Faculty Dossier for Promotion and/or Reappointment: Guidelines for Faculty

> The faculty member will prepare a dossier delivered as a formatted PDF that it is easy to navigate.
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> Letters of support from students and/or Florida Poly faculty are strongly discouraged.
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> Faculty members are encouraged to use appropriate judgement and creativity within the framework provided to demonstrate their achievements.
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> Instructions/helpful commentary is in red, do not include the red in the dossier that is submitted.

The **title page** will contain:
a) Faculty member name
b) Initial hire date
c) Current department
d) The statement: *I represent that the contents of this dossier are accurately presented to the best of my knowledge.*
e) Faculty member signature
f) Date

The **second page** will be a table of contents page.

The rest of the dossier shall include:

1. **Professional statement: maximum 4 pages in length, 12 point font, one inch margins. Note that the statement should provide an overview of a faculty member and their contributions to the university to evaluators.**

   The statement is intended to allow faculty to frame themselves as contributing members of the university community and how they have and will in the future contribute to the university.

2. **Full Curriculum Vitae**

   This is a "standard" full vita that includes all activity that a faculty should convey regarding their professional contributions. Typical full vitae include: education, appointments and experience, awards and honors as appropriate, listing of professional service, contract activity, courses delivered, students mentored, and a full publication list that follows standards in the faculty member's field, but that does break publications into appropriate sections (journal publications, conference presentations, books, etc.). There is not a required standard for this document, but it needs to reasonably inclusive but also terse.

3. **Teaching portfolio: required sections (some sections may be blank).**
   a) **Teaching Statement**

      The candidate will provide a summary of their teaching accomplishments and how their teaching contributes to the University mission. In this section, please provide a brief explanation of your field and any information you feel will be helpful for the reviewers to understand. Maximum two pages in length.

   b) **Instructional Dashboard:** Items provided by Institutional Research:
      a. Table of courses delivered while at Florida Poly arranged chronologically that includes number of students in the class, credit hours for the class, Number withdrawn, number of F's, D's, and A's.
      b. Results of Student Assessment of Instruction (SAI) arranged as a chronological table that includes the average SAI score for each question and overall.

c. An "appendix" of all student comments from the SAIs arranged chronologically. This will be included as part of the dossier as an appendix.

d. Results from Institutional Research will only be provided for up to six full years of effort.

e. The candidate will add a statement that he or she has reviewed the data provided by Institutional Research for accuracy and that to the best of their knowledge the data is accurate.

c) **Teaching Practice**

Narrative that provides information and context to evaluators regarding teaching. As appropriate to one's teaching assignment, this narrative should focus on teaching in a traditional classroom; in a laboratory; project-based learning; (again as appropriate). Evidence, other than short excerpts to illustrate a specific point, should be cited and provided in an appendix, and may include, but not be limited to the following: syllabi; assignments; course outcome assessments; end of semester continuous improvement memos; and, if clearly presentable, examples of Canvas pages (again, likely included as an appendix).

In preparing this section, faculty at the time of reappointment must show evidence that their **teaching portfolio** is growing and that they are effective in the classroom. Included in the narrative would be the value of the course to the department and the university. Lack of sufficient material in a portfolio makes reappointment difficult, as the evaluator does not have the resources to perform an evidenced-based critique of the faculty member's performance in teaching. Similarly, a disorganized set of material will lead an evaluator to believe that the faculty member is poor at teaching based on poor organization within the dossier.

The intent of this section is for a faculty member to show their work in terms of syllabus used and other elements that help an evaluator determine the quality of instruction provided to students. Faculty will need to exercise careful judgement on providing enough material to satisfy an evaluator that they are teaching appropriately but not an overburden of information that is unorganized and difficult to read. If there is a significant amount of information, the faculty member should organize it with a table of contents or equivalent for this section to help evaluators find information that they will find relevant.

d) **Teaching Development: Classroom development, effective development/application of new instructional methods We encourage continuous improvement and the coordinated adoption of best practices in teaching delivery.**

If significantly new instruction techniques e.g. flipped classrooms, 'active' learning vs. lecture, Project Based Learning, Process Oriented Guided Inquiry Learning, etc.) are implemented, the portfolio should indicate that the activity was coordinated with the chair and department. This helps with 'cross-talk between students in different sections' and allow the chair/director to assign appropriate credit for innovative teaching techniques, even if the student evaluations may be lower (Literature supports this). Note, if an instructor chooses to implement a new teaching technique, the materials should indicate that course materials /topics to be delivered in the course are not compromised.

Here, the faculty member should provide a description along with how the activity was coordinated with the chair. Results of the effort should be included as well as assessment if available and applicable.

e) **Course and Content Development: New course development – advanced courses by subject where instructor contributes a significant amount of material in addition to a 'textbook'.**

Provide evidence of new course development in the faculty member's teaching Portfolio with course syllabi and Canvas course materials. Creating new significant volume of quality new courses materials with appropriate assessment methods should be documented with the materials created.

f) **Other Instructional Activities – Course coordinator for (this can include labs in addition to traditional courses) delivery of courses across multiple sections, evidence presented should be course materials used, results achieved.**

The evidence should support the lead role held by the faculty member in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics) with others, conducting weekly/bi-weekly course coordination meetings, providing supplies, and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part a' of this item.)

Here the faculty member should identify areas where the above section has not captured their teaching effort and provide material as appropriate.

4. **Research and/or scholarship portfolio:**

a. **Research Statement**

In this individual section, please provide a brief explanation of your field and any information you feel will be helpful for the reviewers to understand. The research statement explains the research portfolio for the faculty member and where they are focusing their activity. The research statement typically provides a summary of a faculty member's research and how it contributes to the broader field. If possible, it should include examples of results and impacts, and as appropriate, it should indicate significant peer collaborators and students that are included in your research. The statement should also include a research plan that indicates expected scholarly work in the future, how this ties to existing work that you have done, and specific goals for the coming review cycle. The remaining sections of this are self-explanatory. Suggested maximum length for this research statement is four pages.

b. Students in Research

i... List of graduate students and how they have been used in a faculty member's research

ii. . List of undergraduate students and how they have been used in a faculty member's research

c . **List of funded projects**, annual expenditures, and faculty member role in the work. Please provide synopsis of important results from this work.

d . **List of unfunded proposals** submitted. Include faculty member contribution to the proposal.

e . **Publications**

(must include a statement of the contribution to the publication by the faculty member), items that are in press, in review, or in progress must be listed in the appropriate section but must be clearly noted as such. Do not list any publication multiple times. The list below provides an organization for the material. If a faculty member does not have material of a certain type, they do NOT have to list that section. Faculty must provide a means for evaluators to review all items on this list if they so choose. Where possible a weblink is appropriate. If this is not available, a faculty member may provide a separate PDF that includes the publications and a table of contents that indexes these publications.

i. Refereed Articles

(give full archival citation. When available, include the DOI number, link to publication, or the first page of the publication)

1. Refereed Articles in Journals

      2. Refereed Articles in Conference Proceedings

    ii. Industrial collaboration or activity
      1. Patents, patent applications, patent disclosures
      2. Industry sponsored project not listed in teaching section
      3. Report or white papers written for industry

    iii. Refereed Books, Book Contributions, and Issues of Journals
      (includes books you have written or edited, contributions to edited books, and special issues of journals you have edited. Give full archival citation. When available, include the DOI number or link to publication. If published on CD-ROM, give number of pages of your paper.)

    iv. Non-refereed Publications (give publication details)
      1. Abstracts
      2. Non-refereed Articles in Conference Proceedings
      3. Software
      4. Project Reports (technical reports, final reports on grants, etc.)
      5. Non-refereed books
      6. Articles Posted on E-print Servers
      7. Articles in Professional Magazines
      8. Other
        (e.g., anything else with your name on it including book reviews, forewords to books/journal issues, software packages, etc.)

    v. Publications in Progress (include status: submitted, under review, in press, etc.)

    vi. Presentations
      1. Invited Talks
      (that you have given at conferences, or at organizations other than Florida Poly.)
      2. Other Talks
      (by you, e.g., contributed papers or posters at conferences, talks at Florida Poly, etc.)

3. Co-authored Presentations (not presented by you)

    vii. Samples of research work
    As noted above, items on the publication list should be referenced in a way that an evaluator can acquire the publication. If there is some other information regarding research work, it should be provided here. Faculty should provide a table of contents or equivalent if there is significant information provided.

5. Service
    a. Departmental and institutional service, including the impact of the service
    provide a short explanation of the service to the institution and how it has been impactful.
    b. Professional service provide a short explanation of service to the profession and how it has been impactful.
6. **Performance reviews from Florida Poly**. Mandated by CBA
7. **Other information that the candidate chooses to supply**.

Note: Items obtained via Institutional Research or Performance Reviews as mandated by the CBA do not require notification to faculty as supplemental materials and may be available to the committee upon request.