

Top Tips on Dossier Development

Below are top tips and feedback received from past applicants, Deans and review committees:

- The dossier is about you, don't be afraid to say "I."
- Don't just give the evidence; summarize what it is and what it means.
- Do NOT assume things are obvious – it's better to state them.
- Refrain from saying "we," the dossier is all about you.
- Letters of support and confidential external evaluations can speak about the contributions you make in your field.
- Statements are like argument essays: thesis, proposition, evidence: "...because of this evidence I've shown I've been a very effective teacher..."
- Red flag: when claims are made but not supported by evidence.
- If your teaching, scholarship and service overlap: ask your Chair (or supervisor) where to use specific evidence; do not double dip.
- Don't double dip: don't have something that is in your teaching also in your service. It can only be used once. You should strategize where each piece should go that would be most beneficial to you and your case. For example:
 - mentoring students in research is arguably both teaching and research, and should be addressed in either the research or the teaching category, but not both
 - professional development or service done in a committee may fit into service or teaching or research, but chose only one section
- Chairs are best resource/support when candidates have questions about their dossier, etc.
- Deans are your advocates; they use the executive summary when presenting your case; it is your starting point where everything comes from.
- **Professional Practicum** – this section is for any field that you do or need to be doing professionally that fuels your teaching, research, and service. For example, you have to be practicing nursing in order to teach nursing. So, this section explains how your practice is all connected to the other 3 areas in your dossier. It also helps explain why certain things were not done/didn't have time to do. If this is substantial in your career - better to make this a significant section – not just put throughout your dossier.
- Make the dossier flow and intuitive the way it goes from each subject, the easier you make it the better the review will go.
- Provide explanations, especially when you're bringing years (experience) over with you from another school.

- When coming in with years from previous institution: you can talk about your previous experience, provide the evidence, but connect it and tie it to what you are doing at Pace. Spend more of your dossier talking about what you have done at Pace, but don't need to leave out previous experience. Make sure to also separate into different files in your supporting documents, for example, have "Pre-Pace Publications" and "At Pace Publications" and so on.
- If you're publishing in more popular publications (not necessarily top publications), Pace looks at that seriously.
- Pace Committees understands some of the comments that can be made by students, if you taught a particularly difficult course, have your Chair write a letter on that and speak on that in your statement.
- Chairs and Deans want their candidates to be successful.
- When applying for Tenure: make a statement about the future: "Given this evidence that I've done in the last 5 years, the institution should invest in me because I'll continue to contribute..."
- Good to include visuals, table/charts/images in your statements.
- The initial work is done by the committees at the department and school levels. Once it's gone through those stages, the university level has such an abundance of information. The university level reviews those reports thoroughly.
- (TAP only) The chair first will review your draft in Spring. Then they write their recommendations in October. It's important to take their notes/comments/recommendations from the Spring seriously and to incorporate them into your dossier.
- Everybody's dossier is going to look different, it's difficult to use someone else as a metric. Don't be intimidated by the number of pubs or etc. others have.
- There's truly no set number of publications, grants, service. It's okay to have *your* number – own it and find a way to tell your story.
- Your Chair or (Associate Dean if you are the Chair) is very important for your review, if there's something that the upper-level committees should know, then tell that to the Chair.
- Throughout your years at Pace, collect evidence into a folder (scan items that you do not have digitally) – use your Annual Review as incremental steps.
- Annual review is less of a story that is told and more of just highlights of accomplishments.
- Document the committees you were part of, service done, professional development workshops attended, etc.
- Mid-tenure review is like a "dress rehearsal" for TAP.

- Teaching dossier: Share negative student comments and how you've addressed them. Show growth.
- Going for promotion when already tenured: Spend more of your dossier talking about what you have done since getting tenure. But include your work pre-tenure as well. Make sure to be as clear as possible about what in your portfolio was completed pre-tenure and what was post-tenure. Make sure to separate into different files in your supporting documents, for example, have "Pre-Tenure Publications" and "Post-tenure Publications" and so on.
- There are many ways to organize your research/scholarship portfolio. Think carefully about your organizational structure (thematic and chronological can both work well depending on your work).
- Look at examples of Pace dossiers in your field or of colleagues whose work excites you.
- Think about: What is the story you want to tell about yourself as a scholar?
- When you write about your work, remember the range of disciplines. One way to think about this is: imagine you are at a dinner party with an astrophysicist, an award-winning Broadway director, the winner of this year's best book in sociology, the foremost scholar in the history of American voting rights, and a runner up of the PEN/Faulkner award. Tell them about your project so that they all understand what you study, why it is important, and its impact.
- Make sure to share why your work is significant, its impact on the field/on society. You need to tell the reader how to read your dossier:
 1. What are the signs of success in your field?
 2. What are the conventions of your field?
 3. How has it been evaluated, judged, reviewed, etc.? If you publish in journals, use the journal ranking and acceptance rates. If you use a different index, be sure to explain the index. If you have work that is not in peer reviewed journals, be creative about how to demonstrate the impact of your work.
- Make sure to highlight research that involved students.
- If you have room, discuss the connections between your teaching, research, and service.
- Remember that all genres have conventions. Some conventions include bragging, providing evidence/examples of everything, writing for an audience of both those familiar with your field and those who know nothing about it.
- Focus on tone – content shouldn't have too much jargon that it goes over the head of the reviewer, but it also shouldn't sound condescending. Review tone with your Chair or Dean (or a mentor).
- Whatever evidence/documents you include in your supporting documents should be mentioned in your Statements, and vice versa.

- Think about including your Annual Reviews and Mid-tenure review (this doesn't fit into just one section, so this would be outside of the 3 main folders).
- The best sequence of portfolio development is to first reflect on one's underlying philosophy, then describe the strategies and methodologies that flow from that philosophy (why you do what you do in the classroom or research), and only then to select documents and materials which provide the hard evidence of one's activities and accomplishments.

SAMPLE OUTLINES

Note the page numbers in the parentheses are based on a 10-page statement.

Teaching Statement Outline

Describe Teaching Approach (2-3 pages)

Create a reflective statement describing personal teaching philosophy, strategies, objectives, and methodologies.

- What is your greatest strength as a teacher? Why?
- What methods do you use in teaching, and *why* do you teach as you do?
- Briefly describe your strategy and implementation – refer to examples given in the appendix (supporting documents).
- What new teaching strategies have you tried in the last year?
 - What did you learn from the strategies that succeeded? From the ones that did not?
- How do you motivate superstar students? How do you motivate those that aren't?
- How would you describe the feeling between you and your students?
- What are the most important things that new teachers in your discipline should know to be effective?
- How would you describe your attitude toward teaching? Has it changed in recent years? In what ways?

Describe/Highlight Teaching Accomplishments (1-2 pages)

Create a reflective statement describing teaching accomplishments.

- Develop a synopsis in bullet form that highlights your teaching accomplishments.
- What has been your most significant teaching accomplishment?
- What are you doing for Pace students?

- Are there course evaluations/comments from students that stand out greatly in a positive way? Discuss those.

Summarize teaching responsibilities (1 page)

- First develop an introduction to your teaching responsibilities.
- Summarize the student evaluations (the good and the bad).
 - Don't just provide the 200 pages of course evaluations.
- Include course titles, numbers, enrollments, and an indication about whether the course is required or elective, graduate or undergraduate. (This can be done in a table/chart.)

Teaching Activities (2-4 pages):

- Describe course projects, class assignments, or other activities you use to make your teaching philosophy operational.
- Discuss how you assess your students' progress.
- Describe and give examples of how you measure your students' accomplishments in your courses.
- Were you involved with your students? – provide a description and evidence.
- Did you use OER? ARE?
- Did you demonstrate commitment, engagement, forward thinking?
 - This is evidenced by student evaluations, developed courses, writing enhance courses, teaching different levels of courses (masters, doctorate?), demonstrate breadth and depth.
- Describe and list your efforts to develop your teaching, such as teaching workshops attended (for each workshop indicate who conducted it, the topic, and its impact upon your teaching); informal research conducted on your own teaching (describe the course(s) involved and how the research influenced your teaching.)
 - Include evidence of this (certificates, correspondence confirming attendance, etc.) in the appendix.
- Describe programs and presentations you have offered as well as writing you have published on teaching.
 - Include evidence of this (certificates, correspondence, etc.) in the appendix.
- Present invitations to teaching-related conferences.
- Briefly discuss statements from colleagues who have observed you in the classroom, and/or reviewed your classroom materials, syllabi, and assignments.
- Briefly discuss letters from colleagues or the department chair:

- Letters of you as a role model or exemplary teacher, e.g., commentary on teaching-related writing, documentation of requests for mentoring from colleagues.
- Present distinguished teaching awards or other recognition of teaching competence.
- In your appendix, show:
 - Student essays, creative work, fieldwork reports. Examples of student writing with your comments and rationale for evaluation.
 - Unsolicited or solicited emails from students or alumni describing your behavior as a teacher.
 - Course-related student publications and conference presentations.

Future Goals (1 page)

A personal statement describing future goals for the next five years.

- What are your future goals and path?

Scholarship/Research Statement Outline

Describe your Approach to Scholarship/Research (2-4 pages)

Create a statement describing personal scholarship/research philosophy, methods, and your study.

- Explain what assumptions you make about research and methods you use – list examples and provide them as evidence in the appendix.
- Describe your scholarship/research and what you study and why.
- Explain your scholarship/research agenda. How did you become interested in your area?
- Description of your scholarship/research development.
- Describe how you stay current in your discipline and how you bring new knowledge and experience, where appropriate, into your classes, scholarship, research, and service.
- What is your greatest strength in your field? Why?
- What methods do you use in your scholarship?
- Why are you doing what you're doing? Why is it interesting? Why is it important?
- Briefly describe your strategy and result – refer to examples given in the appendix (supporting documents).
- What new scholarship/research are you working on in the last year?
- Why is your scholarship/research important/relevant to your field?

Describe Scholarship/Research Accomplishments (2-4 pages)

Create a reflective statement describing scholarship/research accomplishments.

- Develop a synopsis in bullet form that highlights your scholarship/research accomplishments.
- What has been your most significant scholarship/research accomplishment?
- What is the impact value of the journals in which your work has been published? If you reference a publication that is very important in your field – make this clear, explain it briefly.
 - If you are a co-author on a manuscript, a statement is recommended from the first author as to your contribution in the body of work.
 - List your publications, presentations, and abstracts. If you already have tenure, separate your publications, presentations, and abstracts into two categories: before tenure and since or post-tenure.
 - Separate “published,” “submitted,” “in progress,” and “accepted”
 - In appendix: include acceptance letters, manuscripts, correspondence, etc.
 - In appendix: Include the impact factor of the journals to which you have submitted or have published your work.
 - Include citation checks; that is, how often has your work been cited by others.
- Highlight important grants/contracts applied and amount awarded and list all of the others (with dates, amount applied for, amount awarded, if any).
- Discuss/provide letters from colleagues who have reviewed your scholarship/research.
- What are the things that wouldn't have happened **if not for you?** What are your contributions?
- Are there comments from other scholars/researchers in the field about your work that stand out greatly in a positive way? Has your work been cited a lot in a certain context, why?
- Describe programs and presentations you have done (led) in relation to your work.
 - Include evidence of this (certificates, correspondence, etc.) in the appendix.
- Discuss invitations you received to work on research projects and/or requests for mentoring from colleagues.
- Did you demonstrate commitment, engagement, forward thinking?
 - This is evidenced by peer reviews, publications, work done - demonstrate breadth and depth.

Future Goals (1 page)

- A personal statement describing future goals for the next five years.
 - What are your future goals and path?
- If tenured, what were your goals after Tenure? Were they accomplished? Where are you moving if you receive the promotion?

Scholarship/Research Professional Development Activities (1 page):

- Describe and list your efforts to develop your scholarship/research, such as workshops, conferences, writing seminars attended (for each indicate who conducted it, the topic, and its impact upon your work).
 - Include evidence of this (certificates, correspondence confirming attendance, etc.) in the appendix.
- Describe any distinguished research and/or awards or other recognition of research competence you have received.
- Describe local, regional, national, and international presentations programs and presentations you have offered in connection to professional development in scholarship/research
 - Provide copies of invitations to research-related conferences.
 - Include evidence of this (certificates, correspondence, etc.) in the appendix.

Service Statement Outline

Create a reflective statement describing service accomplishments (2-9 pages)

- Develop an introduction that describes the importance and impact of your service contribution at the Departmental, College, University levels as well as community.
- What has been your most significant service accomplishment?
- What kind of leadership positions have you held? What did you do in this role?
- Develop a synopsis in bullet form that highlights your service accomplishments.
- Are there comments from other teachers/professionals in the field about your service that stand out greatly in a positive way? Have you been asked many times to contribute your time and skills for any particular project?
- Describe and explain any external service you have done (this includes all service outside of Pace – in the profession or community).
- It is not enough to just serve on a committee; you must explain the significance of your contribution.
- What commitments are you making to Pace?
- What are the things that wouldn't have happened **if not for you?** What are your contributions?
- Demonstrate that you served as an integral part on the committees you've been on.
 - What did you do on those committees?

- Statements from colleagues in which you served on committees and provided significant contribution.
- Describe your leadership responsibilities in projects, community, collaborations with students and other faculty, etc.
 - Were you involved with your students, community at Pace? Did you attend events and have relationships with colleagues?
- Describe programs and presentations you have done (led) in relation to service.
 - Include evidence of this (correspondence, etc.) in the appendix.
 - Include any Professional Development you have done.
- Describe/provide any letters and awards in support of service.

Future Goals (1 page)

- A personal statement describing future goals for the next five years.
 - If tenured, what were your service goals after Tenure? Were they accomplished? What are your plans for the future?
- Demonstrate commitment, engagement, forward thinking.