

Format for the Promotion Dossier, College of Arts & Sciences

This guideline has been developed to provide all participants with a clear and common format for all elements of the Ohio University College of Arts and Sciences Promotion Dossier.

All materials (forms, scans, original WP documents, etc.) should be uploaded into the appropriate sections/sub-sections and labeled **exactly** as below. If a book (or other material) is not available in PDF format, a hardcopy may be deposited at the college office. Be sure to alert readers to this fact within the electronic documents. Paper materials are no longer accepted for promotion and tenure at the college office. All materials should be deposited in electronic form (single PDF file) within the appropriate OneDrive account (to be assigned by CAS near the end of fall semester).

When constructing the dossier, if a document is temporarily unavailable (e.g., chair letter, committee letter, etc.) please leave a titled place-holder page in the document. Missing sections can be inserted later.

Sections of the dossier include:

Section One – Introductory Documents

1. Review form for promotion (signature sheet)
2. Letter from college dean or executive dean of regional campus regarding merit of the promotion proposal
3. Recommendation of the Chair/Director

The Chair/Director should provide a complete and incisive letter evaluating the candidate's professional progress and prospects. Standards of teaching and service should be clearly articulated. Indicate how the candidate fulfills the promotion criteria of both the department and the college. Note any department-wide votes, indicating pro, con, and abstention numbers.

4. Recommendation of the department/program promotion and tenure committee

Provide a copy of the letter of recommendation of the department's/program's promotion and tenure committee. This letter should indicate the committee vote. Normally, the chair of the committee should sign this letter.

5. Chair's/Director's annual evaluation letters and any promotion progress letters
6. Copy of the faculty member's Group II offer/appointment letter (most recent if it was ever modified)

Section Two – Promotion Summary Documents

1. Table of Contents (should contain hyperlinks to all subsequent sections and subsections)
2. Academic Preparation

List institutions, dates of study, and degrees awarded. Also list post- doctoral awards residencies, and other post-graduate study, whether leading to a degree or not.

3. Professional Experience

Note teaching positions and/or other professional experience (in reverse chronological order beginning with most recent); specify dates. Indicate date of last promotion, if applicable.

4. Teaching and Advising

a. Teaching Load - In a table list the courses you have taught, term-by-term, for the past five years. Provide course numbers, titles, enrollments, and assistance (teaching assistants, readers, etc.). Keep directed readings courses separate from Honors tutorials. Note any changes in your teaching assignment since your initial appointment.

b. Teaching Effectiveness - Evidence of course organization, presentation and requirements.

i. Summarize in a table the overall instructor rating (Question 7 or 13 of the CAS form, or, the Global Index as provided by Class Climate Survey System) for each course taught during the past 5 years. Please provide the scale used and indicate the low/high value. You are strongly encouraged to present the data in tabular form using the model provided in Appendix 1 at the end of this document. Provide any explanations you deem necessary for your numerical evaluations. Please provide copies of all the actual written student comments for one of your courses in an appendix. You may also provide copies of the comments for other courses in the appendix. It is not necessary to provide comments for all classes. If possible, include a comparison with average student evaluations for all instructors of similar courses in the department.

ii. Teaching awards and recognition

iii. Selection for teaching in special programs (e.g., Themes, Scholars Program, etc.)

iv. Peer evaluation letters - Two or three evaluation letters should be provided with each dossier. At least two (no more than three) internal letters must be provided; one external letter is permitted, though not required or expected at this time (external letters are emerging as a best practice and this permits departments latitude to request if they so choose). For internal letters, assessments should be provided by faculty within the candidate's department/program who have conducted some form of comprehensive teaching peer review and can adequately speak to the candidate's expertise in this area. Note: These reviews should include, at a minimum: at least one classroom visit and systematic review of course materials (including but not limited to website or BB page, sample syllabi, handouts, examinations, corrected student papers), and course evaluations from students. An external referee is expected to assess the same materials; however, a classroom visit is not required.

c. Interdisciplinary Teaching - list of interdisciplinary activities related to teaching (if relevant)

d. Advising and Supervision

Indicate the number of students you regularly advise. Detail any significant experiences supervising laboratory and field work, directing independent study and undergraduate research experiences, working with Honors Tutorial students, participating in Education Abroad programs, participating in summer programs involving students, and mentoring students. Detail any noteworthy experiences offering students personal counseling or assisting in Student Affairs activities.

5. Professional Associations

List any professional associations to which you belong.

6. Committees and Service

- a. Department
- b. College
- c. University
- d. Professional
- e. Community

7. Interdisciplinary Contributions (other than teaching)

8. Other Factors

Section Three — Internal Review

1. Attach a current, comprehensive, curriculum vitae.
2. Department/School/Campus promotion guidelines.
3. College/RHE promotion and tenure guidelines.

Section Four — Additional CAS Core Documents

1. Statement on Teaching

Provide a reflective statement (no more than 2-3 pages) describing your goals for student learning, methods you use to help you achieve your student learning goals, and how you know your goals are being met (what sort of assessment tools do you use, and why?).

2. Professional Development

- a. List participation in teaching or advising-related programs, conferences, workshops, courses, or seminars in reverse chronological order, including the date, location, and sponsoring organization.
- b. List any other professional development activities related to your faculty position.

3. Additional Evidence of Teaching Effectiveness

Provide a table of contents listing selected additional evidence of teaching effectiveness, including a brief statement (1-3 sentences) for each item addressing why the particular document was selected.

For example:

- Sample syllabi, handouts, examinations, corrected student papers. (Sample materials from one or two courses are sufficient.)
- Statements detailing assessments of teaching materials and preparation of students for higher-level courses.
- Unsolicited testimonial letters from colleagues. (No more than five. Place others in an appendix.)
- Statements detailing the careers of eminent advisees and graduates.
- Any other appropriate evidence of effective teaching and mentoring.
- If you have kept a teaching portfolio, include those materials in an appendix.

Section Five — Ancillary Materials

Include all additional materials that you feel relevant to your case for promotion and tenure in this section. This may include PDFs of research articles, a large external grant currently pending, etc.

Provide a table of contents for all materials included as ancillary materials in appendices.

[Appendix 1](#) (PDF)

v. 4 LRH Apr 2019