

UNIVERSITY OF NORTH ALABAMA
Guidelines for the Preparation of Promotion and/or Tenure Portfolio

This document is based on the UNA Faculty Handbook (as revised on 9/27 /2016), as well as adapted from College/Departmental Faculty Performance Guidelines available on the UNA website (<https://www.una.edu/academics/faculty-information/faculty-performance-guidelines.html>). Candidates are encouraged to use this document as a resource and guide in the preparation of their portfolios.

INTRODUCTION

The document on “*Guidelines for the Preparation of the Promotion and/or Tenure Portfolio*” is based on the criteria, standards of performance, and procedures for the purposes of promotion and/or tenure as stated in Section 2.5 of the most recent edition of the University of North Alabama Faculty Handbook <https://www.una.edu/academics/handbook/docs/Chapter%202.pdf>. The document provides additional information on the three areas of general criteria outlined in Section 2.5.1 in an effort to provide candidates with guidance in preparing their portfolios. Candidates are strongly encouraged to become familiar with Section 2.5, and their College/Department Promotion and/or Tenure evaluation documents.

THE PORTFOLIO

The Promotion and/or Tenure Portfolio provides documentation of professional growth and achievements in the areas of teaching; research, scholarship, and other creative activities; and service to the department, university, profession and community. As such, the Portfolio should stand on its own merits and provide a complete and accurate record of the candidate’s accomplishments in these areas. It must be submitted in electronic format. Supplemental materials, e.g., reprints, books, syllabi, or any other materials that illustrate the candidate’s achievements, and that are referred to in the electronic Portfolio must also be submitted electronically at the same time (under the new P&T guidelines starting 2017-18). For non-teaching faculty such as librarians, Instructional Designers, etc., please consult departmental guidelines for acceptable substitutions for teaching effectiveness examples provided below under section I Teaching.

Guidelines for preparing each section of the portfolio:

Immediately upon employment by UNA, new faculty members should begin building their Promotion and/or Tenure Portfolio. Prior to submitting a portfolio, candidates are encouraged to solicit input and advice from their Department Chair/mentor(s) regarding additional departmental criteria, and college guidelines. Both the quantity and quality of all professional activities will be considered when evaluating a candidate’s portfolio.

Preparing the Portfolio: Organization and Content

Candidates must follow procedures listed in *Faculty Handbook* 2.5.3 Procedure for Promotion and/or Tenure, p.2 – 13. It is the responsibility of the individual candidate to demonstrate effectiveness within the scope of his or her unique responsibilities in the Department and College. Consideration for promotion in all ranks will be based on what the candidate has accomplished in each area *since the last promotion or appointment to a given rank*.

1. Application for Promotion and/or Tenure Appendix 2.F

2. **Cover Letter**

The cover letter (*maximum three to five pages*) should provide the context and record of academic achievements, describing one's statement of contributions and accomplishments within each of the areas of responsibility. It would be appropriate to describe how these activities have contributed to the faculty member's professional growth, productivity and development, and how the activities relate to the discipline, and to the mission of UNA. A self-evaluation statement that relates the candidate's annual goals as stated in the Faculty Performance Report and describes the degree of achievement of those goals would be applicable.

3. **Current Vita**

It is recommended that the resume be consistent with a promotion/tenure- specific portfolio, with activities in the areas of teaching; research, scholarship, and other creative activities; and service.

4. **Supporting Information and Evidence**

In preparing the portfolio, candidates may use the following examples as a guide to document appropriate evidence of their accomplishments. The examples are not meant to be exhaustive, but rather serve as a starting point for assessing a candidate's performance. (The order of items is not to be construed as assigning value or weighting.).

I. **Teaching**

(Criteria: adapted from *Faculty Handbook* 2.5.1. 1. Effectiveness in Teaching, p. 2-8)

In the area of teaching, include a summary statement of one's teaching philosophy, scholarship that supports teaching, and a discussion of your overall effectiveness as a teacher. Candidate may refer to his/her annual goals as stated in the Faculty Performance Report as evidence for potential in achieving yearly established goals with respect to teaching. The following items may be submitted as indicative of successful teaching.

1. **Quality of Teaching**

The following examples may be included to demonstrate evidence of quality of teaching:

- Student Course Evaluations
 - List of courses taught at UNA for the last 2 – 4 years and student ratings
 - Mid semester evaluations
 - Student discursive comments

Include a discussion of the overall student evaluations scores and how instructional changes were initiated based on student feedback

- Performance evaluations by department chair on teaching effectiveness, teaching methods, and impact on student learning
- Peer evaluation of teaching, if available
- Successful student outcomes as evidenced by program assessment reports
- Examples of significant student accomplishments
- Annual Goal reports: Evidence for potential in achieving yearly established goals with respect to teaching

2. **Curriculum Development**

Contributions in curriculum development that demonstrate teaching effectiveness may include:

- Innovative methods/approaches to instruction - classroom, online, and hybrid
- Incorporating new techniques in classroom presentations
- Development and improvement of instructional materials

- Course materials (syllabi, assignments, quizzes, exams, etc.) which reflect the current knowledge of the discipline and sound pedagogy
- Evidence of organized coursework, including conscientious preparation for all instructional situations, including oral and written communications
- Student projects: evidence of student work that demonstrates effective teaching of course content
- Internship/Clinical Experiences: evidence of organizing and implementing internship/clinical experiences for students
- Development or major revision of courses
- Periodic course review and revision based on student, administrator, and/or peer feedback
- Timely evaluation and submission of grades – feedback on course assignments
- Student-centered teaching-learning activities
- Evidence of growth in quality and depth of syllabi and course outcomes

3. Personal/professional development to improve teaching effectiveness

List by name, place, and date of participation in activities primarily involved with improving education /curriculum/ program development/teaching ability, such as

- Faculty development activities, seminars, workshops, grant activities, and pedagogical activities at professional meetings purposefully intended to enhance teaching effectiveness
- Creation of innovative learning environments that support diversity, global initiatives and/or awareness
- Written materials, workbooks, lab manuals, and other documents prepared by the instructor that enhances teaching
- Results of nationally administered tests designed to measure student learning
- Grants targeted toward curriculum development
- Multimedia and other technology integrated into course/modification of traditional course for web delivery
- Collaboration with other departments to enhance student learning experiences

4. Graduate students

- Provide a description of work with graduate students including as Major Professor (list student names, degree, date of graduation, and thesis/paper)

5. Award, honors and nominations for teaching

- List and describe teaching awards, honors, and award nominations for teaching excellence

II. Research, Scholarship, and Other Creative Activities

(Criteria: adapted from *Faculty Handbook* 2.5.1. 2. Effectiveness in Research, Scholarship, and Other Creative Activities, p. 2-9)

In the area of research, scholarship, and other creative activities, include a summary narrative statement which describes and explains your area(s) of scholarship. The statement should provide the reader who may not be familiar with your discipline with an understanding of your work. Candidates may refer to his/her annual goals as stated in the Faculty Performance Report as evidence for potential in achieving yearly established goals with respect to scholarship. The following items may be submitted as indicative of the candidate's (i) contributions to the knowledge, either by discovery or application, resulting from the candidate's research; and/or; (ii) creative activities and productions that are related to the candidate's discipline.

1. Publications

Evidence of publications may include:

- Published article in peer-reviewed journal (in discipline specific appropriate usage style e.g., MLA, APA, Chicago etc.)
- Published article in non-refereed journal or magazine
- Published book/Published book chapter
- Published pamphlet or other professional document
- Published PowerPoint/Case study for professional entities
- Published policy paper for professional entity
- Signed book contract

Evidence of editing or reviewing, and/or refereeing professional literature, may include:

- Edited professional journal article
- Edited book
- Edited textbook/chapter review
- Textbook/chapter review
- Professional web site development/editing
- Published reviews of books, production, scripts
- Professional abstract/poster review
- Refereed a professional journal
- Other publication (software reviews, test critiques etc.)

2. Presentations at professional meetings

Evidence of presentations may include:

- Meeting dates and role of the faculty member, e.g., organizer, chair, invited speaker, discussant, presenter, etc.
- Professional abstract/poster review
- Conference papers presented: Regional/State /National/ International Conference
- Poster sessions prepared
- Panel discussions conducted and/or presentation invitations received
- Specialized workshops developed and presented

3. Application of research to responsibilities of position

Evidence of pure or applied research to responsibilities of position, such as

- Appropriate research for assessments, program reviews, and/or accreditation reports
- Surveys created, administered, and analyzed

4. *Evidence of discipline-approved unpublished scholarship contributions that meet “external validation” as indicated by the following:*

- *Exists in written form*
- *Have been subject to scrutiny by academic peers and/or practitioners*

5. Grants, contracts, awards, and patents

List grants and contract support including title, funding agency, dates, and name(s) of principal and co-investigator(s).

- Grant proposals and contracts (submitted but pending decision; funded and unfunded)
- Internal grants (submitted, funded, and/or unfunded)

- Intellectual property developed, e.g., patents, copyrights, cultivar releases, and inventions, plant variety protection, with titles and dates. If not the sole inventor, clearly define candidate's role.

6. Creative/Performing/Exhibit/Other Scholarship

Evidence of special projects requiring substantive creative endeavor and awareness of current developments in one's discipline and/or higher education, may include:

- Juried exhibits (regional and national)
- Directed and/or had oversight of student creative production for public use (competitions, health, food and nutritional presentations, performing actual visual presentation in professional setting, student involvement in public environmental concerns, and the health, safety, and welfare of the public.)
- Visual arts creative activity
- Performing arts scholarship
- Regional and national dissemination of all creative activity

7. Awards and honors

- List awards, honors, citations/nominations for research, scholarship and/or creative activities at the local, state, regional/district, national/international level.

III. Service

(Criteria: adapted from *Faculty Handbook* 2.5.1. 3. Effectiveness in Rendering Service, p. 2-9)

In the area of service, include a narrative statement which summarizes your contributions to (i) the welfare of the department, college, university, or profession, and/or (ii) to the community, and the public. Active participation in departmental affairs and activities are integral factors in fulfilling these requirements and are important considerations in all decisions concerning promotion and/or tenure. Candidates may also refer to his/her annual goals as stated in the Faculty Performance Report as evidence for potential in achieving yearly established goals with respect to service. The narrative should document dates, your role (e.g., chair, committee member), as well as special contribution(s).

The following activities may be submitted as evidence of contributions to service:

1. Departmental /College service

Evidence of service to the Department may include:

- Department Chair/Program Director
- Departmental/College committees
- Committees chaired
- Mentoring/ Tutoring or remediation activities
- Advisement
- Student recruitment
- RSO/Honor Society advisor/volunteer

Advising

Academic advising responsibilities may include description of:

- Undergraduate academic advising e.g., number of student advisees, how often they typically meet with the adviser, etc.
- Co-curricular advising e.g., faculty adviser for student professional organizations
- Evaluation by advisees of the quality of advising
- Student mentoring activities e.g., mentoring student-led research, K-12 student mentoring activities

- Support of student efforts: evidence of availability to students outside classroom e.g., supervision of independent studies, internships, etc.

2. University service

Evidence of service to the University may include:

- Shared governance committee membership
- Committees chaired
- Faculty Senate representative
- Search committee membership
- Leadership in accreditation activities
- Economic development initiatives e.g. fundraisers, etc.

3. Service to students

- Advising student organizations
- Volunteering with student organizations
- Other student-centered volunteer activities

4. Service to the Profession

Evidence of service to the profession may include:

- Professional organization memberships at regional, national, or international levels (offices held, committee assignments, and leadership)
- Local, state, national and/or international committee service
- Conferences planned and hosted
- Workshops, roundtables and/or presentations given
- Poster sessions presented
- Professional consulting (local, state, regional, national, and/or international level)
- Festival/event assistant
- Workshop director
- Outreach activities developed and conducted
- Programs presented and/or coordinated

5. Service to the public

Evidence of service to the community may include:

- Consulting (when endorsed by the university)
- Community outreach activities
- Advising or assisting civic organizations, public outreach, and community activities that utilize academic or professional background and expertise outside of the University (offices held, committee assignments, and leadership)

6. Awards and honors

- List and describe service awards, honors and nominations

IV. Any other relevant information pertaining to the University, College or Department

- Activities other than those listed in the above categories may be included.

Additional Tips:

- Look carefully for deadlines: Create your own timeline; the portfolio takes longer than you think to do it well.

- Your final portfolio should be a coherent whole, reflecting your excellence in teaching, sustained scholarly achievement, and exemplary service to the University over the course of your career.