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Dewar College of Education 
Tenure and Promotion Dossier Checklist 
(Please see COE T&P Minimum Performance Guidelines for detailed descriptions) 
 
Section I: T & P Overview 
 Cover Page (do not hole-punch this document) 
 Vita (do not hole-punch this document) 
 
Section II- Evaluations of the Candidate by Review Committees and Administrators 
 Relevant sections of the college tenure and promotion guidelines for the appropriate job 
action 
 Annual Faculty Evaluations for each year under review 
 Summarize accomplishment of annual goals and status of any recommended areas for 
improvement. 
 Pre-Tenure Review Committee letter and unit head letter if applicable (for a dossier 
accompanying an application for tenure only) 
 Unit Tenure and/or Promotion review letter(s) (by both the T and P Committee and head if 
applicable to that unit) 
 College or division Tenure and/or Promotion review letter(s) (by both the T and P 
Committee and Dean or Director) 
 
Section III: Teaching and Advising 
1. Teaching 
 List teaching load for the past four years and any reassigned time and purpose. 
 Summaries of SOIs for at least the last 4 years. Within these summaries, candidate 
describes how he/she has used information provided by SOIs to improve teaching. 
 Evidence that course syllabi are in Dewar COE format 
 Evidence of the use of course, program, and /or unit assessment data to inform teaching

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 Additional evidence that demonstrates effective teaching (e.g., innovative teaching 
approaches, observation of classroom instruction, peer-review of online instruction, peer 
review of course artifacts, etc.) 
 
2. Advising 
 Summaries of student opinions of advising for at least the last 4 years. Within these 
summaries, candidate describes how he/she has used information provided by student 
opinions of advising to improve advising. 
 Documentation of participation in university or program orientation sessions 
 
3. Course/ Program development and revisions 
 Describe contributions to course and curriculum development, new course development, 
course revisions, revisions to assessments, etc. 
 
4. Innovative approaches to teaching 
 Describe teaching innovation(s). 
 Explain how instructional innovations have positively impacted student 
learning/performance. 
 
5. Impact on student achievement/performance 
 Describe how teaching has impacted student performance (e.g., Student awards, 
presentations, promotions, publications, and products). 
 
6. Other Evidence (optional) 
 
Section IV: Scholarship and Academic Achievement 
 Chronological reference list (APA format) of refereed publications, include a copy of the 
publication(s)