

CEHD Term Promotion with New Multi-Year Appointment 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, Professional Statement (called by CEHD the 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 Professional Statement and the Service Statement must use 12-point font, have 1-inch margins, and be single spaced.
- Acronyms should be defined in the Professional 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 first-tier/P&T committee members upon request.
- First-tier/P&T committee members may reject portfolios that do not meet the guidelines.
- First-tier/P&T committee members may request further clarification or documentation of evidence in the portfolio.

Portfolio Components for Term Promotion with New Multi-Year Appointment AY 21-22

1. 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

2. Curriculum Vita

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.

3. Professional Statement

The Professional Statement (called by CEHD the Teaching/Mentoring and Research Statement) should reflect the primary area of focus (i.e., teaching, research, or clinical) and should include commentary on additional leadership, administrative, and service activities.

This 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 say that the statement may not be longer than eight pages – *No Exceptions*, and must include future plans for both teaching and research and scholarship (if applicable).

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.

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)
- 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
- List of supervised student projects, theses, and dissertations, if applicable
- 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)
- Three letters from outside the university
 - Submit three (3) letters from 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.
- 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.
- 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
 - 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 can be provided in this section, in support of the candidate's service or outreach, evidence of academic entrepreneurship, etc. (1 file maximum)
- 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

- For candidates whose primary areas of focus include research and scholarship, the casebook should also include:
 - Examples of grants, published works, and/or presentations at professional meetings and conferences (at least 1 required) (optional for faculty whose primary area is not research)
 - 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 (1 required) (up to 3 optional for faculty whose primary area is not research)
 - 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) (1 required) (up to 1 optional for faculty whose primary area is not research)
 - Evidence of quality and impact (summary of citations, quality of journals, peer-review process for journals. Faculty may also include a brief narrative that summarizes evidence of the quality and impact of their research and scholarship (maximum of two pages—optional for faculty whose primary area is not research)

6. Evidence of Significant Administrative Responsibilities

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

- Examples of administrative initiatives and/or impacts (up to 1 optional)
- Past performance evaluations (up to 1 optional)
- Letters of support from relevant stakeholders (up to 5 optional)

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.