**Possible Suggestions for Enhanced Teaching Analysis Narrative\***

(*Departments should feel free to revise these suggestions based on their discussion of shared values for effective teaching.*)

Although related to the self-assessment, the Enhanced Teaching Analysis goes well beyond the self-assessment of teaching in its scope and its specificity. This narrative addresses the specifics of faculty teaching, including goals, construction of syllabi, assessment feedback, instructional methodologies, interactions with students, ethics, classroom atmosphere and others. It includes both a description and rationale for course structure and content and critical reflection on outcomes and plans for improvement. For example:

*Description and rationale of course structure and content*: Explain the structure you've given your courses, the types of assignments and activities you've created (and why), provide a discussion of your syllabus and its evolution, and so on.

**Consider these questions as a guide, but do NOT treat them as a required list of questions to answer:**

How do you keep your course content current and/or how do your course materials reflect important and/or new or changing ideas in the discipline?

What activities do you use and how do they help achieve your teaching goals?

How do you solicit student participation?

How and why do you generate class discussion?

How do you keep student engagement high?

How and why do you integrate technology in the classroom?

What informs the structure of your class or lectures?

Do you use writing in your course? How and why?

What are your beliefs about being available for students? Do you use email? One-on-one learning?

*Critical reflection on outcomes and plans for improvement*: You will want to demonstrate that you are committed to improving your teaching on an ongoing basis and are constantly looking for new ways to address student learning challenges. Has your philosophy of teaching evolved or changed over time? Consider these questions as a guide:

When you have observed student learning challenges, how have you addressed them in your teaching?

How have you made changes to your teaching based on student feedback in evaluations?

How have you used professional development around pedagogy to improve your teaching practice: for example, lessons gleaned from participation in pedagogy workshops, teaching and learning conferences, courses on pedagogy, teaching practica, or membership in teaching associations?

How have you contributed to innovative course development?

How have you shared what you have learned about teaching through publications or presentations?

\*Adapted from the University of Central Florida Faculty Center for Teaching and Learning

http://www.fctl.ucf.edu/facultysuccess/professionalportfolios/