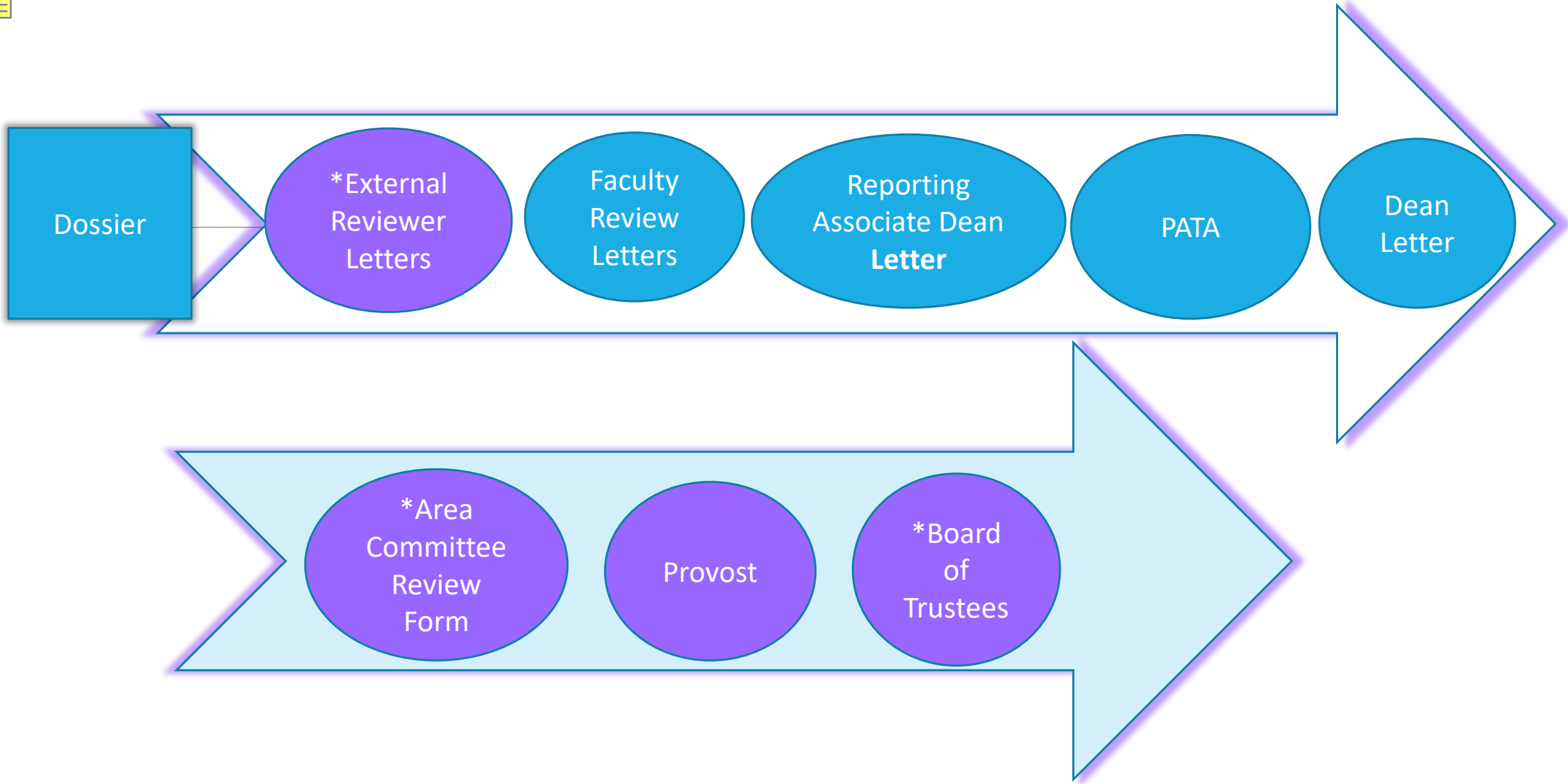


Preparing Your Dossier
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Outline

- Review of dossier journey through the promotion and tenure process
- Components of the dossier
 - Teaching portfolio
 - Scholarship portfolio
 - Service portfolio
 - Other components of DOE if appropriate



*content sent to external reviewers varies by title series; faculty see full dossier ---purple color = external to the college

Components of the Dossier

Weight given to each component depends on DOE

REVIEW DOSSIER CHECKLIST

(refer to [AR 2:1 – Appendix II](#))

Information is included in the dossier in the order listed and a tab for each item.

Enclosed

For Dean's Office Use Only

1. Recommendation of college dean _____
2. Recommendation of college advisory committee _____
3. Recommendation of educational unit administrator _____
4. Recommendations of directors of centers or institutes with which the review candidate is associated _____
5. Up-to-date curriculum vitae or resume _____
6. Unit Faculty Letters:
 - a. List of unit faculty names and their academic ranks _____
 - b. Written opinion of each faculty member [required to be consulted](#) within educational unit _____
7. Written opinions of other University of Kentucky faculty members consulted, as permitted by the unit's rules or requested in writing by the candidate to the educational unit director. _____
8. Letters providing evaluation of review candidate's abilities in teaching, research, service or other areas:
 - a. obtained by unit administrator from persons outside the University not suggested by the candidate (at least four) _____
 - b. obtained by unit administrator from persons outside the University suggested by the candidate (at least two) _____
9. Brief biographical information on persons outside the University from whom the unit administrator obtained letters and indication of which were suggested by the candidate _____
10. Copies of the review candidate's faculty merit reviews:
 - since the date of initial appointment (for tenure dossiers)
 - since the last promotion review (for promotion dossiers not associated with the granting of tenure)_____
11. Copies of the review candidate's second- and fourth- year progress reviews (tenure dossiers only) _____
12. Description of the procedural steps used within the department and the college, and explanation of how these steps were communicated to the faculty member _____
13. Unit *Statements on Evidences* describing the evidence of activity in _____

teaching, research, and service that are appropriate to the field(s) within the unit (see Provost's [policy memo](#) for specific information on the inclusion of such statements)

14. The Teaching Portfolio

15. Candidate's personal statement on research

16. Candidate's personal statement on service

17. Letters from students, undergraduate, professional and/or graduate, pertaining to candidate's instruction

18. List of, and representative samples from research articles, books, patents, writings, or other creative productivity

19. List of proposals submitted and grant or contract awards received

20. Information or materials relating to professional status and activity, including copies of awards received for teaching or scholarship

21. Information or materials relating to University and public service.

22. Distribution of Effort (DOE) agreements since initial appointment (tenure dossier) or last promotion (promotion dossier)

23. Copy of the job description, as approved by the appropriate Area committee, for a review candidate in the Special Title Series

24. Indication that the review dossier should be sent to an Area Committee other than the one normally associated with the educational unit to which the individual is assigned (Include evidence of the candidate's written consent)

25. Official Transcript from institution from which highest degree was earned (For Appointment of New Faculty Only)

26. Datasheet for Proposed Members of Graduate Faculty, if applicable. <http://www.research.uky.edu/qs/GraduateFacultyProposal.pdf>

Teaching Portfolio

Evidence of teaching excellence*

1. Personal statement on teaching
 - role in curriculum development
 - teaching awards or honors
2. List of courses taught
3. Student evaluations
4. Peer evaluations
5. Student letters
6. Evidence of student mentorship/ success
 - student committees as chair or member
 - research and practice interns
 - advisor role
7. Examples of teaching materials

* Pay attention to the statements of evidence for rank and title series

Teaching Portfolio
(University System)

A. Teaching Evaluation

The teaching portfolio is composed of a variety of materials related to teaching and advising collected and maintained by the faculty member. It serves as an instrument for review, evaluation, and improvement of teaching and advising. The teaching portfolio enables faculty to describe their teaching assignments, methods, and circumstances, which - of necessity - vary widely in a complex university environment. The portfolio concept encourages faculty to submit a variety of materials that describe, explain, and assess teaching, advising, and related activities. Just as publications, extramural grants, and peer evaluations testify to the nature and quality of a faculty member's research, materials contained in the portfolio document the nature and quality of a faculty member's teaching and advising.

The following items are required for documentation of teaching:

1. A brief reflective statement by the instructor which describes teaching and advising assignments, sets forth philosophies or objectives, and provides whatever information may be necessary to provide colleagues with a context for interpreting and understanding the other evaluative information.
2. For each semester under review, a list of all courses taught, with the title, course number, number of students enrolled, and - for each different course - a short description.
3. Representative course syllabi.
4. A quantitative and qualitative summary of student evaluations.

The following items are suggested but not required:

1. Materials prepared for teaching activities, such as assignments, exercises, handouts, examinations or other assessment materials.
2. Indicators of student learning: such as examples of graded work; reference to students who succeed in advanced courses of study and/or who earn academic awards; accomplishments of former students; evident of learning by use of pre-and post-testing procedures.
3. Evidence of peer regard: colleague class visitation reports; peer evaluations of course content, materials, assignments, and practices.
4. Documentation of teaching-related activity: curriculum and course development; consulting work; innovative teaching methods; participation in teaching programs of other units or at other universities.
5. Evidence of recognition: teaching related grants; publications related to teaching and advising; teaching awards and honors.
6. Enumeration and description of work with individual students: supervision of Honors students, graduate students, independent or experiential learning; consultation with students outside the department.

B. Advising Evaluation

B. Advising Evaluation

Where advising is a portion of the faculty member's usual assignment, evaluation should include the extent of advising and its quality along with an indication of the grounds for evaluation.

The portfolio must include the following items:

1. A section of the reflective statement which describes the nature and extent of advising and any other information necessary to provide colleagues with a context for evaluation of advising.
2. For each semester under review, the number and level of undergraduate and graduate program advises, and a list of masters and doctoral students for whom the instructor served as a member of a thesis or advisory committee.
3. A list of those students for whom the professor served as preceptor, or director of a thesis or dissertation.
4. Summary of activities associated with student organizations and service on student-faculty committees.
5. Student evaluation of advising.

The following item is suggested but not required:

Evaluation of advising by unit colleagues or administrators.

Personal statement

Philosophy of teaching

- principles that guide how you teach and interact with students
 - evidence or theory based is a strength
- view of your role as the instructor and the students' role as learners
- principles that guide your role as a mentor

Impact

- describe the impact you've had on student learning, professional development, and success
 - highlight evidence of student success
- describe impact related to curriculum development, implementation, and/or evolution
- novel teaching strategies and/or changes made in response to student need
- awards/honors received in recognition of excellence or impact

Address any low evaluation scores from students

- describe potential reasons
- describe how you modified or changed approach based on student feedback

Role in curriculum development, implementation, or evaluation

- describe the impact of your role or contribution to curriculum
- if you served on a committee, list the accomplishments of the committee and their impact while you were a member.
- If you don't remember, committee minutes and annual reports are stored on the CON server, review the minutes and annual reports for the years served on each committee

Teaching awards

- describe who gave the award and what the award was in recognition of
- This award is given by _____ in recognition of....

List of courses taught with student evaluations

- Who does what?
 - Courses taught
 - Administrative assistant: can create a table of courses taught
 - You: verify table is correct
 - TCEs
 - You: save all of your TCEs
 - ideally separate your evaluations from the course evaluations
 - You or administrative assistant: can create a summary table of TCE scores and student comments for each course;
 - if there are a lot of comments, chose comments that are representative
 - If there are only isolated negative comments, then don't include. If there is a course with many negative comments, include and discuss how you modified the course in response. Show how you modified a course in response to feedback can be presented as a strength

Semester	Course	No. of Responses (Response Rate)	Student Classification	Overall Instructor Mean (5-pt. scale)	Student Comments – which aspects of the instructor were most helpful and why?
Summer 2015	NUR	8 (33.33%)	N/A	4.4	<ul style="list-style-type: none"> No comments
Fall 2015	NUR	23 (85.19%)	Graduate	3.8	<ul style="list-style-type: none"> Showed great enthusiasm for the material and made it understandable and relatable to real situations. Great teacher and knowledgeable about the subject. Stimulates learning and gives constructive feedback to help you understand/grow. Easily accessible. Always responded to emails and questions promptly.
Summer 2016	NUR	8 (33.33%)	N/A	4.4	<ul style="list-style-type: none"> No comments
Summer 2016	NUR	22 (67.75%)	N/A	4.4	<ul style="list-style-type: none"> Very quick grading of assignments. Very friendly and approachable. You can tell she has a vast amount of experience in nursing as well as healthcare finance. She was very kind and worked hard to make the class manageable throughout the summer. I really enjoyed her and think she is excellent in creating that spark for learning within the DNP program.
Summer 2016	NUR	8 (25.81%)	N/A	5	<ul style="list-style-type: none"> Responded very quickly to emails. Very knowledgeable. She always answered my questions clearly where I could understand more. I enjoyed how even though she let others teach, she was always present for the class meetings.

Peer evaluations

Plan early to have 1 - 3 letters of peer evaluation

- Identify persons who have directly observed teaching/mentoring
- Ask them to address as many of the following
 - describe setting in which teaching/mentorship was observed
 - effectiveness of teaching
 - impact on student learning
 - teaching style/interaction with students/responsiveness to students
 - evidence of excellence in teaching in classroom/clinical/mentor
 - novel approaches

Student letters

Identify 2-3 students who you've mentored, worked with, or otherwise impacted their learning or career

- can be current or graduates
- content of the letters will vary depending on the type of interaction
- chose wisely as these can be highly impactful

Evidence student success and mentorship

Table of student committees as chair or member

- include outcomes

Table of students you mentored

- Include outcomes

Advisor to student committee or other role

- impact or accomplishments while advisor

Student Name (last, first), program	Role	Date From ___ to ___	Project Title	Student Scholarship Outcomes	My Contribution to Student Scholarship Work
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Examples of teaching materials

- Be selective: include your best examples, not an exhaustive compilation
 - Representative syllabi
 - Items that set you apart
 - Creative lectures
 - Creating teaching strategies

These exemplars should be evidence for what you included in your teaching statement about your style, creative strategic or lectures, etc. Strongly suggest including a brief statement for each exemplar of why you chose to include it that relates back to the teaching statement.

Scholarship Portfolio

Scholarship Portfolio

Evidence of scholarly productivity, impact, and peer regard/national recognition*

1. Personal statement on scholarship
 - program of scholarship
 - awards or honors that demonstrate peer regard and or national/international recognition
 - impact of scholarship and research studies
2. List of grants, publications, and presentations
3. Examples of scholarship– publications and other types if appropriate
 - Include examples that relate back to your personal statement, suggest adding statement to explain what evidence they provide for your statement

* Pay attention to the statements of evidence for rank and title series

Grants

- Proposals submitted
- Grants awarded
 - Agency, amount, years, your role, other investigators
 - Summary table

Funding Summary

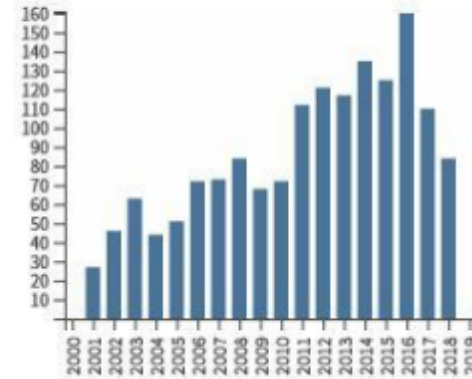
Nationally Competitive.....	\$3,257,288
Regionally Competitive.....	\$475,503
State & Internally Competitive.....	\$328,408
Competitive Funds for Teaching Support.....	.. \$17,500
Industry.....\$20,000
<i>Total Funding to Date.....</i>	<i>\$4,078,699</i>
<i>Total Funding Awarded to Jacobsen Program.....</i>	<i>\$765,547</i>

Publications

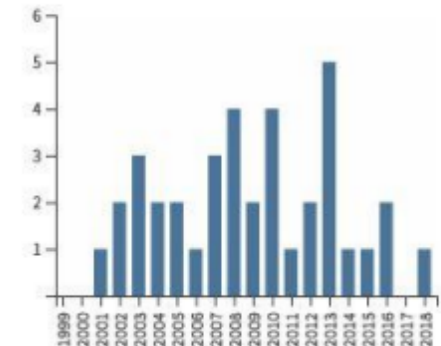
- List of all publications from time of appointment
 - Indicate which are data based* and which are with **students** or other mentees
- Including metrics is becoming more common

Example:

Sum of Times Cited by Year



Total Publications by Year



Results found	81
Sum of the Times Cited	1823
Average Citations per Item	22.51
h-index	25

Service Portfolio

Service Portfolio

Evidence of service, impact, and peer regard/national recognition*

1. Personal statement on service
 - overview/ perspective of service
 - impact of service
 - awards or honors that demonstrate peer regard and or national/international recognition
2. List of service at college, university, regional, national, and international (if appropriate) since appointment (or since promotion to associate professor if going up for professor)

* Pay attention to the statements of evidence for rank and title series

Tips for Writing Personal Statements

Personal statements are the opportunity to highlight your accomplishments in each of the areas evaluated: teaching/mentorship, scholarship, service and practice if appropriate. These statements should not simply be a descriptive list of what you have done, faculty can easily see that in your CV. They should highlight the impact of what you have done; describe what isn't evident in your CV. This is not the time to be overly modest, let the reader know how accomplished you've been. Below are a few examples of how to strengthen personal statements.

Don't Just State What You Did	State the Reason You Did Something and/or the Consequences/Impact of What You Have Done
<p><u>Service</u></p> <p>I served as a grant reviewer for the ____</p> <p>I participated in a project for ____ organization.</p> <p>I chaired the ____ committee</p> <p>I was a member of ____ committee.</p>	<p>I served as a grant reviewer for the ____, which is evidence of my regional, national or international recognition of expertise in ____.</p> <p>Because of my expertise in ____, I was invited by ____ to participate in ____. My role was ____ The results of the project were ____</p> <p>I chaired the ____ committee. Under my leadership, we ____ <i>state mission and/or accomplishments as well as consequences of these accomplishments</i></p> <p>I was an active member of ____ committee. The mission of this committee and/or major accomplishments over the past year(s) were ____ <i>state consequences of these accomplishments while you were on the committee</i></p>
<p><u>Curriculum</u></p> <p>I created or revised a course ____.</p> <p>I led the curriculum revision of ____ . We revised ____.</p>	<p>Responding to the need for ____, I created/ revised a course ____ . As a consequence _</p> <p>Here is a full example: Responding to the need for a course that students could take in their major during freshman year, I created a new course ____. As a consequence, freshmen students are able for the first time to earn credits in their major while being introduced to the basic concepts of _</p> <p>Recognizing that the curriculum for ____ was not preparing graduates for _ or roles in ____ or faculty positions for ____. I led the revision of the ____ curriculum. This revised curriculum will better prepare graduates to ____ . In addition, it makes our program more competitive and should increase enrollment.</p>

<p><u>Advising</u></p> <p>I chaired three graduate student committees</p>	<p>I successfully mentored 3 doctoral students who completed their ___ on time. All of them have _</p>
<p><u>Scholarship</u></p> <p>I published an article in_</p> <p>I presented a paper or poster at___</p>	<p>I published an article in____.</p> <p>I presented a paper/poster at ____</p> <p><i>state the contribution it made to the literature eg.. provided a new perspective; introduced a new method or improved an existing one; provided a synthesis of the literature; made an important contribution to our understanding of_</i></p> <p>Here is an example: The current information about ____ or understanding of ____ is limited, thus this manuscript or study provided a significant contribution to the ____ literature that can be used by ____ to ____.</p>