

Suggestions for Preparation of Dossier for Tenure Reviews

A core part of the dossier that your departmental or special review committee and the Faculty Personnel Committee (FPC) will consider in the tenure review consists of materials that you submit. These materials include a prospectus, curriculum vitae, scholarly materials, and other supporting materials such as course syllabi. These materials are intended to provide the senior colleagues on your departmental or special review committee and the FPC with a thorough understanding of your professional work since taking up your tenure-track appointment at Carleton and especially in the period since your third-year review (the “review period”), as well as your reflections on that work and your professional trajectory.

The content and composition of the dossier materials that you submit is your responsibility and can include whatever materials you think are most important. This document is intended to provide some suggestions about the kinds of information that review committees and the FPC have found useful. These are meant to be suggestions – not prescriptions or a checklist. Remember that it is ultimately up to you to decide how to craft a set of materials that best conveys your professional accomplishments, development, and plans.

1. ***The Prospectus***. The prospectus is a required part of the dossier and should be no more than 5,500 words. The word limit does not include any supplementary material you may submit.

The prospectus is an opportunity for you to tell your professional story. It should address all three major components of your professional responsibilities at Carleton: teaching, scholarly or creative work, and service. The FPC also invites you to discuss the ways in which you address inclusion, equity, and diversity in these various aspects of your work. To be most useful to your colleagues and the FPC, it should be both retrospective and prospective; it should provide a thoughtful and self-reflective overview of your professional accomplishments during the review period as well as a summary of your future goals and plans. While your colleagues and the FPC will be most concerned with your work since your third-year review, if previous work or experiences will help them better understand your trajectory or objectives, you may want to briefly comment on those prior experiences and accomplishments as well. Your colleagues and members of the FPC find it helpful to hear about the ways in which you have responded to feedback received in your third-year review.

Teaching – Comments on teaching are most useful if they describe your teaching philosophy and pedagogical strategies, as well as reflecting on how well you have accomplished your goals and how you see your teaching developing in the future. For example: What kinds of learning goals do you have for your students? How do you stimulate student learning? How do you strive to support students from diverse backgrounds and/or with different levels of preparation? How do you strive to create an inclusive learning environment? What pedagogical strategies or experiments have you tried? You should be self-reflective as well as visionary: How well have your strategies and experiments worked? What are you still working on? How do you anticipate your pedagogical strategies and course portfolio developing in the future?

Likewise, reflect on your role as an advisor and mentor to students. You may address your strategies and accomplishments in academic advising and student mentoring in this section, or in a separate section of the prospectus.

Scholarly and/or Creative Work – Your comments on scholarly/creative work are likewise most helpful if they are both reflective and prospective. This section should include a description of your current scholarly/creative interests, accomplishments or creative endeavors since the third-year review, as well as on-going projects. Include comments on the status of current projects in terms of progress toward completion and projected venues for dissemination or publication. Context that situates your work within the broader discipline or interdisciplinary fields that it addresses is helpful. Discuss any challenges you have faced, their impact on your scholarly agenda, and steps you have taken to address them. You should also discuss plans for your scholarly agenda in the upcoming years and steps you will take to accomplish these plans. You might also discuss how your scholarly activity relates to your role as a teacher and, as relevant, ways you involve students in your research or creative activity.

Service – Include comments on your activities, both formal and informal, in service to your department and/or interdisciplinary programs in which you may be involved, as well as service to the College beyond your department/programs, for example on College-wide committees or initiatives. Some of your committee service may simply be listed on your CV. However, it is useful for your colleagues and the FPC to hear how you may see these service activities contributing to your professional development, and to hear about less obvious or informal activities you may have taken on. You should also comment on professional service beyond Carleton, for example, to professional associations or groups, and community outreach or public engagements related to your professional work.

The prospectus can also be a vehicle for any other topics which, in your judgement, have a bearing upon your professional performance and career development.

2. ***Curriculum Vitae***. A current and complete CV is a required part of the dossier.
3. ***Scholarly materials***. Your dossier must also include a portfolio of your scholarly and/or creative work and a cover sheet listing the materials submitted, with additional information as detailed below. The scholarly or creative materials you submit will be reviewed by members of your departmental or special review committee, members of the FPC, and four external reviewers. Committee members and reviewers will be most interested in work you have done since coming to Carleton and especially since your third-year review. The materials you submit should reflect your scholarly accomplishments since the beginning of your appointment to the Carleton faculty, and any materials completed and/or published during that period should be included. If you also choose to include materials that were published while you were at Carleton but which are based on work done prior to your arrival here, it is helpful to identify these materials as such. You should also include copies of any work that is accepted for publication but has not yet formally come out, work that is still under review, working papers or conference papers, or pending grant applications that will help reviewers understand your scholarly work and trajectory. You may also include work in progress,

including work that may have received a “revise and resubmit” evaluation that you are currently revising, with an explanation of its current status.

The cover sheet should list all the materials submitted. It should explain your role in producing any co-authored items. You may also include brief remarks that will help committee members and external reviewers understand how specific pieces of work fit into your larger trajectory or understand the status of the work. For example, if you include a manuscript that received a “revise and resubmit” evaluation, it is helpful to indicate whether the version included in your dossier is the version that was previously reviewed by a potential publisher, or is a more recent version of the manuscript that incorporates some revisions.

NOTE: The deadline for submitting scholarly materials, cover sheet, and your CV to be sent to the external reviewers is earlier than the deadline for submitting other materials in your dossier. In the typical schedule, you would submit the materials to be sent to the external reviewers at the end of spring term and the prospectus and rest of your dossier at the beginning of the following fall term. At the time that you submit your prospectus, you can submit additional scholarly materials, such as a final copy of a manuscript that you submitted in draft form for review by the external reviewers but that you have continued to work on and is now complete, or a manuscript that was very preliminary and not included in the materials for the external reviewers but is now in complete draft form. These additional materials won’t be sent to the external reviewers, but will be reviewed by the members of your departmental or special review committee and members of the FPC.

Likewise, if at any time before the FPC deliberations are complete you receive notice that an item has been accepted for publication or presentation, or a grant awarded, you should send a copy of that communication (whether email or paper) to Becky Krogh, to include with your other materials in the dossier.

4. ***Supplementary materials, including teaching materials.*** You may also submit additional materials that will help your colleagues and FPC members understand your professional work, accomplishments, and trajectory. Your colleagues and members of the FPC find it especially helpful to include materials that help us better understand your teaching strategies. While it is not required that you do so, we recommend that you submit copies of syllabi for courses you have taught since the third-year review. (If you have taught multiple sections or iterations of the same course, in most cases we would suggest that you include only the most recent version of the syllabus.) It can also be helpful to see examples of assignments, project guidelines, or other assessment materials; or supplementary materials that you give students. It’s especially useful to include materials related to pedagogical strategies or assignments that you discuss in your prospectus. Please include a cover sheet listing any such supplementary materials you submit.