

Tenure Review Process Draft

Philosophy Statement

The Tenure Review process is an activity wherein an institution and its faculty can mentor and bring forth the very best in professional achievement among its newest faculty. It also is a process to assess an individual's professionalism, training, and suitability for long-term academic post.

Tenure is an earned status, and an opportunity to demonstrate and grow in excellence. The tenure review process should be fair, professional and supportive of a new probationary colleague, allowing them to show their best academic and instructional talent.

Criteria for Evaluating Instructional and Non-Instructional Faculty

(based on Southwestern College and El Paso Community College models)

Consideration of candidates for tenure shall be based on the fulfillment of the following weighted criteria:

1) **Evidence of Superior Job Performance 50%**

Teaching performance includes, but is not necessarily limited to, teaching practices, techniques, classroom style, and efforts made to provide maximum opportunity for student success. Examples include,

- a. use of teaching methods which challenge students, are appropriate to the subject matter, responsive to students' needs, and consistent with discipline practices
- b. use of effective communication, written and oral
- c. careful attention to effective organizational skills in the classroom
- d. sensitivity to the role of cultural factors in education
- e. sensitivity to the diverse ways students learn

Counselor performance includes teaching performance as above for any counselors who teach classes. It also includes, but is not necessarily limited to, such counseling activities as student advising, marketing/recruitment activities, participation in counseling center activities and **help needed here!** Examples include

- a. use of effective communication, written and oral
- b. careful attention to effective organizational skills in the worksite
- c. consistent responsibility in fulfilling college requirements as well as counseling duties

Librarian performance includes library instruction for any librarians who teach classes. It also includes, but is not necessarily limited to, LRC techniques and practices, **help needed here!**

- 2) **Professional Responsibilities 25%**--Professional responsibilities include, but are not necessarily limited to, active participation in collegial governance and campus life such as,
- a. participation in division/discipline activities
 - b. service on district committees
 - c. appropriate record keeping
 - d. meeting classes as scheduled
 - e. posting and maintaining office hours
 - f. patience, fairness, and promptness in the evaluation and discussion of student work
 - g. maintenance of contractual obligation to office hours
 - h. sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate
 - i. familiarity with specific cultural factors which affect the learning process in the specific area of assignment
 - j. careful attention to the diverse educational backgrounds of all students

** After their first year, probationary faculty, are expected to show increasing participation in college governance activities.

- 3) **Evidence of Professional Growth 12.5%**--Professional growth includes, but is not necessarily limited to, participation in district development activities such as scheduled workshops, and participation in individual development activities.

Examples include

- a. advanced course work
- b. relevant continuing education activities
- c. leadership and participation in professional organizations and conferences
- d. individual research, classroom research or other assignment-related research
- e. publications or other dissemination of research results

** After their first year, probationary faculty, are expected to show increasing participation in professional growth and college governance activities.

- 4) **Professionalism and Professional Service 12.5%**--This category includes, community service activities and the demonstration of the Hartnell faculty role in the community. It also includes demonstration of respect for colleagues and the teaching profession. Some examples include

- a. professional achievements
- b. leadership or participation in community committees, boards and organizations,
- c. teaching, presentation or performances to community or other groups
- d. acknowledging and defending the free inquiry in the exchange of criticism and ideas;

- e. recognizing the opinions of others;
- f. acknowledging academic debts (credit works to avoid plagiarism);
- g. objectivity in professional judgment of colleagues;
- h. demonstration of personal integrity and ethics of the profession
- i. working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty, administrators, and staff.

Calendar

Year 1

Does the tenure candidate fulfill the promise seen in the application materials?

Fall semester only

Documentation:

Fall classroom observations (multiple)

Student evaluations

Hiring materials

Professional growth plan (includes self assessment and plan for growth and improvement)

Update of professional growth plan and self assessment at end of first semester.

Year 2

Is the tenure candidate making the progress expected?

Two semesters of observations (spring of prior year, fall of Year 2)

Two semesters of student evaluations

Sample class materials

Update professional growth plan at end of fall Year 2

Year 3

Is the tenure candidate making progress toward being an excellent faculty member and contributing to the campus in substantial ways?

Two semesters of observations (spring of prior year, fall of Year 3)

Two semesters of student evaluations

Sample class materials

Update professional growth plan at end of fall Year 3

Year 4

Does the tenure candidate exhibit the quality required to be an excellent faculty member and colleague at Hartnell College?

Two semesters of observations (spring of prior year, fall of Year 4)

Two semesters of student evaluations

Sample class materials

Update professional growth plan at end of fall Year 3