I. PREPARATION OF THE TENURE PORTFOLIO

A tenure portfolio is a representative rather than an all-inclusive sample of a teaching 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 faculty member on the spine and front of the binder. The 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 Exemplary Job Performance (50%)

1. Evaluations of Library Faculty Member for Each Academic Year
   a. Student Surveys of Library Instruction Summary Forms (no more than two per year)
   b. Classroom-Performance Evaluations
   c. Faculty Self-Evaluation and Reflection Reports
   d. Composite Evaluations FOR Full-Time Library Faculty
   e. Third-Year Progress Report & Third Year Peer Review Evaluation

2. Library Support to Students and Patrons
   a. Library skills instruction classes (supporting documents, e.g., PowerPoint presentation, etc.)
   b. Original research and/or teaching aids (maximum two items)
   c. Student/patron tours (supporting documentation)

*3. Development and Organization of Library Collection

Submit documentation regarding the application of bibliographic techniques to the selection, acquisition, development, and organization of the library collection. For example:

- Selection (selection tools used, such as pages of catalogs, reviews, contact with vendors, exhibitions, list serves, websites, faculty/student/staff recommendations, forms created to order books, etc.)
- Acquisitions (lists provided by Technical Services of books ordered or processed; liaison requests ordered or processed, any documentation proving that materials have been ordered or processed, etc.)
• Development (library policies that you have created or helped create, collection development policies, web directories, weeding and collection evaluation activities, statistics you have compiled, etc.)

• Organization (documentation of books/materials you had sent to re-catalog, creation of separate collections, such as a separate area for ESL, Browsing, Opposing Viewpoints, moving of shelves, creation of signage, creating library web pages, site maps, etc.)

4. Liaison Responsibilities

Submit documentation of liaison responsibilities with assigned division(s), faculty, and other College units as appropriate (maximum two items).

5. Other Evidence of Exemplary Job Performance

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

D. Evidence Exemplary Fulfillment of Professional Responsibilities (25%)

1. Membership on College District 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 Head Librarian.

3. List of non-librarian College assignments, indicating dates and the nature of assignments.

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

E. Evidence of Continued and Quality 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 Quality 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 an instructor and as a faculty member (non-instructional responsibilities).