TENURE CRITERION SPECIFICATIONS  
FOR  
COUNSELING FACULTY

I. PREPARATION OF THE TENURE PORTFOLIO

A tenure portfolio is a representative rather than an all-inclusive sample of a counseling faculty member’s job performance. The portfolio must be limited to one four-inch three-ring binder. The binder is to be labeled with the name and discipline of the counseling faculty member on the spine and front of the binder. The counseling faculty member must provide a table of contents and resume or vitae at the front of the binder and organize its contents according to categories listed in this document. Categories should be identified. Divider tabs should correspond to the criteria items listed below. Within each section, the material should be presented in chronological order, with the oldest documents first. For example, evaluations should be organized from the first academic year of tenure-track employment to the current academic year. For example, evaluations should be organized from the first academic year of tenure-track employment to the current academic year. Omissions of numbered items require a written statement on a separate page explaining the reason for each omission. A separate page protector should be used for each sheet of paper in the binder. Do not submit original documents of materials you may need in the near future.

II. TENURE CRITERIA

The categories indicated below by Roman numerals correspond to the criteria for tenure stated in the College Procedure: Tenure Review and Recommendations (3.07.02.10). The numbered items in each category are mentioned as examples of possible ways to satisfy each criterion. Asterisked items are mandatory.

III. ORGANIZATION OF THE TENURE PORTFOLIO

A. Table of Contents
B. Resume/Curriculum Vitae
C. Evidence of Exemplary Job Performance (50%)

1. All Evaluations of Counseling Faculty Member for Each Academic Year
   *a. Student Evaluation of Counselor Performance
   *b. Classroom/New Student Orientation Performance Evaluation for Counselors
   *c. Faculty Self-Evaluation and Reflection Report
   *d. Composite Evaluation for Full-Time Counseling Faculty
   *e. Third Year Progress Report and Third Year Peer Review Evaluation

2. Counseling Faculty Performance Documents (for each academic year)
   *a. New Student Orientation documentation
   *b. Course Advisement Forms
   *c. Degree plans
   *d. Student Petitions
   *e. Add/Drop
   *f. Graduation application
   *g. Change of major
   h. Other programs related forms (i.e., challenge form, forgiveness policies, contact form, etc.)
3. Special Counseling Department Reports and/or Assignments
   a. Student development workshops
   b. Staff/faculty development workshops
   c. Other evidence of special assignments

4. Other Evidence of Exemplary Counseling Performance
   This evidence, which may include letters of appreciation/commendation, certificates, awards, and other special recognition, should be presented in concise format.

5. Teaching Performance
   a. Student-Survey of Instructor’s Performance
   b. Classroom-Performance Evaluations
   c. Faculty Self-Evaluation and Reflection Reports
   d. Composite Evaluation for Part-Time Faculty

6. Other Evidence of Exemplary Performance

D. Evidence of Outstanding, and/or Superior Professional Responsibilities (25%)
   *1. Membership on College standing and other committees as evidenced by a letter of appointment or a letter from the Committee Chairperson or Administrative Supervisor (Indicate if you served as the chairperson.)
   *2. Membership on division/department and discipline committees as evidenced by a letter from the Administrative Supervisor or Instructional Coordinator.

3. Non-instructional College assignments listed, indicating dates and the nature of assignments.

4. Sponsorship of College-approved student organizations. (Indicate dates and names of organizations.)

E. Evidence of On-Going Professional Growth (15%)
   *1. List, obtained from the Faculty Development Office, of faculty development workshops you have attended.
   *2. List of professional institutes, seminars, workshops, and conferences you have attended subsequent to tenure-track employment (include name of sponsoring organization, location, and dates).

3. Documentation of other College-sponsored professional development activities attended such as Information Technology and Faculty Resource Center workshops.

4. List of degrees earned and courses completed subsequent to tenure-track employment (include documentation showing this course work).

5. Documentation of current membership in professional organizations and documentation of licensure and/or certification in your professional field.

6. Other evidence of professional growth.

F. Evidence of On-Going Professional Service to the Community/State (10%)
   *1. Documentation of membership in, or service to, community organizations, including dates.
2. List of lectures, workshops, and projects for community organizations and agencies, including dates.

3. List of services provided to area schools (serving on accreditation committees, evaluation committees, judging contests, etc.).

4. List of services provided to the state (statewide curriculum or program evaluation committees).

G. Summary Self-Evaluation

Discuss your effectiveness both as a counselor and as a faculty member (non-counseling responsibilities).