



# **HANDBOOK ON TENURE AND PROMOTION**

**Prepared by**

**Office of Academic Affairs**

**Delta State University**

*Revised 7/30/2025*

## Introduction

The award of tenure is an important milestone in the professional life of a faculty member. It gives affirmation to the accomplishments of the faculty member as well as financial remuneration (in the case of promotion). It is a setback to the faculty member and to the institution when the process produces a negative result.

This handbook is designed to provide advice to faculty on how to submit a successful portfolio in support of the application for tenure and possibly simultaneous promotion. The intent is to give as much direction as possible to faculty regarding all steps in the process.

This handbook is maintained and updated by the Office of Academic Affairs. Faculty are encouraged to ask questions and/or seek clarity as needed.

## Eligibility and Timeline

With respect to tenure, there are two types of faculty at DSU – tenure-track and non-tenure track. The designation is made at the time of hire. Tenure-track appointments may be at the level of assistant professor, associate professor, or professor. It is incumbent on every faculty member seeking tenure or with tenure seeking promotion to the next higher rank to demonstrate a sustained high level of successful activity in teaching, scholarship, service, and collegiality commensurate with the increased level of rank.

The termination of tenure-track faculty members, prior to the award of tenure, must occur in accordance with the notification guidelines outlined in the university tenure and IHL policies. In the last year of the tenure period, tenure-track faculty must be reviewed for tenure. A negative decision results in a terminal contract for the following year. Following the award of tenure, faculty members are designated as tenured and provided continuing employment. They can only be terminated for reasons as outlined in Institutions of Higher Learning (IHL) policies 403.0104 TENURED FACULTY DISMISSAL or as a result of post-tenure review. Those policies can be accessed on the IHL website ([www.ihl.state.ms.us](http://www.ihl.state.ms.us)). Checklists of all dates associated with the tenure/promotion process are attached (Appendix A, B, C).

Non-tenure-track faculty serving as Professors of Practice are eligible for promotion, but not for tenure. Non-tenure-track appointments of practice may be at the level of assistant, associate, or professor. Faculty seeking promotion to the next higher rank must demonstrate a sustained high level of successful activity in teaching, professional practice, service, and collegiality.

## Documentation

The e-portfolio is a key document used by the faculty member to support a request for tenure and/or promotion. To ensure this document is current and comprehensive, it is crucial that it be maintained and updated on a regular basis. Throughout employment, all faculty members shall maintain a current curriculum vita; faculty are encouraged to maintain on file efforts and/or accomplishments that can be included in the e-portfolio. To assist faculty in being successful in the tenure and/or

promotion process, 2- and 4-year pre-tenure/promotion reviews provide feedback on the e-portfolio through the *Guide on Tenure and Promotion* rubric (Appendix D) and letters of recommendation from the school/division Tenure and Promotion Committee, the School/Division Chair, and the Dean. Faculty should adapt their efforts in accordance with the rubric and recommendations provided in the reviews. Ultimately, it is the responsibility of the faculty to demonstrate that the criteria for tenure and promotion were either met or exceeded.

### Organization of the Portfolio

A portfolio submitted for promotion and/or tenure is reviewed by numerous colleagues. It is advantageous to the candidate that it be presented in such a manner that accomplishments are evident in a clear and organized fashion.

All faculty submit an e-portfolio for their 2<sup>nd</sup> and 4<sup>th</sup> year pre-tenure/promotion reviews. When applying for full professor, include only material beyond the portfolio submitted for promotion to associate professor.

Microsoft OneNote is the program of choice for e-portfolios. All faculty have access to this program. The Ford Center for Teaching and Learning will provide training for faculty to develop a portfolio using the program and template provided for organization of content and documents.

### Portfolio Content

The portfolio is arranged in the following sections:

1. Introduction
  - a. Title Page
  - b. Letters of Candidacy for the Tenure and Promotion Process
    - Letters of notification to candidate from School/Division Chair for 2- and 4-year pre-tenure/promotion review
    - Letter of candidacy notification to the School/Division committee Chair (6 Year Only)
    - Letter of eligibility from School/Division Chair (6 Year Only)
  - c. Letters of Recommendation from 2- and 4- Year Pre-Tenure/Promotion Reviews
  - d. Letter to the Tenure and Promotion Committee from the candidate
  - e. Curriculum Vitae
  - f. Annual faculty evaluation documents
  - g. Guide for Tenure/Promotion Portfolio from 2- and 4-year Review
    - Copy of 2- and 4-Year Guide for Tenure/Promotion Portfolios
    - Narrative response to address recommendations for improvement
2. Teaching
  - a. Philosophy of Teaching and Learning
  - b. Summary and Analysis of Teaching
  - c. Course Evaluations
  - d. Course Syllabi

- Sampling
    - Responsive
  - e. Advisement
  - f. Assessments and Feedback
  - g. Creative Teaching Methods including Technology
  - h. Faculty Development Activities
  - i. Instructional Support
  - j. Other Accomplishments
  - k. Narrative and Evidence of Behaviors Demonstrating Collegiality in Teaching
3. Scholarship
- a. Narrative of ongoing research
  - b. Publications, Manuscripts, Books
  - c. Presentations
  - d. Creative Achievements
  - e. External Grants or Contracts
  - f. Participation as an Editor and/or Referee
  - g. Other Scholarly Activities
  - h. Narrative and Evidence of Behaviors Demonstrating Collegiality in Scholarship
4. Service
- a. Profession
    - Professional Organizations
    - Professional Trainings
    - Professional Boards
  - b. University
    - Contributions to the University
    - Leadership to the University
    - Contributions to University Accreditation-Related Initiatives
    - Serving as an advisor
  - c. College
    - Contributions to Committees and Task Forces
    - Contributions to Accreditation-related initiatives
  - d. School/Division
    - Participation in activities
    - Contributions to work with all programs
    - Participation in recruitment events/activities
  - e. Community
    - Evidence of work with local schools and students
    - Evidence of community service
    - Serving on professional boards and/or advisory councils
  - f. Narrative and Evidence of Behaviors Demonstrating Collegiality in Service

*Below highlights the descriptions and/or examples of each of these elements.*

Section 1: Introduction

- a. The title page, providing information such as the following:

Portfolio for Jane Smith  
Assistant Professor of  
Chemistry

Promotion from  
Assistant Professor to Associate  
Professor and Tenure or  
submitted for  
Two-year/Four-year Pre-tenure review  
  
2024 - 2025

- b. Notification Letters

- Letter of candidacy notification to School/Division committee Chair (tenure and/or promotion);
- Letter of eligibility notification from School/Division Chair (pre-tenure/tenure and/or promotion).

- c. Letters of recommendation from the School/Division committee, the Chair, and the Dean.

Letters must be uploaded after each evaluation

- d. A letter from the candidate addressed to the tenure and promotion committee. The purpose of the initial part of the letter is to give the evaluators a sense of the cumulative experience of candidate that contributes to the faculty's expertise. The letter is to address each of the following:

- A statement of the requested personnel action
- Information regarding current appointment, date of hire, years at DSU, years at another institution for which the candidate was given credit at the time of hire, and any other information that might be useful to readers trying to make judgments.
- Other relevant experiences prior to DSU that give strength to the faculty member's candidacy. Examples might include experience in industry, K-12 schools, social services, research centers, and/or governmental agencies. The purpose of the initial part of the letter is to give the evaluators a sense of the cumulative experience of the candidate that contributes to the faculty's expertise, chronicle the accomplishments of the candidate in teaching, scholarship, and service, in that order. The letter provides an opportunity for the faculty candidate to give context to the portfolio, with particular emphasis on outstanding accomplishments that may need illumination beyond the portfolio. Perhaps the candidate wants to make sure evaluators know he/she revamped the curriculum for an entire program or instituted an undergraduate research component to a program.

- e. A current curriculum vitae (CV). Care should be taken to ensure that the CV information is current and consistent with the information provided in the introductory letter and the documentation included in the remainder of the portfolio. The CV should highlight contributions in the teaching, scholarship, and service along with other significant categories as applicable (ex: Accreditation, trainings, etc.)
- f. A copy of the fully signed annual review document including the School/Division Chair's comments and rankings for each year of employment at DSU or since the candidate's last promotion.
- g. A copy of the 2-year and 4-year pre-tenure/promotion review and the candidate's narrative detailing steps taken to address recommendations for improvement cited in the reviews. Narratives should explicitly state the feedback provided and changes made.

## Section 2: Teaching

It is incumbent on the candidate to provide evidence of teaching effectiveness and competence in the classroom and other settings where instruction and supervision of students occur. This is demonstrated through narratives with supporting evidence that clearly document the candidate's accomplishments, engagement, and/or outcomes in each area. Collegiality in teaching is reflected through respectful engagement with students and peers, collaboration in instructional development, responsiveness to feedback, and contributions to a professional and supportive teaching and learning environment.

### Philosophy of Teaching and Learning

The teaching philosophy serves to introduce you as a teacher to your colleagues and articulates your beliefs about student learning and your approach to teaching. The philosophy should include theoretical underpinnings to support your beliefs about student learning and your approach to teaching.

Evidence of Competency. This competency will be demonstrated through copies of all course evaluations, as well as any other evaluations since your date of hire or last promotion. All evaluations should be labeled and uploaded in this section.

Summary and Analysis of Teaching. Use of all course evaluations, as well as any other evaluations since your date of hire or last promotion to write a narrative that includes your analysis and reflection of the results and describes any changes or improvements you made based on student feedback. This section should include a discussion of both strengths and weaknesses across courses and specific indicators. The intent is to document improvements you have made in teaching and your effectiveness in the classroom, including how collaboration and collegial interactions informed growth.

Syllabi. This section will contain both a sampling of syllabi as well as responsive syllabi. The candidate provides evidence that syllabi for his/her classes are responsive to changes in the discipline and/or student feedback. Samples of how course syllabi have changed in response to the growth of the faculty member should be included in the portfolio. Faculty should ensure syllabi demonstrate academic rigor in their courses. Discussions of responsive syllabi should include reasons for changes, clear areas of changes in courses, and associated outcomes from those changes.

Description of Advisement Assignments and Responsibilities - A part of the candidate's assigned duties may be advising students in academic programs. Faculty may advise students both within and outside of their specific discipline. Faculty should include evidence of active engagement with assigned advisees, including but not limited to improvement plans, communication, and enrollment plans, with attention to professional, ethical, and supportive communication that fosters student success and a collaborative advising culture.

Assessments and Feedback. Student evaluation and instructor feedback are an important part of student learning. They are strengthened when faculty are effective in test construction, particularly testing that encourages students to practice higher order thinking skills. Instructor feedback in the form of written comments and corrections are essential methods for helping students understand subject matter and improve performance. Feedback from test results can also be a learning tool for students. Faculty will document unique and effective ways you use a range of classroom testing and feedback to strengthen student learning.

Creative Teaching Methods and Use of Technology. You will give special attention to unique teaching methods you use that deserve the attention of evaluators. Any unique teaching approaches, including creative uses of technology, that enhance student learning and better engage students should be referenced in the portfolio and include, where applicable, citations of the relevant literature. The expectation is the use of technology above and beyond standard office productivity software and hardware, such as basic features of Microsoft Office or PC competency.

Professional Development. Efforts by faculty members to strengthen their teaching should be documented in the portfolios. This would include on- and off-campus developmental efforts. The knowledge and skills base and the professional literature supporting that base are continually changing. The extent to which you attempt to remain current should be noted. This should include attempts to (a) remain current in the teaching discipline, and (b) improve skills associated with good teaching. Portfolios should include your evaluation of how these faculty development efforts, on- or off-campus, contribute to professional growth and the associated outcomes, including collaboration with peers and engagement in professional learning communities

Instructional Support Beyond the Classroom. Faculty who implement supplemental programs for students outside of class should acknowledge such efforts in their portfolios. You will document efforts that support student engagement and learning, including collaboration with colleagues and units to enhance the broader academic experience.

Other Accomplishments Related to Teaching – Faculty who have additional accomplishments in teaching such as the following:

- Awards, Citations, and Recognition for Teaching Excellence. You may include acknowledgements of exceptional achievement as a teacher by the University, professional organizations and other venues outside the university.
- Student Initiative or Success after Graduation – Faculty who provide ongoing support for students after graduation or who have evidence of graduate success after graduation can provide descriptions and evidence to document their role in the graduates' success.
- Other Measures of Teaching and Learning Outcomes. Faculty may include in this section citations from peers and Chair/Dean evaluations of teaching, and any other evidence not mentioned above.

- Program or Accreditation Reports. Faculty who engage in program-related review writing, accreditation reports, or other related teaching and learning outcome reports may include descriptions and evidence of their role in course and programmatic improvements.

### **Section 3: Research, Scholarship, and Other Creative Activities**

The DSU tenure and promotion policies include a statement specifying scholarly activity as a faculty expectation. Faculty cannot be successful candidates for tenure and/or promotion without evidence of scholarly activity. The initial entry page under scholarship would be a chronological and/or categorical listing of all scholarly accomplishments. Copies of the manuscripts, papers, conference proceedings, abstracts, and letters of acceptance for in-press manuscripts must be included.

Producing knowledge and performance in professional/creative activities are essential aspects of faculty roles. While forms of scholarship vary across the University, some examples of scholarship include engagement in writing and publishing in peer reviewed venues, procurement of external funds for research and professional activities, and documented creative activities that have professional impact. Honors and awards for significant scholarly and creative activity may also be submitted. In addition, the candidate should clearly identify those scholarly or creative activities that are peer reviewed. Candidates should discuss any activities in question with their Division/School TP Committee, Chair, and Dean.

Collegiality in scholarship includes collaboration on research projects, constructive peer review, ethical research practices, mentoring of junior colleagues, and supporting the scholarly contributions of others in a professional and respectful manner.

The portfolio must include a narrative of research where faculty describe their major accomplishments, both completed and ongoing, in scholarship while at DSU or during the time frame determined at point of hire.

The following sections should be considered for inclusion in the portfolio to document accomplishments in scholarship:

1. Publications, Manuscripts, Books – Faculty include citations with links to journals, manuscripts, or books noting those that are peer-reviewed, self-published, or any other type of review.
2. Presentations – Faculty include citations with links to conference proceedings and evidence of presentations (presentations, papers, posters, workshops, etc.). These should be peer-reviewed. Presentations at non-peer-reviewed venues are considered professional service.
3. Creative Achievements – Faculty include flyers, images, videos, or other means of documenting the scope and completion of the accomplishment.
4. External Grants or Contracts - Faculty include a description of the external grant, as well as evidence of submission, the proposal, and a citation with award amount. Internal grants for funding requests should not be included in this section.
5. Other Scholarly Activities – Faculty include a description and evidence of any other scholarly accomplishments and/or awards for scholarly accomplishments.



## **Section 4: Service**

Like teaching and scholarship, service is a required role for faculty applying for tenure and/or promotion. Faculty should provide descriptions of service contributions, and evidence of service should include substantive examples of contributions and/or engagement. The portfolio must include a summary of major accomplishments in service.

Collegiality in service is demonstrated through constructive participation in committees, timely and respectful communication, reliability in fulfilling service obligations, and efforts that support shared governance and a positive, collaborative institutional culture.

Depending on what is included, faculty have the discretion as to how to organize it; however, they must include (but are not limited to) the following categories:

Service to the Profession. This service includes leadership and activity in professional groups that support the discipline of the faculty member. Such service includes activity at the local, state, regional, national, and/or international level. This may include, but is not limited to, serving on professional committees; providing discipline-related trainings; serving as an editor or referee of any non-peer-reviewed work such as journals, abstracts, books, or activities; and/or serving on professional boards.

Service to the University. Committee leadership and memberships, participation in initiatives designed to strengthen the university, and contributions to shared governance are examples that should be included. Any service activity that contributes to the continued vitality of the university is important. Contributions may include but are not limited to leadership in committees or task forces, accreditation-related activities, and/or serving as an advisor.

Service to the College. Committee leadership, volunteer efforts, and participation in College-wide initiatives specific to strengthening, supporting, and growing the college are examples that should be included. Service activity that contributes to the strengthening and development of the college in a significant way is important. Contributions may include, but are not limited to service on committees, task forces, or accreditation-related activities.

Service to the School/Division. Committee leadership, volunteer efforts, recruitment activity, and participation in school/division-wide initiatives specific to strengthening, supporting, and growing the college are examples that should be included. Service activity that contributes to the strengthening and development of the programs within the school/division in a significant way is important. Contributions may include but are not limited to participation in activities sponsored by the school/division, collaborative activities across programs, and/or participation in recruitment events or activities.

Service to the Community. A frequent question regarding service is what can be counted in the area of community service. The tenure and promotion policies speak only to community service tied to advancement of the candidate's discipline and/or the field of education within the community or region. Candidates choose what to include regarding community service but should demonstrate a link with their faculty role. Contributions may include but are not limited to work with local schools and students, community service, and/or service on professional boards or advisory councils.

### **Things to Avoid**

Avoid newspaper articles and/or thank you letters from students and colleagues. The exception might be a newspaper article that is used to document success in teaching, scholarship, and/or service.

Use representative examples to demonstrate achievements. Avoid overwhelming the reader with every accomplishment.

Be selective in choosing evidence to document achievement. For example, simply including course syllabi for all classes taught, or every test administered, fails to illustrate effective teaching. Samples that are clearly marked to provide evidence of certain goals and/or accomplishments are recommended.

Do not include letters of support. Letters of recommendation from the School/Division committee, the Chair, and Dean are added to the e-portfolio by the dates outlined in Appendix B.

Internal university funding is not evidence of grantsmanship or scholarship.

## Appendix A

### **PRE-TENURE AND PRE-PROMOTION CHECKLIST FOR DEANS AND SCHOOL/DIVISION CHAIRS**

- \_\_\_\_\_ By OCTOBER 1 – The Dean will notify in writing with copy to the Provost and Vice President for Academic Affairs a faculty who is in the first year of an appointment who received years of credit toward tenure or promotion at the initial appointment to rank when a pre-tenure and/or pre-promotion portfolio is to be submitted.
- \_\_\_\_\_ By OCTOBER 1 – School/Division Chair shall notify faculty in writing of their responsibility to submit a portfolio during that academic year for pre-tenure and pre-promotion review.
- \_\_\_\_\_ By FEBRUARY 1 —The faculty member shall notify the Chair of the School/Division and the chair of the School/Division's tenure/promotion committee their portfolio is ready for review
- \_\_\_\_\_ By MARCH 1 —The School/Division committee shall review the portfolio and make written recommendations by March 1 to the School/Division Chair.
- \_\_\_\_\_ By MARCH 15 – The School/Division Chair shall review the portfolio and make written recommendations by March 15 to the Dean.
- \_\_\_\_\_ By APRIL 7 – The Dean shall review the portfolio and make written recommendations by April 7 to the faculty member. Copies of all written recommendations to date shall be forwarded to the School/Division office; the Chair will then forward copies to the Dean's office.

## Appendix B

### TENURE/PROMOTION CHECKLIST FOR DEANS AND SCHOOL/DIVISION CHAIRS

- \_\_\_\_\_ By SEPTEMBER 1 – Candidates eligible for promotion request consideration in writing to School/Division Tenure and Promotion Committee Chair.
- \_\_\_\_\_ By SEPTEMBER 1 – School/Division chair verifies eligibility of candidates for tenure and promotion according to records of hire-date (from School/Division, Dean, and/or Provost/VPAA) and any credit given toward tenure from previous work experience.
- \_\_\_\_\_ By OCTOBER 1 – School/Division Chair notifies eligible tenure/promotion candidates in writing. College Dean notifies Chairs of their eligibility. Copies of letters are sent to the Chair of the School/Division tenure/promotion committee, the Dean, and the Provost/VPAA.
- \_\_\_\_\_ By DECEMBER 1 – Tenure/promotion candidates submit their e-portfolio via the electronic portfolio system for review by School/Division Tenure and Promotion committee, the School/Division Chair, the Dean, the Provost/Vice President for Academic Affairs, and University President.
- \_\_\_\_\_ By JANUARY 20 — School/Division Tenure and Promotion Committee submits letter of recommendation and adds the letter to the portfolio; the committee Chair notifies the School/Division Chair the portfolio is ready for review. The recommendation letter to the School/Division Chair copies the candidate and committee members.
- \_\_\_\_\_ By FEBRUARY 1 – School/Division Chair submits letter of recommendation and adds the letter to the portfolio; the Chair notifies the Dean the portfolio is ready for review. The recommendation letter to the Dean copies the School/Division committee Chair, the Dean, and the candidate. After the Dean's review, if the Dean's recommendation for tenure disagrees with the recommendation of the School/Division committee, it is the responsibility of the Dean to meet with the School/Division committee to inform the members of such and provide an explanation.
- \_\_\_\_\_ By FEBRUARY 15 —The Dean submits letter of recommendation and adds the letter to the portfolio; the Dean notifies the Provost/Vice President for Academic Affairs the portfolio is ready for review. The Dean will notify the Chair of the University Tenure and Promotion Committee that the portfolio is ready for review. A copy of the recommendation letter to the Provost is sent to the committee Chair, the School/Division, the candidate, and the University Tenure and Promotion Committee Chair.
- \_\_\_\_\_ Between FEBRUARY 15 – FEBRUARY 25- The University Tenure and Promotion Committee shall schedule a meeting to review the recommendations for compliance with

IHL Board, University, and School/Division policies and procedures. The committee Chair shall contact all tenure candidates to identify any potential grievance and/or concern. In the event procedural problems and/or concerns are discovered, the Chair of the University Tenure and Promotion Committee shall meet with the appropriate college Dean to seek resolution. Annotation of any unresolved procedural problems shall be forwarded by the Chair of the University Tenure and Promotion Committee to the Provost/Vice President for Academic Affairs as soon as possible after the meeting of the University Tenure and Promotion Committee and no later than March 1.

\_\_\_\_\_ By MARCH 15 —The Provost/Vice President for Academic Affairs shall review each candidate's portfolio and make a recommendation (with reasons) regarding the award of tenure and shall forward the portfolio and the tenure recommendations to the President by March 15, citing any unresolved procedural problems and/or concerns from the University Tenure and Promotion Committee.

\_\_\_\_\_ By APRIL 1 – Provost/VPAA notifies candidates in writing of the tenure/promotion decision made by the President.

\_\_\_\_\_ By APRIL 15 – Candidates not recommended for tenure/promotion who wish to appeal must refer the case in writing to the University Tenure and Promotions Appeals Committee. The committee hears the case within fifteen days and submits a recommendation to the President, who makes a final decision within seven days and notifies the candidate of the decision in writing. Faculty candidates for tenure who wish to appeal the final decision of the President to the IHL Board of Trustees have thirty days to do so effective from the date of notification by the President.

\_\_\_\_\_ By JUNE 1 – Upon approval by IHL, candidates are notified in writing by the President of tenure award.

## **Appendix C**

### **NON-RENEWAL CHECKLIST FOR DEANS AND SCHOOL/DIVISION CHAIRS**

\_\_\_\_\_ By SEPTEMBER 1 – Tenure-track faculty with two or more years of service must be notified of non-renewal.

\_\_\_\_\_ By DECEMBER 1 – Tenure-track faculty in second year of service must be notified of non-renewal.

\_\_\_\_\_ By MARCH 1 – Tenure-track faculty in first year of service must be notified of non-renewal.

## Appendix D



### Guide for Tenure/Promotion Portfolios

**Candidate Name:** \_\_\_\_\_

**Reviewer Name:** \_\_\_\_\_

**School/Division:** \_\_\_\_\_

**Purpose:** The guide provides specific, detailed criteria for the candidate to develop the portfolio, as well as reviewers to make comments at each level. Each section should include a narrative with supporting evidence.

Section 1 – Introduction Portfolio Documents	2 Year Comments	4 Year Comments	6 Year Comments
Title Page			
All appropriate letters of candidacy for the TandP process (notification of 2 and 4 year, candidacy, eligibility)			
Letters of Recommendation from 2 and 4 Year Pre-Tenure/Promotion reviews			
Candidate letter that contains requested introduction information and highlights major accomplishments in the order of teaching, scholarship, service, and collegiality			
Current and Complete Vita			

Signed, annual review documents including Chair's comments and evidence of competency for each year of employment at DSU			
Copies of 2-year and/or 4-year pretenure/promotion reviews from the School/Division Tand P Committee, Chair, and Dean			
Is there a candidate narrative detailing steps taken to address recommendations for improvement cited in 2-year and/or 4-year pretenure/promotion reviews?			

### **Criteria for Teaching Effectiveness**

Delta State University is primarily a teaching institution. Therefore, effective teaching and efforts to support an environment where teaching and learning are nurtured are considered essential requirement for tenure consideration. Effective teachers demonstrate qualities which may include the following: High academic standards, concern for learning, a thorough knowledge of the subject, good organization of subject matter and course syllabi, incorporation of research in instructional settings, excellent communication skills, respect toward students, fairness in examinations and grading, and willingness to experiment with new teaching methods. Contributions of the teaching, learning, and academic support environment include, but are not limited to, developing new courses and programs, developing instructional materials, participating in faculty development initiatives, using new technologies and methodologies for accessing information, and incorporating new strategies for enhancing student learning.

<b>Section 2– Teaching</b>	<b>2 Year Comments</b>	<b>4 Year Comments</b>	<b>6 Year Comments</b>
Philosophy of teaching and learning <ul style="list-style-type: none"> <li>attitudes and beliefs clarified</li> <li>reflection on issues related to good teaching discussed</li> <li>ethical and professional leadership discussed</li> </ul>			
Summary and analysis of teaching, including the university evaluations (include strengths and weaknesses of your teaching to address continuous improvement/growth)			



Evidence of competency as indicated by the faculty member's course evaluations			
Sampling of course syllabi and evidence of effective teaching demonstrated through responsive syllabi (i.e., development and revision)			
Description of advisement assignments and responsibilities to include availability to students, specific duties and processes, and examples			
Alignment of teaching and learning outcomes to course assessments and examples of substantive instructor feedback			
Evidence of creative teaching methods and use of technology			
Evidence and outcomes of faculty engaging in faculty development activities			
Evidence of instructional support for students outside of class			
Other accomplishments related to teaching not included above (such as evidence of student initiative and/or success after graduation; accreditation and program reports; awards/citations/special recognitions)			
Narrative and evidence of behaviors demonstrating collegiality in teaching, such as collaboration with colleagues on instructional planning, mentoring of peers or new faculty, engagement in curriculum development, and respectful, professional interactions that contribute to a positive learning environment			

### **Criteria for Research, Scholarship, and Other Creative Activities**

Delta State University recognizes the important contributions that scholarship makes in the advancement of a profession or discipline and as an important component of the teaching/learning process. Scholarly inquiry and learning vary by discipline and are reflected in, but are not limited to, the following: Dissemination of research and scholarly findings through books, journal articles, monographs, and presentations at professional meetings; presentation of creative achievements through exhibitions, performances, and publications; development of new research methodologies; and grants or contracts that support scholarly and creative activity.

Section 3 - Scholarship	2 Year Comments	4 Year Comments	6 Year Comments
A narrative of ongoing research			
Evidence of scholarly peer reviewed publications, manuscripts, books			
Evidence of peer-reviewed presentations state, regional, national, and international venues			
Evidence of peer-reviewed creative achievements			
Evidence of submission and/or acceptance of external grants or contracts that support scholarly activity			
Evidence of participation as an editor and/or referee in support of scholarly publications, grants, books, or proposal/abstract reviewers			
Other scholarly activities not included above (Evidence could include honors and/or awards; non-peer-reviewed publications)			

Narrative and evidence of behaviors demonstrating collegiality in scholarship, including co-authored publications and presentations, constructive peer review, mentoring or support of colleagues' scholarly efforts, and professional engagement in research communities			
---	--	--	--

### Criteria for Service

Delta State recognizes the importance of service as a part of its mission. The service component is based on performance in three areas: service to the faculty member's academic profession, service to the University, and public service to the community that is related to the faculty member's academic discipline. Efforts to advance accreditation-related initiatives, such as the Quality Enhancement Plan, shall be considered as service to the University.

Section 4 - Service	2 Year Comments	4 Year Comments	6 Year Comments
<b>Profession</b>			
Evidence of involvement in professional organizations related to discipline			
Evidence of providing trainings or presentations related to the discipline			
Evidence of involvement on state and national professional boards and/or advisory councils			

in the discipline			
<b>University</b>			
Evidence of contributions to the university (such as committees, task forces, or other activities)			
Evidence of leadership to the university (such as committees, task forces, or other activities)			
Evidence of contributions to university accreditation-related initiatives, committees, or other activities			
Evidence of serving as an advisor of a student organization or society			
<b>College</b>			
Evidence of contributions to committees and task forces or coordinate other activities within the college			
Evidence of contributions to accreditation-related initiatives, committees, or other activities in the college			
<b>School/Division</b>			

Evidence of participation in activities sponsored by the school/division			
Evidence of contributions to work with all programs within the school/division			
Evidence of participation in recruitment events/activities within the school/division			
<b>Community</b>			
Evidence of work with local schools and students			
Evidence of community service related to the academic discipline			
Evidence on professional boards and/or advisory councils in local communities			
<b>Collegiality</b>			
Narrative and evidence of behaviors demonstrating collegiality in service, reflected through reliable and respectful participation in committee work, shared governance, task forces, and professional or community service that supports institutional goals and fosters collaborative working relationships			

**Overall Comments by School/Division Tenure Committee Member:**

(School/Division Tenure Committee Chair, School/Division Chair, and Dean submit letters with summative comments)

Revised Academic Council 7/30/2025  
Dates corrected 1/14/2021  
Revised Academic Council 10/22/2020  
Revised Academic Council 1/10/2019  
Revised Academic Council 8/21/2018  
Revised Academic Council 11/14/2013  
Revised Academic Council 9/26/2013  
Revised Academic Council 5/9/2013  
Cabinet Approval 8-9-2010  
Revised Academic Council 7-30-2010  
Revised Academic Council 7/22/2008  
Academic Council 11/30/2006  
October 25, 2006