

Characteristics of Promotion and Continuing Appointment Applications

Area	Characteristics of a Strong Application	Characteristics of a Weak Application
<u>Preface (General Information)</u>	Must have: Personnel Action Form, Faculty Information Forms for every year since hire, Curriculum Vitae, Credit Validation (if applicable), past recommendations regarding reappointment/promotion. Portfolio should address all five areas (Mastery of Subject Matter, Teaching Effectiveness, Scholarly Ability, Effectiveness of University Service, and Continuing Growth).	These key items are missing.
	The application has been proofread for spelling, grammar, and syntax.	The application has significant misspellings, errors in grammar, and errors in syntax.
	The Curriculum Vitae/résumé is up to date.	The Curriculum Vitae/résumé is outdated. Publications are not listed in standard bibliographic formats.
	Activities are included in the appropriate sections of the application (Mastery of Subject Matter, Teaching Effectiveness, Scholarly Ability, Effectiveness of University Service, and Continuing Growth) with a clear articulation of why the activity belongs in that section.	Activities are listed haphazardly with little or no indication of why they have been listed in the section they are in.
	Application provides evidence of noteworthy achievements allowing the reviewer to assess the level of noteworthiness and to conclude that it was noteworthy.	Narrative self-declares that the case is noteworthy.
	Narrative illuminates and expands on information in the Curriculum Vitae/résumé, providing insight and context for why the activities were done, why they are important, and how they are aligned with the University's mission. Each of the five areas should have a narrative.	Narrative merely repeats what is in the Curriculum Vitae/ résumé.
	Focus is on activities since the last personnel action evaluation.	No distinction is made between new activities and ones that were previously presented.

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<u>Mastery of Subject Matter</u>	Credentials – Copy of official transcripts (undergraduate and graduate), licenses, and certifications. For specific discipline information, refer to the applicable rank matrix.	
<u>Teaching Effectiveness</u>	Application provides a variety of evidence of teaching effectiveness, including student course comments, peer reviews (teaching partners, classroom visits), summaries of student feedback, evidence that teaching methods were effective in meeting learning outcomes and engendering student success. Note: If student course comments are included, <u>all</u> comments for the class should be included—not only positive ones.	Application includes only student course comments as evidence of teaching effectiveness and little beyond. If student course comments are included, only selected comments are presented, not a complete set of comments.
	Application includes all student course comments since the last personnel action.	Application does not include all student course comments—missing course comments cannot be found or were never administered.
	Student course comments have either consistently strong scores or a trend of improvement in scores to strong levels in all areas.	Student course comments are inconsistent, show declining trends, or are weak in one or more areas.
	Application narrative describes <u>how</u> outcome assessments and results of student course comments were used to improve teaching and learning .	Application does not discuss outcome assessments or ways in which student course comments were used to improve teaching and learning in any significant way. Application says outcomes/evaluations were used to improve courses, but doesn't explain how.
	Where changes in a particular discipline dictate, application narrative describes development of new courses and substantive changes in existing courses.	

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<u>Scholarly Ability</u>	Application provides an organized presentation of activities, separated by category (publications, presentations, etc.) listed in chronological order. Appropriate bibliographic citations are given. Copies of publications or electronic links are provided. For presentations, dates and venues are provided.	Application provides a mixed list of activities, making it difficult to determine what each activity was.
	Application demonstrates a sustained involvement in scholarship over the time the candidate has been at SUNY Canton.	Application reflects a recent spurt of activity, occurring just prior to the request for promotion or tenure or primarily includes accomplishments prior to working at SUNY Canton.
	Copies of publications are provided.	No copy of the publication is provided and the application does not make it clear if a publication (such as a conference paper) exists.
	For publications and presentations with multiple authors, information is provided about the applicant's contribution .	No information is provided as to the candidate's level of contribution for multi-author papers or presentations.
	The narrative provides insight into the big picture of the research effort—why the topic was chosen, what has been accomplished, and future goals for the research.	The narrative provides a duplicate list to what has already been included in the curriculum vitae/résumé.
	If consulting is listed under scholarly work, the application explains how the consulting resulted in discovery or analysis.	Consulting is listed with little or no further explanation.
	If grants are listed under scholarly work, the application explains how developing the grant constituted scholarship. (If listed in another category, explanation is provided as to why the grant should be considered in that category.) External grants are clearly distinguished from internal grants.	Grants are listed with little or no further explanation. No distinction is made between internal and external grants; applications for internal equipment funds are listed as if they are extended grants.

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<u>Effectiveness of University Service</u>	Narrative describes applicant’s role in advising , number of advisees, and what evidence of successful advising and/or innovations in advising.	Advising or its alternative is not mentioned in the narrative.
	Service work includes accomplishments while on standing committees, ad hoc committees, faculty governance committees, search committees, work with student organizations, service to relevant professional societies, and community service applicable to SUNY Canton.	Service work consists largely of activities that are fundamental expectations for all faculty members, such as attending commencement, keeping office hours, and attending school meetings.
	Types of service are appropriately sorted into service to department, service to school, service to university, professional service, and applicable community service. Any leadership roles (committee chair, etc.) are clearly indicated.	Types of service are mixed together on a list, with no indication of what kind of committee it is or the candidate’s role on it.
	Application narrative indicates the role the candidate played on the committee. For departmental and school committees with which the reviewers might be less familiar, the narrative provides some basic information about the committee itself—major agenda items, how many people were on it, how often it met, etc.	Application narrative lists the committees the candidate was on, but not what the candidate did.
	If consulting is listed under service, explains how the consulting benefitted SUNY Canton to which it was in service, and includes examples of how consulting contributed.	Lists consulting clients with little or no further explanation.
	Items listed under Service are of clear benefit to the department, school, college or SUNY’s mission, profession, or the community.	Items are listed under Service that are primarily of benefit only to the candidate.

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<u>Continuing Growth</u>	Application provides an organized presentation of activities, separated by category (short courses, workshops, conferences, seminars attended, self-study, etc.), listed in chronological order, with dates and venues provided.	Application provides a mixed list of activities, with no distinction as to type or how involved the activity was.
	Each activity is briefly described as to the sponsor, the content, and the amount of time involved. If a certificate of completion was awarded, a copy is included with the application.	Application provides only a list of activities, with little or no description provided.
	Information is provided about the applicant's level of involvement with the activity. Meaningful participation is described. Any examinations taken, certifications obtained, or a products produced are indicated.	Application provides only a list of activities, with little or no description provided.
	Activities listed are directly related to the applicant's teaching or research.	Activities listed are mandatory activities for all faculty (advising updates, new faculty orientation, etc.)
	If consulting is listed under professional growth and development, the application explains how the consulting contributed to the candidate's professional development.	Lists consulting with little or no further explanation.
<u>Supportive Letters</u>	Letters of support describe activities and accomplishments during the assessment period. Letters are from a professional colleague who is knowledgeable about the candidate's academic discipline, current activities and accomplishments. The letter explains <u>what</u> the candidate did and <u>why</u> the activities and accomplishments discussed are noteworthy.	Letters of support describe what the reviewer has heard, rather than observed. The letter provides a list of activities, but doesn't explain why they were important. The reviewer is a friend or neighbor of a former colleague who addresses activities and accomplishments that occurred prior to the candidates being at SUNY Canton.