



# Tenure Orientation for Committee Members

Opening Day Workshop  
September 19, 2013

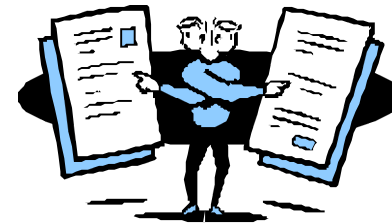


## FA Role

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



## 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*: clarification of/detail for 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 Information/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 *Appendix J1 / J2*-- no other forms, processes  
*J1 Administrative/Peer Evaluation Form*      *J2 Student Evaluation Form*



# Important Terms

**Evaluative criteria:** professional qualities/job performance observed first-hand by committee members (J1), by students (J2)

*professional qualities/performance “issues” brought to committee (not observed)—if deemed relevant/timely—discussed with Candidate, may trigger additional focus/evaluative activity*

Article 6A.6

- performance in primary responsibilities
- respect for students’ rights, support of student success
- respect for colleagues
- professional contributions
- professional growth activities



# Key Points: TR Committee

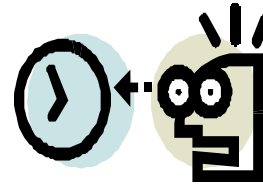
Check/discuss at first meeting:



- **All members** completed required training
- Members should represent **different ideologies/pedagogies** within discipline
- Members should not include more than 1- if any- faculty from **hiring committee**
- Members shall not be formal/informal **mentor**



# Key Points: Timelines



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







# Key Point: Phases

## NOTE 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



# Key Steps: J1 Evaluation Process

## 1st: Schedule observations

Committee selects courses/tasks—*based on primary duties*—to be observed (*nice* to ask Candidate for input)

## 2nd (optional): have pre-observation meeting

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

## 3rd: Do observation (50 minutes)

## 4th: Have post-observation discussion

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

## 5th: Complete/sign J1

- ⇒ Required within **2 weeks** after observation
- ⇒ Candidate given ample time to respond in **Section IV**, option not to sign



# Tips for J1 Observation

## Doing an evaluation is challenging--

◆ Review J1 Part I & II statements\* prior to observation—“*Guidelines for Evaluation of Online Class*” on *FH Tenure Review* webpage

◆ General areas to consider:

**Opening** (context for lesson/activity—clarity of purpose, learning objective, structure)

**Assessments:** use, timing, effectiveness

**Activities:** pacing, clarity, level

-- *multiple teaching approaches* -- *student engagement*

**Materials/instructional aids:** use, clarity, effectiveness, relevance

**Participation techniques:** use, effectiveness

**Closing** (wrap up, review of key points, connection to future tasks, assignments)





# Key Points: 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

**Connect narrative comment to objective score:**

“As to #4...”

“The **pacing** of the lesson was...”



## Tips for J1 Feedback

### Critiquing a colleague is difficult:

#### Describe-- don't interpret:

*"You didn't respond" rather than "You were intimidated"*

*"Students didn't participate" rather than "Students were bored/didn't understand"*

#### Be specific:

*"Group work involved more tasks than time permitted"*

**rather than** *"Group work was ineffective"*

#### Offer options:

*"Try calling on all students with 3x5 cards/seating chart"*

**rather than** *"Use this technique..."*





# Tips for J1 Post-Evaluation Discussion

## 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 he would do differently and why. Add your suggestions for change/improvement, give specific example of more successful activity, technique
- o Ask Candidate if she is **clear** on any unsatisfactory areas expected to show improvement in subsequent evaluation



## Key Steps: J2 Student Evaluation Process

**1st: Committee** selects classes/tasks—*based on primary duties*—to be evaluated (*nice* to ask Candidate for input)

**2nd: Committee member** responsible for all aspects of evaluation-- *don't delegate to others!*  
(J2 “script” available on FH tenure webpage)

**3rd:** After evaluation, **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!*

**4th:** At next quarter's first meeting, **committee/candidate** discuss J2 Part A scores/Part B comments (after grades turned in, originals given to Candidate)




## Key Steps: 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





## Key Points: Phase Report Recommendation for Continued Employment

### Each Phase Report

- Based on only information ***previously known*** to Candidate:
  - ☑ J1s and J2s, other documents, discussions, meetings
  - ☑ Candidate's self-evaluation, report of professional growth, contributions
- Includes:
  - ☑ Summary of strength/weakness as noted in J1, J2, other observations; for unsatisfactory performance, 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



# General Guidelines: Academic Freedom

## from the *TR Handbook*:

Special vigilance must be paid to the protection of the Academic Freedom rights of probationary faculty undergoing the tenure process:

- \* Evaluation never pretense for restricting Academic Freedom rights
- \* Within curriculum guidelines, Academic Freedom protects differences between committee member's teaching methods/practices/beliefs and Candidate's
- \* Within curriculum guidelines, Academic Freedoms include, but are not limited to, choice of
  - textbooks/materials
  - assignments/assessment methods
  - grading/evaluation of student work
  - teaching methods/practices



## 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:** Kimberlee Messina **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**, Lan Truong **DA**

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

**New Faculty Training/Activities:** Pat Hyland/Judy Baker **FH**, Jackie Reza/Mary Kay Englen **DA**

- schedules orientations, training sessions, professional development workshops



## Tips to Avoid TRC Problems

1. Communicate early and often any concerns to Candidate
2. Be mindful of bias: discuss concerns with committee for additional perspectives along with constructive suggestions for improvement
3. Don't hold Candidate to different standards (higher or lower)
4. Alert Candidate to area expected to improve on next J1, J2
5. Respect Candidate's right to academic freedom
6. Observe all timelines
7. Avoid/reject hearsay and maintain confidentiality
8. Contact TR Coordinator or FA Conciliator with questions or concerns

Questions?

