TENURE CRITERION SPECIFICATIONS
FOR
TEACHING FACULTY

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. 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 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 Teaching Faculty Member for Each Academic Year
      *a. Student Survey of Instructors Performance
      *b. Classroom-Performance Evaluations
      *c. Faculty Self-Evaluation and Reflection Reports
      *d. Composite Evaluations for Full-Time Teaching Faculty
      *e. Third-Year Progress Report & Third Year Peer Review Evaluation
   2. Course Materials for a Selected Course
      *a. Original classroom handouts (maximum 2 items)
      *b. Original course syllabus or Instructor’s Course Requirements
      *c. Other original teaching/learning aids for the selected course (maximum 6 items), for example:
         1) Original transparencies
         2) Original study guides
         3) Other original multimedia teaching materials (maximum 2 items)
   3. New Course Development
Identify new courses (credit or non-credit), properly verified by the Curriculum Office or your administrative supervisor, which you have developed during tenure-track employment. Submit only the outline, syllabus, one sample of a learning activity, and one sample of an exam per course developed.

4. Major Revisions of Established Courses

Identify major revisions which you have made to established courses (credit or non-credit), accompanied by an explanation of the work and verification by your administrative supervisor or the Curriculum Office. Submit only one course outline of a major revision of an established course. The revisions may include responses to Program Review Reports and may include the creation, modification, and/or application of student learning outcomes for the courses.

5. Other Evidence of Exemplary Teaching Performance

This evidence, which may include letters of appreciation/commendation, certificates, awards, and other special recognition for Teaching Performance, is to be presented in concise format.

D. Evidence of Exemplary Fulfillment of 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 Faculty Coordinator.

3. Non-instructional College assignments listed, indicating dates and the nature of the 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 teaching 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 Technology 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/faculty organizations and documentation of licensure and/or certification in your professional field.

6. Other evidence of professional growth.

F. Evidence of 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).