



Documenting Teaching Effectiveness for Annual Review

The University of Texas
Rio Grande Valley
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Center of Teaching Excellence

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Faculty Success & Diversity

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OBJECTIVES

1. Identify characteristics of effective narratives on teaching.
2. Reflect on your personal teaching narrative
3. Develop a plan to write and/or revise your narrative

Reflection

When you reflect on your teaching, what comes natural to you and what is challenging? Why?

University Expectations

“UTRGV is committed to retaining and promoting those faculty whose work achieves a high standard of excellence and who demonstrate, through the performance of their duties, a commitment to professionalism and to UTRGV’s mission. To this end, full-time faculty members and continuing part-time faculty members at UTRGV will be evaluated annually. In evaluating a faculty member’s performance in teaching, research, service, patient care, or administration (as applicable), reviewers are expected to provide faculty with an appraisal of their job performance compared to the standards/criteria set forth in or adopted under this policy. The objectives of this annual evaluation process include providing faculty with a more concrete understanding of ways to achieve professional growth, and providing a job performance basis for possible merit salary increases.” ANNUAL FACULTY EVALUATION

Departmental Expectations

“For lecturers, tenure-track faculty, and tenured faculty, teaching will be evaluated on the basis of official course evaluations administered by the university, peer evaluations of teaching, and quality and impact of teaching enrichment activities reported by each faculty member.”

“The Faculty Review Committee will assess the quality and impact of each faculty member’s teaching by reviewing the teaching enrichment activities reported for the period under review. Appendix 1: Teaching Enrichment Activities provides a list of possible activities that faculty members should report on and describe in their dossiers. The impact of a faculty member’s teaching performance is greater when it includes diversified teaching enrichment and pedagogical activities that are designed to increase student success. Incorporating experiential learning and community engagement and adapting courses for different student populations are highly encouraged [...] **Faculty members should report all of their activities and highlight the impact and significance of these activities in their review narratives.**”

College of Liberal Arts | [Department of Writing and Language Studies Policies.](#)

Effective narratives on teaching...

1. Highlight values and beliefs about teaching and learning
2. Focus on self-growth through examples

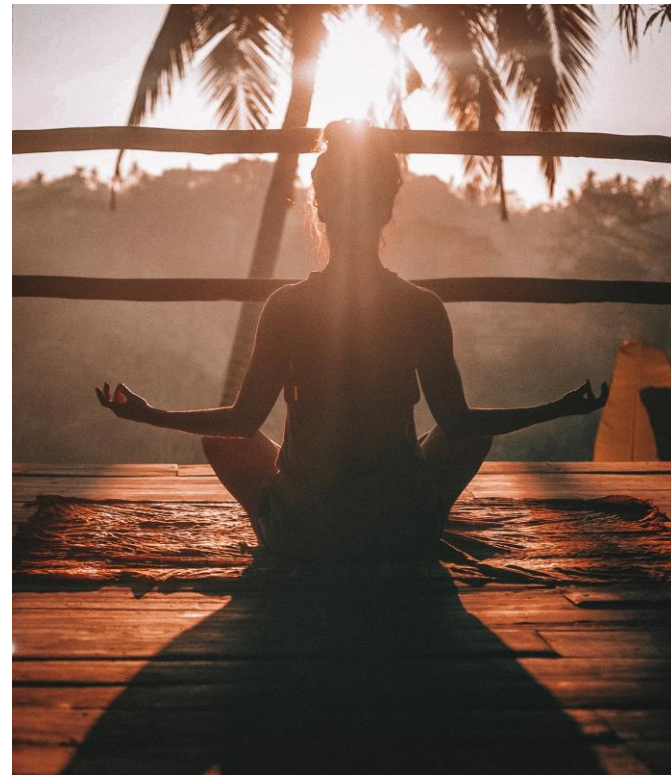


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Reflection-2 minutes



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- What do you value and believe about teaching and learning and how is this reflected in how you teach?
- What is one specific area in your teaching where you have demonstrated growth? How did this come about? Example?

Effective narratives on teaching...

3. Identify student engagement and learning
4. Showcase innovation and redesign as linked to Strategic Plan and impact on student learning



Reflection 2 minutes



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- How do you engage students in your course, how would you like to better engage them, and how can you link to strategic plan?
- Identify one specific teaching innovation and the describe the impact on student learning.

Effective narratives on teaching...

5. Contextualize students' evaluations and peer observation of teaching
6. Illustrate intersections with research and service and teaching and learning.



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Reflection-2 minutes



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- What do students' end of course evaluations and peer observations of teaching tell you about your teaching practices?
- Why do you teach the way you teach? What specific research influences your choices? How does your teaching inform research and service?

Effective narratives on teaching...

7. Identify areas of improvement to improve student success and how to get there

8. Broaden definition of teaching to other areas, such as directing a thesis, guest speaker, or serving as a mentor



From ROBERT BENAVIDEZ JR./THE RIDER

Reflection-2 minutes



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- What is one area of teaching you'd like to improve and why? What is your plan toward this goal?
- In what other contexts do you engage teaching? (e.g., guest speaker, thesis chair or member...?)

Peer Response

- With a partner, read short responses or their narrative and identify the following:
 - To what extent does the draft highlight elements of effective teaching narratives?
 - What specific areas do you recommend for improvement?

Individual Consultations

If you are interested in seeking feedback on your narratives, please make an appointment for an individual consultation.

[Schedule an appointment](#)

resources

[Leveraging Your Annual Evaluation](#)

[Writing a Teaching Philosophy Statement](#) | CTE