Educational, service and performance criteria are used in the promotion and tenure process. This document addresses performance criteria with an eye toward giving individual faculty members a profile of those who have been successful in the past. It is difficult to define with precision what you need to achieve to meet expectations for professional accomplishment because making a judgment about what a "good academic" is remains a complicated process and the SCEA negotiated agreement is written flexibly to allow for many possible patterns of success. Review Article XVI, particularly section 16.3, of the negotiated agreement for the types of activities that qualify and areas of evidence you will need to provide in your portfolio. Those who have received tenure and been promoted typically have the following attributes:

- **Support/Collegiality**: As they know the most about your performance, you must have your dean’s support. A history of working effectively with your colleagues is also critical.

- **Teaching and Contributing to Students’ Growth**: The primary performance goal is consistent teaching excellence. For example, teaching evaluations must clearly indicate a pattern of success. The average response to the “teaches this course effectively item” is usually better than 1.5 (“1” being best). These results should not be achieved by grade inflation however. Faculty members must demonstrate how they actively engage students in the learning process and continuously examine and improve their teaching approaches. Examples of learning objects (e.g., assignments) that show instructional sophistication are valued. Evidence of continuous course improvement toward satisfaction of program and general education goals is important, particularly in ways that actively involve students and connect learning to students’ prospective roles in the world. A reputation for accuracy, accessibility, and responsiveness as an advisor is also important.

- **Continual Preparation and Study Through Scholarly and Creative Activity**: Those who have had at least two significant professional, peer-reviewed, accomplishments in each five year period do not seem to have trouble being viewed positively in this area. An individual who has no history of research or creative contributions will not likely get tenure or promotion. Completing a doctorate alone will not likely be seen as sufficient. Scholarly and creative activity involving or improving the student experience is particularly valued.

- **Service to College, Community, and Profession**: Those who have a record of active involvement in all three areas are strong candidates for promotion and tenure. Promotions beyond the rank of Assistant Professor are often facilitated by a record of not just service, but of leadership roles in one or more of the areas. Service that promotes the prominence of the College is particularly valued.

Keep in mind that even if you are not on the tenure track, these are still general guidelines for annual evaluation. There is just not a clock running to develop a portfolio for tenure. Given individuals apply for tenure in their sixth year a significant record of experiences should be documented by the end of the fifth year.

*Recommended by Faculty Senate – February 7, 2013
Approved by Administration – February 14, 2013*