

Building Blocks of a Successful Teaching Dossier:

Margin of Excellence: emerging national reputation

- External instructional grant
- Peer reviewed publications on pedagogical research in discipline (SOTL)
- Textbook, CD-ROM or other curricular materials adopted by other institutions, and with published reviews
- National / international teaching awards,
- Invited or keynote addresses on teaching in discipline, competitive conference presentations
- External peer review of course portfolio or teaching performance

Stronger Support: excellent local teaching

- Evidence of work to improve teaching, (letters from consultants, local instructional improvement grants)
- Explanation of curriculum development (e.g. before-and-after syllabi, related to goals for student learning)
- Thoughtful analysis of student evaluations (compared to norms in department, trends between classes, through time, etc)
- Repeated peer review that documents improved performance through time, in one or more courses
- Case study of student learning in a class (course portfolio)
- Local teaching awards

Core Documentation: good teaching

- Teaching statement
- List of courses taught by semester
- Names & thesis topics of advisees
- Sample syllabi, web pages, etc
- Grade distribution for each course
- Summaries of student evaluations (originals of all student evaluations submitted to department, for reference)
- Unsolicited and solicited letters from students
- Peer evaluations of classes by colleagues

Building a Teaching Dossier for Tenure and Promotion

The challenge of documenting your teaching activities for T&P decisions is to not only describe the range of teaching activities you have engaged in, but also to demonstrate your effectiveness as a teacher, and (if you are making a case for excellence in teaching) to document your reputation as a teacher outside IU, and provide evidence of the broader national or international impact of your pedagogy.

1. **Basic documentation** of your teaching activities while in rank, including:
 - a. **A teaching statement**, which should discuss both your teaching philosophy and the learning goals you have for your students, examples of the different approaches you take to teaching in your discipline, (classroom, seminar, lab, field, etc, including supervising/mentoring undergraduate and graduate students), and reflections on your successes and failures.
 - b. Clear presentation of the **courses taught** by semester, including the numbers of students and the grade distribution for each course (these are available online) Include at least one sample **syllabus** for each different course you have taught, and the names of your **graduate advisees** and titles of any dissertations supervised.
 - c. Examples of textbooks, or innovative pedagogical resource materials (such as web pages or lab manuals) you have created for students and colleagues, particularly if you mention them as examples in your statement.
2. **Evaluations** of the quality and effectiveness of your teaching by your colleagues, and by your students, and evidence that you have worked to evaluate and improve your teaching, including
 - a. **Student evaluations** (BEST forms, solicited and unsolicited letters)
 - b. **Peer review** of your teaching method and theory (ideally repeated visits in several different courses)
 - c. **Your own analysis** of your effectiveness as a teacher, in relation to your learning goals for students in different courses
 - d. **Recognition of your reputation as a teacher**, including awards, presentations, reviewed publications, reviews and grants

Ultimately, it is best to provide samples that illustrate both the range and depth of your work, and tell a story of how you have developed (and improved!) as a teacher at IU. Be honest about analyzing your own strengths and weaknesses. Don't ignore poor BEST evaluations! Analyze them and put them in a context for your colleagues, both within and outside your own discipline. Don't assume the people reading your dossier will understand the challenges you face teaching in your sub-discipline – give examples that illustrate your approach to solving teaching and learning issues.

Overall, strive to present your materials in a way that makes it easy for a review committee to understand the intellectual work you put into your courses and the creativity and analytical stance you bring to the challenges of teaching.