

# Preparing P&T dossiers that include research/teaching/extension scholarship

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# Task given to me...

*“How to organize, present, and summarize dossier for research and teaching...”*

*“In 15 minutes, describe preparation and presentation of the P&T dossier...”*

# Dossier – what is it?

- “a file containing **detailed records** on a particular person or subject”  
– Merriam Webster
- “a **collection of papers or other sources**, containing detailed information about a particular person or subject, together with a **synopsis** of their content”  
– Wiki encyclopedia
- “dossier...contain[s] **factual** information...that appears in the **curriculum vitae** as well as evaluative information such as **peer evaluations of teaching** and **summaries of teaching evaluations**”  
– UT Faculty Evaluation Manual

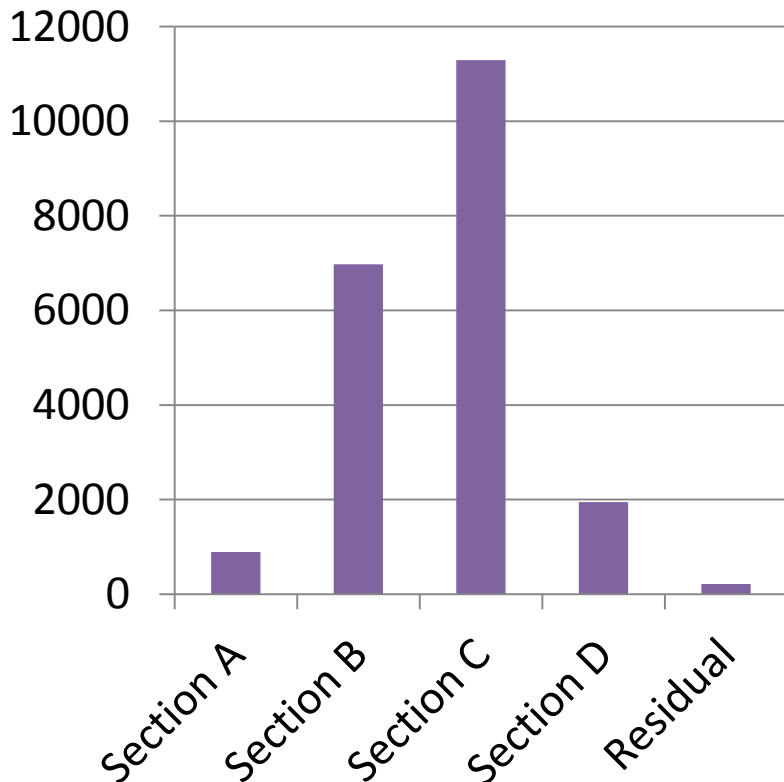
# Organization (It's no secret)...

- UT sets tenure track faculty up for success
- ***Faculty Evaluation Manual - Read Appendix B***  
(<http://provost.utdev2.wpengine.com/wp-content/uploads/sites/10/2014/10/Manual-for-Faculty-Evaluation-2014.pdf>)
- FEM Appendix B is ***unambiguous***
  - If you are unclear about an instruction, seek guidance immediately
  - Peers, mentors, department heads...

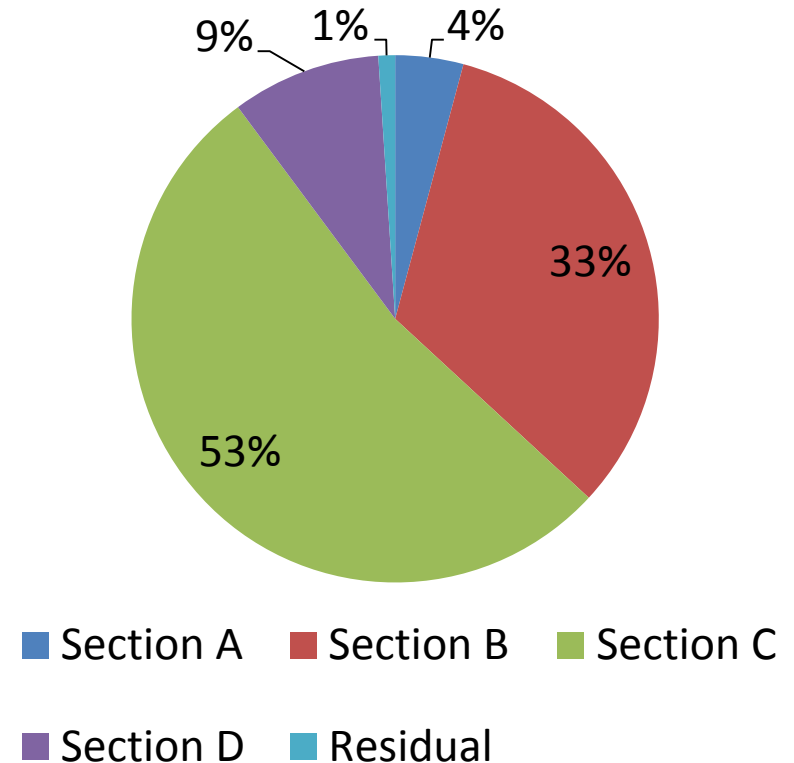


# The “burden of proof” (FEM, p. 16) is on us...

## Word count in dossier (21,325)



## Word count proportion





# Communicating what you do in your dossier

- *It's simple...read and follow Appendix B*  
(<http://provost.utdev2.wpengine.com/wp-content/uploads/sites/10/2014/10/Manual-for-Faculty-Evaluation-2014.pdf>)
- Seek guidance, feedback periodically (2x/year)
  - Typos, format (Peers, Mentor, Most recently tenured)
  - Content, clarity, structure (Mentor, Most recently tenured)
  - Candidate statements - develop by year 2 (Mentor)
  - The dossier format should be finished by second review
- ***This takes time*** – don't rush at the last minute!



# Support I find critical

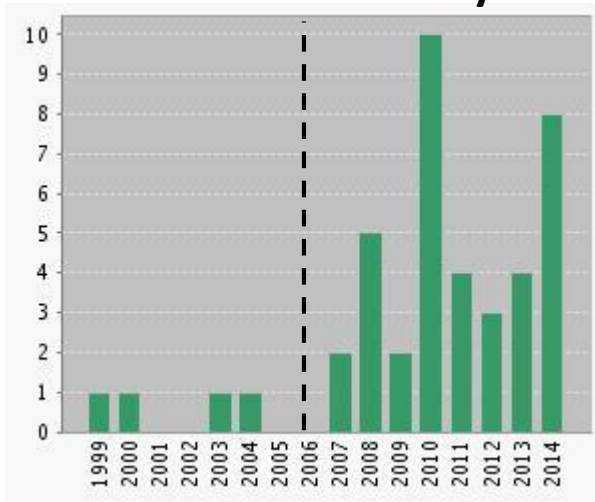
- Mentorship
  - Invaluable for feedback on dossier
  - Content, expositional clarity
  - Time use direction, and in general, advice
  - Peer teaching reviews
- Peers and recently tenured faculty provide “concrete” examples/roles
- Teaching evaluations (year 3, organize in year 2)
  - Committee assigned by department head (3-4 members)
  - In class evaluation
  - Constructive and detailed feedback, use it...

# Candidate statements can be a difficult task

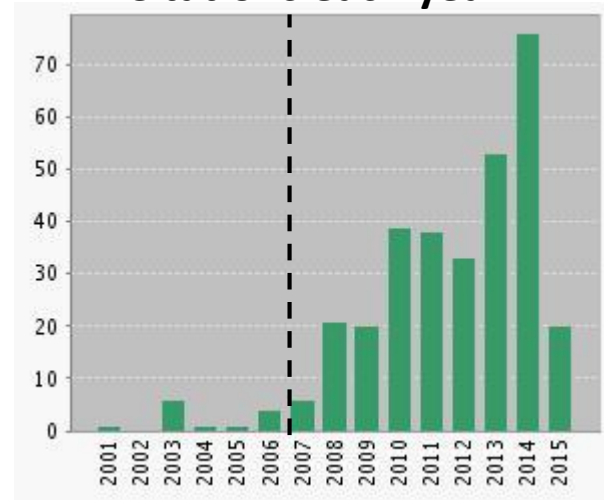
- A ***biosketch*** of your professional outlook, philosophy, and accomplishments
- ***Contextualize*** statement into the land grant mission (Teaching, Research, and Extension)
- Balance ***personal philosophy*** with ***personal statements***
- ***Link*** Statement of Responsibilities with record and philosophy
- ***Enumerate productivity***
  - Discuss numbers and trends in statement, but do not “self-evaluate”
  - Impact factors, citation counts, tables documenting collaborative efforts, network matrix...
  - Haven’t ever seen figures in a dossier, although they’re not on the list of Do Not’s

# Quantify your productivity

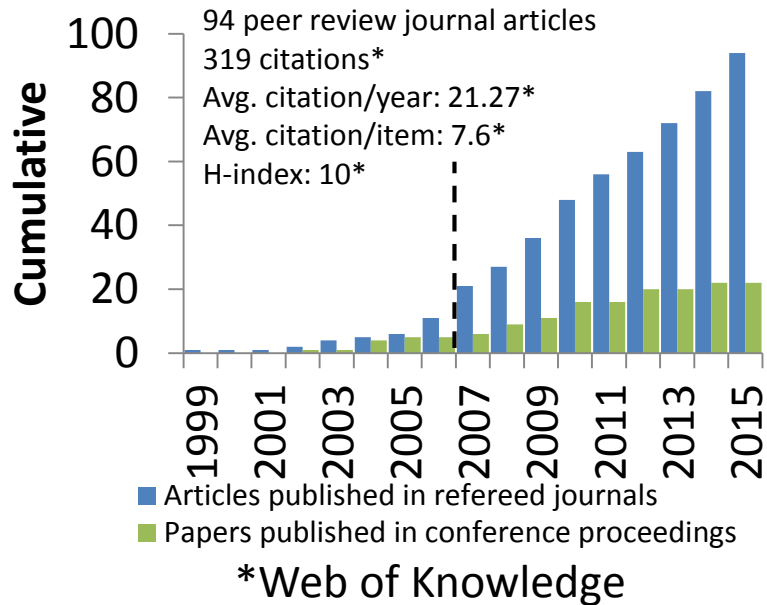
## Published items each year



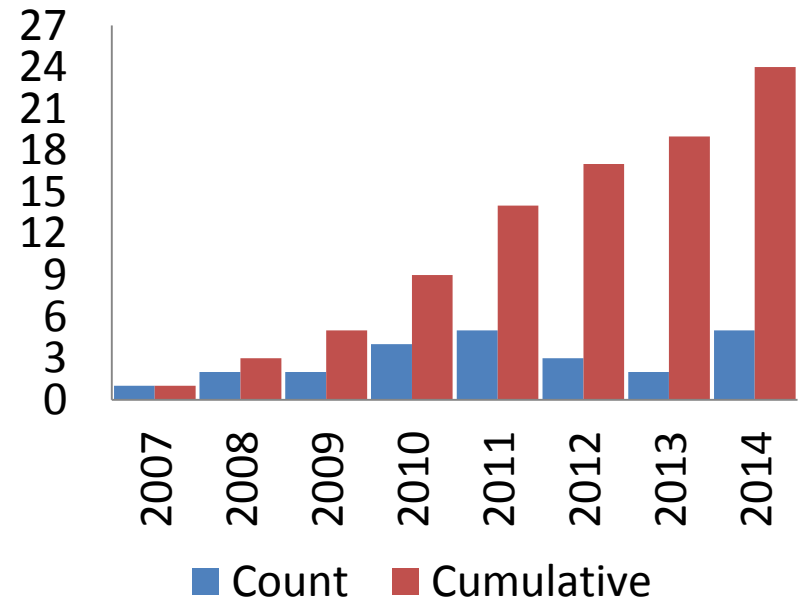
## Citations each year



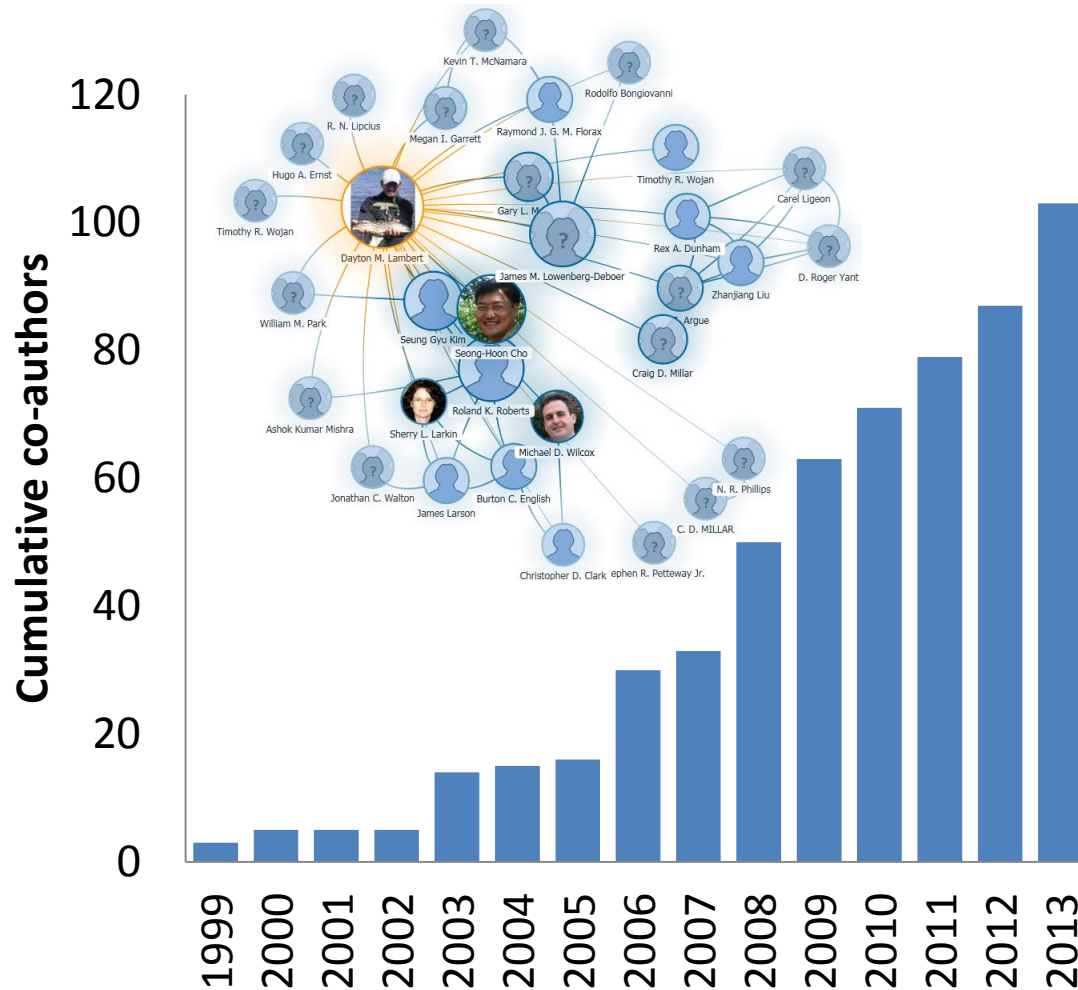
## Publications, proceedings,



## Projects and grants



# Turn intangibles (like “social capital” or “networks”) into talking points



Network: <http://academic.research.microsoft.com/>

# One researcher's perspective...

- Publish research
- Collaborate; department, UTIA, UT, other universities, government agencies
- Cultivate social networks
- Matriculate students
- Put time where appointment is, and keep track of ***everything***
  - Research – clear what needs to be done, and how to track
  - Teaching – also clear, but more “moving parts” to track
  - Time accounting more challenging for Extension
  - Easy (expected?) to say “yes” - if unclear, ask department head or mentor
- Summarize work in tabular form for dossier, look for growth trends
- ***Read and follow Appendix B of the Faculty Evaluation Handbook***