Continuous Improvement Process for Tenured Academic Employees

(From the Faculty Negotiated Agreement, July 1, 2011 to June 30, 2014)

8.70 Professional Development Program Content

Management and the Union agree that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the College. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings and enhance the individual's contribution to the general welfare of the College. In keeping with high professional standing, each full-time academic employee is required to develop and review individually with his or her immediate supervisor a personalized professional growth plan which (1) relates to his or her present or future instructional assignment and professional interests, and (2) supports College goals and objectives. This plan should be a part of the self-evaluation that is done during the post-tenure evaluation process as described in 13.10(b), and the joint review of the plan with the supervising administrator may coincide with the meeting specified in 13.10(b). For corrections academic employees, this plan should be a part of the self-evaluation that is done during the first three years. An academic employee is encouraged to participate in activities that he or she recognizes as beneficial to these ends.

13.10 Continuous Improvement Process for Tenured Academic Employee

(a) <u>Intent</u> – The continuous improvement process for a tenured academic employee is intended to be a formal process between a tenured academic employee and his/her administrator. It provides the employee with the opportunity to share his/her professional experience with his/her administrator and to understand the administrator's perceptions of his/her performance.

The purpose of the continuous improvement process for a tenured academic employee is to strengthen the professional skills of the tenured academic employee. It is not to be used as a tool for disciplinary purposes. Should deficiencies in a tenured academic employee's performance become evident, the employee is responsible for remediation of the deficiencies and the College is expected to assist through development opportunities agreed to by both parties.

(b) <u>Procedure</u> – Each tenured academic employee will complete an evaluation cycle once every three (3) years. During the three (3) year cycle, the employee will collaborate with his or her supervisor to plan, implement, reflect on, and document in a portfolio significant activities undertaken to increase professional learning, growth, and/or accomplishments. Portfolios can be compiled in a variety of formats, and employees are encouraged to think creatively about both

their pursuit of professional learning and the most effective way to document and present their continuous improvement achievements.

The supervisor will schedule an initial meeting with the tenured academic employee during the first year of his or her post-tenure evaluation cycle to review the employee's three-year professional growth plan as described in 8.70. The evaluation cycle will be completed three (3) years after the initial meeting.

The tenured academic employee will include in the portfolio the three-year professional growth plan, as well as documentation of at least these four types:

(1) Student feedback which may be comprised of student opinion surveys conducted by administration in one class per year for each tenured academic employee or periodic client opinions accumulated over one quarter per year for counselors and librarians.

(2) Peer feedback, which may include classroom observation reports.

(3) A written evaluation completed by the managing supervisor during the third year.

(4) A self-evaluation by the employee that includes a reflection on the three (3) year professional growth plan, and that addresses areas of significant professional growth, learning, or accomplishment. Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and administrators/deans engaged in this process. Any changes to these steps shall be presented to the Union-Management Committee for discussion and resolution.

(c) Records – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

Continuous Improvement Process for Tenured Academic Employees

Template for Three-Year Faculty Professional Growth Plan
For Tenured Academic Employees

(To be completed prior to the initial meeting with the management supervisor in the first year of the post-tenure evaluation cycle.)

Purpose

In keeping with high professional standing, each full-time academic employee is required to develop and review individually with his or her immediate supervisor a personalized professional growth plan which (1) relates to his or her present or future instructional assignment and professional interests, and (2) supports College goals and objectives. (From the Faculty Negotiated Agreement, July 1, 2011 to June 30, 2014)

Procedure

Complete the following plan and submit it directly to your supervisor prior to your initial meeting to review the goals and activities of the three-year evaluation cycle.

Your growth plan should address opportunities for professional growth, learning, or accomplishment in one or more of the following areas:

1. Instruction (course development and/or delivery)
2. Content expertise (educational/professional history and recent training/course work)
3. Record keeping (grades, attendance, portfolios, etc.)
4. Advising
5. Professional development (conferences, research, publications, etc.)
6. College service (committees, workshops, etc.)
7. Professional and peer relationships
8. Program/department administration
9. Community service

Your growth plan should also support the college's goals and objectives as articulated in the college's Strategic Plan

Continuous Improvement Process for Tenured Academic Employees

**Template for Three-Year Faculty Professional Growth Plan
For Tenured Academic Employees** (page 2)

Goals

For each of your goals address the knowledge, skills, or abilities you would like to learn or develop, strategies you will use to meet the goals, supportive resources needed, and a target completion date.

Goal	Strategies	Resources	Target Completion Date

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Template for Year-Three Self-Evaluation

Please provide a brief narrative summary noting your performance for each of the follow items. Please relate your achievements to the Professional Growth Plan you wrote in year one.

Part One: Reflect on the progress you made toward your achieving the goals you developed in the first year of the evaluation cycle.

Goal 1:

Goal 2:

Goal 3:

Part Two: Address additional areas of significant professional growth, learning, or accomplishment in the following areas:

10. Instruction (course development and/or delivery)
11. Content expertise (educational/professional history and recent training/course work)
12. Record keeping (grades, attendance, portfolios, etc.)
13. Advising
14. Professional development (conferences, research, publications, etc.)
15. College service (committees, workshops, etc.)
16. Professional and peer relationships
17. Program/department administration
18. Community service

Additional Comments

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Template for Supervisor's Evaluation

Please provide a brief narrative summary noting the faculty member's performance for each of the following items. Please relate your comments to the Professional Growth Plan the faculty member completed in the first year of the evaluation cycle.

Part One: Reflect on the progress the faculty member made toward your achieving the goals he/she developed in the first year of the evaluation cycle.

Goal 1:

Goal 2:

Goal 3:

Part Two: Address additional areas of significant professional growth, learning, or accomplishment in the following areas:

1. Courses taught during evaluation period
2. Instruction (course development and/or delivery)
3. Content expertise (educational/professional history and recent training/course work)
4. Record keeping (grades, attendance, portfolios, etc.)
5. Advising
6. Professional development (conferences, research, publications, etc.)
7. College service (committees, workshops, etc.)
8. Professional and peer relationships
9. Program/department administration
10. Community service

Additional Comments