

Common Format for Instructor Promotion Dossiers
Office of the Executive Vice President and Provost, revised May 07, 2019

All candidate dossiers are submitted to the Instructor Promotion Committee according to the following guidelines.

Cover Page: Available on the provost's website at www.provost.vt.edu.

Document Format: The dossier is formatted as follows

- font type of either Verdana or Arial
- minimum font size of 11
- single-space the text
- double-space between paragraphs
- margins of 1-inch left/right and top/bottom

Dossiers are prepared and submitted as electronic documents. Using version 8.0, 9.0 or Adobe Acrobat Pro DC, a candidate submits his or her dossier to the department as a pdf-file with the major headings bookmarked. Adobe Acrobat Pro DC software for Mac or Windows is available from the following website:

http://www2.ita.vt.edu/software/department/products/adobe/acrobat_pro/index.html

Departments may purchase the software for any Virginia Tech-owned computer. The cost is \$70 for the license and \$5 for the DVD. Each Virginia Tech-owned computer should have its own software license. Instructions are on the website. *Please be sure to activate OCR Text Recognition (go to Document—OCR Text Recognition—Recognize text using OCR...) on each dossier before bookmarking it.*

- A separate table of contents is not necessary. The electronic bookmarks act as a table of contents. If a section is not applicable to a candidate's dossier, please include the outline number in the body of the dossier, but indicate that the section is not applicable or "N/A." There is no need to bookmark a section that is not applicable. The final document should be saved with the bookmarks showing. Go to File → Properties → Initial view → Navigation tab – select *Bookmarks Panel and Page* → Ok.

Specific Instructions:

- The candidate's portion of the dossier (sections V. – XII.) should not exceed 10 pages in length.
- The cover page, recommendation statements, and appendices are not included in the above-mentioned 10-page limit.
- Include as appendices only those items specifically required in the dossier instructions.

Sections:

- I. Dean's Statement: The dean provides a simple, brief statement of support. If the dean does not support the case, his or her decision should be more fully explicated and justified. Instructors who are not recommended for promotion should receive written feedback on issues of concern.
- II. College Review Committee's Statement: Letters from the college-level committee are succinct and need not repeat material well summarized at the departmental level. The statement from the college committee includes the division of the vote. If the vote is not unanimous, a brief explanation of the concerns represented by the dissenting votes is included in the college committee's statement.

- III. Department Head's Statement: The letter of the department head does not repeat the departmental review committee's assessment, but is a relatively brief statement from the department head's perspective, along with his or her recommendation. Obviously a decision that is not in agreement with the committee decision should be more fully explicated and justified.
- IV. Departmental Review Committee's Statement: The statement from the departmental committee is detailed. It is an informative, individualized assessment of the candidate's activities and contributions, and provides the committee's evaluation. The statement includes the division of the vote. If the vote is not unanimous, a brief explanation of the concerns represented by the dissenting votes is included in the departmental committee's statement.
- V. Candidate's Statement: The candidate's statement is no more than one or two pages in length. The statement enables members of the promotion committee to understand clearly the candidate's contributions to department program(s). The candidate may wish to include in the narrative a statement of his or her philosophy of teaching. The candidate's statement explains but does not evaluate the work. The statement identifies the criteria the candidate is using to claim eligibility for promotion. (A current curriculum vita is attached as Appendix A, and is not included in the 10-page limit for sections V. – XII.).
- VI. Evidence of Exemplary Instruction: Instruction is a multifaceted activity. In any assessment of a candidate for promotion both the quality and the quantity of the individual's achievements in instruction are presented in the dossier.

The promotion dossier provides the following information about instruction:

- A. A list of *unique* course titles (and course numbers) taught since the last promotion or, at a minimum, for the last five years. Indicate the number of times each course was taught during the period and any special aspects, such as on-line, writing intensive, or service-learning. [A complete chronology of all courses taught by term is required as part of section VI.C. below and need not be repeated here.]
- B. A chronological list of non-credit courses taught, workshops led, and other related outreach instruction since the last promotion or, at a minimum for the last five years.
- C. Evidence of instructional effectiveness. The following evidence should be included if applicable:
 1. Recognition and awards for teaching effectiveness, if applicable.
 2. Annual end-of-year departmental evaluations for the most recent three years or since the last promotion. (This is attached as Appendix B, and is not included in the 10-page limit for sections V. – XII.).
 3. Provide a table showing all classes taught for the past five years with the students' perception of teaching. Any classes not evaluated should be noted in the table. (This is attached as Appendix C, and is not included in the 10-page limit for sections V. – XII.).

The table includes:

- name, term and year for each course taught,
- number of students in each course,
- number of students completing the evaluation, and
- student ratings. If the standard university evaluation form, Student Perception of Teaching (SPOT), is used, the table should include at least scores for the overall student rating, success in communicating, and concern and respect for the student.
- departmental average ratings for similar courses

If the SPOT form is not used, then the form used to acquire student perceptions must be included with the dossier. Explain the rating scale used, or the meaning of any data, information, or examples included as evidence of effective instruction.

4. Evaluations of non-credit courses or other outreach instruction, which should include participant data as defined above and evidence of the impact of programs on participants.
5. Success in non-classroom activities, such as online courses, Math Emporium instruction, etc.
6. Peer evaluations of instruction. Provide at least two peer reviewers' reports, at least one of which must have been completed within the last five years. (This is attached as Appendix D, and is not included in the 10-page limit for sections V. – XII.).

If the department does not conduct peer reviews of teaching, the department head will explain why in his or her recommendation letter.

7. Other: Additional evidence of outstanding teaching may be included at the candidate's discretion as long as sections V. – XII. do not exceed the 10-page limit. If student comments or letters are included, describe how the comments were solicited or obtained.

VII. Evidence of Extended Professional Development or Professional Development Beyond the Department

For each of the items included, provide dates, context, and a brief assessment of the significance and impact of the activities.

- A. Participation in departmental or university workshops or study groups.
- B. Completion of courses or short courses related to pedagogy.
- C. Participation in professional conferences.
- D. Other: Additional evidence of extended professional development may be added at the candidate's discretion as long as sections V. – XII. do not exceed the 10-page limit.

VIII. Course or Curricular Development

For each of the items included, provide dates, context, and a brief assessment of the significance and impact of the work. It is expected that all teachers will revise their courses regularly. Please show how each item listed below goes beyond this normal expectation.

- A. Development of new courses.
- B. Instructional materials made available to others beyond the instructor's own classes (e.g. online materials, contributions to a departmental-produced text).
- C. Incorporation of new technologies or pedagogies.
- D. Other: Additional evidence of course or curricular development may be added at the candidate's discretion as long as sections V. – XII. do not exceed the 10-page limit.

IX. Advising or Mentoring

For each of the items included, provide dates, context, and a brief assessment of the significance and impact of the work.

- A. Academic advising.
- B. GTA advising or mentoring.
- C. Peer advising.
- D. Advising to student organizations.
- E. Other: Additional evidence of advising and mentoring may be added at the candidate's discretion as long as sections V. – XII. do not exceed the 10-page limit.

X. Administration and Service Related to the Instructional Mission

For each of the items included, provide dates and a brief context to indicate the significance and impact of the work.

- A. Management of departmental instructional center or program.
- B. Committee service contributions.
- C. Contributions to professional conferences.
- D. Contributions to diversity initiatives.
- E. Contributions to assessment initiatives.
- F. Contributions to outreach initiatives.
- G. Contributions to special events or programs (e.g. conferences, department celebrations, commencement).
- H. Other: Additional evidence of service related to instruction may be added as long as sections V. – XII. Do not exceed the 10-page limit.

XI. Recognized Scholarly or Creative Work Enhancing Instruction

Candidates should list only those publications, projects, or performances that have appeared or been accepted for publication or presentation. They should not include work currently submitted and being reviewed or work in progress. (Work currently submitted and being reviewed or work in progress may be noted in section XII.)

For each publication, project, or performance, please indicate the lead author's or performer's name(s) in bold text, for example:

Gardner, Thomas. Regions of Unlikeness: Explaining Contemporary Poetry. Lincoln: University of Nebraska Press, 1999.

Papers, publications, or performances in collaboration with current or former students should include an asterisk at each student's name.

If research and creative scholarship are included in the promotion dossier, the following categories should be used:

- A. Awards, prizes, and recognition for research.
- B. List of contributions—identified by type and presented in a standard appropriate bibliographic form. Cite page numbers. Indicate lead author, per the example given above.
 - 1. Books or monographs, authored or edited.
 - 2. Book chapters.

3. Textbooks authored or edited, including online textbooks.
4. Online teaching materials available beyond the instructor's own courses.
5. Papers in refereed journals (both print and electronic).
6. Papers in refereed conference proceedings.
7. Creative scholarship.
8. Performances, exhibitions, compositions.
9. Other papers and reports, including publications, reviews, prefaces, introductions, catalog statements, translations, and abstracts.
10. Papers presented at professional meetings.
11. Readings of creative scholarship.
12. Other.

C. Sponsored research and other grant awards

- Explicitly cite the principal investigator(s)—all names that appear on the grant proposal, year, and duration of the award, percentage of candidate's participation, source (agency) of the award, and the amount.
- Indicate the percentage of candidate's participation.
- Do not include unfunded grant applications or proposals.

The department head's letter may address the issue of grant proposals submitted but not funded if this is deemed an important reflection of effort, for example.

D. Other: Candidates may include other evidence of research or creative scholarship enhancing teaching as long as sections V. – XII. do not exceed the 10-page limit.

XII. Work Under Review or In Progress

- A. Work submitted and under review.
- B. Work in progress.