

TENURE AND PROMOTION GUIDELINES

CEHD Portfolio and Mason Casebook Guidelines

College of Education and Human Development
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This document provides guidelines for completing the CEHD Portfolio that is used (1) for tenure, promotion, and contract renewal evaluations, and (2) for annual evaluations of tenure-track faculty (aka “developmental portfolio”). It also explains how the CEHD Dean’s Office extracts materials from the CEHD Portfolio to form the casebook of selected materials that is submitted to the Provost’s Office for university-level tenure, promotion, and contract renewal evaluations.

CEHD Portfolio Guidelines

All CEHD full-time instructional faculty will use the online submission system to summarize work for each academic year (this is the basic annual evaluation process). The summary information submitted in this system is aligned with—but more abbreviated in content and format than—the information required for the portfolio described in this document.

In addition to submitting annual evaluation summary information (one-year “snapshot”), tenure-track faculty must also submit a developmental portfolio to the CEHD Tenure-Track Annual Review Committee (TTARC) that will grow and evolve each year over the course of the tenure-track period. The purpose of the developmental portfolio is to provide reviewers with a cumulative look at the evidence relevant to a future tenure decision, with narrative material that highlights connections and synergy among teaching, research, and service activities and accomplishments.

Faculty seeking contract renewal for a multi-year period (i.e., tenure-track contract renewal; renewal of a term faculty contract for a multi-year period) submit a portfolio to the CEHD Promotion and Tenure (P&T) Committee.

Faculty seeking tenure and/or promotion to the rank of associate or full professor submit a portfolio to an appointed first-tier committee (which is analogous to a departmental review committee) and to the CEHD P&T Committee.

Basic Guidelines for Those Required to Submit a Full Portfolio

- Files will be submitted electronically. The Dean’s Office will provide instructions with regard to how to submit files.
- Reporting of data must be fully accurate and internally consistent throughout all sections of the portfolio. Please carefully check to ensure that information in the CV, online evaluation site, and narratives are verbally and numerically in 100% agreement.

- Submitted materials must comply with CEHD and Provost content and format guidelines, as detailed below and in the other documents included under the heading of “Tenure/Promotion/Contract Renewal Guidelines” on the CEHD website.
- Narratives must use 12-point font, have 1-inch margins, and be single spaced.
- Acronyms should be defined in the narratives, as TTARC and first-tier/P&T committee members are often unfamiliar with terms from specialized content domains.
- Faculty should be able to provide additional supporting material beyond the elements specified in this document to TTARC and first-tier/P&T committee members upon request.
- TTARC and first-tier/P&T committee members may reject portfolios that do not meet the guidelines.
- TTARC and first-tier/P&T committee members may request further clarification or documentation of evidence in the portfolio.

Portfolio Components

Part 1: Complete, Updated Vita – Citations must conform to APA guidelines.

Part 2: Annual Faculty Evaluation Summary for the Reporting Period:

Year	SOED Faculty Submit	KINE Faculty Submit	SRTM Faculty Submit
AY 2008–2009	1. Copy of Self-Reporting Format Submission 2. Copy of GSE FEC Evaluation Letter	1. Copy of the RHT Director’s Annual Review	1. Copy of the RHT Director’s Annual Review
AY 2009–2010 through 2018-2019	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of GSE FEC or TTARC Evaluation Letter	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of RHT FEC or TTARC Evaluation Letter	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of RHT FEC or TTARC Evaluation Letter
AY 2019–2020 and forward	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of the SOED FEC or TTARC Evaluation Letter	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of the KINE FEC or TTARC Evaluation Letter	1. PDF of the CEHD Annual Evaluation Online Submission 2. Copy of the SRTM FEC or TTARC Evaluation Letter
<u>Faculty on the Tenure-Track who have completed their third-year review also include in Tab 2</u>	A copy of your third-year letter from the CEHD P&T Committee	A copy of your third-year letter from the CEHD P&T Committee	A copy of your third-year letter from the CEHD P&T Committee

Part 3: Narratives – The narratives are a critical part of the evaluation process, as they both summarize and frame the evidence that is in the overall portfolio. Faculty must point as explicitly as possible to material provided elsewhere in the portfolio that supports the assertions made in the narratives. The Provost’s guidelines state that the combined Teaching + Research and Scholarship narrative may not be longer than eight pages (i.e., approximately 4 pages for each topic) – **No Exceptions**, and must include future plans for both teaching and research and scholarship. The Service narrative (which may also include supplementary information on any topic) may not be longer than four pages – **No Exceptions**.

Appended to this document is a list of suggestions related to the teaching, research and scholarship, and service narratives. These suggestions briefly outline the topics that faculty typically include in their narratives. Note, however, that a specific faculty member’s narratives would not necessarily touch on all of the topics listed in this document, nor are these suggestions designed to inhibit the inclusion of other relevant topics.

Part 4: Reflective Practice – In this section faculty present a separate narrative reflecting on the evaluative process – for example, responses to prior feedback, what was attended to and how, what concerns were addressed and how, what was accomplished and how. The Reflective Practice document has no page limit.

Part 5: Evidence of Teaching Effectiveness

Include:

- a. A table that summarizes all teaching evaluation data, cumulative over the evaluation period. A sample spreadsheet and a template are available on the faculty website at <http://cehd.gmu.edu/resources/facstaff/>
- b. Copies of all course evaluation summaries for the review period
- c. Peer reviews of teaching, which may include outside as well as internal letters
 - TTARC developmental portfolios: Peer reviews of teaching are optional, but inclusion of at least two letters—one of which may be from someone with whom you have co-taught—is strongly recommended.
 - Tenure-track contract renewal cases: At least two peer reviews of teaching are mandatory.
 - Term contract renewal cases: At least two peer reviews of teaching are mandatory.
 - Promotion and/or tenure cases (including term promotion to associate cases): At least three peer reviews of teaching are mandatory.
- d. Include at least two of the following (create a subfolder for each item):
 - i. Syllabi, assignments, and other course materials
 - ii. Student learning assessment (e.g., feedback on student work, rubrics)
 - iii. Design, implementation, and assessment of teaching innovations

- iv. Engagement in curricular initiatives, including—but not limited to—participation in Mason’s strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
- v. Online program, curricular, and course development, implementation, and assessment

Include, if applicable:

- e. List of student projects, theses, and dissertations completed and in progress (graduate and undergraduate, as chair and committee member)
- f. List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
- g. Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
- h. Examples of Scholarship of Teaching and Learning (SoTL) activities, e.g., teaching publications and presentations. These can be included here or in the research section, depending on the nature of the contribution.
- i. Awards and honors

Optional:

- j. Samples of student work (maximum of three)
- k. Summary of student and/or alumni comments, ideally from a defined total population, not selected samples (maximum four pages)

Part 6: Evidence of Research and Scholarship (for those being evaluated in this domain)

Include:

- a. Examples of grants, published works, and/or presentations at professional meetings and conferences.
- b. Examples of Scholarship of Teaching and Learning (SoTL) activities, e.g., teaching publications and presentations. These can be included here or in the teaching section, depending on the nature of the contribution.
- c. Selected works for review period (full text) (maximum of five)

- d. Evidence of quality and impact – e.g., summary of citations, quality of journals, peer review process for journals (maximum two pages)
- e. Awards and honors

Optional:

- f. Abstracts for additional publications, presentations, and grants

Part 7: Evidence of Service Contributions

Include:

- a. Especially notable examples of high-impact service activities and how your participation made a difference (maximum of five)
- b. Letters of appreciation – sent or solicited (maximum of five)
- c. Awards and honors

Note for term promotion candidates only: Three letters of support from outside Mason are also required. Thus, the CEHD Portfolio is slightly different **only for term promotion faculty candidates.** An extra tab (Tab 4) has been added for the three outside letters of support. The tabs for this portfolio are:

1. Vita
2. Annual Evaluations
3. Narratives (Teaching and Research, and Service)
4. Outside Letters of Support
5. Reflective Practice
6. Evidence of Teaching Effectiveness
7. Evidence of Research and Scholarship
8. Evidence of Service Contributions

CEHD Portfolio Materials Used for the Provost's Casebook

TTARC developmental portfolios do not progress to the Provost's Office for further review; they are only used for the annual evaluation process, which ends at the college level.

Portfolios constructed for the purpose of evaluating candidates for tenure, promotion, and contract renewal form the basis of the Provost's Casebook used at the next level of review; however, only a subset of materials from the CEHD Portfolio are included in the Provost's Casebook (because the central administration is affirming/verifying the work from lower levels of review rather than conducting yet another comprehensive evaluation of the candidate's accomplishments).

There are four variations on the Provost's Casebook depending on whether the faculty member is a candidate for (1) tenure and/or promotion within a tenured position, (2) term promotion, (3) tenure-track contract renewal, and (4) term multi-year contract renewal.

Tenure/Promotion Casebook for Tenure-Line Faculty

The Provost's Casebook for tenure and/or promotion includes the following elements:

Part 1: Letter of recommendation from Dean will include summaries of prior reports, evaluations of performance in research, teaching, service, and evaluation of probable future trajectory. Letters should clearly indicate candidate's intention to be considered for "Genuine Excellence" in scholarship, teaching, or both.

Part 2: Letters of recommendation from first- and second-level committees evaluating the case, and from school directors/department chairs (where relevant). Letter should include a roster of committee members at each level. Letters should clearly indicate candidate's intention to be considered for "Genuine Excellence" in scholarship, teaching, or both.

NOTE: Dean and committee letters should normally NOT quote directly from outside letters or cite referees by name, as opposed to summarizing content. Brief quotes (though not be named) can be included when important for the case.

Part 3: External Review (Outside) Letters (minimum of 5):

- a. This section should also contain the letter sent to the referees, and evidence of referee credentials.
- b. Units may allow candidate to suggest up to 40% of the outside referees; they may also allow candidate to name one or two individuals to exclude; candidates in no case will see the final list of referees.

Part 4: Candidate's statement(s) about teaching/mentoring and research, including future plans (not to exceed 8 pages).

Part 5: Candidate's employment chronology, particularly at GMU to include: date of hire, date when appointed to a tenure track position and tenure and promotion dates, prior to full professorship.

Part 6: Candidate's vita, to include clear evidence about research and scholarship.

- a. Publications (peer and non-peer reviewed), including journal articles, books, book chapters, monographs, etc.
- b. Sponsored research activity and grant and contract awards in support of research, creative activity, and professional practice.
- c. Conference and other scholarly presentations (peer-reviewed and invited).
- d. Artistic and professional performances and exhibits.
- e. Intellectual property, patents, and evidence of relevant entrepreneurial activities may also be provided for consideration toward promotion or tenure.
- f. Other evidence indicating scholarly recognition and reputation.

Part 7: The range of the candidate's teaching, learning, and mentoring should be highlighted. Evidentiary material for teaching effectiveness should include:

- a. Summary of student course evaluations (can include student comments, if reflective of the entire population of comments).
- b. Peer evaluations and/or LAU head evaluations of course materials and/or classroom teaching.
- c. When applicable, list of student projects, theses and dissertations supervised, completed and in progress (graduate and undergraduate, as chair and committee member).
- d. Other evidence of teaching quality (select at least two):
 - i. Syllabi, assignments, and other course materials
 - ii. Student learning assessment (e.g., feedback on student work, rubrics)
 - iii. Design, implementation and assessment of teaching innovations
 - iv. Engagement in curricular initiatives, including—but not limited to—participation in Mason's strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
 - v. Online program, curricular, and course development, implementation, and assessment

- e. The casebook may also include (if applicable)
 - i. List of student projects, theses, and dissertations completed and in progress (graduate and undergraduate, as chair and committee member)
 - ii. List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
 - iii. Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
 - iv. Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the research section, depending on the nature of the contribution)

Part 8: Other supporting evaluative materials (testimony about service or outreach, evidence of academic entrepreneurship, etc.)—not to exceed 4 pages.

Part 9: Valid Certificate of Completion for Title IX Overview and Sexual Harassment Prevention training.

Promotion Casebook for Term Faculty Promotion

In the case of Term Faculty, evaluations are to focus on the portfolio of position responsibilities, primarily teaching, research, or clinical, with evidence provided for any additional responsibilities, whether leadership, administrative, or service.

Part 1: Letter of recommendation from the Dean (Attachment #2 template).

Part 2: Letters of recommendation from committee(s) evaluating the case to include a roster of committee members at each level, and from department chairs/school directors (where relevant).

Part 3: Candidate's employment chronology, particularly at GMU, to include: date of hire, date of initial appointment to a term faculty position, and ensuing additional appointments.

Part 4: Candidate's vita, including clear representation of all position responsibilities.

Part 5: Candidate's professional statement, including future plans (not to exceed 8 pages).

- a. The candidate's statement should reflect the primary area of focus (i.e., teaching, research, or clinical).
- b. The candidate's professional statement should include commentary on additional leadership, administrative, and service activities.

Part 6: For candidates undergoing evaluation of performance in teaching, the casebook must include evidence of highly competent classroom teaching. The range of the candidate's teaching, learning, and mentoring should be highlighted. Evidentiary material for teaching effectiveness should include:

- a. Summary of student course evaluations for at least the past 4 years (can include student comments, if reflective of the entire population of comments).
- b. Peer evaluations and/or LAU head evaluations of course materials and/or classroom teaching.
- c. Evidence and examples of (select at least two):
 - i. Syllabi, assignments, and other course materials
 - ii. Student learning assessment (e.g., feedback on student work, rubrics)
 - iii. Design, implementation and assessment of teaching innovations
 - iv. Engagement in curricular initiatives, including—but not limited to— participation in Mason's strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
 - v. Online program, curricular, and course development, implementation, and assessment
- d. The casebook may include (if applicable):
 - i. List of student projects, theses, and dissertations completed and in progress (graduate and undergraduate, as chair and committee member)
 - ii. List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
 - iii. Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
 - iv. Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the research section, depending on the nature of the contribution).

Part 7. For candidates undergoing evaluation of performance in research, the casebook should include:

- a. Examples of grants, published works, and/or presentations at professional meetings and conferences.
- b. For term faculty whose *primary focus is research*, it should also include peer evaluations from outside the university, in the form of external letters of evaluation.
- c. Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the teaching section, depending on the nature of the contribution).

Part 8: In the case of term faculty with significant administrative responsibilities, evidence of administrative service should be included. Such evidence may include:

- a. Examples of administrative initiatives and/or impacts
- b. Past performance evaluations
- c. Letters of support from relevant stakeholders

Part 9: Valid Certificate of Completion for Title IX Overview and Sexual Harassment Prevention training.

Tenure-Track Contract Renewal Casebook

The Provost's Casebook for tenure-track contract renewal includes the following elements:

Part 1: Dean's recommendation memo (Attachment #2 template):

- a. Include a one-paragraph commentary for each of the three areas of teaching, research, and service. In your commentary, be sure to identify any areas of concern that need to be addressed before future renewal or tenure considerations.
- b. Recommend the specific dates and term for the renewal recommendation.
- c. Sign and date your recommendation.

Part 2: Recommendation from local academic unit head (where relevant).

Part 3: Committee reports to include a roster of committee members at each level.

Part 4: Candidate's statement(s) about teaching/mentoring and research statement, including future plans (not to exceed 8 pages).

Part 5: Candidate's vita should include GMU employment history and clear evidence about research and scholarship.

- a. Publications (peer and non-peer reviewed), including journal articles, books, book chapters, monographs, etc.
- b. Sponsored research activity and grant and contract awards in support of research, creative activity, and professional practice.
- c. Conference and other scholarly presentations (peer-reviewed and invited).

- d. Artistic and professional performances and exhibits.
- e. Intellectual property, patents, and evidence of relevant entrepreneurial activities may also be provided for consideration toward promotion or tenure.
- f. Other evidence indicating scholarly recognition and reputation.

Part 6: The range of the candidate's teaching, learning, and mentoring should be highlighted. Evidentiary material for teaching effectiveness should include:

- a. Summary of student course evaluations (can include student comments, if reflective of the entire population of comments).
- b. Peer evaluations and/or LAU head evaluations of course materials and/or classroom teaching.
- c. When applicable, list of student projects, theses, and dissertations supervised, completed and in progress (graduate and undergraduate, as chair and committee member).
- d. Other evidence of teaching quality (select at least two):
 - i. Syllabi, assignments, and other course materials
 - ii. Student learning assessment (e.g., feedback on student work, rubrics)
 - iii. Design, implementation and assessment of teaching innovations
 - iv. Engagement in curricular initiatives, including—but not limited to—participation in Mason's strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
 - v. Online program, curricular, and course development, implementation, and assessment

Part 7: Valid Certificate of Completion for Title IX Overview and Sexual Harassment Prevention training.

Term Faculty Multi-Year Contract Renewal Casebook

In the case of Term Faculty who are being appointed for a multi-year contract of three or more years, documentation supporting the appointment should be provided to the Office of the Provost. This documentation should focus on the portfolio of position responsibilities, primarily teaching, research, or clinical, with evidence provided for any additional responsibilities, whether leadership, administrative, or service.

Part 1: Candidate's employment chronology, particularly at GMU, to include: date of hire, date of initial appointment to a term faculty position, and ensuing additional appointments.

Part 2: Candidate's vita, including clear representation of all position responsibilities.

Part 3: For candidates whose primary area of focus is teaching, the documentation must include evidence of effective teaching. The range of the candidate's teaching, learning, and mentoring should be highlighted. Evidentiary material for teaching effectiveness should include:

- a. Summary of student course evaluations for at least the period of the prior contract (can include student comments, if reflective of the entire population of comments).
- b. Peer and/or LAU head evaluations of course materials and/or classroom teaching.
- c. Sample teaching material, such as (select at least two):
 - i. Syllabi, assignments, and other course materials
 - ii. Student learning assessment (e.g., feedback on student work, rubrics)
 - iii. Design, implementation, and assessment of teaching innovations
 - iv. Engagement in curricular initiatives, including—but not limited to— participation in Mason's strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
 - v. Online program, curricular, and course development, implementation, and assessment
- d. The documentation may also include (if applicable):
 - i. List of student projects, theses, and dissertations completed and in progress (graduate and undergraduate, as chair and committee member)
 - ii. List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
 - iii. Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
 - iv. Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the research section, depending on the nature of the contribution).

Part 4: For candidates whose primary area of focus is research, documentation should include:

- e. Examples of grants, published works, and/or presentations at professional meetings and conferences.
- f. Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the teaching section, depending on the nature of the contribution).

Part 5: In the case of term faculty with significant administrative and/or leadership responsibilities, a statement of accomplishments should be included (no more than 2 pages).

Part 6: Valid Certificate of Completion for Title IX Overview and Sexual Harassment Prevention training.

How the Dean's Office Extracts Materials from CEHD Portfolios for Inclusion in Provost Office Casebooks

Tenure/Promotion Casebook for Tenure-Line Faculty

The Provost's Casebook for tenure and/or promotion includes the following elements:

Part 1: Letter of recommendation from the Dean

The Dean's letter of recommendation is placed into #1.

Part 2: Letters of recommendation from first- and second-level committees and department chairs (where relevant) evaluating the case

The First-Tier Committee and CEHD P&T Committee letters are placed in #2. (CEHD does not have department chairs.)

Part 3: External review letters

The sample letter sent to reviewers is placed in #3a.

The letters received from external reviewers are placed in #3b.

The file of bios for the external reviewers is placed in #3b.

Part 4: Candidate's statement about teaching and research

The teaching and research statement is copied from #3 of the candidate's CEHD portfolio into #4.

Part 5: Candidate's employment chronology

Each chronology is copied from an Excel file maintained by the CEHD Dean's Office that contains the history of each tenure-track faculty member and placed into #5. Chronologies are created for candidates who are up for consideration for full professor and placed in #5.

Part 6: Candidate's vita

The vita is copied from #1 of the candidate's CEHD portfolio into #6.

Part 7: Evidence of teaching quality

Separate folders (e.g., student course evaluations, student/alumni comments, sample teaching publications, sample teaching innovations, awards and honors, theses and dissertations supervised, advising responsibilities) are copied from #5 of the candidate's CEHD portfolio and placed into #7.

Part 8: Other supporting evaluative materials

The candidate's service narrative is copied from #3 of the candidate's CEHD portfolio and placed into folder #8. Other supporting evidence may be included (up to a total of 4 pages).

Part 9: Valid certificate of completion for Title IX Overview and Sexual Harassment Prevention training

The certificate provided by the candidate is placed into #9.

Promotion Casebook for Term Faculty Promotion

The Provost's Casebook for term promotion includes the following elements:

In the case of Term Faculty, evaluations are to focus on either Teaching OR Research.

Part 1: Letter of recommendation from the Dean (Attachment #2 template)

The Dean's letter of recommendation is placed into #1.

Part 2: Letters of recommendation from committees

The First-Tier Committee and the CEHD P&T Committee letters are placed into #2.

Part 3: Candidate's employment chronology

The employment chronology is copied from an Excel file maintained by the CEHD Dean's Office that contains the histories of each full-time term faculty member and is placed into #3.

Part 4: Candidate's vita

The vita is copied from #1 of the candidate's CEHD portfolio into #4.

Part 5: Candidate's professional statement, including future plans

The teaching and research statement is copied from #3 of the candidate's CEHD portfolio into #5.

Part 6: The evaluation of performance in teaching

Separate folders (e.g., student course evaluations, student/alumni comments, sample teaching publications, sample teaching innovations, awards and honors, theses and dissertations supervised, advising responsibilities) are copied from #5 of the candidate's CEHD portfolio and placed into #6.

Part 7: The evaluation of performance in research

If applicable, separate folders (examples of grants, published works, and Scholarship of Teaching) are copied from #6 of the candidate's CEHD portfolio and placed into #7.

Part 8: Evidence of significant administrative responsibilities

If applicable, separate folders of examples of administrative initiatives/impacts, past performance evaluations, and letters of support from stakeholders are copied from the candidate's CEHD portfolio and placed into #8.

Part 9: Valid certificate of completion for Title IX Overview and Sexual Harassment Prevention training

The certificate provided by the candidate is placed into #9.

Tenure-Track Contract Renewal Casebook

The Provost's Casebook for tenure-track contract renewal includes the following elements:

Part 1: Dean's recommendation memo (Attachment #2 template)

The Dean's letter of recommendation is placed into #1.

Part 2: Recommendation from local academic unit head (where relevant)

CEHD does not have local academic unit heads.

Part 3: Committee reports to include a roster of committee members at each level

The First-Tier Committee and CEHD P&T Committee letters are placed into #3.

Part 4: Candidate's statements about teaching/mentoring and research, including future plans

The teaching and research statement is copied from #3 of the candidate's CEHD portfolio into #4.

Part 5: Candidate's vita, including employment history

The vita is copied from #1 of the candidate's CEHD portfolio into #5.

Part 6: Evidence of candidate's teaching, learning, and mentoring

Separate folders (e.g., student course evaluations, peer evaluations, sample teaching publications, sample teaching innovations, awards and honors, theses and dissertations supervised, advising responsibilities) are copied from #5 of the candidate's CEHD portfolio and placed into #6.

Part 7: Valid certificate of completion for Title IX Overview and Sexual Harassment Prevention training

The certificate provided by the candidate is placed into #7.

Term Faculty Multi-Year Contract Renewal Casebook

The Provost's Casebook for term multi-year contract renewal includes the following elements:

Part 1: Candidate's employment chronology

The employment chronology is copied from an Excel file maintained by the CEHD Dean's Office that contains the histories of each full-time term faculty member and is placed into #1.

Part 2: Candidate's vita

The vita is copied from #1 of the candidate's CEHD portfolio into #2.

Part 3: The evaluation of performance in teaching

Separate folders (e.g., student course evaluations, student/alumni comments, sample teaching publications, sample teaching innovations, awards and honors, theses, and dissertations supervised, advising responsibilities) are copied from #5 of the candidate's CEHD portfolio and placed into #3.

Part 4: The evaluation of performance in research

If applicable, separate folders (examples of grants, published works, and Scholarship of Teaching) are copied from #6 of the candidate's CEHD portfolio and placed into #4.

Part 5: The evaluation of administrative and/or leadership responsibilities

If applicable, the 2-page statement of accomplishments is copied from the candidate's CEHD portfolio and placed into #5.

Part 6: Valid certificate of completion for Title IX Overview and Sexual Harassment Prevention training

The certificate provided by the candidate is placed into #6.

Suggestions Relating to Teaching, Research and Scholarship, and Service Narratives

NOTE: The Provost's guidelines state that the combined Teaching and Research and Scholarship narratives must not exceed 8 pages total (i.e., approximately 4 pages each).

Teaching Narrative

The overall narrative is reflective in nature. In it the author explains his/her approach to teaching, the impact in terms of improvements that have taken place, and future goals. It might include the following (note that #4 must be included):

1. Introduction
 - a. Teaching assignments—number and type of courses, number and type of students, other information related to teaching assignments (e.g., cohort operations, collaboration in teaching, school partnerships, etc.)
 - b. Doctoral dissertation committees
 - c. Advising load (including doctoral advising committees)
 - d. Course and program development activity
 - e. Other relevant activities (e.g., teaching articles, grants, special projects, etc.)
2. Approach to Teaching
 - a. Philosophy, Beliefs—and how these are reflected in the classroom
 - b. Relationship of teaching to research and literature (on instructional design/delivery, as well as the specific professional field)
3. Teaching Performance
 - a. Overall impact—documented improvements in students' knowledge, skills and/or dispositions
 - b. Discussion of teaching materials (e.g., syllabi, instructional aids, performance assessments, etc.)
 - c. Innovations, leadership
 - d. Analysis/reflection on student and peer evaluations and observations
 - e. Formative and summative self-assessments used
 - f. Other efforts at improvement

4. Future Outlook (**must be included**)
 - a. Goals
 - b. Strategies

Research and Scholarship Narrative

In this narrative faculty reflect on the rationale for their scholarly work, the major themes they are pursuing, the relationship between their research and other aspects of their professional lives, and the impact of their output. Included might be (note that #4 must be included):

1. Rationale
 - a. Beliefs and interests, and how these translate into scholarly activity
 - b. The significance of the rationale
 - c. Connection between rationale and other professional activity, including teaching and service

2. Themes and Subthemes Which Have Developed from the Rationale

3. Output
 - a. Overview of output
 - i. Scholarship of discovery and integration (original data and conceptualizations; possible audience is other scholars)
Publications, presentations, grants, etc.
 - ii. Scholarship of application (use of existing knowledge to facilitate the work of education professionals; major audience is practitioners and future practitioners)
Publications, presentations, grants, etc.

(Describe print output by journal, articles, chapters, books, monographs, technical reports, book reviews, media reviews, and other; and non-print media by type.)

- b. Highlight characteristics of sample products
 - c. The impact of this output (substance, rather than outlet) on the field: how the nature of the work (rather than where it appears) advances the field
 - d. The quality of the outlets: measures of quality (readership, citations, requests for reprints, and other inquiries)
 - e. Collaborations
 - i. With colleagues, students, schools, etc.
 - ii. Nature of contribution
 - f. Innovations, leadership
 - g. Grants
 - i. Scholarly basis
 - ii. Linkage with other aspects of scholarship
 - h. Presentations
 - i. Scholarly basis
 - ii. Linkage with other aspects of scholarship
 - i. Recognition – awards
4. Future goals and plans (**must be included**)
 - a. Description of growth as a result of scholarship
 - b. Goals
 - c. Strategies

Service Narrative and Other Supporting Materials

NOTE: The Provost's guidelines state that the Service Narrative, including other evaluative materials, must not exceed 4 pages.

This narrative should describe how service activities are related to the profession, as well as the goals of Mason, CEHD and the program. Leadership activities should be highlighted. Content might include:

1. Rationale for service
 - a. Belief system
 - b. Connection between service, teaching, and research
2. Involvement
 - a. Overall description of types of service (e.g., mentoring, committees, etc.)
 - b. Relationship of service to goals of professional field, Mason, CEHD, and program (primary and secondary affiliations)
3. Leadership activities (including definition, contribution) – briefly describe the nature of the leadership activities noted in the self-report form
4. Future goals and plans