

Guidelines for Lecture Track Faculty Renewal and Promotion Dossiers

Developed by the Lecture-Track Promotion Committee and approved by the Dean of Emory College and the Provost of Emory University, January 22, 2009. Revised, May 2010. Further revised, May 2018.

1. Introduction

Reappointment and promotion are important occasions for all faculty. It is a moment when accomplishments can be recognized and acknowledged. The dossier is the primary source of information available to all of those called upon to evaluate your performance. It is essential, then, that the dossier communicate your teaching, service, and (where appropriate) scholarship in an accurate, complete, and clear way. These guidelines have been developed by the Lecture Track Promotion Committee to aid candidates and their Chairs or Directors in determining how best to make the case for reappointment or promotion.

Because of the variety of forms that teaching, service, and scholarship may take, these are guidelines only. Departments and Programs are free to develop their own standards for candidate dossiers. If they do so, the Lecture Track Promotion Committee urges Departments/Programs to attend carefully to these guidelines. In considering candidates for promotion, the Committee expects to see dossiers that contain the kind of comprehensive documentation described in these guidelines.

These guidelines were developed with promotion dossiers in mind. In these dossiers, it is crucial that your accomplishments be fully documented and a clear narrative be presented. Dossiers for renewal without promotion may be less comprehensive, but candidates and chairs/directors should bear in mind the importance of documenting the grounds for renewal.

Renewal and promotion are based on the candidate's teaching, service, and (when appropriate) scholarship. The dossier, therefore, must document each of these areas. Candidates are strongly encouraged to organize their dossier so that it corresponds to each these areas of evaluation. Material in each of the three areas should be introduced by a statement, in which you will synthesize and explain the significance of the specific elements in your dossier. The three statements should work together to make the case for promotion or renewal.

2. Curriculum Vita

Because the C.V. is the primary form of professional representation, a minimal dossier must include a C.V.

Candidates for promotion should remember that the C.V. will be reviewed by a diverse committee that includes non-specialists. It is essential that the C.V. be in a format that allows easy interpretation of your scholarship and its importance within your discipline.

The C.V. should be marked with the date when it was last edited.

In addition to standard biographic information, your C.V. should include information on scholarly and teaching activities, organized as follows:

a. Scholarship

- Please separate peer reviewed and non-peer reviewed publications.
- Within peer reviewed and non-peer reviewed sections, please separate journal articles, chapters in edited volumes, reviews, edited volumes, books, and other publication types, with each section clearly delineated.
- For co-authored publications where you are not first or senior author, please include a key or a brief sentence that indicates the nature of your specific contribution to the work. More details may also be included in the scholarship section of your application.
- Complete citations for all print publications should include page numbers.
- Include approximate word counts for online publications without page numbers.
- Clearly indicate the current status of work that has not yet appeared in press or is not yet accepted for publication.
- Works under review and not yet accepted for publication should not be included among the publications. Please use a separate section for such work, if it is to be included.
- Please include any information that may be used to indicate the importance of the work. This may include citation information (e.g., h-index or numbers of citations for published articles), awards, etc.
- For major articles and books not yet published or in page proofs, provide a letter or email from the editor indicating the status of the project. For example, in the case of books, confirmation that the manuscript is in production with no further changes, with an expected publication date.
- Please delineate among public presentations, invited talks, presentations selected from submitted abstracts, etc.
- Include any funding applied for and received that is relevant to your scholarship or teaching.

b. Teaching

- Include a list of courses taught and the year(s) in which they were taught. Cross-listed courses should be noted and combined into single entries.
- Indicate any courses that were co- or team-taught.
- Separate undergraduate from graduate courses, and indicate if you developed the course.
- List any nominations or awards related to teaching or mentorship.

- Number or list students you have mentored in a substantial fashion (e.g., honors theses students), separating undergraduate and graduate advisees. This list should not include PACE advising and will rarely include departmental/program academic advisees.
- Provide the number or list of Honors and Graduate committees on which you have served.
- List any professional development related to teaching, such as pedagogy seminars or workshops.

Note that your teaching information will be more fully detailed in the Teaching Portfolio, but its inclusion in your C.V. will allow reviewers to consider your teaching and mentoring efforts as part of their overall evaluation of your portfolio.

c. Service

- Department level service.
- College and/or university level service.
- Service to the community and profession.

3. Scholarly Portfolio

The scholarly portfolio encompasses scholarship of teaching and learning, disciplinary scholarship, work in the performing arts and fine arts, and/or experience as expert practitioner of a field. Scholarship to be included should specifically inform pedagogy, practice, or performance through an enrichment of the candidate's teaching and professional development and a direct connection with the central LTF mission of teaching, mentorship, and advising.

A scholarly portfolio is required for Senior Lecturers seeking promotion to Professor of Pedagogy. Renewal of Professors of Pedagogy should also document continuing excellence in scholarship. It is not required for other reviews or promotions, but it may be included at the discretion of the candidate.

a. Scholarship Statement (not more than 5 pages or 2,500 words in 12 point typeface)

The statement should articulate the scholarly dimensions of your contribution to your field and its pedagogy. It should synthesize and explain the significance of your work, including discussion of your completed research, discussion of the impact of completed research, planned trajectory, and the contributions of your scholarship to the pedagogical mission.

b. Scholarly materials

Candidates for promotion to Professor of Pedagogy must include any scholarly materials produced since promotion to Senior Lecturer (submit materials in electronic form and include 2 copies of any printed monographs).

For faculty in the area of performing arts, please reference the Goldsmith memo (see Appendix C of the [Principles and Procedures for Promotion and Tenure](#) available on the Office of Faculty website.)

The types of evidence related to scholarly work include, but are not limited to, the following:

- Publication (print and electronic): book chapters, textbooks, articles in peer-reviewed journals, book reviews, opinion articles, software, training guidelines or manuals, reviews of artistic performances, etc.
 - Scholarly Presentation: papers presented at professional meetings, invited presentations both at Emory and elsewhere, etc.
 - Performance: invited artistic performances, juried exhibitions or composition, master classes, residencies as a guest artist, etc.
 - Practice and Pedagogy: development of new practice models, work on outcome assessment, the articulation of practice standards, other contributions to standards in the candidate's field, etc.
 - Public Engagement Pedagogy: development of new forms of public pedagogy, such as workshops and curricula that are open to non-academic communities (evidence that shows an active contribution that goes beyond simple participation is particularly valuable)
- c. Any other material that supports the case

4. Teaching Portfolio

- a. Teaching Statement (not more than 5 pages or 2,500 words in 12 point typeface)

The statement should articulate the pedagogical dimensions of your contribution to your field and its pedagogy. It should synthesize and explain your pedagogical contributions, including teaching philosophy and methods, explanations of course development, curricular and pedagogical innovations, and other major contributions to teaching.

- b. Description of mentoring and advising activities and number of advisees
- c. Summary Teaching Template

A cover sheet that provides a summation of the data from a candidate's teaching evaluations as provided in the sample table below. While the department can assist in creating this document, you are responsible for providing all the information. This should include all cross-listed classes and co-taught classes with total enrollment numbers.

Professor Name

Department Name

Proposed Rank

Academic Year	Semester	Course Number	Course Name	Total Enrollment	Number of Forms Returned	Course Score-weighted mean	Instructor Score – weighted mean	Overall weighted mean	Departmental Average of courses of this size and type
2015-16	Fall	Biol 250	Cell Biology	25	23	7.42	7.73	8.05	

- d. One complete set of teaching evaluations for the most recent 5 years
 - Copies of all College course evaluation summary sheets
 - Copies of structured written qualitative and quantitative evaluations from both undergraduate and graduate courses
- e. Sample syllabi
- f. Teaching observation letters

Promotion and renewal require letters of evaluation, as specified in the *Policy for Appointment and Review of LTF*. Some of these must be partly based on teaching observations. In addition to these letters, you may include letters from senior or peer colleagues who have observed your teaching.

- g. Student letters (prepared and submitted by the department, program, or center)

Letters from students should be solicited by the Chair or Director of the department/program from former and/or current students with whom you have done substantial work. You may give your chair or director a list for the department to contact. **You may not contact them.** Do not include “thank you” notes/letters from students.

- h. List of thesis supervisions and committees (Honors, independent studies, SIRE or other research supervision, etc.)
- i. Any other material that supports the case

5. Service Portfolio

- a. Service Statement (not more than 3 pages or 1,500 words in 12 point typeface)

The statement should articulate the service dimensions of your contribution to your field and its pedagogy. It should synthesize and explain your service contributions to your department, program, or center, the College, the University, and to the profession at large. The statement may also discuss service to the community and/or public sphere, which may encompass such activities as the organization of conferences, panels, speaker series; service to professional organizations; policy and strategic studies; inter-institutional committees; activities related to accreditation; community partnerships; public advocacy; and service to the community through engagement in economic or cultural development, public education, etc.

- b. Any other material that supports the case