



DOSSIER DOs & DON'Ts

A CHECKLIST TO SUPPLEMENT *THE GUIDE TO THE PROMOTION PROCESS*

Formatting CVs

- Follow format in the dossier template, including listing publications in chronological order.
- List all publication information, including sequence of authors, title, journal, page numbers, and years.
- Clearly distinguish peer-reviewed from other publications.
- Only list pending or awarded grants and identify sources of funding (federal, state, industry, and foundations).
- Make sure the list of collaborators is complete.

Tabulating Workload Assignments

- Workload summaries should not include evaluative comments.
- Administrative, clinical, and extension duties should be distinguished from other service commitments.
- The summary should explain what counts towards research, teaching, and service activities.
- It should identify the number of course units per year required for the teaching assignment.
- Summaries should be prepared by heads and cosigned by candidates.

Soliciting External Reviews

- Use the current required template letter for soliciting external reviews.
- Reviewers must have rank equal or superior to that for which candidates are being reviewed.
- Letters should not come from individuals who have coauthored with candidates in the last five years.
- Such individuals should submit collaborator letters, which come right after external reviews in dossiers.
- Dossiers should contain 5 to 8 letters in case one or more are found to be collaborators or not rank eligible.
- No more than half of the external letters can be from the candidate's list.

Forming Committees

- Administrators and committee members should not have coauthored or collaborated closely with the candidate.
- Committees for candidates with shared appointments must have a member from the secondary departments.

Reviewing Teaching

- When used by departments, the TCE Participation Report should include the TCE Comparison Report and Graph.
- Committee members should draw up representative comments from students.
- Reviews of teaching should be conducted by rank-eligible faculty whenever possible.
- Following the OIA's Protocol for Peer Reviews, reviewers should meet with candidates to review the Teaching Portfolio, then observe the teaching, and conclude with a meeting to discuss the observations.
- Candidates may send a response to the teaching review to their department head.
- Candidates may request that teaching portfolios be sent to external reviewers

Reviewing Service

- Candidates who have major service and outreach duties should document their work in a service portfolio.
- Service portfolios should include assessments of outcomes and impact.
- Candidates may request that their service portfolios be sent to external reviews.

Recognizing Interdisciplinary Collaborations and Shared Appointments

- If the candidate is active in a GIDP, an evaluation from the GIDP chair must be included.
- Review committees should include representatives from GIDPs and joint appointment departments.
- Heads reviewing candidates with shared appointments may collaborate on a letter or submit separate reviews.

Completing Reviews

- Complete reviews by suggested deadlines to avoid disrupting candidates' reviews.
- Reviews should identify candidates' contributions with units' criteria and mission.
- Assessments of research, teaching, and service should be weighted according to candidates' workloads.
- If appropriate for the discipline, citation indices and impact factors can be used as benchmarks.
- Negative comments in external reviews must be addressed.
- Note strengths and weaknesses, and include minority statements for split votes.