

Top Tips on Dossier Development

Below is top tips and feedback received from past applicants, Deans and CDFPT:

- 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," for now for the dossier it is all about you.
- Confidential letters of support can speak about the contributions you make in your field, especially if you have only 2-3 publications.
- 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: When you send your draft to your Chair, also send questions including, where to use specific evidence. Chairs are best resource/support when candidates have questions about their dossier, etc.
- Deans are your advocates. They use the executive summary.
- **Professional Practicum** – this section is not just for nursing. Any field that you should/need be doing professionally that fuels your teaching, research, and service. Like in Nursing, 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 is significant different section – not just put throughout your dossier.
- Providing guidelines for disciplines that Pace doesn't have guidelines for – if you give too many guidelines then the CDFPT will stick to those and say "oh you have to have 3 of this and this number of that..." – refrain from providing guidelines.
- The committee is broad and open minded, there will be members there that can speak your language.
- 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.
- If you're publishing in more popular publications (not necessarily top publications), Pace looks at that seriously – if you're putting your name out there.

- Committee 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 you 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 6 years, the institution should invest in me because I’ll continue to contribute...”
- Good to include visuals, table/charts/images in your statements.
- Don’t double dip. Don’t have something that’s in your teaching and then also put in your service. It can only be used once. You and your chair should strategize where each piece should go that would be most beneficial to you and your case.
- The hard, initial work is done by the reviewers 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.
- There’s a range of candidates, as well as in CDFPT. So there may be someone to speak on your behalf and promote your achievements. But still have someone outside of your discipline review your dossier first so if there are any issues, it can be solved before the review begins.
- The chair first will review your draft in Spring. Then they write their recommendations in October. It’s important to take their notes/comments/recommendation from the Spring seriously and to incorporate them into your dossier.
- Everybody 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 is very important for your review, if there’s something that the upper-level committees should know, then tell the Chair.
- Throughout your years at Pace, collect evidence into a folder – use your Annual Review as incremental steps.
- Mid-tenure review is like a “dress rehearsal” for TAP.
- Provide a Table of Contents for each section. Critical to telling your story and showcasing its features.
- Student course evaluation data: Present an aggregate in your teaching statement or in front of your teaching evaluations.

- Teaching dossier: Share negative student comments and how you've addressed them. Show growth.
- Annual review is less of a story that is told – those are just highlights of accomplishments. It also helps to document the committees you were part of, service done, professional development workshops attended, etc.
- Throughout your years at Pace, start collecting all the evidence into a folder so you won't have issues to be able to find it later.
- When coming in with years from previous institution: you can talk about your years from 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 since at Pace, but don't need to leave those years out.
- Show growth from courses taught at previous institution to now at Pace.
- The executive summary is very important, it's your starting point that everything comes from.

Teaching Statement Outline

To not exceed 10 pages (1.5 spacing, 11 PT font)

We've designed this information to help you get started on the narrative section of your teaching portfolio. 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).

Not everything you do will fit neatly into separate the separate sections of your dossier; blending of categories will sometimes happen. Do not “double-dip” – do not use the same information or accomplishment in more than one section of your dossier (if you need help or advice deciding where something should go, please consult with your Chair or Dean).

- 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.
- Similarly, research in education may have aspects that fit not only in research but also in teaching.
- Also, professional development or service done in a committee may fit into service or teaching or research.

Describe Teaching Approach (2 pages)

- Create a reflective statement describing personal teaching philosophy, strategies, objectives, and methodologies.
 - What is your greatest strength as a teacher? Why?
 - What is the one thing you would most like to change about your teaching? Have you taken any steps to bring about this change?
 - 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?
 - What do your syllabi say about your teaching style? Do your course syllabi coalesce around a specific theme reflected in your teaching?
 - 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 page)

- 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? Include 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 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.
- Do you have a variety of measures of your teaching effectiveness?
- Were you involved with your students? – provide a description and evidence.
- 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.

Future Goals (1 page)

- A personal statement describing future goals for the next five years.
 - What are your accomplishments at Pace?
 - What are your future goals and path?

Description of Provided Supporting Documents (2-3 pages) – *note that whatever evidence/documents you include in your teaching appendix should be mentioned in your Teaching Statement, and vice versa.*

- Select those items for inclusion which are most applicable to your teaching responsibilities and approach to teaching.
- The sequence of statements about accomplishments in each area is determined by their intended use. For example, if the faculty member intends to demonstrate teaching improvement, activities such as attending faculty development workshops and seminars would be stressed. Another example: If the faculty member intends to demonstrate curricular revision, previous and current syllabi as well as an explanation of why the curricular revisions were made would be stressed.
- Have you provided support documentarian for every claim made? Have you cross-referenced your narrative with the appendices?
- Include a brief description of the following supporting documents (and then include them as evidence):
 - Representative course syllabi.
 - Curriculum development in which you've been involved, including new course projects, materials, and class assignments.
 - Writing or presentations related to teaching and learning.
 - Statements from colleagues who have observed you in the classroom.

- Statements from colleagues who have reviewed your classroom materials, syllabi, and assignments.
 - Letters from colleagues or the department chair.
 - Evidence of others' opinion of you as a role model or exemplary teacher, e.g., invitations to teaching-related conferences, commentary on teaching-related writing, documentation of requests for mentoring from colleagues.
 - Distinguished teaching awards or other recognition of teaching competence.
 - Student test scores (preferably both pre and post).
 - Student essays, creative work, fieldwork reports. Examples of student writing with your comments and rationale for evaluation.
 - Statements by alumni describing your behavior as a teacher.
 - Course-related student publications and conference presentations.
 - Annual Reviews and Mid-tenure review.
- Just as information in the narrative part of the portfolio should be selective, so, too, the appendices should consist of judiciously chosen evidence that adequately supports the narrative section of the portfolio. Sometimes evidence is too large or bulky to include in the appendices. In that case, the professor may briefly discuss such materials in the narrative and make them available through a link to their Google Drive/Dropbox.
 - Many professors weave references to appendices within the narrative portion of their portfolio. Why? Because this approach strengthens coherence.
 - The appendices must be of manageable size if they are to be read. For most professors, this means 6 to 10 categories of appendix items. The best sequence of portfolio development is to first reflect on one's underlying teaching philosophy, then describe the teaching strategies and methodologies that flow from that philosophy (why you do what you do in the classroom), and only then to select documents and materials which provide the hard evidence of one's teaching activities and accomplishments.

Scholarship/Research Statement Outline

To not exceed 10 pages (1.5 spacing, 11 PT font)

We've designed this information to help you get started on the narrative section of your scholarship/research portfolio. 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).

Describe your Approach to Scholarship/Research (2-3 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/articles are you working on in the last year?
 - Why is your scholarship/research important to your field? Explain the importance/relevance of your work.

Describe Scholarship/Research Accomplishments (1-2 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.
- 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.
- 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 accomplishments at Pace?
 - What are your future goals and path?
- If tenured, what were your goals after Tenure? Were they accomplished? Where are you now 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 programs and presentations you have offered in connection to professional development in scholarship/research.
 - Include evidence of this (certificates, correspondence, etc.) in the appendix.

Description of Provided Supporting Documents (3-4 pages) – *note that whatever evidence/documents you include in your scholarship/research appendix should be mentioned in your Scholarship/Research Statement, and vice versa.*

- Include a brief description of the following supporting documents (and then include them as evidence):

- Describe important publications (pre- and post-tenure) and list all the others.
 - 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 “submitted,” “in progress,” and “accepted” (include acceptance letter) manuscripts from “published” manuscripts.
 - 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.
 - Number of publications should be enough that peers (external evaluators) will say that with your teaching load & discipline your publications and work is making a difference.
- If you requested peer reviews or letters, include the names and positions of the authors.
- Highlight important grants/contracts applied and amount awarded and list all of the others (with dates, amount applied for, amount awarded, if any).
- Local, regional, national, and international presentations.
- Number of times your work has been cited by others.
- 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.
- Statements from colleagues who have reviewed your scholarship/research.
- Evidence of others’ opinion of you as a role model or exemplary researcher, e.g., invitations to research-related conferences, invitations to work on research projects, documentation of requests for mentoring from colleagues.
- Distinguished research and/or awards or other recognition of research competence.
- Just as information in the narrative part of the portfolio should be selective, so, too, the appendices should consist of judiciously chosen evidence that adequately supports the narrative section of the portfolio. Sometimes evidence is too large or bulky to include in the appendices. In that case, the professor may briefly discuss such materials in the narrative and make them available through a link to their Google Drive/Dropbox.
- Many professors weave references to appendices within the narrative portion of their portfolio. Why? Because this approach strengthens coherence.
- The appendices must be of manageable size if they are to be read. For most professors, this means 6 to 10 categories of appendix items. The best sequence of portfolio development is to first reflect on one’s underlying scholarship/research philosophy, then describe the strategies and methodologies that flow from that philosophy (why you do what you do in your work/field),

and only then to select documents and materials which provide the hard evidence of one's activities and accomplishments.

Service Statement Outline

To not exceed 10 pages (1.5 spacing, 11 PT font)

We've designed this information to help you get started on the narrative section of your service portfolio. 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).

Not everything you do will fit neatly into separate the separate sections of your dossier; blending of categories will sometimes happen. Do not “double-dip” – do not use the same information or accomplishment in more than one section of your dossier (if you need help or advice deciding where something should go, please consult with your Chair or Dean).

- 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.
- Similarly, research in education may have aspects that fit not only in research but also in teaching.
- Also, professional development or service done in a committee may fit into service or teaching or research.

Describe/Highlight Service Accomplishments (2-4 pages)

- Create a reflective statement describing service accomplishments.
 - 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 projects?
 - Explain your service contributions at the departmental, college, and university, and professional levels. 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? Evidence? Do they fit to your Department, school and university as a whole?
 - 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? Were you an integral part?
 - Note: For promotion after tenure, service has more weight and requires more evidence.
- Describe your leadership responsibilities in committees, projects, in the community, in collaborations with students and other faculty, etc.
- Describe programs and presentations you have done (led) in relation to service.
 - Include evidence of this (correspondence, etc.) in the appendix.

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?
 - Where are your plans for the future?
- Demonstrate commitment, engagement, forward thinking.
- If tenured, how did your attitude towards service change after receiving tenure? What have you done since then?

Description of Provided Supporting Documents (3-4 pages) – *note that whatever evidence/documents you include in your service appendix should be mentioned in your Service Statement, and vice versa.*

- Include a brief description of the following supporting documents (and then include them as evidence):
 - Description and explanation of the internal service you have done (this includes all service at Pace – department, school, and university levels).
 - Description and explanation of the external service you have done (this includes all service outside of Pace – in the profession or community).
 - Statements from colleagues in which you served on committees and provided significant contribution.
 - Professional Development.
 - Letters and awards in support of service.
 - Were you involved with your students, community at Pace? Did you attend events and have relationships with colleagues? – provide a description and evidence.

- If you requested or received non-confidential letters of support regarding your contribution to service, include the name and position of the author and include in your supporting documents.
- Just as information in the narrative part of the portfolio should be selective, so, too, the appendices should consist of judiciously chosen evidence that adequately supports the narrative section of the portfolio. Sometimes evidence is too large or bulky to include in the appendices. In that case, the professor may briefly discuss such materials in the narrative and make them available through a link to their Google Drive/Dropbox.
- Many professors weave references to appendices within the narrative portion of their portfolio. Why? Because this approach strengthens coherence.
- The appendices must be of manageable size if they are to be read. For most professors, this means 6 to 10 categories of appendix items.