

## Academic Division Criteria for Tenure and Promotion

All faculty seeking promotion and tenure in academic departments must hold a terminal degree in their area of expertise. A master's level **or baccalaureate** degree may be considered appropriate for some departments, to be determined by individual departments or colleges.

For faculty members seeking promotion and tenure in these Departments, credentials will be based on the department's criteria.

Faculty seeking tenure will submit a binder to the Tenure and Promotion council during the last week in October. The binder must include a candidate profile with the following documents:

- Letter of Application to Tenure Council
- Summary of Tenure Packet
- Current Curriculum Vitae
- Letters of Recommendation  
(should include letters from Department Chair, Supervisor, and Dean; Committee Chairs; and Colleagues, and may include letters from students, or external references)

In addition to the candidate profile, the binder should include the following four sections: 1) Teaching Effectiveness, 2) Advising, 3) College, Public and Community Service; and 4) Scholarship, Mastery of Discipline, Professional Development.

### a. Teaching Effectiveness

The teaching of students is central to the mission of NNMC. Given the mission of the College, candidates must demonstrate excellence in teaching, including assessment of student learning. To demonstrate excellence in teaching, faculty must include the following documents in the Teaching Effectiveness Section:

- Recent course syllabi
- Student evaluations
- Teaching observation by departmental colleagues
- Letters of recommendation from colleagues
- Student learning outcomes and assessment data and analysis
- Statement of teaching philosophy
- Evidence of curriculum development

Good teaching, defined as meaning much more than classroom activities, may be documented in a variety of ways. The following list is illustrative rather than exhaustive.

- Demonstrated improvement in teaching
- Peer reviews based on clarity of course goals, organization, use of technology and knowledge of field

- Honors and awards for teaching
- Implementation of innovative teaching techniques
- Participation in educational activities of professional associations
- Attending or leading meetings related to your professional expertise
- Giving lectures or presentations to student groups, colleagues, or the college community.
- Letters of recommendation from other professional sources
- Participation in service learning activities or learning communities

b. Student Advising

Faculty must also be committed to the well being of students. Effective advising helps create an environment that fosters student learning and student retention. The formal and informal advising and mentoring of students is an indispensable component of the broader education at the College.

To demonstrate excellence in Student Advising, faculty must include in this section the following documents:

- Number of students advised
- Advisement Logs or Narrative

Faculty advising may take many forms; faculty may include documents to demonstrate their efforts pertaining to the following list, which is illustrative rather than exhaustive:

- Mentoring or tutoring students
- Assisting students in selection of courses and career options
- Special review sessions for students
- Keeping an “open door” policy towards students
- Advising all majors of your department
- Advising evening students

c. College, Public and Community Service

Faculty service is essential to the College’s success in serving the institution and the community. It is the responsibility of individual faculty to perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the College. Faculty members are expected to provide service to the College, its students, programs and professional disciplines, as collegial and constructive members of the College and the broader community. Examples include service in faculty governance, union governance, college committees, professional organizations, and community non-profit agencies. The following lists are illustrative rather than exhaustive.

College Service

- Committee work at the department and college level
- Letters from Committee Chairs verifying attendance and participation on committees
- Participation in institutional governance including Faculty Senate and institutional committees
- College service at the state or regional level
- Advisor to student organizations
- Representing the college at public events
- Involvement in student recruitment efforts

#### Community and Public Service

- Serving on boards or advisory councils at the local, state, national and international level
- Giving lectures or presentation to local groups in the community
- Working with community leaders to develop solutions to community problems
- Working with the local community as a volunteer
- Involvement in activities that increase the desire of non-college students to attend college
- Involvement in student recruitment efforts

#### **d. Scholarship, Mastery of Discipline, Professional Development**

Faculty with assignments in research will be evaluated by the standards appropriate to the field. All faculty should be positively engaged in their disciplines and should be recognized for their expertise. The following are examples of professional development and scholarship. The list is illustrative but not exhaustive.

- Presentation at conferences, professional agencies or institutions
- Edited books
- Peer-reviewed journal articles
- Reviewed articles or other publications
- Participation in symposiums
- Creative work presented
- Grants awarded
- Regional or national honors
- Professional consulting
- Research
- Publications
- Serving as an officer of a state, regional or national association
- Serving on editorial boards
- Serving on professional task force
- Participating in curriculum development in your discipline at the state or regional level

- Writing grant proposals
- Reviewing grant proposals
- Efforts to improve teaching technology
- Ongoing growth in subject matter
- Demonstrating command of their subject matter
- Effective teaching
- Contributions in curricular development
- Demonstrated quality improvement in teaching strategies incorporating new technologies (where applicable) and new approaches to learning.