

CEHD Tenure-Track Renewal AY 21-22 Portfolio Requirements

Basic Guidelines for Submitting a Portfolio

- Files will be submitted in Interfolio, the university system for submitting files for a multiyear appointment. Candidates will be trained in Interfolio.
- 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, 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 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 P&T committee members upon request.
- P&T committee members may reject portfolios that do not meet the guidelines.
- P&T committee members may request further clarification or documentation of evidence in the portfolio.

Portfolio Components for Tenure-Track Renewal AY 21-22

1. Teaching/Mentoring and Research Statement

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 CEHD 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 of initial appointment to a term faculty position

3. Curriculum Vita

Your curriculum vita should be current, as of your submission, and include clear evidence of research and scholarship. 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

- Summary of student course evaluations (can include student comments, if reflective of the entire population of comments) (maximum of 2 files)
- Peer evaluations (at least three are mandatory)
- List of supervised projects, theses, and dissertations, if applicable
- Evidence of teaching quality (select at least two categories):
 - Syllabi, assignments, and other course materials
 - Student learning assessment (e.g., feedback on student work, rubrics)
 - Design, implementation and assessment of teaching innovations
 - 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.)
 - Online program, curricular, and course development, implementation, and assessment
- Additional Materials in Support of Teaching, if applicable:
 - List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
 - Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
 - 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)
- Reflective Practice
Reflect on the evaluative process, for example, responses to prior feedback (such as peer or student evaluations of teaching and/or feedback from annual evaluations), what was attended to and how, what concerns were addressed and how, what was accomplished and how. The Reflective Practice has no page limit.
- In addition, all candidates have the option of submitting the following:
 - Awards and honors received (1 file maximum)
 - Solicited letters of support from colleagues (in and outside of Mason), alumni, students, etc. (up to 6 maximum)

5. Evidence for Research, Scholarship & Creative Work

- As evidence of research, scholarship, and creative work completed during the review period, faculty should also include:
 - Selected published works for review period (full text) (3-5 required)
 - Examples of grants, abstracts, and/or presentations (3-5 required)
 - 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 (up to 5 optional)
 - Evidence of quality and impact – e.g., summary of citations, quality of journals, peer review process for journals (required—maximum of two pages)

6. Other Supporting Evaluative Materials

- **Service Statement**
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 (at least 1 required)**
 - Notable examples of high-impact service activities and how the faculty member's participation made a difference (maximum of five)
 - Letters of appreciation – sent or solicited (maximum of five)
 - Awards and honors received in support of the candidate's service or outreach, evidence of academic entrepreneurship, etc. (1 file maximum)

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

- Title IX Overview and Sexual Harassment Prevention Training (in person) or Bridges, Building a Supportive Community (online)
- Ethics Training (in person) or Tools for an Ethical Workplace (online)
- Equal Opportunity: A Fair Shake (in person) or Intersections: Preventing Discrimination and Harassment (online)

Online trainings can be taken on MasonLEAPS (masonleaps.gmu.edu). Underneath the “Learning” tab at the top, click on “Browse for Training.” The certificate for each training will be uploaded in Interfolio.