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2024-2026

ATHENS STATE PROMOTION/TENURE PORTFOLIO DEVELOPMENT GUIDELINES

Throughout the portfolio, focus upon meritorious publications, activities, and presentations at regional or national association meetings. It is not recommended that applicants list attendance at required Athens State University faculty meetings and training that are part of their employment duties.

Portfolios should be well-organized and easy to review with supporting documents organized into conceptually related categories and submitted as attachments. Attachments should document major activities and accomplishments. Please limit the number of pictures, scanned articles, and other documents that are not significant in supporting performance and achievements.

Sample contents of an applicant's portfolio include, but are not limited to:

- a copy of the Application for Promotion and/or Tenure
- curriculum vita
- course evaluations
- advising lists
- research/scholarship excerpts
- a list of committee service
- any letters of support from other faculty/students
- syllabi of courses taught since hiring or promotion to associate professor/associate librarian
- any additional support at the applicant's discretion.

Each section normally would present a narrative introduction and a summary of major points. It should emphasize recent and current professional activities, development, and goals. Artifacts to support performance and activities should be included as attachments to the section. Applicants for full professor or senior librarian should emphasize achievements and activities occurring **after their promotion to associate professor or associate librarian**. These activities should represent high quality in all areas and represent current/ongoing efforts.



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Portfolio Format and Content

Minimum portfolio requirements include the following:

Introduction

The first section should be an introduction to the portfolio that summarizes the applicant's academic preparation (including degrees, majors, universities, and dates), career overview, and teaching experience. An updated CV should be attached along with a brief statement of the applicant's teaching philosophy and a summary of important professional activities and achievements.

Teaching Effectiveness

The Teaching Effectiveness section should include subsections for;

- Teaching Philosophy,
- Courses/Students taught emphasizing breadth and depth and volume of teaching expertise
- Teaching Quality, and
- Academic Preparation.

Each of these should be supported with attachments such as detailed statement of teaching philosophy, course enrollment data, course preparations per term/year, leadership role as course anchor/lead, sample syllabi from previous and current years that demonstrate improved course organization and delivery, assignment instructions, exams, grade distributions, student evaluations, supervisor evaluations, self-evaluations, and descriptions of practices that demonstrate quality and high expectations. Other artifacts may be required as well.

Applicants should demonstrate continued improvement in their teaching methods by developing well-written syllabi and writing clear instructions for assignments. There normally would be demonstrated growth and depth in the course syllabi over time. They should also learn and apply a reasonable amount of current teaching technology in their classrooms for both campus and online delivery formats. Librarians should address their instructional role (embedded librarian, instructor of record, etc.).

Expectations and grading criteria should be clear. Assignments and exams should be graded and posted in reasonable lengths of time. Evidence of Teaching Effectiveness should come



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from the artifacts listed above as well as annual performance evaluations from department chairs and/or deans or library director (at the discretion of the applicant), and letters from colleagues who are familiar with his or her teaching methods. Applicants for full professor or senior librarian should summarize and provide supporting documents for accomplishments after earning the associate professor or associate librarian rank.

Research and Scholarly Activities

Applicants should continue to develop their knowledge and skills in their professional discipline. And this development should help professors become more effective teachers and mentors. The Research and Scholarly/Creative Activities section is intended to be a presentation of work and effort in the discipline. It would be helpful if scholarly activities were linked to teaching effectiveness.

This section might include research such as publications, presentations, regional or national conference attendance, appropriate professional development activities, relevant continuing education (e.g., CEU for CPA, work in P-12 schools for recency requirements, etc.) and activities related to improving teaching and other activities. Publications should be separated in terms of professionally defined levels of quality—such as books, chapters in edited books, articles in peer reviewed journals, or articles in local and state professional newsletters. Important details, such as authors, title, journal name, volume, issue, and pages should be provided (see APA or other acceptable formats). Copies of the most recent articles or the most important articles can be attached. For books, attach a copy of a sample chapter.

The most recognized type of scholarly activity is publication of professional books, chapters in scholarly books, and presentation of research findings in articles in refereed journals or presentations at regional, state, or national association meetings. Grants that apply discipline-related knowledge are an appropriate documentation. Professional development includes attending lectures and workshops, keeping professional licenses current, doing required recency hours in P-12 schools. Evidence for Research and Scholarly/Creative Activities include lists or samples of recent publications, presentations at professional meetings, copies of licenses and certifications, and workshops attended.

Similarly, presentations normally would be separated in terms of levels of professional quality such as presentations at national or international professional meetings, presentations at state meetings, and presentations at local professional meetings. Again, important details about each presentation should be provided in an appropriate



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format (see APA Publication Manual).

Institutional Service

Active participation on University committees and engagement in university activities should be documented in this section. Willingness to assume leadership roles on committees is highly valued. Committees that produce a documented outcome that enhances services to students or the university are also highly valued. Simply being a member of a committee is not the important criteria here; active participation is desired.

Applicants should **actively** participate on at least three university committees and be willing to assume leadership roles on at least one committee. Applicants should attend graduations, honors ceremonies, Fiddler's convention, and other university sponsored meetings and workshops. Applicants should be willing to assist with recruitment and planning various university-sponsored events. Active participation is the primary criterion for this area and applicants should support their reports with letters describing their contributions from committee chairs, organizers, or supervisors. An applicant's prior work on faculty committees, especially in those situations where faculty members have been required by the administration to serve on such committees (such as hiring and recruitment committees) to the exclusion of other activities, will be valued. However, membership on committees alone is not the criteria; being an active member who helps produce a documented outcome that enhances services to students or the university is desired. Applicants for full professor or senior librarian should summarize and provide supporting documents for accomplishments after earning the associate professor or associate librarian rank.

Professional and Community Service.

Professional and Community service can be summarized but do not present excessive details about attendance or minor activities such as teaching a Sunday school class. Focus upon leadership activities and explain your role in these activities. Examples of professional service would include activities that serve the profession of the applicant such as serving in leadership positions in professional organizations, working in P-12 schools, or serving on school or advisory boards. Community service involves activities that serve the community such as writing or contributing to newspaper articles, membership in civic organizations, consulting with local organizations or agencies, and outreach activities.

Applicants should demonstrate a history of professional involvement at the local, state, regional, or national level. Examples of such involvement would include consulting with



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local organizations and agencies, presenting lectures and workshops for schools or professional organizations, participating in professional development P-12 schools, and serving in leadership roles with professional organizations or schools (e.g. serving on local school boards or advisory boards). Applicants could also be involved in local community activities such as outreach organizations or civic clubs. Through this involvement, they should set a positive example and promote Athens State University as a quality educational institution. These activities should reflect a level of leadership that goes beyond passive attendance. Applicants for full professor should summarize and provide supporting documents for accomplishments after earning the associate professor rank.

Additional sections could be added if an applicant wants to summarize administrative, support, or personal activities and achievements that do not fit into any of the previous seven sections. Most applicants will not need to add this section.

Student Advising and Involvement (Teaching Faculty Only)

This section should demonstrate the applicant's willingness to assist students in reaching their academic and career goals. Applicants should be available to students at least ten hours a week and be willing to assist them with various academic, career, and personal issues. If issues are beyond the professor's expertise, authority, or role they should refer students to the appropriate university department and follow up to be sure the students' issues were resolved satisfactorily. Evidence of student advising should come from advisee lists, letters of appreciation from advisees, and other documents including support from department chair, school dean, the vice president for enrollment management, and the vice president of academic affairs. Applicants for full professor should summarize and provide supporting documents for accomplishments after earning the associate professor rank. Sponsoring student clubs and honor societies are highly valued and should also be documented in this section.

Professional Effectiveness (Library Faculty Only)

Applicants should provide evidence of professional effectiveness including proficiency in areas of responsibility (reference, cataloging, circulation, acquisitions, collection development, etc.), innovations and leadership in improving library operations, proficiency

in technology appropriate to the position, positive assessment of interpersonal skills and work ethic, evidence of continuing professional development.