

Regional Higher Education

Group II Promotion Dossier Format

September 2014

The Promotion Dossier presents, in summary, your activities and achievements as a developing professional in higher education. The following format is intended to provide you with structure and guidance for the development of your Promotion Dossier.

General Formatting and Style

- Write in the first person
- Use 12-point, Times New Roman font
- Organize all supporting materials in the provided three-ring, loose-leaf binder, separating sections with tabbed pages. Do not use sheet/page protectors for any documents included in your binder.
- Arrange any ancillary supporting materials in clearly labeled, second loose-leaf binder, including copies of publications.

All materials should be arranged in the following format. Do not renumber or exclude listed categories. If a category is not applicable, indicate N/A. Additional information, not contributing to a defined category, should be included in the **Appendix**.

Section I: Introductory Documents

The Introductory Documents should all be hole-punched and placed, in order, in front of the first divider.

1. Review Form for Promotion: use the most recent version of the Review Form, found on the Provost's site:
<http://www.ohio.edu/provost/apaa/instructor.cfm>
2. Regional campus dean: letter regarding merit of the promotion proposal
3. Chair of the Group II Promotion committee letter
4. Division Coordinator letter
5. Athens Department chair advisory letter (if applicable)
6. The annual evaluation letters from your campus, beginning with the most recent, including any promotion progress letters
7. A copy of your letter of Group II appointment and your last contract

Section II: Promotion Summary Documents

The Promotion Summary Documents should be arranged in the following order, separated by tabbed pages, within your binder. Documents that do not adhere to the following categories should be included in the **Appendix**.

1. Table of Contents**2. Academic Preparation**

First list each academic degree earned, beginning with the most recent. Include, in this order, dates of study, degree awarded, institution, and location of the institution. Then include post-doctoral awards, residencies, and other post-graduate study, whether leading to a degree or not, beginning with the most recent.

3. Professional Experience

Beginning with the most recent, list your teaching and other professional experience, including starting and ending dates, position title, institution, and location. Indicate changes in rank.

4. Instruction and Advising**a. Teaching Load**

Using the “Courses Taught” format provided, create a table that lists the enrollments of courses you have taught, beginning with the most recent, term-by-term, for the past three-to-five years. Provide course numbers, titles, enrollments, and the roles of any collaborators (teaching assistants, team teachers, readers, etc.). Indicate whether each course was taught on-load or as overload, or as an independent study. In a separate paragraph note any changes in your teaching responsibilities since your initial appointment.

b. Teaching Effectiveness

Documents provided in Teaching Effectiveness should provide evidence of course organization, presentation, and requirements; student evaluation information; teaching awards and recognition; selection for teaching in special programs; and participation as a student in teaching enhancement programs.

Student Course Evaluations

Using the “Course Evaluations” table format provided, list the courses you have taught, beginning with the most recent, term-by-term, for the past three-to-five years; your overall student rating for each course; and the average student rating for your campus for each term. In an introductory paragraph, provide your readers with any guidance you deem necessary for understanding the numerical evaluations.

Following the table, provide a summary of not more than three pages of actual written student comments from a representative sample of courses. You may also include a maximum of three, unsolicited student letters in this section.

For any courses taught by a team of faculty, describe your level of involvement. If the information is available, following the summary you should provide a comparison with average student evaluations for all instructors of similar courses in the department.

Teaching Awards and Recognition

Beginning with the most recent, provide a list of awards and other recognitions of your teaching.

Selection for Teaching a Specialized Program

Provide a brief description of the special program and describe your involvement: selection process, teaching expectations, program outcomes, etc.

Participation in Teaching Enhancement Program

Beginning with the most recent example, list any formal workshops, seminars, short courses, and conferences that you have attended that have focused on teaching. In two to three sentences, provide a description of the program, including where and when it occurred, whether or not the program was selective, the defined learning objectives for the program, and how the learned information has informed your teaching.

Other Evidence of Teaching Effectiveness

Any additional documentation that clearly supports your teaching effectiveness can be included here. An example of such documentation would be supporting letters from faculty peers: maximum of five.

c. Interdisciplinary Teaching

Beginning with the most recent experience, provide a narrative that details any responsibilities to teach outside of your discipline or to teach with others who are outside your discipline, and provide an assessment of your effectiveness.

d. Advising and Supervision

Beginning with the most recent year, indicate the number of undergraduate and/or graduate students you have advised. Also beginning with the most recent year, indicate any thesis and/or dissertation committees you have served on; detail any

significant experiences supervising laboratory and field work or externships, directing independent study, or participating in Education Abroad programs, co-op programs, or other university sponsored educational programs. Detail any noteworthy experiences offering students personal counseling or assisting in academic Student Affairs activities.

5. Professional Associations

Indicate any memberships in professional associations, memberships on commissions and committees, offices held, or other professional activities. Describe any assessments of these activities.

6. Committees and Service

Committees

Beginning with the most recent year, describe contributions to university governance through chairing or serving on department, campus, college, RHE, or Ohio University standing committees, task forces, work groups, and ad hoc committees.

Service

Beginning with the most recent year, list service to the campus or University, to include involvement in public fora, student activities, and contributions to community or civic organizations during which you represented Ohio University or your contributions resulted from your professional expertise.

7. Interdisciplinary Contributions

Beginning with the most recent experience, provide a narrative that details any contributions you have made outside of your discipline: examples might include interdisciplinary scholarship activities, grant applications / projects, or program / course development. Provide an assessment of the outcomes of the work and your effectiveness.

8. Other Factors

Documentation provided in Other Factors should support and enhance the information provided in the Promotion Summary section. Examples might include publications or other scholarly activity related to teaching, or evidence of innovation in teaching.

Publications or Scholarly Activity Related to Teaching

Describe any publications or other scholarly activity that you have engaged in that directly relates to teaching: books, journal articles, workshops, editorships, etc. Copies of the publication or similar documentation should be included in the **Appendix**. Note: scholarship or other creative activity specific to your discipline and not directly related to teaching should be included in the **Appendix**.

Innovation in Teaching

Describe any particularly innovative approaches you have developed for any of the courses you teach. Include approaches such as the use of active learning techniques, service learning, learning communities, problem-based learning, and / or original uses of technology.

Section III: Curriculum Vitae and Promotion Guidelines

1. Current, comprehensive curriculum vitae
 2. Campus promotion guidelines
 3. Regional Higher Education promotion guidelines
-

Binder #2: Appendix

All additional documents should appear in a second binder and labeled **Group II, Promotion Appendix**. You will be responsible for securing your own binder for the **Appendix**. Any documents in this binder should be included in the following order, separated by tabbed pages:

1. Table of Contents
2. A personal summary of your case for promotion: maximum of three pages
3. Philosophy of Teaching
A one to three page statement outlining your philosophy of teaching that describes your goals for instruction and your approach to the teaching-learning process. Indicate how your teaching fits into the missions of your division, campus, and Regional Higher Education and the direction(s) you envision for continued development.
4. Course Evaluation Computer Summaries
5. Additional Peer Evaluations
6. Additional Materials from Colleagues
7. Additional Letters from Students
8. External Letters
Copy of solicited or unsolicited letters of evaluation provided by any scholars in your field who are familiar with your work. If solicited, provide a copy of the letter of solicitation. External letters must include contact information or a contact list must be included.

- 9.** Course Materials
- 10.** Scholarship and Creative Activity Materials
- 11.** Teaching Portfolio Excerpt
If you have been keeping a teaching portfolio, you may include selections from it totaling not more than 30 pages, in order to help document teaching effectiveness, or you may provide a judicious selection (one or two examples of each, not more than 30 total pages) of original course materials such as syllabi, handouts, examinations, laboratory exercises, and/or corrected student papers.
- 12.** Other [Provide Title]