Guidelines for Tenure Review

**TACOMA**

**COMMUNITY**

**COLLEGE**

Fall 2015

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Guidelines for Tenure Review are not binding but represent the collective recommendations of past tenure committees and administrators. Guidelines are consistent with and subordinate to the RCWs and Faculty Negotiated Agreement.

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**PREFACE: WHAT IS “TENURE”?**

When the Washington State Legislature established the state system of community and technical colleges, it included faculty tenure. The enabling legislation defined the term “tenure” as meaning a faculty appointment (full time employment as a teacher, counselor, librarian or other position for which the training, experience and responsibilities are comparable as determined by the appointing authority) for an indefinite period of time which may be revoked only for adequate cause and by due process [RCW 28B.50.851].

Until “tenure” is granted, the individual holds a “probationary faculty appointment,” a faculty appointment for a designated period of time which may be terminated without cause upon expiration of the probationer’s terms of employment [RCW 28B.50.851]. The probationary faculty appointment period shall be one of continuing evaluation of a probationer by a review committee [RCW 28B.50.856].

The individual holding a “probationary faculty appointment” is referred to as a “probationer.”

The purpose of tenure is two-fold:

* 1. To protect tenured academic employee appointment rights and tenured academic employee involvement in the establishment and protection of those rights at the College and all subsequent community Colleges hereafter established within Community College District No. 22; and
	2. To assure that tenure is granted to probationary academic employees of such character and scholarly ability that the district, so far as its resources permit, can justifiably undertake to employ them for the rest of their academic careers.

- Section 12.11 (page 57), The 2003-06 *Negotiated Agreement* between the Tacoma Community College Federation of Teachers and the Board of Trustees and Administration of Tacoma Community

College

Tenure is granted to full-time, tenure line instructional faculty, counselors, and librarians.

1. **PURPOSE AND CALENDAR**

The Guidelines for Tenure Review establish a reasonable and orderly process for the Tenure Review Committee (TRC) to follow in determining its recommendation following a probationary period for the appointment of an academic employee to tenure status, or for the non-renewal of probationary academic employees. The process seeks to assure that tenure is granted only to candidates who demonstrate those personal qualities and academic skills that will support the mission of the college.

# Tenure Review Process Calendar

*For faculty hired to begin Fall Quarter – adjustments will be made for faculty hired off cycle*

|  |  |  |
| --- | --- | --- |
|  | Tenure Review Committee (TRC) | Probationer |
| **September** | Faculty serving on networks are presented at the first faculty meeting of academic year and approved by electronic vote by October 1st; student member appointed by Student SenatePresident. | Assembles and/or Updates Dossier including vita, current teaching philosophy, and analyses of past student opinion surveys (if available). |
| **October** | **Only in first year** First meeting of the TRC should be held by October 15th. A TRCChairperson is elected. | Shares dossier and past experiences with the TRC. |
| **November** | Committee members make observations of the probationer. | Create or updates ProfessionalGrowth Plan. |
| **December** | TRC should meet prior to the end of Fall Quarter to review observations and Professional GrowthPlan. |  |
| **January** | Committee members make observations. | Self-evaluation due to TRC by 15th. |
| **January 31** | Instructional Administrator’s evaluation of probationer due to probationer and TRC.Probationer | Probationer provides analyses of past quarter student opinion surveys. |
| **February** | TRC should meet before February 7th to review observations of the probationer, probationer’s self-evaluation and the InstructionalAdministrator’s evaluation. |  |
| **February 7** | The Committee Chairperson finalizes the Annual Report and Recommendation in which the TRC formulates its recommendation for continuing probationer on the tenure track or for dismissing the probationer. Only in Third Year, TRC recommends tenure or dismissal. All sign the finalpage of the report. |  |
| **February 15** | Instructional Administrator assembles final documents and TRC submits Dossier to theExecutive Vice President. |  |
| **March** | College President’s recommendation on probationer’s future employment status presented to the Board of Trustees for action at the March Board meeting. Probationer notified by the EVP, in writing, of future employment status by last dayof Winter Quarter. |  |
| **April/May** | Committee members make observations. | Probationer provides analyses of pastquarter student opinion surveys. |
| **June** | For first year probationer, TRC meets to review observations of the probationer and student opinion surveys. The minutes of this meeting reflect review and analysis of the first full year, and state the plans of both the Committee andthe probationer to remedy any deficiencies. |  |

1. **THE DOSSIER:**

# Format

The dossier should be provided in electronic format as a way to both incorporate additional faculty and student work including multimedia and to ensure that the faculty member can continue to use the dossier as a professional development document over the course of his or her career and post tenure reviews. The original dossier for a new probationer will be created from a standard template by the office of the Instructional Administrator. A TRC may adjust the content/format to suit a particular probationer’s position, but care should be taken to keep the format so that the dossier is easily navigable by the Board of Trustees and others outside the committee who may read the dossier.

# Contents and Order

Symbolically speaking, the dossier is intended as both a demonstration of excellence and an opportunity to highlight achievements in teaching and learning during the tenure process, not merely as an audit assuring appropriate tenure review. While the order of the dossier can be tailored by the probationer in consultation with her/his tenure committee, the suggested order of the dossier is:

Standing Exhibits

* 1. Probationer Curriculum Vitae (first year, and update as needed)
	2. Position description used in recruitment (1st Year)
	3. Probationer teaching philosophy (first year, and update as needed)

Section A: Probationer Statements and Exhibits (separated by year and quarter, as needed)

1. Probationer self-evaluation (annually)
2. Probationer representative works (i.e. Syllabi, creative assignments, multimedia or other documentation, service activities such as speeches, etc.) (quarterly)
3. Probationer analysis of student opinion surveys (quarterly) Section B: Administrative and Supervisory Support (separated by year)
4. Instructional Administrator summative evaluation including supporting statements

by the Department or Program Chair (annually)

1. TRC Chair and Committee annual report and recommendation Section C:: Evidentiary Appendices (separated by year and quarter)
2. Student opinion (actual surveys)
3. Written observation reports done by TRC members
4. Agendas and minutes of TRC meetings (See appendix for templates)
5. **ROLES AND RESPONSIBILITIES**

# The Tenure Review Committee Makeup of the Committee

The TRC is composed of the probationer’s Instructional Administrator, one full-time student appointed by the president of the Associated Students of Tacoma Community College, and three tenured faculty elected by their peers. Representation from different divisions on a tenure committee is encouraged as it broadens diversity of perspectives and experience from the campus as a whole, serving to strengthen the guidance provided by the committee to the probationer.

# Selection

Instructional Administrators work collaboratively with the EVP to form all new tenure committees at one time in order to create more thoughtfully balanced committees that represent a variety of viewpoints, experience, discipline/division knowledge, etc. Input from program/department chairs as to which faculty members would be good to have in a pool of potential committee members is encouraged. Instructional Administrators would then work together to “share out” the pool in creating the new tenure committees, being attentive to the mix of members for each committee. A collaborative process allows greater reflection and consideration of appropriate and complementary committees.

# Transparency

The membership of active tenure committees will be posted to the Portal. All members of the campus and larger communities are welcomed and encouraged to contribute materials to the tenure committee that speak of the probationers abilities. The tenure committee will review all submitted materials and decide which are appropriate to include in the dossier.

# Committee Preparation

Annually during Fall Professional Development Days, the Tenure Committee members are asked to participate in an orientation that reaffirms their purpose, role, and processes in order to ensure a fair, consistent, and productive experience for probationers. Orientation will be guided by the Executive Vice President, one Instructional Administrator, and at least two former Tenure Committee Chairs.

# Role of Committee

The role of the TRC is to evaluate the probationer, advise him/her on strengths and weakness in overall performance, serve as an advisory body and resource, identify activities to assist the probationer to improve performance, and make recommendations to the appointing authority for the renewal or nonrenewal of the probationer’s faculty appointment and/or the granting of tenure. The committee’s assistance in helping the probationer recognize and build on strengths and identify and improve weaknesses is central to the tenure process.

While the TRC ultimately evaluates the probationer, the role of the Tenure Committee members is to first and foremost emphasize faculty engagement toward developing colleagues to serve with them for life. The Committee should maintain balance as both

evaluator and mentor. This does not preclude a candidate from also having a mentor in the mentoring program to avoid potential conflicts of interest, need for confidentiality, etc. The goal of the TRC is to ensure the probationer develops into a TCC faculty member who demonstrates excellence in teaching, active advising, and service to the community.

# TRC Chairperson

**Selecting a Committee Chairperson**

Each TRC shall elect its chairperson from among the committee’s faculty members. The chairperson may serve for one year or for the duration of the committee. If the elected Chairperson fails to perform his or her required duties in the time period specified, the instructional administrator who serves on the TRC shall appoint a Chairperson from among the other committee members to fulfill the responsibilities.

# Responsibilities of the TRC Chairperson

* 1. Meetings
		+ Schedule at least one meeting each quarter at a time when all members and the probationer can attend.
		+ Prepare and distribute an agenda prior to each meeting.
		+ Ensure that each observation, signed by the observer, has been included in the probationer’s Dossier.
		+ Ensure observation reports from the TRC members are made available to committee members and the probationer prior to scheduled meetings.
		+ Minutes should be prepared to facilitate electronic access and amendment to the faculty member’s dossier for tenure recommendation purposes.
		+ Conduct quarterly meetings.
	2. Minutes
		+ Record, or arrange for a Committee member to record minutes for each meeting.
		+ Submit the minutes of each Committee meeting to the Instructional Administrator for inclusion in the probationer’s Dossier.
	3. Other
		+ By February 7th, write the Committee’s Annual Report and Recommendation (see Section VII) for renewal or nonrenewal of the probationer’s faculty appointment. The annual report shall include the Committee’s findings, supportive data, and analysis, and shall be submitted to the Instructional Administrator according to the Calendar of Events for inclusion in the probationer’s Dossier. (It is good practice to write a draft of the annual report the previous month, and circulate it among TRC members for comment.)
		+ Provide the probationer with a copy of the annual report .
		+ During the first and second years, obtain Committee members’ signatures on the Annual Report and Recommendation regarding the renewal or non-renewal, and obtain the probationer’s signature on the same recommendation page. Submit

for inclusion in the probationer’s Dossier.

* + - During the third year, obtain Committee members’ signatures on the Report and Recommendation that the Board of Trustees award or not award tenure, and obtain the probationer’s signature on the same recommendation page. All signature pages and recommendations should be signed and scanned for inclusion in the probationer’s Dossier.

# Role of Administrators

Instructional Administrators are considered voting members of the committee. Administrative review should focus on supporting strong tenure committee recommendations. Such review begins with the Instructional Administrator and Tenure Chair. These individuals are in the best position to identify and respond to early concerns and potential solutions. Early written communications of concern, identified improvement needs, and clarity of language are critical to ensuring that any subsequent "negative recommendation" be supported.

# Responsibilities of Administrators

The Instructional Administrator who serves on the TRC should:

* + - Arrange for the creation of new electronic dossiers whenever new tenure-track faculty are hired
		- Arrange for quarterly end-of course student opinion surveys to be conducted.
		- Write the Instructional Administrator Evaluation with input from the program/department chair and distribute to TRC members and probationer by January 31 of each year of the tenure process.
		- Review final dossier compilation prior to advancing to the Executive Vice President.
1. **APPROVAL PROCESS**

# Role of the Executive Vice President

The appropriate role of the EVP is not to overturn a tenure committee recommendation but to find ways to support it. The EVP is the "auditor" of the process, ensuring the deadlines, responsibilities, evidence and documentation, and any necessary alterations are addressed, preferably in advance, to ensure a successful conclusion of the tenure recommendations.

The role of the EVP is to facilitate a smooth transition of the tenure review process from the faculty improvement focus of the committee to the institutional assurance process carried out by the President and Board of Trustees.

# Role of the College President

The President has the ultimate responsibility of protecting the institution and weighing competing interests. Presidential decisions to force reconsideration or overrule a recommendation from the committee should be exceedingly rare. Generally, the President should be in a position to take forward to the Board of Trustees a very strong slate of candidates who represent a next generation of excellence for the institution.

# Role of the Board of Trustees

The role of the Board of Trustees in the tenure review process is both the simplest and most complicated at the same time. The Board of Trustees approves tenure but may not have careers in higher education themselves. Accordingly, the Board may have little knowledge

about faculty life but the greatest responsibility for the decision. The Board’s work with respect to tenure should be simple, celebratory, and unsurprising. Board determinations contrary to recommendations by College staff would suggest that the recommendations or documentation of recommendations are incomplete or unclear. The expectation is that the EVP will be fully engaged in review of dossiers in each year to minimize this occurrence.

1. **RESPONSIBILITIES OF PROBATIONER** **Scope of Activities**
* Completely understand the requirements for achieving tenure.
* Recognize the purpose of the classroom and other observations and student opinion surveys.
* Seek the TRC’s guidance (this is not a sign of weakness, but rather is intelligent behavior).

# Participate in Individual Development Activities Observations

TCC finds value in recommending probationers observe other faculty’s classes, both within and outside their own discipline and division, at least once a year. More frequent observations may be appropriate early in the tenure process to encourage professional growth and improvement. TRC members are a good resource for recommending faculty to observe who employ best practices in the classroom.

# Mentoring

While mentoring is a component of the TRC’s role, the evaluative nature of the committee is also an important facet. The evaluative nature of the committee may limit the openness of a traditional mentoring relationship. Accordantly, TCC encourages each probationer to work with a mentor who is NOT on the tenure committee, particularly during their first year in the tenure process, and continuing into the second and third year as desired. A mentor may be particularly valuable for faculty who are relatively new to TCC and/or who have relatively little experience as a full-time faculty member.

# Participate in College Activities and Community Service

* Participate in the New Full-time Faculty mentoring program.
* Participate in the New Full-time Faculty Seminars and other professional development sessions specifically designed for probationers, as well as college-wide professional development activities.
* Participate actively in department, division, and college activities.
* “Sit in” on advising sessions during the first year in preparation for assuming an advising load in the second year.
* Visit a number of campus committees, taskforces, and councils to learn about the institution and help decide on how they will participate in college governance. Probationers should identify committees on which they are interested in serving during their first year.
* Explore opportunities for involvement in the community as a representative of the college.
* Identify how they plan to stay current in their discipline and/or professional organizations, etc.

# Responses to Student Opinion Surveys of Instructor

* Constructively review the results of the student opinion surveys, noting numerical ratings that deviate from the program average (both above and below) and themes in written comments.
* Formulate a written summary of the surveys as well as a plan for improvement, and be prepared to discuss the plan with the TRC at the next meeting.

# Self-Evaluation

Prepare a reflective written self-evaluation each year at the assigned time (January 15th for faculty beginning in September). The self-evaluation should include a summary of the probationer’s active contribution to the mission and goals of the college. It should also include the probationer’s achievement of previously set goals, including how the probationer is addressing or plans to address specific recommendations made by the TRC. See specifics of the Self- Evaluation in Section VIII: Evaluation of the Probationer.

1. **TENURE REVIEW COMMITTEE MEETINGS** **Purpose**

The Committee members meet to assess the probationer’s progress by reviewing and discussing the classroom and other activities observations, the student opinion surveys, the probationer’s self-evaluation, and the Instructional Administrator’s evaluation. In addition, the members will make an assessment of the input from the department or program personnel, Instructional Administrators, and other college personnel regarding the probationer’s contributions to the department, program, division, and the institution.

The Committee members should offer the probationer recommendations that would lead to improved performance and growth as an outstanding faculty member. These recommendations should be reviewed at future TRC meetings.

# Frequency

The committee should meet quarterly and work with the probationer, formulating his/her performance improvement plan each quarter and reviewing progress made on previous improvement plans. Other meetings may be called as needed. The committee should meet with the probationer at least twice prior to February 7th of each academic year. The final meeting of the first year should be late in spring quarter so the Committee can appraise information from a full year’s probationer observations and student opinion surveys. At each meeting, committee members should convey to the probationer their perceptions of the probationer’s strengths and address specific areas for improvement.

# Attendance

Committee members should attend all meetings. If two members of the committee are not able to attend a scheduled meeting, the meeting should be cancelled and rescheduled.

The probationer may attend part or all of a meeting. The committee will determine which meeting or part of a meeting a probationer may attend.

# Minutes

Minutes shall be recorded for each meeting. The minutes should note the Committee members present and those absent. Minutes should be written in narrative form and should follow the outline of the agenda. The minutes should highlight discussions of probationer observations, student opinion surveys, Instructional Administrator’s evaluation of the probationer, the probationer’s self-evaluation, and general recommendations. The meeting minutes should include summaries of discussions rather than specific exchanges. Particular effort should be made to include details that affected committee members’ perceptions of the probationer’s performance.

Minutes of meetings need to be clear and specific, and need to address particular items that come up. The minutes should follow the agenda (see Appendix for a sample agenda).

Minutes should reflect areas of both commendations & recommendations: areas for celebration as well as areas for growth/improvement, along with concrete examples of each. The minutes should provide assistance as the chair and the instructional administrator prepare their annual reports. Minutes that are vague are not helpful.

1. **TRC REPORT**

# Annual Report and Recommendation

Annually during winter quarter the TRC shall submit its annual report of the probationer’s progress, written by the TRC chair . The primary goal of the annual report is to summarize the probationer’s progress to date in meeting tenure requirements, as well as making a recommendation to the Board as to the continuation of the probationer’s employment at the college. The tenure review process is best served when the Committee’s report focuses on

the probationer’s strengths as well as on those areas in which he or she can improve. The Committee Chairperson and the probationer’s Instructional Administrator—in consultation with the probationer and the rest of the Committee—should provide specific recommendations in the annual report. Candor is critical. The report should include specific details, not broad generalizations.

The first-year report will cover fewer than two full quarters of employment at the college. The second- and third-year reports will cover winter, spring, and fall of subsequent academic years. Reports for the second and third years, because they are based on a full year’s experience, should be more comprehensive and should reference areas of growth and specific improvements in performance, as well as the degree to which the probationer has been successful in meeting the previous report’s suggestions. Each annual report should connect to the others, with each report referring to the recommendations for improvement noted in the preceding year’s reports as well as making recommendations for the year ahead.

The committee’s annual report shall be finalized and provided to the probationer’s Instructional Administrator no later than February 7th; the annual report shall be sent to the Vice President for Academic and Student Affairs as part of the Dossier no later than February 15th.

# The Recommendation

During the probationer’s first and second academic year at the college, the TRC’s annual report shall include a recommendation regarding the renewal or non-renewal of the probationer’s faculty appointment for the ensuing college year.

During the probationer’s third year at the college, the TRC’s annual report shall include a recommendation regarding the award of tenure. The third-year report/recommendation should briefly summarize the entire three years of the probationer’s work at the college and conclude with the committee’s final recommendation.

In rare circumstances, the TRC may recommend, with the probationer’s written consent, an extension of the probationary period for one, two, or three quarters (excluding summer quarter) beyond the maximum probationary period. An exact procedure must be recommended in accordance with RCW 28B.50.852.

The TRC should consider a recommendation of early tenure only in exceptional cases where the probationer has demonstrated excellence in the full range of faculty activities since the beginning of the tenure process.

1. **EVALUATION OF THE PROBATIONER**

# Overview

The Committee’s assessment of the probationer shall be directed toward, and result in, the determination of whether or not the probationer possesses the necessary ***personal characteristics and professional competence*** to perform effectively in his or her appointment.

The primary assignment of most probationary academic employees is classroom teaching. There are, however, other categories of academic employees, which include librarians and counselors. The Job Description/Announcement should be included for review by the TRC in establishing criteria. The committee should carefully review the appropriate evaluation criteria at its first meeting each year. In reviewing the probationer whose primary responsibility is teaching, the committee should consider opportunities and methods for improving lectures, class discussions, assignments, handouts, examinations, and syllabi. The committee should also evaluate the probationer’s contributions to his or her department/program, division, and the college as a whole.

The primary responsibilities of librarians and counselors differ from the primary role of the teaching faculty. Their TRCs, therefore, must establish clear and appropriate criteria against which their probationer’s performance shall be assessed. The committee needs to include an evaluation of these components of the probationer’s performance in a timely manner.

# Evaluation Criteria for Teaching Faculty

The evaluation of each probationary teaching academic employee should be based on the following criteria. Once probationers have been granted tenure, they will continue to be evaluated on these criteria.

|  |  |
| --- | --- |
| **CRITERIA** | **EVALUATION PROCEDURES/ METHODS** |
| 1. Teaching
	1. Preparation
	2. Implementation
	3. Management
	4. Evaluation
 | Review student surveys & observations (syllabi, course materials, exams, etc.) |
| II. Advising | Observe advising sessions, survey students, talk with advising coordinator |
| III. Teaching/learning activities outside traditional classroom setting (clinical coordination, artistic events, etc.) | Develop evaluation procedure appropriate to the specific program or activity |
| IV. Service to Department/Program, Division, College and Community | Review recommendations by Instructional Administrator, department/program chair, committee chairs, and observation of committee activity. |
| V. Professional Growth | Review annual Professional Growth Plan & participation in faculty development activities |
| VI. Governance | Instructional Administrator Probationer activities |

# Evaluation Criteria For Counselors

The evaluation of each probationary counseling academic employee should be based on the following criteria and procedures/methods. Once probationers have been granted tenure, they will continue to be evaluated on these criteria.

|  |  |
| --- | --- |
| **CRITERIA** | **EVALUATION PROCEDURES/ METHODS** |
| I. Group & Individual Counseling Physical & Psychological EnvironmentEffective Counseling Skills Demonstrated Philosophy of Counseling | Student evaluations Video/audio tapes |
| II. Educational Planning & Advising | Student Evaluations Video/audio tapes Review advising folders |
| III. Consultation (with faculty, staff, administrators) | ObservationTalk with faculty, staff, administrators |
| IV. Provides service consistent with ethical & legal standards | Student evaluations Video/audio tapes |
| V. Personal and Professional Development | Professional development activities Probationer’s self-evaluation |
| VI. Teaching Preparation Implementation Management Evaluation | Student evaluations Classroom observation |
| VII. Governance | Dean for Counseling Probationer’s self-evaluation |
| VIII. Service to College and Community | Dean for Counseling |
| IX. Research (optional area) | Probationer |

# Evaluation Criteria For Librarians

The evaluation of each probationary librarian academic employee should be based on the following criteria and procedures/methods. Once probationers have been granted tenure, they will be evaluated on these criteria.

|  |  |
| --- | --- |
| **CRITERIA** | **EVALUATION PROCEDURES/ METHODS** |
| 1. Instruction in information competency (LS credit courses, individual class sessions, both traditional and online and individual reference assistance)
	1. Preparation
	2. Implementation
	3. Management
	4. Evaluation
	5. Use of technology
 | Review student evaluations & classroom/library observations by tenure committee members\* |
| II. Professional Growth | Review professional growth plan & participation in faculty development activities |
| III. Service to college & community | Review recommendations by Library Director and Library Chair |
| IV. Other professional duties as assigned (e.g., cataloging, materials selection, web page development) | Interview or review written observations of Library Chair and other professional librarians with expertise in the assigned area(s) |
| V. Library planning and teamwork | Interview or review written observations of Library Director, Librarians and other LearningResource Center staff |

* Each committee member should conduct at least one observation per quarter; observation can be of the librarian making a classroom presentation, conducting a library tour, or assisting library users while stationed at the reference desk.

# Observations of Teaching Faculty

The purpose of observations is to gather data on a probationer’s performance, give feedback and encouragement for effective teaching practices, and make suggestions for growth and improvement. The frequency of TRC participation in observations should be determined by the Committee. Depending on the nature of the probationer’s assignment each Committee member should conduct at least one observation every quarter. Some observations may be scheduled with the probationer, others may be unannounced. While classroom observations may make up the majority of observations, depending on the needs of the probationer TRC members are encouraged to observe other professional activities of the probationer that fall within the scope of his or her position. Such activities could include (but are not limited to) advising; committee participation; clinical site visits; and demonstrations or presentations to colleagues or students outside of a typical class session.

An oral or written report should be shared with the probationer no later than one week after the visit. A written report should be shared with the Committee and included in the probationer’s Dossier. The written observation report should be more than a sequence of events. An observation should include the time and date of the visitation, the course name (if it is a classroom or lab observation), and, if appropriate, the probationer’s goals for the observed session. It should detail observations on the content of the session, the presentation/delivery by the probationer, the probationer’s overall effectiveness, and his/her interaction with the students or other participants. Comments should be specific and include examples: they should describe behavior, not the person; they should reinforce effective teaching behavior. They should also contain commendations and suggestions for improvement.

The following suggestions are given for classroom or lab observations:

* + Examine course syllabus, handouts, and other instructional materials prior to the observation.
	+ *If* it is a scheduled visitation, meet with instructor before the classroom session to examine the purpose/goals of the session.
	+ Review the probationer’s eLearning education course materials and classroom operations.
	+ Conduct a follow-up meeting with instructor within a week of the visitation. Be specific, describe behavior, and focus on a few important key points. Include positive feedback as well as noting areas that could be improved.

The observation guidelines in Appendix A can assist the observer in gathering data as a basis for a written report.

# Probationer’s Self-Evaluation

Probationers will write a comprehensive review of their performance, using both their job description and the performance criteria outlined in the evaluation criteria sections

The self-evaluation should address the following areas. For each of the items below, the probationer should analyze and reflect on their performance, not just summarize their activities.

* 1. Teaching effectiveness, including course preparation, implementation, management, and evaluation. Provide concrete examples to illustrate conclusion(s).
	2. Participation as a member of, and contributions to, a department or program, and division.
	3. Effectiveness as a student advisor.
	4. Performance in carrying out other special assignments as appropriate, i.e., coordination duties.
	5. Participation on College committees and in other College, professional, and/or community activities that are related to being a faculty member.
	6. Accomplishment of professional development goals from the previous year, including progress on recommendations for growth from the TRC. The probationer should include information concerning his or her special skills and talents and job satisfaction.
	7. Professional growth goals for the ensuing year.

The self-evaluation must be submitted to the TRC by January 15th.

# Instructional Administrator’s Evaluation

The Instructional Administrator will write a narrative evaluation that addresses all aspects of the probationer’s assigned responsibilities, referencing both the individual’s job description and the performance criteria outlined in the evaluation criteria sections. This evaluation should include feedback from the probationer’s department or program chair.

The Instructional Administrator’s evaluation should be discussed with the probationer prior to being presented to the Committee.

The evaluation should include the following aspects of the probationer’s performance:

1. Teaching effectiveness, including course preparation, implementation, management and evaluation.
2. Participation in department and division responsibilities, including student advising.
3. Performance effectiveness of duties and unique responsibilities assigned to the probationer.
4. Service to the College and to the community.
5. Progress made toward accomplishing previous year’s goals (second or third year probationer).
6. Recommendations relevant to professional growth or improvement of performance for the ensuing year.
7. The Instructional Administrator’s recommendation for the ensuing year, i.e., rehire recommendation or tenure recommendation.

The Instructional Administrator’s evaluation must be submitted to the TRC by January 31st.

# When Things Go Wrong

While TCC hopes that all TRCs go smoothly, there are times “when things go wrong.” Part of the focus of a committee should be on identifying areas for growth early in the process and establishing a “Growth Plan” for **every** probationer, which is done in collaboration with the probationer. Joint identification of areas for improvement and growth that both the probationer and the committee members agree to should be clearly documented in each

meeting’s minutes, and followed up on at subsequent meetings. The committee may, when required, identify areas for growth that the probationer should be addressing.

Commendations & Recommendations should accompany every annual review as part of a Growth Plan to acknowledge that every faculty member, no matter how skilled, has room for growth and improvement.

A tenure committee recommendation is strongest when its members provide a diversity of disciplines and background, consistency and constancy of membership, and unanimity/consensus in each of the annual reviews. TCC’s default expectation is that faculty selected through a rigorous search process and guided by a developmental approach will earn tenure, but the committee recommendations for improvement and/or nonrenewal must be accompanied by documentation that meets these minimum criteria. Fluctuation in committee membership when concerns exist necessitates more rigorous review and suggests an almost automatic roll to an extra year unless there is strong evidence and unanimity from remaining members.

Abstentions on tenure committee recommendations are strongly discouraged. If there is a conflict of interest that may lead to an abstention, the member should refrain from serving on or immediately resign from the committee as appropriate.

If there are concerns about the effective functioning of the TRC, the Instructional Administrator will take steps to address the issues. If probationers have specific concerns about the workings of their TRC, they may bring their concerns to the Instructional Administrator who serves on the committee. Their department/program chair or a tenured faculty mentor may also be able to provide guidance.

**APPENDIX A: THINGS TO LOOK FOR AS YOU OBSERVE THE PROBATIONER**

*(A guide for writing the narrative Classroom Observation Report – this guide is not to be included in Dossier)*

Instructor: Course:

Number of Students: Time and Date:

Evaluator:

Content/Organization

1. Demonstrated preparedness and knowledge of subject matter.
2. Presented content in a systematic and organized fashion.
3. Stated purpose of session.
4. Distinguished between factual information & opinion when appropriate.
5. Presented divergent viewpoints.
6. Presented important material applicable to the student.
7. Presented examples to clarify difficult ideas.
8. Summarized the main idea(s) of the session.
9. Presented culturally diverse perspectives/materials into the curriculum.

Comments:

Presentation

1. Voice could be easily heard.
2. Time effectively used.
3. Rate of speech was neither too fast nor too slow.
4. Employed techniques to determine if the students were grasping information
5. Presented information at an appropriate level.
6. Used teaching aids, graphics, chalkboard, technology, etc. effectively
7. Avoided distracting habits, such as digressions, slurred words, “ums” or “ahs” or other oft- repeated words.
8. Used method of instruction appropriate for subject matter

Comments:

Relationship With Students

1. Encouraged and responded to questions and comments effectively.
2. Maintained eye contact with class.
3. Noted and responded to signs of puzzlement, boredom, restlessness, curiosity.
4. Encouraged students to answer difficult questions by providing clues or rephrasing.
5. Established rapport with all students.
6. Students seemed to be attentive/interested.
7. Addressed individual students by name.
8. Incorporated humor or anecdotes.
9. Handled classroom management situations appropriately.

Comments:

# Lab / Studio / Clinical Observations

Guidelines for observing lab or clinical sessions should be developed by individual TRCs; however, the following elements may be considered.

Lab / Studio

1. Is the laboratory prepared for student experimentation or activity?
2. Does the instructor move around lab to check or assist student learning?
3. Does the instructor provide clear direction for purpose of lab session?
4. Does the instructor show concern for safety issues?
5. Does the instructor problem-solve with students?
6. Does the instructor give positive reinforcement to students?
7. Other Clinical
8. How does the instructor relate with personnel at clinical site?
9. Is the student at ease with the instructor?
10. Does the instructor assist students connect theory with practice?
11. Is the instructor sensitive to patient needs?
12. Does the instructor elicit information from the student?
13. Does the instructor problem-solve with the student?
14. Does the instructor balance learning needs of all students with concerns of individual student?
15. Does the instructor make good use of pre/post conferences?
16. Does the instructor provide positive and/or constructive feedback?
17. Other

# Online Observation

* 1. Navigation throughout the online components of the course is logical, consistent, and efficient
	2. Students are introduced to the purpose and structure of the course (for blended courses the purpose of both the online and face to face portions of the course is clearly explained to students to help them understand how and why both formats are important to the learning process)
	3. Students can readily access the technologies.
	4. Technology supports student engagement and ensure access to course components
	5. Instructor Presence
	6. Communication
		1. Instructor to Student Interaction
		2. Student to student interaction
		3. Grading policy clearly stated for graded communication
	7. Syllabus
		1. Etiquette
		2. Response Times
		3. Instructions for use of technology (how to log in to Canvas)

Overall Rating Of Instructor

Strengths

Challenges

Recommendations for Improvements

**APPENDIX B: SUGGESTED TEMPLATE FOR OBSERVATION REPORTS**

Name, Date, and time of observation. Course Number and Title:

Catalog Description of course: To assist those unfamiliar with the course that may review observation reports in understanding course context.

Observations: objective, concrete, specific descriptions.

Commendations: identify strengths and specific accomplishments while providing examples. Recommendations: identify areas of opportunity and growth.

Conclusions: identify progress and demonstrated commitment to the college/program/students.

**APPENDIX C: SIGNATURE PAGES FOR THE DOSSIER**

*(This outline is to be signed and scanned into the electronic dossier in each year of the tenure process.)*

Probationer: (name)

 (position)

 (probationary year 1, 2, or 3)

# Signatures for Dossier Contents

I attest that :

I have looked at everything in the dossier and it is complete and accurate Everything that is in the dossier that is supposedly mine is in fact mine

|  |  |
| --- | --- |
| Name | Date |
|  | \_ |
| Committee Chair |  |
|  | \_ |
| Committee Member |  |
|  | \_ |
| Committee Member |  |
|  | \_ |
| Instructional Administrator |  |
|  | \_ |
| Student |  |
| \_ |  |
| Probationer |  |

# Signatures for Recommendation of TRC

(first & second year)

The Committee votes to recommend that ’s faculty appointment be renewed for the academic year.

(third year)

The Committee votes to recommend that be granted tenure for Tacoma Community College.

Vote to recommend

|  |  |
| --- | --- |
| Name | Date |
|  |  |
| Committee Chair |  |
|  |  |
| Committee Member |  |
|  |  |
| Committee Member |  |
|  |  |
| Instructional Administrator |  |
|  |  |
| Student |  |

Vote to not recommend

|  |  |
| --- | --- |
| Name | Date |
|  |  |
| Committee Chair |  |
|  |  |
| Committee Member |  |
|  |  |
| Committee Member |  |
|  |  |
| Instructional Administrator |  |
|  |  |
| Student |  |

**APPENDIX D: SAMPLE AGENDA FOR TRC MEETING**

A typical agenda would include standing items such as (but not limited to, and in no particular order):

1. Approval of Agenda
2. Review of previous meeting minutes
3. Probationer’s report of professional growth activities since last meeting
4. Observations conducted since last meeting
5. Student opinion surveys
6. Advising
7. Service to campus and larger communities (committees, task forces, etc)
8. Probationer;’s Questions and Concerns
9. Plans for future observations/classes to be taught/etc.
10. Other items brought forth by the chair, instructional administrator, or other committee members
11. Review of progress on prior committee recommendations
12. Section of “conclusions” and “recommendations” or “next steps”

**GLOSSARY : TENURE REVIEW DOCUMENTS**

*Dates are for faculty hired to begin Fall Quarter – adjustments will be made for faculty hired to begin Winter or Spring Quarters*

|  |  |  |
| --- | --- | --- |
| Document | Written or prepared by | Description |
| **TRC MEETING MINUTES** | TRC Chairperson is responsible for writing or recruiting another Committee member to write | Narrative following the agenda and highlighting discussions; due before the next TRC meeting. |
| **OBSERVATION REPORT** | each and every TRC member | Narrative detailing observations and including commendations and suggestions for improvement; due before the next TRC meeting. |
| **ANNUAL REPORT AND RECOMMENDATION** | TRC Chairperson | Narrative summarizing all the evidence in the Dossier, including appendices, and including summary ofprobationer’s progress, or lack thereof, on committee recommendations. Also includes the TRC’s recommendation for renewal or non-renewal of theProbationer’s faculty appointment for the ensuing college year, or recommending the granting or not of tenure; due February 7th. |
| **SELF-EVALUATION** | Probationer | A comprehensive review of his or her performance; due January 15th. |
| **INSTRUCTIONAL ADMINISTRATOR EVALUATION** | Instructional Administrator | Addresses all aspects of the Probationer’s assigned responsibilities ; due January 31st. |
| **DOSSIER** | Instructional Administrator’s office is responsible for initial creation. TRC Chairperson is responsible for supplemental letters and appendices; Office of the Vice President collects electronic Dossiers and assembles Dossiers for distribution to Board. |