DOSSIER SECTION III. SUBSTANTIATION OF TEACHING CONTRIBUTIONS (Notebook 2)

This section of the dossier should contain evidence of the impact of the candidate’s teaching and teaching related activities. This section should include: (Note: bold indicates the statement is directly from the VPFAA Guidelines).

1) A list of all the specific courses taught, enrollments and grade distributions listed by semester and academic year.
2) The numbers of Ph.D., M.S., and other research committees chaired or served on, names of student advisees and the titles of any dissertations directed, listed by academic year.
3) Copies of pedagogical books, articles, chapters, and reviews as evidence of national exposure as a scholar of teaching and learning.
4) Evidence of the quantity and quality of classroom teaching, (e.g., syllabi of selected courses to illustrate the variety of courses taught; summaries of standardized quantitative student course evaluations (such as those prepared by BEST) and transcribed student comments; course portfolios; evidence of student learning outcomes).
5) Evidence of efforts to improve pedagogical capabilities (e.g., workshops, lectures, curricula disseminated, including peer evaluations of presentations and materials).
6) Evidence of teaching leadership and recognition (e.g., competitive grants, awards, invited presentations).
7) Solicited and unsolicited letters and e-mail from students, colleagues, and professional groups that reveal the influence of the candidate’s teaching, including peer evaluations of classroom teaching and related course materials.
8) Written evidence of pedagogical work-in-progress.

Innovative pedagogical efforts, which may sometimes include unsuccessful approaches, should be described. In particular, efforts to specify learning outcomes and the development of new assessment procedures should be described in the dossier. Raw data (e.g., scanned sheets from BEST or hand-written qualitative student evaluations) should not be included in the dossier but should be retained by the academic unit and must be available upon request. Summaries of quantitative and qualitative student evaluations must be included in the dossier, and should provide evidence of accomplishments at varied levels of teaching. Graphs are a particularly effective way to illustrate trends across semesters. Examples of other evidence include write-ups of student exit interviews and letters or notes from present or former students solicited by and/or written to someone other than the candidate. Other supporting materials may include textbooks, monographs, articles on teaching, and digital course materials. Evidence of sponsorship of undergraduate research activities should be included.

Evaluations by colleagues based on first-hand observations of teaching practices, along with evidence that the candidate has a reputation beyond this campus, are of particular significance. Especially effective are repeated classroom observations that allow colleagues to comment on an instructor’s
growth and improvement through time. A reputation beyond the campus is important in cases where teaching is defined as the area of excellence, and external referees must be asked to evaluate teaching in addition to research/creative activities and service. Any other available and relevant evidence on the quality of teaching should be included. It should be kept in mind that the primary purpose of the evidence presented in this portion of the dossier is to document the breadth and especially the quality of teaching.

In addition, the following “Descriptors For Documenting Teaching Performance” (from FACET "Dimensions of University Teaching Practice", 1/17/95 and amended by the School of HPER Academic Council, 4/27/01) provide excellent suggestions for material that may be included in this section of the dossier.

**DEVELOPMENT OF COURSES**
- General reading in preparation for courses and review of previously taught courses
- Selection of textbooks and other course materials
- Development and preparation of course syllabi
- Preparation of material to be presented in class: lectures, seminar discussion topics, laboratory demonstrations and experiments, studio presentations, etc.
- Preparation of audio-visual and other classroom aids
- Preparation of supplementary reading lists, including materials placed on library reserve
- Preparation of distance learning courses (e.g., TV or web-based courses)*

**DELIVERY OF COURSES**
- Integrating new knowledge and perspectives, obtained through research and scholarship, into course material
- Preparation and review of lecture, seminar, or laboratory material before each class
- Additional reading in preparation for each class meeting
- Direction of class discussion and learning groups
- Preparation of responses to issues and questions from previous class period
- Presentation at class meetings
- Arranging guest lectures
- Maintenance of scheduled office hours each week for individual student consultations to discuss progress
- Using technology to communicate with on-campus or remote learners*

**TEACHING BEYOND THE CLASSROOM**
- Providing programs of independent-study tutorials and research
- Participating in individual student conferences scheduled and unscheduled outside regular office hours
- Training student teaching and research assistants
- Supervising and directing graduate and undergraduate research and creative activity
- Mentoring of graduate students: honors theses, master's theses, and dissertations
- Presenting educational seminars to alumni, trustees, and legislators

**GRADED ASSIGNMENTS**
- Developing and clarifying standards for student performance
- Preparing examinations (essay-type, oral multiple choice, etc.), quizzes, laboratory practicum's, juried presentations and performance
• Preparing detailed instructions for reports (oral and written), research papers, student journals, laboratory or studio exercises
• Conducting classroom discussion of graded assignments
• Preliminary individual student conferences to discuss graded assignments, to research projects; laboratory experiments, etc.
• Reading, evaluating, and grading assignments, including assessment of content, style and format
• Making written comments, suggestions and explanations
• Holding individual student conferences to discuss grades, further drafts of research papers, creative projects, follow up experiments, etc.
• Maintaining course records

STUDENT ADVISING/MENTORING
• Giving advice on course selection
• Providing career guidance
• Providing personal counseling and referral
• Writing letters of recommendation
• Supervising pre-professional student organizations
• Serving on thesis and oral exam committees
• Providing guidance and direction in the field
• Advising distance learning students*

CURRICULUM AND COURSE DEVELOPMENT
• Participation in general faculty discussions, and service on faculty committees, at departmental, college, campus, and university-wide levels, on curriculum issues such as degree, general education, and program requirements
• Development of new programs for example, new major, minor, and interdisciplinary programs
• Design of new courses (disciplinary and interdisciplinary)
• Participation in teacher-mentor programs for new faculty, adjunct faculty, and graduate students
• Working with other faculty on team-taught or interdisciplinary courses
• Review of departmental syllabi and teaching materials
• Exploring new teaching approaches and technologies
• Writing new textbooks or laboratory manuals
• Participation at regional and national conferences on curriculum development and teaching improvement
• Development, implementation, and evaluation of student evaluation and general assessment procedures, both for individual courses and for entire programs
• Reviewing scholarly monographs and periodicals for purchase by the library
• Developing/coordinating distance learning programs (e.g., courses, certificates, degree programs)*

ACADEMIC ASSESSMENT ACTIVITIES
• Defining and reviewing curriculum and course goals in the major and in general education individually and with colleagues
• Developing standards for prerequisites, acceptance of course credit, and credit transfer
• Designing and implementing multiple strategies to assess program effectiveness and student outcomes (i.e., portfolio, capstone, departmental exam, thesis, etc.)
• Analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction
• Peer observation and evaluation of teaching materials and performance of self and colleagues
• Addressing and meeting external accreditation and assessment requirements in department, discipline, and/or professional school: collection of information, analysis, and reporting

SCHOLARSHIP RELATED TO TEACHING
• Research and writing in the field of courses taught
• Integrating research and scholarship into the syllabus
• Mentoring of students in directed reading and independent study direction and encouragement of student research
• Sponsorship of students to attend and participate in research meetings
• Preparation of grant proposals in support of teaching-related research (including student research)
• Administration of grants in support of teaching related research
• Writing articles and monographs on teaching and learning theory

SERVICE RELATED TO TEACHING
• Providing general academic and career counseling to students
• Recruiting, orienting, and mentoring new faculty
• Evaluating faculty teaching (including promotion, tenure, and reappointment reviews and peer observation and consultation)
• Participation in professional conferences on teaching in the discipline and in general education
• Reporting on teaching to professional organizations
• Speaking to and consulting with private and community organizations on subjects in the discipline and in general education
• Interacting with high school administrators, teachers, and students
• Attending student research group conferences, journal clubs, and meetings related to training young scholars
• Advising student organizations