



EL PASO COMMUNITY COLLEGE PROCEDURE

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DDA-1 Tenure Review and Recommendations

APPROVED: April 8, 1983 **REVISED:** February 14, 2024
Year of last review: 2024
AUTHORIZING BOARD POLICY: DDA

Classification: Administrative

Vice President or Associate Vice President: Vice President of Instruction and Workforce Education

Designated Contact: Vice President of Instruction and Workforce Education

OBJECTIVE: To establish guidelines for recommending the granting of tenure to probationary faculty* who have completed five consecutive academic years of exemplary job performance and service to the College.

PROCEDURE:

- I. Tenure Committee Charge
 - A. The President will appoint the Tenure Committee based on the College Procedure BH-2 *Committees*.
 - B. The Tenure Committee will convene and interviewing candidates and their respective supervisors with consideration of the criteria as outlined in Section VII of this Procedure.
 - C. Each member of the Tenure Committee will determine whether the tenure candidate should be recommended for tenure, not recommended for tenure, or extended for a sixth and final year due to extenuating reasons. Each member of the Tenure Committee will sign the processing form and designate their recommendation (*Tenure Candidate Tenure Committee Recommendation*, Form # 5).
 - D. The administrative liaison will forward the Tenure Committee's recommendations for each candidate to the President.
- II. General Provisions and Definitions:
 - A. "Tenure" means the entitlement of a College faculty member to continue in the faculty member's academic position unless dismissed by the College for good cause (See Section XII, *Dismissal of Tenured Faculty*).
 - B. Tenure may not be construed to create a property interest in any attribute of a faculty position beyond a faculty member's continuing employment, including their regular annual salary and all privileges incident to their status as a tenured faculty member.
 - C. A tenure candidate is a probationary faculty member who has completed at least four generally consecutive academic years of eligible service. The candidate will be identified as such according to the official personnel records in the Human Resources Department. A tenure candidate will be evaluated according to the Criterion Specifications in the procedure that were in place at the time of the initial tenure-track appointment.
 - D. An administrative supervisor is the tenure candidate's immediate administrative supervisor of record, with the following exceptions:
 1. Change of supervisor in same faculty position:
 - a. Tenure candidates who have remained in the same discipline but have had a change in administrative supervisor within the last two years will be given a choice of designated administrative supervisor for the fifth-year review (and sixth-year review, when applicable) and evaluation of the tenure candidate's portfolio, completion of the

* **Note:** The word "faculty" denotes instructors, counselors, and librarians.

Tenure Candidate Administrative Supervisor Recommendation (Form # 4) and interview with the Tenure Committee. The Vice President of Instruction and Workforce Education will communicate this choice to the tenure candidate and share the candidate's final decision with the Tenure Committee's administrative liaison.

- b. The above choice is limited to supervisors under whom the candidate has served for at least one year.

2. Change in faculty position:

Tenure candidates hired into a different faculty position during the probationary period will follow the guidelines outlined in Section X, Change in Faculty Position during the Probationary Period of this procedure.

E. The Tenure Committee is a district-wide committee of tenured faculty.

1. The Committee will consist of the administrative liaison, seven tenured instructors, one tenured librarian, and one tenured counselor.
2. The instructors will reflect the instructional areas of arts, sciences, and occupational education.
 - a. To the extent possible, faculty representation on the Committee will reflect a variety of academic disciplines.
 - b. All faculty members on the Committee will be voting members.
3. The Committee members' terms will be for three years. They will rotate on a staggered basis one-third, with approximately one-third of the Committee changing membership each year. Rotation will take place before the beginning of the academic year.
4. The Tenure Committee chairperson is a Committee member elected by the Committee by majority vote.
 - a. Every academic year the Committee will elect a chairperson, who will serve the entire academic year and be a voting member of the Committee. In addition, a chair-elect will be elected to fill in for the chairperson and serve as chairperson for the following year.
 - b. The chairperson will conduct the regular business of the Tenure Committee and, in conjunction with the administrative liaison, ensure that the review of the candidate's application materials, the Committee interviews of the candidates, and the proper Committee review forms are completed according to the established procedure described within this document.

F. The administrative liaison is a non-instructional administrator appointed by the President and assigned for a three-year term as the liaison to the Tenure Committee is a non-voting member of the Committee.

1. The administrative liaison shall facilitate the committee's instruction and orientation in the tradition and concept of tenure.
2. The administrative liaison shall also promote clarity in tenure criteria and consistency in Committee decisions and ensure prudent adherence to tenure review procedures.

G. Peer Review Committee (PRC)

1. The Peer Review Committee (PRC) is a committee selected by the candidate and the candidate's administrative supervisor. It is composed of at least three tenured faculty and no more than five. The candidate will select one member, the administrative supervisor will select one member, and the administrative supervisor and the candidate will discuss and select the remaining member(s) by mutual agreement. PRC members must be tenured faculty from the candidate's discipline or a related discipline, prioritizing the following

criteria: (1) the candidate's campus-based discipline, (2) the candidate's district-wide discipline, (3) and, if necessary, the candidate's division.

2. The PRC will be appointed at the beginning of the tenure candidate's second year and will, whenever possible, continue this responsibility through the tenure candidate's entire probationary period. A factor in choosing members to serve on the PRC is consideration of their commitment to mentor the candidate during the remainder of the probationary period.
3. The recommended PRC membership will be submitted to the Vice President of Instruction and Workforce Education for review and approval. Once approved, the Vice President's office will notify faculty of their appointment to a PRC by October 15.
4. If a PRC member subsequently needs to be replaced, the candidate and the administrative supervisor will use the same guidelines as in Section II.F.1., above.
5. Each PRC member will review the tenure candidate's application materials and forward a recommendation regarding the candidate's tenure to the candidate's appropriate administrative supervisor during the candidate's third and fifth years (and sixth years, if applicable).
6. The third-year PRC and the administrative supervisor will meet and immediately share this review with the tenure candidate by the end of the fall semester of the candidate's third probationary year.

III. Tenure Eligibility

During the fall semester of a tenure candidate's fifth year of eligible service in a probationary status, the tenure candidate will be eligible to be evaluated for tenure and will submit tenure portfolio materials for the review and evaluation of tenure by this procedure.

- A. Eligible service shall be at least 60 percent of the required instructional duties for teaching faculty or at least 60 percent of needed regular duties for counseling and library faculty each fall and spring semester.
- B. Exceptions to the above guidelines will be approved as they occur semester-by-semester by the administrative supervisor and the Vice President of Instruction and Workforce Education. Any such exceptions will be documented in the tenure candidate's portfolio materials.

IV. Tenure Criteria

Consideration of candidates for tenure shall be based on the fulfillment of the following criteria:

- A. Evidence of Exemplary Job Performance. Job performance includes but is not limited to the following: instructional practices, techniques, classroom style, and efforts made to foster student learning and success. Counselor performance includes but is not limited to the following: instructional performance and participation in counseling department activities. Librarian performance includes but is not limited to the following: library instruction, techniques, and practices.
- B. Evidence of Exemplary Fulfillment of Professional Responsibilities. Professional responsibilities are defined in the respective faculty job descriptions. Professional responsibilities include but are not limited to the following: performance of job description requirements such as participation in division and discipline activities, service on District-wide committees, and student advising.
- C. Evidence of Ongoing Professional Growth. Professional growth refers to activities that enhance the candidate's job performance. It includes, but is not limited to, participation in District-wide development activities such as scheduled workshops and participation in individual development activities such as advanced course work, relevant continuing education activities, leadership, and/or participation in professional organizations and conferences.
- D. Evidence of Ongoing Community Service. Service to the community refers to activities that enhance the quality of life. Service includes but is not limited to the following: leadership or participation in community or other committees, boards, and organizations; presentation or performances for community or other groups; community service teaching activities; and professional achievements.

V. Tenure Orientation

- A. The Administrative supervisor will provide new probationary faculty members with a copy of this procedure, including the Tenure Criterion Specifications for their specific position (Teaching Faculty, Counseling Faculty, or Library Faculty), as part of their orientation to the district.
- B. The administrative liaison will also allow all candidates to attend a workshop regarding tenure portfolio preparation during both fall and spring faculty development sessions. A copy of this procedure, including the *Tenure Criterion Specifications* for the faculty member's specific position (Teaching, Counseling, or Library), can be accessed on the EPCC Tenure website in MyEPCC. Probationary faculty must attend at least one such workshop per academic year.
- C. The administrative liaison will ensure that the chair of the tenure committee conducts a mandatory workshop or meeting every spring semester for all instructional and administrative supervisors regarding the tenure procedure and confidentiality of the process.
- D. The administrative liaison and the chair of the Tenure Committee will conduct a mandatory workshop for the Peer Review Committees before reviewing the third- and sixth-fifth-- (and sixth--, if applicable) year tenure portfolios.

VI. Tenure Eligibility Verification and Notification

- A. During the spring semester of each year, the Executive Director of Human Resources will notify the appropriate administrative supervisor of probationary faculty who will begin their fifth year of eligible employment with the College during the next academic year. Based on the candidate's employment records, the Executive Director will verify each candidate's fulfillment of the required sixty (60) percent of contractual obligations or approved exceptions.
- B. During the spring semester before the academic year for tenure review, the Tenure Committee's administrative liaison will provide each candidate with timelines for submitting the tenure portfolio materials.

VII. Tenure Procedural Steps

A. Performance Evaluations

The candidate shall be evaluated each year by College Procedure DLA-3 *Full-Time Faculty Evaluation* utilizing the Self-Evaluation and Reflection Form (Section III. A.), Composite Evaluation Form (Section III.B), and Classroom-Performance Evaluation Form (Section IV. A.). Under this procedure and the guidelines provided below, the administrative supervisor will conduct the yearly performance evaluation. The supervisor shall schedule an interview with the faculty member to review the candidate's progress. This procedure allows faculty members to maintain and improve their teaching performance and other activities.

PROBATIONARY YEAR

First
Second-Fourth

EVALUATION TO BE CONDUCTED BY

March 15
October 31

B. Annual Administrative Assessment

As part of the annual performance evaluation of the tenure candidate, the administrative supervisor will make an overall assessment regarding the tenure candidate. This evaluation assessment may yield the following recommendations: continuation of the candidate in a probationary status, continuation of the candidate in a probationary status with the need for the candidate to address performance areas requiring improvement, non-renewal of the candidate, or other appropriate recommendations. Any recommendation for non-renewal will be consistent with Board Policy DMAB (Local) and College Procedure DLA-5 *Employee Performance*. The administrative supervisor will forward a recommendation outlining the proposed course of action to the Vice President of Instruction and Workforce Education, per the timelines noted in section VII.A.

C. Recommendation for Probationary Status with Improvement

Suppose the probationary faculty member is recommended for continued probationary status with improvement during any year of the faculty member's probationary period or otherwise receives an unsatisfactory rating in any area of any tenure evaluation. In that case, the administrative supervisor will develop a short-term development plan (the "Plan of Action") outlining the areas for improvement, which includes performance benchmarks for returning to satisfactory performance, and will review this plan with the faculty member before the end of the academic year. The Plan of Action for improvement will be used in the subsequent year's performance evaluation.

D. Non-Renewal or Dismissal Recommendation

If at any point during the tenure review process, and after the development and complete implementation of a Plan of Action, there is cause not to renew the probationary faculty member's contract, or there is cause for the dismissal of the probationary faculty member, the administrative supervisor will make such a recommendation by College Procedure DLA-5 *Employee Performance*, and Board Policies DMAA (Local) and DMAB (Local)

E. In addition to the procedures stated within College Procedure DLA-5 *Employee Performance* and Board Policies DMAA (Local) and DMAB (Local), the recommendation to dismiss a tenured faculty member may occur at any time after providing the faculty member notice, opportunity to be heard, and the ability to appeal by College Procedure DLA-5 *Employee Performance*, and Board Policies DMAA (Local) and DMAB (Local), on a determination that:

1. the faculty member has:
 - a. exhibited professional incompetence;
 - b. continually or repeatedly failed to perform duties or meet professional responsibilities of the faculty member's position;
 - c. failed to complete any post-tenure review professional development program successfully;
 - d. engaged in conduct involving moral turpitude that adversely affects the College or the faculty member's performance of duties or meeting of responsibilities;
 - e. violated laws or university system or College policies substantially related to the performance of the faculty member's duties;
 - f. been convicted of a crime affecting the fitness of the faculty member to engage in teaching, research, service, outreach, or administration;
 - g. engaged in unprofessional conduct that adversely affects the College or the faculty member's performance of duties or meeting of responsibilities; or
 - h. falsified the faculty member's academic credentials;
2. there is actual financial exigency or the phasing out of the College's programs requiring the elimination of the faculty member's position (See College Procedure DMC-1, *Reduction in Force of Full-Time*) or
3. there is another good cause defined in the College's policies.
4. See also College Procedure DLA-3 *Full-Time Faculty Evaluation* for information regarding the post-tenure evaluation process applicable to Section XII. A., above.

F. Summary Dismissal Recommendation

If, during the tenure review process or at any other time, it is determined that a tenured faculty member has committed Serious Misconduct, defined as any grave violation of College policies, ethical standards, or professional obligations committed by a tenured faculty member, encompassing actions or omissions that substantially impair the College's functioning or reputation, disrupt academic activities, or adversely affect the well-being of students, colleagues, or the broader scholarly community, then, such tenured faculty member shall be provided with the following.

1. written notice of the allegations against the faculty member together with an explanation of the evidence supporting dismissal; and
2. an opportunity for the faculty member to respond to the allegations in a hearing with a designated administrator.

The administrator shall consider the faculty member's response under Subdivision (E)(B) and make a written determination of whether the College will proceed with the summary dismissal of the faculty member. Promptly after rendering a written determination on the preceding, the administrator shall provide to the faculty member a copy of said written determination that:

3. indicates whether the faculty member will be subject to summary dismissal; and
4. either:
 - a. includes the effective date of the dismissal and information regarding the faculty member's opportunity for a post-dismissal appeal if the designated administrator's decision is in favor of summary dismissal or
 - b. states that the faculty member is not subject to summary dismissal if the designated administrator's decision is against summary dismissal.

Following the written determination to dismiss a faculty member summarily, the faculty member shall be provided with the opportunity for a post-dismissal appeal by the appeal procedure stated in College Procedure DLA-5 *Employee Performance* and Board Policies DMAA (Local) and DMAB (Local).

G. Third-Year Tenure Evaluation

In the fall semester of the third year of employment as a probationary faculty member, the candidate will complete the *Candidate's Third-Year Progress Report for Tenure-Track Faculty* (Form #1) in addition to the annual evaluation by the administrative supervisor. The administrative supervisor, using the Third-Year Candidate Administrative Progress Report (Form #3), and the Peer Review Committee, using the Third-Year Candidate Individual Peer Review Committee Evaluation (Form #2), will review and evaluate the candidate's tenure portfolio. The administrative supervisor will communicate the two third-year recommendations to the tenure candidate and assist the candidate in maintaining or improving their performance. If a Plan of Action is developed during any probationary year, a copy of the Plan of Action will be included in the candidate's tenure application materials. If the Plan of Action is developed during the third year, the PRC may also participate in evaluating the candidate's progress under the Plan of Action during the following year.

H. Tenure Portfolio Preparation and Organization

1. The probationary faculty member will begin preparation of the tenure-track portfolio during their first year of probationary employment.
2. During the Fall semester of the probationary faculty member's fifth year (and sixth year, if applicable), the probationary faculty member will present a portfolio of tenure application materials for review by the Peer Review Committee, the administrative supervisor, the Vice President of Instruction and Workforce Education, and the Tenure Committee. This portfolio should include all the materials outlined in the *Tenure Criterion Specifications* for the candidate's specific position (Teaching Faculty, Counseling Faculty, or Library Faculty).

I. Tenure Portfolio Submission and Deadline

1. The candidate is responsible for forwarding the completed tenure portfolio to the appropriate administrative office by 5:00 p.m. on the date indicated on the Calendar of Events for the Tenure Review Process for the given academic year. The Calendar of Events will be strictly adhered to.
2. Tenure portfolios for the fifth- (or sixth-year review, submitted after 5:00 p.m. on the announced deadline date, will NOT be accepted. The tenure candidate may appeal this deadline by submitting in writing the compelling reason(s) for requesting a late submission to

their administrative supervisor. The administrative supervisor will recommend to the Vice President of Instruction and Workforce Education whether or not to accept the tenure portfolio materials after the deadline. The decision of the Vice President of Instruction and Workforce Education regarding accepting the tenure portfolio will be final.

3. If the decision is to deny acceptance of the tenure portfolio, the probationary faculty member will not be eligible for tenure consideration, and the faculty member's employment contract will not be renewed.

J. Peer Review Committee's Review and Evaluation

1. The PRC will review the portfolio of the tenure candidate during the Fall semester of the candidate's third year, fifth year, and, if necessary, sixth year, considering the criteria outlined in Section III of the *Tenure Criterion Specifications*. Members of the PRC may also consider other information they have about the candidate that is not otherwise categorized or addressed in the candidate's portfolio. The PRC will complete the appropriate evaluation form, e.g., the *Third-Year Candidate Peer Review Committee Evaluation* (Form # 2) and the *Tenure Candidate Peer Review Committee Recommendation* (Form #6).
2. The PRC will submit the forms above to the candidate's administrative supervisor each year they evaluate the candidate.
3. The administrative supervisor may reconvene the PRC for clarification as necessary.

K. Administrative Supervisor's Review and Evaluation

1. The administrative supervisor will review and evaluate the tenure candidate's portfolio, with consideration as to the criteria outlined in Section III of the *Tenure Criterion Specifications* of this procedure, with strict adherence to the *Calendar of Events* during the Fall semester of the probationary faculty member's third year, fifth year, and, if necessary, sixth year. The administrative supervisor may also consider other information about the candidate that is not otherwise categorized or addressed in the candidate's portfolio. The administrative supervisor must document and include any concerns in the third-year review, *Third-Year Candidate's Administrative Progress Report* (Form #3). The administrative supervisor will complete the *Tenure Candidate Administrative Supervisor Recommendation* (Form # 4) reflecting their evaluation of the probationary faculty member's candidacy for tenure.
2. The administrative supervisor will forward the portfolio along with the completed *Tenure Candidate Administrative Supervisor Recommendation* (Form # 4), outlining strengths and weaknesses and making an explicit recommendation supported by specific reason, to the Vice President of Instruction and Workforce Education.
3. The administrative supervisor will ensure that the PRC's recommendations are provided to the Vice President of Instruction and Workforce Education, who may return the recommendation(s) for clarification as needed.

L. The Vice President of Instruction and Workforce Education Review and Evaluation (fifth- and sixth-year candidates only)

1. The Vice President of Instruction and Workforce Education will review and evaluate each candidate's portfolio, considering the criteria outlined in Section III of the *Tenure Criterion Specifications* of this procedure, and interview each candidate. Under the review of the candidate's portfolio and the interview, the Vice President of Instruction and Workforce Education will complete the *Tenure Candidate Administrative Supervisor Recommendation* (Form # 4).
2. The Vice President of Instruction and Workforce Education will then forward their recommendation, along with those of the PRC and the administrative supervisor, to the Tenure Committee's administrative liaison with strict adherence to the *Calendar of Events*.

M. Tenure Committee's Review and Evaluation (fifth- and sixth-year candidates only)

1. The Tenure Committee's administrative liaison will convene the Committee and provide the Committee with all materials submitted. The administrative liaison will be available to the Tenure Committee throughout the review process.
2. Each member of the Tenure Committee will individually review the tenure portfolio materials submitted by each candidate and the recommendation forms submitted by the PRC, the administrative supervisor, and the Vice President of Instruction and Workforce Education.
3. After the individual review of the portfolio materials and the peer and administrative evaluations, the Tenure Committee will convene in a closed session.
 - a. Each candidate for tenure, the candidate's administrative supervisor, and the Vice President of Instruction and Workforce Education will appear separately before the Committee to respond to questions.
 - b. If the candidate arrives late for the Committee interview, it will be up to the committee to decide whether to conduct it. Failure to appear for the interview may result in a recommendation not to grant tenure, although the Committee may consider extenuating circumstances.
 - c. The Tenure Committee may request to interview the candidate's PRC if needed.
4. The Committee will make one of the following recommendations for each candidate to the President of the College: (1) granting tenure, (2) not granting tenure, or (3) under extenuating circumstances, extending probationary status for a sixth and final year.
5. The Tenure Committee's recommendation for granting tenure or recommending a sixth year will be made by a minimum two-thirds vote of the Committee's membership. It will be documented on the *Tenure Candidate Tenure Committee Recommendation* (Form # 5). If a minimum two-thirds vote cannot be obtained, the Tenure Committee recommends not granting tenure.
6. Guidelines on the granting of a sixth probationary year:
 - a. The Tenure Committee will fully document the reason(s) for the extenuating circumstances granting a sixth probationary year on the *Tenure Candidate Tenure Committee Recommendation* (Form # 5).
 - b. The administrative liaison and the Tenure Committee chair will communicate the Tenure Committee's reason to the Vice President of Instruction and Workforce Education.
 - c. The reason must be a significantly unusual situation or unpredictable event. Failure on the part of the candidate to prepare for the tenure interview or lack of agreement with the recommendations of the PRC, the administrative supervisor, and/or the Vice President of Instruction and Workforce Education will not constitute a justifiable reason.

N. Recommendation to the President

1. The Tenure Committee will submit their tenure recommendation for each candidate to the President through the administrative liaison.
2. The President will review the Committee's recommendations and reconvene the Committee for clarification as needed.
3. The president will notify each Candidate no later than December 15 of the recommendation that will be made to the Board of Trustees.

4. The President will forward a final recommendation to the Board of Trustees for tenure approval.

O. Appeal Process for Recommendation to Not Grant Tenure

1. To initiate the appeal process, the candidate must submit a written request for reconsideration of the recommendation to not grant tenure to the President through the office of the administrative liaison. Appeals of a recommendation for a sixth probationary year will not be considered.
2. The written request for reconsideration must be submitted to the office of the administrative liaison by 5:00 p.m. on Friday of Spring Faculty Development week.
3. The President may direct the administrative liaison to reconvene the Tenure Committee for a second review of the candidate's application for tenure.
4. The second review must be completed, a recommendation forwarded to the President, and notification made by January 31 to the candidate.

VIII. Distribution of Tenure Portfolio and Tenure Evaluation Materials

- A. The administrative liaison will forward the tenure portfolio and all evaluation materials to the Human Resources Department.
- B. The Office of Employee Relations & Compliance will forward and permanently retain the tenure evaluation records. They will not be returned to the candidate.
- C. Tenure portfolios will be returned to candidates recommended for tenure by the end of the following spring semester.
- D. Tenure portfolios submitted by each candidate not recommended for tenure or recommended for an additional probationary year will be forwarded to the Office of Employee Relations & Compliance.
 1. The candidate denied tenure may request a copy of the tenure portfolio from the Executive Director of Employee Relations & Compliance. The Office of Employee Relations & Compliance will retain the original portfolio.
 2. The candidate who is recommended for an additional probationary year will be provided with the original tenure portfolio by the Executive Director of Employee Relations & Compliance for resubmission in the candidate's sixth year. The Office of Employee Relations & Compliance will retain a copy of the original tenure portfolio.

IX. Submission of Sixth Probationary Year Portfolio Materials

- A. The sixth-year tenure candidate will follow the calendar and guidelines in the tenure review process when reapplying for tenure.
- B. Candidates will prepare a separate sixth-year portfolio. The portfolio must address the reasons for granting the sixth probationary year. The original tenure portfolio will be resubmitted, and the additional sixth-year materials will be separated in the submission. No changes to the original tenure portfolio will be accepted.
- C. The new materials submitted for the sixth year will be considered along with the original portfolio.
- D. The PRC, the administrative supervisors, the Vice President of Instruction and Workforce Education, and the Tenure Committee will follow the tenure review process to reevaluate the candidate's application for tenure.

X. Change in Faculty Position during the Probationary Period

If the probationary faculty member is hired into a different faculty position during the tenure-track period (i.e., from one discipline to another), the following will apply:

- A. If the change occurs during the first two years of probationary status, the faculty member will proceed with the tenure process with the new administrative supervisor. The tenure portfolio will be evaluated on the prior evaluation requirements for those years in the previous position and the new requirements for the new position. The new administrative supervisor will determine the candidate for tenure during the fifth year.
- B. If the tenure candidate changes positions after the second year, the previous PRC and previous administrative supervisor will evaluate the tenure candidate with input from the new administrative supervisor and a new PRC, who also will provide an evaluation of the tenure candidate to the new first-line administrative supervisor as additional input for their assessment of the candidate and for that of the Vice President of Instruction and Workforce Education.

XI. Confidentiality

- A. The tenure review process is a confidential evaluation of a tenure candidate; therefore, all participants in the process, including PRC members, administration, and Tenure Committee members, are directed to maintain confidentiality both during and after its conclusion.
- B. The following types of information are deemed confidential:
 - 1. Information included in the tenure portfolio materials submitted by the tenure candidate.
 - 2. All documentation and written comments, evaluation opinions, and judgments discussed during committee deliberations and reflected on the evaluation documentation forms and/or other communications.
- C. Participants are, therefore, obligated to adequately safeguard all documentation and information about the tenure evaluation process. Participants are reminded that confidential matters will never be revealed or discussed with anyone not officially involved in the tenure evaluation process.
- D. It shall be the sole responsibility of the Executive Director of Employee Relations & Compliance to accept any requests for information or to release any information and/or documentation regarding the tenure evaluation process. Suppose a tenure candidate has a question or concern about the tenure process during the deliberation period. In that case, they must address the issue with the administrative liaison, not with members of the Tenure Committee.
- E. Certain documents used and/or generated during this tenure evaluation process may be subject to release of the *Texas Public Information Act*, Attorney General Opinions, or other legal authority. The potential release of documents does not relieve the participants from the responsibilities outlined above.



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 throughout the tenure review process. The portfolio must be limited to the equivalent of one four-inch, three-ring binder. The portfolio is to be labeled with the name and discipline of the faculty member. The faculty member must provide a table of contents and a resume or curriculum vitae at the front of the binder and must organize the binder's contents according to the categories listed in this document. Divider tabs should identify categories that correspond to the criteria items listed below. The material should be presented chronologically within each section, with the oldest documents first. Asterisked items are mandatory. With the exception of the resume or curriculum vitae, all documentation should be organized from the first academic year of tenure-track employment. Each double-sided sheet should occupy one sheet protector. Do not include original documents or materials needed in the near future.

II. TENURE CRITERIA

The categories indicated below by Roman numerals correspond to the tenure criteria stated in Section IV of this procedure. The numbered items in each category are examples of possible ways to satisfy each criterion. **Asterisked items are mandatory.** Omissions of asterisked items require a written explanation on a separate page explaining the reason for each omission.

III. ORGANIZATION OF THE TENURE PORTFOLIO

*A. Table of Contents

*B. Resume/Curriculum Vitae

C. Evidence of Exemplary Job Performance

*1. All Evaluations of Teaching Faculty Members for Each Academic Year

*a. Student Evaluation of Instructor Performance

*b. Classroom-Performance Evaluations

*c. Faculty Self-Evaluation and Reflection Report

*d. Composite Evaluations for Full-Time Teaching Faculty

*e. Candidate's Third-Year Progress Report (Form #1), Third-Year Candidate Peer Review Committee Evaluation (Form #2), and Third-Year Candidate Administrative Progress Report (Form #3).

*2. Original Course Materials for a Selected Course

*a. Original classroom handouts (maximum two items)

*b. Instructor's most recent original Part I Course syllabus

*c. Other original teaching/learning aids for the selected course (maximum six items), such as:

1) Original study guides

2) Other original multimedia teaching materials

3. New Course Development

Identify new courses (credit or non-credit), adequately verified by a contract from the Curriculum Office or your administrative supervisor, which you have developed during tenure-track employment. Submit only:

- a. Outline
- b. Syllabus
- c. Sample of a learning activity
- d. Sample of one exam per course developed
- e. Course Development Faculty Assignment Action Form (FAAF)

4. Major Revisions of Established Courses

Identify significant revisions that you have made to established courses (credit or non-credit), accompanied by:

- f. An explanation of the work
- g. A Course Revision FAAF
- h. An outline of a significant revision of an established course.

The revisions may include responses to *Program Review Reports* and creating, modifying, and/or applying student learning outcomes for the courses.

5. Other Evidence of Exemplary Teaching Performance

- i. Letters of appreciation/commendation (maximum of 6 total)
- j. Certificates
- k. Awards
- l. Other special recognition for a performance presented in a concise format

D. Evidence of Exemplary Fulfillment of Professional Responsibilities

- *1. Membership on a College-wide Standing Committee or Task Force, as evidenced by a letter of appointment from the President or a letter from the committee/task force chairperson or administrative supervisor. Document service in a leadership capacity.
- *2. Membership on division and discipline committees, as evidenced by a letter from the administrative supervisor or faculty coordinator.
- 3. Documentation, such as FAAF of non-instructional College assignments, indicating the assignments' dates and nature.
- 4. Documentation of sponsorship of or participation in College-approved student organizations. (Indicate dates and names of organizations.)
- 5. Documentation of mentorship of extracurricular student activities or groups.

E. Evidence of Ongoing Professional Growth

- *1. List, obtained from the Central Training Repository, of faculty development workshops you have attended.
- *2. Documentation of ongoing and current membership in professional/faculty organizations.

3. Transcripts of workshops presented at EPCC.
 - *4. Documentation of professional teaching institutes, seminars, workshops, conferences, etc. Please include the name of the sponsoring organization, location, and dates. Indicate whether you were an attendee, presenter, or both.
 5. Official transcript of degrees earned and/or certificates of courses completed after tenure-track employment.
 6. Other evidence of professional growth, including licensure or certifications.
- F. Evidence of Ongoing Professional Service to the Community, State, and/or Nation
- *1. Documentation of membership in or service to community organizations, including dates.
 - *2. Documentation of lectures, workshops, and projects for community organizations, agencies, and schools, such as serving on accreditation committees, evaluation committees, judging contests, etc., including dates.
 3. Documentation of services provided to the state and/or nation
- *G. Self-Evaluation
- Reflect on your effectiveness and growth as an instructor and a faculty member (non-instructional responsibilities) during the tenure process.



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 throughout the tenure review process. The portfolio must be limited to the equivalent of one four-inch, three-ring binder. The portfolio is to be labeled with the name and discipline of the faculty member. The faculty member must provide a table of contents and resume or curriculum vitae at the front of the binder and organize the contents according to the categories listed in this document. Divider tabs should identify categories that correspond to the criteria items listed below. The material should be presented chronologically within each section, with the oldest documents first. Asterisked items are mandatory. With the exception of the resume or curriculum vitae, all documentation should be organized from the first academic year of tenure-track employment. Each double-sided sheet should occupy one sheet protector. Do not submit original documents or materials needed in the near future.

II. TENURE CRITERIA

The categories indicated below by Roman numerals correspond to the tenure criteria stated in Section IV of this procedure. The numbered items in each category are examples of possible ways to satisfy each criterion. **Asterisked items are mandatory.** Omissions of asterisked items require a written explanation on a separate page explaining the reason for each omission.

III. ORGANIZATION OF THE TENURE PORTFOLIO

- *A. Table of Contents
- *B. Resume/Curriculum Vitae
- C. Evidence of Exemplary Job Performance
 - *1. All Evaluations of Counseling Faculty Members for each Academic Year
 - *a. Student Evaluation of Counselor Performance
 - *b. Classroom Performance Evaluation for Counselors
 - *c. Faculty Self-Evaluation and Reflection Report
 - *d. Composite Evaluation for Full-Time Teaching Counseling Faculty
 - *e. Candidate's Third-Year Progress Report (Form #1), Third-Year Candidate Peer Review Committee Evaluation (Form #2), and Third-Year Candidate Administrative Progress Report (Form #3).
 - *2. Original Counseling Faculty Performance documents appropriate to each of the following categories (for each academic year)
 - *a. New Student Orientation/classroom documentation
 - *b. Student Advising Plan
 - *c. Degree Audit (via DegreeWorks, degree evaluations, or manual audits)
 - *d. Student Petitions
 - *e. Add/Drop forms
 - *f. Change of Major form

- g. Other programs-related forms (i.e., early college forms, academic improvement plan forms, proficiency exam forms, Academic Progress Report forms)
- 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

Evidence may include letters of appreciation, certificates, awards, and other special recognition. (Maximum of 6 total)
- 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 Exemplary Fulfillment of Professional Responsibilities
 - *1. Membership on a College-wide Standing Committee or Task Force, as evidenced by a letter of appointment from the President or a letter from the committee/task force chairperson or administrative supervisor. Document service in a leadership capacity.
 - *2. Membership on division and/or discipline committees, as evidenced by a letter from the administrative supervisor or faculty coordinator.
 - 3. Documentation, such as Faculty Assignment Action Form (FAAF) of non-instructional College assignments, indicating the assignments' dates and nature.
 - 4. Documentation of sponsorship of College-approved student organizations. (Indicate dates and names of organizations.)
 - 5. Documentation of mentorship of extracurricular student activities or groups.
- E. Evidence of Ongoing Professional Growth
 - *1. The list obtained from the Central Training Repository of faculty development workshops you have attended.
 - *2. Documentation of ongoing and current membership in professional/faculty organizations.
 - 3. Transcripts of workshops presented at EPCC.
 - *4. Documentation of professional teaching institutes, seminars, workshops, conferences, etc. Include the name of the sponsoring organization, location, and dates. Indicate whether you were an attendee, presenter, or both.

5. Official transcripts of degrees earned and/or certificates of courses completed subsequent to tenure-track employment.
 6. Other evidence of professional growth, including licensure or certifications.
- F. Evidence of Ongoing Professional Service to the Community, State, and/or Nation
- *1. Documentation of membership in or service to community organizations, including dates.
 - *2. Documentation of lectures, workshops, and projects for community organizations, agencies, and schools, such as serving on accreditation committees, evaluation committees, judging contests, etc., including dates.
 3. Documentation of services provided to the state and/or nation.
- *G. Self-Evaluation

Reflect on your effectiveness and growth as a counselor and faculty member (non-instructional responsibilities) during the tenure process.



TENURE CRITERION SPECIFICATIONS FOR LIBRARY 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 throughout the tenure review process. The portfolio must be limited to the equivalent of one four-inch, three-ring binder. The portfolio is to be labeled with the name and discipline of the faculty member. The faculty member must provide a table of contents and resume or curriculum vitae at the front of the binder and organize the binder's contents according to categories listed in this document. Categories should be identified by divider tabs that correspond to the criteria items listed below. The material should be presented in chronological order within each section, with the oldest documents first. Asterisked items are mandatory. With the exception of the resume or curriculum vitae, all documentation should be organized from the first academic year of tenure-track employment. Each double-sided sheet should occupy one sheet protector. Do not submit original documents or materials needed in the near future

II. TENURE CRITERIA

The categories indicated below by Roman numerals correspond to the tenure criteria stated in Section IV of this procedure. The numbered items in each category are examples of possible ways to satisfy each criterion. Asterisked items are mandatory. Omissions of asterisked items require a written explanation on a separate page explaining the reason for each omission.

III. ORGANIZATION OF THE TENURE PORTFOLIO

*A. Table of Contents

*B. Resume/Curriculum Vitae

C. Evidence of Exemplary Job Performance

*1. Evaluations of Library Faculty Members 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 Teaching Faculty

*e. Candidate's Third-Year Progress Report (Form #1), Third-Year Candidate Peer Review Committee Evaluation (Form #2), and Third-Year Candidate Administrative Progress Report (Form #3).

2. Library Support to Students and Patrons

*a. Library skills instruction classes/tours (supporting documents, e.g., documentation of types and number of classes taught and letter from Head Librarian.)

*b. Original classroom handouts and teaching/learning aids (maximum two items)

*3. Development and Organization of Library Collection and Services

Submit documentation regarding applying bibliographic techniques to the selection, acquisition, development, and organization of the library collection and services. Include examples of each of the following (not to exceed 8)

a. 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.)

- b. Organization (creation of separate collections such as a separate area for ESL, Browsing, Opposing Viewpoints, creation of signage, creation of library web pages, library research guides, displays, social media guides, etc.
 - c. Selection – Describe the process you use to select materials for the collection. Include examples (no more than 2) of selection aids, techniques, or methods that you use.
 - d. Acquisitions (lists provided by Technical Services of books ordered or processed, liaison requests ordered or processed, and any documentation proving that materials have been ordered or processed, 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 concisely. (Maximum of 6 total)
- D. Evidence Exemplary Fulfillment of Professional Responsibilities
 - *1. Membership on a College-wide Standing Committee or Task Force, as evidenced by a letter of appointment from the President or a letter from the committee/task force chairperson or administrative supervisor. Document service in a leadership capacity.
 - *2. Membership on division and discipline committees, as evidenced by a letter from the administrative supervisor or Head Librarian.
 - 3. Documentation, such as Faculty Assignment Action Form (FAAF) of non-instructional College assignments, indicates the assignments' dates and nature.
 - 4. Documentation of sponsorship of or participation in College-approved student organizations. (Indicate dates and names of organizations.)
 - 5. Documentation of mentorship of extracurricular student activities or groups.
- E. Evidence of Ongoing Quality Professional Growth
 - *1. The list obtained from the Central Training Repository of faculty development workshops you have attended.
 - *2. Documentation of ongoing and current membership in professional/faculty organizations.
 - 3. Transcripts of workshops presented at EPCC.
 - *4. Documentation of professional teaching institutes, seminars, workshops, conferences, etc. Include the name of the sponsoring organization, location, and dates. Indicate whether you were an attendee, presenter, or both.
 - 5. Official transcript of degrees earned and/or certificates of courses completed after tenure-track employment.
 - 6. Other evidence of professional growth, including licensure or certifications.
- F. Evidence of Ongoing Professional Service to the Community, State, and/or Nation
 - *1. Documentation of membership in, or service to, community organizations, including dates.
 - *2. Documentation of lectures, workshops, and projects for community organizations, agencies, and schools, such as serving on accreditation committees, evaluation committees, judging contests, etc., including dates.
 - 3. Documentation of services provided to the state and/or nation.
- *G. Self-Evaluation

Reflect on your effectiveness and growth as a librarian and faculty member (non-instructional responsibilities) during the tenure process.

College Procedure DDA-1, Form #1

**CANDIDATE'S THIRD-YEAR PROGRESS REPORT
FOR TENURE-TRACK FACULTY****(Probationary Faculty Member)****EL PASO COMMUNITY COLLEGE**

Tenure Candidate (Print)

Discipline

Semester

Instructions:

The faculty member should complete this report prior to meeting with their administrative supervisor. **Responses must be limited to the space provided in this progress report.** The report and attachments (Self Evaluations, Classroom Observations, and Student Evaluations) should be submitted to the supervisor at least one week before the meeting. Other material may be brought to the meeting, but only the progress report and specified attachments (evaluations) will be filed. During the meeting the supervisor will discuss each of the four categories with the faculty member and note on the form strengths, weaknesses, and possible strategies for improvement. One copy of the report will be sent to the faculty member (for inclusion in the official tenure portfolio during the fifth year of employment), and one copy will be retained by the respective administrative supervisor, to be placed in the faculty member's division file.

I. Evidence of Exemplary Job Performance

- A. Faculty evaluations (classroom, administrative, student)
- B. Course outline syllabi, training packets, student study guides, and/or clinical lab packets
- C. Implementation of technology into the curriculum

D. New course development or course revisions (optional)

E. Evidence of Exemplary Job Performance

F. Other

II. Evidence of Exemplary Fulfillment of Professional Responsibilities

A. Membership on college standing committees, sub-committees or taskforces (include committees requested but not appointed to)

B. Membership on division/department and/or discipline committees, subcommittees or taskforces

C. Non-teaching college duties (include assignment)

D. Sponsorship of college approved student organizations (optional)

E. Other

III. Evidence of Ongoing Professional Growth

A. Degrees earned, courses completed or professional institutes attended subsequent to tenure-track employment

B. Synopsis of professional seminars, conference or workshops attended or at which presented subsequent to tenure-track employment

C. Current membership in professional organizations (indicate if officer)

D. Other

IV. Evidence of Ongoing Professional Service to the Community/State/Nation

A. Membership in/or service to community organizations

B. Synopsis of lectures, workshops presented, and projects for community organizations or agencies

C. Synopsis of service to area schools (accreditation committees, articulation, judging, etc.)

D. Synopsis of service to the state/nation.

E. Other

Completed by:

Faculty Member

Date

Reviewed by:

Administrative Supervisor

Date



College Procedure DDA-1, Form #2

**THIRD-YEAR CANDIDATE
PEER REVIEW COMMITTEE EVALUATION
EL PASO COMMUNITY COLLEGE**

Tenure Candidate: _____ Discipline: _____

Semester: _____ Date: _____

Reviewed by: _____

Comments on strengths and weaknesses of the candidate as they relate to the tenure criteria (Use continuation sheet if necessary). PLEASE TYPE.

| | STRENGTHS | WEAKNESSES |
|--|-----------|------------|
| Evidence of Exemplary Job Performance | | |
| Evidence of Exemplary Fulfillment of Professional Responsibilities | | |
| Evidence of Ongoing Professional Growth | | |
| Evidence of Ongoing Professional Service to the Community/State/Nation | | |

Tenure Candidate: _____

Overall Comments:

| | |
|-----------------------|--|
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |

Tenure Criteria

Consideration of candidates for tenure shall be based on the fulfillment of the following criteria:

A. **Evidence of Exemplary Job Performance.**

Exemplary job performance reflects efforts made to provide optimum opportunity for student success. Teaching performance includes, but is not limited to teaching practices, techniques, classroom style, and efforts made to provide maximum opportunities. Counselor performance includes, but is not limited to teaching performance, marketing/recruitment activities, and participation in counseling center activities. Librarian performance includes, but is not limited to library instruction, techniques and practices.

B. **Evidence of Exemplary Fulfillment of Professional Responsibilities.**

Professional responsibilities are defined in the respective faculty job descriptions. Professional responsibilities include, but are not limited to performance of job description requirements such as participation in division/discipline activities, service on District committees, and student advising.

C. **Evidence of Ongoing Professional Growth.**

Professional growth refers to activities which enhance the candidate's job performance. Professional growth includes, but is not limited to participation in District development activities such as scheduled workshops, and participation in individual development activities such as advanced course work, relevant continuing education activities, leadership and/or participation in professional organizations and conferences.

D. **Evidence of Ongoing Professional Service to the Community/State/Nation.**

Service to the community refers to activities that enhance the quality of life for a community. Professional service includes, but is not limited to leadership or participation in community or other committees, boards, and organizations, presentation or performances for community or other groups, community service teaching activities, and professional achievements.



College Procedure DDA-1, Form #3

**THIRD-YEAR CANDIDATE
ADMINISTRATIVE PROGRESS REPORT
EL PASO COMMUNITY COLLEGE**

Tenure Candidate: _____ Discipline: _____

Semester: _____ Date: _____

Comments on strengths and weaknesses of the candidate as they relate to the tenure criteria (Use continuation sheet if necessary). PLEASE TYPE.

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
| Evidence of Exemplary Job Performance | | |
| Evidence of Exemplary Fulfillment of Professional Responsibilities | | |
| Evidence of Ongoing Professional Growth | | |
| Evidence of Ongoing Professional Service to the Community/State/Nation | | |

Tenure Candidate: _____

Overall Comments:

1st Line Administrative Supervisor Signature

Date

2nd Line Administrative Supervisor Signature
(Vice President of Instruction and Workforce Education)

Date

Tenure Criteria

Consideration of candidates for tenure shall be based on the fulfillment of the following criteria:

A. **Evidence of Exemplary Job Performance.**

Exemplary job performance reflects efforts made to provide optimum opportunity for student success. Teaching performance includes, but is not limited to teaching practices, techniques, classroom style, and efforts made to provide maximum opportunities. Counselor performance includes, but is not limited to teaching performance, marketing/recruitment activities, and participation in counseling center activities. Librarian performance includes, but is not limited to library instruction, techniques and practices.

B. **Evidence of Exemplary Fulfillment of Professional Responsibilities.**

Professional responsibilities are defined in the respective faculty job descriptions. Professional responsibilities include, but are not limited to performance of job description requirements such as participation in division/discipline activities, service on District committees, and student advising.

C. **Evidence of Ongoing Professional Growth.**

Professional growth refers to activities which enhance the candidate's job performance. Professional growth includes, but is not limited to participation in District development activities such as scheduled workshops, and participation in individual development activities such as advanced course work, relevant continuing education activities, leadership and/or participation in professional organizations and conferences.

D. **Evidence of Ongoing Professional Service to the Community/State/Nation.**

Service to the community refers to activities that enhance the quality of life for a community. Professional service includes, but is not limited to leadership or participation in community or other committees, boards, and organizations, presentation or performances for community or other groups, community service teaching activities, and professional achievements.



College Procedure DDA-1, Form #4

**TENURE CANDIDATE
ADMINISTRATIVE SUPERVISOR RECOMMENDATION
EL PASO COMMUNITY COLLEGE**
**Fifth and/or Sixth-Year Review*

TENURE CANDIDATE: _____ Discipline: _____

Semester: _____ Date: _____

Comments on strengths and weaknesses of the candidate as they relate to the tenure criteria (Use continuation sheet if necessary). PLEASE TYPE.

| | STRENGTHS | WEAKNESSES |
|--|-----------|------------|
| Evidence of Exemplary Job Performance | | |
| Evidence of Exemplary Fulfillment of Professional Responsibilities | | |
| Evidence of Ongoing Professional Growth | | |
| Evidence of Ongoing Professional Service to the Community/State/Nation | | |

TENURE CANDIDATE: _____

Overall Comments:

In the past five years there
☐ have been disciplinary actions involving the candidate
☐ have not been disciplinary actions involving the candidate
(If “have” has been checked, continue with the next statement).

The above mentioned disciplinary actions
☐ were conclusively resolved
☐ were not conclusively resolved.

RECOMMEND: ☐ Based upon a review of the candidate’s tenure portfolio and my evaluation of the candidate, I recommend that tenure be granted.
☐ Based upon a review of the candidate’s tenure portfolio and my evaluation of the candidate, I recommend that tenure not be granted.

NAME (print)

SIGNATURE

POSITION TITLE

Tenure Criteria

Consideration of candidates for tenure shall be based on the fulfillment of the following criteria:

A. **Evidence of Exemplary Job Performance.**

Exemplary job performance reflects efforts made to provide optimum opportunity for student success. Teaching performance includes, but is not limited to teaching practices, techniques, classroom style, and efforts made to provide maximum opportunities. Counselor performance includes, but is not limited to teaching performance, marketing/recruitment activities, and participation in counseling center activities. Librarian performance includes, but is not limited to library instruction, techniques and practices.

B. **Evidence of Fulfillment of Professional Responsibilities.**

Professional responsibilities are defined in the respective faculty job descriptions. Professional responsibilities include, but are not limited to performance of job description requirements such as participation in division/discipline activities, service on District committees, and student advising.

C. **Evidence of Ongoing Professional Growth.**

Professional growth refers to activities which enhance the candidate's job performance. Professional growth includes, but is not limited to participation in District development activities such as scheduled workshops, and participation in individual development activities such as advanced course work, relevant continuing education activities, leadership and/or participation in professional organizations and conferences.

D. **Evidence of Ongoing Professional Service to the Community/State/Nation.**

Service to the community refers to activities that enhance the quality of life for a community. Professional service includes, but is not limited to leadership or participation in community or other committees, boards, and organizations, presentation or performances for community or other groups, community service teaching activities, and professional achievements.



College Procedure DDA-1, Form #5

**TENURE CANDIDATE
TENURE COMMITTEE RECOMMENDATION
EL PASO COMMUNITY COLLEGE**

Tenure Candidate: _____ Discipline: _____

Date: _____

Tenure Committee's Summary Recommendation:

Based upon review of the candidate's tenure portfolio, interview and evaluation of the candidate, we:

- ☐ Recommend granting tenure
 - ☐ Recommend not granting tenure
 - ☐ Recommend extending probationary status for a sixth year with the extenuating circumstances described below.
-

Individual Recommendations:

| | | |
|---------------------|--------------------|---------------|
| _____ Print Name | _____ Signature | _____ Date |
|---------------------|--------------------|---------------|

- ☐ Recommend granting tenure
 - ☐ Recommend not granting tenure
 - ☐ Recommend extending probationary status for a sixth year
-

| | | |
|---------------------|--------------------|---------------|
| _____ Print Name | _____ Signature | _____ Date |
|---------------------|--------------------|---------------|

- ☐ Recommend granting tenure
 - ☐ Recommend not granting tenure
 - ☐ Recommend extending probationary status for a sixth year
-

| | | |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

☐ Recommend granting tenure
☐ Recommend not granting tenure
☐ Recommend extending probationary status for a sixth year

| | | |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

☐ Recommend granting tenure
☐ Recommend not granting tenure
☐ Recommend extending probationary status for a sixth year

| | | |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

☐ Recommend granting tenure
☐ Recommend not granting tenure
☐ Recommend extending probationary status for a sixth year

| | | |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

☐ Recommend granting tenure
☐ Recommend not granting tenure
☐ Recommend extending probationary status for a sixth year

| | | |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

☐ Recommend granting tenure
☐ Recommend not granting tenure
☐ Recommend extending probationary status for a sixth year

| | | |
|--|--------------------|---------------|
| _____ Print Name | _____ Signature | _____ Date |
| <p><input type="checkbox"/> Recommend granting tenure <input type="checkbox"/> Recommend not granting tenure <input type="checkbox"/> Recommend extending probationary status for a sixth year</p> | | |

| | | |
|--|--------------------|---------------|
| _____ Print Name | _____ Signature | _____ Date |
| <p><input type="checkbox"/> Recommend granting tenure <input type="checkbox"/> Recommend not granting tenure <input type="checkbox"/> Recommend extending probationary status for a sixth year</p> | | |

**Delineation of extenuating circumstances warranting sixth and final probationary year:
(Attach additional documentation if necessary.)**

| | | |
|---------------------------------------|--------------------|---------------|
| _____ Print Administrative Liaison | _____ Signature | _____ Date |
|---------------------------------------|--------------------|---------------|



College Procedure DDA-1, Form #6

**TENURE CANDIDATE
PEER REVIEW COMMITTEE
RECOMMENDATION
EL PASO COMMUNITY COLLEGE**
**Fifth and/or Sixth-Year Review*

Tenure Candidate: _____ Discipline: _____

Semester: _____ Date: _____

Comments on strengths and weaknesses of the candidate as they relate to the tenure criteria (Use continuation sheet if necessary). PLEASE TYPE.

| | STRENGTHS | WEAKNESSES |
|--|-----------|------------|
| Evidence of Exemplary Job Performance | | |
| Evidence of Exemplary Fulfillment of Professional Responsibilities | | |
| Evidence of Ongoing Professional Growth | | |
| Evidence of Ongoing Professional Service to the Community/State/Nation | | |

Tenure Candidate: _____

Overall Comments:

| | |
|-----------------------|--|
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |
| Signature: | <input type="checkbox"/> Candidate appears suited for tenure <input type="checkbox"/> Candidate appears not to be suited for tenure |
| Member's Name (type): | Date: |

Tenure Criteria

Consideration of candidates for tenure shall be based on the fulfillment of the following criteria:

A. **Evidence of Exemplary Job Performance.**

Exemplary job performance reflects efforts made to provide optimum opportunity for student success. Teaching performance includes, but is not limited to teaching practices, techniques, classroom style, and efforts made to provide maximum opportunities. Counselor performance includes, but is not limited to teaching performance, marketing/recruitment activities, and participation in counseling center activities. Librarian performance includes, but is not limited to library instruction, techniques and practices.

B. **Evidence of Fulfillment of Professional Responsibilities.**

Professional responsibilities are defined in the respective faculty job descriptions. Professional responsibilities include, but are not limited to performance of job description requirements such as participation in division/discipline activities, service on District committees, and student advising.

C. **Evidence of Ongoing Professional Growth.**

Professional growth refers to activities which enhance the candidate's job performance. Professional growth includes, but is not limited to participation in District development activities such as scheduled workshops, and participation in individual development activities such as advanced course work, relevant continuing education activities, leadership and/or participation in professional organizations and conferences.

D. **Evidence of Ongoing Professional Service to the Community/State/Nation.**

Service to the community refers to activities that enhance the quality of life for a community. Professional service includes, but is not limited to leadership or participation in community or other committees, boards, and organizations, presentation or performances for community or other groups, community service teaching activities, and professional achievements.