Guidelines and Recommendations to Tenure-Track Candidates for Preparing Portfolios
Academic Personnel Committee
Revision 2.1, Approved by APC 3/20/2012
Approved by Faculty Assembly 4/12/2012

Note – References to SUNYIT were changed to SUNY Poly, Utica Campus, based on
discussion at Faculty Assembly 2/26/2015

The following guidelines have been prepared by the SUNY Poly, Utica Campus Academic
Personnel Committee to assist tenure-track candidates (holding Academic Rank as defined by
Art. II 1.j. in the 2014 Policies of the SUNY Board of Trustees) in preparing their portfolios for
reappointment, continuing appointment, and/or promotion.

Purpose

1. A candidate's portfolio is the primary document in which candidates represent their case
   for reappointment and/or promotion. These guidelines are intended to assist candidates
   present their body of work in the strongest manner.

Types and amount of information

1. These guidelines identify the types of activities deemed most relevant in assessing a
   candidate's body of work. The list of criteria is not exhaustive and candidates may
   include information that is not identified if they consider it to be relevant to their case.

2. These guidelines reflect the diversity of activities undertaken by faculty in different
   disciplines and fields. Not all activities are applicable to every faculty member. It is
   normal for individual faculty to focus on the activities most relevant and valuable in
   his/her field.

3. These guidelines identify the specific types of supporting information and documents that
   the committee recommends be included in the portfolio in order to accurately represent
   the candidate's work.

4. Candidates are not required to provide supporting documents or information that is
   requested. However, candidates are advised that the committee may discount claims that
   are not supported.

5. Included are general recommendations on the types and number of supporting documents
   to include in the portfolio. The committee appreciates candidates' desire to present a
   complete record of their activities; however, a representative sample of documents is
   more useful than a portfolio that is overburdened by information.

6. Candidates are strongly advised not to include any original or irreplaceable documents in their portfolio. Copies are sufficient. In addition, candidates should maintain a copy of their portfolio (whether in physical or electronic form) as a backup.

Organization and format

1. The overall structure of the portfolio mirrors the criteria for reappointment and promotion as identified in Article XII of the *State University of New York Policies of the Board of Trustees*. In addition, these guidelines recommend a specific way to organize information and documents in order to ensure that a candidate's body of work receives thorough review. We recommend that candidates follow the organization to ensure that evidence is not overlooked.

2. Format of the portfolio: A candidate's portfolio will be reviewed by multiple readers over a period of several months. It is important that the portfolio be assembled to minimize the chance that pages are lost, misplaced or placed out of order. We recommend that portfolios be assembled in a three-ring binder or similarly bound format. Major section headings should be identified with tab dividers. Please ensure that each page can be read without removing it from the binder (e.g. multiple-page documents should not be placed in a single plastic sleeve).

Guidelines for Writing the Personal Narrative

The Academic Personnel Committee recommends that candidates include a personal narrative as part of their portfolio. The primary value of the narrative is that it provides the readers of a candidate's portfolio with an overall context within which to evaluate the discrete activities and accomplishments documented within the portfolio. (A secondary benefit is that writing a narrative can be a valuable exercise that encourages candidates to reflect upon their own professional development and goals and assess the means by which they are pursuing those goals.)

An effective personal narrative helps its readers understand how a candidate perceives the role that his/her activities play in advancing their career path at SUNY Poly, Utica Campus. We encourage, then, candidates to discuss how they see their various activities and accomplishments in light of their overall professional goals and contributions to SUNY Poly, Utica Campus.

Candidates often organize their narratives according to the five criteria identified in the SUNY Board of Trustees policies. Suggestions for how to address those areas within the narrative include:

Mastery of subject matter: discuss the role that developing one's expertise, as demonstrated by licenses, certifications, and reputation in the field, plays in advancing one's career path.

Effectiveness in teaching: discuss teaching philosophy and pedagogical approaches and explain how one's courses and teaching materials reflect and embody those ideals.

Scholarly activity: outline major scholarly, creative, and/or research areas and trajectories and discuss how projects develop those trajectories.

Effectiveness of University service: discuss how one sees his/her role in and contribution to the larger university community (at the programmatic, departmental, college, and/or SUNY-wide levels) and how one's service activities reflect those goals.

Continuing growth: discuss short and long-term professional goals and the various activities that help to realize those goals.

Overview: Organization of the Portfolio

The committee recommends that the portfolio be ordered in the following manner:

1. Preliminary materials
   a. Table of contents
   b. Copies of appointment letters
   c. Current *curriculum vita*
   d. Personal narrative
   e. Chronology of activities since last review: As the portfolio is a cumulative record of a candidate's activities and accomplishments, briefly identify new activities and accomplishments completed since the previous personnel review.

2. Main body
   a. Master of subject matter
   b. Effectiveness in teaching
   c. Scholarly ability
   d. Effectiveness of University service
   e. Continuing growth

I. Mastery of subject matter

As demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.

Activity or accomplishment	Information and/or supporting documents to include in portfolio
Degrees earned	Identify institution, year earned, and subject field.
Degrees in progress	Identify institution, type of degree, number of credits completed, and total number of credits required to earn degree.
Licenses and certifications	Identify credentialing body and date earned.
Honors and awards	Identify credentialing body and date earned.
Reputation in subject matter field; for example: 1. Election or appointment to executive or special committees of national, regional, or state professional organizations	Identify position, organization, and term served.
2. Consultant in area of expertise	Identify consulting organization and briefly describe work performed.
3. Citations by others in the discipline (published citation index or similar source)	Brief overview of citations.
4. Reviews of books or publications.	Sample of reviews.

II. Effectiveness in teaching

As demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation.

Activity or accomplishment	Information and/or supporting documents to include in portfolio
Teaching schedule	Complete list of courses and sections taught, arranged by semester.
Judgment of colleagues	Teaching evaluations based upon observations of colleagues. Written observation reports should be included in the portfolio. Other documented evidence that demonstrates continued success in advancing student achievement such as teaching awards, assessment reports, etc.
Development of courses and teaching materials	Selected current samples of syllabi, course outlines and other related course materials. To demonstrate improvements to courses, materials arranged chronologically may be submitted. Selected samples of teaching materials such as study guides, bibliographies, computer programs, lab manuals, etc.
Pedagogical practices, curriculum, or teaching materials developed by candidate and adopted by others	Concise description of contribution and details on adoption.
Student response	Do not include copies of IDEA evaluations in the portfolio. Candidates' IDEA evaluations are provided by the Office of the Provost. Candidates may include additional methods used to assess student reaction such as qualitative course evaluations. Such evaluations should be administered in accordance with SUNY POLY, UTICA CAMPUS policies. Candidates should include an explanation of how non-standard evaluations were administered and collected. Documented evidence of student reaction such as teaching awards.

III. Scholarly ability

As demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.

Evidence of scholarly ability is in one's field of endeavor. The development of new fields of endeavor should be identified in the section on "Continuing Growth." Please clearly identify and organize scholarly activities under the following categories:

1. Publications
        a. Peer-reviewed publications
        b. Non-peer reviewed-publications
        c. Creative work and contributions to the arts
2. Papers presented at professional conferences
        a. Juried papers
        b. Non-juried papers
3. Other scholarly activity
        a. Grant activity
        b. Disseminated work
        c. Software
4. Work in progress
5. Reputation and external evaluations

Activity or accomplishment	Information and/or supporting documents to include in portfolio
Peer-reviewed publications	Full bibliographic citation, including page numbers. For multi-authored works, briefly describe the role and/or contribution to the work. The status of publications not yet in print should be clearly identified: i.e. in press, under review, accepted with revisions, revise and resubmit. Communications from publishers clarifying status may be included. Candidates should include a representative sample of their publications. These can include full texts of articles, books, and/or presentations, selected samples, abstracts, and supporting materials as appropriate.

Non-peer reviewed publications.	Supporting information should be identified as above.
Creative works and contributions to the arts.	List of works completed and published, publicly exhibited, or performed, including full bibliographic citation and/or dates and venues of exhibition or performance. Include a representative sample.
Papers presented at professional conferences	List title, conference, and date presented. Indicate whether paper selection was juried or non-juried. Include a representative sample.
Completed grant activity	Indicate status of grant (i.e. funded, rated, outcome of peer review). Supporting evidence can include documents from the peer-review process.
Work disseminated to professional audiences but not published (e.g. ERIC documents, etc.)	Concise description of work and mode of dissemination.
Software resulting from or resulting in significant scholarship	Concise description of software and scholarly significance.
Work in progress	Concise description of work, degree of completion, and intended venue.
Reputation among colleagues	Evidence of success, quality, and/or significance of work, including published reviews, peer reviews, or other supporting evidence from colleagues in the field.
External evaluations	Candidate may opt for external evaluations to be performed in accordance with SUNY Poly, Utica Campus policies and procedures governing external review. Candidates who opt for external evaluations must include a description of the procedure utilized for obtaining external reviews and indicate where the reviews reside if not contained in the portfolio.

IV. Effectiveness of University service

As demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.

Activity or accomplishment	Information and/or supporting documents to include in portfolio
Committee work: 1. Departmental committees 2. Campus-wide committees (including governance groups) 3. SUNY-wide activities (Faculty Senate, etc.)	Brief description of contributions if appropriate. Include dates of service.
Administrative activities (i.e. work for which compensation is received. If administrative activities are done without compensation, please indicate). 1. Chair of department 2. Coordinator of program or area of responsibility 3. Director of center 4. Other special assignments	Brief description of duties, responsibilities, and work contributed. Identify percentage of work-load if relevant.
Work with students and prospective students such as: 1. Undergraduate or graduate advising 2. Faculty advisor to student groups	Brief description of activities (number of advisees, etc.)

3. Participation in recruitment or retention activities	
Service to professional organizations, such as: 1. Reviewer for journal 2. Serving on committees of professional organizations 3. Organizing conferences 4. Serving on advisory boards related to one's field	Identify organization, role, and dates of service if relevant.
Service to community, such as voluntary participation with community organizations	As above.

V. Continuing growth

As demonstrated by such things as reading, research or other activities to keep abreast of current developments in the academic employee's fields and being able to handle successfully increased responsibility.

Activity or accomplishment	Information and/or supporting documents to include in portfolio
Developmental activities: 1. Reading to keep current in one's field 2. Research projects in the formative stages 3. Development of new expertise, such as attainment of certificate in non-expert areas 4. Research, scholarly activity, or creative activity in new fields of endeavor 5. Attending professional conferences, workshops, and other venues for professional development	Brief description of activities and projects.
Growth in responsibilities	Brief narrative describing candidate's growth in the areas of teaching (e.g. teaching more advanced classes, graduate teaching) and service (e.g. increasing role and contributions in committees, governance, and/or in administration.)

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