

## **CEHD Developmental Portfolio Guidelines**

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This document provides guidelines for completing the CEHD Portfolio for annual evaluations of tenure-track faculty (aka “developmental portfolio”).

### **CEHD Developmental 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 tenure-track contract renewal must also 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 Tenure-Track Faculty Required to Submit a Developmental Portfolio***

- Files will be submitted electronically in Mesa. 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, 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 TTARC committee members upon request.
- TTARC committee members may reject portfolios that do not meet the guidelines.
- TTARC committee members may request further clarification or documentation of evidence in the portfolio.

## ***Portfolio Components for the Developmental Portfolio***

### **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.

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

### **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 3 files) (Note: There are 2 required files: one for course evaluations through fall 2021, and another for course evaluations beginning in spring 2022, both of which are on the Internet under "Tenure/Promotion/Contract Renewal Guidelines." Student comments are optional.)
- Peer evaluations (at least two are strongly recommended)
- 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 supervised student projects, theses and dissertations, completed and in progress, if applicable (graduate and undergraduate, as chair and committee member)
  - 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)
  - Awards and honors received (up to 1 file maximum, optional)

## 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. (maximum of 1)
  - Significant Administrative and/or Leadership Responsibilities—in the case of faculty with significant administrative and/or leadership responsibilities, a statement of accomplishments should be included (up to 1 file optional; maximum of 2 pages).