April 2020

TENURE AND PROMOTION GUIDELINES
CEHD Portfolio 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").

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, Teaching/Mentoring and Research Statement, and Service Statement 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.

- The Teaching/Mentoring and Research Statement and the Service Statement must use 12-point font, have 1-inch margins, and be single spaced.

- Acronyms should be defined in the Teaching/Mentoring and Research Statement and the Service Statement, 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

1. **Teaching/Mentoring and Research Statement** (Not to exceed 8 pages)

   The Teaching/Mentoring and Research Statement is a critical part of the evaluation process, as it summarizes and frames 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 statement. The Provost’s guidelines state that the combined Teaching/Mentoring and Research Statement 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.

   See also on the website a document that is a list of suggestions related to the Teaching/Mentoring and Research Statement and the Service Statement. These suggestions briefly outline the topics that faculty typically include in the statements. Note, however, that a specific faculty member’s statements 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.

2. **Employment Chronology**

   An employment chronology contains a list of previous positions in reverse chronological order, beginning with the most recent position and working its way backward to the earliest position held. Below the employer’s name, position title, employment dates, and position location, there is a brief description of the position duties.

The employment chronology should include the following items for current and previous positions held (particularly for those at Mason):

- Name of Employer
- Position Titles
- Date(s) of hire (Month and Year)
- Position Location (City and State)
- Brief description of position duties
- Date when appointed to a tenure-track position
- Tenure and promotion dates, prior to full professorship

3. **Curriculum Vita**—Citations must conform to APA guidelines

   Your curriculum vita should be current, as of your submission, and include clear evidence of research and scholarship, if applicable. Please be sure to include the following:

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

4. **Evidentiary Materials for Teaching Effectiveness**

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

   - Student course evaluation summary—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/

   - Peer evaluations 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.

- List of supervised student projects, theses, and dissertations, completed and in progress, if applicable (graduate and undergraduate, as chair and committee member)

- Evidence of Teaching Quality (select 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

- Additional materials in support of teaching—may also include (if applicable):
  i. List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
  ii. Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
  iii. 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)

5. **Evidence for Research, Scholarship, and Creative Work** (for those being evaluated in this domain)

   In this section faculty should provide evidence of research, scholarship, and creative work completed during the review period. These should include:

   - Selected works for review period (full text) (maximum of five).
   - 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 (maximum of five).
   - Evidence of quality and impact—e.g., summary of citations, quality of journals, peer-review process for journals (maximum two pages)
   - Awards and honors received
   - In addition, faculty may include abstracts for additional publications, presentations, and grants if they wish.
   - Reflective Practice narrative—reflect 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. (Note that faculty reflections may focus not only on research, scholarship, and creative work, but also on feedback about teaching, e.g., in student evaluations of teaching or in annual evaluations.)

6. **Other Supporting Evaluative Materials** (both parts not to exceed 4 pages)

Other Supporting Evaluative Materials can be provided in this section, in support of the candidate's service or outreach, evidence of academic entrepreneurship, etc.

- Service Statement (not to exceed 4 pages)
  The service statement should 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 statement. The Service Statement (which may also include supplementary information on any topic) may not be longer than four pages.

- Evidence of Service Contributions should include the following (not to exceed 4 pages):
  i. Notable examples of high-impact service activities and how the faculty member's participation made a difference (maximum of five)
  ii. Letters of appreciation—sent or solicited (maximum of five)
  iii. Awards and honors received can be provided in this section, in support of the candidate's service or outreach, evidence of academic entrepreneurship, etc.

7. Certificates of Completion for each Compliance, Diversity, and Ethics Training

Current Certificates of Completion for each Compliance, Diversity, and Ethics Training are required. If a certificate expires prior to the Board of Visitor's final case approval in May, then the candidate will be required to upload a current certificate.

The Compliance, Diversity, and Ethics training can be accessed through the Compliance, Diversity, and Ethics Training website or via MasonLEAPS. Training can be completed in-person or online. Questions concerning these training opportunities should be addressed to the Office of Compliance, Diversity, and Ethics.

1) "Title IX Overview and Sexual Harassment Prevention" (in person) training or "Bridges: Building a Supportive Community" (online) training is required.

2) "Ethics" (in person) training or "Tools for an Ethical Workplace" (online) training is required.

3) "Equal Opportunity: A Fair Shake" (in person) training or "Intersections: Preventing Discrimination and Harassment" (online) training is required.

8. Note for Term Promotion Candidates Only

Term promotion candidates will also submit letters from three (3) people outside the university who can attest to the quality of your work. They must be at or above the academic rank you are seeking or in comparable positions of similar stature.