

UNIVERSITY OF SOUTHERN INDIANA
GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE PORTFOLIOS
For Tenure Track, Clinical Track, Library, and Tenured Faculty

These guidelines are effective Fall 2017 for Rank-Eligible Full-time Teaching Faculty (tenure track, tenured, and clinical track). The draft Portfolio Guidelines (version 11.01.16) were endorsed by the Council of Chairs and Program Directors on 11.30.16 and by the Faculty Senate on 1.13.17. Updates include Library faculty-specific information (6.10.19), COVID-19 pandemic considerations, (6.09.21), and clarifications (8.30.19, 6.17.22, 6.23.23), updates to the Clinical track and teaching narrative (7.12.24).

I. Purpose

The intent of this document is to provide guidelines for preparing and reviewing portfolios for application for promotion and/or tenure at the University of Southern Indiana (USI). The guidelines described herein are based on the USI University Handbook policies and criteria for promotion and tenure and are not intended to substitute these policies. Faculty are strongly encouraged to become familiar with the University Handbook and college/department/unit documents on promotion and/or tenure.

II. Portfolio Overview

The portfolio represents the applicant's body of work and should stand on its own merits. It should present a strong, compelling, and evidence-based case for one's promotion and/or tenure according to University and college/department/unit policies and criteria. The portfolio should provide a clear and accurate summary of the applicant's professional accomplishments in teaching, professional performance (for Library faculty), scholarship and professional activity, practice (for Clinical Track faculty), and service. The portfolio should include evaluative and reflective components that describe the impact and significance of the applicant's achievements and contributions, as well as documentation and supporting evidence.

III. Preparing the Portfolio

Portfolio Contents

The applicant's portfolio consists of the sections outlined in Table 1 and must be presented in the order listed. Please refer to the *Portfolio Guidelines* (this document), *Portfolio FAQs*, and University Handbook while preparing the portfolio.

General Formatting

The portfolio should be prepared adhering to the following formatting and requirements.

- Part 1 should be up to 500 pages total.
- Part 2 (as applicable) should be up to 500 pages total.
- Text should be single-spaced, using 1-inch margins and 12-point font size.
- All text information prepared by the applicant must be typed, except for signatures.
- Include page numbers for multi-page documents, such as the narrative and CV.

- The electronic preparation of the portfolio can be either a set of files organized in electronic folders or a single document organized according to the portfolio outline (Table 1). Refer to the Guidelines for Electronic Submission for additional information.

Table 1. The portfolio outline. All listed components are required and must be presented in the order shown in separate folders/sections.

Part 1. (Sections A-H are prepared and submitted by the applicant.)

- A. General information
 1. Application Form
 2. [Portfolio outline](#) (Table of Contents)
- B. Context documents
 1. Department-specific promotion and/or tenure criteria and guidelines (as applicable)
 2. Special conditions (e.g., credit towards tenure, leave of absence, extension; as applicable)
- C. Curriculum vitae (CV)
- D. Narrative statements of teaching (professional performance for Library faculty), scholarship ([practice and scholarship](#)¹ for Clinical Track faculty) and professional activity, and service (*maximum total length of 15 pages*)
- E. Teaching materials (for Library faculty, include Professional Performance materials)
 1. Summary table of courses taught
 2. Course syllabi and evidence of teaching and learning contributions
 3. Summary of student course perception surveys (CPS, SET)
 4. Other evaluations and observations of teaching
 5. Advising and mentoring activity
- F. Scholarship and Professional Activity materials
 1. Scholarship and creative activity (for Tenure Track/Tenured) or [Practice and scholarship activity](#)¹ (for Clinical Track faculty)
 2. Professional activity
- G. Service materials
 1. University service
 2. Community service and outreach
- H. Appraisal/recommendation forms and evaluation memos (applicant completes the top of each relevant appraisal form; reviewer/committee completes the form)

Part 2. (Prepared and submitted by applicant)

Outline for Part 2 (as applicable)

- I. Additional evidence and documents per college/unit guidelines (as applicable)
- J. Additional evidence (optional)

Tips for Portfolio Preparation

The portfolio documents the applicant's major accomplishments and impacts in teaching and learning, professional performance (for Library faculty), scholarship ([practice and scholarship](#)

¹ This evaluation area reflects Clinical Track updates in the Faculty Handbook published in late-July 2024.

for Clinical Track faculty) and professional activity, and service during the period of evaluation². The applicant should intentionally select the collection of evidence included in the portfolio to showcase one's body of work. *The applicant is encouraged to consider the portfolio as an opportunity to describe and highlight one's accomplishments and to reflect on the significance and impacts.* It is recommended that the applicant allocate ample time to prepare a high-quality portfolio.

The portfolio is used in the evaluation of the applicant's application for reappointment or promotion and/or appraisal for tenure. While preparing one's portfolio, it is helpful to keep in mind the audience, which includes reviewers within and outside of the applicant's discipline(s).

The guidelines described in this document are intended to develop consistency so that all submitted portfolios share common components and organization. However, each applicant's portfolio will be different, reflecting the individual's professional goals and discipline.

IV. Portfolio Sections: Descriptions and Instructions

Part 1. (Sections A-H are prepared and submitted by the applicant)

A.1. Application Form (page 1)

Use the appropriate *Application Form* (see the Provost's Office [Personnel Decisions webpage](#)). The applicant completes the top section, which must be typed, except for the signature.

A.2. Table of Contents (page 2)

To help reviewers navigate through the material, a detailed [outline](#) is required. Cumulative page numbers [across all portfolio sections are not required](#) when submitting as multiple electronic folders. The table of contents must contain the lettered and numbered items listed in Table 1 and may include a listing of additional subsections/subfolders.

B.1. Department Promotion and/or Tenure Criteria and Guidelines

Include a copy of the official department-specific criteria and guidelines for promotion and/or tenure, as applicable. Include only the relevant pages with version date and not the entire document. If this is section not applicable, keep this section and note as "Not Applicable."

B.2. Special Conditions

Include documentation regarding any special conditions (*e.g.*, credit towards tenure, leaves of absence, extensions) that should be given consideration in this evaluation, as applicable. Personal information, such as salary and health, should be redacted from the included documentation. [The optional Covid Impact Statement may be included in this section.](#) If this section is not applicable, keep this section and note as "Not Applicable."

² **Period of evaluation** for promotion and/or tenure review corresponds to the duration on the tenure-track or as Clinical Assistant Professor rank or the period since the previous promotion review. For Clinical Track reappointment review (non-promotion), use the duration since the previous reappointment review.

C. Curriculum Vitae

The applicant's current curriculum vitae (CV) should be prepared based on the *CV Template*. Note that the CV should provide a thorough, but not necessarily exhaustive, account of the applicant's career and accomplishments in the listings. Please refer to the *CV Template and Activities tab in Watermark* for details on the recommended content and order of information presented (see the Provost's Office [Personnel Decisions webpage](#)).

D. Narrative Statements

The narrative section of the applicant's portfolio should describe one's body of work in the context of the applicant's professional goals and discipline(s) and of the University's goals. The narrative should articulate the significance and impact of the applicant's contributions and accomplishments in teaching and learning, professional performance (for Library faculty), scholarship and professional activity, practice (for Clinical Track faculty), and service during the period of evaluation for promotion and/or tenure. The narrative also should describe the evidence of accomplishments in teaching, professional performance (for Library faculty), scholarship and professional activity, practice (for Clinical Track faculty), and service selected for inclusion in the applicant's portfolio. An important component of the narrative section is the applicant's reflection and evaluation of one's own body of work. *An effective narrative goes beyond a summary or listing of one's activities by describing the relevance and contributions of one's work to USI, the community, and their discipline/profession. The narrative should help reviewers understand the applicant's contributions, growth and trajectory based on items included in the CV and evidence materials.*

The applicant is strongly encouraged to review the criteria and policies for promotion and/or tenure in the University Handbook (see the section on "Academic Appointment, Promotion, and Tenure" in the [Faculty Handbook](#)) and in one's college/unit and/or department (as applicable) promotion and/or tenure documents.

The narrative section must include separate statements on teaching (or professional performance for Library faculty), on scholarship (or practice and scholarship for Clinical Track faculty) and professional activity, and on service. The applicant may choose to include a brief overview statement and/or a statement that describes how one's work integrates and impacts two or more areas (e.g., teaching and learning, professional performance (for Library faculty), scholarship and professional activity, practice (for Clinical Track faculty), and service). Headings should be used to identify each narrative statement, and each statement does not need to start on a new page.

The narrative statements should be descriptive and reflective in nature. Exhaustive tables or listings (e.g., comprehensive listings or tables of teaching assignments or of scholarship, professional, practice, or service activities) should not be included in this narrative section. These types of content may be included in other sections of the portfolio.

The **total length of the narrative (all sections) should not exceed 15 pages**, including any college- or unit-specific sections. See the formatting requirements described in Section III of this document.

Narrative on Teaching and Teaching Philosophy (required, except for Library faculty):

This narrative statement describes the accomplishments and impact of the applicant's teaching and learning activities during the period of evaluation. The applicant should articulate one's teaching philosophy and how it informs one's approach to student learning and to teaching. Also discuss how the applicant, in one's teaching, helps foster a culture of free inquiry, free expression, and intellectual diversity; introduces students to scholarly works from a variety of political or ideological frameworks; and refrains from subjecting students to political or ideological views and opinions that are not related to one's academic discipline or assigned course. Describe the selected evidence presented in the portfolio to demonstrate the effectiveness and impact of the applicant's teaching and advising/mentoring activities. In addition, the applicant should include a self-assessment of and reflection on how one's teaching effectiveness and approach to supporting student learning has developed over time. The applicant also should describe one's contributions and impact in advising and mentoring activities as well as reflections on the effectiveness and impact of one's student advising and mentoring activities.

Narrative on Professional Performance (required for Library faculty):

This narrative statement describes the significance, accomplishments, and impacts of the applicant's professional performance as a librarian during the period of evaluation. The narrative should articulate the librarian's essential skills of organization of knowledge; selection of materials and collection management; and the provision of services and assistance to users in a variety of forms. Describe the selected evidence presented in the portfolio to demonstrate the effectiveness and impact of one's performance as a librarian. Evidence must show that the librarian uses professional experience, knowledge of appropriate research, and creativity to solve problems, improve services, innovate, and lead. In addition, the narrative should include a self-assessment of and reflection on how the applicant's approach to one's particular area of librarianship has developed over time. Finally, the narrative should describe the applicant's contributions and impact in librarianship, as well as reflections on the effectiveness and impact of the applicant's professional performance.

Narrative on Scholarship and Professional Activity (required Tenure Track/Tenured faculty) or Narrative on Practice, Scholarship, and Professional Activity (required for Clinical Track faculty):

This narrative statement describes the significance, accomplishments, and impact of the applicant's scholarship, research, and creative activity (or practice and scholarship for Clinical Track faculty), along with professional activity, during the period of evaluation. While it may be important to use discipline-specific language and terminology to describe aspects of one's work, the narrative also should provide context and use clear and general language that would be understood by individuals in other disciplines who review the portfolio. Describe the evidence selected and presented in the portfolio to demonstrate the contributions and impact of the applicant's scholarship (or practice and scholarship for Clinical Track faculty) and professional activity. The narrative should provide evaluation and reflection of applicant's scholarship (or practice and scholarship for Clinical Track faculty) and professional endeavors with respect to their relevance and importance to the discipline(s). In addition, this narrative

should describe evidence of professional growth and participation in organized professional activities in the applicant's field(s).

Narrative on Service (required):

This narrative statement describes the accomplishments and impacts of the applicant's university and community service and engagement activities during the period of evaluation. Describe the evidence selected for inclusion in the portfolio to demonstrate the applicant's contributions and impact in service activities.

For most faculty, the areas of university and community service relate to discipline- or academic-related activities in which the applicant engages either by appointment, by election, or voluntarily. Community service should result in the promotion of University objectives through public service to individuals, groups, or organizations. For certain disciplines, there may be some overlap between community service and professional activity. Generally, a distinction should be made between the two, and the same components of an activity should not be considered under more than one category.

E. Teaching Materials (for Library faculty, include Professional Performance Materials)

The selected materials included in this section should provide evidence of the applicant's accomplishments, growth, and impact in teaching and learning. *It is neither desirable nor effective to present an exhaustive compilation in this section; the supportive materials should be intentionally selected.* The applicant's CV is used to present a more comprehensive listing of one's teaching activities. The evidence of teaching activity and accomplishments included in this section should be for teaching and learning activities while at USI and correspond to the period of evaluation. Additional teaching materials from semesters outside of this period may be included in Part 2 (optional).

This Teaching Materials section consists of the following subsections:

- E1. Summary table of courses taught;
- E2. Course syllabi and evidence of teaching and learning contributions;
- E3. Summary of student evaluations of teaching;
- E4. Other evaluations and observations of teaching; and
- E5. Advising and mentoring activity.

It is recommended to separate these subsections by subfolders. An optional summary table may be included at the beginning of this section to summarize the applicant's teaching and advising materials selected for inclusion in Part 1 of the portfolio as evidence of addressing the relevant promotion and/or tenure criteria.

For additional information, review the promotion and/or tenure policies and criteria in the University [Faculty Handbook](#) and in corresponding college, department, or unit documents. For Library faculty, a professional performance materials section, with appropriate sections, is included instead and may include teaching materials.

E.1. Summary of Courses Taught

A summary table of courses taught and/or administered at USI during the [period of evaluation](#) should be presented at the beginning of this section. This summary table includes the semester taught, course number and title, number of students, course format/type (e.g., lecture, lab, clinical, field, online, hybrid) and should be presented in reverse chronological order.

E.2. Course Syllabi and Evidence of Teaching and Learning Contributions

This section should include the most recent course syllabus for each course taught during the period of evaluation. [Additional versions of the syllabus may be included, for example, if a course has been taught in multiple modes or been redesigned.](#) Additional course syllabi and evidence may be included in Part 2 of the portfolio. In addition, present evidence of the applicant's accomplishments and impact in teaching and learning, such as course materials and assignments, teaching innovations, examples of implementation of best practices and effective evidence-based teaching practices (e.g., active learning and student engagement), and course and curriculum development. Include evidence of the applicant's effectiveness and impact on student learning. This section also may include supportive materials that evidence the applicant's teaching approach and philosophy. [List and provide evidence of teaching recognitions, awards, and grants, as appropriate.](#)

E.3. Summary of Student Course Perception Surveys

Include a summary table(s) and analysis of the data from the student course perception surveys (CPS and SET, if applicable) for [each course taught during the period of evaluation or the period starting Fall 2017, whichever is shorter.](#) Analysis may include tables and/or figures with data for specific courses or student evaluation questions that support the teaching narrative.

The complete set of reports from the [Course Perception Survey \(CPS\)](#) and Student Evaluation of Teaching (SET, [if applicable](#)) for each course taught during the period of evaluation will be made available to the applicant and reviewers by the University. As such, SET and CPS reports are not included in the portfolio submitted by the applicant. [The exception is if a faculty member chooses to include any CPS information not required due to the COVID-19 pandemic; CPS reports from any courses during may be added in this section.](#)

E.4. Other Evaluations or Observations of Teaching

Include peer and/or supervisor evaluations of the applicant's teaching conducted during the [period of evaluation](#) in reverse chronological order. Other class observations and formative evaluations of teaching may be included.

E.5. Advising and Mentoring Activity

Evidence of the applicant's contributions and impact through student advising and mentoring activity should be included in this section. List the number of advisees per academic year and student level(s) during the period of evaluation, [as applicable.](#) Present evidence of contributions in student advising and mentoring, such as activities and approach used, records of contributions to departmental advising [or mentoring](#) events, and participation in advising related professional development opportunities. If applicable, list the successes of former student advisees in their graduate and professional education and discipline-related careers.

F. Scholarship and Professional Activity Materials

The materials included in this section should provide evidence of the applicant's achievements, knowledge and/or creative contributions, impact in scholarship, and professional activity. *The supportive materials should be intentionally selected.* The selected materials correspond to the period of evaluation. The applicant's CV is used to present a comprehensive listing of one's scholarship, research, practice, creative, and professional activities. An optional summary table of the applicant's scholarship, practice, and/or creative activity and professional activity materials selected for inclusion in the Part 1 of the portfolio as evidence of the relevant promotion and/or tenure criteria may be included at the beginning of this section.

The activities listed in this document are common examples of scholarship, practice, creative, and professional activity; however, it is not meant to be exhaustive. For additional information, refer to the promotion and/or tenure provisions in the University [Faculty Handbook](#) and in corresponding college, department, or unit documents.

F.1. Scholarship and Creative Activity (for Tenure Track/Tenured faculty)

Present evidence of the applicant's scholarship, research, practice, and/or creative activity and accomplishments. Examples include scholarly activities in defined areas leading to publication of peer-reviewed books, articles, chapters, and professional publications; creative works of literature, art, or invention which result in peer-reviewed publications or juried exhibits, performances, and patents; establishing evidence-based practice protocol; and professionally recognized invited or peer-selected publications. Supportive evidence includes a copy of the book or publication, reports, programs, consulting contracts, proposals for research, scholarly, or creative activity, and/or creative works placed in juried exhibitions or performances. For publications not yet published, include documentation indicating acceptance or status. Include evidence of professional honors, grants, and awards, if applicable.

Present evidence that demonstrates the relevance and impact of the applicant's scholarship, research, and/or creative activity in one's discipline and/or interdisciplinary area, in the scholarship of teaching and learning, and/or the scholarship of engagement. Also provide context of the applicant's scholarly and creative activities, such as information on the publications or venues, citation data, and/or published reviews of the applicant's exhibitions, performances, and works. For scholarly works and creative activities not listed above as an example, the applicant should explain the relevance and impact of the contributions.

F.1. Practice and Scholarship (for Clinical Track faculty)¹

Present evidence of a combination of practice and scholarship, considered holistically with professional activity, that demonstrates intellectual engagement during the period of evaluation. Examples of evidence in practice expertise may include, but are not limited to, designing and implementing a clinical milieu for students' learning experiences; demonstrating leadership in practice through consultation and improvement of practice guidelines; and being recognized for practice expertise at the geographic level defined for the rank.

Examples of evidence in scholarship may include, but are not limited to, collaborating with researchers or leading clinical research investigations; activities leading to participation in scholarly activities presented at professional meetings; the publication of articles, reports,

and/or books with a focus on clinical or professional practice; establishing evidence-based practice protocol; creative works of literature, art, or invention which result in publications, exhibits, or patents; peer-reviewed documentation of applied research projects and their impact; grant applications; and/or the receipt of professional honors, grants, or awards.

F.2. Professional Activity

Present evidence of the applicant's professional activity that contribute to professional growth, such as membership, committee service, and offices held in professional or disciplinary organizations; organizing conferences and workshops in one's discipline(s); reviewing scholarly or professional publications or proposals (note if a member of the editorial review board) and/or professional practice. Materials include supportive evidence of professional consultation and practice, leadership related to the applicant's field(s) of teaching and research or professional practice, and/or recognition of achievements from one's peers through professional certification, honors, grants, and awards. If applicable, include a copy of documents that verify professional responsibilities the applicant has assumed after election or otherwise. Also present evidence that demonstrates the relevance, contributions, and impact of the applicant's professional activity and provide contextual information.

G. Service Materials

The selected materials included in this section should provide evidence of the applicant's activity and impact in university and community service. The applicant's CV is used to present a comprehensive listing of one's service activities. The selected materials correspond to the time period of evaluation. An optional summary table of the applicant's service materials selected for inclusion in the portfolio as evidence of the relevant promotion and/or tenure criteria may be included at the beginning of this section. For additional information, review the promotion and/or tenure provisions the University [Faculty Handbook](#) and in corresponding college, department, or unit documents.

G.1. University Service

Provide evidence of service to the University in capacities such as faculty governance, department, college/unit, and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities. If applicable, provide a single copy of products developed through service, and list honors, grants, and awards for service activities.

G.2. Community Service and Outreach

In addition, provide evidence of discipline-related service to and engagement with groups, agencies, and institutions external to the University. In general, community service should result in promotion of University objectives through public service to individuals, groups, or agencies, such as through public lectures, presentations, outreach, and consulting. If applicable, provide a single copy of products developed through service and outreach, and list honors, grants, and awards for service and outreach activities.

H. Appraisal Forms and Evaluation Memos

Section H is submitted by the applicant and then completed and added by committees and administrators. Use the appropriate *Appraisal and Recommendation Forms* for committees and administrators (see the Provost's Office [Personnel Decisions webpage](#)). The applicant should complete the top portions of each form and submit with the portfolio. A separate form should be used for each applicable administrator (e.g., Dean/Library Director, Chair, Provost) and review committee (e.g., at the department/program, college/unit, and/or university levels). The administrator or review committee should complete the corresponding portions of the forms and include evaluation memos as required. Include additional evaluation or recommendation forms and letters as required by the applicant's college or unit, as applicable.

Part 2. (Prepared and submitted by applicant, as applicable)

Include a table of contents or outline for Part 2 that lists the sections and subfolders contained within. Use subfolders or subsections to organize the documents (e.g., folders named "Teaching," "Professional performance," "Scholarship," "Practice," and "Service" and subfolders) and descriptive filenames (i.e., using the table of contents label and heading).

I. Additional evidence and documents per college/unit guidelines (as applicable)

If applicable, include additional documents (such as annual reports) and additional supportive evidence on teaching, professional performance (for Library faculty), scholarship and professional activity, practice (for Clinical Track faculty), and service activities as required by the applicant's college/unit that is not included in Part 1 of the portfolio. Use subfolders to separate major sections or content areas.

J. Additional supporting material (optional)

In this optional section, the applicant may include selected evidence of major activities and achievements in teaching, professional performance (for Library faculty), scholarship and professional activity, practice activity (for Clinical Track faculty), and service not presented elsewhere in the portfolio. This section also may be used to provide additional context on the nature of one's contributions or document the applicant's role in the activities. Use labeled subfolders to separate major sections or content areas.

Appendices – Forms and Additional Documents (see the [Personnel Decisions webpage](#))

- Portfolio checklist
- Portfolio FAQs (frequently asked questions)
- Electronic submission of the portfolio guidelines
- COVID impact statement guidelines
- CV template
- Application form for reappointment or for promotion/tenure
- Appraisal and Recommendation form for review committees and administrators