

Valencia's Tenure Process Components

The two major components to the Valencia's tenure process include:

1. The Individualized Learning Plan Process, and the
2. Ongoing Professional Development Process, to include
 - Performance Evaluations
 - Classroom/work observations
 - Student assessment of instruction (as relevant to position)
 - Contributions to the divisions, campus and college
 - Written feedback from colleagues

Component 1: Valencia's tenure track requires professors, counselors and librarians to complete a Faculty Portfolio, a necessary but not sufficient condition for tenure. The first step in producing a Faculty Portfolio is a tenure candidate's professional development plan called the Individual Learning Plan (ILP). The ILP is written by the candidate, in collaboration with the dean. The plan spells out what the faculty member wants to learn, achieve, or accomplish during the 2 ½ year pre-tenure process. The plan should be based on genuine need and desire to improve teaching, counseling or librarianship, keeping in mind division needs. The learning outcomes should be directly connected to the candidate's professional practice, considering both pedagogy and discipline. To that end, the outcomes explore the Essential Competencies of a Valencia Educator. The plan includes 3 (sometimes more, sometimes fewer) specific Learning Outcomes. ILPs also include an Action Research Project in order to satisfy the Scholarship of Teaching & Learning competency. ILP work is demonstrated in a Faculty Portfolio which is reviewed annually by the tenure candidate's ILP Review Panel.

The ILP Review Panel provides formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. ILP work is documented, in a paper, mixed media, or online portfolio with artifacts that are assessed and eventually evaluated by the ILP Review Panels according to the Valencia Standards of Scholarship as expressed in the Portfolio Rubric. ILP Review Panels are formed by the dean to consist of:

- Division dean

- 1 tenured colleague from candidate's discipline (if possible) & the candidate's department
- 1 tenured colleague from the candidate's discipline, but from another campus, if possible
- 1 tenured colleague from another campus in any discipline
- 1 tenured colleague from a different discipline & different division (from any campus)

Note: Membership flexibility accepted due to circumstances of department diversity and specialization.

Component 2: The second component is the holistic evaluation of the tenure candidate's ongoing professional development by the Tenure Review Committee (TRC) and dean. The TRC examines information relative to candidate pre-tenure performance. In each division, on each campus, two tenured faculty members are elected annually by the department's tenured faculty to serve as members of the TRC in an advisory role to the dean in making that year's division's tenure recommendations to the provost. The Tenure Committee reviews the following support materials:

- Year 1 and Year 2 Annual Evaluations
- Student Assessment of Instruction Data (if not factored into Annual Evaluations, and if applicable)
- Year 1 (Fall and Spring) and Year 2 (Annual) Classroom Observation Forms (if applicable)
- Synopsis of Written Feedback from Colleagues
- ILP/Portfolio Final Report

The Tenure Review Committee does not re-evaluate the ILP artifacts/portfolio.

Then, Provosts make tenure recommendations to the Chief Learning Officer (Vice President of Student Services in the case of counselors) who in turn makes tenure recommendations to the President. The District Board of Trustees makes the final decision regarding tenure.

Please note:

The Teaching/Learning Academy (TLA) supports tenure-track professors, counselors, and librarians as they develop Individualized Learning Plans -- a fundamental phase of the tenure process designed to assist new faculty members to expand and improve professional practices and student learning. TLA provides support on pedagogy, course design, student development,

and professional portfolio development. The Teaching/Learning Academy, sometimes confused with the pre-tenure process itself, is actually the tenure candidate's faculty development support system. Other professional development support systems may include graduate courses, Destinations, individualized reading programs and the like.

These processes have been collaboratively developed and revised by Valencia's academic community (faculty, deans & provosts) and have been endorsed by the Faculty Council and approved by the College Learning Council.

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