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COLUMBUS
STATE

COMMUNITY COLLEGE

FACULTY PROMOTION AND TENURE HANDBOOK

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INTRODUCTION

The mission of Columbus State Community College is "To educate and inspire, providing our students with the opportunity to achieve their goals." While this clearly provides a mandate to the faculty to make teaching the central activity of their profession, quality education for our students requires ongoing professional development on the part of the faculty and active participation in the service activities that underpin the delivery of effective programs. Thus, the work of a faculty member is nominally divided into these three categories: Teaching and Learning Activities, Professional Activities, and Service Activities.

Given that the quality of the institution is in large part determined by the quality of its faculty, the purpose of the promotion and tenure process is to retain and reward effective faculty members, with the implication that past successes will translate into significant future contributions.

The promotion and tenure process is designed around these important principles:

A. **Fairness:** The process must contain no bias or personal animus, and promotion must be based on the quality of the work performed rather than years of service. The process recognizes that the duties of each faculty member will vary over the years and between departments and divisions. Faculty members accepting special duties, such as interim positions or faculty fellow responsibilities, will be judged on their performance of those roles, with no make-up work expected or penalties assessed in the promotion and tenure process.

B. **Transparency:** The process and the criteria by which each candidate will be judged are publicized and made available to all involved parties. Changes in the process take place through committee agreement and are similarly publicized, including effective dates of new policies or procedures. Additionally, yearly feedback will be provided to each faculty member in the form of comments on the Annual Faculty Performance Appraisal provided by chairpersons and Peer Review Teams, Student Evaluations, and Faculty Observations by chairpersons and peers.

C. **Collegiality:** The process includes comprehensive peer involvement, with Peer Review Teams to assist the candidate during the years leading to promotion and with committees of faculty at the department, division, and college levels sharing the responsibility of objectively assessing each candidate's accomplishments and rendering recommendations for promotion and tenure to the administration.

D. **Due Process:** Candidates have the right to appeal the results of the process to a committee made up of faculty members.

The promotion and tenure process starts the day a tenure-track full-time faculty member begins his or her appointment. During each year, there are specific requirements and expectations. While every faculty member should receive assistance from his or her chairperson, Peer Review Team, colleagues in the department, and the college community as a

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whole, in the end, the faculty member must take responsibility for fulfillment of these requirements and progress toward the next rank. Therefore, it is very important that each faculty member become familiar with the information in this handbook and in the related items in the Columbus State Community College Policy and Procedures Manual.

The purpose of this handbook is to supplement the information on promotion and tenure found in the Columbus State Community College Policy and Procedures Manual. Every effort will be made to maintain consistency between this handbook and the manual; however, if any information in this handbook conflicts with the most current policies and procedures, the policies and procedures override the information given here.

FACULTY RANK

Columbus State has a four-tier system for tenure-track faculty: Instructor, Assistant Professor, Associate Professor, and Professor. Tenure is granted with the first promotion (usually to Assistant Professor). Tenure assures faculty members continued employment, with dismissal only for just cause or a reduction in the number of faculty required to deliver the college's academic programs.

Placement in Rank

Upon initial appointment to a full-time tenure-track faculty position, the dean of the appropriate division will assign the faculty member the rank of Instructor. Under unusual circumstances, a faculty member may be appointed outside the rank of Instructor with the approval of the President and in accordance with Section 38.03 of the Collective Bargaining Agreement between the College and CSEA and with Procedure 5-19 (D), Section A, 2 (a-f).

Expectations of Rank

A. **Instructor:** Instructors place special emphasis on Teaching and Learning Activities, allocating significantly more than one-third of total effort to teaching, assessment, and advising duties. Professional and Service Activities are often learning-focused (e.g., professional development activities and involvement in service activities that enable the Instructor to learn more about college resources, issues, and initiatives). By the third year, to demonstrate growth and exceed expectations, the candidate should be engaging in behaviors expected of the next rank.

B. **Assistant Professor:** Assistant Professors continue doing exemplary work in Teaching and Learning Activities. Professional Activities often involve professional development for growth, but this may be joined by productive activities, such as presentations, involvement in disciplinary professional organizations, scholarship, etc. Service Activities should reflect active participation, and while short-term commitments may be continued, a significant number of activities may be long-term. By the third year, the candidate should be engaging in behaviors expected of the next rank.

C. **Associate Professor:** Associate Professors have an ongoing commitment to excellence in Teaching and Learning Activities, and these activities often benefit faculty and students beyond the faculty member's own classroom. Significant contributions may be made in course revision, conversion, creation, etc. Professional activities often consist of both input and output, continuing development of self while contributing to the development of other professionals. Service involves active participation and significant contributions to committees, task forces, etc. The candidate takes responsibility for moving the groups forward, demonstrating leadership not solely in position but in meaningful contributions within the groups. By the third year, the candidate should be engaging in behaviors expected of the next rank.

D. **Professor:** Professors are expected to teach and assess effectively. They are leaders in their discipline, guiding and shaping programs and providing direction. Professors engage in professional development, and they share their expertise with others through presentations, scholarly works, performances, etc. In Service, Professors lead, heading committees, taking on special projects and roles, filling committee positions for which Professors are required, and playing leadership roles in furthering the college's mission.

These expectations reflect a usual and customary progression of faculty through the ranks; however, due to the needs of programs and the strengths of each individual, many faculty members will exceed these expectations. (It is important to note that if a faculty member exceeds expectations early in his or her career, this does not heighten the subsequent promotion expectations for that individual.)

The Nuts and Bolts—Leadership

Leadership is the hallmark of a senior faculty member. While effective leaders are often found in formally defined leadership *roles,* such as chairing committees or serving as faculty fellows, leadership itself is a much broader concept. It is important to develop and recognize leadership *skills.* Academic leaders promote the mission of the college by guiding, informing, investigating, writing, developing, creating, assessing, advising, consulting, collaborating, mentoring, representing, training, and organizing. Leaders are actively involved in the growth and development of curriculum, departments, the college, and the profession. Leaders feel an individual responsibility to contribute. Leaders can be at the front of the room or they can be at the back of the room, influencing the goals, objectives, and strategies being developed and implemented. It is in the best interest of the college to recognize, encourage, and reward all types of leadership.

COMPONENTS OF THE PROMOTION AND TENURE PROCESS

As mentioned previously, the process of acquiring promotion and tenure begins on the first day of the tenure-track faculty member's appointment. Therefore, it is imperative that each faculty member work with the chairperson and colleagues to accomplish all of the yearly responsibilities of the position. The following elements are the ongoing components of the promotion and tenure process, which culminate in the development of each portfolio a candidate prepares for promotion (and tenure).

A. **Peer Review Team (PRT)**
1. *Definition/Purpose:* A Peer Review Team is made up of experienced faculty members designated to mentor and review the performance of a newer or lower-ranking faculty member. PRTs are collegial in nature, providing formative assessment (in the form of conversations about performance and suggestions for growth throughout the year) and providing summative assessment (in the form of year-end reviews on the appraisal).
2. *Composition:* Peer Review Teams should consist of two faculty more senior to the candidate. Ideally, the PRT members should be of higher rank, but when this is not possible, more years of experience at CSCC may suffice. These faculty members are often members of the candidate's department, but if this is not possible, they should be from related departments so that knowledgeable feedback can be provided. If no related departments with senior faculty exist, PRT members can be chosen from other departments. Although chairpersons may offer suggestions for PRTs, chairpersons may <u>not</u> appoint PRT members. It is the responsibility of the candidate to ensure that he or she has a PRT lined up within the first three weeks of fall semester. Service on a PRT is voluntary. Full professors do not need a PRT; however, they are encouraged to seek input from colleagues throughout their years of service.
3. *Term:* The term of commitment for a PRT is one year; at the beginning of each academic year, membership may change. However, if the candidate and members feel that the partnership is productive, the same PRT can be maintained for an indefinite length of time.
4. *Duties:* PRT members have the following responsibilities:
   a. To communicate with the candidate on a regular basis (at minimum three times a year) both formally and informally, to discuss classroom performance, professional development, and service opportunities
   b. To answer candidate questions
   c. To perform classroom observations as requested
   d. To provide feedback on annual appraisals (with special attention to goals and objectives for the coming year) prior to submission and an official comment after submission
   e. To provide portfolio advice and review prior to submission

B. **Faculty Observations**
1. *Definition/Purpose:* Faculty members are observed in a classroom, lab, or virtual classroom setting using an approved form, for the purpose of providing feedback on teaching, including presentation style, preparation, organization, clarity, etc.
2. *Observers:* Faculty observations may be completed by the chairperson of the department or members of the Peer Review Team. In the event that those parties fail to schedule and/or complete observations, another colleague may complete the observation. It is the faculty member's responsibility to ensure that the appropriate number of observations are completed; however, committees may consider documented, extenuating circumstances.
3. *Timeline:* Faculty members will be observed as follows:
   a. **Year 1:** Observed first semester by chairperson or members of the PRT for two consecutive meetings of the same class; observed second semester by chairperson or members of the PRT
   b. **Years 2–4:** Observed twice per year by chair or members of the PRT
   c. **Year 5 until reaching the rank of Professor:** Observed once a year by chairperson or members of the PRT
   d. **After reaching the rank of Professor:** Observed as appropriate or at faculty member's request
   e. These timelines represent the minimum number of observations to be included in the portfolio. Faculty or chairpersons may increase these numbers as appropriate.
4. *Duties:* Observers should schedule observation times in advance with the faculty member. An observation report for each class session observed should be given to the faculty member within two weeks of the observation. A meeting to discuss the observation may be scheduled by either party. A signed copy of the report should be provided by the faculty member to the chairperson of the department by the end of the semester observed.

C. **Student Evaluations of Instruction**
1. *Definition/Purpose:* Student Evaluations of Instruction are administered to students to solicit constructive feedback for the faculty member. They are intended for the use of the individual faculty member to improve quality of instruction and the teaching/learning process. The department chairperson and/or the PRT may discuss evaluation results with the faculty member to improve instruction, and information regarding trends may be used in chair and PRT appraisal comments. Faculty reflections on student evaluations and their impact upon teaching will be discussed in Annual Faculty Performance Appraisals.

2. *Format:* Student evaluations may be electronic or traditional classroom forms. Different evaluation forms reflect the different types of classroom experience, from distance learning to clinicals to traditional classroom. Information on deploying online evaluations may be accessed at on the CSCC website.
3. *Timeline:* Evaluations are administered after 60% of the course has been completed. Faculty members may have as many classes evaluate them as they would like, but the following *minimums* apply:
    a. **Year 1:** All classes each semester
    b. **Years 2–4:** Two classes each semester
    c. **Year 5 until Professor:** One class each semester
    d. **Professors:** As needed
4. *Use:* Faculty members should access results after each semester has ended and grades have been submitted, and patterns and specific positive or negative comments should be evaluated. Reflection on student concerns is critical, and specific actions taken as a result should be noted for discussion with the chairperson and PRT.

D. **Annual Faculty Performance Appraisal**
1. *Definition/Purpose:* The Annual Faculty Performance Appraisal is a document that details the faculty member's activities and contributions from the previous summer through the end of spring semester. The categories that are included parallel the categories used in the promotion and tenure process, and the document includes areas for reflection and planning. [See Appendix C.] The appraisal serves several purposes:
    a. It makes record of the specific accomplishments of a faculty member in a given year.
    b. It ensures that chairpersons and Peer Review Teams are cognizant of the full breadth and depth of a faculty member's activities and contributions.
    c. It provides an opportunity for each faculty member to review his or her work over the past year, to reflect on its significance to both the individual and the college, and to plan for the work of the next year.
    d. When combined with the appraisals from consecutive years in the portfolio, it documents whether the faculty member has demonstrated the continuity and growth that ensure promotion and tenure.

    Each year's appraisal is an integral part of the promotion and tenure process; therefore, it is imperative that each Annual Faculty Performance Appraisal be a comprehensive reporting and analysis of the faculty member's work.

The Nuts and Bolts—Writing the Appraisal

Over the years, different departments have developed their own expectations for appraisals. Some faculty are encouraged to provide bulleted lists, while others are expected to write flowing paragraphs. Regardless of these expectations, you must remember a few important things:

1. **Audience.** Your chairperson and your Peer Review Team will read this document, but they aren't the only ones. Faculty from a variety of departments and divisions across campus will review these documents in the portfolio. Those people won't necessarily understand the jargon of your discipline or the abbreviations for courses and organizations that you include. When you write, think of your audience as someone outside of your department and division. Make sure that person will understand everything you're discussing.
2. **Readability.** Promotion and Tenure Review Committees (like most readers) hope to gain a great amount of information in a very short time. If you write in paragraphs, consider boldfacing important information, such as the names of committees, classes, or publications. That way, the activity doesn't get lost in the explanation. If you bullet your activities, provide a short paragraph after each item that explains your contribution so the reader can spot the activity quickly, but he or she also has more information.
3. **Significance.** Readers don't just want a list of your activities—they want to know about your specific contributions and why each activity forms a significant part of your work. Explain what you did, how long it took, how it impacted the stakeholders, and why you consider it important. When discussing teaching and assessment, explain why you do what you do—how it reflects your philosophy of education.
4. **Validity.** Keep in mind that everything you record must be completely accurate. Readers will know if activities are over-reported or exaggerated. Don't spin a two-hour activity into a week of work or take individual credit for the work of a committee. This is a matter of integrity.

2. *Form:* The current Annual Faculty Performance Appraisal form may be found in Appendix C.
3. *Timeline:* Annual appraisals are to be completed by the end of summer term (or by the end of spring semester for those faculty not teaching summer term). To assist department chairpersons who have many faculty appraisals to review, earlier submissions are appreciated, but not required. The appraisals should cover the previous summer term, autumn semester, and spring semester. Current summer work will be included on the next year's appraisal.

4. *Process:* The appraisal process is as follows:
    a. The appraisal form should be completed by the faculty member and submitted to the Peer Review Team. (Faculty are advised to seek PRT input on the writing of the appraisal prior to formal submission.)
    b. The Peer Review Team will add their comments [see Appendix H] and signatures and turn in the original form to the chairperson with a copy to the faculty member.
    c. Chairpersons will add comments [see Appendix H] and signature and send the original form to the dean of the division with a copy to the faculty member.
    d. End of Fall Semester: Deans will review and sign faculty appraisals, with copies for the dean's files, chairperson's files, and faculty member's files.
    e. A formal meeting on the appraisal may be requested by the faculty member, the Peer Review Team, and/or the chair.

E. **Professional Development Report**
    1. *Definition/Purpose:* The Professional Development Report allows a faculty member to record attendance at and share impressions of conferences, workshops, webinars, and other professional development activities with chairpersons, PRT members, and others in the college. Additionally, these forms can be used in the portfolio as documentation of learning activities.
    2. *Form:* The form is available in Appendix N of this handbook.
    3. *Content:* In addition to including information about the learning experience, it is important to include personal reflections on the usefulness of the information.
    4. *Timing:* Forms should be filled out soon after each experience and used as a resource when compiling the year-end Annual Faculty Performance Appraisal.

F. **Committee Contributions Report**
    1. *Definition/Purpose:* The Committee Contributions Report allows a faculty member to record attendance at and share committee contributions with chairpersons, PRT members, and others in the college. Additionally, these forms can be used in the portfolio as documentation of service activities.
    2. *Form:* The form is available in Appendix M of this handbook.
    3. *Content:* In addition to including general information about the committee, it is important to include information about individual contributions to the work performed.
    4. *Timing:* Forms should be filled out at the end of spring semester and used as a resource when compiling the year-end Annual Faculty Performance Appraisal.

THE PROMOTION PORTFOLIO

In accordance with Procedure 5-19 (D), Section B, 1, "each faculty member [is] responsible for maintaining a portfolio of the documentation required for promotion in rank." The promotion portfolio is the vehicle by which faculty members are evaluated for promotion and tenure. It consists of a collection of documents and narrative explanations that provide support for the faculty member's application for promotion. It is extremely important that the portfolio accurately and thoroughly represent the candidate's work.

A. **Presentation**
1. The portfolio is assembled in a single three-ring notebook of a size appropriate to the level of application, usually a 2-inch, 3-inch, or 4-inch binder. Although larger binders may be used, judicious editing is recommended. (E-portfolios, with documents residing on a college server, may be piloted at a future date.)
2. The cover of the portfolio must include the following information:
    a. Name
    b. Current Rank
    c. Department
    d. Division
    e. Submission Date
3. The spine of the portfolio must include the following information:
    a. Name
    b. Department
    c. Rank Applying For
4. Major sections of the portfolio should be indicated with tabbed dividers.
5. Seven empty sheet protectors must be provided in the Letters of Recommendation section; other use of sheet protectors is left to the discretion of the faculty member.

The Nuts and Bolts—Assembling the Portfolio

A well-organized, durable portfolio indicates a respect for the process and for the colleagues who will be reading the materials. Sloppy portfolios create obstacles for the reader: rings that won't close completely make turning pages difficult, thin pages tear easily after many readings, and superfluous or numbered tabs make finding information difficult. Certainly, it is in the candidate's best interest to make the portfolio as easy to navigate as possible.

Below are some <u>suggestions</u> for assembling the portfolio. (Of course, each candidate is welcome to present the portfolio in any way he or she feels is best since there are many ways to create an effective portfolio.)

1. Obtain the following supplies through your department or at an office store:
   a. *Binder:* Choose a quality one with a clear plastic "view" exterior.
   b. *Tabbed Dividers:* Obtain 8–12 that are wide enough so the tab extends beyond the documents in the binder. (Tabbed sheet protectors are a good choice.)
   c. *Sheet Protectors:* Obtain 25–50 crystal-clear protectors.
   d. *Quality paper:* Consider 150–200 sheets of résumé-style paper in a color such as blue, gray, rose, or cream (to differentiate narratives and divider sheets from the documentation on white copy paper).
2. Create the structural parts of the portfolio, printed on quality paper.
   a. *Cover Page:* This should include your name, rank, department, division, and submission date. Make two copies—one to slide in the front of the binder and one to use as the first page inside the binder.
   b. *Spine Insert:* This should have your name, department, and rank applying for.
   c. *Tabs*: These are generally used for major sections only, such as the following:

   TABLE OF CONTENTS
   LETTER OF APPLICATION
   OPENING REMARKS
   RECOMMENDATION LETTERS
   ANNUAL APPRAISALS
   OBSERVATION REPORTS
   TEACHING AND LEARNING ACTIVITIES
   PROFESSIONAL ACTIVITIES
   SERVICE ACTIVITIES

   d. *Documentation Dividers:* Create sheets labeled DOCUMENTATION to be inserted in sheet protectors and placed immediately prior to the documentation in each category. Some candidates choose to add lists of the documents in that section to each of these pages.
   e. *Internal Dividers:* Create divider pages to subdivide categories in ways that reflect your organization. For instance, in the Teaching and Learning Activities section, you might create dividers labeled Instruction, Assessment, and Advising; or dividers for each course taught; or dividers for each philosophical principle discussed. For Professional Activities, you might need dividers labeled Professional Development Activities, Professional Involvement, and Scholarship. For Service, you may want to separate Department Service, Division Service, College Service, and Community Service. Some or all of these may end up in sheet protectors to clearly demarcate sections.
3. Assemble the structural parts of the portfolio, adding sheet protectors as needed.

With the "bones" of the portfolio assembled, you're ready to add the content.

B. Organization of the Portfolio

SECTION ONE

    A.   Cover Page (name, current rank, department, division, submission date)

    B.   Table of Contents

    C.   Letter of Application

    D.   Opening Remarks

    E.   Letters of Recommendation (seven empty sheet protectors)
1. Department Committee Memo
2. Department Chair Memo
3. Division Committee Memo
4. Division Dean Memo
5. College Committee Memo
6. Vice-President for Academic Affairs Memo
7. President Memo

    F.   Annual Faculty Performance Appraisals (reverse chronological order)

    G.   Faculty Observation Reports (reverse chronological order)

SECTION TWO

    A.   Teaching and Learning Activities (Instruction, Assessment, Advising)
1. Teaching Philosophy and Narrative
2. Documentation

    B.   Professional Activities (Development, Scholarship, Service to Profession)
1. Narrative
2. Documentation

    C.   Service Activities (Department, Division, College, Community)
1. Narrative
2. Documentation

C. **Guidelines for Each Section of the Portfolio**
   1. **Cover Page:** This should include the faculty member's name, current rank, department, division, and submission date. One copy should be on the outside of the binder, and one copy should be the first page inside the binder.
   2. **Table of Contents:** This should be a *detailed* listing of every activity included in the portfolio rather than just a list of section titles.

   > **TIP:** Some faculty members choose to laminate a copy of their TOC to place in the front pocket of the portfolio so that reviewers may refer to it as they read the portfolio. This is not required, but it is useful, provided that the TOC is *detailed* (i.e., listing every activity documented).

   3. **Letter of Application:** This is a copy of the letter submitted to the chairperson of the faculty member's department by October 1st. It should include the faculty member's name, current rank, and rank (and tenure, if applicable) being applied for. A sample letter is found in Appendix I.
   4. **Opening Remarks:** The opening remarks are meant to set the stage for the portfolio, to provide a context. The remarks might include a faculty member's professional history, an explanation of the person's department and work requirements, a quotation or reference to a book, or anything else significant to the faculty member. The tone may be formal or informal, as the candidate chooses. Generally, opening remarks fall between 300 and 750 words.
   5. **Letters of Recommendation:** The faculty member should place seven empty sheet protectors in this section. Committees and administrators will add recommendation letters as the portfolio moves through the process.
   6. **Annual Faculty Performance Appraisals:** The faculty member's appraisals from each year since hiring or since the previous promotion should be included. At minimum, there will be three, since the portfolio is submitted before the end of the fourth year. These should be placed in the binder in reverse chronological order.
   7. **Faculty Observation Reports:** The appropriate number of observation reports should be included, in reverse chronological order. If required observations are missing, an explanation from the faculty member, the chairperson, or the Peer Review Team should be provided.
   8. **Section Narratives:** When writing all narratives, the faculty member should keep in mind that every activity mentioned must be supported by documentation; conversely, every piece of documentation should be alluded to in the narrative. Narratives should always explain how and why included activities support exemplary performance. Also, while detailed explanations are important, respect the readers and be cognizant of the need for brevity and clarity.

a. **Teaching and Learning Activities:** This narrative has two components: the teaching philosophy and an overview of the documentation provided.

   i. **Teaching Philosophy:** The teaching philosophy is an articulation of the fundamental principles that guide a faculty member's teaching, assessment, and advising strategies and his or her overall approach to the discipline. A person's philosophy may contain the overarching objectives he or she has for the students, including cognitive, behavioral, and affective goals. It may discuss the important aspects of the discipline to be learned by students, specific skills to be gained, and critical ethical considerations to be understood.

   While part of the philosophy is likely to be noble and lofty, it is important that broad generalizations be supported with concrete examples of how philosophy dictates teaching, assessment, and advising strategies. Writers should tell how courses and individual class sessions are designed to reflect the teaching philosophy, and how assessment of student learning demonstrates that the goals are met. This section is generally 250–750 words.

The Nuts and Bolts—Writing the Philosophy

Ask yourself some questions:
1. How do I teach and why do I teach that way?
2. How does my teaching translate into student learning and how is this measured?
3. What are my goals for the students and how do I help them achieve those goals?
4. How important do I consider concrete information? Skills? Attitudes?
5. Do I want students to be life-long learners, effective employees, higher-order thinkers, or self-actualized human beings? How important is each of these goals in my philosophy?
6. What's the "temperature" of my classroom? How do I come across to the students? How do the students interact? How do I interact as an advisor?
7. Which are more important: terms and facts, concepts and theories, or behaviors and attitudes?
8. How do I see my instruction relating to the students' lives?
9. Think of an instructor for whom you have a great deal of respect. How does this person influence your teaching?
10. Are you a role model? How?

While you are *not* required (or even encouraged) to answer all of those questions in your written philosophy statement, it's important to ask the big questions to figure out what you believe in. Once you decide what's really important to you, figure out how you show that in your classroom. How do your overall course design and day-to-day class activities bear out your philosophy? How do you assess that your goals are being met? How does your philosophy play out in your advisory interactions with students? Balance all broad generalizations with specific examples that demonstrate your teaching philosophy in action.

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ii. **Overview:** Following (or interspersed with) the teaching philosophy should be an overview of what the committee will find in the documentation section.

> **Tip:** One way to structure this is to explain what you do and then to mention what documentation you have included to show that. Another method is to mention the documentation that is included and then to explain what it shows. In this section, connect your documentation to the philosophy that you have explained.

Although the focus of the documentation is on individual work (e.g., personal syllabi, personal teaching materials), departmental material may be included if the candidate has been substantially responsible for it. (The candidate's specific contributions to group products should be explained so that there is no hint of misrepresentation.) The inclusion of any materials in the documentation that the committee may find unexpected should be explained in the narrative.

b. **Professional Activities:** The narrative for this section should discuss activities undertaken to *improve* the candidate's understanding of the discipline, to improve the candidate's pedagogical/andragogical skills, and/or to improve the candidate's knowledge of new technology as it relates to the profession (professional development); activities undertaken to *share* discipline specific, pedagogical/andragogical, or technological knowledge with others in the college, profession, or community (scholarship); and activities undertaken to *serve, support, and develop* other professionals and the profession as a whole (professional service). The narrative might describe the candidate's growth, continued involvement, or purpose for undertaking these activities. The narrative should make reference to each piece of documentation included.

> **Tip:** Remember that your audience doesn't understand your field as you do. You must explain the reasons you participate in these activities, the work entailed, the time commitment, and the outcomes. Also, explain how all of your activities have contributed to your growth and value as an exemplary faculty member at CSCC.

c. **Service Activities:** The narrative for this section may include department, division, college, and community service. The paragraphs may be organized to cover each area separately, or the areas may be mixed. In

general, placing activities within the section or within the subsections in importance order is preferable to chronological order. In other words, the candidate's more intensive, involved activities should be described before short-term, casual activities. It is important that the candidate's specific responsibilities and contributions be thoroughly discussed. The narrative should make reference to each piece of documentation included.

9. **Documentation:** The documentation for each area may take a number of forms: emails, agendas, handouts, syllabi, thank-you notes, flyers, programs, minutes, reports, screen shots, letters, membership cards, certificates, transcripts, assessments, worksheets, lesson plans, scripts, lists, title pages, photographs, newspaper articles, Professional Development Reports, Committee Contribution Reports, etc. In choosing documentation to include, the faculty member should consider these guidelines:
    a. Avoid using multiple pages to document one activity when one will suffice.
    b. Choose documents that reflect actual contributions rather than planned or future participation.
    c. Minimize screen shots, PowerPoint slides, etc., so that a significant number fit on one page.
    d. Provide only a page or two of lengthy documents.
    e. Provide *representative* examples of instructional units and other materials instead of multiple examples.
    f. For assessments, provide rubrics, keys, or graded assignments showing the type of feedback given.
    g. Never use the same piece of documentation twice in the portfolio.
    h. Avoid including publisher materials or anything substantially created by another party. If the candidate deems it imperative to include such material, the source must be clearly cited and the reason for including such material clearly explained.
    i. Redact names on some documents to protect privacy (e.g., student assignments or recommendations, faculty observations, etc.).
    j. Ensure that all pages within sheet protectors are visible, with no more than one double-sided page or two single-sided pages, back-to-back, per sleeve.

D. Promotion Categories

The charts that follow are intended to provide guidance to faculty members navigating the promotion and tenure process, as well as to the committees evaluating faculty portfolios. For each category, examples of documentation for the portfolio and focus questions for the narratives are suggested. The examples provided are not exhaustive and are only intended to show some of the primary activities that faculty may be engaged in for each of the categories. With years in rank and with each promotion, it is expected that the faculty member's involvement and contributions within each area will increase in intensity and scope.

The Nuts and Bolts—Do I have enough activities?

One of the most challenging factors in creating a portfolio is determining if you have a sufficient number of significant activities. Unfortunately, there is no absolute number for each promotion level. Deciding whether each category has enough material is a matter of depth, breadth, impact, contribution, time, and growth.

It might be reasonably assumed that a candidate for the first promotion and tenure would have a large number of low-impact activities (e.g., reading scholarship applications, volunteering for Welcome Team, attending trainings and workshops, observing adjuncts, volunteering at conferences, etc.), some higher-impact activities in the later years (e.g., participating in department initiatives, joining an OAA committee, presenting at a conference, etc.), as well as significant depth in teaching and assessment. This reflects the focus of the instructor, and growth would be shown by increasing involvement over the first four years.

A candidate for the second promotion may have all of the things listed above for breadth, but should be adding some high-impact, time- and labor-intensive work. The faculty member may be involved in a variety of new activities (e.g., joining significant committees or task forces, doing major course revisions, converting courses to new modalities, etc.) or may be deeply involved in a few activities (e.g., becoming a faculty fellow, completing a dissertation or book, etc.).

A candidate for full professor will in all likelihood still participate in some low-impact activities and will certainly focus on teaching; however, he or she must also demonstrate leadership in commitments of depth and impact.

One rationale for the development of the current portfolio structure was to allow faculty to delve deeply into several areas rather than spreading themselves thinly over many areas. However, this does not mean that less is expected of faculty. Rather, it encourages faculty to excel in the areas that most interest them and that make the best use of their time and talents.

TEACHING AND LEARNING ACTIVITIES		
FOCUS QUESTIONS	**CATEGORY ACTIVITIES**	**DOCUMENTATION**

• How do you plan, create, and deliver instruction?
• How do you share your instructional resources with others?
• How does what you do reflect your teaching philosophy?
• What department or program-wide curriculum development/ management do you take part in or lead?
• What types of assessments do you use in your courses and how does assessment inform/affect your teaching?
• What materials/activities have you developed?
• How have you contributed to assessment of student learning within your courses, majors, and programs?
• As a faculty member in your department, how do you advise students?
• Do you run DARS reports and help students schedule?
• What have you done to help students transfer or get licensure?
• What student activities do you participate in or oversee related to your discipline?
	• Creation of day-to-day activities:
	  o Lesson plans
	  o Handouts
	  o Technology-enhanced presentations (PowerPoint, Prezi, etc.)
	  o Classroom activities
	  o Course syllabi/assignment schedules/calendars
	  o Assessment of student learning
	  o Laboratory activities
	• Differentiating materials and techniques for different modalities
	• Curriculum Management:
	  o Maintenance of departmental course documents
	  o Textbook selection
	• Curriculum Development:
	  o Designing new courses
	  o Major course revisions
	  o Changing modality
	  o Service-Learning pedagogy
	• Advising/mentoring potential and current students
	• Assisting students in scheduling, transferring, obtaining internships or scholarships
	• Running DARS reports and preparing students for graduation
	• Participating in student recruitment and retention
	• Teaching freshman seminar or other introductory courses
		• Single, representative examples:
		  o Lesson plans
		  o Course handouts
		  o PowerPoint presentations
		  o Classroom activities
		  o Personal syllabi/ assignment schedules/calendars
		  o Sample tests, quizzes, and writing assessments and alternative assessments
		  o Assessments of laboratory activities and practical experiences
		  o Rubrics
		• Meeting minutes
		• Screen shots
		• Emails
		• Memos
		• Departmental outlines, syllabi, assessments, rubrics, etc.
		• Samples of forms
		• Student advising assignments per discipline (i.e., advise A–F)
		• Transfer flyers
		• Programs
		• Agendas
		• Flyers
		• Resource info
		• Recommendation letters
		• Selected student evaluations/comments

• Have you helped students with projects in your field? • Are you a student mentor, either formally or informally? • Have you taught a divisional or college course? • How is your teaching philosophy reflected in what you do <u>each day</u> in class and in how you design your instruction? • How do you use experiential strategies characterized by student participation in an organized service activity?	• Teaching capstone courses • Mentoring or instructing in honors program • Preparing students for licensing exams • Advising student groups related to your discipline • Directing students to CSCC and community resources • Administering student evaluations and adjusting instruction in response	

PROFESSIONAL ACTIVITIES		
FOCUS QUESTIONS	**CATEGORY ACTIVITIES**	**DOCUMENTATION**
• In what ways have you continued to learn and develop in your field? • Have you attended conferences, webinars, workshops, or presentations? • Have you had training in new technologies? • Have you taken courses to expand your disciplinary knowledge, maintain credentials, or improve your teaching? • Have you given presentations at CSCC or the local, state, or national level? • Have you authored published materials? • Have you given performances or shown/published works of art? • What other work have you done that has resulted in a finished product? • Have you written grant proposals? • Do you conduct/participate in professional research? • Have you reviewed or edited professional materials? • What professional organizations do you	• Obtaining/maintaining personal certification/licensure • Reading journals • Taking courses, attending conferences, webinars, workshops, presentations, or training sessions • Giving presentations • Editing/publishing articles, books, lab manuals, workbooks, newsletters • Creating ancillary materials and technology for textbooks • Performing in musical or theatrical events • Exhibiting artwork • Participating in professional research • Writing grant proposals • Writing IRB proposals • Editing journals • Belonging to professional organizations • Serving on committees/boards of professional organizations • Holding office within professional organizations • Serving per your discipline on ODE, OBoR, NSF boards, etc., for curriculum and development purposes • Volunteering at local, state, and national conferences	• Professional Development Reports • Publication abstracts • Title pages • Conference programs/reports • Meeting minutes • Screen shots • Letters/reviews • Thank-you notes • Memberships • Certificates/licenses • Training confirmations • Press releases • Photographs

belong to, and how do you serve them? • Have your actions benefited your profession or others in your profession? • Do you represent your profession in any activities? • How do you assist educators in your area outside of CSCC? • What work have you completed in reference to engaging in research with the community?	• Representing the college at professional, educational, and/or business functions • Using your professional expertise to benefit outside constituencies • Creating alternative delivery methodologies for CSCC courses such as Service-Learning pedagogy	

SERVICE ACTIVITIES		
FOCUS QUESTIONS	**CATEGORY ACTIVITIES**	**DOCUMENTATION**

• What committees have you been on?
  o Department
  o Division
  o College
• Are you a lead instructor/coordinator?
• Do you do observations?
• Do you disseminate "best practices" to other faculty in your department?
• Do you mentor faculty?
• Do you coordinate department assessment?
• Are you a liaison with other departments?
• Have you presented to, instructed, or mentored any group on behalf of the department, division, or college?
• Have you participated in, organized, or coordinated any other activities on behalf of the department, division, or college?
• Have you represented your department, division, or the college outside of CSCC?
• In what ways do you interact with the entire college community?
• How do you use your disciplinary expertise to benefit the community?
• Which CSCC-sponsored community activities do you take part in or coordinate?
	• Participating in/chairing:
	  o Departmental committees
	  o Interdepartmental committees
	  o Division committees
	  o College committees
	• Participating in peer mentoring, evaluation, and observation
	• Assisting /leading in the development, selection, and improvement of curricular material and labs
	• Maintaining/creating departmental master syllabi
	• Participating/leading in the selection of textbooks, etc.
	• Recommending modifications to curriculum
	• Assisting/leading in development of assessment
	• Assisting/leading in the interviewing, selection, and orientation of new faculty
	• Leading/presenting at department meetings
	• Serving as coordinator/lead instructor
	• Acting as a liaison with other departments
	• Leading new faculty programs
	• Participating in recruitment, retention, accreditation activities
	• Leading college professional development programs
	• Engaging in community outreach sponsored by CSCC
	• Participating in K–12 initiatives
	• Presenting/volunteering at college-wide events
		• Committee Contributions Reports
		• Meeting minutes
		• Agendas
		• Flyers
		• Screen shots
		• Emails
		• Memos
		• Reports
		• Programs
		• Thank-you notes
		• Letters
		• Course outlines
		• Master syllabi
		• Assessment materials
		• Orientation materials
		• Reassigned time reports
		• Observation reports
		• Press releases
		• Photographs

• How does your work in the community advance the college's mission? • Are you a faculty fellow or serving in an interim position? • Have you participated in, organized, or coordinated any activities designed to benefit groups outside higher education? • How do you build capacity for sustainable, mutually beneficial community-campus partnerships? • How does your teaching of service-learning courses provide reciprocity between the college and the community (mutually beneficial relationships)?	• Participating in or organizing department-, division-, or college-sponsored community outreach • Serving on ODE, OBoR, NSF boards, etc. • Coordinating charitable activities on behalf of CSCC • Using professional expertise to benefit outside constituencies	

The Nuts and Bolts—Placement of Activities

Deciding where each activity belongs is a constant challenge. Although we would like the decision to be black and white, by its nature, it's not. To determine where an activity belongs, ask yourself, "Who benefits?"

Teaching and Learning Activities are those that benefit the student directly. When we design a class session, develop materials, or create a test, we are directly affecting a student's learning. When we design an entire course or create a departmental syllabus, the beneficiary is still the student even though others will benefit (such as adjuncts). When we sit one-on-one with the student during an advising session or oversee a discipline-related student group, the student directly benefits.

Professional Activities are those that directly benefit you, the faculty member, or other professionals in the field. For instance, when you do research in your field, join professional organizations, or attend a conference, workshop, or webinar, you are gaining knowledge. Although this will benefit the students in the end, the direct beneficiary is you. When you present at a conference, publish a paper, write a textbook, show art, or perform, you add to the body of knowledge for other professionals. When you take on a role in a professional organization, such as president or treasurer or conference organizer, or when you serve on a statewide committee, you serve other professionals in the field.

Service Activities are those that benefit the department, the division, the college, or the community. Much of our time is taken up with committee work of one type or another, and though the end goal may be to help the students, the direct beneficiary of the work is some part of the college community because committee work is the engine that moves the wheels. New faculty and staff members must be hired and oriented, travel funds must be disbursed, new policies and procedures must be written, etc. Advising a general student life activity benefits the college because engaged students persist. Using your professional skills in a local activity benefits the community, as well as creating a positive relationship on behalf of the college.

No system of organization can take into account all of the multifaceted activities we perform as faculty members. However, assessing the purpose of the activity and explaining your reasoning in the portfolio and/or the appraisal will help to ensure appropriate placement.

THE PORTFOLIO REVIEW PROCESS AND TIMELINE

The Portfolio Review Process and Timeline are published in Procedure 5-19 (D), Section D, 1-18, in CSCC's Policy and Procedures Manual. Please access that document on the CSCC website for the most current information. Current policies and procedures override any information found in this handbook.

A. **Overview**

Due Date	What	Where
October 1	Petition of Consideration of Tenure/Personnel Release Form (Tenure Candidates) and Letter of Intent to Department Chair (All Candidates)	Human Resource Office Department Chairperson
Friday of the first week of spring semester	Professional Portfolio	Department Chairperson
TBA—determined yearly	Professional Portfolio & Chair/Department Recommendations	Division Dean
TBA—determined yearly	Professional Portfolio & Chair/Department & Dean/Division Recommendations	College Promotion & Tenure Review Committee
TBA—determined yearly	Professional Portfolio & Chair/Department & Dean/Division & College Committee Recommendations	Vice President for Academic Affairs
TBA—determined yearly	Professional Portfolio & Chair/Department & Dean/Division & VPAA/College Committee Recommendations	President
Prior to March 25	President's Recommendation	Candidate
April 1*	Request for Appeals Committee	President
April 22*	Appeals Committee Recommendation	President
Prior to the May Board Meeting	All Recommendations	Board of Trustees
May Board of Trustees	Board Decision	Candidate

* Appeal is invoked only at the request of the candidate.

Prior to the beginning of spring semester, the Promotion and Tenure Process Committee will set dates for each committee and administrator in the process to complete assessment of the portfolios. This schedule will be based on factors such as the number of portfolios submitted and the College's spring semester schedule. These deadlines will be published to the College

community. Per Procedure 5-19 (D), when a set date falls on a Saturday, Sunday, or holiday, the action due date will be the next workday. If the college is closed for emergency reasons on any these dates, the action due date will be the next workday.

B. Responsibilities of Each Party Involved in the Promotion and Tenure Process

1. Human Resources

    a. **In May of their third year of full-time employment as tenure-track faculty members,** the Vice President for Human Resources will notify the candidates for the first promotion and tenure that they are eligible and send them a copy of the promotion and tenure policies and procedures.

    b. **By September 1,** the Vice President for Human Resources will issue a call for nominations for the College Promotion and Tenure Review Committee. The call will include information on the responsibilities of the committee, procedures for completing and submitting petitions for nominations, and the deadline for submission, by **September 15.** The Vice President for Human Resources must arrange for the election of candidates **by October 1.** Full-time faculty shall vote for both their divisional representatives and at-large candidates. The Vice President for Human Resources will tabulate election ballots and commuicate the results of the election to the electorate **by October 15.** All nominees will be notified in writing of election results. The official ballot counts will be kept on file in the Human Resources Department for one year.

    c. **By September 1,** the Vice President for Human Resources will issue a call for nominations for the Promotion and Tenure Appeals Committee. The call will include information on the responsibilities of the committee, procedures for completing and submitting petitions for nominations, and the deadline for submission, **September 15.   By October 1,** election for membership of the Promotion and Tenure Appeals Committee will be completed. Full-time faculty shall vote for both their divisional representatives and an at-large candidate. The Vice President for Human Resources will tabulate election ballots and communicate the results of the election to the electorate by **October 15.** All nominees will be notified in writing of election results. The official ballot counts will be kept on file in the Human Resources Department for one year.

    d. **By October 15,** the Vice President for Human Resources will distribute a list of candidates who have petitioned and met the eligibility requirements for consideration for tenure and the first promotion to the deans, chairpersons, and candidates.

2. Candidate
    a. **By October 1,** for the first promotion and tenure, in the fourth year of tenure-track employment, the eligible faculty member will (1) file the Petition for Consideration for Tenure and the Personnel Release forms in the Human Resources Department and (2) notify the chairperson in writing of his or her intent to apply for promotion and tenure. **For the second and third promotions, by October 1,** the eligible faculty member will notify the chairperson in writing of his or her intent to apply for promotion.
    b. **By Friday of the first week of spring semester,** each candidate will submit a completed portfolio supporting the application for promotion.
    c. During review, **i**f the Department Promotion and Tenure Review Committee recommends cosmetic changes, the candidate must complete them under the supervision of a committee member, prior to the date the portfolios are due to the dean.
    d. **By April 1,** in the event of an unfavorable decision/recommendation from the President, the candidate may appeal by notifying the Senior Vice President for Academic Affairs**.** The notification should include a written rebuttal statement, explaining the grounds for the appeal, which will be added to the portfolio prior to the Promotion and Tenure Appeals Committee's review of the case. The appeal of the candidate will be processed in accordance with Procedure 5-19 (D), Section F.
    e. The candidate may withdraw his or her application for promotion and portfolio at any point in the promotion process. Unsuccessful candidates for promotion in any given year may reapply for promotion during any succeeding year without prejudice or negative inference from the previous denial.

3. Department Chairpersons
    a. **By October 1,** department chairpersons will receive letters of intent to apply from candidates. Chairs will forward these names to the dean of the appropriate division.
    b. **By November 1,** the department chairperson shall conduct an election for a department representative to the Division Promotion and Tenure Review Committee. All full professors in a department shall be *de facto* candidates for the Division Promotion and Tenure Review Committee. All balloting shall be conducted in secret. A candidate must receive a majority of the votes to be elected. Should an elected representative be required to terminate his or her service, the replacement will be the candidate who received the second highest number of votes. If no

second candidate exists, the department shall conduct another election to select a representative.

    c. **Prior to submission of portfolios,** department faculty and chairpersons shall determine their own process for forming Department Promotion and Tenure Review Committees, asking for volunteers or holding elections as deemed appropriate.

    d. **By Friday of the first week of spring semester,** each candidate will submit a portfolio supporting the application for promotion. Chairpersons will secure these portfolios.

    e. **Week two,** the chairperson of the department will convene a meeting of the Department Promotion and Tenure Review Committee to present the portfolio. Deliberations on portfolios take place absent the chairperson.

    f. By the published deadline, the committee will add its written recommendation to the portfolio and provide a copy to the department chairperson. The department chairperson will add his or her own written recommendation (providing reasons in the case of an unfavorable recommendation) to the portfolio. The chairperson will provide copies of the two recommendations to the candidate and forward the portfolio to the dean of the division. At the committee's suggestion, the candidate may make cosmetic changes to the portfolio under the supervision of a committee member; however, no further changes are allowed after the portfolio moves on to the next level. The department chairperson is charged with maintaining a permanent record of committee recommendations and communicating such information to the next level.

4. Division Deans

    a. **By October 15,** division deans will receive a list of candidates who have petitioned and met the eligibility requirements for consideration for tenure and the first promotion from Human Resources and lists of other faculty submitting letters of intent to apply for promotion from department chairpersons.

    b. **Prior to submission of portfolios,** the division dean (in consultation with department chairpersons) shall appoint a faculty member of the rank of Professor from another academic department in the same division to chair each Department Promotion and Tenure Review Committee.

    c. **Prior to submission of portfolios,** department faculty and chairpersons shall determine their own process for forming Department Promotion and Tenure Review Committees, asking for volunteers or holding elections as deemed appropriate. However, in circumstances in which there are no higher-ranking faculty members in the department, the division dean, in consultation with the chairperson and faculty, will

appoint up to two faculty members from other departments in the division to serve on the candidate's Department Promotion and Tenure Review Committee. A department faculty member, usually of the same rank as the candidate, shall be chosen by the department to be an *ex officio* (non-voting) member of the committee.

 d. After department and chairperson review, the dean of the division will receive portfolios from department chairpersons. The dean is responsible for securing these portfolios.

 e. Upon receipt of the portfolios, the dean of the division shall convene a meeting of the Division Promotion and Tenure Review Committee to present the portfolios. By the published deadline, the committee will add its written recommendation to the portfolio and provide a copy to the dean of the division. The dean will add his or her own written recommendation (providing reasons in the case of an unfavorable recommendation) to the portfolio. The dean will provide copies of the two recommendations to the candidate and forward the portfolio to the Senior Vice President for Academic Affairs. The division dean is charged with maintaining a permanent record of committee recommendations and communicating such information to the next level.

5. Senior Vice President for Academic Affairs

 a. By the published deadline, the division deans will forward the portfolios to the Senior Vice President for Academic Affairs. The VP is responsible for securing these portfolios.

 b. Upon receipt of the portfolios, the Senior Vice President for Academic Affairs shall convene a meeting of the College Promotion and Tenure Review Committee to present the portfolios. By the published deadline, the committee will add its written recommendation to the portfolio and provide a copy to the Senior Vice President for Academic Affairs. The Senior Vice President for Academic Affairs will provide a copy of the recommendation to the candidate and the candidate's dean and chairperson. The Senior Vice President for Academic Affairs is charged with maintaining a permanent record of committee recommendations.

 c. By the published deadline, the Senior Vice President for Academic Affairs will add his or her recommendation to the portfolio and submit to the President a copy of the recommendation and all other portfolio materials.

 d. **By April 1,** candidates wishing to appeal unfavorable decisions/recommendations from the President may do so by notifying the Senior Vice President for Academic Affairs**.** The notification should include a written rebuttal statement, explaining the grounds for the

appeal, which will be added to the portfolio prior to the Promotion and Tenure Appeals Committee's review of the case. The appeal of the candidate will be processed in accordance with Procedure 5-19 (D), Section F. The Senior Vice President for Academic Affairs shall convene a meeting of the Promotion and Tenure Appeals Committee for the purpose of electing a chairperson and secretary of the committee and to transfer all records to the newly elected officers. At this meeting, the Promotion and Tenure Appeals Committee shall review the promotion and tenure policies and procedures and the appeals process.

6. President
   a. By the published deadline, the Senior Vice President for Academic Affairs will add his or her recommendation to the portfolio and submit to the President a copy of the recommendation and all other portfolio materials. The President is responsible for securing these materials.
   b. **Prior to March 25,** the President shall inform the candidate of his or her decision.
   c. **By April 22,** in the event of an appeal, the Promotion and Tenure Appeals Committee will have examined any appeals and forwarded to the President recommendations to grant or not to grant promotion (and tenure, if applicable). The President's Office is charged with maintaining a permanent record of committee recommendations.
   d. **In advance of the Board of Trustees meeting in May,** the President will forward to the trustees his or her recommendations on appeals and on all other recommendations pertaining to promotion and tenure candidates. The President shall notify candidates of the Board's actions.

7. The Department Promotion and Tenure Review Committee
   a. The Department Promotion and Tenure Review Committee shall be chaired by a faculty member of the rank of Professor from another academic department in the same division who has been appointed by the division dean.
   b. **During week two of the spring semester,** the Department Promotion and Tenure Review Committee will be convened by the department chairperson. This meeting shall consist of the presentation of portfolios and the review of promotion and tenure policies and procedures.
   c. Upon receipt of the portfolios, the Department Promotion and Tenure Review Committee, absent the department chairperson, shall review each portfolio according to the guidelines set out in the current *Promotion and Tenure Handbook*, invite discussion, and vote a positive or negative recommendation. Recommendation letters should be

generated and signed by all committee members, regardless of individual vote. Negative recommendations require that explanations be included. Originals shall be placed in the candidates' portfolios, and copies to be distributed to the candidates shall be submitted to the chairperson of the department. If cosmetic changes to the portfolio are recommended by the committee, the chairperson of the committee must communicate these to the candidate in a timely manner so that the changes can be accomplished by time that portfolios are due to the dean.

> **Tip:** Cosmetic changes involve superficial issues such as correcting typos, adding or removing sheet protectors, replacing defective binders, reordering documents to reflect the table of contents or chronological order, reprinting hard-to-read documents, etc. These changes are to be made under the supervision of a committee member. No substantive changes are allowed. Substantive changes—modifying the contents of the portfolio through additions, deletions, or revisions in narratives or documentation—should be addressed prior to formal submission of the portfolio.

8. The Division Promotion and Tenure Review Committees
    a. Upon receipt of the portfolios and recommendations from department chairpersons, the Division Promotion and Tenure Review Committee will be convened by the division dean. This meeting shall consist of the presentation of portfolios, the review of promotion and tenure policies and procedures, and the election of a secretary and chairperson.
    b. The Division Promotion and Tenure Review Committee shall review each portfolio according to the guidelines set out in the current *Promotion and Tenure Handbook*, invite discussion, and vote a positive or negative recommendation. Recommendation letters should be generated and signed by all committee members, regardless of individual vote. Negative recommendations must include a written explanation. Originals shall be placed in the candidates' portfolios, and copies to be distributed to the candidates shall be submitted to the dean of the division by the published deadline.

9. The College Promotion and Tenure Review Committee
    a. Upon receipt of the portfolios and recommendations from division deans, the College Promotion and Tenure Review Committee will be convened by the Senior Vice President for Academic Affairs. This meeting shall consist of the presentation of portfolios, the review of promotion and

tenure policies and procedures, and the election of a secretary and chairperson.

b. The College Promotion and Tenure Review Committee shall review each portfolio according to the guidelines set out in the current *Promotion and Tenure Handbook*, invite discussion, and vote a positive or negative recommendation. Recommendation letters should be generated and signed by all committee members, regardless of individual vote. Negative recommendations require written explanation. Originals shall be placed in the candidates' portfolios, and copies to be distributed to the candidates shall be submitted to the Senior Vice President for Academic Affairs by the published deadline.

10. The College Promotion and Tenure Appeals Committee
    a. In the event that an unfavorable promotion or tenure decision/recommendation is appealed, the Senior Vice President for Academic Affairs shall convene a meeting of the Promotion and Tenure Appeals Committee for the purpose of electing a chairperson and secretary of the committee and to transfer all records to the newly elected officers. At this meeting, the Promotion and Tenure Appeals Committee shall review the promotion and tenure policies and procedures and the appeals process.
    b. The Promotion and Tenure Appeals Committee shall do the following:
        i. Review the content of the portfolio according to the guidelines set out in the current *Promotion and Tenure Handbook*.
        ii. Ensure the good-faith application of the promotion and tenure policies and procedures. Examine the process for violations that contributed significantly to the decisions not to recommend a candidate for tenure and/or promotion.
        iii. Secure necessary information from any parties relevant to the appeal.
        iv. Vote on the candidate's appeal.
        v. **No later than April 22,** forward to the President a written recommendation to grant or not to grant tenure and/or promotion to the candidate.