

Recommended Guidelines for Reappointment/Promotion of Instructional Faculty

The following are recommended guidelines for preparing materials for renewal and 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 portfolio 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.

Individuals are strongly encouraged to submit documentation for reappointment/continuing appointment electronically. It is critical that electronic portfolios 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. Individuals are strongly encouraged to use a platform that is hosted by the College, such as OneNote (preferred), OneDrive, or Teams, that includes labeled folders or interactive links to enhance organization and the review process. Submissions via either an external drive or emailed link to a website are acceptable.

Portfolios may include the following:

- Table of contents.
- Updated CV.
- Faculty Information Forms (all forms).
- Discrete sections on Teaching, Service, Scholarly/Creative Activities, and Continuing Professional Growth with supporting evidence.
- Reflective narratives on Teaching, Service, Scholarly/Creative Activities, and Continuing Professional Growth.
- Copy of departmental/school bylaws (if any) specifying requirements for renewal and continuing appointment.
- Letters of support.¹
- Other relevant evidence.

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; 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.

¹ It is recommended that faculty members do not ask current students for letter of support; this puts students in a very difficult position. Letters from former students are acceptable.

- When listing grants, include a description of your role (e.g., PI, assessment coordinator), whether the grant was funded, amount of funding, name of the grant, and granting agency.

The *Teaching* section of the portfolio may contain:

- A reflective narrative, including how the individual changed/improved instruction over time and plans to continue to do so. 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 defined), interdisciplinary initiatives, support for Open Educational Resources, assessment and continuous improvement of student learning, 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.
- Summary data from student surveys of instruction administered 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 recommended.
- Reflections on the student surveys, including how the feedback was used to improve instruction.
- Reflections on the data collected from alternative methods of course assessment, if used.
- Documentation of instructional/classroom practices reflective of the College's commitment to Diversity, Equity, Inclusion, and Belonging (DEIB). 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 DEIB, etc.
- Evidence of innovation in instruction (e.g., new course development, new format, study abroad, service learning).
- Letters from colleagues who have observed the individual's class.
- Sample syllabi, course assignments, exams, etc., representing a range of courses and course levels.
- Honors/Awards received related to Teaching.

The *Scholarship/Creative Activity* section of the portfolio may contain:

- A reflective narrative, including the focus of the individual's work and plans. The length of the narrative will vary depending on departmental expectations but is typically between two and five pages.
- 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.
- 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 campus.²

- Honors/Awards received related to Scholarship/Creative Activity.

The *Service* section of the portfolio may contain:

- 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 it 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 portfolio 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, assessment).

² Departments may have different expectations or requirements regarding the role and weight of external letters; individuals should consult with the department regarding these expectations.