

**Worksheet for Evaluating the Portfolio of the Assistant Professor**  
Developed by Marie N. Bremner, Chair University T&P/PTR Committee 1999-2000  
Revised Fall 2016

Name \_\_\_\_\_ Department \_\_\_\_\_

\_\_\_ Pre-Tenure Year Review    \_\_\_ Elective Promotion to Associate Professor  
\_\_\_ Elective/Required Tenure    \_\_\_ Post Tenure Review

Does the candidate hold the acceptable terminal degree? \_\_\_\_\_

Does the candidate have graduate faculty status? \_\_\_\_\_

Current years of service in rank \_\_\_\_\_

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**1. Teaching, Supervision & Mentoring**

- Demonstrates effectiveness, productivity and potential for continued development?
- Engages teachers, students & others in learning inside and outside the classroom through:
  - group instruction
  - individual instruction
  - student supervision
  - mentoring
  - advising
  - counseling innovation
  - curricular innovation
  - pedagogical innovation
- Engages in dynamic teaching
  - Refines and improves teaching
  - Performs regular updates and revisions of course plans
  - Provides systematic assessment of teaching
  - Interprets assessment results
- Developed a well-stated philosophy of teaching & learning

Comments: \_\_\_\_\_  
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## 2. Scholarship & Creative Activity

- If scholarship is identified as the primary area of emphasis after teaching or the candidate is a graduate faculty member,
  - Has the candidate initiated a strong record of productive Scholarship & Creative Activity?
  - Does their Scholarship & Creative Activity form a solid foundation for continued productivity and future maturation?
- If scholarship is identified as the secondary area of emphasis after teaching,
  - Has the candidate initiated an acceptable level of Scholarship & Creative Activity?
  - Does their Scholarship & Creative Activity suggest a potential for continued activity?
- Regardless of activity level, do the scholarly/creative contributions involve review and recognition by others within and beyond the department, college, and university?

Comments: \_\_\_\_\_

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## 3. Professional Service

- If professional service is identified as the primary area of emphasis after teaching,
  - Has the candidate initiated a strong record of productive service either within the institution, local community, or profession?
  - Does their professional service form a solid foundation for continued productivity and future maturation into more significant leadership roles?
- If professional services as the secondary area of emphasis after teaching or the candidate is a faculty member,
  - Has the candidate initiated an acceptable level of professional service?
  - Do their professional service activities suggest a potential for continued activity?

Comments: \_\_\_\_\_

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**Review Summary**

In my professional judgment, the candidate's portfolio documents

\_\_\_ a strong record of highly effective teaching, supervision, and mentoring

\_\_\_ a strong record of accomplishment in their primary area of emphasis beyond teaching (either scholarship or services)

\_\_\_ an acceptable level of contribution in their second area of emphasis beyond teaching (either scholarship or service)

**Pre-Tenure Year Review:**

My professional assessment of the candidate's portfolio with respect to how he or she meets or does not meet the actual expectations for tenure indicates (cite specific suggestions in each area of review for maintaining and enhancing further preparations for a successful tenure review in the future):

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**Tenure:**

In my professional judgment, I

\_\_\_ Recommend for tenure

\_\_\_ Do not recommend for tenure

**Promotion:**

In my professional judgment, the candidate's performance and accomplishments in teaching, scholarship and services have risen to achieve KSU's expectation for a beginning associate professor and I

\_\_\_ Recommend for promotion

\_\_\_ Don not recommend for promotion

**Post Tenure Review:**

In my professional judgment, the candidate's portfolio documents

\_\_\_ Achieving Expectations

\_\_\_ Not Achieving