



Tenure Committee Orientation

Opening Day Workshop

September 17, 2015

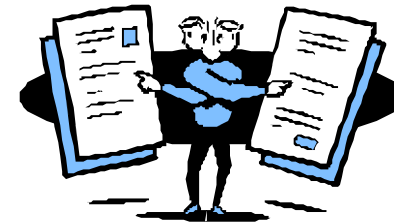


FA Role

- To ensure fair, equal treatment of **all candidates**
- To assist **committee members** in completing required tasks
- To prevent (resolve) **candidate/committee** “issues”/conflicts



2 Essential Documents



Article 6A of the *Agreement*

Negotiated terms, policies, and procedures governing the tenure process

District webpage: <http://hr.fhda.edu/personnel/faculty>

FA webpage: <http://fa.fhda.edu>

Tenure Review Handbook

Negotiated “extension” of *Article 6A*: delineation of timelines, procedures

District webpage: <http://hr.fhda.edu/personnel/faculty>

FA webpage: <http://fa.fhda.edu>

FH tenure webpage: <http://www.foothill.edu/staff/tenure.php>

DA tenure webpage: <http://www.deanza.edu/tenurereview>



Additional Resources

Supplemental Materials: Tips on evaluation processes, phase overviews, forms

FH: *TR Supplemental Packet* <http://www.foothill.edu/staff/tenure.php>

DA: *Tenure Review & You* <http://www.deanza.edu/tenurereview/resource>

College Websites:

FH: <http://www.foothill.edu/staff/tenure.php>

- *Tenure Review Handbook*
- Schedule/Phase forms
- Guidelines for Evaluation of Online Class
- Samples: phase recommendations, self-evaluation
- *TR Supplemental Packet*
- Evaluation forms- word (J1, J2, J3)
- J2 “Script”

DA: <http://www.deanza.edu/tenurereview>

- *Tenure Review Handbook*
- Schedule/Phase forms
- *Tenure Review & You*
- Contact info



Important Terms

- ◆ **Job description** (Announcement of Employment Opportunity): list of primary duties-- sole basis for all evaluations
- ◆ **Evaluative activity**: use of **J1 Administrative/Peer Evaluation / J2 Student Evaluation**-- no other forms, processes
- ◆ **Evaluative criteria**: professional qualities/job performance **observed first-hand** by committee members (J1), by students (J2)
 - performance in primary responsibilities
 - respect for students ' rights, support of student success
 - respect for colleagues
 - professional contributions

Article 6A.6:

Note: *concerns from outside committee (**not observed**)--if deemed relevant/timely--discussed with Candidate then may trigger additional focus/evaluative activity*



TR Committee

Check/discuss at first meeting:



- All members **completed required training**
- All members **available to attend all required meetings**
- If possible, members represent **different ideologies/ pedagogies** within discipline
- As a general rule, members not also on **hiring committee**
- Members shall NOT act as formal or informal **mentor**



TR Chair



Chair: selected at Phase I first meeting

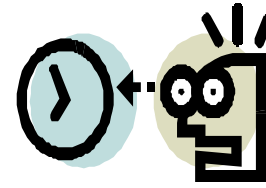
Chair responsibilities (*Article 6A.5, 6A.14*):

- calls meetings
- coordinates activities of committee
- works with TR Coordinator
- constructs and distributes written schedule of meetings/ evaluations **within 5 days after 1st meeting each Phase**

Chair collects J1 and J2/J3; submits to TR Coordinator at end of each quarter



Timelines



- Essential to fair process for all Candidates but not rigid/absolute
- Major deviation of timelines requires written request to President
- Each Phase has minimum number of **REQUIRED** meetings and evaluations within timelines; if helpful/necessary, committee meets or evaluates **more than** minimum





Phase “Minimums”

- Phase I = 5 evaluations (3 J1, 2 J2), 3 meetings *
- Phase II = 9 evaluations (5 J1, 4 J2), 4 meetings *
- Phase III = 8 evaluations (3 J1, 5 J2), 4 meetings *

** Closed session may be required before/after meeting with candidate*





Meetings: Best Practices

- **Hold face-to-face meetings with candidate** (not via email): promotes collegiality, sets positive tone, encourages/demonstrates importance of direct communication
- **Have in-depth analysis/reflection of candidate's evaluations:** what's positive, what needs improvement, focus in future
- **Discuss any concerns about candidate with all members:** limits bias; consensus required for any contemplated action/investigation



Tenure Phases: Shift in Focus

Phase I (2 quarters): “primary duties”

- ☑ expertise in discipline/job performance
- ☑ rapport with students
- ☑ ability to accept constructive criticism

Phase II (3 quarters): “participation”

- ☑ phase I areas needing improvement
- ☑ participation in department/division activities
- ☑ ability to work effectively with colleagues

Phase III (6 quarters): “contributions/growth”

- ☑ phase I & II areas needing improvement
- ☑ professional contributions/growth



J1 Evaluation Process

Committee selects courses/tasks to be observed—based on primary duties and current/future assignments (nice to ask Candidate for input):

(optional): Have pre-observation meeting

Committee member, Candidate share relevant materials/input on class/task/students

Do observation (normally 50 minutes)

Have post-observation discussion

- ⇒ Required within **1 week** after observation
- ⇒ Observer shares J1 draft/notes; Candidate provides relevant feedback

Complete/sign J1

- ⇒ Required within **2 weeks** after observation
- ⇒ Candidate given ample time to respond in **Section IV**, option not to sign
- ⇒ J1 given to Chair; at end of quarter to TR Coordinator



J1 Scores/Comments

“1” score: to recognize and encourage outstanding performance
narrative comment optional (but nice!): identify primary strength/expertise

“2” score: to improve satisfactory performance

narrative comment required

- ☑ identify/give example of area(s) that **might need improvement**
- ☑ offer suggestions for consideration; how area might improve

“3” score: to identify and document unsatisfactory performance

narrative comment required

- ☑ identify/give example of area(s) which **does need improvement**
- ☑ offer suggestion for improvement
- ☑ make clear area(s) expected to improve in next observation

Check **narrative comment** connects clearly to objective score:

“As to **#4**...”

“The **pacing** of the lesson was...”



J1 Feedback: Best Practices

Critiquing a colleague is *difficult*. Review J1 evaluative statements prior to observation (“*Guidelines for Evaluation of Online Class*” on *FH Tenure Review* webpage)

Describe– don’t interpret:

“You didn’t respond...” **rather than** “You were intimidated”

“Students didn’t participate” **rather than** “Students were bored/confused”

Be specific:

“Group work involved more tasks than time permitted”

rather than “Group work was ineffective”

Offer suggestion for improvement / how activity might work better:

“Calling on students using 3x5 cards or seating chart, rather than show of hands, can increase participation.”





J1 Post-Evaluation: Best Practices

HAVE A CONVERSATION!



- o Ask Candidate for **reactions**: successful/unsuccessful activities, student performance, etc.
Add your summary of strengths and weaknesses
- o Ask Candidate for **suggestions**: what s/he would do differently and why. Add your suggestions for change/improvement, give specific example of more successful activity, technique
- o Ask Candidate if s/he is **clear** on any unsatisfactory areas expected to show improvement in subsequent evaluation



Academic Freedom

In critiquing a colleague, be mindful of academic freedom (from the *TR Handbook*):

★ **Faculty have principle right and responsibility to determine**

- content
- pedagogy
- methods of instruction
- selection/planning/presentation of course materials
- fair equitable methods of assessment

... **in accordance with**

- approved curriculum
- course outline
- educational mission of District
- state laws and regulations

★ **Academic freedom is inherently complex:**

- Faculty right to teach/research as they wish / institution right to determine teaching standards and to evaluate competence of faculty for purposes of hiring, retention, promotion

★ **Controversy requires practical wisdom / “reasonable person” test:**

- All concerns shared with entire committee for other views/perspectives
- All members regularly review “2” and “3” J1 scores



J2 Student Evaluation Process

Committee selects classes/tasks—based on primary duties and current/future assignments—to be evaluated (*nice* to ask Candidate for input)

Committee member completes J2 evaluation-- *don't delegate tasks*-- then gives to Chair
(J2 “script” available on FH tenure webpage)

Committee chair

- ▶ immediately gives copy of J3 Part A tabulation to Candidate
- ▶ before next meeting, secures J2 originals in division office for committee members *confidentially* to note patterns in scores, comments-- *don't make copies!*
- ▶ after grades turned in, gives originals to Candidate

Committee/candidate at next meeting discuss J2 Part A scores/Part B comments



Due Process

To address inappropriate, unapproved **deviations from timelines** and/or **bias** toward Candidate

- Complaint filed (prior to contractual deadline) by Candidate, TRC member, other faculty, administrator, staff
- Complaint given to Tenure Review Coordinator, Due Process panel formed
- Complaint reviewed, people interviewed, decision issued by Due Process Panel



Phase Reports

Each Phase Report

- Contains only information *previously known to/discussed with Candidate:*
 - ☑ J1s and J2s, other documents, discussions, meetings, relevant materials
 - ☑ Candidate's self-evaluation, report of professional growth/contributions
- Two Parts:
 - ☑ Summary of strength/weakness as noted in J1/J2, observations/meetings; for any unsatisfactory performance, specific area(s) expected to improve
 - ☑ Ends with statement that recommends/doesn't recommend continued employment
- May include *signed majority and minority opinions* (samples on FH Tenure webpage) and *split vote* (recommend/not recommend) on Signature Form



Resource People



Tenure Review Coordinator: Falk Cammin **FH**, Mary Bennett **DA**

- explain, clarify procedures; what's typical/atypical
- assist in answering/resolving concerns related to contractual procedures/TRC membership

Office of Instruction: Kurt Hweg (acting) **FH**, Rowena Tomaneng **DA**

- schedules training for committee members
- assist in answering/resolving concerns related to contractual procedures, TRC membership

FA Conciliator: Brian Stanley **FH**, Anne Argyriou **DA**

- explain, clarify contractual procedures
- assist in resolving tenure-related questions, concerns, **Article 6A/Handbook** misinterpretation, misapplication, violation



Tips to Avoid TRC Problems

1. Follow all procedures in *Agreement/TR Handbook*
2. Tell Candidate of any concerns, areas expected to improve
3. Be mindful of bias: discuss concerns with entire committee
4. Don't hold Candidate to different standards (higher or lower)
5. Respect Candidate's right to academic freedom: consider outcomes!
6. Maintain confidentiality (no online forums, sharing/copying of evaluations)
7. Contact TR Coordinator with questions or concerns

Questions?

