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](http://hr.fhda.edu/personnel/faculty)
- **FA webpage:** [http://fa.fhda.edu](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](http://hr.fhda.edu/personnel/faculty)
- **FA webpage:** [http://fa.fhda.edu](http://fa.fhda.edu)
- **FH tenure webpage:** [http://www.foothill.edu/staff/tenure.php](http://www.foothill.edu/staff/tenure.php)
- **DA tenure webpage:** [http://www.deanza.edu/tenurereview](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

**DA:** http://www.deanza.edu/tenurereview

  - Tenure Review Handbook
  - Schedule/Phase forms
  - TR Supplemental Packet
  - Evaluation forms- word (J1, J2, J3)
  - J2 “Script”
  - 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

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

Article 6A.6
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!

- Ask Candidate for **reactions**: successful, unsuccessful activities, student performance, etc. Add your summary of strengths and weaknesses.

- 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.

- 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?