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UNIVERSITY OF SOUTHERN INDIANA

GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE PORTFOLIOS
For Tenure Track, Tenured, Clinical Track, Instructor Track, and Teaching Track Faculty

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These guidelines are effective Fall 2017 for Rank-Eligible Full-time Faculty (tenure track, tenured, clinical track, instructor track, and teaching faculty 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), updates related to Watermark Faculty Success (6.03.25).

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/library 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/library 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 (as applicable for Instructor and Teaching Faculty tracks), 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. Please refer to the Portfolio Guidelines (this document), Portfolio FAQs, Watermark guides, 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) is up to 500 pages total.
- Text documents, such as the narrative, should be single-spaced, use 1-inch margins and 12-point font size, and include page numbers.

Table 1. The portfolio outline. All listed components are required, unless noted otherwise. Portfolio information and documents prepared by the applicant will be organized following this outline in Watermark Faculty Success.

Part 1.
  A. Application Form (this is part of the Watermark submission workflow)
  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 (*maximum total length of 15 pages*)
  E. Teaching evidence materials (for Library faculty, 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)
    4. Other evaluations and observations of teaching
    5. Advising and mentoring activity
  F. Scholarship and Professional Activity evidence materials
    1. Scholarship and creative activity (for Tenure Track/Tenured) or
        Practice and scholarship activity[1] (for Clinical Track)
    2. Professional activity (as applicable for Instructor and Teaching Tracks)
  G. Service evidence materials
    1. University service
    2. Community service and outreach
Part 2. Additional evidence (optional) and/or documents per college/unit guidelines (as applicable)

Tips for Portfolio Preparation
The portfolio documents the applicant's major accomplishments and impacts in teaching and learning, professional performance (for Library faculty), scholarship (for Tenure Track/Tenured faculty) or practice and scholarship (for Clinical Track faculty) and professional activity, and service during the period of evaluation[2]. 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).

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

[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 faculty on the Clinical, Instructor, or Teaching Track, the reappointment review (non-promotion) uses the period since the previous reappointment review.

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. (*Prepared and submitted by the applicant*)

A. Application Form

The Application Form is part of the Watermark Faculty Success portfolio workflow and will become available to the applicant before the submission due date.

B. Context Documents

B.1. Department Promotion and/or Tenure Criteria and Guidelines *(as applicable)*

Include a copy of the official department/unit-specific criteria and guidelines for promotion and/or tenure, as applicable.

B.2. Special Conditions *(as applicable)*

Include documentation regarding any special conditions that alter the review timeline (*e.g.*, credit towards tenure, leaves of absence, extensions) or 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.

C. Curriculum Vitae

The applicant's current curriculum vitae (CV) is compiled using the information that the faculty member adds to Watermark Activities sections. 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 Activities tab in Watermark Faculty Success and the Watermark Activities Detailed Guide for the types of activity that may be include in the CV.

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 the applicable evaluation areas: teaching/learning and mentoring, professional performance (for Library faculty), scholarship (for Tenure Track/Tenured faculty) or practice and scholarship (for Clinical Track faculty) and professional activity (as applicable for Instructor and Teaching Track faculty), and service during the period of evaluation for promotion and/or tenure. The narrative also should describe the evidence of accomplishments selected for inclusion in the applicant's portfolio in the applicable evaluation areas. An important component of the narrative section is the applicant's reflection and evaluation of one's own body of work.

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

An effective narrative goes beyond a summary listing of one's activities and describes the relevance, context, 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 narrative section must include separate statements on teaching (or professional performance for Library faculty), on scholarship (for Tenure track/Tenured faculty) or practice and scholarship (for Clinical Track faculty) and professional activity (as applicable for Instructor and Teaching track faculty), 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 criteria. 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., listings or tables of teaching assignments, scholarship, professional, 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 applicant is ***strongly encouraged to review the criteria and policies*** for promotion and/or tenure in the University Handbook (see the Faculty Handbook section C.13 on "Academic Appointment, Promotion, and Tenure") and in one's college/unit/department (as applicable) promotion and/or tenure documents.

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.

For additional information, review the promotion and/or tenure policies and criteria in the University Faculty Handbook and in corresponding college, department, or library documents and the Watermark Guides. For Library faculty, the 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 will be generated by Watermark using information from the "Courses Taught" activity section. This summary table includes the semester taught, course number and title, number of students enrolled, course mode/type, and is 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 student 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 the summary table(s) and analysis (optional) from the student Course Perception Surveys (CPS) for each course taught during the period of evaluation or the period starting Fall 2019, whichever is shorter. Analysis may include tables and/or figures with data for specific courses or CPS questions that support the teaching narrative.

The complete set of detailed reports from the Course Perception Survey (CPS) for each course taught during the period of evaluation will be available to the applicant and reviewers by the University. As such, CPS reports by course/semester 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 2020 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, practice, 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.

The activities listed in this document are common examples; however, it is not meant to be exhaustive. For additional information, refer to the promotion and/or tenure criteria in the University Faculty Handbook and in corresponding college, department, or library 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 *(as applicable for Instructor and Teaching Track faculty)*

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. For additional information, review the promotion and/or tenure criteria in the University [Faculty Handbook](#) and corresponding college, department, or library 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 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 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 copy of products developed through service and outreach, and list honors, grants, and awards for service and outreach activities.

Part 2. *Supplemental evidence and/or documents per college/unit guidelines* (*Prepared and submitted by applicant, as applicable*)

If applicable, include additional documents or supportive evidence on teaching, professional performance (for Library faculty), scholarship, practice and professional activity, and service activities as required by the applicant's college/unit that is not included in Part 1 of the portfolio. Also, in this optional section, the applicant may include supplemental evidence of activities and achievements in teaching, professional performance (for Library faculty), scholarship, practice and professional activity, 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.

V.   Appraisal Forms and Evaluation Memos

Each applicable review committee (e.g., at the department, college/library, and/or university levels) and administrator (e.g., Chair, Dean/Library Director, Provost) will complete an evaluation form and include an evaluation memo as required. This will be completed within Watermark Faculty Success, which also will route the portfolio for review.

VI.   Additional Guides and Documents

Please see the Provost's Office Personnel Decisions and Watermark webpages for resources on:

- Portfolio FAQs (Frequently Asked Questions)
- COVID impact statement guidelines
- Preparing and Submitting Your Portfolio Using Watermark Faculty Success
- Reviewing Portfolios in Watermark Faculty Success