

Valencia's Tenure Process Criteria

The three major criteria for earning tenure at Valencia include:

1. Command of Discipline Over the Five-year Period
 - a. Educational qualifications, efficiency, compatibility, and character
 - i. CV/Resume
 - ii. Academic transcripts
 - b. Written feedback from colleagues
 - c. Currency and scope of subject matter
 - d. Dean evaluation & classroom/work observations
2. Effectiveness & ILP/Portfolio
 - a. Demonstrate practice of Essential Competencies
 - b. The Individualized Learning Plan Process, resulting in a final portfolio
 - i. Action Research projects
 - ii. Professional development transcript
 - c. Student learning & success outcomes
 - i. Student feedback of instruction (as relevant to position)
 - d. Observation & evaluation records
3. Alignment with College & Community Needs
 - a. Service to the divisions, campus, and college
 - b. Advanced Practice plans
 - c. Enrollment data and relevant student success results, as appropriate, for the particular field of learning and the individual faculty member
 - d. Academic program reviews

Criteria 1: As part of the hiring process, a candidate's CV/resume and academic transcripts are carefully reviewed by a hiring committee, the dean, and human resources to ensure that the candidate possesses credentials in keeping with the command of the discipline criteria. During the length of the pre-tenure period, the candidate's dean will perform classroom observations twice per year as well as an annual holistic evaluation. In the second and fifth year of the pre-tenure process, colleagues at the college will be invited to provide written feedback on the candidate's performance, character, and contribution to the discipline.

Criteria 2: Valencia's tenure track process 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 five-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 three (sometimes more, sometimes fewer) specific Learning Outcomes, as well as the candidate's professional development transcript. 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 in years two and four 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 an 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 who is from both the candidate's discipline & the candidate's department (if possible)
- 1 tenured colleague from the candidate's discipline, but from another campus, if possible; otherwise, 1 tenured colleague from another campus in any discipline
- 1 tenured colleague from a different discipline & different department (from any campus)

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

In addition to evaluating the candidate's effectiveness in the ILP/Portfolio, students provide feedback on the candidate's instructional effectiveness via surveys each semester, the candidate's dean reviews the student success outcomes during the candidate's annual evaluation, and the dean observes the candidate's effectiveness in the classroom each Fall and Spring semester.

Criteria 3: The candidate's service to the division, campus, and college is documented in the candidate's yearly workload, and may also be documented within the candidate's ILP/portfolio and annual performance evaluations. Enrollment data is analyzed by the dean and used to inform performance evaluation and teaching assignments. The candidate is expected to participate in academic program reviews, including learning outcomes assessment, via division initiatives to improve curriculum and address

students' needs. In the fourth year of the pre-tenure process, the candidate will construct an Advanced Practice Plan to further their practice beyond the portfolio process while continuing to align their practice with the needs of the students, college, discipline, or community. This Advanced Practice Plan is constructed by the candidate alongside their dean and is implemented in Year 4 and reflected upon in Year 5.

The holistic evaluation of the tenure candidate's ongoing performance is conducted 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:

- Annual Evaluations in Year 1 – Year 4
- Student Feedback on Instruction Data (if not factored into Annual Evaluations, and if applicable)
- Year 1 through Year 4 (Fall and Spring) Classroom Observation Forms (if applicable)
- Synopsis of Written Feedback from Colleagues gathered in Year 2 and Year 5
- ILP/Portfolio Final Panel Report

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

Provosts then make tenure recommendations to the Vice President, Academic Affairs & College Provost (Vice President, Student Affairs in the case of counselors) who in turn make 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. The 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 other professional development resources.

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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