Term Faculty Promotion Process
Academic Year 2022-2023 Timeline

February 11, 2022: Departments/Programs provide a list of all Term Faculty eligible for promotion during the current cycle to the CHSS Dean’s Office

February 18, 2022: List of all candidates due to the Provost’s Office

Interfolio Deadlines

Late-Spring, 2022: Casebooks are created by CHSS administrator and links are sent to candidates

August 26, 2022*: Candidates submit required documents to Interfolio and case is forwarded to Procedural Checkpoint for initial review of materials. Once casebook is reviewed, it is forwarded to department faculty for review and voting.

*Please note that departments can specify an earlier deadline for candidate materials. Check with your department chair for your unit’s specific deadline!

September 16, 2022: Department completes recommendation form and uploads recommendation letter in Interfolio.

October 3, 2022: Chair/Director completes recommendation form and uploads recommendation letter in Interfolio and case is forwarded to Dean for review

November 1, 2022: Dean addendum form is completed in Interfolio and casebook is forwarded to the Provost’s Office

December 15, 2022: Provost will act on the recommendation for promotion and new multi-year appointment. Term Faculty member will be notified in writing of the decision.
Term Promotion casebooks consist of the following elements:

- Dean addendum form (form completed in Interfolio)
- Department chair recommendation letter is uploaded and recommendation form is completed in Interfolio. Vote recorded on letter includes the following categories: In Favor, Oppose, Abstain, Absent, Recuse, NA Voting Member.
  - Department committee recommendation letter is uploaded to Interfolio. Vote recorded on letter includes the following categories: In Favor, Oppose, Abstain, Absent, Recuse, NA Voting Member.
    - Department committee roster, including rank of each faculty member, to be added to letter and uploaded in Interfolio.
- Candidate's employment chronology, particularly at GMU, to include: name of employer; position titles; date(s) of hire (month and year); date of initial appointment to a term faculty position, and ensuing additional appointments; position location (city and state); and brief description of position duties.
- Candidate's vita, including clear representation of all position responsibilities.
- Candidate's professional statement, including future plans (not to exceed 8 pages) should comprise:
  - The candidate's statement should reflect the primary area of focus (i.e., teaching, research, or clinical).
  - The candidate's professional statement should include commentary on additional leadership, administrative, and service activities.
- For candidates undergoing evaluation of performance in teaching, the casebook must include evidence of highly competent classroom teaching. The range of the candidate's teaching, learning, and mentoring should be highlighted. Please keep in mind that there were no student teaching evaluations for spring 2020 and that the COVID-19 pandemic is an opportunity to think beyond the student course evaluation. Evidentiary material for teaching effectiveness should include:
  - Table of student course evaluations for at least the last four (4) years, identifying by semester the courses taught, the number of students enrolled, the participation rate for the evaluations (expressed as a percentage of students enrolled), as well as the median ratings for “Teaching Overall” and “Course Overall” for Fall 2021 and any prior semester and median ratings for each of the four categories/factors (i.e., the median rating across items for each respective category/factor – “Student Participation”, “Learning Outcomes”, “Course Environment/Experiences”, and “Instructor Preparation and Course Organization”) for all courses taught in Spring 2022 and beyond.
  - Summary of student course evaluations for at least the past 4 years (can include student comments, if reflective of the entire population of comments).
  - Peer evaluations and/or LAU head evaluations of course materials and/or classroom teaching.
    - CHSS requires a minimum of three (3) peer teaching observations. At least one of these evaluations should be completed by the current (or former) department chair, a department/program associate chair, a program chair, or a person designated by the chair for this purpose. For peer teaching evaluation of online courses, departments should have
appropriate guidelines or use publicly available guides to best practices. Peer evaluations may be conducted on previously recorded online course sessions.

- Evidence and examples of (select at least two):
  - Syllabi, assignments, and other course materials
  - Student learning assessment (e.g., feedback on student work, rubrics)
  - Design, implementation and assessment of teaching innovations
  - Engagement in curricular initiatives, including - but not limited to - participation in Mason's strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
  - Online program, curricular, and course development, implementation, and assessment

- The casebook may also include (if applicable):
  - List of student projects, theses and dissertations completed and in progress (graduate and undergraduate, as chair and committee member)
  - List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
  - Unsolicited letters from students, colleagues (within and outside of Mason), and alumni
  - Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the research section, depending on the nature of the contribution).

- For candidates undergoing evaluation of performance in research, the casebook should include:
  - Examples of grants, published works, and/or presentations at professional meetings and conferences.
  - For term faculty whose primary focus is research, it should also include peer evaluations from outside the university, in the form of external letters of evaluation. These can serve as evaluative letters from peers who have an understanding about the candidate’s contributions to the research field. Evaluators should be independently qualified to evaluate the quality and significance of the faculty member’s research/scholarship/creative work. Evaluators should include a statement in their letters indicating whether they have had any prior professional or personal contact with the candidate, and if so, the nature and extent of that contact.
  - CHSS requires a minimum of three (3) letters for those seeking promotion to Associate and a minimum of five (5) letters for those seeking promotion to Full. Candidates should submit a list of potential evaluators to their department chair/program director. Candidates are also welcome to submit a list of individuals they do not want to serve as evaluators. The department/program will select the remaining evaluators based on unit procedure.
  - Examples of Scholarship of Teaching and Learning (SoTL) activities (can be included here or in the teaching section, depending on the nature of the contribution).
• In the case of term faculty with significant administrative responsibilities, evidence of administrative service should be included. Such evidence may include:
  o Examples of administrative initiatives and/or impacts
  o Past performance evaluations
  o Letters of support from relevant stakeholders
• A certificate documenting successful completion of the following trainings (Note: these required trainings must be in compliance when your casebook is reviewed by the Provost – specific dates are noted below):
  o Title IX Overview and Sexual Harassment Prevention (In person) or Bridges: Building a Supportive Community (online equivalent)
    ▪ This is a yearly training, which must be completed on or after January 2022.
  o Ethics (in-person) or Tools for an Ethical Workplace (online equivalent)
    ▪ This is a bi-yearly training, which must be completed on or after January 2021.
  o Equal Opportunity: A Fair Shake (in-person) or Intersections: Preventing Discrimination and Harassment (online equivalent)
    ▪ This is a bi-yearly training, which must be completed on or after January 2021.

These can be taken either in-person OR online via MasonLeaps (masonleaps.gmu.edu). Please encourage your faculty to take these trainings prior to the casebook submission. Contact DEI at cde@gmu.edu if you have any questions about the required trainings.