

FAQ: Promotion to Principal Academic Professional

Reference: CAS NTT Manual, Pages 21 – 23 (738 – 830)

Background Information

Evaluation Terminology - Candidates will be evaluated as having met or not met the standards for promotion in the categories of service and teaching using the evaluative terms of *outstanding*, *excellent*, *very good*, *good*, *fair*, and *poor*.

Promotion to Sr. Academic Professional - Candidates must provide a sustained level of service to the department, college and/or university, and/or to the professional and practice community that is **evaluated as excellent**. If the candidate's workload includes teaching, the candidate **must demonstrate excellent teaching**.

These evaluation terms meet the university's standards for promotion to the rank of Sr. Academic Professional.

Review Periods

- Teaching Portfolios - last five calendar years (CY 2016 - CY 2020)
- Student Evaluations – Faculty Review Services (FRS) provides all student evaluations since promotion to Senior Academic Professional.
- The rest of the dossier covers the period since promotion to Senior Academic Professional.

Dossier Components

You may omit sections/categories that are not applicable.

Cover Page

The following format must be used (lines not applicable should be omitted):

- Name
- Department
- Date of GSU Appointment
- Number of Years of Credit for Prior Service
- Leaves of Absence (Descriptions and Purposes)
- Proposed Rank

Curriculum Vitae

Include a paginated copy of your curriculum vitae. Please consider adding a DOI/hyperlink to any publications included in the review period.

Summary of Essential Functions / Responsibilities

Provided to you by your chair, this document describes your primary responsibilities under the general categories of Teaching and Service.

NOTE: If this document has not been provided to you before the dossier due date, it will be added into your dossier by FRS

Service Category

List and briefly describe objectives and contributions in the following service areas. Candidates are expected to address only those areas that apply.

Assigned Departmental Service Roles

Your administrative roles or other service duties that are ongoing assignments (e.g., undergraduate director, program coordinator).

Facility / Services Management

Activities such as managing instructional laboratories or instructional technology support programs.

Supervisory/Mentoring Activities

Activities such as supervision of graduate laboratory or teaching assistants, student assistants, staff, or part-time instructors.

Teaching Service

Activities such as coordination of clinical practica or field experiences, leading and/or supporting teaching training programs, supervising and/or mentoring faculty in the area of instruction, or providing support for the development of new courses and programs, guest-lecturing, consulting about educational and teaching issues (e.g., curriculum development, mode of presentation, or assistance with new teaching technology).

Academic Advisement and Curriculum

Activities such as providing academic advisement or managing advisement/recruitment programs, maintaining curriculum, course scheduling, or contributing to program evaluation and certification processes.

Contributions to your Department, the College, and University

Memberships on departmental/college/university committees, formal mentoring, participation in university-sanctioned outreach or service activities beyond the scope of regular job duties.

Professional Service

Memberships in professional societies, advisory boards, etc.

Community & Public Service

Non-university lectures, speeches, presentation, performances, short courses, & assistance to governmental agencies

Published Materials

Include PDFs of the referenced articles, training manuals, creative activities, or any other material publications related to your service responsibilities during the review period

Additional Service

List any other service contribution not related to the categories referenced above. Examples may include reviewing manuscripts or grant applications, contributions in support of research programs, or sponsored funding gained relating to service responsibilities. Please refer to your departmental guidelines which may specify additional requirements regarding this topic.

NOTE: Candidates should neither solicit letters concerning their service nor include them in their dossier.

Teaching Category (if applicable)

Statement of Teaching Interests, Goals and Qualifications

Describe your educational philosophy within the context of assigned teaching duties. You should indicate all courses you are qualified to teach as an instructor of record and generally describe other types of contributions made in the classroom. Maximum: 3 typed, double-spaced pages.

Courses Taught During the Review Period

For this year, please include courses taught since promotion - Summer 2021

- Using the format in Appendix A (see NTT manual), provide a list of courses and labs taught during the review period and the role played in the course (i.e., instructor of record or lab instructor, assistant to the instructor of record or lab instructor, etc.)
 - *NOTE: You may list associated labs along with their corresponding course or create separate tables for courses and labs taught.*
- Provide a copy of the most recent syllabus used for each course taught during the time period. Only one syllabus for each different course is required. Please indicate on the syllabus if it was created individually, developed collaboratively, or based largely on the work of another faculty member.

Teaching Portfolio

You should include your teaching portfolios for the last five calendar years. Your department's style of teaching portfolio is acceptable. *For this year, you will need portfolios from CY 2016 - CY 2020.*

Per the college's *Teaching Assessment Policy*, teaching portfolios should include the following for **each** required calendar year:

- List of all courses, independent studies, theses, etc. taught or directed during that calendar year.
- Faculty should also include a selection of course materials from two courses – ideally one would be a specialty course and one a more general course. (Examples: syllabi, sample exams, projects, etc.)
- **Optional:** Brief narrative highlighting teaching successes, challenges and opportunities.

IMPORTANT: Please refer to your department's manual to include any additional information they require. (e.g., DFW rates, etc.)

New Courses/Teaching Programs Developed

List and generally describe the role you played in the development of the course.

Teaching Funding

Describe all intramural and extramural funding of teaching initiatives.

Published Materials

This is a list of textbooks and published articles related to your teaching.

These materials may not include work in-progress or work submitted but not yet accepted for publication.

Documentation Requirements

Include DOIs or hyperlinks to your publications if available. Link examples include: publisher's web site, retail outlets, etc. If the DOI or hyperlink is unavailable, you should include PDFs of your articles, book chapters, books, reviews, etc.

Additional Evidence of Teaching Effectiveness

You may include a list of other items directly related to classroom not specified above and not required as part of their teaching portfolio. Examples may include honors or special recognition for teaching.

NOTE: Department may specify additional requirements in their departmental guidelines.

Research (Professional Development) Activities (if appropriate)

Please check your departmental guidelines to see if they specify whether a faculty member may provide information on research activities such as publication of their research and scholarship, creative activities, performances, exhibitions, conference presentations, grants applied for and/or funded, and collaborations, as they bear on the academic professional's service and teaching responsibilities.

Creating your Digital Dossier

First, save all pieces of your dossier as individual PDF files, and name them according to how you would like each document's bookmark label to appear in your combined PDF.

NOTE: Below is the general order of recommended content within your dossier.

- Cover Page
- CV
- Summary of Essential Functions/Responsibilities – provided by your Chair
- Service Category (since promotion – Summer 2021)
 - Facility/Services Management
 - Supervisory/Mentoring Activities
 - Teaching Service
 - Academic Advisement and Curriculum
 - Contributions to the Department, College, or University
 - Professional Service
 - Community and Public Service
 - Published Materials related to Service Activities
 - Additional Service
- Teaching Category (if applicable)
 - Statement of Teaching Interests, Goals & Qualifications (2-3 pages)
 - Courses Taught during the Review Period (Appendix A- NTT Manual)
 - Teaching Portfolios CY 2016 – CY 2020
 - Student Evaluations for the review period – provided by Faculty Review Services
 - New Courses/Teaching Programs Developed
 - Teaching Funding
 - Published Materials related to Teaching Activities
 - Additional Evidence of Teaching Effectiveness
- Research (Professional Development) Activities (if appropriate) (since promotion – Summer 2021)

Second, if page numbers are not present in your original document, you should add page numbers to each PDF file.

To paginate a PDF: Open the PDF > Tools > Edit PDF > Header & Footer > Add > Decide location and click on that field > Insert Page Number > Page Range Options (choose page range) > OK > OK

Example: If your CV is 25 pages, number it 1 to 25. If your Teaching Statement is 3 pages, number it 1 to 3.

Third, Open Adobe Pro DC > Tools > Combine Files > Add files by uploading or drag & drop - re-order them as needed > Combine.

That's it! The file names you assigned become the bookmark names. These can be easily edited as needed. Your bookmarked dossier now makes it easy for reviewers to “toggle” between sections.