

Colorado Mesa University Tenure/Promotion Portfolio Guidelines

The portfolio submitted by candidates for tenure or promotion should be a complete, accurate, cumulative, and concise portrait of the applicant's professional growth and achievements. The portfolio is the candidate's opportunity to present evidence of professional performance that merits awarding tenure and/or promotion and should be guided by the expectations outlined in the *CMU Handbook for Professional Personnel*. It should make a positive statement about the candidate and include those documents that give evidence of the candidate's learning and make a definitive statement about his/her level of professional accomplishment.

It is extremely important that an adequate amount of time be given to assembling a thoughtful, succinct, and organized presentation. Because it will be examined by a number of different individuals and groups (some of whom will know little about the candidate's background and performance at Colorado Mesa University), the portfolio should be presented in a manner that enables those reviewers outside the candidate's discipline to understand the significance of the accomplishments.

This document is meant to provide guidance on preparing a complete portfolio. Ultimately it is the candidate's decision on what to include, but all portfolio materials should fit in a single 3" three-ring binder. For the benefit of those who will be reviewing the materials, some constancy of format and content across the institution is necessary. It is the responsibility of the faculty member to note, as appropriate, the importance of an activity, its uniqueness, or whatever other reason that special recognition should be made of an accomplishment.

Portfolios are expected to follow a standard organizational format comprised of the following sections:

REQUIRED MATERIALS:

1. Download a copy of the cover sheet for the portfolio at:
<http://www.coloradomesa.edu/academics/documents/TenureandPromotionCoverSheet-Acad.pdf>
2. Table of Contents. Include an entry for every item included in the portfolio along with a section/page reference where it is found. Use labeled dividers as appropriate to organize sections within the notebook. In addition to providing an overview of the contents of the portfolio, the table of contents also protects the candidate in case any critical materials are lost as the portfolio is reviewed. For that reason, include only copies of appropriate documents, rather than originals, in the appendices.
3. Current curriculum vitae.
4. Personal statement delineated according to the four areas of faculty expectations: teaching; scholarly/creative activities; service; and advising. This statement should reflect an assessment of the candidate's work in each area and serve as the context for

the applicant to articulate his/her future directions in their academic career for each of the responsibilities. The section should be divided into four sections and not exceed ten pages.

- a. Statement of the candidate's philosophy of or expectations for effective teaching and how she/he has met these expectations. Included in this statement should be evidence of how teaching evaluations and/or other assessments have been used to 1) improve the candidate's teaching skills, and 2) support student learning. In sum, this should be a convincing case that the candidate exemplifies teaching excellence.
- b. Statement about how the candidate's scholarly activity has contributed to her/his professional development and, where appropriate, strengthened the educational experience of students attending Colorado Mesa University.
- c. Statement about how the candidate's service has had a positive impact on the quality of education at Colorado Mesa and/or enhanced the university's image in the region.
- d. Statement about how the candidate's advising of students has contributed to student success at the university.

APPENDICES:

Note: Do not include identical material in different sections. If information is applicable to more than one section, refer the reader to its original location.

- A. Copies of Personnel Evaluations—annual and comprehensive—for the prior five years or to the beginning of employment at Colorado Mesa University.
- B. Documentation of Teaching Effectiveness. Excellent teaching is the primary criteria in tenure and promotion decisions. A candidate's portfolio should include most of the following list and reflect his/her growth as an effective teacher-scholar:
 1. Summary of courses developed and/or taught.
 2. A summary table of the means and medians from classroom evaluations for each course taught in the past five years. Report scores only for the most recent term a course was offered.
 3. Summary of written comments;
 4. Peer evaluations;
 5. A sample syllabus for each course the candidate has taught;
 6. Description of steps taken to improve teaching effectiveness (e.g., participation in workshops to enhance pedagogy;
 7. Assessment tools used to evaluate course objectives;
 8. Examples of innovative course materials, use of technology, and/or teaching methods (e.g., handouts; web pages, tutorial activities, etc.) and assessments of their effectiveness - limit to one example per course.
 9. Work as a teaching consultant/mentor to others;

10. Statements from former students, employers of graduates, etc.;
11. Other examples of materials that may be included, but not limited to:
 - a. supervision of undergraduate research/project;
 - b. student accomplishments;
 - c. invited guest lectures;
 - d. collegiality in teaching;
 - e. contributions to department/university goals as they relate to teaching;
 - f. student/community cooperative projects;
 - g. sample assignments accompanied by how the assignments support student learning;
 - h. mastery and continuing development of knowledge in teaching field.

C. Documentation of Scholarship, Creative Activities. This section should reflect on-going interaction with others in one's professional field and how it contributes to the growth of the applicant as an effective teacher-scholar. Each section and subcategory should be labeled appropriately so reviewers have a clear understanding of the nature of the activity. For co-authored works, identify if authorship is by lead author or if listing is alphabetical. When complete documents are not included, a full citation of the work should be listed.

1. Publications, according to category.
 - a. Books - include only the cover page, table of contents, and first chapter;
 - b. Copy of refereed journal article(s) that includes full professional citation;
 - c. Copy of non-refereed journal articles(s) that includes full professional citation;
 - d. Copy of conference proceedings(s) that includes full professional citation;
 - e. Copy of abstract(s) that includes full professional citation;
 - f. Copy of book review(s);
 - g. Manuscripts that have been submitted, but have not been accepted or those still in preparation - include only a description of where and when the manuscript was submitted and its status;
 - h. Manuscripts that are under development.
2. Creative Work, distinguishing between:
 - a. Juried shows/performances - titles, dates, and locations;
 - b. Non-juried shows/performances - titles, dates, and locations.
3. Professional Presentations.
Include title of presentation and name and date of conference. Identify if any presentations were peer-reviewed, invited or sponsored, and by whom.
4. Pedagogically-based Research and/or Presentations reflective of the scholarship of teaching. Development of teaching activities that are innovative and shared with other professionals.
5. Technical Reports
Include the title of document, co-authors (if relevant), name of agency for which the report was prepared, date of submission, and if any payment was received for the work.

6. Grants/Fellowships. Distinguishing by external vs. internal funding sources, list all grants and fellowships received, noting the project title, granting agency, funding amount and period that funding covered. Separately, list all grants and fellowships that have been submitted and are pending or declined. If the grant is closed, a copy of the final report should be included.
7. Active professional memberships
8. Active research in progress – briefly describe research and its status.
9. Meetings attended (within past two years).
10. Other examples of materials that may be included if relevant, such as contributions to department/university goals as they relate to scholarly or creative activities.

Note: Presentations to community groups, service organizations, etc. should be included in the service appendix.

D. Documentation of Service.

1. University service—committees and your role (e.g., chair, member);
2. Non-committee service—where, what, for whom;
3. Community service—where, what, for whom;
4. Professional societies—offices held;
5. Other examples of materials that may be included if relevant, such as contributions to department/university goals as they relate to service.

E. Documentation of Advising.

1. Departmental advising;
2. University-wide advising, such as participation in student orientation sessions;
3. Other examples of materials that may be included if relevant, such as contributions to department/university goals as they relate to advising.

F. Honors/Awards/Recognitions by other professionals/organizations. Note: While a candidate may wish to reference “exemplary” status associated with an annual review, it should be included in the narrative rather than as a separate entry.

G. Any other materials that the candidate believes will strengthen his/her case for tenure and/or promotion.