Recommended Guidelines
Documentation for Renewal/Promotion of Instructional Faculty

The following are recommended as guidelines for preparing materials for renewal/promotion. Requirements established within the department/school take precedence over these recommendations; faculty members should meet with their chairs at least three months before the dossier is due to the department to determine specific requirements and/or recommendations from their departments.

Faculty members should also be familiar with guidelines in the Faculty Handbook related to the evaluation and promotion of academic employees.

Portfolios/Binders
- Organize, organize, organize! For example, clearly separate each section of the binder, make sure that the order of materials matches the Table of Contents, clearly label items within the binder, etc. It’s highly recommended that a colleague/peer mentor review the binder for organization prior to its submission to the department.
- It is highly recommended that individual binders not exceed three inches.
- While some departments may accept secondary binders, faculty members should be able to organize all critical documentation into one primary binder.
- If departments believe that secondary binders are permissible, these binders should be kept in the Dean’s Office, where they could be accessed by the Provost/President as needed.
- If using plastic sleeves, do not put stapled documents into one sleeve (e.g., a CV) as it makes review of the document difficult for the reviewer.
- It is recommended that faculty members not ask current students for letters of support for their dossiers, as that puts the students in a very difficult position. Letters from former students are certainly permissible.
- Primary binders may include the following:
  - Table of Contents
  - Updated CV
  - Faculty Information Forms (all forms since the last review)
  - Reflective narratives on Teaching, Service, Scholarly/Creative Activities, and Continuing Growth
  - Discrete sections for Teaching, Service, Scholarly/Creative Activities, and Continuing Growth
  - Copy of departmental/school bylaws (if any) specifying requirements for renewal and continuing appointment
- When preparing the CV, consider the following guidelines:
  - Highlight accomplishments that are most recent; for example, for an assistant professor, highlight work that has been completed while at SUNY Potsdam and for those seeking promotion to professor, highlight accomplishments since earning continuing appointment.
  - When documenting publications, creative performances, etc., list the most recent works first.
  - Highlight or annotate work conducted with students.
  - Be sure to separate peer-reviewed/juried work from invited or local presentations.
  - When listing grants, include a description of your role (e.g., PI, assessment coordinator), whether or not the grant was funded, amount of funding, name of the grant, and granting agency.
• The Teaching section of the binder may contain:
  o A reflective narrative, including how the individual changed/improved instruction over
time and plans for the future. It is also suggested that the narrative include reflections
on how the individual is meeting the campus’ DEI (Diversity, Equity, & Inclusion) goals
through course instruction and interactions with students as well as specific reflections
on advising, implementation of high impact practices including applied learning (broadly
deefined), interdisciplinary initiatives, support for Open Educational Resources, and
impact on General Education. It is also suggested that the narrative include reflections
on how courses/instruction are contributing to the department and applicable
majors/minors/programs. The length of the narrative will vary depending on
departmental expectations, but is typically between two and five pages.
  o Summary data from student surveys of instruction conducted since the last personnel
action, including transcriptions of students’ narrative comments. Creating tables that
summarize data (e.g., by course) and trends over time is highly recom men
ded.
    ▪ Note: Simply submitting original Scantron sheets without analysis or reflection is
not helpful in the review process. It is suggested that original Scantrons be kept
in a secondary binder.
  o Reflections on the student surveys, including how the feedback was used to improve
instruction.
  o Reflections on data collected from alternative methods of course assessment, if used.
  o Documentation of instructional/classroom practices reflective of the College’s
commitment to diversity, equity, and inclusion (DEI). This could include descriptions of
inclusive instructional practices as outlined within the Narrative, examples of course
materials and/or topics reflecting a broad range of viewpoints and historical
perspectives, course assignments that encourage the exploration of diverse
perspectives, new course development on topics related to DEI, etc.
  o Evidence of innovation in instruction—e.g., new course development, new formats
(online, hybrid, distance, flipped), study abroad, etc.
  o Letters from colleagues who have observed the individual’s class.
  o Sample syllabi, course assignments, exams, etc. representing a range of courses and
course levels.
  o Honors/Awards received related to Teaching.
• The Scholarship/Creative Activity section of the binder may contain:
  o A reflective narrative, including the focus of the individual’s work and plans for the
future. The length of the narrative will vary depending on departmental expectations,
but is typically between two and five pages.
  o Documentation related to published or juried work—e.g., letters from the editor, copies
of recent journal articles, prefaces to book chapters, acceptances for conference
presentations or juried exhibitions, PPT slides from presentations, exhibition photos,
performance recordings, etc. It is also helpful to highlight those works that have been
conducted with students.
  o Letters of support from individuals outside of SUNY Potsdam are not required, but could
augment the portfolio by documenting one’s impact of the scholarship/creative activity
beyond the campus.
    ▪ Note: Departments may have different expectations or requirements regarding
the role and weight of external letters; individuals should consult with the
department regarding these expectations.
  o Honors/Awards received related to Scholarship/Creative Activity.
• The Service section of the binder may contain:
  o A reflective narrative that focuses on how the individual’s service supports the mission
of the department, school, division of Academic Affairs, campus, and broader
community including alignment of service with related strategic plans as well as goals for the future as related to service. The length of the narrative will vary depending on departmental expectations, but is typically between two and five pages.

- Documentation of service reflective of the College’s commitment to diversity, equity, and inclusion.
- While not required, individuals may select to include evidence/documentation of active participation in committees or other service activities particularly as it pertains to intensive/extraordinary service, which could include letters of support from committee chairs or others involved with the work.
- Evidence/documentation of active participation in service outside of the campus (e.g., support of the community related to one’s field of study, state service, etc.), which could include letters of support from individuals directly involved with the work.
- Honors/Awards received related to Service.

- The **Continuing Growth** section of the binder may contain:
  - Documentation related to how the individual is keeping current with developments in the field, including one’s disciplinary expertise as well as broader issues in higher education. Documentation could include letters of participation, certificates of completion, or conference materials.
  - Documentation related to how the individual is enhancing skills and knowledge related to one’s increased responsibilities on campus (e.g., related to administrative duties, unit accreditation, etc.).

**Electronic Documentation**

Individuals are encouraged to submit documentation for renewal/continuing appointment via electronic files/protected website; these submissions should follow the same recommended guidelines as provided above. However, it is critical that electronic submissions be interactive and not static. For example, individuals are discouraged from turning in a document that consists of one long PDF file—this format is very difficult to review. Separate, labeled folders or interactive links greatly enhance organization and the review process. Submissions via either an external drive or emailed link to a website are equally acceptable.

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