

**College of Liberal Arts**

**Department of Psychological Science**

**Dossier Preparation Guidelines**

Approved by Tenure-Track and Tenured Faculty on 4/24/2024

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# Dossier Preparation Guidelines

**ALL faculty** must follow the guidelines for creating and naming the supporting/supplemental files in their dossiers.

**Tenure track faculty** must follow the guidelines for completion of dossier sections (e.g., summary statements and narratives).

# Organization and Naming of Supporting/Supplemental Files

To provide greater consistency in the submission and review of dossier materials, faculty must use the following approach to creating and naming supporting/supplemental files.

It is recommended that faculty maintain a file folder for each area (teaching, research, service) so that supporting files can be added to each folder annually and then all files uploaded to the dossier for comprehensive evaluations (tenure and promotion to associate professor, promotion to full professor, and comprehensive periodic evaluations.

## TEACHING

* **AY Syllabi.** A single PDF containing all syllabi for the courses taught that academic year (e.g., “23-24 Syllabi.pdf”)
* **AY Peer Observations.** Evidence of peer observation(s) of teaching should be provided in a combined PDF file for each academic year (e.g., “23-24 Peer Observations.pdf”)
* **AY Student Comments.** If the candidate chooses to include student comments received as part of course evaluations, these should be provided in a combined document for each academic year (e.g., “23-24 Student Comments.pdf”).
* **AY Teaching Trainings.** Evidence of participation in or attendance of teaching workshops/training should be provided in a combined PDF file for each academic year (e.g., “23-24 Teaching Trainings.pdf”)
* **AY Student Mentorship.** Evidence of student mentorship should be included in a combined PDF file for each academic year (e.g., “23-24 Student Mentorship.pdf”).
* **AY Teaching Grants.** Evidence of teaching related grants should be included in a combined PDF file for each academic year (e.g., “23-24 Teaching Grants.pdf”).
* **AY Course Development.** Evidence of new course development or new curriculum materials, teaching methods, and teaching formats should be included in a combined PDF file for each academic year (e.g., “23-24 Course Development.pdf”).
* **AY Teaching Awards.** Evidence of teaching awards should be included in a combined PDF file for each academic year (e.g., “23-24 Teaching Awards.pdf”).
* **AY Textbooks and Materials.** Evidence of published textbooks and educational materials should be included in a combined PDF file for each academic year (e.g., “23-24 Textbooks and Materials.pdf”).
* **AY Teaching Other.** All materials that do not fit neatly within one of the categories listed above should be combined into in a separate PDF (e.g., “23-24 Teaching Other”).

## RESEARCH

* **AY Accepted Article – Title.** A separate PDF for each article ACCEPTED during the academic year. This can be an email indicating acceptance (e.g., “23-24 Accepted Article – Faculty perceptions about the burden of academic evaluations.pdf”). If an article is subsequently published, evidence of the published article should be included instead of evidence of acceptance.
* **AY Published Article – Title.** A separate PDF for each article PUBLISHED during the academic year (e.g., “23-24 Published Article – Faculty perceptions about the burden of academic evaluations.pdf”).
* **AY Submitted Grant – Title.** A separate PDF for each grant SUBMITTED during the academic year (e.g., “23-24 Submitted Grant – A comparison of intervention X and intervention Y for increasing mental health.pdf”).
* **AY Awarded Grant – Title.** A separate PDF for each grant AWARDED during the academic year (e.g., “23-24 Submitted Grant – A comparison of intervention X and intervention Y for increasing mental health.pdf”).
* **AY Conference Presentations.** A single PDF providing evidence of conference research presentations during the academic year (e.g., “23-24 Conference Presentations.pdf”).
* **AY Research Other.** All materials that do not fit neatly within one of the categories listed above should be combined into in a separate PDF (e.g., “23-24 Research Other”).

## SERVICE

Note: Supporting materials for service must be separated into three files: representing service to the department, service to the college or university, and service to the community or profession. Each element within the file should be clearly identified.

* **AY Department.** Evidence of service to the department during the specified academic year (e.g., “23-24 Department.pdf”).
* **AY College-University.** Evidence of service to the college or university during the specified academic year (e.g., “23-24 College-University.pdf”).
* **AY Community-Profession.** Evidence of service to the community or profession during the specified academic year (e.g., “23-24 Community-Profession.pdf”).

# Additional Guidelines for Tenure-Track Faculty

The following information is a template that candidates should use for structuring sections of their dossier. **Candidates should summarize each year separately**, *cumulatively* adding to the existing AY narratives. Each AY, candidates should also provide a *separate* **overall narrative** that summarizes their cumulative accomplishments in relation to progression toward satisfying tenure and promotion criteria.

Candidates must show reflection and responsiveness to previous years’ feedback.

Within the narratives, candidates should reference any documents that they have included in their uploaded supporting documentation.

## Applicant Statement and Self-Evaluation

### Past AY

For the purpose of annual evaluation, summarize your overall accomplishments with reference to the department’s approved AE criteria. Reflect on how you have addressed feedback from previous evaluations. This narrative should be revised annually.

### Progression toward tenure and promotion

Provide a detailed narrative that summarizes your cumulative accomplishments in relation to progression toward satisfying tenure and promotion criteria. This should be based on the entire period under review (probationary period), not just on the past academic year. Be sure to explain your research focus and summarize the programmatic nature of your research and its impact. Detail any external grant submissions/awards. Recognize that members of the evaluation committee(s) might not be entirely familiar with your area of research focus, therefore it is important that you clearly explain the significance of your contributions or accomplishments.

This entire narrative should be revised (not simply appended) annually.

## Summary Statement of Professional Goals

The candidate should write a short narrative summary of professional goals (300-500 words). The purpose of this section is to help ensure that the faculty member, the department, and the Dean have a congruent understanding of the nature of a faculty member's responsibilities and the general level of performance expected in the three areas of review. The statement is not a contract: achieving all of the stated goals does not in and of itself guarantee a faculty member’s tenure or promotion, nor does deviation from the plan in and of itself justify action against the faculty member.

The statement must cover the upcoming six years and should be updated yearly. I.e., when the candidate submits for tenure and promotion, the statement will cover the six years after the candidate receives tenure, if tenure is granted. The statement should provide a broad overview of goals within this six-year timeframe, including the estimated timeline for those goals. *A year-by-year summary may be included but is not required*. Importantly, the goals should indicate thoughtful reflection on how the candidate plans to satisfy the criteria for tenure and promotion within their remaining probationary period. The major emphasis should be on research, but the narrative should also touch on goals for teaching and service.

## TEACHING

The dossier includes two sections for teaching: a “summary” and a narrative.

The summary involves a detailed year-by-year listing of teaching activities and accomplishments, following a specific format for each AY. This text should be appended annually to provide a comprehensive summary as the candidate progresses during the probationary period.

The narrative provides a means of describing activities in relation to both annual evaluation criteria and progression toward satisfying tenure and promotion criteria.

### Summary of Professional Accomplishments in TEACHING

**Candidates should summarize each year separately**, adding to the existing AY narratives as the years progress.

**AY [e.g., 2023-2024]**

1. Percentage workload for teaching this AY:
2. Summary of courses taught and student evaluations:
	1. Fall semester:
	2. Spring semester:
	3. Summer semester:
3. New course preparations:
4. Courses involving noteworthy changes:
5. Peer-observation of teaching conducted by [name, rank, department] on [date] for [course name].
6. Teaching workshops attended and/or self-education on teaching-related topics/tools:
7. Research mentorship:
	1. Theses/dissertations chaired (include student name and status of study)
	2. Mentorship of independent undergraduate research studies (include student name and status of study)
	3. Member of thesis/dissertation committees (include student name)
8. Other teaching-related activities/accomplishments:
* E.g., presentations given about teaching, published educational materials, teaching-related grants submitted/awarded, etc.

### TEACHING Narrative

Candidates should provide (1) a narrative for the purposes of annual evaluation and (2) a *separate* overall narrative that summarizes their cumulative accomplishments in relation to progression toward satisfying tenure and promotion criteria. Candidates must show reflection and responsiveness to previous years’ feedback. Within the narratives, candidates should reference any documents that they have included in their uploaded supporting documentation.

#### ANNUAL EVALUATION

Provide a narrative that summarizes your teaching activities and accomplishments during the past academic year in relation to the department’s AE criteria.

1. Narrative summarizing the courses taught as part of assigned teaching workload and reflecting on student evaluation ratings. If any courses were new course preparations or involved noteworthy changes to existing courses, also summarize that here. Indicate who conducted peer-observation of teaching and demonstrate reflection on, and responsiveness to, that feedback.
2. If applicable, narrative summarizing courses taught beyond assigned teaching workload (e.g., directed research, practicum, additional sections taught under a teaching overload).
3. Narrative describing teaching development activities such as workshops attended and/or self-education on teaching-related topics/tools, if applicable.
4. Narrative describing teaching-related activities beyond the classroom (e.g., undergraduate/graduate research mentorship, presentations given about teaching, published educational materials, teaching-related grants submitted/awarded).
5. Narrative summarizing other teaching-related activities/accomplishments not addressed above.

#### PROGRESSION TOWARDS TENURE AND PROMOTION

Provide a narrative that comprehensively summarizes your teaching activities and accomplishments whilst on tenure track, **in relation to the department’s tenure and promotion criteria.** This should not be a copy-and-paste of prior years’ annual evaluation narratives, but a single revised comprehensive narrative.

1. Narrative summarizing the courses taught as part of assigned teaching workload and reflecting on student evaluation ratings. If any courses were new course preparations or involved noteworthy changes to existing courses, also summarize that here. Indicate who conducted peer-observation of teaching and demonstrate reflection on, and responsiveness to, that feedback.
2. If applicable, narrative summarizing courses taught beyond assigned teaching workload (e.g., directed research, practicum, additional sections taught under a teaching overload).
3. Narrative describing teaching development activities such as workshops attended and/or self-education on teaching-related topics/tools, if applicable.
4. Narrative describing teaching-related activities beyond the classroom (e.g., undergraduate/graduate research mentorship, presentations given about teaching, published educational materials, teaching-related grants submitted/awarded).
5. Narrative summarizing other teaching-related activities/accomplishments not addressed above.

## RESEARCH

### Summary of Professional Accomplishments in RESEARCH

The dossier includes two sections for research: a “summary” and a narrative.

The summary involves a detailed year-by-year listing of research activities and accomplishments, following a specific format for each AY. This text should be appended annually to provide a comprehensive summary as the candidate progresses during the probationary period.

The narrative provides a means of describing activities in relation to both annual evaluation criteria and progression toward satisfying tenure and promotion criteria.

**Candidates should summarize each year separately**, adding to the existing AY summaries as the years progress.

**AY [e.g., 2023-2024]**

**Percentage workload** for research this AY (indicate institutionally-funded research percentage and grant-funded research percentage separately, if applicable):

**Publications** (details on each published article within this AY)

***Publication 1***

* **Date accepted/published**.
* **Journal impact factor:** JCR journal impact factor (indicate year or timeframe)
* **Citations:** Current number of article citations.
* **Article Type:** Review, theoretical, empirical, quantitative, commentary, etc.
* **Data:** Original, archival, previously published, etc.
* **Characteristics of Sample and Studies:** Provide details regarding sample size and number of studies to contextualize the scope of published number of work, if applicable. Specifics will depend on particular research protocol and type of paper.
* **Data type:** Describe properties of the data useful for contextualizing research (e.g., behavioral, fMRI, genetic, longitudinal, internet, unique populations, simulation, internet laboratory/clinical/simulation/ and (or) unique sample characteristics.
* **Reproducibility:** describe efforts to enhance reproducibility, such as inclusion of replications, open data, open code, etc.
* **Authorship role:** Provide details of specific role played on the published work (e.g., CRediT, see <https://casrai.org/credit/> for example authorship role designations).

**External grants awarded** (for each external grant awarded within this AY)

***External grant awarded 1***

* Funding agency
* Specific role of the candidate (e.g., PI, Co-Investigator, Consultant)
* Amount of award
* Award dates

**External grants submitted but not awarded** (for each external grant submitted but not awarded within this AY)

***External grant submitted 1***

* Funding agency
* Specific role of the candidate (e.g., PI, Co-Investigator, Consultant)
* Funds requested
* Score received (if scored)

**Conference Presentations** (List of conference presentations given during past AY, formatted in APA style).

**Other research-related accomplishments** (e.g., research awards, manuscripts under review)

### RESEARCH Narrative

Candidates should provide (1) a narrative for the purposes of annual evaluation and (2) a *separate* overall narrative that summarizes their cumulative accomplishments in relation to progression toward satisfying tenure and promotion criteria. **Candidates must show reflection and responsiveness to previous years’ feedback**. Within the narratives, candidates should reference any documents that they have included in their uploaded supporting documentation.

If a candidate’s offer letter at time of hire included credit for academic work and achievements that would alter the standard review period or research accomplishments counted for annual evaluation or tenure and promotion, this must be clarified in the appropriate narrative(s). In such cases, the offer letter detailing those credits must be included in the dossier.

#### ANNUAL EVALUATION

Provide a narrative that summarizes your research accomplishments in relation to the department’s AE criteria. The narrative should address the quality and impact of the work. As per department policies for annual evaluation, research ratings are based on the previous three (3) years (or period at UTRGV in the case of faculty in their first or second year). Therefore, the narratives should focus on this extended timeframe, if applicable.

#### PROGRESSION TOWARD TENURE AND PROMOTION

Provide a narrative that comprehensively summarizes your research accomplishments in relation to the department’s tenure and promotion criteria. Be sure to address the nature, quality, and impact of your programmatic research during the probationary period.

## SERVICE

### Summary of Professional Accomplishments in SERVICE

**AY [e.g., 2023-2024]**

Percentage workload for service this AY:

Provide separate bulleted lists under headings of service to the department, college/university, and community/profession.

***Department***

* [E.g., Member of search committee for Assistant Professor (clinical)]
* XX

***College/University***

* XX
* XX

***Community/Profession***

* XX
* XX

### SERVICE Narrative

Candidates should provide (1) a narrative for the purposes of annual evaluation and (2) a *separate* overall narrative that summarizes their cumulative accomplishments in relation to progression toward satisfying tenure and promotion criteria. Candidates must show reflection and responsiveness to previous years’ feedback. Within the narratives, candidates should reference any documents that they have included in their uploaded supporting documentation.

#### ANNUAL EVALUATION

Summarize your service activities and accomplishments during the past academic year in relation to the department’s AE criteria.

**AY [e.g., 2023-2024]**

Provide a narrative describing the nature of your service, clarifying your individual level of involvement and any noteworthy accomplishments. Faculty members should qualitatively describe the service activities in sufficient detail for the committee to evaluate the faculty member’s individual contributions. The goal is not to make the evaluation process unduly cumbersome or time-consuming, but to provide an adequate level of information to rate and narratively review service activities in relation to individual service workload percentages.

#### PROGRESSION TOWARD TENURE AND PROMOTION

Summarize your service activities in relation to the department’s tenure and promotion criteria.