



**PennState**

UNIVERSITY COLLEGE  
ADMINISTRATIVE GUIDELINES FOR FULL TIME TEACHING  
PROMOTION (NON TENURE)  
DOSSIER CONTENT

*2017 – 2018*

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## I. THE DOSSIER

### A. Forms for the Dossier

1. The University College administration shall be responsible for developing and maintaining forms to be used in preparing each candidate's dossier.
2. These forms shall be distributed to the various academic units at the beginning of each review cycle upon request of the unit.

### B. Responsibility for Preparation of the Dossier

1. For University College faculty members, the campus academic leadership of the candidate's campus has the responsibility for preparing the dossier.
2. It is ultimately the responsibility of the campus academic leadership to ensure that each dossier follows the proper format and is accurate and complete.
3. Insofar as a faculty member under review may need to supply materials for the dossier, there is a sense in which there is some shared responsibility between the faculty member and the administrator for the timely preparation of the dossier. (See III.E.1.)

### C. Content and Organization of Information in the Dossier

1. A standard format for presenting and organizing the information in the dossier shall be used by University College. The University College will utilize the report within the Digital Measures Activity Insight Database.
2. The dossier shall contain the following sections, organized according to the sequence provided below:
  - a. Biographical data for promotion review form;
  - b. Non Tenure-track Promotion Guidelines document
  - c. Narrative Statement: This statement indicates the candidate's sense of their performance regarding classroom instruction; teaching; service to the University, society, and the profession; and the scholarship within their discipline and creative accomplishments being taught as these are described in the Non Tenure-track Promotion Guidelines document.

The purpose of this statement is not so much to call attention to achievements that are listed elsewhere in the dossier as it is to give the candidate the opportunity to place their work and activities in the context of their overall goals and agenda. The statement should be no longer than three single-spaced pages in 10 point, Times New Roman font.
  - d. Candidate signature statement

- e. Documentation of the following areas as they are described and designated in the Non Tenure-track Promotion Guidelines document:
  - i. Classroom Instruction (paginate A-1, A-2, etc.);
  - ii. Teaching (paginate B-1, B-2, etc.);
  - iii. Service to the University, society, and the profession (paginate C-1, C-2, etc.);
  - iv. The Scholarship within Discipline and Creative Accomplishments being taught (paginate D-1, D-2, etc.);
  - v. Statements of evaluation and/or support of the candidate by campus review committees, administrators, and/or colleagues (paginate E-1, E-2, etc.);
3. Items **a.** through **e.iv.** in the preceding list are factual and informational sections of the dossier; item **e.v.**, may contain elements while the review is in process. This confidential material shall not be accessible for review or inspection by the candidate until after the review is completed through the HR-60 policy.
4. Detailed descriptions of appropriate contents for dossier sections are found in the Full time teaching Promotion Guidelines (See Appendix F).
5. Supplemental support materials (e.g., books, reprints, syllabi and teaching portfolios) must be collected along with the dossier at the campus review level and it is expected that they would be reviewed by campus and University College peer review committees. These supplemental materials shall not be forwarded with the dossier unless requested by those responsible for the next level of review.
6. Outreach activities, when applicable, should be properly documented and considered in the promotion process: under service when they are mostly service, under teaching when they involve teaching, and under the scholarship within discipline and creative accomplishments being taught when they result in publication or activity that can be valued in those terms.
7. Publications, when applicable, whether journal articles, book chapters, conference proceedings, or any of the other categories of publications should be included with appropriate professional criteria and with guidance sought from the respective University College Discipline Coordinator.
8. If a committee desires to make use of an internal letter where the knowledge or expertise of a faculty member not on the promotion committee is solicited, the letter should be signed and included in its entirety in the section of the dossier that it addresses (i.e., classroom instruction, teaching, service, or efforts to remain current in the discipline(s) being). If more than one area is addressed, a decision will have to be made concerning in which section it should be placed.
9. Dossiers should not contain the following items unless unusual circumstances prevail and the materials are necessary for making recommendations. (This judgment shall be made by the campus academic leadership.)

- a. Evaluative statements written by the candidate;
  - b. A vita which restates information presented elsewhere in the dossier;
  - c. Samples of the candidate's publications;
  - d. Letters of appreciation or thanks;
10. All levels of review shall have the **SAME** factual record available for review.

D. Dissemination of Information about Dossier Preparation

1. Campus Administrative Leaders shall ensure that faculty members in their respective units are informed about the manner in which dossiers are prepared and the appropriate content of dossiers.
2. University College and individual University College campuses are obligated to provide candidates for promotion the information they need to meet the promotion requirements of their units and to prepare for the necessary reviews in the promotion process. Workshops, promotion style sheets (prepared by University College), and sample or "mock" dossiers should be made available to all candidates. Clear procedural guidelines should be presented in writing to the candidate by the department and/or college. University College should hold an annual group meeting with candidates for promotion to discuss the process and expectations.
3. The Dean of University College shall be responsible for ensuring workshops for faculty members, review committees, and academic administrators regarding dossier preparation and review procedures are conducted periodically.

E. Role of the Faculty Member in Preparation of the Dossier

1. Faculty members shall add and update their information in Digital Measures Activity Insight for inclusion in their dossiers.
2. Each faculty member shall be provided an opportunity to review, for accuracy and completeness, the factual records and informational material contained in the dossier prior to the start of the review process.
3. For promotion actions, recommendations and letters related to earlier promotion reviews shall **not** be included in the dossier.
4. Faculty members shall not review letters, recommendations and other communications deemed confidential.

APPENDIX A

SAMPLE CANDIDATE SIGNATURE STATEMENT

I have reviewed the contents of my dossier.

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

## APPENDIX B

### DOSSIER DIVIDERS AND FORMS

The promotion forms are generated in the Non Tenure Track Promotion Dossier report produced by Digital Measures Activity Insight.

- ***Biographical Data form for Promotion Review (07-01-17)***
- ***Signature Statement***
- ***The Scholarship of Teaching and Learning (07-01-17)***
- ***The Scholarship of Research and Creative Accomplishments (07-01-17)***
- ***Service and the Scholarship of Service to the University, Society, and the Profession (07-01-17)***
- ***Statements of Evaluation of the Candidate by Review Committees and Administrators (07-01-17)***



## PROMOTION AND TENURE BIOGRAPHICAL DATA FOR PROMOTION/TENURE REVIEW

### I.

<b>Last Name</b>	<b>First Name and Initial</b>	<b>Exact Rank and Title of Position</b>
<b>College</b>	<b>Department</b>	<b>Location of Residence</b>

### II.

#### ACADEMIC TRAINING

	Name and City/State of Institution	Major Subjects	Minor Subjects	Degrees - Dates
Under-graduate				
Under-graduate				
Graduate School				
Other				
Professional Status - Law, CPA, Other Degrees or Licenses Held			Honorary Degree(s) - Institution	

### III.

#### OCCUPATIONAL RECORD

Previous Employers With City/State Including U.S. Military (Most Recent First)	Work Performed: If Teacher, List Subjects Taught	Rank or Title	Dates (From - To)





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## THE SCHOLARSHIP OF TEACHING AND LEARNING

This section contains the following in reverse chronological order with the most recent date listed first:

- List of credit courses taught at Penn State for each semester with enrollments in each course
- List of non-credit courses and workshops taught in support of outreach-based instruction
- Concise compilation of results of student evaluation from multiple sources, documented evaluation of candidate's programs, activities, and skills in relating to clientele
- List of advising responsibilities
- Other evidence of resident and/or outreach-based teaching and advising effectiveness (e.g., performance of students in subsequent courses; tangible results and benefits derived by clientele; recipient of teaching awards)
- Supervision of, and membership on, graduate and undergraduate dissertations, theses, projects, monographs, performances, productions, and exhibitions required for degrees; types of degrees and years granted
- Faculty input concerning the evaluation of teaching effectiveness, including any statements from colleagues who have visited the candidate's classroom and evaluated his or her teaching, or who are in good position to evaluate outreach-based instruction or advising
  - Peer review shall consider a range of teaching activities including, but not limited to, the development of materials such as case studies and class assignments, course or teaching portfolios, advising, research collaboration, and graduate student mentoring. Internal letters about teaching effectiveness should be included in this section
- Any statements from administrators which attest to the candidate's teaching and advising effectiveness
- If student comments from such sources as student evaluations, formal interviews, or exit surveys are reviewed, the findings should be presented by a summary statement that conveys the students' sense of strengths and weaknesses
- Selected syllabi from courses taught in the past five years (at least two and no more than three)



THE SCHOLARSHIP OF DISCIPLINE  
AND CREATIVE  
ACCOMPLISHMENTS

This section contains the following, listed in standard bibliographic form with the most recent date first.  
(Do not include material contained in other sections of the dossier.)

- Research and/or scholarly publications

Citations should include beginning and ending page numbers or total number of pages, where appropriate; for multiple-authored works, the contribution of the candidate should be clearly indicated (e.g., co-author, supervised person who authored the work, etc. and percent of contribution). Electronic journals should be listed in appropriate categories with documentation as outlined in the Administrative Guidelines, III.C.7.

Publications should be listed as follows:

1. Articles published in refereed journals (include only articles in refereed journals in this section)
2. Books
3. Parts of books
4. Book reviews
5. Refereed conference proceedings
6. Articles published in nonrefereed journals
7. Articles in in-house publications
8. Research reports to sponsor
9. Manuscripts accepted for publication (substantiated by letter of acceptance) - Indicate if peer reviewed and number of pages of manuscript
10. Manuscripts submitted for publication, with an indication of where submitted and when - Indicate if peer reviewed and number of pages of manuscript
11. Cooperative extension bulletins and circulars

- Creative accomplishments

Exhibition, installation, production, or publication of original works of architecture, dance, design, electronic media, film, journalism, landscape architecture, literature, music, theatre, and visual art

Performance of original dance, literary, musical, visual arts, or theatrical works or works from traditional and contemporary repertoires of the performing arts

- Papers, presentations, seminars and workshops

Papers presented at technical and professional meetings (meeting and paper titles); indication about whether the candidate was the presenter

Record of participation in, and description of, seminars and workshops (short description of activity, with titles, dates, sponsor, etc.); indication of role in seminar or workshop, e.g., student, invited participant, etc.

- Description of outreach or other activities in which there was significant use of candidate's expertise (consulting, journal editor, reviewer for refereed journals or presses, peer reviewer of grants, speaking engagements, services to government agencies, professional and industrial associations, educational institutions, etc.)

- • Professional development activities related to your job responsibilities

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THE SCHOLARSHIP OF DISCIPLINE  
AND CREATIVE ACCOMPLISHMENTS  
(continued)

- Projects, grants, commissions, and contracts (date, title, where submitted, amount):
  1. Awarded (Fully processed financial award)
  2. Pending (Submitted proposal that is awaiting funding status from sponsor)
- Other evidence of research or creative accomplishments as appropriate (patents, new product development, new art forms, citation index analysis, etc.) ***including impact in society of research scholarship and creative accomplishments***
- Record of pursuit of advanced degrees and/or further academic studies
- Record of membership in professional and learned societies
- Description of new courses and/or programs developed, including service learning and outreach courses
- Description of new computer software programs developed
- Description of new methods of teaching established courses and/or programs
- List of honors or awards for scholarship or professional activity
- List of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering the grants and contracts
- Applications of research scholarship in the field including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, educational institutions, etc.
- Technology transferred or adapted in the field
- Technical assistance provided
- If there are unit-specific objective criteria used for assessing the scholarly substance and quality of the candidate's achievement in research and creative accomplishment, list the candidate's performance as measured by these criteria.

***(07-01-16)***



## SERVICE AND THE SCHOLARSHIP OF SERVICE TO THE UNIVERSITY, SOCIETY, AND THE PROFESSION

This section contains the following in reverse chronological order with the most recent date listed first:

### Service to the University

1. Record of administrative assignments at the department, division, school, campus, college and University levels
2. Record of committee work at the department, division, school, campus, college, and University levels
3. Participation in campus and/or University-wide governance bodies and related activities
4. Record of administrative support work (college representative, faculty mentoring, assessment activities, etc.)
5. Record of contributions to the University’s programs to enhance equal opportunity and cultural diversity
6. Assistance to student organizations
7. Participation in recruitment and retention activities
8. Participation in development/fundraising activities
9. Other

- Service to society (limit the list to those activities that use the candidate’s professional expertise including consulting and/or advising)

1. Participation in community affairs
2. Service to governmental agencies at the international, federal, state, or local levels
3. Service to business and industry
4. Service to public and private organizations
5. Service to citizen/client groups
6. Testifying as an expert witness
7. Consulting and/or advising to any non-disciplinary group
8. Other

- Service to the disciplines and to the profession

1. Organizing conferences, service on conference committees
2. Active participation in professional and learned societies (e.g., offices held, committee work, and other responsibilities)
3. Editorial responsibilities
4. Grant evaluations
5. Other
3. (07-

01-16)



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STATEMENTS OF EVALUATION OF THE  
CANDIDATE BY REVIEW COMMITTEES AND  
ADMINISTRATORS

This section contains:

\* Evaluative statements assessing the candidate's strengths and weaknesses with respect to University and local criteria shall be provided at campus, department, college, and University levels. Each of these evaluative statements is inserted in the candidate's dossier at each step in the review process in the following order:

1. Campus review committee
2. Campus chancellor
3. Secondary campus chancellor (if appropriate)
4. College review committee

The author(s) of the comments and recommendations at each of the above levels of review shall indicate the relative emphasis given to each of the College and local criteria/expectations in the evaluation of each candidate for promotion and tenure. When a candidate has not received a unanimous committee vote, the evaluation shall include a discussion of the reasons for the divergent opinions.

All committee reports should list the entire membership, be signed and dated by at least the Chair. The numerical vote of each committee should be reported.

## APPENDIX C

### PERTINENT UNIVERSITY POLICIES AND GUIDELINES

Human Resources policies and guidelines are located at <http://guru.psu.edu/policies>.

#### Pertinent Human Resources Policies

- HR- 7 University Appointments without Remuneration
- HR-11 Affirmative Action in Employment at The Pennsylvania State University
- HR-16 Leave of Absence without Salary (Other Than for Active Military Service or Training)
- AC-21 Definition of Academic Ranks
- AC-40 Evaluation of Faculty Performance
- HR-60 Access to Personnel Files
- AC-61 Faculty Contracts
- AC-76 Faculty Rights and Responsibilities

#### Pertinent Human Resources Guidelines

- HRG-11 Family and Medical Leave
- HRG-18 Paid Parental Leave for Faculty

Note: The Administrative Guidelines are located at <http://www.psu.edu/vpaa>. All of the policies and guidelines listed above are linked at this site.