

Tenure Review Process Draft

Philosophy Statement

The Tenure Review process is an activity wherein an institution and its faculty can mentor and bring forth the very best in professional achievement among its newest faculty. It also is a process to assess an individual's professionalism, training, and suitability for long-term academic post.

Tenure is an earned status, and an opportunity to demonstrate and grow in excellence. The tenure review process should be fair, professional and supportive of a new probationary colleague, allowing them to show their best academic and instructional talent.

Purpose

The purpose of the Tenure Review process is two-fold. First, it can be seen as an extension of the search and hiring processes in that it is designed to enable the college to fill faculty positions with highly qualified, dedicated, and effective faculty who contribute to their departments, as well as to the college as a whole. Second, the Tenure Review process is the beginning of career-long professional development for faculty and the continuous improvement of teaching, learning and, ultimately, the educational programs of the college.

In order to serve the dual purposes, the end result of the Tenure Review Process each year is not only a recommendation to the board of whether to extend the next contract. It will also result in both commendations and recommendations. The commendations will provide recognition and feedback to the candidates about what they are doing well. The recommendations will provide feedback that will assist the candidates to grow in their abilities and strengthen their skills as faculty. An important premise of education is that improvement and growth are always possible. In this spirit, probationary faculty are expected to receive recommendations. The existence of recommendations in the tenure review results is not, itself, a negative result.

Frequency

Probationary faculty will be evaluated during the spring and fall of each year during the four year probationary period.

Criteria for Evaluating Instructional and Non-Instructional Faculty

(based on Southwestern College and El Paso Community College models)

Consideration of candidates for tenure shall be based on the fulfillment of the criteria described below. Each candidate will provide a portfolio showing evidence of each of the categories.

Evidence of Superior Job Performance 50%

Teaching performance includes, but is not necessarily limited to, teaching practices and techniques, classroom style, and efforts made to provide maximum opportunity for student success. In order to assess this, evaluators will look for the following in the observations, student evaluations, and portfolio documents:

- a. use of teaching methods which challenge students, are appropriate to the subject matter, responsive to students' needs, and consistent with discipline practices
- b. demonstrated knowledge of the subject matter
- c. use of effective communication, written and oral, including effective listening skills
- d. careful attention to effective organizational skills in the classroom
- e. sensitivity to the role of cultural factors in education
- f. sensitivity to the diverse ways students learn

Counselor performance includes teaching performance as above for any counselors who teach classes. It also includes, but is not necessarily limited to, such counseling activities as student counseling, outreach and recruitment, and maintenance and organization of counseling documents. In order to assess this, evaluators will look for the following in the observations, student evaluations, and portfolio documents:

- a. use of effective communication, written and oral, including effective interviewing and listening skills
- b. careful attention to effective organizational skills in the worksite
- c. consistent responsibility in fulfilling college requirements as well as counseling duties
- d. sensitivity to the role of cultural factors in student services
- e. effective methods of teaching self advocacy while working with students or providing outreach
- f. demonstrated knowledge of local and transfer college programs and services.

Librarian performance includes library instruction for any librarians who teach classes. It also includes, but is not necessarily limited to, effective interactions with internal and external library patrons, maintenance and organization of the library collection, and liaison activities with other departments. In order to assess this, evaluators will look for the following in the observations, student evaluations, and portfolio documents: use of effective communication, written and oral

- a. careful attention to effective organizational skills in the worksite
- b. effective methods of teaching of information competencies while working with library patrons,
- c. consistent responsibility in fulfilling college requirements as well as librarian duties
- d. assistance to faculty in the integration of library resources into specific curricular areas
- e. demonstrated knowledge of information resources

Instructional Specialist performance includes learning laboratory instruction with individual students and in group workshops. It also includes, but is not

limited to, effective interaction with learning laboratory patrons, maintenance and organization of the learning laboratory materials, and liaison activities with other departments. In order to assess this, evaluators will look for the following in the observations, student evaluations, and portfolio documents:

- a. use of teaching methods which challenge students, are appropriate to the subject matter, responsive to students' needs, and consistent with discipline practices (in both one-to-one and group settings),
- b. demonstrated knowledge of the subject matter
- c. use of effective communication, written and oral, including effective listening skills
- d. sensitivity to the role of cultural factors in education
- e. sensitivity to the diverse ways students learn
- f. careful attention to effective organizational skills in the worksite
- g. consistent responsibility in fulfilling college requirements
- h. assistance to faculty in the integration of classroom instructional materials into the learning laboratory setting
- i. demonstrated knowledge of college learning resources

Evidence of Meeting Professional Responsibilities 25%--*Professional responsibilities* include, but are not necessarily limited to, meeting the contractual requirements of the position as well as active participation in collegial governance* and campus life. In order to assess this, evaluators will look for the following in the observations, student evaluations, and portfolio documents:

- a. participation in college/division/discipline activities
- b. participation in college governance*
- c. appropriate record keeping
- d. meeting classes as scheduled
- e. compliance with course outlines
- f. compliance with college policies and deadlines
- g. patience, fairness, and promptness in the evaluation and discussion of student work
- h. maintenance of contractual obligation to office hours
- i. sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate
- j. familiarity with specific cultural factors which affect the learning process in the specific area of assignment
- k. careful attention to the diverse educational backgrounds of all students

* After their first year, probationary faculty, are expected to show increasing participation in college governance activities.

Evidence of Professional Growth 12.5%--*Professional growth*** includes, but is not necessarily limited to, participation in district development activities such as

scheduled workshops, and participation in individual development activities.

Examples include:

- a. advanced course work
- b. relevant continuing education activities
- c. leadership and participation in professional organizations and conferences
- d. individual research, classroom research or other assignment-related research
- e. publications or other dissemination of research results
- f. participation in college governance

** After their first year, probationary faculty, are expected to show increasing participation in professional growth activities. However, candidates are not expected to have evidence in each of these areas, this is simply a list of examples.

Evidence of Professionalism and Professional Service 12.5%--*Professionalism and professional service* includes, but is not limited to, service activities***, either on or off campus. It also includes demonstration of respect for colleagues and the teaching profession. Some examples include,

- a. professional achievements
- b. leadership or participation in on- or off-campus organizations,
- c. teaching, presentation or performances to campus, community or other groups
- d. acknowledging and defending the free inquiry in the exchange of criticism and ideas;
- e. recognizing the opinions of others;
- f. objectivity in professional judgment of colleagues;
- g. demonstration of personal integrity and ethics of the profession
- h. working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty, administrators, and staff.

*** After their first year, probationary faculty, are expected to show increasing participation in service activities. However, candidates are not expected to have evidence in each of these areas, this is simply a list of examples.

Themes and Evidence

The evidence for each year will be collected into a portfolio. Each year the evidence in the portfolio will be evaluated according to the themes identified in each section. Due to the necessity to complete the tenure review process in February of each year, the evaluation period will begin in spring semester and conclude in fall semester, except in the case of the first year faculty member. In other words, for evaluating the first

academic year of probation, the evidence for that fall semester will be used. In subsequent years the evaluation will be conducted using evidence from the spring and fall of the calendar year (previous spring and current fall). The evidence will be used by the evaluation team to complete the evaluation forms. The evidence and the evaluation forms will be placed together in the portfolio and forwarded to the Tenure Review Committee for its use in making the tenure recommendation in February.

Year 1—Fall only

Theme: ????

Evidence (from fall semester only):

Fall classroom/activity observations by evaluation team members (all classes observed)

Student evaluations from all classes taught

Evaluation team appraisal forms

Sample materials from classes taught—assignments, syllabi, exams

Professional growth plan

Completed in the first four weeks of the evaluation period. (Due fourth week of fall semester). Includes initial self assessment and plan for growth and improvement by the end of the evaluation period in the fall.)

Self assessment

Completed after the evaluation period, (due the first week of the subsequent spring semester). Includes candidate's written report on the professional growth that occurred during the evaluation period. Will be used as a starting point for subsequent year's professional growth plan.

Year 2—First spring semester and following fall

Theme: Is the tenure candidate making progress that warrants the offer of a two year contract? What are the areas that should be improved over the course of the two year contract in order to become an excellent faculty member and contribute to the campus in substantial ways?

Evidence

Two semesters of classroom/activity observations by evaluation team members (all courses spring and fall)

Two semesters of student evaluations (all courses spring and fall)

Evaluation team appraisal forms

Sample materials from classes taught—assignments, syllabi, exams

Professional growth plan.

Completed in the first two weeks of the evaluation period. (Due second week of spring semester). Includes self assessment from prior year and plan for growth and improvement by the end of the current evaluation period in the fall.)

Self assessment

Completed after the evaluation period, (due the first week of the subsequent spring semester). Includes candidate's written report on the

professional growth that occurred during the evaluation period. Will be used as a starting point for subsequent year's professional growth plan.

Year 3—Second spring semester and following fall

Theme: Is the improvement planned for during the two year contract occurring?

Evidence

Two semesters of classroom observations by team members (all courses spring and fall)

Two semesters of student evaluations (all courses spring and fall)

Sample materials from classes taught—assignments, syllabi, exams

Professional growth plan.

Completed in the first two weeks of the evaluation period. (Due second week of spring semester). Includes self assessment from prior year and plan for growth and improvement by the end of the current evaluation period in the fall.)

Self assessment

Completed after the evaluation period, (due the first week of the subsequent spring semester). Includes candidate's written report on the professional growth that occurred during the evaluation period. Will be used as a starting point for subsequent year's professional growth plan.

Year 4—Third spring semester and following fall

Theme: Does the tenure candidate exhibit the quality required to be an excellent faculty member and colleague at Hartnell College?

Evidence

Two semesters of observations (all courses spring and fall)

Two semesters of student evaluations (all courses spring and fall)

Sample materials from classes taught—assignments, syllabi, exams

Professional growth plan.

Completed in the first two weeks of the evaluation period. (Due second week of spring semester). Includes self assessment from prior year and plan for growth and improvement by the end of the current evaluation period in the fall.)

Self assessment

Completed after the evaluation period, (due the first week of the subsequent spring semester). Includes candidate's written report on the professional growth that occurred during the evaluation period. Will be used as a starting point for subsequent year's professional growth plan.

Evaluation Teams

Evaluation of all probationary faculty will be done by evaluation teams. Each probationary faculty member will have an evaluation team. The teams will consist of the appropriate Associate Vice President, Dean or Director, and 3 tenured faculty peer evaluators appointed by the Academic Senate. At least one of the peers should be from the discipline of the candidate or

a closely related discipline. The candidate may select one of the peers. Faculty evaluation team members will be selected by the Academic Senate from a list of all faculty members currently not serving on an evaluation team. If necessary, faculty may be selected to serve on at most two full time faculty evaluation teams.

Evaluation teams will be expected to meet as a group with the candidate in order to discuss the evaluation process, set dates for observations, and discuss the team's findings and summary results (results of observations, review of materials, etc.). Team members must also meet individually with the candidate in order to discuss the individual site observations. Evaluation teams will be expected to meet as a group without the candidate in order to review all materials, discuss findings and prepare the summary report. The evaluation team may be asked to meet with the Tenure Review Committee.

Classroom/Activity Observations

For evaluation of instructional activity each evaluation team member will observe at least one class each semester. All classes taught (both lecture and lab) must be observed by one of the team members. For the self-paced labs team members will observe the activities of the candidate over a one hour period on at least one occasion, for a total of five observations. For online or hybrid classes an observation will mean that the team member accesses the online course at least four times during the observation period.

For evaluation of counselors, librarians and instructional specialists each team member will observe the activities of the candidate over a one hour period on at least one occasion, for a total of five observations.

Checklist of Required Documents for Portfolio

Year 1

Document	Person Responsible	Timeline
Hiring materials	Human Resources	
Professional Growth Plan	Candidate	
Fall classroom observation/activity forms	Team members	
Classroom/activity observation summary form	Team	
Student evaluations from fall	Human Resources	
Sample materials—e.g. assignments, syllabi, exams, counseling, library or learning lab materials	Candidate	
Performance evaluation form	Team	
Professional Responsibilities evaluation form	Team	
Professional Growth evaluation form	Team	
Professionalism and Professional Service evaluation form	Team	
Self assessment (after fall semester completed)	Candidate	
Recommendations, Prescriptions	Team	
Tenure Recommendation to Board	Tenure Review Committee	

Year 2-4

Document	Person Responsible	Timeline
All documents from previous year	College Administration	
Professional Growth Plan for the evaluation period	Candidate	
Fall classroom/activity observation forms	Team members	
Classroom/activity observation summary form	Team	
Student evaluations from spring and fall	Human Resources	
Sample materials—e.g. assignments, syllabi, exams, counseling, library or learning lab materials	Candidate	
Performance evaluation form	Team	
Professional Responsibilities evaluation form	Team	
Professional Growth evaluation form	Team	
Professionalism and Professional Service evaluation form	Team	
Self assessment (after fall semester completed)	Candidate	
Recommendations, Prescriptions	Team	
Tenure Recommendation to Board	Tenure Review Committee	

Comments made by faculty

Need section with Explanation of the Documents

Be specific about timeline for Spring Hires (should get a team and complete the spring portion of evaluation? Or start in fall?)

Evaluation Training for Evaluators--Online training a good idea

Make sure to require notice to candidate if evaluator cannot make the observation date.