

# Developing Professional Portfolios Leading to Tenure



HBCU-UP LDI

Session 3

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# Academic Tenure\*

## (AAUP 1970)

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*1940 Statement of Principles on Academic Freedom and Tenure With 1970 Interpretive Comments*

*“ After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.”*

*\*[http://www.higher-ed.org/resources/AAUP\\_1940stat.htm](http://www.higher-ed.org/resources/AAUP_1940stat.htm)*



# Tenure Process

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- ❑ Evidence of individual's qualities, achievements, and promise are found in the Personal Portfolio
- ❑ Comprehensive review of year(s) preceding review
- ❑ Cumulative – growth beyond the first year
- ❑ Comparative – evaluated against colleagues



# Review Schedule

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- Will vary depending on University policy
- Usually There is an *Annual Review* with feedback from the Chair. (Sometimes determines recommendation for retention during years 2- 6)
- Suggestion: If Policies do not specify a formal review, request an informal review.
- Tenure normally considered in the **sixth year** of service.



# Levels of Review

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- # *Reviews are usually multi-level and independent*
  1. Department/Division Committee
  2. External Letters are Often Solicited
  3. College Review Committee
  4. College Dean
  5. Provost or Vice President
  6. President



# Criteria of Candidate Assessment

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- Evaluated on the basis of performance in the following categories:
  - A. Education Performance
  - B. Professional Achievement
  - C. Service or Contributions to the University



## Category A. Educational Performance

- Of the three categories, most folks will *tell* you that category A normally has the greatest weight.

*To receive a favorable recommendation for tenure and promotion at least satisfactory performance must be demonstrated in all three categories*



# Category A

## 1. Teaching performance

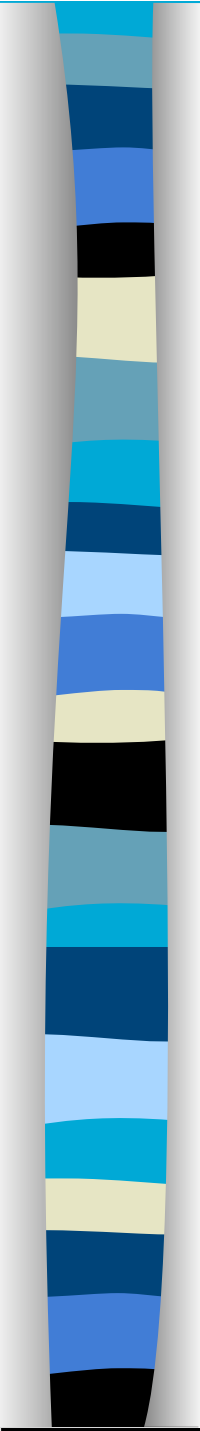
- Directly contribute to student learning
  - **Normally includes:**
    1. **Student Opinion Surveys**
    2. **Evaluation of teaching performance based on observation.**
    3. **At least one other source, such as:  
syllabi, instructional materials, assessment methods, assignments, evidence of student accomplishments, signed letters from students.**



# Category B

## Professional Achievement

- **Performance in discipline related activities**
  - Examples:
    - Academic and Scholarly contributions to profession or field
    - Innovative use of technology, textbooks, adopted outside the department
    - Inventions and innovations favorably evaluated outside the University
    - Exhibitions/performances
    - Presentations at scholarly meetings

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- Participation of activities of scholarly or professional societies beyond mere membership....
  - Receipt of fellowships or other subsidies for the pursuit of research or study in the faculty member's field...
  - Holding significant special appointments...
  - Professional practice that utilizes the faculty member's academic expertise in a manner that results in an advancement of the field.



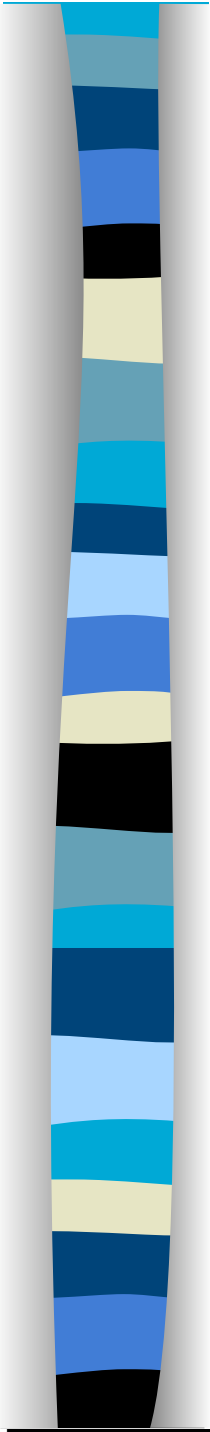
# Category C

## Contributions to the University

- Contributions to the mission and governance of the University

### Examples:

- Academic governance
- Delivering speeches about field to community groups
- Organizing activities which improve the educational environment



- Delivering speeches, conducting colloquia, or otherwise conveying information about the faculty member's scholarship, profession, field and university to community groups.
- Organizing and engaging in significant university, college and department/division/school activities which improve the educational environment and/or student or faculty life, such as organizing retreats, conferences, or orientations.



# Working Portfolio

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- **Should be indexed and well organized**
- **Contains selective and reasonable evidence of achievements**
- **Cumulative with previous evaluations kept chronologically**
- **Annual updated resume in format consistent with standard (university) practice**
- **No anonymous information**
- ***Avoid duplication and minutia***



# SAMPLE FORMAT OF TEACHING PORTFOLIO\*

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*Part 1. Teaching responsibilities:*

A statement outlining the faculty member's teaching responsibilities for the period under discussion, i.e., the type, size and format of the courses taught.

*Part 2. Teaching philosophy and goals:*

A statement of the faculty member's personal teaching philosophy and goals, and the strategies and methods used to attain those goals.

*Part 3. Evidence of effective teaching:*

Sample course syllabi

\* <http://ctaar.rutgers.edu/teaching/portfolios.html>



# SAMPLE FORMAT OF TEACHING PORTFOLIO\*

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*Part 3. Evidence of effective teaching:  
Sample course syllabi*

*You definitely have evidence that you taught the class  
but do you have evidence that the students **LEARNED**  
what you taught? (Cos Brown)*

\* <http://ctaar.rutgers.edu/teaching/portfolios.html>



# Advice (Cliff Notes Version)

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- Learn the written and unwritten rules of the game.
- Learn how to be a very good teacher (whatever it takes)
- Produce scholarly work (Learn how to do research that leads to presentations and publications) (**Probably do not consider projects where it may take forever to get results**)



# Advice (Cliff Notes Version)

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- Find grants to support your scholarly work
- Be friendly to students, staff and other faculty
- Serve on committees (at any level possible)
- Consider developing a Research and Teaching e-Portfolio and/or Personal Website.



## Advice (Cliff Notes Version)

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- Finally, keep an accurate record of your accomplishments.
- Remember- *“If you don’t keep score, you are just practicing!”*  
(Vince Lombardi- former coach of the Green Bay Packers)