

PREPARING A DOSSIER FOR PROMOTION OR CHANGE IN STATUS

March 2019

The American University of Paris

Approved by Rank & Promotion March 21, 2019

Approved by Faculty Senate May 9, 2019

I: Calendar of Annual Deadlines

- April 30: candidate meets with the Provost and his/her department chair to announce wish to be considered for promotion or change in status. Any questions about eligibility for promotion or change in status should be thoroughly vetted at this time.
- October 1: the candidate submits her/his dossier to the Provost and Department Chair; the Provost makes it available to the candidate's department faculty, and checks to ensure that all required items are included.
- November 2: department chairs submit their letters to the provost.
- November 2: the Provost makes all promotion, change of status dossiers, and chair letters available to the Rank and Promotion Committee.
- January 15: deadline for receiving external evaluators' letters for promotion candidates.
- April 1: Rank and Promotion reports are transmitted to the Provost.
- May 1 (or before the final Senate meeting): decisions are announced to the applicant and the Rank and Promotion Committee.

II: Contents of the Application Dossier

The documents listed below are required and the candidate must provide all the required documents **electronically** (except any items that are unavailable electronically).

For Promotion (*in the enseignant-chercheur category*)

- Cover sheet (must use the appropriate page in this document)
- A Table of Contents
- Candidate's Letter of Application
- Curriculum Vitae (organized according to the format specified later in this document)
- A list of at least five potential evaluators of the candidate's work. This should include evaluator's rank, complete addresses, telephone numbers, e-mail address and relationship to candidate.
- Three representative samples (chapters or articles) of the candidate's scholarly work since previous promotion.
- Teaching Dossier
- University and Community Service Dossier
- Scholarship Dossier

For Promotion (*in the enseignant category*)

- Cover sheet (must use the last page of this document)
- A Table of Contents
- Candidate's Letter of Application
- Curriculum Vitae (organized according to the format specified later in this document)

- Teaching Dossier

For Change in Status from *enseignant* to *enseignant-chercheur*

- Cover sheet (must use the last page of this document)
- A Table of Contents
- Candidate's Letter of Application
- Curriculum Vitae (organized according to the format specified later in this document)
- Teaching Dossier
- Scholarship Dossier

III. Guidelines for Preparing a Dossier for Promotion or Change in Status

Candidate's Letter of Application

The dossier is prefaced by a letter of application and self-appraisal. This letter should summarize the candidate's case for promotion or change in status, and should explicitly address, under different subheadings, all the required components that the Rank and Promotion Committee will consider. The letter should be the outcome of substantial and considered self-appraisal, and it should frame the reader's understanding of materials presented in the file. The candidate is advised to consult widely – with the Chair, with other members of the Department, with colleagues in his or her field, and/or with the Provost – when drafting the letter of application and as regards the completeness of the dossier.

For Promotion (*in the enseignant-chercheur category*)

Teaching, scholarly activity and service, all important for promotion, should all be addressed in the candidates' letter of application.

For Promotion (*in the enseignant category*)

Quality of teaching is the only criteria used to judge promotions in the *enseignant* category, thus the candidate's letter of application should summarize the teaching dossier.

For Change in Status from *enseignant* to *enseignant-chercheur*

Quality of teaching and demonstration of scholarly activity will be the criteria used to judge applications for a change in status from *enseignant* to *enseignant-chercheur*. Therefore, the candidate's letter of application should summarize the teaching dossier as well as speak to research already published as well as any work in progress. The candidate should also explain his/her motivation for the request for change in status.

Curriculum Vitae

The headings and subheadings below are typical of an academic CV.

Name, Campus Address, Email, and Phone number

Education

List degrees in reverse chronological order, university granting degree, date received; include the title of your dissertation and, if applicable, your MA or MFA thesis/work.

Academic Employment History

List role or title, place, dates of employment, again in reverse chronological order.

Teaching

Courses Taught: List courses by catalog number and title; indicate how many times each course has been taught.

MA Theses: List student name, thesis title, and date completed, whether Advisor/Reader

Honors Thesis: List student name, thesis title, and date completed, whether Advisor/Reader

Service (*ONLY for promotion candidates in the enseignant-chercheur category*)

Consider using as sub-categories: University, Department, Professional. Always state the role: chair, member, etc. If applicable, include activities related to public outreach, such as, presentations to civic groups, media appearances, or other public initiatives.

Scholarly/Creative Work Published (*ONLY for promotion candidates in the enseignant-chercheur category or candidates requesting a change in status from enseignant to enseignant-chercheur*)

Under different subheadings, list the different types of publication or creative work, as well as listing published work in descending order of significance, as determined by the field (e.g., university press monographs, double blind peer-reviewed articles, invited articles, proceedings, book reviews, etc.).

Include in the list of publications only those works that are already in print or formally accepted in their final form for publication (provide a letter from the editor). Put work that is unfinished, under review, to be revised and resubmitted, in progress, under contract, etc., under a separate heading "works in progress". Avoid the use of the word "forthcoming" as it means different things to different people, and it is ultimately confusing to reviewers. The "under contract" category is meaningful only when accompanied by a letter from the editor saying that the completed manuscript is slated for publication by a certain date.

Annotate the scholarship section with a short statement under each bibliographic entry, making clear to readers the importance of the venue for the

field (tier 1, tier 2, the flagship journal for your field, etc.), the "quantity" of contribution if a co-author (10%, 75%, etc.), or anything else that will help colleagues understand the significance of the work.

Here is an example of sub-categories (not necessarily ranked in this order)

- Books/Monographs
- Edited Books
- Proceedings (Explain the selection and review process conference papers went through before being included, and describe how much revising authors were required to do. If the conference itself was very selective, explain that, as well.)
- Textbooks
- Peer-reviewed articles
- Chapters in Books
- Other types of non-peer-reviewed articles
- Translations
- Encyclopedia Entries/Articles
- Book Reviews

Scholarly/Creative Work Accepted for Publication

Use same subcategories as above. If a work has been accepted but has not yet been published, list as accepted with estimated date of publication, and include copy of letter of acceptance or contract. (The letter or note goes in the Scholarship Dossier.)

Scholarly/Creative Work Submitted for Publication

Use subcategories as above. List the venue to which the work was submitted, and the number of manuscript pages. Indicate if the work was invited.

Other Publications

Put non-academic writing or self-published and/or non-peer reviewed academic work here.

Professional Papers and Presentations

Give the name, dates, and location of the conference. Indicate if the paper was invited. Indicate who sponsored the conference if that isn't obvious from the name. It may be appropriate to use as subcategories: International, National, Regional, Local.

Work in Progress (optional).

If you choose to include this category, do not pile up possible projects. To do so suggests a lack of focus, and possibly inexperience or poor judgment.

Citations

Give full and proper bibliographic information.

List of External Evaluators (*ONLY for promotion candidates in the enseignant-chercheur category*)

All candidates holding the status *enseignant-chercheur* who are applying for promotion are expected to demonstrate a record of active scholarship. Active scholarship usually signifies scholarly publication, but it may also be defined as basic, applied, or pedagogical research in the discipline, or creative or professional activity in the field. Excellent scholarship is characterized by its quality, originality, significance, and impact on the discipline as recognized by peers.

As part of the process of demonstrating peer recognition of active scholarship, candidates' work is submitted for external evaluation. As part of the promotion dossier, candidates must submit to the Provost a list of at least five names of potential external evaluators (longer lists, arranged in order of preference, are welcome). Your relationship to the evaluators should be "arm's length," meaning that they should not be, for example, friends, thesis advisors, former colleagues, regular co-authors, or anyone else likely to be perceived as unreliable or presenting a conflict of interest. If you are in doubt about this, please consult with the Provost. Along with the names please provide complete contact information, including e-mail address and phone number, professional title and status of the evaluator, and the candidate's relationship with the evaluator. Either the Provost or the Rank and Promotion Committee may disallow proposed evaluators; the Provost or the Committee may also ask the candidate to supply other names. If the candidate does not supply sufficient potential reviewers, only the committee as a whole can request an external review. The committee should not request a review from people not on the list without first advising the candidate (and the candidate has the right to reject a reviewer.)

The Provost requests evaluations from those external evaluators who have been chosen by the Rank and Promotion Committee; candidates should not request their own evaluations. Evaluators who agree to assess the candidate's work will be sent: a letter asking for an analysis of the quality, originality and significance of the candidate's work, the candidate's current CV, and three representative samples (chapters or articles) of the candidate's work, which are identified by the candidate and approved by the Provost. External evaluations should be returned directly to the Provost's office by the deadline.

Teaching Dossier (*required for all applications*)

Teaching includes classroom teaching, academic advising and mentoring, curricular development, and the development of instructional materials. The Teaching Dossier must include, at a minimum:

- A reflective statement by the faculty member, describing his or her teaching philosophy, strategies and objectives, methodologies;
- A list of courses taught, including course numbers and titles, dates, and the position of the course in the curriculum (general elective, satisfying general

- education requirement, major elective, core course in the major, etc.);
- Syllabi for courses taught in the most recent four semesters and any others considered important; and
- Student course evaluations for the past four semesters.

A teaching dossier allows the candidate to document effective and excellent teaching by providing evidence that supplements student evaluations. It offers an opportunity to document classroom practices that have sometimes gone unrecognized and un-rewarded in the consideration of a candidate's qualities. It also offers faculty an opportunity to reflect upon their teaching as they select and assemble documents, and as they write the narrative sections described below and the section on teaching in their letter of application and self-appraisal.

The Rank and Promotion Committee asks for convincing evidence of effective and excellent teaching. The case should be summarized in the candidate's letter, with the teaching dossier providing supporting evidence *in a structured form*. References to the supporting documents in the letter, and cross-references between documents, should be straightforward and explicit. Candidates may wish to number documents in order to facilitate referencing.

A teaching dossier may also include any of the following elements,

- Examples of examinations particularly designed to promote student learning.
- A record of students who have succeeded in advanced study in the field.
- Student publications or conference presentations.
- A student portfolio documenting progress through teacher response over the course of a term.
- Information about the help given by the professor to secure student employment or graduate school admission, or about the professor's influence on a student's career choice.
- Peer evaluations of teaching, instructional materials, or advising.
- Documented improvement in course offerings and curriculum as a result of assessment.
- Development of new courses or new programs to meet department and university needs.
- Development of instructional materials.
- Awards and other recognition for excellence in teaching.
- Documented success in counseling and mentoring.
- Active participation in internal and external activities for the improvement of teaching and curriculum (e.g., participation in the Teaching & Learning Center, Mellon pedagogy seminars or faculty retreats).
- Evidence of help given to colleagues leading to improvement of their teaching, such as leading faculty development workshops or participating in pedagogical seminars.
- Evidence of having received a grant for improving teaching or making curricular revisions to one's syllabi.
- Evidence of technological innovation, such as: a web page designed by

students in a course or an electronic syllabus designed by the teacher for the students.

- Invitations to present a paper on teaching in one's discipline.
- Discussion of published work (included in research dossier) on pedagogy in one's field.
- Contributing to, or editing, a professional journal or special issue of a journal on teaching in one's discipline.
- Description of how field trips, computers, films, and other non-print materials are used in teaching.

Scholarship Dossier (*ONLY for promotion candidates in the enseignant-chercheur category or candidates requesting a change in status from enseignant to enseignant-chercheur*)

All candidates holding the status *enseignant-chercheur* who are applying for promotion as well as candidates holding the status of *enseignant* who are applying for a change in status to *enseignant-chercheur* must submit a scholarship dossier. Active scholarship usually signifies scholarly publication; it may include basic, applied, or pedagogical research in the discipline and/or creative or professional activity in the field. All candidates for promotion should present evidence of all scholarly work since the last promotion.

Excellent scholarship is characterized by its quality, originality, significance, and impact on the discipline, as recognized by peers. Peer recognition may be demonstrated by presenting a record of:

- publication in refereed (peer reviewed) journals and presses or juried exhibitions,
- presentations at selective professional meetings,
- external grant support for research activities,
- awards and other external recognition,
- citations,
- published reviews of the candidate's work,
- external evaluations, or
- professional service (e.g., serving as an appointed or elected officer of an academic or professional association; organizing or leading workshops, panels, or meetings in areas of professional competence; editing professional journals or doing peer review for academically recognized presses; refereeing manuscripts or grant proposals submitted to journals, professional meeting programs, committees, funding organizations, and so on.)

Note that a book contract will be considered "a completed book" by the Rank & Promotion Committee if the book has already been completed (the candidate should provide the committee with the completed manuscript), and the publisher can indicate (via email) approximately when the book will be published. The candidate and/or the publisher should also state whether or not the book has been (or will be) peer-reviewed.

Service Dossier (ONLY for promotion candidates in the enseignant-chercheur category)

All candidates holding the status *enseignant-chercheur* who are applying for promotion are expected to provide evidence of service to the department and institution. They may also provide evidence of service to the wider community. Such evidence can be demonstrated by items in the following list of examples, which is neither exhaustive nor compulsory.

- Serving as an appointed or elected administrator or head of any academic group at the department or university levels.
- Serving as a leader or member of a task force, committee, board, or commission providing service to the department, or the university, or the wider academic community.
- Serving on AUP committees.
- Serving as advisor to student organizations.
- Participating in community outreach activities.
- Serving as professional consultant to public or private organizations.

In making a case for the quality and amount of service contributions, candidates should document the level of involvement, and especially the outcomes of their efforts.

IV. Supplementary Materials

Chair's letter

The Chair of the candidate's Department must provide a letter that is based on the Chair's knowledge of the candidate, and on examination of the materials the candidate submits in support of his or her application. The Chair is expected to consult with other department members in preparing this letter, which should comprise a frank appraisal of the candidate's case based on the criteria defined in the Faculty Manual. If the chair IS the candidate for promotion, the letter from the Chair is replaced with a letter written by another senior academic, approved by the Provost.

Promotion Application (*Enseignant-Chercheur*)

Name: _____

Rank Requested: _____

Date: _____

Place a check mark (v) next to each item indicating its inclusion in the dossier.

1. _____ Table of Contents
2. _____ Candidate's Letter of Application
3. _____ Curriculum Vitae (organized according to the format specified)
4. _____ A list of at least five potential external evaluators of the candidate's work. This must include the person's rank, complete addresses, telephone numbers, email addresses and the person's relationship to the candidate for promotion.
5. _____ Identification of the three pieces of recent scholarly writing that should be sent to the external reviewers.
6. _____ Teaching Dossier
7. _____ University and Community Service Dossier
8. _____ Scholarship Dossier

Promotion Application (*Enseignant*)

Name: _____

Rank Requested: _____

Date: _____

Place a check mark (✓) next to each item indicating its inclusion in the dossier.

1. _____ Table of Contents
2. _____ Candidate's Letter of Application
3. _____ Curriculum Vitae (organized according to the format specified)
4. _____ Teaching Dossier

Change in Status Application (*From Enseignant to Enseignant-Chercheur*)

Name: _____

Date: _____

Place a check mark (✓) next to each item indicating its inclusion in the dossier.

1. _____ Table of Contents
2. _____ Candidate's Letter of Application
3. _____ Curriculum Vitae (organized according to the format specified)
4. _____ Teaching Dossier
5. _____ Scholarship Dossier