

Senior Lecturer Promotion Dossier Format Guidelines

This memorandum is a companion document to Fort Wayne Senate Documents SD19-9 and SD19-13; the various school, division, and department statements concerning promotion and tenure criteria and procedures; and the Faculty and Staff Handbook and related Executive Memoranda of Purdue University.

The document provides detailed suggestions for a standard format for your promotion dossier. Consult your departmental and school guidelines for adaptations appropriate to your discipline. Because you alone bear responsibility for the content and organization of your dossier, your use of the suggested format is optional. You should be aware, however, that the format presented here, as amended from time to time, has a long tradition. It provides you with ready-made means to present your qualifications; it provides reviewers with the information they require organized in a predictable fashion.

As you complete your documentation, you should keep these central notions in mind:

1. Consider your audiences. While the initial review is usually undertaken by departmental colleagues who have a relatively clear understanding of the specific content and conventions of your discipline, later committees and administrators are likely to be unfamiliar with these matters. You should therefore prepare your materials so that they can be adequately understood by non-specialists responsible for assessing the accuracy, comprehensiveness, and significance of your dossier.
2. Get feedback on drafts. Most successful applicants seek collegial assistance throughout the process of dossier preparation. Discussing options and reviewing dossiers prepared in earlier years often prove invaluable.
3. Be specific and selective. Your readers will expect your dossier to be factual, accurate, and comprehensive. You should therefore provide specific evidence of your significant professional accomplishments and, generally, allow this evidence to inform your readers' judgment. You should also avoid diluting the effectiveness of important evidence by intermixing it with trivial examples.
4. Be concise. A long dossier is seldom more convincing than a short one. The dossier should **not exceed 20 pages** in standard format (1-inch margins, 12-point font), exclusive of the CV and appendices.

The Senate has specifically stated "No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level (SD 19-13). The only exceptions are: (1) copies of books, articles or other materials already noted in the dossier which may be added in the appendices; and (2) items for information, such as notification that an article submitted for publication has been accepted or an anticipated award has been received, may be inserted. Such updates should be submitted to the appropriate Assistant/Associate Vice-Chancellor for Academic Affairs.

The promotion portfolio consists of five sections:

- Section I (OAA Form 153), the cover sheet, is the application and an outline of actions taken on it.
- Section II contains the recommendations of administrators and committees charged with reviewing the dossier, and copies of the criteria on which the recommendations are based.
- Section III is your overview of your qualifications for promotion (candidate's statement).
- Section IV is the promotion dossier itself.
- Section V contains the appendices, which should include supporting documents, appropriately cross-referenced to Section IV.

SECTION I—**The Cover Sheet.** You complete only Items 1-4 on this document; later items are filled in by the appropriate reviewer.

SECTION II—**Evaluations and Recommendations Concerning the Dossier.** As the dossier passes through the various levels of review, each review committee and administrator provides a separate letter of recommendation. The basis for each letter is detailed in Section 2. Of SD 19-13. All letters of recommendation are inserted in Section II.

SECTION III—**Candidate's Statement.** In no more than 1,000 words, write an essay that synthesizes and lends coherence to your portfolio. Your essay should provide readers with an orientation to your key professional goals and accomplishments and should gain power from appropriate references to documentation appended to the dossier. Here, and throughout, you should avoid extensive excerpting of appended materials. The statement should address such topics as the following:

- Your teaching philosophy
- Your long-term goals in teaching
- The overall significance of your accomplishments
- Unusual terms and conditions of employment of which reviewers of your dossier should be aware

SECTION IV—**The Promotion Dossier.** The promotion dossier presents the primary quantitative and qualitative documentation supporting the candidacy. The dossier may contain five major parts.

Irrelevant sections and entries within the sections are omitted.

- A. General Information
- B. Teaching
- C. (optional) Research and Creative Endeavor
- D. (optional) Service
- E. Curriculum vitae

The upper-right corner of each page contains your last name followed by page numbers (e.g., DOE 5 of 30”).

A. GENERAL INFORMATION

1. Educational Experience

Starting with the most recent, list institutions attended and degrees earned.

2. Professional Experience

Starting with the most recent, list relevant professional experience, e.g., academic, industrial, business, creative-arts, and government positions.

3. Licenses, Registrations, and/or Certifications

Starting with the most recent, list relevant professional credentials, with dates.

4. Awards and Honors

Starting with the most recent, list awards and honors not cited elsewhere in the dossier.

5. Memberships in Academic, Professional, and Scholarly Societies

Starting with the most recent, list organizations and inclusive dates of membership

B. TEACHING

1. Credit Courses Taught

List all credit courses taught at (I)PFW in the last five years. Starting with the most recent academic session, list courses in a table.

Indicate whether enrollment figures represent the initial enrollment in the course or the end-of-semester enrollment.

Academic Sessions	Course Prefix and Number	Course Title	Contact Hours	Enrollment
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2. Other Courses Taught

List all other courses taught **in the last five years**. Courses appear in a table, as in IV.B.1.

3. Student Evaluations of Credit and Noncredit Courses

Summaries of student evaluations based on questionnaires or surveys for all classes taught at (I) PFW in the last five years should normally be provided in tables or figures/graphs in the dossier.

When appropriate, student evaluation data should be presented as means, medians, or percentages of students choosing various scale values (e.g., “poor” through “excellent”; or “strongly disagree” through “strongly agree” or the like). Summary tables should be organized within courses and presented over time. The summaries presented in the dossier may include a subset of the questions, but an explanation should be provided as to why the particular items were chosen.

Ordinarily appendices will include student evaluations of all classes taught at (I)PFW. Usually the appendix material will be in the form of computer printouts or typed compilations of individual student responses for each class taught.

Paper forms completed by individual students should be organized and available from the department.

If appendix material does not represent all classes taught at (I)PFW, such materials may be requested by reviewers or promotion committee.

Open-ended student comments may be summarized and analyzed in the dossier, ideally prepared by disinterested third parties. Avoid extensive quotes of student comments in the dossier. Compilations of all open-ended comments for each class, or if compilations are not available, a complete set of the forms completed by individual students for each class taught at(I) PFW, should be included in an appendix or, if paper-based, available from the department.

If complete data for every course are not presented, accompanying information should enable readers to know how and by whom the selection of a subset of classes was made.

When relevant directly to classes taught by the candidate, student performance on national achievement tests and normative data for such tests, or pre-post measures of student performance in the candidate's classes may also be included in this section of the dossier.

It is helpful to readers if the candidate includes some information about how he or she responded to student feedback and comments to modify and improve his or her teaching; this kind of analysis is encouraged in this section of the dossier.

Departments may also survey alumni or former students using similar instruments. In all cases the procedures used to collect, compile, and score or summarize this information should be explained clearly and completely, including information about who did the collection, scoring, compilation, and summarizing.

4. Peer Comments on Credit and Noncredit Teaching

Supply collegial assessments of the teaching covered in IV.B.1. and IV.B.2., such as those in reappointment recommendations and annual evaluations; also include reports of peer reviews produced under a formal system of collegial classroom visitation, along with a description of the procedures used in obtaining the reviews.

Solicited reviews from outside of your department of teaching and/or teaching materials are supplemented by an explanation of how the reviewers were selected.

5. Contributions to Course and Curriculum Development

Describe course, laboratory, and curricular innovations for which you are responsible; your teaching-related administrative or supervisory responsibilities; and your contributions to the (re)design of teaching facilities and equipment.

6. Publications and Productions Related to Teaching

In a citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list publications and productions intended primarily for use by students or by teachers in fulfilling instructional roles. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date.

If appropriate, items listed here may be cross-referenced in section C. Generally, scholarship of teaching and learning publications that have a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under

research. Each item is classified into one of the following categories:

Textbook
Book chapter Article
Edited work, such as an anthology
Paper published in proceedings
Published reviews of textbooks
Auto-tutorial module or self-instruction unit
Instructional videotape, film, tape/slide, or computer-based
presentation Software
Manual, such as a laboratory or instructor's manual Commission
Exhibit
Performance or
production Other

7. Unpublished Work Related to Teaching

Within categories, list the most recent first, and briefly describe the nature and impact of the project(s). Common types of work included here are lectures or papers presented at professional conferences, workshop presentations, departmental position papers, current papers or proposals. Use the same format for describing significant works in progress.

8. Student Research Direction

Starting with the most recent, identify the undergraduate and graduate student research projects you have overseen, the number of students involved, and the thesis or project titles; specify your role in the projects and such outcomes as presentation or publication.

9. Grants for Teaching Improvement

List any grants that involved teaching improvement or curricular/pedagogical change. Include a copy of any funded grant(s) in the appendix.

10. Student Academic Advising and Mentoring

In this section, identify your contributions to student academic advising. Include a description of your role in the process of advising students and the result of any measures of advising effectiveness. Include any students (advisees, research assistants, teaching assistants) you have mentored about research, professional development or other aspects affecting their current and future success.

11. Institutes, Workshops, Conferences, Expositions, and Other Programs Attended

List professional-development activities that contributed to your teaching effectiveness and/or subject mastery.

12. Teaching Awards

List awards received for effective teaching, naming the organization, date, and nature of the award.

13. Evidence of Student Learning

In this section, include selected student work, pre & post test results, and other artifacts demonstrating student learning.

14. Other Evidence of Teaching Effectiveness

Supply information not included in earlier portions of IV.B.

C. RESEARCH AND CREATIVE ENDEAVOR (this section is not expected for promotion to Senior Lecturer – see OAA 99-1 for formatting instructions should you wish to include such information)

D. SERVICE (this section is not required for promotion to Senior Lecturer – this formatting may be used to offer information supportive of the case)

Throughout, committees or other bodies are named, along with the periods of service and descriptions of significant personal contributions. Within sections, list the most recent item first.

1. University Service

University Committees
University system (I) PFW
School/division
Department/program
Service to Student Organizations or Activities
Other

2. Service to the Profession

Offices Held in Academic, Professional, and Scholarly Societies
Editorships of Journals
Refereeing and manuscript reviewing
Reports and Studies
Discuss special studies and/or investigations you have conducted as part of service to the profession; indicate the title, date, purpose, extent of the study, and outcomes. If results were published, include standard bibliographical data.
Other

3. Continuing Education Service

Starting with the most recent, include professionally relevant programs in which you had an initiatory, administrative, or supervisory role (teaching of continuing-education offerings appears in IV.B.2.). Indicate your participation as coordinator, chairperson, etc., and the number of people involved in these activities.
Should not duplicate (but may reference) items listed in earlier sections. .

4. Community Service

Starting with the most recent, describe only community service directly related to professional and scholarly activities such as:
Consulting Activities
Public and/or Governmental Service Activities

Publications and/or presentations for lay audiences

Media

Interviews

Other

5. Peer Comments on Service

Supply comments concerning your contributions to the university, the profession, continuing education, and the community, as listed in IV.D.1-4., such as those in reappointment recommendations, annual evaluations, and other third-party assessments.

6. Other Evidence of Effectiveness in Service

Supply information not included in earlier portions of IV

E. CURRICULUM VITAE

In a format appropriate to your discipline, include a complete curriculum vitae. The CV should provide comprehensive information about your education; professional experience; relevant licenses, etc.; awards and honors; memberships and offices in professional organizations; publications/creative endeavors; conference presentations; and other relevant accomplishments. The CV provides a comprehensive summary of the more detailed information requested in Sections A.- D.

SECTION V-APPENDICES

The appendices contain supporting materials appropriately cross-referenced in Sections III-IV of the dossier. The appendices also include the last five years of reappointment recommendations and annual reviews written about you.



Carl N. Drummond
Vice Chancellor for Academic Affairs