**DOSSIER TEMPLATE COVER PAGE**

As a reminder, information required in the template below is taken from the Administrative Guidelines for AC-23 *Promotion and Tenure Procedures and Regulations* dated 2018-2019. If there are any questions on what a heading is referring to or if there is a need for additional examples, please review the Administrative Guidelines document first. Additionally, each Department has been provided a “FAQ” created by the Vice Provost’s office, which also serves as a ready source of information.

You will notice, as you read through the template below, that some text is colored orange. This text should be removed during the creation of everyone’s dossier as it only serves as a guide, an example, and/or provides an explanation of key information.

As a reminder, Narrative Statements from the candidate are required for every review (2nd Year through Promotion).

Updated information is in blue.

**THE SCHOLARSHIP OF TEACHING AND LEARNING**

(List all items in this section in reverse chronological order with the most recent date listed first. Remove section headings if no information is present within them.)

* **LISTS OF CREDIT COURSES TAUGHT AT PENN STATE FOR EACH SEMESTER WITH ENROLLMENTS IN EACH COURSE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Semester* | *Course Number* | *Course Title* | *Credits* | *Enrollment* |
| FA20XX | Geog XX | Geography – A study of maps | 3 | 100 |
|  |  |  |  |  |
|  |  |  |  |  |

* **LIST OF NON-CREDIT COURSES AND WORKSHOPS TAUGHT IN SUPPORT OF OUTREACH-BASED INSTRUCTION**

Semester Year: Course or Workshop Title. Description of Instructional Activity.

* **CONCISE COMPILATION OF RESULTS OF STUDENT EVALUATIONS FROM MULTIPLE SOURCES, DOCUMENTING EVALUATION OF CANDIDATE’S PROGRAMS, ACTIVITIES, AND SKILLS RELATING TO CLIENTELE**

(Report weighted SRTE averages for courses with multiple sections (for example, one lecture and six labs) rather than section-by-section ratings. Weight the SRTE rating for each section by number of student respondents (n) in the section. With “X” sections, use the formula: ((SRTE rating for Section 1 \* n1) + (SRTE rating for Section 2 \* n2) + ... + (SRTE rating for Section X \* nx)) / (n1+n2+…+nx) = Weighted SRTE Average for the course.

|  |
| --- |
| ***Student Rating of Teaching Effectiveness (SRTE)*** |
| *Semester* | *Course Number* | Credits | *Enrollment* | *Respondent %* | *A3 - Overall Quality of Course* | *A-4 - Overall Quality of Instructor* |
| FA20XX | Geog XX | 3 | 100 | 75 | 6.00 | 6.87 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

* **LISTING OF ADVISING RESPONSIBLITIES**

(List the names of the students advised. Students accounted for here should not be listed in the Supervision of Graduate and Undergraduate Dissertation section. Potential examples of who could be listed here would be: students they advise, but not on their dissertation; students at other colleges who seek their guidance; etc.)

* **OTHER EVIDENCE OF RESIDENT AND/OR OUTREACH-BASED TEACHING AND ADVISING EFFECTIVENESS**

(For example, performance of students in subsequent courses, tangible results and benefits derived by clientele, recipient of teaching awards, etc...)

* **SUPERVISION OF, AND MEMBERSHIP ON, GRADUATE AND UNDERGRADUATE DISSERTATIONS, THESES, PROJECTS, MONOGRAMS, PERFORMANCES, PRODUCTIONS, AND EXHIBITIONS REQURED FOR DEGREES; TYPES OF DEGREES AND YEARS GRANTED**

***Supervision of students and postdoctoral scholars, completed:***

(If candidate is co-advisor, add a line that states “Co-Advisor:” and state co-advisor’s name)

Undergraduate Degree:

Student’s Name, Major, Institution. Thesis/Project Title, Degree, Graduation Semester Year.

Master’s Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Graduation Semester Year.

Doctoral Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Graduation Semester Year.

Postdoctoral Scholars:

Postdoc’s Name, Period of Supervision, Name of Current Employer and Current position (if known).

***Supervision of students and postdoctoral scholars, current:***

Undergraduate Degree:

Student’s Name, Major, Institution. Thesis/Project Title, Degree, Expected Graduation Semester Year.

Master’s Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Expected Graduation Semester Year.

Doctoral Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Expected Graduation Semester Year.

Postdoctoral Scholars:

Postdoc’s Name, Period of Supervision

***Membership on Committees, completed:***

Undergraduate Degree: (Thesis or Project)

Student’s Name, Program, Institution. Thesis/Project Title, Degree, Graduation Semester Year.

Master’s Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Graduation Semester Year.

Doctoral Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Graduation Semester Year.

(**For EME, GEOSC, and GEOG only**: Committee Type (e.g., Candidacy Examination Committee, Comprehensive Examination Committee, or Defense Examination Committee))

***Membership on Committees, current:***

Master’s Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Expected Graduation Semester Year.

Doctoral Degree:

Student’s Name, Program, Institution. Thesis Title, Degree, Expected Graduation Semester Year. (**For EME, GEOSC, and GEOG only include**: Committee Type (e.g., Candidacy Examination Committee, Comprehensive Examination Committee, or Defense Examination Committee))

* **FACULTY INPUT CONCERNING TEACHING EFFECTIVENESS**

(Each candidate should receive two peer evaluations per review period. Please reference the page numbers of the evaluations here [for example A-7].)

Letter assessing Dr. Jane Candidate’s teaching in Geography 20 from Professor Moriarty. (Fall 2014).

* **STATEMENTS FROM ADMINISTRATORS ATTESTING TO CANDIDATE’S TEACHING AND ADVISING EFFECTIVENESS**

(Each candidate should receive at least one administrative evaluation per review period. Please reference the page number(s) of the evaluation here [for example A-7]. The letter should not be a form letter, but instead speak to each candidate’s performance individually.) Letters from past review periods are included for 4th year and tenure evaluations.

Letter assessing Dr. Jane Candidate’s teaching in Geography 20 from Department Head or Associate Head (Fall 2014).

* **SUMMARY STATEMENT OF STUDENT COMMENTS**

(The statement should be written by a higher-ranking faculty member than the candidate and should convey the students’ sense of strengths and weaknesses. It is a summary and not simply a list of the written student comments. The letter should not be a form letter, but instead speak to each candidate’s performance individually and should be in memorandum format that highlights the pattern of the comments received. Additionally, it should provide example comments that support the pattern.) Letters from past review periods are included for 4th year and tenure evaluations. **The letter MUST include the name and signature of the faculty member who is compiling/summarizing the comments.**

Summary of student written SRTE comments for Dr. Jane Candidate from Professor Moriarty. (Please reference the page number(s) of the summary here [for example A-8].)

**THE SCHOLARSHIP OF RESEARCH AND CREATIVE ACCOMPLISHMENTS**

(List items in this section following the format below, **listing the candidate’s name and the publication year in bold**, with the most recent date listed first. Please number items in each section in reverse chronological order beginning with the most recent item labeled as number 1 and so on. Remove section headings if no information is present within them. Do not include material here contained in other sections of the dossier.)

* **PUBLICATIONS**

Publication key:

 Indicate candidate’s authorship role at the end of each citation:

* + Sole Author
	+ Principal Author / Supervising Author
	+ Co-Author (add a brief statement of the role played in the article – see examples)
	+ Editor

Optional Notations on Authors to assist P&T Committees/Reviewers:

* + Author is candidate’s graduate advisee, 1
	+ Author is mentored by candidate (for example, other grad student authors or undergrad authors), 2
	+ Candidate is listed as last author and supervised author group (supervising author role), 3
	+ Author supervised candidate’s PhD, 4

***Articles published in refereed journals***

(Articles listed here must have been published.)

1. Author, F.J., **Candidate, J.** **(2014)**. Article Title. *Refereed Journal Name*, Volume: Page Number(s). DOI: online number. (Co-Author – conducted research)
2. Student, M.I.2, **Candidate, J.** **(2013)**. Article Title. *Refereed Journal Name*, Volume: Page Number(s). (Co-Author – wrote 2 pages on X topic)
3. **Candidate, J.** **(2012)**. Article Title. *Refereed Journal Name*, Volume (Section): Page Number(s). (Sole Author)
4. Graduate, P.H.1, Author, F.J., Professor, I. M., **Candidate, J.** **(2013)**. Article Title. *Refereed Journal Name*, Volume: Page Number(s). (Co-Author – reviewed and provided critical insight on 6 pages)
5. Graduate, Q.Z.1, Author, E.R., Professor, I. M., **Candidate, J.** **(2013)**. Article Title. *Refereed Journal Name*, Volume: Page Number(s). (Principal Author)

***Books***

1. **Candidate, J.** **(2015)**. *Title* (edition, pp.) Publisher (Sole Author)

***Parts of books***

1. **Candidate, J.** **(2015)**. Chapter Title. *Book Title* (pp.) Publisher (Sole Author)

***Book reviews***

1. **Candidate, J.** **(2010)**. [Review of the book *Book Title*, by Author’s Name]. (pp.) Journal Name, pp. (Sole Author)

***Refereed conference proceedings***

1. Super, V.D.1, **Candidate, J.** **(2012)**. Article Title. Conference Name, Location, Date. (Editor)

***Articles published in nonrefereed journals***

1. Graduate, P.H.1., **Candidate, J.** **(2013)**. Article Title. *Nonrefereed Journal Name*, Volume: Page Number(s). (Co-Author – reviewed research and provided 2 paragraphs of detailed analysis)
2. Professor, M.I.4, White, E.B., Cummings, E. E., Pastoral, R. J., **Candidate, J.** **(2013)**. Article Title. *Refereed Journal Name*, Volume: Page Number(s). (Supervising Author)

***Articles in in-house publications***

1. Author, F.J., **Candidate, J.** **(2014)**. Article Title. *In-House Journal Name*, Volume: Page Number(s). (Principal Author)

***Research reports to sponsor***

1. **Candidate, J.** **(2014)**. Report Title (and type of report if applicable (e.g. annual report). *Sponsor Name*, pp. (Sole Author)

***Manuscripts accepted for publication (substantiated by letter of acceptance)***

* ***Denote Peer Reviewed with* (Peer Reviewed) [In Bold] *at the end of the citation***
1. Author, F.J., **Candidate, J.** Article Title. *Refereed Journal Name*, pp. [Accepted May 1, 2015] (provide page number(s) for document that substantiates acceptance and is included at the end of section B here (e.g., B-24 through B-25)). (Co-Author – provided expert opinion to author’s assertions) **(Peer Reviewed)**
2. Author, F.J., White, E.B., Stringer, R.X., Baseball, Q.R., Stevenson, R.L., **Candidate, J.**3 Article Title. *Refereed Journal Name*, pp. [Accepted May 1, 2015] (provide page number(s) for document that substantiates acceptance and is included at the end of section B here (e.g., B-24 through B-25)). (Supervising Author)

***Manuscripts submitted for publication***

* ***Denote Peer Reviewed with* (Peer Reviewed) [In Bold] *at the end of the citation***

(As a reminder, listings of work in progress should be eliminated from all sixth-year and early tenure reviews and all promotion reviews beyond the assistant professor level. Work accepted, submitted, or under contract should continue to be listed in all dossiers.)

1. Student, M.I.2, **Candidate, J.** Article Title. *Journal Name Where Submitted (indicate whether refereed or nonrefereed)*, number of pages. [Submitted April 2015] (Supervising Author – and wrote introduction)
2. Student, M.I.2, **Candidate, J.** Article Title. *Journal Name Where Submitted (indicate whether refereed or nonrefereed)*, number of pages. [In review; submitted April 2015] (Co-Author – edited 5 pages and wrote conclusion paragraph) **(Peer Reviewed)**

***Manuscripts in progress***

(For second-, third-, fourth-, and fifth-year reviews only.)

1. Author, F.J., **Candidate, J.** Article Title. [In Progress with expected submission date July 2015. Intended target journal if known.] (Co-Author – provided details based upon unique research)

***Cooperative extension bulletins and circulars***

1. Author, F.J., **Candidate, J.** Article Title. [In Progress with expected submission date July 2015. Intended target bulletin or circular if known.] (Co-Author – wrote 1 paragraph)
* **REPORT TO SPONSOR**
* **PAPERS, PRESENTATIONS, SEMINARS AND WORKSHOPS**

***Papers presented at technical and professional meetings***

(Presenter’s name is italicized.)

1. ***Candidate, J*.,** “Title of paper.” Name of Seminar/Workshop, City, State/Country (June 2013).
2. **Candidate, J.,** *F.J. Author***,** “Title of paper,” Name of Seminar/Workshop, City, State/Country (July 2012).

***Record of participation in and description of, seminars and workshops***

1. **Candidate, J.** (description of role, e.g., seminar/workshop presenter, workshop panel participant, invited speaker, etc.), “Title.” Name of Seminar/Workshop, City, State/Country (June 2013).
* **OUTREACH – EDITORIAL RESPONSIBILITIES**
* **OUTREACH – PEER REVIEW OF GRANT PROPOSALS**
* **OUTREACH – PEER REVIEW OF MANUSCRIPTS, ETC.**
* **OUTREACH – OTHER USE OF EXPERTISE**
* **CONSULTING/ADVISING**
* **CONTRACTS, GRANTS, FELLOWSHIPS AND SPONSORED RESEARCH**

***In Progress:***

Project Title:

PI/Co-PI:

Sponsor:

Period of Performance:

Total Budget:
Candidate’s Role:

***Completed:***

Project Title:

PI/Co-PI:

Sponsor:

Period of Performance:

Total Budget:
Candidate’s Role:

***Pending:***

Project Title:

PI/Co-PI:

Sponsor:

Period of Performance:

Total Budget:
Candidate’s Role:

***Not Funded:***

(For second-, third-, fourth- and fifth-year reviews only. Not included in early tenure reviews or promotion reviews above the assistant professor level.)

Project Title:

PI/Co-PI:

Sponsor:

Period of Performance:

Total Budget:
Candidate’s Role:

* **PATENT INTELLECTUAL PROPERTY**
* **IMPACT IN SOCIETY OF RESEARCH SCHOLARSHIP AND CREATIVE ACCOMPLISHMENTS/MEDIA MENTIONS**
* **PURSUIT OF ADVANCED DEGREES AND/OR FURTHER STUDIES**
* **PROFESSIONAL MEMBERSHIPS**
* **NEW COURSE OR PROGRAM DEVELOPMENT**
* **NEW SOFTWARE PROGRAMS DEVELOPED**
* **NEW METHODS OF TEACHING ESTABLISHED COURSES/PROGRAMS**
* **APPLICATIONS OF RESEARCH SCHOLARSHIP**
* **OFFSITE/FIELD RESEARCH**
* **TECHNOLOGY TRANSFERRED/ADAPTED IN THE FIELD**

**THE SERVICE AND THE SCHOLARSHIP OF SERVICE TO THE UNIVERSITY, SOCIETY, AND THE PROFESSION**

(Remove section headings if no information is present within them. Information in this section should also be in reverse chronological order with the most recent date listed first.)

* **INTERNAL TO PSU**

***Record of committee work***

Department-level:

Role, Committee Name, Year(s) of service

College-level:

Role, Committee Name, Year(s) of service

University-level:

Role, Committee Name, Year(s) of service

***Participation in University-wide governance bodies***

Role, Committee Name, Year(s) of service

***Record of administrative support work***

Role, Unit Name, Year(s) of service

***Record of contributions to University’s programs to enhance equal opportunity and cultural diversity***

Description of activity and role, year(s) of service.

***Assistance to student organizations***

Description of activity and role, year(s) of service.

* **EXTERNAL TO PSU**

***Participation in community affairs***

***Service to governmental agencies***

(Include level: international, local, state, or federal.)

***Service to business and industry***

***Service to public and private organizations***

***Service to citizen/client groups***

***Testifying as an expert witness***

***Organizing conferences, service on conference committees***

Year, Role, Conference Name, Sponsor if applicable, [other participants if applicable]

***Active participation in professional and learned societies***

Offices held, committee work, etc.

**CANDIDATE’S NARRATIVE STATEMENT**

Focus of Statement

A single narrative statement written by the candidate is required. This statement should focus on clarifying and highlighting the primary area(s) of concentration and contribution by the candidate to aid the College and University Committees in their review of the dossier.

Placement of Statement in Dossier

This statement is placed immediately after the College and Department Criteria Statements in the dossier.

Process for Statement Review Prior to Finalization

The Department Head has responsibility to review the candidate’s narrative statement and ensure that it is not subjective or evaluative. The candidate may be asked to make revisions as part of this review.

Guidelines for Statement Preparation

The format of the Narrative Statement should:

* Be a brief statement (two to three pages) explaining areas of emphasis and major contributions.
* Be written in the first person
* Include sections on research, teaching, and service. It is also helpful to explain links between these areas.
* Have margins of at least 1” and a font size of at least 12 to ensure readability.
* Be factual and objective, not subjective or evaluative (e.g., avoid phrases such as “internationally recognized,” “made important contributions,” …).

Suggestions for Creating a Strong Statement

1. Audience: you are not writing for your colleagues in your Department, but for people on the College and University P&T Committees. They may be lawyers, musicians, biologists—all possible specialties may be on the University committee. Therefore, avoid unnecessary technical jargon, technical acronyms or other phrases that reviewers outside the discipline would not understand.

2. What Do They Want to Know? Quite simply, who you are as a scholar at Penn State. Committee members are confronted with about 150 dossiers at the University level. They need to be able to make sense of these dossiers without first having to read it through, line by line. At the department level, people do that close reading and some even read papers or chapters cited in the dossier! Many committees assign two people to read the dossier in great detail and to present a case statement to the rest of the committee who have, at least, skimmed through the dossier.

3. What Is Your Challenge? To give the educated, scientifically informed reader a context into which to put the details of your work. Committee members welcome the help. Your statement is often the first thing that people read, and they often quote from it in their own letters of evaluation.

Therefore, some advice:

4. Think Big Picture: assume that the details are present in the body of the dossier. People want to get a sense of context. They want to understand your career aspirations and how you are meeting them in your work at Penn State.

5. Don’t Repeat the Details: by all means make reference to and develop connections among the details in the three major sections: teaching, research, and search. However, for example, you should not refer to specific grants or courses unless it is to illustrate a bigger point.

6. Think Philosophy, Overarching Themes, and Goals: people want to know who you are, what you are doing, why you do it, how you do it, and where you are going. I know that these things make people feel uncomfortable, but….

7. Begin Each Section with a Statement of Beliefs and Goals: this is easiest to do in the teaching section because you do have a teaching philosophy. Show how that underpins all of your instructional program, but also show how, for example, you realize this philosophy in different ways in introductory versus advanced level work, general education courses versus graduate seminars, etc. So, you might talk about any of the following things: the role of active or collaborative learning; the use of e-Education approaches; the goal of developing critical thinkers; the fostering of life-long learners; the use of undergraduate TIs; the development of essentials skills such as…. Use these section beginning statements to organize what follows. If you have themes, then refer to them in the more detailed discussion.

8. Begin the Narrative Statement with an Overarching Philosophy and Goal: this might mix the following things:

• a short (10-20 words) description of your research area; you want the reader to remember that you are an X who is working on Y to….

• a statement as to how you see the links among teaching, learning, and service;

• and if you can do it, a statement about what you want to be when you grow up! Seriously, we do have long-terms goals for ourselves and readers do want to see that you are not just focusing on the immediate present (e.g., getting tenure at Penn State). This can either appear at the end of the first paragraph, before you address the three areas in sequence, or it could appear as a conclusion. I think that the latter is preferable.

9. You Should Write in Ways that are Memorable and Searchable: by this I mean that you want the reader to remember some things about you and your work, but you also want them to be able to refer back and find things quickly. Therefore:

• use headers and perhaps even sub-heads; alternatively consider using bold or italics to

 highlight key ideas;

• use short paragraphs with clear topic sentences

• write in the active voice (they want to know what you think and what you do)

• keep it tight and focused

I’m sorry to say it, but this short (2-3 page) statement is as important as any article that you will write. It is your chance to make the reader (judge) see that you are thoughtful, articulate, and driven. Readers like to see a vision and a commitment: you are not just doing this as a job, but you care about X, Y, and Z. Your academic life is a passion and a vocation. That does not mean you should indulge in multiple adverbs and exclamation marks. It does mean that you should not just report on who you are but try to share a sense as to why you do what you do, why you care. If you do that, then they too will care and react positively to the detailed information in the rest of the dossier.