The dossier

The doctoral program in Instructional Systems Technology is intended to provide you with the skills and experiences necessary to be successful in a research role in our field (whether or not that role takes place in an academic setting). Within this program you will assemble a dossier, an organized collection of documents, in order to organize and present indicators of competencies you have attained along the way to candidacy.

Your dossier will be evaluated at three checkpoints and, along with your public defense at the second checkpoint, serves as your qualifying exam. If you are intending to obtain an academic position in the future, the dossier can also serve as the start of your scholarly dossier.

The dossier should include, at minimum:

a) a first-authored research study submitted to a national or international peer-reviewed journal
b) evidence of conference presentation as lead presenter
b) evidence of basic knowledge in IST
c) competencies in teaching and service relevant to your main research interest

With the exception of the first-authored study, evidence may be presented of work completed up to five years prior to entering the program providing that it meets the standards of quality applied to all dossiers. You should meet with your advisor in advance of the second dossier review to ensure that all the evidence you submit is of high quality; this does not ensure on its own that you will pass the review, but it will prevent any unfounded assumptions.

Your dossier must represent more than routine competence, even if that competence is accompanied by conscientious effort and enthusiasm. Similarly, it must reveal more than sheer quantity of effort. The dossier should stand as an indicator of quality scholarship, teaching and service on the part of the doctoral student it represents.
Dossier reviews

There are three key evaluation checkpoints (or dossier reviews) in which you will participate before you are nominated to candidacy. They are:

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<th>Review</th>
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<th>How ...</th>
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<tr>
<td>1</td>
<td>semester of your 2nd R695 -- dossier is due approximately the fourth week of the semester; you are responsible for scheduling this review with your IST committee members at least one week and no more than three weeks later</td>
<td>closed meeting with your IST advisory committee members</td>
<td>this is a developmental review; your committee gives you feedback on the direction, amount and quality of your work</td>
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<td>2</td>
<td>semester of your 4th R695 -- dossier is due the approximately the first week of the semester (as announced by the department); the department schedules oral presentations during the third week of the semester; questions from external readers forwarded to you 2-3 days prior to the review</td>
<td>open meeting with oral presentation to the faculty as a whole; 15 minutes presentation + 30 minutes Q&amp;A primarily from the external readers closed deliberations of the entire faculty will be held following the presentations and candidates notified of results by the following week Possible results include: - full pass; proceed directly to R795 and third review - conditional pass; conditions will be set by the full faculty and reviewed by your advisory committee – conditions must be judged satisfactory for a pass - fail</td>
<td>this is considered by the Graduate School to be your “written qualifying exam;” if you do not pass this review you may move to the Ed.S. program or discontinue studies doctoral students are entitled to undergo this review one additional time in the event of failure; the faculty may set the timeline for this re-take</td>
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<td>3</td>
<td>within one semester after you take R795</td>
<td>closed meeting with the anticipated members of your IST research committee</td>
<td>this is considered by the Graduate School to be the equivalent of your “oral exam;” following this review you can be nominated to candidacy – your seven year dissertation clock begins from the date of this review</td>
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The dossier is cumulative; you will add to it between each review and not remove anything from it. After the first and second reviews you will write a précis of the feedback given to you about your progress so far, especially about what you need to do for the next review. This will be included in the dossier for the next review.

For details on the difference between an advisory committee and a research committee, coursework and candidacy, requirements for written and oral quals, time limits for coursework and dissertation, and other Graduate School policies that apply to your degree program, review the Graduate Bulletins of the School of Education and the University Graduate School.
Review of the doctoral dossier

The faculty will use the following guidelines in reviewing the dossier, applying their experience and professional judgment.

Quality of the overall work
- Work has clearly presented new challenges and learning opportunities to this student
- Work shows evidence of competence and insight on the part of the student

Progress in focus and integration
- Goals statements demonstrate an emerging, viable and realistic research focus well connected to a theoretical base of knowledge
- Evidence shows strategic rather than haphazard progress; changes of direction are explained convincingly and with insight
- Proposed future activities align with stated goals
- Activities that no longer contribute effectively to the scholarly agenda are phased out over time

Awareness of connections to theory and prior work
- Student’s work consistently demonstrates a grasp of the major ideas and theories within the declared focus area
- Student draws in relevant knowledge from areas outside the primary focus when appropriate
- Student’s use of knowledge from multiple areas displays understanding of the theories, their relationship to the student’s work, and their applicability to the student’s work

Oral presentation (for 2nd review)
- Presentation is succinct, well organized, understandable
- Student displays full grasp of the topics for which dossier evidence has been presented
- Student can discuss the future direction of his or her work
- Student can describe the relationship of his or her work to knowledge in the field in terms congruent with the general understanding of professionals in the field

General organization and presentation
- Dossier follows the required organization outline
- Materials are complete and in good condition
- First-authored study is clearly indicated
- Updates are clearly marked
Organization of the dossier

The doctoral dossier should be assembled in the exact order shown here. At early reviews, some of the sections of the dossier will not be filled, but links for those sections should appear nevertheless. All items from each review should remain in the dossier for subsequent reviews (unless they are clearly revised versions of papers, for example), although they may not be reviewed again if they were considered final in a previous review.

I. Candidate’s statement (updated for each review)
II. Précis of feedback from previous reviews verified by committee (reviews 2 and 3)
III. Progress in academic program
   1. Undergraduate and any pre-IU graduate transcripts (copies acceptable)
   2. Program of Studies (draft form at first review; approved form thereafter)
   3. Current transcripts from IU (from OneStart showing grades, current GPA and highlighted to show residency requirement met)
IV. Evidence of research competencies
V. Evidence of teaching competencies
VI. Evidence of service competencies
VII. Draft of dissertation prospectus (review 3)
VIII. List of dissertation committee members (review 3)
IX. Curriculum vita (dated)
Components of the dossier

Candidate statement (included and updated/revised at each review)
Your statement is expected to evolve from one review to the next. The statement should be approximately 5-7 pages long at the first review and no longer than 12 pages by the final review. The statement should be an essay rather than simply bulleted items or a listing of the work included in the dossier. It should address:

Goals
State your professional goals and demonstrate that your teaching, research and service work is becoming more integrated and focused over time spent in the program. Describe how your work fits into the field and then how your own scholarly efforts fit into your evolving, individual research agenda. The statement should also include a discussion of your perspective on teaching, areas of strength and areas for improvement in teaching, and your major scholarly service activities.

Description of your primary focus area in research
The focus area statement focuses specifically on the research group(s) and activities you have participated in leading up to each review. This statement should be coordinated with your personal goals statement so that it is clear how your selection of research group(s) and participation in group activities is supporting your goals.

Plan for developing your focus area and professional activity competencies
Identify:
- the competencies you have acquired and their contribution to your goals within your area of focus
- what competencies remain to be acquired or improved and what you plan to do to acquire and document each
- when you expect to have acquired and documented each

Integration of your anticipated or identified minor area
Evidence of professional competency in research

You must meet and are expected to exceed baseline indicators for competency in research. The baseline indicators are:

- two literature reviews (one from R711 – may be re-written – and one from independent research work)
- 1st author research manuscript submitted to a peer reviewed journal, together with reviewer feedback
- research presentation at a conference for which you are lead presenter

Evidence of professional competency in teaching

You must meet and are expected to exceed baseline indicators for competency in teaching. The baseline indicators are:

- materials resulting from independent preparation of a sustained learning experience (team teaching or volunteer teaching that encompasses a significant portion of a course)
- evaluations and/or peer observations and/or supervisor endorsements accompanied, where possible, by student work samples

Evidence of professional competency in service

You must meet and are expected to exceed baseline indicators for competency in service. Dossiers submitted without evidence of service to the department by the time of second review cannot be awarded a full pass. The baseline indicator is:

- project documentation and/or letter describing and acknowledging significant service in a venue related to scholarship such as a school or university level committee, community educational organization, or local, state or national professional organization

Exceeding minimum evidence of competency

Research

- independent research project report(s)
- client-based research project report(s)
- pilot study report(s)
- grant proposal(s), submitted and either accepted or rejected, together with reviews from funding agency
- first, single or co-authored publications
- refereed and non-refereed journal articles
- book chapters
- white papers
- funded project reports
- annotated scholarly bibliographies
- significant & relevant web publications
- other creative work relevant to focus area
Teaching

• course materials
• curriculum materials
• syllabi, materials, evaluations or observations and, where possible, sample student work from:
• workshops
• tutorials
• classroom activities
• co-instructor’s description and evaluation of your role for team or co-teaching in P16 – graduate courses, online, F2F or blended
• description and supervisor’s assessment of sustained teaching in an informal learning environment
• report(s) of evaluation of teaching/learning materials
• first, single or co-authored publications related to teaching
• conference presentations related to teaching

Service

• reviews you have conducted for relevant conferences and publications
• description and acknowledgment of contributions to department, school, university or community initiatives and citizenship activities in the field
• service-related presentations and publications
• documentation of sustained mentoring activities
• description and acknowledgment of your application of academic skills to pro bono efforts