this includes evidence of research, conference papers, and other discipline-related professional activities. With similar attention, the TDP creates just such a record related to the graduate student’s strengths and experiences as a teacher.

TDP REQUIREMENTS

In order to complete the TDP, each participant must satisfy requirements in four areas: theory, assessment, teaching improvement practices, and diversity in higher education. The TDP is designed to be a self-paced, flexible program that can be completed over the course of your graduate studies. Each component of the program

emphasizes learning via active participation, developmental feedback, and critical self-reflection. Briefly, the requirements include:

1. **Theory**—Participate in a discipline-based or interdisciplinary one-credit seminar **or** completing 14 hours of an equivalent, structured discussion on the theory of teaching. The goal of this experience is to provide an introduction to relevant theory and practices for core teaching activities. At conclusion, write a philosophy of teaching statement (see description under “Teaching Activity One”).
2. **Assessment**—Receive and discuss individualized feedback about your teaching strengths and areas for growth. This can be accomplished through student feedback, peer or faculty feedback, or a consultation with an OTL staff member. The goal of this experience is to gather developmental feedback on how you can best apply your teaching philosophy and skills to positively impact student learning. At conclusion, write a brief, reflective report describing your assessment process (see description under “Teaching Activity Two”).
3. **Discipline Specific Teaching Practices**—Identify discipline-based teaching resources and develop and/or collect materials that reflect your individual teaching goals. This requirement also helps participants to document teaching development efforts. Complete two self-selected activities and write brief reports on each (see description under “Teaching Activity Three”).
4. **Addressing Diversity in Higher Education** – Review the increasing role of diversity in higher education, and reflect on how you would approach and adjust your teaching for a diverse student body. This requirement will help you write a Diversity Statement to include in your Teaching Portfolio.

TDP OUTCOME

At the conclusion of the TDP, participants will receive a formal *letter of documentation* from the OTL that inventories and describes your teaching development efforts. You will also have an organized collection of materials that documents these efforts. These materials will be useful when seeking a position with teaching responsibilities, preparing a formal teaching portfolio, and/or articulating future teaching development goals.

MAKING PROGRESS

- Get started. While there is no required progression within the requirements, it does make sense to begin some components before others. We suggest that starting with grounding the theory and research on pedagogy is useful for creating a framework upon which to build the rest of your efforts. Furthermore, we also suggest you begin the process of making an Individual Development Plan (IDP), and discussing your plans with your adviser. An IDP can help you guide your studies and extracurricular activities to better focus on your post-graduate school goals.

- Begin early and stay in touch. The staff at the OTL is dedicated to helping you succeed with the program. We welcome the opportunity to consult with you about your progress, to answer questions, and to offer suggestions or feedback on your work-in-progress. The OTL also hosts pedagogy-centered workshops every semester, for instructors and Graduate Teaching Assistants (GTAs) looking to learn new methods of improving student learning, that they can apply to their classrooms immediately.
- Plan ahead. Many pedagogy courses, including the OTL's, are only offered annually. You can use the table on the next page to sketch out a logical schedule for fitting the TDP requirements into your graduate program.
- Keep records. Ultimately, it is your responsibility to provide the OTL with appropriate documentation of completed activities. Progress record forms are located at the end of each section of the handbook to help you maintain your own records.
- Be flexible. The TDP is designed to offer some individual flexibility in fulfilling the requirements. If you have an idea about how to tailor an activity to better address your teaching development goals or discipline-based interests, please contact the associate director or director of the OTL to discuss it.

HOW TO DOCUMENT ACTIVITIES

The next four sections describe the four key areas of the TDP. These sections offer guidelines and activities for the TDP assignments and explain how to document your completion of the program. Information on additional resources related to each of these four activities is available by request through the OTL by calling (313) 577-0001 or through the OTL website otl.wayne.edu. Please contact the associate director or the director of the OTL for more information. The OTL is available to answer any questions you may have and can provide you with support in completing the TDP.

Plan Your TDP Progress

Name _____

Access ID: _____ School/College: _____

Department _____

Date of Initial Consultation: _____

Doctoral Candidate

Postdoctoral Fellow

Anticipated date of graduation: _____

Please describe your key goals for participating in this program:
(For example, is there a specific goal you hope to achieve related to gaining new knowledge, learning new skills, or developing teaching-related materials?)

Sketch Out Your Schedule

Where are you in your graduate career? What do the next few years look like? (Consider coursework, exams, thesis writing, teaching and other possible assistantships.) Where might you fit in the TDP requirements?

Tentative Schedule for completion of the TDP:

Fall 20_____	Fall 20_____	Fall 20_____
Winter 20_____	Winter 20_____	Winter 20_____
Sp/Summer 20_____	Sp/Summer 20_____	Sp/Summer 20_____

1 Teaching Activity One: Pedagogy

GOALS

An introduction to current research on how learning takes place provides instructors with a wealth of information, including strategies and tools related to pedagogy. An overview of such theory may also help you to adopt specific new skills, practices, and methods that have been identified as contributing positively to an excellent teaching and learning environment. Such theory can also train you to better link specific teaching strategies with a discipline or learning objectives. *The Teaching Documentation Program requires that participants in the program document a minimum of 14 hours of participation in activities that address teaching theory.* This requirement can be met by taking a credit-based teaching development course in either a discipline-specific or an interdisciplinary context, or an alternative experience agreed upon by the OTL, such as a disciplinary teaching-related intensive workshop.

DISCIPLINE-BASED PERSPECTIVES ON TEACHING

Efforts to enhance the quality of teaching in discipline-specific arenas are increasingly visible, both nationally and locally. Today there are opportunities at nearly every major discipline-specific conference to discuss teaching strategies and skills with peers. Interested students should reach out to the Chairs of their departments to learn more.

INTERDISCIPLINARY-BASED PERSPECTIVES ON TEACHING

Some participants in the TDP may prefer to participate in these kinds of opportunities in a more interdisciplinary, campus-wide context. The annual Graduate School Orientation for GTAs holds pedagogy training for students from all GTA-holding departments at WSU. Additionally, the OTL occasionally offers a 1 credit seminar through the Graduate School, *Introduction to College Teaching*. It provides an introduction to the research, practices, and skills which foster teaching excellence.

OTHER OPTIONS

The theory requirement can also be fulfilled by attendance at an approved course/program other than those offered through the OTL by providing evidence that the course was successfully completed. For example, some departments offer their graduate students a discipline-specific pedagogy course.

For greater flexibility, this requirement can also be fulfilled by participating in a series of “stand alone,” non-credit workshop/seminars if they are department-based and directly address teaching-related issues. This option requires participants to provide the OTL with documentation of the name of the program, the length of the program, the date and place attended, and the signature of the presenter or instructor for each program attended. **This option also requires the equivalent of one credit hour of participation** (generally regarded as fourteen hours). *If the presenter/instructor is not available, the signature of your department chair/ program director can be substituted. Students may also be interested in pedagogy-focused workshops offered by the OTL, such as the STEM Journal Club. More information can be found at otl.wayne.edu, and in the “Additional Resources” section below.

OUTCOME

At the conclusion of this portion of the TDP, participants will prepare a one to two-page (double-spaced) *philosophy of teaching* statement. While there are no rules about what a philosophy statement should contain, some general guidelines are discussed below. The OTL also offers materials that may be useful guides in preparing this reflective statement; you can contact the OTL for this packet once you have completed requirements for your *teaching activity one: theory of teaching*.

ADDITIONAL SUPPORT

Several helpful resources are available through the OTL and online, and these can help you learn more about evidence-based teaching methods (EBTMs), how to write a Philosophy of Teaching Statement, what to include in a teaching portfolio, and how to organize these materials into a cohesive portfolio. The OTL hosts monthly meetings of the STEM Journal Club, where graduate students interested in greater exposure to EBTMs can come discuss recent peer-reviewed papers describing the outcomes of implementing EBTMs, and how these students might implement EBTMs in their future classes. More information on the STEM Journal Club can be found [here](#).

For a comprehensive guide that lists numerous possible components of a teaching portfolio, see the guide provided by the Vanderbilt University Center for Teaching found [here](#).

P

hilosophy of Teaching Statement

As you continue to develop your interests and skills as a teacher, you might find the idea of summarizing all of your goals, strategies, hopes and accomplishments in one brief document daunting, even discouraging. However, OTL staff are here to help this process be as seamless as possible. Developing a philosophy of teaching statement is not only required by many interviewers as an essential part of your application package, it is also a chance for you to fully articulate your most important priorities as a teacher—for yourself as well as for your audience—and it is a useful opportunity to stand out among the application pool.

In “Developing a Philosophy of Teaching Statement,” Nancy Van Note Chism (1998) offers a few helpful guidelines for your composition process. (This essay is available at the OTL, as are sample philosophy of teaching statements.) First and foremost, there is no “standard” way to construct your statement; like a personal statement, your philosophy of teaching will be and should be marked by its individuality. A number of different tones and content material can be appropriate depending on your focus. However, Chism notes that there are some basic characteristics of the genre.

- *Your philosophy of teaching statement should be brief, 1-2 single-spaced pages at the most.*
- *Your statement should be accessible and clear, written with a broad audience in mind.*
- *Your statement should be personal (most likely written in first-person narrative form), and it should reflect the deep thinking that you have put into your teaching.*

You may still feel overwhelmed by the task of articulating your thoughts and feelings about teaching in such a brief format. Chism asks the following questions, which might help you to organize your thoughts:

- How do you conceive of learning; that is, how do you think that learning is facilitated?
- How do you conceive of teaching? How do you encourage learning to occur?
- What are your goals for students?
- How do you implement your philosophy of teaching?
- What are your future plans for growth as a teacher?

Remember, the best work that you can do to prepare your teaching philosophy is the work that you are doing right now as a participant in the TDP. Your insights, reflections, and commitment, will come through as you compose your philosophy of teaching statement.

ADDITIONAL RESOURCES

The citation for the article authored by Nancy Van Note Chism is below. This early article provides a brief discussion on how constructing a philosophy of teaching statement can help students develop a scholarly approach to teaching.

Chism, N. V. N. (1998). Developing a philosophy of teaching statement. *Essays on Teaching Excellence* 9 (3), 1-2. Professional and Organizational Development Network in Higher Education

Dr. Brian Coppola from the University of Michigan, has authored a paper titled “Writing a Statement of Teaching Philosophy” that discusses the importance a philosophy of teaching statement plays in a scholarly approach to teaching, and provides guidelines for students to write their own statements. Dr. Coppola’s article is available [here](#).

The Harriet W. Sheridan Center for Teaching and Learning at Brown University offers a great handbook for designing a teaching portfolio, found [here](#). Specifically, the handbook discusses how to build a portfolio and select materials by crafting a narrative of how your selected materials fit into your philosophy of teaching.

A paper authored by Dr. Mathew Ouellet and titled “Your Teaching Portfolio: Strategies for Initiating and Documenting Growth and Development” provides substantial guidance for writing a philosophy of teaching statement and constructing an entire teaching portfolio as well: WSU students can access his article [here](#).

O’Neal, Meizlish, & Kaplan from The Center for Research on Learning and Teaching at the University of Michigan authored a brief Occasional Paper titled “Writing a Statement of Teaching Philosophy for the Academic Job Search.” Included in the paper is a rubric for self-evaluation of your statement. [Click here](#) to access the paper.

C hecklist

ACTIVITY 1: THEORY OF TEACHING

The requirements for this activity can be fulfilled by either a one credit course (via the OTL or your department) **or** by the completion of 14 hours of discipline-based teaching-related seminars and workshops **and** by completing a philosophy of teaching statement.

1

- Completion of a discipline-based or interdisciplinary-based pedagogy course (1 credit minimum). Attach documentation of successful course completion if not an OTL sponsored course.

OR

- Complete fourteen hours of discipline-based, teaching-related workshops/seminars.

Date: _____

Signature: _____

AND

2

- Complete a philosophy of teaching statement

Date: _____

Signature: _____

2

Teaching Activity Two: Linking Teaching & Learning

GOALS

Often, instructors think “I’m not ready for student feedback yet” or “I need more experience before I’d feel comfortable being videotaped” or “I’m nervous to hear what students think about the course.” However, teaching improvement is an ongoing *process*, not a finite goal. By waiting to collect such feedback from students and colleagues, you deprive yourself of valuable and accurate information on whether your classroom behaviors support your pedagogical goals. Regularly gathering feedback sharpens and clarifies your efforts to improve your teaching by providing you with the perspectives of your students and other instructors.

The goal of this cluster of activities in the TDP is to learn useful formative and summative methods of assessing your strengths and challenges as a teacher and to experience receiving and responding to feedback from students and/or other instructors. It is our hope that all teachers at the University will regularly seek out feedback on their teaching and its impact on student learning. *Participants in the TDP will have access to the full range of teaching consultation services the OTL offers.*

Often, graduate students’ attention is appropriately focused on mastery of the content and establishing expertise. Being knowledgeable is an essential part of success as a teacher, and knowing how students will successfully learn is the other side of this coin.

FORMATIVE FEEDBACK ON TEACHING

This component of the TDP requires you to engage in a formative assessment activity in order to learn how student feedback can contribute to a successful learning environment. You can participate in the *Mid-semester Assessment Program* in which students are asked to provide feedback on their experience in the course, have a classroom observation by an OTL consultant using the COPUS protocol, or to be *videotaped* while in the role of instructor in the classroom. In this context, “instructor,” is broadly defined. For example, instructor can mean lab instructor, discussion section leader, or guest lecturer, as well as instructor of record for a course.

[Mid-semester Assessment Program \(MAP\)](#)

The MAP provides instructors with a unique opportunity to gather student feedback on a selected course *while the course is in progress*. Feedback is gathered from students, assessed thematically, and provided to the instructor in an individual, confidential consultation process. A MAP allows you to gain a more thorough

understanding of how students experience your course and to make meaningful adjustments during the semester in which the data is collected.

This process requires three meetings. In the initial meeting, you will discuss your course and your teaching of it with the consultant. The consultant will then visit your class to collect data. This will require that you set aside approximately 15-20 minutes of class time. An OTL consultant will ask students to form small groups and to try to reach consensus on what aspects of the course are working best for them and what elements may merit attention. Finally, usually within the week, the consultant will meet with you to discuss the results, focusing on what is going well with your teaching and the suggestions students have that they feel would enhance their learning. The OTL typically offers their MAP consultations in the middle of the semester, and you can contact (313) 577-0001 or OTL@wayne.edu to schedule a MAP.

COPUS

The Classroom Observation Protocol for Undergraduate STEM (COPUS) allows instructors, via third party classroom observers, a chance to determine how they spend their time in the classroom. A third party classroom observer comes to a typical class day, takes regular notations on how you and the students spend class time (i.e., whether you are lecturing, leading an active in-class assignment, showing a video, etc.) in 2-minute intervals. The data allows you and the OTL consultant to characterize how you divide your class time between various student centered methods of teaching over the course of a class. As an instructor, you can use this data to determine if your class could benefit from rebalancing the distribution of lecturing, learning activities, or other strategies. Additionally, the COPUS process allows you to better understand how your students are spending their class time and, most importantly, if they're engaged in the material.

OTL consultants are trained on how to watch for different faculty and student behaviors, and on the short-hand coding methods to make recording class/instructor actions easier. As with MAPs, the OTL consultant typically first meets with the instructor outside class for a brief chat to explain the process and clarify any questions. Based on the observations detailing instructor/students' behaviors, the consultant constructs a graphic that summarizes how the instructors and students are spending their time in class. Next, an OTL instructional designer meets with the instructor to discuss the results and consider steps going forward. More information on the COPUS can be found [here](#). To setup training for classroom observers, or to discuss the COPUS, please contact OTL@wayne.edu.

Video Recording

To see yourself teach via video offers a unique and valuable teaching improvement exercise. Video allows you to view the class through the eyes of your students, to study how students respond to your teaching style, and to revisit the same interactions repeatedly, thereby enabling you to gain greater insight into the complex dynamics of teaching and learning. The process of being videoed can be especially useful when

coupled with feedback from an experienced faculty member in your graduate program, a senior graduate student, or a consultant from the OTL.

A video-based consultation generally requires three meetings. First, you meet to discuss your goals and expectations of the process and to suggest any areas on which you want specific feedback. Next is to do the actual recording of your teaching. At your discretion, your consultant may or may not be present during the actual recording. Finally, you schedule a follow-up meeting to discuss the video. In this third meeting, you determine the focus of the discussion.

Increasingly, departments are offering a video recording and review of teaching service to their graduate students. If your department offers a video recording and review process for graduate students, you can fulfill the data-gathering portion of this exercise via your department. You will need a letter with the date(s) and the signature of the faculty member or senior TA who conducted the session. If the instructor is not available, the signature of your department chair/ program director can be substituted. Participants also have the opportunity have an OTL consultant, course design leader at the department level, or a faculty member review and provide feedback on a *microteaching session*, where you teach a short lesson in a small amount of time. For more information, contact the OTL at OTL@wayne.edu. (You will still be required to complete the reflective statement described in the checklist of Activity Two.)

Arranging a MAP, COPUS, or video recording of your class

Contact the OTL to arrange a MAP, COPUS, or video recording. Once you contact us, we will provide you with materials that more concretely describe the steps for each process. We strongly suggest that you contact the OTL early in the semester, and at least three weeks in advance of the selected class, to make sure a consultant is available at the desired time. Also, more advanced planning may be needed toward the middle of the semester when the demand for such feedback activities is usually greatest.

SUMMATIVE FEEDBACK ON TEACHING

The goal of formative feedback is to determine how your students are learning (and thus how you're teaching) during the course, so that you can tweak and optimize your lesson and delivery for maximum learning. As a compliment to formative feedback, summative feedback provides data on your teaching once the course has ended. Combining formative and summative feedback will allow you to form a more holistic description of how your teaching affects student learning.

Student Evaluations of Teaching (SET)

The SET is administered at the end of each semester at WSU, and asks students to provide feedback on a number of areas of teaching and learning, such as clarity of material delivery and student interest in material covered. Interested students can learn more about the data gathered via the SET at Testing, Evaluation and Research Services at WSU (their website is located [here](#)). For more detailed information about

the SET, [click here](#) to watch a brief video. Additionally, instructors with SET data can discuss how to use their SET results to improve their teaching during a confidential, developmental consultation at the OTL (contact OTL@wayne.edu).

OUTCOME

At the conclusion of this portion of the TDP, participants will prepare a one to two-page (double-spaced) *description of the teaching assessment process*. This brief report should describe the assessment technique you chose and why you selected it, address what you expected to learn about your teaching as a result of the exercise, and, finally, what you learned and how this information has impacted (or will impact) your teaching.

ADDITIONAL RESOURCES

You can find a plethora of resources on the web that guide you in assessing your teaching abilities to better construct a teaching portfolio. Specifically, Carnegie Mellon University (CMU) provides a detailed guide to constructing your portfolio, and specifically describes the types of resources to include to assess your teaching. You should visit CMU's site [here](#), but a curated list of possible materials from CMU's site are below:

Materials generated by yourself:

- Reflections on your own teaching or learning experiences (course journal/log)
- Participation in an association concerned with the improvement of teaching and learning
- Teaching related courses you are taking or auditing
- Research on the impact of changes you made to a course
- Instructional and assessment materials you have developed (*Note: if you haven't taught before, make sure you focus on this area*)

Materials generated by colleagues, administrators, and organizations

- Statements from colleagues or department heads
- Records from OTL - MAP participation
- Records of participation in seminars and workshops to improve in the development of your teaching

When deciding on what to include in your teaching portfolio, it is important to think back to your philosophy of teaching statement, and link the materials to this central theme. It could be helpful to write a reflective paragraph about each piece, to help you organize your thoughts and make a better decision about how the piece relates to your teaching philosophy. Similarly, determine how each piece of assessment evidence fits with your views on teaching specifically in your discipline.



ACTIVITY 2: TEACHING ASSESSMENT

This activity can be fulfilled by either a Mid-semester Assessment (MAP) or Classroom Observation Protocol for Undergraduate STEM (COPUS) or by being videoed while teaching. Each option usually requires three meetings with your choice of either a faculty member from your department or with a consultant at the Office for Teaching and Learning.

3

MAP **OR** COPUS **OR** Video

- Initial meeting with consultant/faculty member to determine goals and objectives for the class session to be video recorded/have a MAP/COPUS conducted and to clarify the kind of feedback requested by participant.
- Record a class you are teaching (e.g., you are the instructor, the lab instructor, the discussion leader, etc.) or conduct the MAP or participate in COPUS.
- A final consultation meeting to review and discuss the results of the video recording/MAP/COPUS.

Date: _____

Signature: _____

AND

4

Complete a reflective statement on your teaching assessment process (one to two pages double-spaced).

Date: _____

Signature: _____

3

Teaching Activity Three: Development of Specific Teaching Materials, Course Design, etc. within your Discipline

GOALS

The goals of this third section are to prompt further critical reflection, to explore individual teaching development interests, and to encourage you to organize and collect discipline-specific materials that help document your teaching development efforts and readiness. (Ideally, much of this work will also provide the foundation for a formal teaching portfolio).

REFLECTION ON TEACHING DEVELOPMENT (ACTIVITIES)

This section requires you to choose *two or more* activities from the list below (or of your own choosing) and to write brief papers (two to three pages) reflecting on each activity. These exercises are designed to allow you to explore in greater depth individual teaching development topics and how the decisions you make as a teacher can enhance the learning environment for students. Be sure to select the two topics that are most meaningful for your teaching goals at this point in time.

- ***Adapt or Design a syllabus*** for a three-credit entry-level course in your discipline that you would like to teach. Describe its scope and learning outcome goals, explain how the course would fit into your department's curriculum, and identify any academic prerequisites you would require and explain why. Finally, describe the key principles, values, and tools you used to develop this syllabus and how you would use these to also critically evaluate any other syllabi.
- ***Describe an example of a learning activity you created*** and explain how you used it in a teaching experience (e.g., an exercise, a writing assignment, or a lab experiment). Describe your learning goals for the assignment (i.e., what was it designed to teach). Next, describe what questions, knowledge, and assumptions about teaching and learning guided how and why you produced this material in the manner that you did (student readiness, fit with prior learning, etc.). Next, describe how well it worked in meeting your goals. How did the students respond to the material (did it enhance student learning?). And, finally, describe how you might change it in the future or why you would keep it the same. If possible, include a copy of the actual exercise or material with your statement.
- ***Reflect on ways in which you do, or you would, use instructional technology in the classroom.*** What is your experience in traditional, hybrid, and online teaching

environments to enhance student engagement and establish presence as an instructor (e.g., presenting content, self-study modules, exercises, etc.)? Describe how you use (or would use) instructional technology to enhance student *learning* while maintaining an interactive, student-centered environment. Provide concrete examples to illustrate your strategies. Finally, identify the key principles or guiding values you use (or would use) to determine when and how the use of instructional technology is suitable for your course content, student learning goals, and teaching style.

- ***Reflect on teaching inclusively.*** As the student and faculty population in higher education becomes increasingly diverse, it is now common for institutions to ask instructors to discuss and demonstrate how well suited their approach to teaching is for meeting the needs of an increasingly diverse student body. Prepare a statement that offers your perspective on the skills related to creating inclusive classroom environments. This statement should address your preparation around specific issues (e.g., gender, race, class, sexual orientation, etc.) as well as a more general overview of your perspective on teaching and learning in the diverse classroom. Please provide concrete examples that demonstrate what you would do, or currently do, in the classroom.
- ***Interview individuals (students, staff, or faculty) from three different student support programs on this campus and write an introduction to student learning issues.*** These programs should be related to supporting student learning and academic success (e.g., Academic Success Center, the Student Disability Services, or the Office of Multicultural Student Engagement). Describe the set of questions or the plan for conversation that guided your interviews (i.e., what questions related to teaching did you ask? What did you hope to learn about how to enhance students' learning?). Finally, describe what new things you learned about the students who use these resources and then analyze how the services offered by these programs could help you to be a better teacher.
- ***Critique a syllabus.*** Select a syllabus that you are currently using (or one you intend to use) and describe your perspective of its strengths and weaknesses. For example, was it handed down to you from a prior instructor, or did you construct it? Does this syllabus reflect the scope of information necessary for students to succeed in the course such as a “blueprint” of essential course information, your learning outcome goals for students, and your performance expectations? What changes might you make? Finally, describe what principles, values, and tools you used to evaluate the syllabus.
- ***Visit, describe, and critically evaluate at least three web-based sources*** related to college and university teaching development. These sites can be discipline-specific or interdisciplinary. Compare and contrast the strengths and weaknesses of the contents of each of these three websites. In general, explain what you perceive to be the greatest benefits and drawbacks of internet-based teaching development resources and why. Finally, identify one site that offered information most likely to improve your teaching and explain how and why.

- ***Observe a class taught by a faculty member in your department and interview the faculty member.*** Your paper might include reflections on the following questions:
 - Why did you select this faculty member to interview/observe?
 - Why did this faculty member choose teaching as a profession?
 - What is the faculty member’s philosophy of teaching?
 - What are/have been this faculty member’s greatest strengths in the classroom?
 - What are/have been this faculty member’s greatest challenges in the classroom?
 - What did you most like about this faculty member’s teaching?
 - What areas of the faculty member’s teaching might merit improvement?

NOTES AND OPTIONS

If you have a suggestion for an activity that better suits your teaching development interests or is more appropriate to your discipline-based teaching goals, please see the associate director or the director of the OTL. We will be happy to work with you to tailor the requirements of this section.

OUTCOME

At the conclusion of this section of the TDP, you will prepare two reflective writing assignments, each of which will be two to three pages (double-spaced) in length, on any two of the above listed teaching development topics. Attach a copy of any collateral materials you develop related to the two activities as well.

These reflective writing assignments are an important investment in your own continuing ability to articulate your goals, insights, triumphs and struggles as a teacher. Consider these common interview questions:

- “What do you do well in the classroom?” How do you know it works?
- “Describe an activity that you do in class and that works particularly well.”
- “Tell us about your best and worst classroom moments.”
- “Describe a syllabus that you would like to teach for an upper level course in your area.”
- “What do you struggle with as a teacher?”

Having reflected on your two teaching development topics and composed your reflective writing assignments, you will have thoughtful and articulate answers to some of these questions right at your fingertips.

ADDITIONAL RESOURCES

All students constructing a teaching portfolio should also fill out an Individual Development Plan (IDP). The IDP was designed by the American Association for the Advancement of Science (AAAS) to assist graduate students in setting goals for their career path. Specifically, an IDP provides exercises that can help you examine how your skills, interests and values fit with various career paths; tools for setting strategic goals for the upcoming years of study; and articles and resources that guide you through your career examining process. There are clear parallels between the process of constructing a teaching portfolio, and an IDP:

- Both require you to reflect on your goals and the experiences you have achieved in a structured process.
- Both ask you to apply the same scholarly approach to your reflection on your current skills.
- Both help you determine what areas of your professional life require more work and experience.

Completing an IDP can help you identify areas of improvement that can be addressed in the teaching portfolio. To begin the IDP process, visit the site [here](#).



checklist

ACTIVITY 3: DEVELOPMENT OF TEACHING IMPROVEMENT PRACTICES

This activity requires you to complete two activities designed to promote further reflection on your teaching and students' learning and then to write a brief (two to three pages, double-spaced) reflective statement on each activity.

5 Reflective writing assignment one:

Topic:

6 Reflective writing assignment two:

Topic:

Attach a copy of any collateral materials you developed related to each of the exercises above (e.g., a syllabus).

Date: _____

Signature: _____

4

Teaching Activity Four: Addressing Diversity in Higher Education

GOALS

The goal of this fourth section is to reflect on the increasing diversity of the higher education landscape and to provide a platform for students to articulate their readiness for teaching diverse students. Moreover, this section will show you what materials you can collect and include in your teaching portfolio that demonstrate your attention to teaching in diverse classrooms.

REFLECTIONS ON DIVERSITY IN HIGHER EDUCATION

Diversity can refer to differences such as race, ethnicity, sex, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic background, and more. University campuses attract students with a variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Many university campuses across the country are becoming more diverse, or are spearheading initiatives to increase their diversity: it is only natural for these institutions to recruit faculty who acknowledge the increasing diversity of their student body, and have a plan to teach to it. Luckily, WSU is one of the most diverse campuses in the nation, and our graduates are in a perfect position to engage diverse groups of student during their studies. WSU graduate teaching assistants have opportunities to instruct undergraduates from multiple backgrounds, as well as interact with many international students.

There are many types of activities that contribute to diversity and inclusivity, and some examples include:

- Service towards the removal of barriers to higher education facing women, minorities, veterans, people with disabilities or other individuals who are underrepresented in higher education.
- Increasing the participation of historically underrepresented groups in science, engineering, medicine, business and other fields.
- Developing or using pedagogies that address different learning styles or learning disabilities.
- Research that contributes to understanding and removing barriers to higher education, or that otherwise contribute to diversity and inclusion, to promote cultural diversity.

IMPORTANCE OF A DIVERSITY STATEMENT FOR TEACHING PORTFOLIO

To recruit faculty who are aware of the importance of teaching diverse classrooms, some universities have begun to require prospective faculty submit a Contributions to Diversity Statement during the hiring process. University of California, Davis, for example, asks applying faculty to submit a Contributions to Diversity Statement, and more information regarding their process can be found by [clicking here](#). Suggested guidelines for writing a *Contributions to Diversity Statement* will vary depending on the institution, but some basic requirements are below:

Past experience:

Describe any past experiences that have increased your awareness of challenges faced by historically underrepresented populations, or describe how your background makes you aware of these challenges.

Past activities:

Describe activities where you interacted with students of different backgrounds, or in a diverse setting. Activities will vary from person to person, but could include:

- **Mentoring students:** If you mentored undergraduate students, or anyone else from an underrepresented group, describe the context and the personal efforts you contributed to the mentoring. Include relevant details, such as the number of people who may have benefitted (you are of course one of those people), duration, and outcomes (i.e., was there an expected outcome of the mentoring? Was it part of an official program? How was success defined?).
- **Serving on a Committee:** If you served on a board or committee that promoted a climate of inclusion or diversity, describe the context. Focus on the committee's accomplishments, and how you helped achieve them.
- **Research Activities:** If your research activities specifically contributed to diversity and inclusion, describe the context of the work, and the resulting impact on the university or community. If you mentored students from underrepresented groups, this information belongs in the "Mentoring Students" category above.
- **Community Service:** Describe the activities you've performed related to community growth and inclusion. What was your role in the effort?

Planned activities:

For students without substantial experience working in settings exclusively to promote inclusion and diversity, stating your planned activities for a future faculty role is essential. As with the description of past activities in promoting inclusion and diversity, you are welcome to include a broad range of various types of activities, so long as you describe specifically how these activities promote diversity and inclusion.

To start the process of designing future inclusive activities, try gathering some information on the programs and activities offered at the institution you are applying to. Determine how you could participate in these activities, and how your

participation (and any other new ideas you bring to the table) could promote further participation of historically underrepresented groups in higher education. For each activity you propose, describe how you would participate and what you would like to accomplish in the next two to five years as a faculty member. Be as specific as possible, but also realistic in terms of your effort and time commitment.

OUTCOME

At the conclusion of this portion of the TDP, participants will prepare a one to two-page (double-spaced) *Contributions to Diversity Statement*. This brief statement should discuss experiences you have had promoting diversity and inclusion and supporting historically underrepresented groups in your classroom. If you have limited experiences, you can also focus on what you plan to do in the future.

ADDITIONAL RESOURCES

UC San Diego also provides some sample diversity statements, available [here](#).

Checklist

ACTIVITY 4: ADDRESSING DIVERSITY IN HIGHER EDUCATION

This activity requires you to draft a Contributions to Diversity statement (two to three pages, double-spaced).

- 7 Completed Contributions to Diversity statement

Date TDP completed: _____

Date documentation letter sent: _____



ompletion of the Teaching Documentation Program

CONGRATULATIONS!

You are at the last step of the TDP. **To receive your TDP documentation letter from the OTL**, you will need to submit the assignments required for each of the four teaching activities. *These submissions must be completed to the satisfaction of the OTL staff and include the following:*

- **Theory.** A one to two page (double-spaced) statement of your philosophy of teaching and appropriate documentation of the equivalent of one-credit hour of coursework/seminars related to teaching theory. (This can be discipline-based or interdisciplinary.)
- **Assessment.** A one to two page (double-spaced) reflection on your learning experiences of assessment. This reflection is related to either a MAP or a class video. (If accomplished outside of the auspices of the OTL, appropriate documentation of the videotape and review session must be provided.)
- **Development Practices.** Two, two to three page (double-spaced) reflective writing assignments on teaching development topics of interest to you.
- **Diversity.** A two to three page (double-spaced) draft of a Contributions to Diversity statement.

NEXT...

When the materials described above have been collected, organized, and accepted as complete by the OTL you will be given a formal letter of documentation (signed by the director) describing your teaching development efforts.

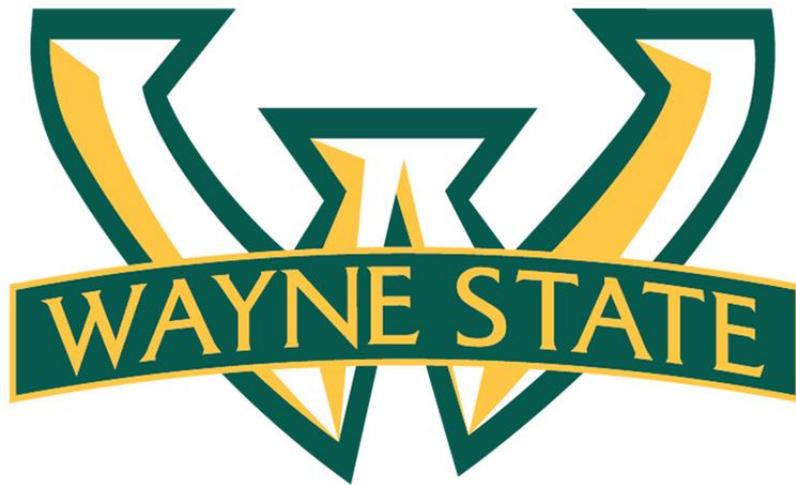
Additionally, the materials you have developed over the course of the TDP become an excellent foundation upon which to build a formal *Teaching Portfolio*. By successfully completing the Teaching Documentation Program you now have the primary and essential components of a teaching portfolio.



Teaching Development Resources

The OTL offers teaching development resources and materials designed to support University instructors at any level of expertise or comfort. For example, the OTL provides print and video resources, a small lending library of teaching-related materials, and workshops. Listed below is a selected overview of resources that may also be of help to you.

1. **Graduate Teaching Assistant Orientation.** The Graduate School hosts an annual all-campus teaching orientation for new graduate teaching assistants just before the launch of the fall semester. This event combines practice-based workshops with frequent opportunities to interact with faculty and graduate student peers, many of whom have been recognized as outstanding teachers themselves.
2. **Print and Video Resources.** The OTL provides access to a wide variety of teaching-related print and video materials. At the OTL, you can review books and journals related to teaching or view the best videos available on teaching-related topics. The OTL has a small viewing library of teaching development videos. These are generally brief videos that emphasize practical strategies.
3. **Department-Based Workshops.** In addition to regularly scheduled OTL workshops, the OTL offers a range of workshops on teaching development topics to department-based groups of graduate students and/or faculty, as invited.
4. **Individual Consultations with OTL staff.** The OTL offers a variety of one-on-one confidential, voluntary consultations for full and part-time instructors, graduate teaching assistants, and post-doctoral fellows on topics such as assessment, diversity, evidence-based learning methods, and instructional technologies. Our individual consultations are designed to provide opportunities to reflect on and improve teaching and learning practices. We are available to meet in person, via phone, or virtually using Skype or Blackboard Collaborate. Contact (313) 577-0001 or OTL@wayne.edu to schedule a consultation.



**Office for
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