

# Jacksonville State University

## Guidelines for Preparation and Organization of Promotion and/or Tenure Portfolio

This document is based on the *JSU Faculty Handbook*. Candidates for promotion and/or tenure are advised to use this document as a resource and guide in the preparation of their portfolios.

### Introduction

This document is based on the criteria, standards of performance, and procedures for the purposes of promotion and/or tenure as stated in Section 2 of the most recent edition of the *JSU Faculty Handbook*. The purpose of the document is to provide candidates with guidance in preparing their portfolios. Please be advised that no items can be added to the portfolio after submission to the Provost's office.

### The Portfolio

The Promotion and/or Tenure Portfolio provides documentation of professional growth, performance and achievements in the areas of teaching; scholarship and other creative activities; service to the department, university, profession and community; and professional collegiality. The Portfolio should provide a complete and accurate record of the candidate's accomplishments in these areas.

Prior to submitting a portfolio, candidates are encouraged to solicit input and advice from their Department Chair/mentor(s) regarding additional departmental criteria and school guidelines. Both the quantity and quality of all professional activities will be considered when evaluating a candidate's portfolio. New faculty members should begin building their Promotion and/or Tenure Portfolio immediately. **(The development of the portfolio should be supported by Digital Measures/Activity Insight which is designed to assist in building and storing information and evidence of faculty work.)**

Faculty members should pick up *Portfolio Notebook 1* from the Provost's office. The schedule for promotion and tenure can be found on the [Academic Affairs Website](#). The bulk of your supporting evidence should be included in an additional binder, repository, or in digital form.

It is important to only include evidence in tenure and promotion portfolios that is covered by the dates of review. For example, those applying for promotion to Associate Professor and/or tenure should include any evidence accumulated following the start of employment at JSU.

In the case where one's original contract grants credit for years of prior service, evidence from those years should be included. Those applying for promotion to Full Professor should include evidence accumulated after the last promotion which should include evidence from the year in which the previous review was conducted (for example, the sixth year of employment for someone starting as an Assistant Professor at JSU with no prior service credit granted).

The order of documentation and evidence presented in the portfolio should be as listed in each Tab below. In most instances, faculty will want to provide a small sampling of evidence for their most exemplary work in the Portfolio Notebook 1 and include the balance of all evidence in a second notebook or appropriate repository, which should be retained in the respective Dean's office for review as needed.

Please work with your Department Head if you have questions.

## Portfolio Notebook 1 Content Outline

### **Tab 1: General Information** (Please put these in the following order within the portfolio)

- Signature and Recommendation Page (Attachment A)
- Promotion & Tenure Application (Attachment B)
- Original JSU Contract
- School or Program policies on promotion & tenure
- Curriculum Vitae
- Faculty Annual Reviews
- Letters of support by at or above rank faculty, department head, and dean

### **Tab 2: Teaching, Advising, & Professional Effectiveness for Librarians**

Provide evidence of teaching quality, curriculum development/engagement, professional development, advisement activities, honors/awards, or professional effectiveness of librarians:

- Self-reflection of teaching effectiveness and advisement
- Trended data analysis for teaching activities and advisement (Attachment C)
- Copies of model syllabi (no more than five)
- Include a Summary/Sampling of Teaching Evaluations

### **Tab 3: Scholarly Activities and Creative Work**

Provide evidence of scholarship and creative works, including honors/awards (Boyer Model of Scholarship includes: discovery, integration, application, and teaching):

- Self-reflection of scholarly activity or creative work, including how you meet the criteria for the rank to which you are applying based upon university and school/department policy. This discussion should assist the reviewer who may not be an expert or familiar with your discipline
- Listing of scholarly activity or creative work (most recent first)

### **Tab 4: Service/Community Engagement**

Provide evidence of service activities including honors/awards:

- Self-reflection of service/community engagement activities at all levels, including the department/school, university, community, and profession. This discussion should include the specific individual contributions to the academic program, students, school, university, profession, the community, and/or the public
- Listing of service activities (most recent first)

### **Tab 5: Collegiality**

To provide evidence of collegiality:

- Self-reflection of collegiality

### **Tab 6: Faculty with Administrative Responsibilities**

To provide evidence of administrative accomplishments and achievements:

- Self-reflection of accomplishments, activities, and achievements
- Annual evaluations

## Full Contents of Portfolio

### Tab 1: General Information

- Signature and Recommendation Page (Attachment A)
- Promotion & Tenure Application completed by department head and signed by applicant and department head (Attachment B)
- Original JSU Contract
- School and/or department specific promotion and tenure criteria/policy/equivalents
- Current CV (Should be consistent with the promotion and tenure specific portfolio areas of teaching, scholarship/creative activities, and service.)
- Copies of faculty annual evaluations, most recent first
- Letters supporting promotion and tenure from colleagues, department head, and dean
- If the faculty member is applying for tenure, all colleagues writing letters of support must be tenured. If the faculty member is applying for promotion, all colleagues writing letters of support must be at or above the rank of which the faculty member is seeking

### Tab 2: Teaching, Advising, & Professional Effectiveness of Librarians

Provide evidence of teaching quality, curriculum development/engagement, professional development, advisement activities, honors/awards, and professional effectiveness of librarians:

- Self-reflection of teaching effectiveness and advisement
- Trended data analysis for teaching activities and advisement (Attachment C)
- Copies of model syllabi (no more than five)
- Include a Summary/Sampling of Teaching Evaluations

Examples of information to reference or include in the discussion may include but is not limited to the following:

- Teaching philosophy, including the importance of what you teach and how you teach
- Teaching methodology/pedagogy/content expertise
- Instructional delivery (online, face-to-face, hybrid...how it works)
- Discussion of student learning (outcomes/assessment)
- Discuss use of student course evaluation data and comments in terms of course revisions, improvement, response rate for course/faculty evaluations, etc.
- Discuss special situations such as low enrollment in courses that may be capstone courses, etc.
- Discuss advisement responsibilities/activities
- Honors/Awards

One or two examples of your most significant work/evidence may be included here.

### **Tab 3: Scholarly Activities and Creative Work**

Provide evidence of scholarship and creative works, including honors/awards (Boyer Model of Scholarship includes: discovery, integration, application, and teaching):

- Self-reflection of scholarly activity or creative work, including how you meet the criteria for the rank to which you are applying based upon university and school/department policy. This discussion should assist the reviewer who may not be an expert or familiar with your discipline
- Listing of scholarly activity or creative work. Scholarship may fall into more than one category. Please reference content of categories in *Faculty Handbook*. Succinctly list your scholarly activities/creative work in this section of the portfolio (Full citations). Provide the most recent first. For publications, impact factors and/or rankings and relevancy to discipline should be included when available.

Examples of information to reference or include in the discussion may include but is not limited to the following:

- Refereed publications based on research, scholarly books, book chapters, entries in reference works, performances, exhibits, and/or monographs. (Include journal impact factors such as number of citations, Google page views, and Research Gate views, etc.)
- Professional development workshops, literature reviews, presentations of research at scholarly conferences or invited conference presentations/roundtables, and non-academic publications that address discipline-related concerns
- Research grants; development of centers for study or service; research projects that address issues of local, state, or other need; preparation of documents such as briefs, manuals, or other publications based on research for the good of the community
- Application of research for assessment, program reviews, accreditation reports, including surveys created, administered, and analyzed.
- Evidence of unpublished discipline specific scholarship that is peer reviewed.
- Publication of findings in a pedagogical journal
- Individual presentation or with peers at JSU sponsored conference/seminar.
- Honors/Awards

One or two examples of your most significant work/evidence may be included here.

### **Tab 4: Service/Community Engagement**

Provide evidence of service activities including honors/awards:

- Self-reflection of service/community engagement activities at all levels, including the department/school, university, community, and profession. This discussion should include the specific individual contributions to the academic program, students, school, university, profession, the community, and/or the public
- Listing of service activities. Please succinctly list your service activities/community

engagement work (most recent first)

Examples of information to reference or include in the discussion may include but is not limited to the following:

- Campus service activities, such as committees, student mentoring, faculty advisor for student organizations, active participation in student led activities, university service (i.e. Preview Days, summer advisement, etc.)
- Community engagement (includes consulting, Board memberships, outreach, leadership activities, etc.)
- Professional service (including, professional committees, conference/workshop planning member or director, discipline specific committees, consulting, accreditation site visitor, etc.)
- Honors/Awards

One or two examples of your most significant work/evidence may be included here.

### **Tab 5: Collegiality**

Provide evidence of collegiality:

- Self-reflection of collegiality

One or two examples of your most significant work/evidence may be included here.

### **Tab 6: Faculty with Administrative Responsibilities**

To provide evidence of administrative accomplishments and achievements:

- Self-reflection of accomplishments, activities, and achievements
- Annual evaluations

One or two examples of your most significant work/evidence may be included here.

**JACKSONVILLE STATE UNIVERSITY**  
**Promotion & Tenure Review**  
**Signature & Recommendation Page**

**Signature Indicating Portfolio Reviewed:**

**Recommendation:**

		<b>Promotion</b>	<b>Tenure</b>
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Department Head	Date		
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Dean	Date		
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Vice President, Academic Affairs	Date		
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
President	Date		

Comments/Notes (President and VPAA only):



**JACKSONVILLE STATE UNIVERSITY**  
**Trended Data for Teaching Activity & Advisement**

**Chronology of Course Assignments:** Duplicate and complete one table for each semester under consideration for this review. List most recent first.

New prep is considered to be a new course assignment while new course developed is considered to be development of a course not previously offered.

The data for completing this form can be found in:

- a) Argos Report JSF0001: Production/Student/Faculty/JSF0001/DetailListing
- b) Digital Measures/Activity Insight

**Example of Filled Table**

Semester: <a href="#">Fall 2017</a>					
Course Number/Section	Course Title	Credit Hours	Enrollment	New Prep	New Course
<a href="#">STU 101 00X</a>	<a href="#">First Year Experience</a>	0	28	Y	N
<a href="#">UH 202 00X</a>	<a href="#">Book Club</a>	1	25	Y	Y
	Total	1	53		
Did you have a workload adjustment this semester? If so, please explain: <a href="#">Yes, my teaching load was reduced by 1 course as Program Director for Student Success.</a>					
How many advisees did you have this semester? 24					
Did you have a special advising assignment this semester? If so, please explain: <a href="#">Yes, I advise all students majoring in winning.</a>					
Please include any additional details related to teaching and/or advisement in your particular area.					

**JACKSONVILLE STATE UNIVERSITY**  
**Trended Data for Teaching Activity & Advisement**

Semester:					
Course Number/Section	Course Title	Credit Hours	Enrollment	New Prep	New Course
	Total				
Did you have a workload adjustment this semester? If so, please explain:					
How many advisees did you have this semester?					
Did you have a special advising assignment this semester? If so, please explain:					
Please include any additional details related to teaching and/or advisement in your particular area.					

## Supporting Documentation

### Portfolio Notebook 2/Repository 2 - Entire Repository of Supporting Evidence

#### Tab 2: Teaching, Advisement, & Professional Effectiveness of Librarians

Provide evidence of teaching quality, curriculum development/engagement, professional development, advisement activities, honors/awards, and professional effectiveness of librarians:

Evidence may include, but is not limited to:

- Evidence of faculty/course evaluations by students (sampling of printed evaluations and/or trended report from EvaluationKit/Other for at least 3 of the last 5 years)
- Evidence of professional effectiveness of librarians. See criteria and evidence as listed in *Faculty Handbook*
- Evidence of professional development related to teaching (e.g., on or off campus training, conferences, peer evaluations, teaching grants, etc. for example title and date, along with confirmation of attendance...)
- Course materials (sample syllabi, assignments, exams, etc.) and, if in use, learning management system organization of course (Blackboard, Canvas Moodle, etc.) as evidenced by screenshots and/or hardcopy examples
- Course/curriculum development/student learning outcomes (innovations, techniques, materials, student projects, student communication/feedback, etc.)
- Awards/honors
- Other evidence as listed in *Faculty Handbook*
  - Graduate Students: Describe work with students, including thesis, dissertations and graduation capstone projects.
  - Advisement: Evidence of evaluations, advisement training, assistance with independent/directed studies, student feedback, faculty advisor for student organization or club, student mentoring activities, for example, freshman orientation GO Leader, etc.

#### Tab 3: Scholarly Activities and Creative Work

Provide evidence of scholarship and creative works, including honors/awards (Boyer Model of Scholarship includes: discovery, integration, application, and teaching):

Evidence may include, but is not limited to hard or digital copies of the following:

- Hard/digital copies of publications, presentations, reports, grants and applications (internal and external-submitted, funded, unfunded), contracts, professional editorial or review activities, workshops, juried exhibits, dissemination of creative arts, performances, etc., as listed in *Faculty Handbook*.
  - This includes pure or applied scholarship necessary for the program, school, and/or university (dates should be included for all evidence)

- Evidence of submission/dissemination (ex. copy of journal submission documentation)
- Conference program with presenter information
- Meeting agenda
- Hard copy of book, manual, report, accreditation document
- Grant proposal submission confirmation or award statement
- Awards/Honors (copies/photos of certificates or announcements of award)
- Evidence of performances and/or creative work, as listed in *Faculty Handbook*
- Other evidence of peer review of scholarship, creative work, or performance

#### **Tab 4: Service/Community Engagement**

Provide evidence of service activities including honors/awards:

Evidence may include, but is not limited to hard or digital copies of the following:

- Evaluations by supervisors and/or peers
- Committee reports
- Evidence of Leadership positions
- Evidence of unpaid Editorial/Review activities
- Evidence of unpaid professional consultation
- Public acknowledgement of contributions
- Evidence of external Promotion and/or Tenure review for peer programs/institutions
- Meeting agenda/minutes
- Honors/Awards

#### **Tab 5: Collegiality**

Provide evidence of collegiality, either in digital or hard copy form:

- Letters supporting collegiality from peers/colleagues internal and external to the institution. Peers/colleagues writing letters should have knowledge of faculty member's ability to collaborate effectively and display professionalism. (Separate from those included in Portfolio Notebook 1.)
- Other evidence as listed in *Faculty Handbook*

#### **Tab 6: Faculty with Administrative Responsibilities**

For those administrators pursuing tenure and/or promotion, the portfolio should reflect an evaluation with supporting evidence of administrative accomplishments and achievements as well as the standard evidence associated with teaching, scholarly activity and service.

- Annual evaluations
- Accomplishments, Activities, and Achievements