Utah State University
College of Science

Supplemental Guidance for
Faculty E-Dossier (Packet) Preparation for
Promotion from Lecturer to Senior Lecturer

Packet Preparation – General Comments

- The Faculty Code dictates that performance in the major area of emphasis must be judged to be "excellent" and your performance in the remaining area(s) of emphasis must be judged to be "effective".
- The goal is to not only document excellence/effectiveness, but also to show your professional trajectory over time. Incorporate your responses to evaluations in appropriate sections of packet.
- Openly address any gaps, inconsistencies, or shortcomings, providing underlying perspectives as appropriate.
- Brevity and efficiency are appreciated by the reviewers. We encourage you to think about your packet (or the individual teaching and service sections) as being analogous to a well-written scientific paper, where data are condensed in charts, tables, and graphs along with clear explanations.

Self-Assessment Letter (*maximum 6-8 pages*)

This should be a very well thought out document that clearly articulates your trajectory toward achieving excellence and effectiveness in the respective areas of your role statement. It is the executive summary of the outcomes that are further detailed in the packet. Be positive and promote your achievements. If you receive any sort of award or recognition related to one of your roles, make sure to highlight this. Openly address any weaknesses, but do not excessively focus on them. Tables and graphs should be incorporated to summarize data and demonstrate impact.

Define your approach to teaching
- Could be a condensed version of your teaching philosophy.
- Discuss your approach to achieving excellence in teaching.
- Provide a high-level summary of the outcomes of your efforts.
- Describe how you have addressed any deficiencies in your teaching.

Define your approach to service and outcomes
- This section can be brief and summarize key activities. Include service to the department, college/university, profession, and community as appropriate.

Teaching Documentation

Teaching Philosophy (1-2 pages)

Topics to include:

- Your expectations of students; what you want them to learn and for what purpose, stating how your expectations shape your practice.
- How you think students learn in your discipline; how you facilitate learning, techniques and methods you use to maximize the probability of learning.
- How you motivate and establish rapport with students.
- Your theory of assessment; how your philosophy informs your assessment strategies.
- How your philosophy informs the kind and timing of the feedback you give students.

Teacher/Course Evaluations

- Provide a table or graphical summary of student evaluation data; summarize, explain, and provide context for this data (e.g., provide an explanation for low or anomalous scores on student/course evaluations).
- Be sure to include all teaching assignments by semester and year, including current year.
- Check to see that required information is complete (dates, courses, scores, # of respondents).
- Selectively include student-written comments or solicited letters from students.
- Include a self-evaluation of teaching:
  - Carefully document changes made over time in response to student/peer evaluations.

Peer Evaluation

- The department head should visit at least one course each year and other faculty should visit annually. It is desirable for peer reviews to be regularly completed by committee members and included in annual updates to the dossier.
- Peer evaluators should include constructive comments. Observations and recommendations should be in memo format, copied to the instructor.

Supporting Materials

- Include only one syllabus for the most recent iteration of each course. If substantial changes have been made to a course, multiple syllabi may be provided to describe the changes.
- Full IDEA PDF files for all courses taught should be included in a supporting materials section (e.g., appendix).
- Describe how technology is used in the classroom.
- Comment on any innovative teaching strategies or techniques that you use.
- List pedagogical achievements:

- - - o Identify the outcomes and activities for which you are primarily responsible.
    - o Provide evidence for the quality and impact of these outcomes and activities.
  - List teaching awards or other recognition.
  - Provide evidence of student learning (e.g., pre/post scores before and after a course).
  - Give evidence that you are continually working to refine your teaching skills and to understand student learning. Document workshops that you've attended, books you've read, and data you have collected from your classes.
  - List presentations at professional meetings (include abstract citation or dates, organization, indicate whether invited or contributed, and location of meeting).
  - List scholarly publications related to pedagogy with full authorship list, publication year, title, page range.

Mentoring
  - Describe your approach to mentoring students (indicate degree level if still in the program and degrees completed under your advisement).
  - Note any unique accomplishments of these students (placement on graduation, awards received, etc.).

Service Documentation
  - Clearly list all committee service (both external and internal to USU) with start/end dates.
  - When listing service on thesis/dissertation committees, indicate student's name, college, department, degree, and dates.
  - Professional service includes reviewing manuscripts and grant proposals, chairing sessions at professional meetings, chairing symposia, etc.

Other Comments
  - All acronyms should be defined when first used.

External Reviewers
The faculty code states "The external review process is not required for those seeking promotion in the lecturer ranks."