

## Teaching CV Guide

A teaching CV is a version of the curriculum vitae emphasizing evolution of teaching practice. It starts with the same information as the traditional CV (name, work address, contact information, and education) and continues with topics specific to teaching annotated to share contextual information about impact. For example, a list of professional development activities could include a brief statement about motivation for participation, subsequent changes made in teaching, and resulting impact on student learning. The table below lists topics with descriptions and options for sources of evidence that can be referenced via brief description, reflection, link, or citation.

Topics	Description	Evidence for Dossier/Portfolio
<b>Teaching Interests</b>	Analogous to a “Research Interests” section – this is a place to indicate focus areas in teaching as well as specific methodologies of interest.	<i>Content area of new courses created Approach to enhancing existing course Course coordination enrichment efforts Implementation of active learning, High-Impact Practices or other methods with a goal of inclusive engagement Creativity/innovation in teaching leading to transformational learning experiences</i>
<b>Professional Experience and Academic Appointments Related to Teaching and Mentoring</b>	Employment history of positions involving teaching and mentoring responsibilities  Experiences, certifications, licenses, or other credentials supporting teaching	<i>Instructional faculty positions, postdoctoral teaching experience, teaching assistantship  Industry (ex. – engineering) or professional (ex. – veterinarian) positions</i>
<b>Teaching Practice</b>	List of courses taught including number of semesters offered, enrollment, format, etc., sample materials created to support courses	<i>Year, Semester, Enrollment, Course Number, Course Title, format (face-to-face, online, hybrid, hyflex), hyperlink to course syllabi, hyperlink to sample exemplar course materials, feedback approach to high/mid/low performing students</i>
<b>Impact in Teaching</b>	Indicators of achievement and effectiveness in teaching	<i>Summary statement or interpretation of student success metrics, instructor reflection on student performance on learning outcomes, quotes from peer review feedback on classroom observation and/or course materials, quotes from classroom assessment feedback collected using active engagement or classroom assessment techniques, summary or quotes from early or mid-semester student</i>





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<b>Recognition for Teaching</b>	Awards and/or other honors in recognition of teaching	<i>feedback, summary and/or quotes from end-of-term student course evaluation feedback, instructor reflection on student feedback</i> <i>Teaching awards or recognition from inside the institution, disciplinary or professional organizations, etc.</i>
<b>Professional Service Activities Related to Teaching &amp; Mentoring</b>	Opportunities to impact teaching beyond the courses you teach	<i>Advisory boards, curriculum review committees, curriculum redesign committees, external evaluator, professional societies, steering committees, coalitions for educational efforts, reviewer for disciplinary teaching journal or conference track, mentoring peers, mentoring post docs, mentoring graduate students, mentoring undergraduate students</i>
<b>Research and Scholarship Related to Teaching</b>	Presentations and publications related to teaching practice, contributions to the literature on teaching and learning through classroom research or the Scholarship of Teaching and Learning (SoTL)	<i>Invited seminars, peer-reviewed workshops or webinars, grants focused on teaching and learning, grants with a significant educational component, white papers, blogs, Oak Trust educational materials</i>
<b>Professional Development in Teaching</b>	Activities engaged in to inform and enhance teaching, lessons learned, changes made, facilitating professional development in teaching for peers	<i>Titles of workshops, webinars, and conference sessions on teaching attended and one sentence summary of take-aways; interactions with peers or instructional consultants that helped inform changes in teaching practice; papers/books/blogs read that provided ideas or inspiration, etc., titles of sessions facilitated for peers</i>
<b>Other Activities Supporting Student Learning</b>	Teaching and mentoring activities beyond the classroom	<i>Postdoctoral Scholars, Doctoral Students, Masters Students, Supervision of Undergraduate Research Projects, Supervision of High School Research Projects</i>

**NOTE:** The Teaching CV is different from a teaching portfolio, teaching statement, or teaching practice statement. The options above are suggestions based on review of several samples from teaching award nomination packets. All options listed did not appear in every sample document.

