MiraCosta College

Tenure Candidate Handbook

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Contact Information

If you have questions relating to the tenure process that concern deadlines or other technical issues, please contact **Lori Babbitt at 6931**. Questions related to issues requiring clarification or interpretation, please contact your Tenure Coordinator.

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I. Overview of the Tenure Review Process

The Professional Growth and Evaluation Committee

At MiraCosta College, the Professional Growth and Evaluation Committee (PG&E) plays a central role in devising and overseeing the process of tenure review for probationary faculty members known at MiraCosta as "Tenure Candidates." The functions of this committee include:

1. Developing processes and procedures for tenure review and submitting these to the Academic Senate for approval;
2. Reviewing and revising procedures outlined in the handbooks, based on input solicited from participants in the process;
3. Interpreting established PG&E processes and procedures;
4. Ensuring clarity, equity, and fairness in the process.

The Process

In each year of tenure review, Tenure Candidates (probationary faculty) will be evaluated according to the Criteria for Evaluation by a group of peers and a dean who, together with a Tenure Coordinator, comprise the Candidate's Tenure Review Committee (TRC). The TRC is comprised primarily of members from the Candidate's department or work group.

In the first evaluation cycle (which is completed at the end of the fall semester of the Candidate's first year), the process for all Candidates involves the same activities including observations, student surveys, and the compilation of an Evaluation Packet. Using the information found in the packet, members of the TRC work collaboratively with the Candidate to devise a Tenure Plan that will guide the Candidate through the second evaluation cycle. This cycle, and all subsequent cycles, runs from the spring through the fall semester. At the end of each evaluation cycle, a new Tenure Plan is devised that includes a prescribed number of observations and student surveys, along with the creation of a new Evaluation Packet. If concerns arise, TRCs may add requirements to the Tenure Plan. In doing so, TRCs are able to shape Tenure Plans to address the needs of individual Candidates.

Ensuring Clarity, Fairness, and Equity

In this process, "Tenure Coordinators" play an important role by serving as "process advocates" on each TRC. These non-evaluating and non-voting members of TRCs are present to provide the opportunity for immediate intervention when possible violations of process arise. The California Education Code requires that tenure review procedures be "clear, fair, and equitable." As such, the role of Coordinators is to ensure that both PG&E and TRCs provide clarity in their directions, fairness in evaluation, and equity throughout the process.

The training that Coordinators receive, along with their membership on PG&E and on several TRCs, gives them the broad perspective necessary to provide this oversight. However, it is not expected that Coordinators make decisions independent of others. If they detect a problem, they are to consult with members of the TRC, and possibly members of PG&E, to seek a mutually acceptable resolution to a problem.

As members of PG&E, Coordinators will meet periodically for discussion and to address concerns that arise within the TRCs to which they belong. When necessary, they will also meet with Tenure Candidates to provide them with guidance and to ensure that Candidates maintain a key role in shaping their Tenure Plans.

The California Education Code states that faculty must be evaluated on a regular cycle, and gives this responsibility to the local Board of Trustees. At MiraCosta, The Board of Trustees has (given) this responsibility to the Academic Senate to develop and administer a fair and equitable process.

The Academic Senate has preferred that the evaluation of faculty remain within the Office of Instruction. Portfolios and records are maintained in the Office of Instruction, which also furnishes administrative support. The Administrative Support consists of a Dean designated for Faculty Evaluations and secretarial support for the timelines and portfolio integrity.

The Dean of Evaluation administers the overall process in coordination with the PG&E Chair and members of PG&E. The Dean of Evaluation serves to link the state requirements and administrative concerns with the PG&E process. This dean serves as an advisor to the PG&E Chair, as a member of the Interpretation Committee, and as an ex-Officio member of PG&E.

Commonly Used Acronyms

1. **TRC**: Tenure Review Committee
2. **D/WG**: Department or Work Group
3. **PG&E**: Professional Growth and Evaluation Committee
4. **ASC**: Academic Senate Council
5. **IS**: Office of Instructional Services

Evaluation Cycles

- *First Evaluation Cycle:* Fall semester of the first year.
- *Subsequent Evaluation Cycles:* Spring semester (beginning spring of the first year) to end of fall semester.

Tenure Candidate Timeline Overview

Fall Semester	First through Fourth Year Evaluation Cycle Candidates
Flex week	**All new candidates, TRC and ASC members must go through a complete training process**
1 Week Prior to FLEX until Week 9 of the fall semester	▪ Administration of point-of-service Student Survey of Non-Classroom Faculty. Non-classroom Tenure Candidates must send copies of the Survey Options Report to Instructional Services one week before the first survey is distributed.
Weeks 1-4	▪ First year Introductory meeting held ▪ All Candidates complete Survey Options Report for Fall Semester. ▪ All Candidates complete Observation Schedule Report for Fall Semester. ▪ TRC and Candidate observations scheduled by Candidate as per existing Tenure Plan. ▪ TRC Chair schedules end of fall Tenure Review Meeting.
By Week 9	▪ Student Surveys completed and sent to Office of Instruction by end of week nine. ▪ Faculty/Staff Survey of Non-Classroom Faculty completed and sent to Office of Instruction by end of week nine. ▪ All Observation and Discussion Reports sent by Observer to Coordinator by end of week nine. ▪ Candidate submits Professional Growth and Activities Report to TRC Chair (2nd through 4th year only).
By Week 11	▪ All student survey results provided to Candidates no later than end of week eleven. ▪ All Observation and Discussion Reports delivered to Candidates by Coordinators no later than end of week eleven. ▪ All Faculty/Staff Survey of Non-Classroom Faculty results provided to Candidates no later than end of week eleven. D/WG Responsibilities Observation Report (optional), completed by TRC Chair–and sent, along with Candidate's

	Professional Growth and Activities Report, to Coordinator. ▪ Dean's Report on Classroom Management, if appropriate, sent to Coordinator for review by end of week eleven.
By Week 12	▪ D/WG Responsibilities Observation Report reviewed by Coordinator and sent to Candidate. ▪ Dean's Report on Classroom Management, if appropriate, delivered to Candidates by Coordinators no later that week twelve.
Week 13	▪ Candidates submit Evaluation Packets to Office of Instructional Services by Friday of week thirteen.
Weeks 14-16	▪ Fall Tenure Review Meetings followed by Tenure Evaluation Meetings.
Week 17	▪ The TRC Chair submits TRC Report to Tenure Coordinator and the Tenure Coordinator reviews and forwards TRC Report to the Office of Instruction

Spring Semester	
1 Week Prior to FLEX until Week 15 of the fall semester	▪ Administration of point-of-service Student Survey of Non-Classroom Faculty. Non-classroom Tenure Candidates must send copies of the Survey Options Report to Instructional Services one week before the first survey is distributed.
Week 1	▪ All Candidates must sign TRC Reports by end of week one. ▪ Appeals by Candidates submitted by end of week one.
Week 2	▪ When tenure plans call for Spring student surveys, a Survey Options Report must be submitted. ▪ When tenure plans call for Spring observations, an Observation Schedule Report must be submitted

Week 3	▪ PG&E completes appeals process by end of week three
Week 4	▪ Academic Senate Council makes final recommendations on all Candidates.
Weeks 6-8	▪ Board of Trustees makes final decisions.
Weeks 8-14 (Following March 15 deadline)	▪ Complete any TRC Observations assigned to spring semester according to timeline prescribed in Tenure Plan.
By Week 15	▪ TRC Observation and Discussion Reports submitted to Coordinator by end of week fifteen. ▪ Student Surveys completed and sent to Office of Instruction by end of week fifteen. ▪ Faculty/Staff Survey of Non-Classroom Faculty completed and sent to Office of Instruction by end of week fifteen.
By Week 17	▪ After review, Coordinator forwards Observation Reports to Candidate by end of week seventeen. ▪ All Student Survey results provided to Candidates no later than the end of week seventeen. ▪ All Faculty/Staff Survey of Non-Classroom Faculty results provided to Candidates no later than end of week seventeen.

II. Criteria for Evaluation

1. Demonstrated skill in classroom teaching, non-classroom roles, and other responsibilities specifically listed in the employment job announcement. These may include:
    a. Currency and depth of knowledge in the primary areas of responsibility;
    b. Use of effective communication, written and oral;
    c. Careful attention to effective organizational skill in the classroom and/or other worksite(s);
    d. Commitment to program/discipline development and enrichment;
    e. Creativity and innovation;

f. Leadership skills.

2. Respect for students' rights and needs by:
    a. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
    b. Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
    c. Maintaining contractual obligation to teaching and worksite hours and, if appropriate, to regular and timely office hours;
    d. Demonstrating sensitivity to human diversity;
    e. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas;
    f. Recognizing the opinions of others.
3. Respect for colleagues and the educational professions by:
    a. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
    b. Recognizing the opinions of others;
    c. Acknowledging sources, when appropriate;
    d. Striving to be objective in their professional judgment of colleagues;
    e. Acting in accordance with the ethics of the profession and with a sense of personal integrity;
    f. Working in a spirit of timely cooperation to develop and maintain a collegial atmosphere.
4. Continued professional growth, which may be demonstrated by:
    a. Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, or professional meetings;
    b. Developing new curriculum, programs, or services;
    c. Conducting discipline, programmatic, or pedagogical research;
    d. Contributing to written publications, artistic exhibits, or conference presentations;
    e. Involvement in professional organizations, community partnerships, or other activities;
    f. Service in student organizations and activities.

5. Participation in collegial governance by:

   (a) Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups);

   (b) Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment processes*).

*Results of Student Learning Outcomes assessments shall not be a factor in faculty evaluation.

III. Tenure Candidates

Overview

Newly hired, probationary faculty members (Tenure Candidates) are eligible for tenure after successfully completing a four-year review process. In some instances, Candidates who have previously received tenure at another college may be eligible for early tenure. (See "Early Tenure Option" section.)

Responsibilities

First Evaluation Cycle

In the first semester of tenure review, the responsibilities of the Tenure Candidate include the following:

- Attending PG&E tenure candidate training session.
    - Attending their fall TRC Introductory Meeting during which the Candidate will: Arrange TRC observations (along with pre- and post-observations) with each of the evaluating members of the TRC.
    - Arrange Candidate observations of two MiraCosta faculty members (preferably, members of the TRC).Candidates will reflect on their observations of colleagues in the scope of their Self-Study.
- Completing and submitting an Evaluation Packet to the Office of Instructional Services by the published deadline.
- Attending Tenure Review Meeting during the period published in the timeline during which a Tenure Plan is created for the second evaluation period.
- Participating in the development of an appropriate tenure plan for the second year.

Off Cycle Hires

Occasionally a faculty member will be hired to start at MCC during the spring semester. Education Code states that 70% of an academic year must be completed for it to count and the

code defines the academic year beginning the first day of the fall semester. Therefore, it is not permissible to begin the formal evaluation of a new hire in the spring. A faculty member in this situation is given a full-time contract for their first spring and will begin the formal evaluation process the next fall, following the published criteria and timelines through four full review cycles unless granted early tenure.

Second through Fourth Evaluation Cycles

Following the first semester of tenure review, Candidates will follow a Tenure Plan created during the Tenure Review Meeting. These cycles begin the spring semester with a planning meeting and end at the next fall semester with a Tenure Review Meeting.

IV. Tenure Review Committees (TRCs)

Overview

The composition of TRCs will be determined by the end of the semester prior to the arrival of a new Tenure Candidate.

Composition and Responsibilities

1. **Tenure Coordinator**

   A Tenure Coordinator is a tenured member of the Professional Growth and Evaluation Committee (PG&E). Coordinators serve as advocates for the tenure review process. Their role is to help ensure clarity, fairness, and equity in the process. In cases where the Coordinator believes a procedural violation may have occurred, the Coordinator first attempts to mediate the matter directly with the TRC or responsible TRC member. If such mediation fails, the Coordinator refers the matter to the PG&E Chair.

   The PG&E Chair will assign Coordinators to TRCs after consultation with the appropriate TRC Chair. For information purposes, the PG&E Chair will send a list of all Coordinator assignments to the Academic Senate President. The Coordinator is not a member of the same department or work group as the Candidate and, whenever possible, is not under the direct supervision of the Dean assigned to the TRC. The reassignment of Coordinators is at the discretion of the PG&E Chair.

   Coordinators are non-evaluating members of the TRC and, therefore, do not conduct observations of the Candidate.

   Responsibilities include:

   - Helping to ensure clarity, equity, and fairness in the process.
   - Assisting TRC Chair in leading all Tenure Review and Evaluation Meetings.
   - Keeping a chronological record of all meetings.

- Reviewing Observation & Discussion Reports for clarity and fairness and adherence to Handbook guidelines before forwarding them to the Candidate.
- Reviewing TRC Reports and Tenure Plans for accuracy, clarity and fairness and adherence to Handbook guidelines before forwarding them to the Candidate.
- Maintaining copies of all Observation Schedules, Survey Options Reports, Observation & Discussion Reports, TRC Reports, Tenure Plans, and other related and essential documents.
- Considering changes to TRC composition.
- Facilitating appeals before PG&E.
- Reading and signing the Evaluation packet before the TRC meeting.

2. **Tenure Review Committee (TRC) Chair**

The chair, of the department or work group to which the Candidate belongs or a discipline expert will serve as the chair of the TRC. In a timely fashion, the PG&E Chair in consultation with the AS President and the appropriate Dean(s) forms a work group for any Candidate who is not a member of a department or work group. The goal is to create consistency, so it is desirable that the TRC Chair remain with the process throughout. In the event a new TRC chair must be designated, due to department election or a leave granted, then these responsibilities are passed to the next TRC chair.

Responsibilities include:

- Setting the TRC meeting agenda and sharing it with all members of the TRC and the Candidate before the meeting.
- Leading all TRC meetings (Facilitating the discussion of the Evaluation Packet).
- Observing Candidate in the first and all subsequent evaluation cycles as directed by the Tenure Plan.
- Completing his/her Observation & Discussion Reports and filing them with the Tenure Coordinator.
- Coordinating the collective writing of Tenure Plans and Tenure Review Committee Reports. (If all TRC members agree, this responsibility may be deferred to another member of the TRC.)
- Reviewing and approving changes to Survey Options Reports.
- Completing the optional D/WG Responsibilities Observation Report and sending it, along with Candidate's Professional Growth and Activities Report, to Coordinator

- Scheduling Tenure Review and Evaluation meetings.

3. **Department or Work Group Peer (D/WG Choice)**

   Full-time department or work group members select one tenured member to serve on the TRC. Whenever possible, it is expected that the individual will have served on the Candidate's selection (hiring) committee. The peer should be from the Candidate's discipline or a discipline closely related to that of the Candidate. If the Candidate has no tenured discipline peers at MCC, the TRC Chair and the Dean may decide to utilize a discipline consultant (an expert in the discipline from outside MCC). Continuity is desired. However, if extenuating circumstances exist, replacement of this member may be permitted with the consent of the department or work group and approval of the Coordinator.

   Responsibilities include:

   - Attending all TRC meetings.
   - Observing Candidate in the first and all evaluation cycles as directed by the Tenure Plan.
   - Completing their Observation & Discussion Reports and filing them with the Tenure Coordinator.

4. **Department or Work Group Peer (Candidate's Choice)**

   In the initial year of Tenure Candidacy, an additional tenured member of the department or work group is chosen by the TRC Chair in consultation with the PG&E Chair to serve for the first evaluation period (ending with the Tenure Evaluation Meeting). In departments or work groups with fewer than five tenured members, the peer may be a member of the Candidate's department or work group or a tenured member of a closely related discipline in another D/WG.

   After the first Tenure Evaluation Meeting, the Candidate, in consultation with the Coordinator, selects a member of his/her department or work group to replace this peer. Once the chosen faculty member accepts, the Coordinator informs the TRC of the change.

   Continuity is desired. However, if extenuating circumstances exist, replacement of this member may be permitted with consent of the Candidate and approval of the Coordinator.

   Responsibilities include:

   - Attending all TRC meetings.
   - Observing Candidate in the first and all subsequent evaluation cycles as directed by the Tenure Plan.

- Completing his/her Observation & Discussion Reports and filing them with the Tenure Coordinator.

5. **Appropriate Dean**

   If the Candidate's position falls under the purview of multiple Deans, the Dean of Evaluation will choose one Dean to serve.

   Responsibilities include:

   - Attending all TRC and Tenure Review and Evaluation meetings.
   - Observing Candidate in the first and subsequent evaluation cycles as directed by the Tenure Plan.
   - Completing his/her Observation & Discussion Reports and filing them with the Tenure Coordinator.
   - When appropriate, completing Dean's Report on Classroom Management (to address issues such as meeting deadlines for completing census data and completing grade reports).

All members of the candidate's committee will observe the first cycle as directed by the Tenure Plan.

Changes to TRC Composition

Although consistency of TRC Composition is a goal, Candidate peer replacements, leaves, changes in Department Chair, and/or removal of TRC Members may necessitate changes to TRC Composition. Outgoing TRC members should not be scheduled or allowed to conduct observations if they will not be present at the Tenure Evaluation Meeting. Candidates in their fourth evaluation cycle who have been recommended for tenure may become TRC members.

V. Student Surveys

Overview

Student surveys for Candidates must be completed by the week indicated on the timeline: For Candidates in their second through fourth evaluation cycle, student surveys may be conducted in either the spring or fall of the evaluation cycle as described in the Tenure Plan. The determination of when surveys will be conducted should be made at the Tenure Review Meeting and included in the Tenure Plan. It is not necessary to specify exact dates at the time the Tenure Plan is created; the specification of a range of weeks is sufficient. Student Surveys should be administered and sent to the Office of Instructional Services no later than the end of week fifteen of either semester to allow time for processing.

Classroom Faculty

The Student Survey of Instruction will be administered in four courses or 80% of a Candidate's teaching load (whichever is greater) during each evaluation cycle of tenure review. Situations in which a Candidate teaches fewer than four class sections mandate that all sections are surveyed.

In consultation with the TRC Chair, the Candidate completes the Survey Options Report. On this form, the Candidate indicates which survey option(s) he /she will use. For Candidates in their first evaluation cycle, Survey Options Reports are completed during the TRC Introductory Meeting held early in the fall semester. For Candidates in their second through fourth evaluation cycle, these reports are completed along with the Tenure Plan in the early spring. Upon completion, the Candidate sends copies of the form to Instructional Services, the TRC Chair, and Tenure Coordinator. The Candidate places the original(s) into their Evaluation Packet. Changes to Survey Options Reports require approval of the TRC Chair and the Tenure Coordinator should be informed of changes.

At the discretion of the TRC Chair, surveys for classroom faculty may be conducted by using one or more of the following methods:

1) Student Proctor Method

   The Candidate designates a responsible student to conduct the survey before leaving the classroom for the entire process. The student reads the directions aloud, distributes, collects, and delivers the surveys to Instructional Services.

2) TRC Member Method

   Surveys may be conducted at the conclusion of a classroom observation. The Candidate departs the classroom for the entire process. The TRC member then reads the directions aloud, distributes, collects, and delivers the surveys to Instructional Services.

3) Electronic Method

   If online or self-paced open-entry classes are part of the Tenure Candidate's contract load, they can be surveyed. Directions for deploying these surveys will be provided by Instructional Services. Instructions will be provided on how to electronically format the list of students to be surveyed.

Non-Classroom Faculty

The Tenure Candidate should seek a minimum of thirty-five responses from surveys: the Student Survey of Non-Classroom Faculty and, if appropriate, the Student Survey of Instruction. Optional surveys must be noted in the Tenure Plan. They include: the Student Survey of Instruction, the Faculty/Staff Survey of Non-Classroom Faculty, and any individually tailored constituent surveys.

In consultation with the TRC Chair, the Candidate completes the Survey Options Report. On this form, the Candidate indicates which survey option(s) he or she will use. For Candidates in their first evaluation cycle, Survey Options Reports are completed during the TRC Introductory

Meeting held early in the fall semester. For Candidates in their second through fourth evaluation cycle, these reports are completed along with the Tenure Plan. Upon completion, the Candidate sends copies of the form to IS, the TRC Chair, and Tenure Coordinator. The Candidate places the original(s) into his or her Evaluation Packet. Changes to Survey Options Reports require approval of the TRC Chair. At the discretion of the TRC Chair surveys for non-classroom faculty may be conducted by using one or more of the following methods:

1) Student Survey of Non-Classroom Faculty

   a) Point-of-Service Method

   Student surveys are administered and collected by a person or persons ("distributor(s)") approved by the TRC Chair.

- Student Survey of Individual Contacts

  Substantive student contacts are surveyed during the time period agreed upon by the Candidate and his/her TRC Chair. The Candidate requests the appropriate number of surveys and preaddressed envelopes from IS. The distributor provides the student with the survey form and envelope, either immediately before or after the relevant contact, depending on local setting and circumstance. Following the contact, the student completes the survey form, seals it in the envelope, and gives it to the distributor, who returns the completed surveys to IS. Candidates must not administer or collect their own student surveys.

- Student Survey of Group Contacts (orientations, presentations, workshops)

  Candidates must request the appropriate number of surveys and preaddressed envelopes from IS. The distributor hands out and collects the surveys, places them in the envelope, and sends it to IS. Candidates must not administer or collect their own student surveys.

   b) Electronic Method

   After receiving directions from IS on how to format the list of students to be surveyed, the Candidate obtains his or her TRC Chair's pre-approval signature for the list before forwarding it to IS. If the Candidate wishes, he or she prepares, in consultation with his/her TRC Chair, a cover letter to accompany the surveys; otherwise, IS sends a generic cover letter. IS deploys the student surveys electronically. The Candidate places the original list and, if appropriate, the cover letter(s) into his or her Evaluation Packet.

2) Student Survey of Instruction

   a) Split-assignment Tenure Candidates use this survey (paper version) for their contractual load-based traditional, captured classroom assignments. The procedures outlined for classroom faculty must be followed. Other non-classroom faculty may use this survey, if appropriate, after consultation with his or her TRC Chair.

   b) If online or self-paced open-entry classes are part of the non-classroom Tenure Candidate's contract load, they can be surveyed. In these cases, the Student Survey of Instruction is utilized as appropriate. Instructions will be provided on how to electronically format the list of students to be surveyed.

3) Faculty/Staff Survey of Non-Classroom Faculty

   a) Generally, this survey will be employed for non-classroom faculty members not receiving student survey results. For a non-classroom faculty member receiving student survey results, this survey may be utilized as an optional component in a Tenure Plan. For atypical non-classroom faculty roles, uniquely designed surveys for constituents within or outside the college are permitted with the TRC Chair's and Dean's approval. The Candidate places the originals and, if appropriate, the cover letter(s) into his or her Evaluation Packet.

VI. TRC Observations

Overview

There are two basic types of TRC observations: observations of primary job responsibilities and observations of D/WG or program responsibilities.

Observations of Primary Job Responsibilities

These observations are conducted by the evaluating members of the TRC and are intended to provide critical evaluation of the Candidate's completing his or her primary job responsibilities.

Evaluation Cycle One: Classroom Faculty

Classroom observations will be conducted for four courses or 80% of a Candidate's teaching load (whichever is greater) during the first fall semester of tenure review. For instances in which a Candidate teaches fewer than four class sections, more than one TRC member may visit the same class section. Otherwise, no two members of the TRC may visit the same class section in the first evaluation cycle unless extenuating circumstances exist and the Coordinator grants approval.

Evaluation Cycle One: Non-Classroom Faculty

The Candidate schedules each member of the TRC to at least one selected activity during the first fall semester of tenure review. No two members of the TRC should observe the same activity unless extenuating circumstances exist and the Coordinator grants approval.

Evaluation Cycles Two through Four: Classroom Faculty

Three classroom observations or a number of observations equal to 60% of a Candidate's teaching load (whichever is greater) are conducted during the second through fourth evaluation cycles. TRCs may wish to schedule more than one observation of a single class section. This decision should be considered during the Tenure Review Meeting and entered into the Tenure Plan. While it is mandatory that only three members of the TRC observe the Candidate in evaluation cycles two through four, it is ultimately the TRC as a

whole that decides which members, if any, will not conduct an observation in any of the second through fourth evaluation cycles.

Evaluation Cycles Two through Four: Non-Classroom Faculty

The Candidate invites three of the four evaluating members of the TRC to conduct an observation of an activity during each evaluation cycle, as assigned in the Tenure Plan. TRCs may wish to schedule more than one observation of a single activity. This decision should be considered during the Tenure Review Meeting and entered into the Tenure Plan. While it is mandatory that only three members of the TRC observe the Candidate in evaluation cycles two through four, it is ultimately the TRC as a whole that decides which members, if any, will not conduct an observation in any of the evaluation cycles two through four.

Scheduling

Tenure Candidates arrange observations with evaluating members of the TRC. In the first evaluation cycle, this may be done at the TRC Introductory meeting. This schedule is completed according to the timeline. Once a schedule is set, the Candidate sends a copy of the Observation Schedule Report to the Coordinator who maintains a record. Pre-observation discussions are scheduled in consultation between the evaluating member of the TRC and the Candidate and held prior to the observation. Post-observation discussions should take place within one week of the observation.

Pre-Observation Discussions

The evaluating member of the TRC and the Candidate may meet in person, talk by phone, or communicate by email in satisfying this requirement. Prior to the meeting, the observer may request syllabi, sample exams, or other media. For non-classroom Candidates, samples of job-related projects and activities may be requested. It is the responsibility of the observer requesting the materials to keep any such items for later reference.

During this discussion, the Candidate informs the observer of course/activity goals as well as the specific objectives the Candidate will address at the class/activity to be observed. If the Candidate wants the observer to participate in any way other than as an observer, the request will be made at this time.

Post-Observation Discussions

During the post-observation discussion, the observer provides oral feedback in an informal dialogue concerning his/her observations as they relate to the Criteria for Evaluation that appears in this handbook. Prior to the meeting, the observer may request syllabi, sample exams, or other media. **The observer, with the Candidate's approval, may also elect to share with the Candidate a draft of the observation report.**

Online Observations

Observation of online classes may take place, if these classes are a part of assigned contract load and are scheduled for observation on the Tenure Plan or in the Introductory Meeting. The Candidate shall designate the following elements of observation for each online class:

- one example of content instruction or information delivery (one lecture, an instructional animation, assignments which teach content, etc.)
- a sample of student interaction (equivalent to a week's worth of electronic discussion, or attendance at one half-hour of synchronous chat session)
- the syllabus

The Candidate will authorize student-level access to the observer for the purpose of evaluating these elements of the class. While it is acknowledged that it would not be possible to block the observer from access to other areas of the class, only these elements are to be assessed in order to provide equivalency with a one-hour on-site classroom visit.

Observation and Discussion Reports

Upon completion of the post-observation discussion, observers complete an Observation and Discussion Report. Any documents supplied to the TRC member by the Candidate that raise concerns discussed in the Observation and Discussion Report are attached. Only those documents provided to the TRC Member during the pre- or post-observation discussion or during the observation and referenced in the Observation and Discussion Report may be attached to the Report and submitted to the Coordinator for review and subsequent inclusion in the Evaluation Packet. The Observation and Discussion Report (and any materials referenced therein) is sent to the Tenure Coordinator for review. The Coordinator maintains a copy of the report and any attached materials before sending the original documents to the Candidate for inclusion in the Evaluation Packet.

However, if the Coordinator detects significant problems with the report, he or she may ask the observer to make changes before forwarding it to the Candidate. Such requests are made only when a report is perceived to lack clarity, fairness, and/or equity or when a document referenced was not obtained during the pre- or post-discussion or observation or is not attached to the Observation and Discussion Report, and should be made only after consultation with the observer. If agreement cannot be reached, the Coordinator consults the PG&E Chair who may render a decision or choose to refer the matter to the PG&E Committee. It is intended that Coordinators intervene sparingly and only when clearly identified problems with the observer's report exist.

Response to Observation and Discussion Reports

Though not necessary, Candidates may complete a Response to Observation and Discussion Report.

Modifications

In most cases, when a TRC member (not including the Candidate) must cancel an observation, it will be rescheduled. However, in cases where the cancellation presents difficulties in completing requirements in timely fashion, the Tenure Coordinator will consult with the Dean of Evaluation and the Candidate to determine which of the following options is most appropriate: rescheduling, substitution of another TRC member, or cancellation of the observation. The Coordinator records any changes to the schedule.

Additional Observations

These may be assigned when clearly identified concerns exist or at the request of the Candidate. This must be done as part of an annual Tenure Plan.

D/WG Responsibilities Observation Report (Optional: second through fourth evaluation cycle Candidates only)

Overview

The decision to include this report is made by the TRC at the Tenure Review or Tenure Evaluation Meeting and included in the Tenure Plan. All evaluating members of the TRC may provide input to this report, although completion of the report on the proper form is the sole responsibility of the TRC Chair.

Section A

All information contained in this section of the report should be first-hand information observed by members of the TRC in appropriate venues. These venues are limited to formal department or work group meetings and department or work group duties and activities in which the full membership of the department or work is expected to participate.

Section B

Additionally, the TRC Chair may use section B of this report to verify information provided in the Professional Growth and Activities Report. (The Professional Growth and Activities Report is submitted to the TRC Chair according to the timeline during the fall semester.) The TRC Chair may verify information by interviewing members of the department or work group who have first-hand information on activities described in the Professional Growth and Activities Report. If this option is chosen, the TRC Chair must provide the opportunity for all members of the department to offer input. The name of the department or work group member(s) interviewed and the substance of the information received must be documented and included in the report.

Submission of Report

The appropriate form must be submitted to the Tenure Coordinator, along with the Candidate's completed Professional Growth and Activities Report for review according to the timeline during the fall semester. If the Coordinator detects no significant problems, he or she returns the original forms to the Candidate for inclusion in the Evaluation Packet.

Failure to complete this form and submit it to the Coordinator by the deadline voids discussion of this information by the TRC at the Tenure Evaluation Meeting.

Review by Coordinator

If in reviewing the report the Coordinator detects significant problems, he or she may ask the TRC Chair to make changes before forwarding it to the Candidate for inclusion in the Evaluation Packet. Such requests are made only when a report is perceived to lack clarity, fairness, and/or equity and should be made only after consultation with the TRC Chair. If agreement cannot be reached, the Coordinator consults the PG&E Chair who may render a decision or choose to refer the matter to the PG&E Committee. It is intended that Coordinators intervene sparingly and only when clearly identified problems with the report exist.

VII. Candidate Observations

Overview

Each year Candidates will observe faculty performing their primary job function (instructor, librarian, counselor, director, coordinator). Completion of observations will be documented in the Tenure Plan; no formal report is completed.

Scheduling

During the first evaluation cycle, two Candidate observations of TRC members will be conducted in the fall semester. Thereafter, a minimum of one observation is conducted each year, either in the spring or fall of the evaluation cycle. In the second through fourth evaluation cycles, observations are not limited to TRC members and may include faculty at other institutions or professionals at work in a closely related discipline.

For Candidates in their first evaluation cycle, the determination of who will be observed and when the observation will occur is to be made collaboratively by the Candidate and the TRC at the TRC Introductory Meeting.

In evaluation cycles two through four, the determination of who is to be observed is generally made by the Candidate. If specific concerns exist, the TRC may choose to make the

determination. In either case, the information is included in the Tenure Plan, along with a general time frame for conducting the observations.

In all evaluation cycles, the Candidate schedules the observation(s) according to the timeline during the semester in which it is conducted and records completion of the observation in the Professional Growth and Activities Report. The Candidate should inform the Coordinator when the observations have been completed, so he or she can indicate such on the Observation Schedule Report.

VIII. Evaluation Packets

Overview

The Candidate, Coordinator, and the Office of Instructional Services keep copies of all relevant documents on file. The Candidate compiles an Evaluation Packet and places it on file with the Office of Instructional Services. In the event the Candidate fails to complete the packet in time for the Tenure Review Meeting, the Tenure Coordinator assembles it so that the evaluation can proceed. A record of the Candidate's failure to meet the deadline is documented in the Tenure Report. All individuals involved in this process should be aware that these documents are personnel records and, therefore, must be treated and stored as confidential.

Timeline Considerations

All Candidates must complete and file their packets by Friday of the thirteenth week of the fall semester. Note: It is the responsibility of the Candidate to notify the members of the TRC that the Evaluation Packet has been submitted to the Office of Instruction.

Contents

1. Copy of Job Announcement
2. Statement of Intent for Early Tenure form (*1st year qualifying Candidates only*—see section on Early Tenure)
3. Statement of application for early tenure and accompanying documentation. (2nd *year qualifying Candidates who have previously submitted a Statement of Intent for Early Tenure only*—see section on Early Tenure)
4. For classroom faculty, a list of courses taught
5. Survey Options Report
6. Survey results
7. Observation Schedule Report
8. TRC Observation and Discussion Reports

9. Professional Growth and Activities Report (second through fourth evaluation cycles only)
10. D/WG Responsibilities Observation Report (optional)
11. Dean's Report on Classroom Management (optional)
12. Candidates' Response(s) to Reports (optional)
13. Self-Study and Reflection
14. Revised materials (optional)
15. Tenure Review Committee Report from previous evaluation (not applicable for Candidates in their first evaluation cycle)
16. Response to Tenure Review Committee Report (optional)
17. Tenure Plan from previous evaluation (not applicable for year one)

Professional Growth and Activities Report

This report describes the Candidate's involvement in collegial governance, all participation in department or work group or program functioning, and participation in professional activities.

Beginning in second evaluation cycle, the report is submitted to the TRC Chair according to the timeline during the fall semester so that information contained in this report may be verified by the TRC Chair. The original is then sent to the Coordinator, who signs it, maintains a copy, and forwards the original to the Candidate for inclusion in the Evaluation Packet. If the Department Chair has also completed an optional D/WG Responsibilities Observation Report, both reports are to be forwarded to the Coordinator for review prior to being forwarded by the Coordinator to the Candidate for inclusion in the Evaluation Packet.

Department/Work Group Responsibilities Observation Report (Optional)

Completion of the report on the proper form is the responsibility of the TRC Chair. The report is related to the Candidate's contribution to formal department or work group or program functions. Inclusion of this report is at the discretion of the TRC. If the TRC Chair has also completed the D/WG Responsibilities Observation Report, it is to be forwarded with the Professional Growth and Activities Report to the Coordinator for review prior to being forwarded by the Coordinator to the Candidate for inclusion in the Evaluation Packet.

Dean's Report on Classroom Management Report (Optional)

Completion of the report is the responsibility of the Dean. The report is related to the Candidate's classroom management. The following items provide examples of what may be included: promptness in evaluation of student work; adherence to timelines and due dates of administrative duties (e.g. grades, submission of census rosters); maintaining contractual obligation to teaching and worksite hours as related to classroom management (e.g. maintaining schedule of classes and office hours). It is to be forwarded to the Tenure Coordinator for review

prior to being forwarded by the Coordinator to the Candidate for inclusion in the Evaluation Packet.

Self-Study

In this succinct, three to five page reflection, Candidates should address all concerns reported in Observation and Discussion Reports and respond to any substantial issues raised in student surveys. Candidates should also propose specific strategies for resolving those issues and concerns during the next evaluation cycle.

In addition, if concerns were documented in the previous TRC Report, Candidates should analyze the effectiveness of their strategic responses to those concerns.

Tenure Candidates should also address their participation in Student Learning Outcomes (SLO) development and/or assessment processes and may also elect to assess their professional growth and/or establish future goals.

Response Reports (Optional)

Candidates may include responses to any Observation and Discussion, TRC, D/WG Responsibilities Observation Report or Dean's Reports. In the case of responses to TRC and Dean's Reports, responses may be placed in the Evaluation Packet prior to any PG&E appeal hearing or review.

Revised Materials (Optional)

Though not essential, Candidates may include material they have revised in response to student surveys and/or TRC member Observation and Discussion Reports.

IX. Tenure Committee Meetings

Overview

Tenure meetings are generally conducted with all TRC members present. However, if extenuating circumstances exist, a single TRC member may be absent. Under unusual circumstances, it is permissible also for a member of the TRC to participate in a meeting by phone or teleconference. In either case, the approval of the PG&E Chair, in consultation with the Dean of Evaluation, is required before such exceptions are allowed.

TRC Introductory Meeting (first evaluation cycle only)

This is an informal meeting held sometime during weeks one through four of the fall semester in which TRC members meet each other and the Candidate. Scheduling of first evaluation cycle (fall) observations takes place.

- TRC Chair schedules and leads the meeting. (Sample agenda available from IS.)
- All members of the TRC should attend.
- Scheduling of observations takes place.
- Tenure Review and Tenure Evaluation meetings are generally scheduled.

Tenure Review Meeting

The purpose of this meeting is to review the Evaluation Packet, and to formulate a Tenure Plan (except in the fourth evaluation cycle). It includes the Candidate.

All Candidates

This meeting is held at some point during weeks fourteen, fifteen, or sixteen of each fall semester as scheduled by the TRC Chair early in the fall semester.

- TRC Chair schedules the meeting.
- TRC Chair leads the meeting.
- All members of the TRC should attend.
- Contents of the Evaluation Packet are discussed.
- Previous Tenure Plans are assessed (except in first year).
- Tenure Plans are formulated (except in year four).

Tenure Evaluation Meetings

This meeting is held to make a recommendation on the status of the Candidate and approve the Tenure Plan. Decisions may be made by consensus or vote, as determined by the evaluating

members of the TRC. In all cases, decisions must be based solely upon factors related to the Criteria for Evaluation. All information considered in making the decision must be present in the Evaluation Packet. Information received from individuals outside of the TRC may not be considered (except as part of the D/WG Responsibilities Observation Report). Tenure Plans must be approved by the TRC at this meeting; however, clarifying details may be added to the Plan after the meeting. Such details are finalized within three working days of the meeting. It does not include the Candidate and is held shortly after the Tenure Review Meeting.

For all Candidates, this meeting occurs during weeks fourteen, fifteen, or sixteen of the fall semester.

- TRC Chair schedules the meeting.
- The TRC Chair leads the meeting with assistance from the Coordinator.
- All members of the TRC should attend.
- The Tenure Candidate does not attend.
- The TRC determines a tenure-track recommendation.
- The TRC finalizes the Tenure Plan (except in year four).

X. Deficient Evaluations

Tenure Review Committee Reports

At the conclusion of each Tenure Evaluation Meeting, the TRC evaluates the Candidate on each of the five Criteria for Evaluation and completes a Tenure Review Committee Report. Ordinarily, it is recommended that the TRC address concerns raised during evaluation by identifying specifically its concerns in the Tenure Plan and by adding options to the Plan. However, if a Candidate does not meet the committee's expectations in relation to one or more of the Criteria for Evaluation, the evaluating members of the TRC create a Corrective Action Plan. Ordinarily, the responsibility of writing all reports rests with the TRC Chair. However, if consensus exists among TRC members, another member of the TRC may be designated.

The TRC Chair provides the original Tenure Plan and TRC Report to the Tenure Coordinator within three working days of the TRC meeting. Within three working days, the Tenure Coordinator reviews each, and, if no changes are to be made, signs, makes a copy for his or her records, sends each TRC member and the Tenure Candidate a copy of the Tenure Plan, and forwards both originals to the Office of Instruction.

Whenever possible, decisions of the TRC should be reached through consensus. Lacking consensus, a vote of the evaluating members of the TRC should be taken and recorded by the TRC Chair. In the case of tie votes, the Tenure Coordinator refers the decision to PG&E, and a hearing is scheduled.

What Constitutes "Not Meeting Expectations"

In determining whether or not a Candidate has failed to meet the TRC's expectations, it must be determined that a substantial deficiency exists in relation to one or more of the Criteria for Evaluation, that the deficiency represents a major barrier to seeking tenure, and that the deficiency is not likely to be remedied during the probationary period through the addition of options to the Tenure Plan. Additionally, the deficiency must be substantiated by more than one of the evaluating members of the TRC.

Corrective Action Plans

Corrective Action Plans provide an indication of the existing barriers to tenure along with steps to be taken to resolve the issues. As well, they provide a timeline by which the committee's expectations are to be met. Failure by the Candidate to fully correct the concerns expressed in a Corrective Action Plan in the time allotted by the TRC may result in a recommendation to not offer further contracts or to deny tenure. Corrective Action Plans are an option for TRCs that have identified a correctible concern. Though recommended, it is not essential that one be enacted before the denial of a contract or tenure.

Review of Corrective Action Plans

All Corrective Action Plans are reviewed by PG&E before implementation. PG&E may augment or eliminate Corrective Action Plans. In cases where PG&E eliminates a Corrective Action Plan, a written rationale must be provided on the appropriate form, and valid concerns expressed by the TRC must be incorporated in a Tenure Plan. In cases of augmentation, PG&E must provide substantial rationale on the appropriate form, and the PG&E Chair must provide the TRC with specific written instructions for augmentation of the plan.

XI. Tenure Plans

Overview

A Tenure Plan is shaped in a collaborative fashion during the Tenure Review Meeting. The Tenure Plan includes required elements and may also include optional elements. Although clarifying details may be added to the Plan after the meeting, such details are finalized within three working days of the meeting. Ordinarily, the responsibility of writing the Tenure Plan rests with the TRC Chair. However, if consensus exists among TRC members, another member of the TRC may be designated to write the plan.

The completed Tenure Plan and Tenure Review Committee Report are to be sent to the Coordinator for review within three working days of the Tenure Evaluation Meeting. If no changes are requested or required, the Tenure Coordinator will maintain a copy for his/her records and, within three working days, forward copies to the Candidate and members of the

TRC and the original to the Office of Instructional Services for inclusion in the Evaluation Packet.

The Tenure Candidate should sign off on his/her Tenure Plan and Tenure Review Committee Report within three working days after its submission to the Office of Instructional Services.

In creating the Plan, the Coordinator provides input to the TRC. If, after consultation with the TRC, the Coordinator remains unsatisfied that the Plan is clear, fair, and equitable, he or she refers the matter to PG&E for a hearing.

Required Elements

In order to ensure fairness and equity for all Tenure Candidates, and to ensure that all Candidates are held to the same high standards MiraCosta College expects of its faculty members, the following minimum elements are required of each Tenure Plan.

First Evaluation Cycle:

During the initial evaluation cycle of Tenure Review (fall of year one), no Tenure Plan exists. Therefore, all elements of tenure review are prescribed and include the following for each Tenure Candidate:

- Student Surveys. (See section on Student Surveys for details.)
- Four TRC Observations.
- Two Candidate Observations (observations conducted by the Candidate).
- Participation in all required department, program, or work group functions.
- Submission of an Evaluation Packet.

Evaluation Cycles Two Through Four:

Tenure Plans guide the tenure review process over the course of the spring and subsequent fall semester. A new Tenure Plan is devised for evaluation cycles two and three. In these evaluation cycles, the minimum required elements include:

- Student Surveys. (See section on Student Surveys for details.)
- Three TRC Observations.
- One Candidate Observation.
- Participation in all required department, program, or work group functions.
- Participation in collegial governance and/or departmental initiatives
- Submission of an Evaluation Packet.

Optional Elements

Optional elements are intended to provide the Candidate with a degree of flexibility within the tenure review process. Recognizing that Candidates come to MCC with diverse backgrounds, Candidates are encouraged to select elements most suited to their particular interests and needs.

It is intended that the Candidate will be primarily responsible for choosing the elements in this category. Exceptions will occur when clearly identified concerns exist. In these cases, TRC members may choose only options that are linked to the particular concerns identified in the Tenure Plan. These options need not substitute for other choices the Candidate may wish to pursue.

Following is a list of optional elements meant to be suggestive rather than all-inclusive. Therefore, Candidates should feel free to explore alternate pathways to individual growth and evaluation.

- Additional TRC observations
- Additional candidate observations
- Additional surveys (students, colleagues)
- Flex activity attendance or leadership
- Conference attendance
- Consultation with discipline/subject expert(s)
- Small Group Instructional Diagnosis (SGID—see Tenure Coordinator for details)
- Establishing community links
- Other_____

XII. Exceptions and Appeals

Timelines

Meeting the scheduled timelines is an important part of the tenure review process. In the event that a Candidate or TRC anticipates missing a deadline, the Candidate or TRC Chair (as appropriate) should inform the Tenure Coordinator immediately. If extenuating circumstances exist, an appeal to the PG&E Chair and the Dean of Evaluation for an extension may be made. However, all Candidates should be aware that the March 15 statutory deadline leaves very little flexibility in the spring schedule, and missing deadlines seriously jeopardizes their candidacy for tenure.

Tenure Meetings

Tenure meetings are generally conducted with all TRC members present. However, if extenuating circumstances exist, TRC members may be replaced with agreement between the

PG&E Chair and the appropriate Tenure Coordinator and TRC Chair. Under unusual circumstances, it is permissible also for a member of the TRC to participate in a meeting by phone or teleconference. In either case, the approval of the PG&E Chair in consultation with the Dean of Evaluation is required before such exceptions are allowed.

Appeals

It is the intent of PG&E that problems materializing in the tenure review process be addressed in a timely manner. Written appeals may be made to PG&E and a hearing requested. The appropriate form should be completed by the individual Coordinator, Candidate, or TRC Chair and forwarded to the PG&E Chair. Individuals who wish to appeal a decision should do so within two weeks of the action or decision that generated the appeal. The appeal must be made by the end of the third week of the spring semester for all Candidates.

Hearings will be called when agreed upon by a Tenure Coordinator and the PG&E Chair or in any case in which a TRC is deadlocked on a vote, a Candidate is recommended for a Corrective Action Plan, not recommended for further contract, or not recommended for tenure. In the case of appeals made by a Candidate, a hearing shall allow for the Candidate to present all necessary information in support of his or her position.

All appeals resulting in hearings will take place at the next scheduled PG&E meeting. In cases when the schedule does not permit timely resolution of the conflict, a special session of PG&E may be called. By statute, the failure of any party to complete the appeal process in a timely fashion does not extend the timeline for reporting to Board of Trustees.

In making decisions, PG&E gives due consideration to the recommendations of the TRC. In reviewing decisions made by a TRC, each TRC member's input will be afforded equal consideration. Accordingly, PG&E may not consider the opinions of the TRC Chair, Dean, or any faculty peer as more or less important than that of other TRC members. PG&E should strive for consensus in reaching decisions. When consensus is lacking, a vote should be taken and recorded. The PG&E Chair will maintain a record of appeals and decisions in a confidential file that will be kept in the same storage location as all Candidate packets, in the Office of Instruction.

Replacement of Coordinator

TRC Chairs may issue an appeal to request the replacement of a Tenure Coordinator at any time in the tenure review process. Such a request may only be granted once during the four years of tenure review. Such appeals should be made to the PG&E Chair and the Academic Senate President, who must both agree to the replacement. The PG&E Chair, after consultation with the TRC Chair, decides upon an appropriate replacement for the Coordinator.

Challenges to Coordinators

In cases where the TRC Chair questions a decision or action by the Coordinator, the Chair may appeal the decision or action to the PG&E Chair no later than the end of week four of the spring

semester for Candidates in their first evaluation cycle, or week seventeen of the fall semester for Candidates in their second through fourth evaluation cycles. In such cases, the appeal should be made no more than two weeks after the occurrence of the decision or action being appealed.

XIII. Early Tenure Option

The ASC does not support exercising the option to grant tenure at the end of year one.

Tenure candidates may be eligible for early tenure only if

A) they were granted or have been recommended for tenure in a similar position at an institution of higher education with a defined review process and

B) they have demonstrated meeting to an extraordinary degree each of MiraCosta's five criteria for evaluating Candidates.

Candidates interested in applying for early tenure must place the Statement of Intent for Early Tenure form in their 1st cycle Evaluation Packet.

The appropriate box should be checked on the 2nd cycle Tenure Plan.

In the 2nd cycle Evaluation Packet, a statement of application for early tenure and all accompanying documentation must be placed in a separate section at the front of the Evaluation Packet.

The recommendation for early tenure must be made by the TRC, reviewed and approved by PG&E and the ASC before it is taken to the Board of Trustees for approval.

XIV. The Professional Growth and Evaluation Committee

Mission

The mission of PG&E is to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. Additionally, it is the responsibility of PG&E members to ensure that all Tenure Candidates are treated with equity and fairness while undergoing tenure review.

Functions

1) Developing proposed procedures for the PG&E process;
2) Reviewing and revising procedures outlined in the handbooks based on input solicited from participants in the process;

3) Interpreting established PG&E procedures by acting in an advisory position to those undergoing evaluations;
4) Assuring clarity, equity, and fairness in the tenure review process;
5) Reaching consensus when possible through discussion, giving due consideration to the recommendations of the Tenure Review Committee;
6) Voting and sending recommendations to the Academic Senate Council;
7) Requiring the elimination or augmentation of Corrective Action Plans as appropriate;
8) Reviewing and acting on any appeals in matters related to evaluation of Tenure Candidates;
9) The PG&E members through the Chair will provide thoughtful and descriptive rationale for the committee's decisions on all matters of appeal decisions. The purpose is to provide a historical record of the decisions made regarding said appeals. This rationale is to be stored in a PG&E folder kept with the evaluation packets within the Office of Instruction.

Composition

1) **Two Vice-Presidents** (ex-officio)
    - One from Student Services and one from Instructional Services.
2) **Eleven Tenured Faculty Members** (minimum, not including Chair)
    - Appointed by the Academic Senate President and confirmed by the Academic Senate Council, with representation from the diverse programs of the college.
    - At least two members must be non-classroom faculty.
    - No more than two members from the same department may serve on the committee.
    - All tenured members, except the Chair, serve as Tenure Coordinators.
3) **Chair**
    - Tenured faculty member who has a minimum of one year's service on PG&E.
    - Does not serve as a Tenure Coordinator.
    - Does not serve as a TRC Chair
4) **Two Tenure Candidates**
    - Must be in third or fourth year of tenure review.
    - Do not serve as Tenure Coordinators.
5) **Dean of Faculty Evaluation** (ex-officio)

Committee Responsibilities

1) Fully understanding the Tenure Candidate *Handbook*;
2) Attending training sessions, which will be conducted by the PG&E Chair and the Dean of Faculty Evaluation;
3) Assuring clarity, equity, and fairness in the tenure review process;
4) When appropriate, serving as Tenure Coordinators;
5) Attending PG&E meetings, including those held in closed session in accordance with the Brown Act.
    a) Discussing appeals brought forth.
    b) Hearing all cases in which a TRC is deadlocked, a contract, tenure or early tenure is denied, or a Corrective Action Plan is assigned.
    c) If appropriate, in a separate motion, directing the TRC to eliminate or augment a Corrective Action Plan.

Vice President Responsibilities

1) Participating in the responsibilities assigned to the PG&E Committee (see above).
2) Reading Evaluation Packets of all Candidates in his or her division prior to the PG&E meeting. (See timeline for availability of Packets.)
3) Discussing concerns at the PG&E meeting regarding contents of those packets, which have been identified by the Vice President as meeting all of the following criteria:
    a. A substantial deficiency exists in relation to one or more of the Criteria for Evaluation;
    b. The deficiency could represent a significant barrier to achieving tenure;
    c. The deficiency is not likely to be remedied during the probationary period through options found in the Tenure Plan;
    d. The deficiency is documented by at least two of the evaluating members of the TRC.

PG&E Chair Responsibilities

1) In conjunction with the Dean of Faculty Evaluation, providing training to new PG&E members.
2) In conjunction with the Dean of Faculty Evaluation and members of PG&E, providing training to TRC members, members of the Academic Senate Council, and Tenure Candidates.

3) Consulting with individual Tenure Coordinators throughout the year whenever concerns relating to procedural clarity, equity, or fairness arise.

4) Attending TRC meetings when invited by Tenure Coordinators who feel the involvement of the PG&E Chair could be beneficial. In such cases, the PG&E Chair attends to ensure clarity, equity, and fairness in the process but does not vote.

5) Calling and keeping a chronological record of all closed session meetings.

6) Completing any PG&E Appeals Reports and the annual PG&E Recommendations Report to the ASC. The PG&E Chair will maintain a record of appeals and decisions in a confidential file that will be kept in the same storage location as all Candidate packets.

7) Sending to IS for inclusion in the PG&E file a brief summary report of decisions made in closed session meetings, including a copy of the annual Recommendation Reports for Candidates from PG&E to the ASC.

8) Upon invitation from the ASC, attending a closed session of the ASC when the recommendations for tenure advancement/re-employment appear on the agenda as old business. The PG&E Chair is present to clarify procedural matters. Discussion should be based only on written information found in Evaluation Packets.

9) Receiving complaints about any Tenure Coordinators or TRC members who fail to meet their responsibilities in the tenure review process and taking necessary action, in consultation with AS President and Dean of Evaluation, including removal of TRC Members or reassignment of Tenure Coordinators, when appropriate. The PG&E Chair will maintain a record of any necessary actions in a confidential file that will be kept in the same storage location as all Candidate packets.

10) Whenever practical, consulting with other PG&E members prior to making decisions. The PG&E Chair will appoint a subcommittee from within PG&E to advise the PG&E Chair on interpretation of rules and procedures, . This interpretations subcommittee shall consist of at least four members, one of whom will be the Dean of Evaluation and one the PG&E Chair. This subcommittee will be consulted on interpretation decisions whenever time permits, and their advice shall be given due consideration prior to the Chair's rendering interpretations that are not time sensitive. The PG&E Chair will maintain a record of all interpretation decisions and pass along that record to subsequent PG&E Chairs and members of the Interpretations Subcommittee.

XV. Academic Senate Council (ASC) Responsibilities

Council Responsibilities

The ASC, as the legal representative of the faculty in academic and professional matters, has the primary responsibility to make a final recommendation regarding re-employment or tenure and

send it through the Superintendent/President to the Board of Trustees. Thus, the ASC receives and reviews in closed session (in accordance with the Brown Act) the Lists of Recommendations for Candidates from PG&E to the ASC. The ASC members access the packets in IS, if necessary. When the PG&E recommendation lists appear on the ASC agenda, the ASC may request that the chair of PG&E attend the meeting (discussed under PG&E Chair Responsibilities in this handbook). Giving due consideration to the recommendations of the TRCs and PG&E, the ASC votes and then sends a final recommendation through the Superintendent/President to the Board of Trustees. The individual votes of ASC members are made public in accordance with the Brown Act. In any case where the ASC votes to overturn a PG&E recommendation, the ASC provides its rationale in writing. This written documentation is filed with the Dean of Faculty Evaluation, to be included in the Candidate's Evaluation Packet.

AS President Responsibilities

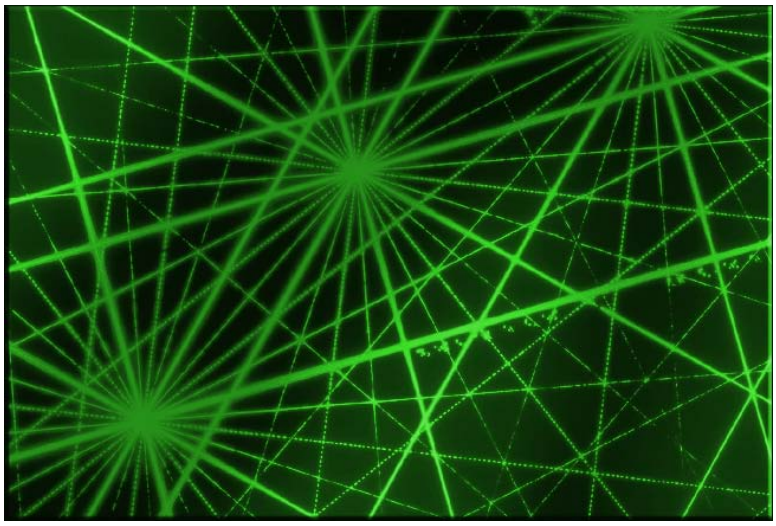
1) Completing the annual Lists of Recommendations for Candidates from the ASC to the Board. Sends these lists through Superintendent/President to the Board of Trustees for action. Requests that the Superintendent/President place this item on the Board agenda for action prior to March 15;
2) Filing reports (if any) that present the ASC's reasoning for overturning any PG&E recommendations with the Dean of Faculty Evaluation, to be included in the Candidate's packet;
3) Appointing faculty members to PG&E;
4) Designating a chair of PG&E, preferably a committee member who is in his/her second (or greater) year of service;
5) Receiving complaints about the PG&E Chair and taking necessary action, including removal if necessary;
6) Suggesting to the PG&E Chair future PDP activities of value to faculty undergoing evaluation.

XVI. Board of Trustees Responsibilities

1) Receives ASC recommendations through the Superintendent/President. The administration reserves the right to present a dissenting recommendation in writing if it deems appropriate. The Superintendent/President sends this dissenting recommendation to Instructional Services to be included in the packet. The Board may access the Evaluation Packets, as necessary.
2) Makes re-employment decisions, relying primarily upon the judgment and advice of the ASC. If the ASC's recommendation is not accepted, the Board or its designee communicates its reasons in writing to the ASC, sending the original to Instructional Services to be included in the Evaluation Packet.

MiraCosta College

Tenured Faculty Professional Growth and Evaluation Handbook



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Section One: Introduction

Professional Growth and Evaluation Committee Mission and Functions

The mission of the Professional Growth and Evaluation (PG&E) Committee is to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. The functions of the PG&E Committee are as follows:

1) Develop proposed procedures for the PG&E process;
2) Review and revise procedures outlined in the handbooks, based on input solicited from participants in the process;
3) Interpret established PG&E procedures by acting in an advisory position to those undergoing evaluations as well as to those persons administering the process.

Philosophy of Faculty Growth and Evaluation

The professional growth and professional evaluation of faculty are interrelated.[1] Thus, the Professional Growth and Evaluation Process at MiraCosta College has a dual purpose: to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. The process provides an opportunity for individuals to explore educational priorities and perspectives through self-study, feedback from constituents with whom there is regular interaction, and dialog on significant issues.

MiraCosta strives to establish a supportive environment that encourages and facilitates lasting change. This growth and evaluation process is, to the extent possible, initiated and directed by the faculty member being evaluated. The process fosters self-initiated learning, encourages creativity, and promotes teamwork.

MiraCosta's commitment to collegial governance is the basis for this process, one in which faculty and administrators share the responsibility for evaluation. The process has been designed to measure established written criteria and insures that only information related to those criteria can be considered in the process.

[1] MiraCosta College Policy No. V.A. states: "'Faculty' means those employees who are employed in positions not designated as supervisory or management…and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors."

Criteria for Evaluating Tenured Faculty

MiraCosta's objective is to maintain a faculty of extraordinary people: men and women of uncommon ability, energy, enthusiasm, and commitment. We wish to retain faculty members who bring to their students, departments, divisions, and college breadth and depth of knowledge, pedagogical effectiveness, and life experiences which will enrich their disciplines and stimulate learning. Faculty, therefore, must reflect this standard of excellence in their performance of faculty duties and interaction with students and colleagues.

The following criteria delineate common areas of performance to be evaluated during the evaluation process.

1. Demonstrated skill in classroom teaching, non-instructional roles, and other responsibilities specifically listed in the employment job announcement. These may include:
    a. Currency and depth of knowledge in the primary areas of responsibility;
    b. Use of effective communication, written and oral;
    c. Careful attention to effective organizational skill in the classroom or other worksite(s);
    d. Commitment to program/discipline development and enrichment;
    e. Creativity and innovation;
    f. Leadership skills.
2. Respect for students' rights and needs by:
    a. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
    b. Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
    c. Maintaining contractual obligation to teaching and worksite hours and, if appropriate, to regular and timely office hours;
    d. Demonstrating sensitivity to human diversity;
    e. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas;
    f. Recognizing the opinions of others.
3. Respect for colleagues and the educational professions by:
    a. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
    b. Recognizing the opinions of others;
    c. Acknowledging sources, when appropriate;
    d. Striving to be objective in their professional judgment of colleagues;

e. Acting in accordance with the ethics of the profession and with a sense of personal integrity;

f. Working in a spirit of timely cooperation to develop and maintain a collegial atmosphere.

4. Continued professional growth, which may be demonstrated by:

a. Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, or professional meetings;

b. Developing new curriculum, programs, or services;

c. Conducting discipline, programmatic, or pedagogical research;

d. Contributing to written publications, artistic exhibits, or conference presentations;

e. Involvement in professional organizations, community partnerships, or other activities;

f. Service in student organizations and activities.

5. Participation in collegial governance by:

a. Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups);

b. Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment processes*).

*Results of Student Learning Outcomes assessments shall not be a factor in faculty evaluation.

Section Two: Process for Evaluation: 6 Year

Description of the Evaluation: 6 Year Process

The evaluation cycle for tenured faculty typically consists of an evaluation every three years, alternating between Evaluation: 6 Year and Evaluation: 3 Year. Evaluation: 3 Year is possible three years following the receipt of a "Satisfactory" recommendation in Evaluation: 6 Year or the receipt of a "Grant Tenure" recommendation in the tenure review process. The process for Evaluation: 6 Year applies to contract load only, and only information which is related to the Criteria for Evaluating Tenured Faculty may be considered in the process. The process for Evaluation: 6 Year starts in fall when the Dean of Faculty Evaluation notifies each Tenured Faculty Member (TFM) who is to participate in the process in the following spring semester. The full process is briefly outlined below. Please see the complete description of the process in this section.

1) In early spring, the Peer Review Committee (PRC) is formed. The PRC consists of one to three tenured faculty members, the department chair, and the appropriate dean – who is a non-voting member. The TFM selects the tenured faculty peers – with at least one from the TFM's discipline or closely-related discipline – after requesting input from the department chair.

2) The TFM then prepares an evaluation packet and hand carries it to Instructional Services (IS) (OC4715), where it is made available to the PRC for review.

3) After the PRC reviews the packet, the TFM leads the TFM/PRC meeting. After this meeting, the PRC meets without the TFM. If substantial concerns are identified by the PRC, the PRC holds a follow-up meeting with the TFM to discuss these concerns, and when appropriate, gets input from the TFM for an assistance plan or corrective action plan. The PRC then makes one of the following recommendations before forwarding the packet to the appropriate dean:

   - Satisfactory
   - Improvement needed – assistance plan prescribed
   - Minimum standards not met – corrective action plan prescribed
   - Unsatisfactory

4) The appropriate dean reviews the TFM packet, and then either accepts or does not accept the PRC recommendation.

   a) If the PRC recommendation is either "Satisfactory" or "Improvement needed – assistance plan prescribed" and if the dean accepts it, that recommendation is final. Therefore, neither PG&E nor Academic Senate Council reviews the packet. If for two consecutive full evaluations the PRC recommendation is "Improvement needed – assistance plan prescribed" and if the dean accepts it, the dean forwards the packet to PG&E for action if requested by the TFM. If for three consecutive full evaluations the PRC recommendation is "Improvement needed – assistance plan prescribed" and if the dean accepts it, the dean forwards the packet to PG&E for action.

   b) If the PRC recommendation is either "Minimum standards not met – corrective action plan prescribed" or "Unsatisfactory" and if the dean accepts it, the dean forwards the packet to PG&E for action.

c) If the dean does not accept the PRC recommendation, the dean forwards the packet to PG&E for action.

5) PG&E reviews the TFM packet in the cases identified above. PG&E makes one of the following recommendations:

- Satisfactory
- Improvement needed – assistance plan prescribed
- Minimum standards not met – corrective action plan prescribed
- Unsatisfactory

a) If PG&E recommendation is "Satisfactory," "Improvement needed – assistance plan prescribed," or "Minimum standards not met – corrective action plan prescribed," that recommendation is final. Therefore, the ASC does not review the packet. If appropriate, PG&E directs the PRC to write and implement an assistance plan or corrective action plan.

b) If the PG&E recommendation is "Unsatisfactory," PG&E forwards the packet to the ASC for action.

6) The Academic Senate Council reviews the TFM packet only if the PG&E recommendation is "Unsatisfactory," and then either accepts or does not accept the PG&E recommendation.

a) If the ASC accepts the PG&E recommendation of "Unsatisfactory," the ASC forwards the packet to the appropriate vice-president for administrative action.

b) If the ASC does not accept the PG&E recommendation of "Unsatisfactory," the final recommendation is "Minimum standards not met – corrective action plan prescribed." If appropriate, the ASC directs the PRC to write and implement a corrective action plan. (Before making this recommendation, the ASC must send a written rationale to PG&E and then consider PG&E's written response to that rationale. These documents must be attached to the ASC Report.)

Notes:

1. The recommendations of the PRC, Dean, PG&E, and ASC are recorded with summary comments on committee reports that are filed in the TFM's packet. The TFM may attach a signed/dated statement to the PRC Report, the Dean's recommendation, the PG&E Report, and the ASC Report before the packet is forwarded to the next level. Any PRC member may attach a signed/dated statement of reservation to the PRC Report before the packet is forwarded to the dean.

2. Recommendations other than "Satisfactory" may be made only in sequence. For example, if a TFM has received a recommendation of "Satisfactory" in the most recent evaluation cycle, the only recommendations that may be made in the current cycle are "Satisfactory" or "Improvement needed – assistance plan prescribed." A recommendation of "Unsatisfactory" may be made only after an assistance plan and a corrective action plan have been provided to the TFM and after these forms of assistance have proven to be unsuccessful. It is up to the PRC to determine the number of assistance plans and/or corrective action plans provided to the TFM. Instructional Services retains the entire packet of any TFM who receives a recommendation other than "Satisfactory" until that TFM once again receives a "Satisfactory" evaluation.

3. If a TFM receives a final recommendation of “Minimum standards not met – corrective action plan prescribed” or “Unsatisfactory,” the PRC, the Dean, or PG&E may direct the TFM to undergo Evaluation: 6 Year during the next academic year.

Tenured Faculty Evaluation: 6 Year Growth and Evaluation Process Timeline

Deadline*	Activity
End of the fall semester preceding spring evaluation	Dean of Faculty Evaluation notifies TFM that the TFM is scheduled to participate in this process during the following spring.
Before the beginning of Flex week of spring semester	If applicable, TFM completes Assistance Plan or Corrective Action Plan from previous evaluation cycle.
1 Week Prior to FLEX until Week 9 of the spring semester	Administration of point-of-service Student Survey of Non-Classroom Faculty. Non-classroom TFM must send copies of the Evaluation Options Report to Instructional Services one week before the first survey is distributed.
End of 1st week of spring semester	TFM selects PRC peers after requesting input from the department chair. If applicable, TFM conducts meeting with previous PRC to discuss completion of Assistance Plan or Corrective Action Plan from previous evaluation cycle.
End of 2nd week of spring semester	Department chair conducts PRC chair election and notifies TFM of results. If applicable, Assistance Plan Report of Completion or Corrective Action Plan Report of Completion from previous evaluation cycle is available in Instructional Services to TFM.
End of 3rd week of spring semester	TFM sends copy of the Evaluation Options Report to Instructional Services. TFM sends to Instructional Services any lists of the names of constituents to receive surveys. If the TFM's previous evaluation was other than Satisfactory, the PRC may initiate additional Visitations and Discussions. TRC members, PRC members, PG&E members, and Tenured Academic Senate Council members return Civil Liability, Confidentiality, and Conflict of Interest memo (with their signature) to Instructional Services. If applicable, TFM signs Assistance Plan Report of Completion or Corrective Action Plan Report of Completion from previous evaluation cycle and may attach a statement.
End of 5th week of spring semester	TFM schedules TFM/PRC meeting to be held after PRC members review packet but before end of 14th week of the spring semester.
End of Week 9 of spring semester	Distribution and administration of student surveys and other surveys for TFMs. Any visitation and discussion, SGID, or video presentation has been completed.

End of 10th week of spring semester	TFM receives all survey results. TFM receives all Visitation and Discussion, SGID, and Video Presentation reports. TFM receives all Individual PRC Member reports.
End of 12th week of spring semester	TFM hand carries packet to Instructional Services.
End of 14th week of spring semester	TFM conducts TFM/PRC meeting.
Wednesday of 15th week of spring semester	PRC Chair conducts PRC meeting and, if applicable, follow-up meeting with TFM.
Friday of 15th week of spring semester	Signed PRC Report (except for TFM's signature) and any PRC member's statement of reservation are available in packet to TFM. Any Assistance Plan or Corrective Action Plan is attached.
Monday of 16th week of spring semester	TFM signs PRC Report and may attach a statement. If applicable, TFM signs Assistance Plan or Corrective Action Plan.
Tuesday of 16th week of spring semester	Packet available in Instructional Services for dean's review.
Thursday of 16th week of spring semester	Dean's recommendation on PRC Report available in packet to TFM.
Monday of 17th week of spring semester	TFM signs PRC Report acknowledging dean's recommendation and may attach a statement.
Tuesday of 2nd week of fall semester	If applicable, packet available in Instructional Services to PG&E.
Tuesday of 3rd week of fall semester	If applicable, PG&E Report available in packet to TFM.
Thursday of 3rd week of fall semester	If applicable, TFM signs PG&E Report and may attach a statement.
Tuesday of 4th week of fall semester	If applicable, packet available in Instructional Services to ASC.
Wednesday of 5th week of fall semester	If applicable, ASC Report available in packet to TFM.
Friday of 5th week of fall semester	If applicable, TFM signs ASC Report and may attach a statement.
Monday of 6th week of fall semester	If applicable, AS President forwards packet to appropriate vice-president.

*Steps may be completed prior to the deadlines as long as they are completed in sequential order.

Tenured Faculty Member Responsibilities

Forming a Peer Review Committee

The TFM selects tenured faculty peers after requesting input from the department chair. Details about the composition of the PRC can be found in the PRC Responsibilities section of this handbook. Any TFM who has more than one department chair selects one of the chairs and asks that chair to organize and carry out the election of the PRC Chair. The department chair then notifies the TFM of the results of the PRC Chair election.

Evaluation Options Reports

On the Evaluation Options Report, the TFM documents his or her constituent survey selections, additional evaluation options, and the names of the PRC Chair and other member of the committee. The TFM places the original report in his or her packet and then sends a copy to Instructional Services.

Constituent Surveys

Classroom Faculty:

The TFM selects forty percent of the classroom portion of the contract load to be surveyed, including at least two separate preparations (courses), if possible. If online classes are part of the contract load, they may also be surveyed. The TFM also selects any additional section he or she has chosen as an evaluation option.

1) Student Survey of Instruction

   At the discretion of the TFM, surveys for instructional faculty may be conducted by using one or more of the following methods:

   a) Student Proctor Method
   The TFM designates a responsible student to conduct the survey before leaving the classroom for the entire process. The student reads the directions aloud, distributes, collects, and delivers the surveys to Instructional Services.

   b) PRC Member Method
   Surveys may be conducted at the conclusion of a classroom observation. The TFM departs the classroom for the entire process. The PRC member then reads the directions aloud, distributes, collects, and delivers the surveys to Instructional Services.

   c) Electronic Method
   If online or self-paced open-entry classes are part of the TFM's contract load, they can be surveyed. Directions for deploying these surveys will be provided by Instructional Services.

2) Faculty/Staff/Administrator Survey of Participation in Professional Activities

   The TFM composes, after requesting input from the department chair and appropriate dean, a list of at least twenty names of faculty/staff/administrators who can assess the TFM's participation in professional activities. These faculty/staff/administrators must have regular contact with the TFM on MiraCosta committees and/or in the department/program. The TFM, following directions

provided by Instructional Services, sends this list to Instructional Services. Instructional Services deploys the surveys electronically. The TFM places into his or her packet a copy of the list of constituents requested to be surveyed and the results of the survey.

Non-Classroom Faculty:

1) The TFM should seek 40 responses from the most appropriate among these surveys: Student Survey of Non-Classroom Faculty, the Faculty/Staff Survey of Non-Classroom Faculty, Student Survey of Instruction, **OR**, Individually Tailored Constituent Survey. Any TFM who has chosen additional surveys as an evaluation option should seek an additional twenty survey responses. In consultation with the appropriate Dean(s), or VP in cases where there is no Dean, the TFM completes the Evaluation Options Report: Tenured Non-Classroom Faculty. On this form, the TFM indicates which survey options(s) and, if appropriate, method(s) of survey distribution he or she will use. The TFM places the original form and any constituent list in his or her packet, sends a copy of the form and any constituent lists to Instructional Services.

a) Faculty/Staff Survey of Non-Classroom Faculty

The TFM obtains his or her Dean's pre-approval signature for the list of faculty/staff to be surveyed before forwarding it to Instructional Services. If the TFM wishes, he or she prepares, in consultation with his/her Dean(s), a cover letter to accompany the survey; otherwise, Instructional Services sends a generic cover letter. Instructional Services deploys the faculty/staff surveys electronically. The TFM places into his/her portfolio a copy of the list and, if appropriate, the cover letter(s).

b) Student Survey of Non-Classroom Faculty

i. Point-of-Service Method

TFM student surveys are administered during weeks 1-9. Before the first survey is administered, the TFM must send copies of the Evaluation Options Report to Instructional Services. Student surveys are administered and collected by a person or persons ("distributor(s)") approved by the Dean.

- Student Survey of Individual Contacts

  All substantive student contacts during the time period agreed upon by the TFM and his/her Dean are surveyed. The TFM requests the appropriate number of surveys and preaddressed envelopes from Instructional Services. The distributor provides the student with the survey form and envelope, either immediately before or after the relevant contact, depending on local setting and circumstance. (To ensure randomness of the survey sample, TFMs must not directly refer students to the distributor.) Following the contact, the student completes the survey form, seals it in the envelope, and gives it to the distributor, who returns the completed surveys to Instructional Services.

- Student Survey of Group Contacts (e.g., workshops, orientations, presentations)

  TFMs must request the appropriate number of surveys and preaddressed envelopes from Instructional Services. The distributor hands out and collects the surveys, places them in the envelope provided, seals the envelope, and sends it to Instructional Services. TFMs must not administer or collect their own student surveys.

ii. U.S. Mail Method

By the end of the third week of the spring semester, the TFM sends the following to Instructional Services: 1) cover letter(s), if appropriate, and 2) either mailing labels with mailing addresses or preaddressed envelopes. The TFM obtains the pre-approval signature of his or her Dean before forwarding the list of students to Instructional Services. The Dean is responsible for ensuring the randomness of the student survey list. If the TFM wishes, he or she prepares, in consultation with his/her Dean(s), a cover letter to accompany the surveys; otherwise, Instructional Services (IS) sends a generic cover letter. The TFM places into his/her packet the original of the list and, if appropriate, the cover letter(s).

iii. Electronic Method

The TFM obtains his or her Dean's pre-approval signature for the list before forwarding it to Instructional Services. The Dean is responsible for ensuring the randomness of the student survey list. If the TFM wishes, he or she prepares, in consultation with his/her Dean(s), a cover letter to accompany the surveys; otherwise, Instructional Services (IS) sends a generic cover letter. Instructional Services deploys the student surveys electronically. The TFM places into his/her packet the original of the list and, if appropriate, the cover letter(s).

c) Student Survey of Instruction

Split-assignment TFMs use this survey for their classroom assignments and must follow the procedure outlined for classroom faculty. Other non-classroom faculty may use this survey, when appropriate, after consultation with the Dean.

d) Individually Tailored Constituent Survey

2) The TFM should seek at least twenty responses from the Faculty/Staff/Administrator Survey of Participation in Professional Activities. The TFM composes, after requesting input from the department chair and/or appropriate dean, a list of at least twenty names of faculty/staff/administrators who can assess the TFM's participation in professional activities. These faculty/staff/administrators must have regular contact with the TFM on MiraCosta committees and/or in the department/program. The TFM, following directions provided by Instructional Services, sends this list to Instructional Services. Instructional Services deploys the surveys electronically. The TFM places into his or her packet a copy of the list of constituents requested to be surveyed and the results of the survey.

Split-Assignment Faculty (has both classroom and non-classroom responsibilities): the TFM follows the survey procedures outlined above.

Additional Evaluation Options

Each TFM must select one of the four evaluation options listed below. If the TFM's previous evaluation was other than Satisfactory, the TFM must participate in any additional Visitations and Discussions initiated by the PRC. The TFM documents these options on the Evaluation Options Report and places a copy of this report in his or her packet.

1) Visitations and Discussions

The TFM invites one PRC member to visit one class or, in the case of a non-classroom faculty member, one selected activity. After receiving input from the PRC member, the TFM specifies a day and time for the pre-visitation, the visitation, and the post-visitation discussion. The post-visitation discussion should occur as soon as possible after the visitation.

Visitations to online classes may take place if these classes are a part of assigned contract load. The TFM shall designate the following elements of evaluation for each online class:

- one example of content instruction or information delivery (such as one lecture, an instructional animation, assignments which teach content, etc.)
- a sample of student interaction (equivalent to a week's worth of electronic discussion, or attendance at one half hour of synchronous chat session)
- the syllabus

The TFM will authorize student-level access to the visitor for the purpose of observing these elements of the class. While it is acknowledged that it would not be possible to block the visitor from access to other areas of the class, only these elements are to be assessed in order to provide equivalency with a one-hour on-site classroom visit.

During the pre-visitation discussion, the TFM informs the visitor of long-range goals as well as the specific objectives of the class/activity to be visited. If the TFM wants the visitor to participate in any way other than as an observer, he or she requests that level of participation at this time.

During the post-visitation discussion, the visitor provides oral feedback in an informal dialogue with the TFM concerning his or her observations as they relate to the Criteria for Evaluating Tenured Faculty.

The visitor returns a completed Visitation and Discussion Report to the TFM. The TFM signs the report, and responds, if he or she wishes, on the Response to Visitation and Discussion Report. The TFM includes these in the packet.

2) Small Group Diagnosis (SGD)

SGD is a five-step process involving the TFM, constituents (classroom students of a classroom TFM), and a team consisting of a facilitator and a recorder.[2] The TFM may contact Human Resources to locate facilitators for this option.

The first step is a conference between the TFM and the facilitator in which the facilitator explains the SGD process and schedules the procedure for one specific class or group activity.

[2] SGD team members do not serve as PRC members (since the SGD documents anonymous constituent feedback). The TFM must select SGD team members from the trained SGD pool.

The second step is the classroom procedure: The two-member SGD team (a facilitator and a recorder) convenes class and introduces the process to students. The TFM is asked to arrive 30-45 minutes late. Students divide themselves into groups of about five each and then select one member to act as a recorder/spokesperson. Each group discusses the three questions below. The student recorder/spokesperson writes down on worksheets all comments made in response to the three questions below. The SGD team circulates to keep the groups on task, focusing on positive suggestions rather than negative complaints.

- What class activities and teaching techniques have been most helpful to you in meeting your learning objectives in this course?
- What specific changes could the instructor make to help you more completely meet your learning objectives for this course?
- If you had a friend who was going to take this course, what advice would you give him or her about this class and instructor?

After a maximum of 15-minutes of discussion, each student recorder/spokesperson reports consensus comments from the group. The SGD recorder writes these responses on a flip chart, and the facilitator asks clarifying questions to ensure that each group is satisfied with the wording. The SGD team members later transfer the flip chart information to the SGD Team Student Comments Report.

In the third step, before the next class meeting the SGD team meets with the instructor, using the SGD Team Students Comments Report, flip charts, and student comment sheets as references to discuss student comments, instructor reaction, strategies for change, and a suggested approach for the instructor follow up review with the class. The SGD team leaves the above-mentioned materials with the instructor.

In the fourth step, during the first few minutes of the next class meeting, the instructor offers reactions to student feedback and outlines intended changes.

In the fifth step, the TFM completes the Response to the SGD Process Report and includes it in his/her packet. The TFM may dispose of or keep the flip charts and the student comment sheets.

3) Small Group Program Diagnosis (SGPD)

For Faculty Directors, an SGPD may be used as a means for evaluating their professional development, using a process similar to the SGD outlined above.

4) <u>Additional Surveys</u>

Classroom TFMs select one additional section of the contract load (twenty percent) to be surveyed. Non-classroom TFMs seek approximately twenty additional responses from constituent surveys.

5) <u>Video Presentation</u>

The TFM provides the PRC with a videotape of himself or herself making a classroom or other job-related presentation. (The videotape should contain views of the audience.) After the TFM and one or more committee members chosen by the TFM have viewed and discussed the tape, the committee member(s) completes the Video Presentation Report, addressing his or her observations relevant to the Criteria for Evaluating Tenured Faculty. The TFM may choose to complete the Response to Video Presentation Report.

Evaluation Packet

The TFM prepares a packet and carries it to Instructional Services. This packet includes, among other possible items, the following:

a) A table of contents

b) Previous evaluation reports (obtained from Instructional Services) and any attached Assistance Plans, Corrective Action Plans, and accompanying reports of completion

- ❖ A TFM whose last final recommendation was "Satisfactory" includes the previous PRC Report.
- ❖ A TFM whose last final recommendation was other than "Satisfactory" includes any PRC, PG&E, and ASC reports received since the last recommendation of "Satisfactory."
- ❖ A recently-tenured TFM includes the TRC Report (and PG&E Report if any) from the last evaluation cycle.

c) A list of courses taught since the last Evaluation: 6 Year, and syllabi from two different current semester courses.

d) Evaluation Options Report

e) Results and reports of evaluations (student surveys, visitation and discussion reports, SGD and/or video presentation results)

f) Individual PRC Member Reports and Responses.
The TFM receives any Individual PRC Member Reports from PRC members who have chosen to complete this report, describing personal observations regarding the TFM which relate to the Criteria for Evaluating Tenured Faculty. The TFM may choose to complete the Response to Individual PRC Member Report.

g) Constituent survey results, distribution lists and, if appropriate, any cover letters.

h) Professional Growth Report

i) Self-Study
The TFM completes a 3-5 page self-study describing how he or she has met the criteria in each of the common areas of performance to be evaluated (refer to Criteria for Evaluating Tenured Faculty). The TFM also addresses any recommendations from his or her most recent evaluation reports. In addition, the TFM assesses whether or not he or she has met the goals identified in the previous evaluation and identifies future goals, linking future goals to PDP activities whenever possible.

TFM/PRC Meeting

The TFM schedules the TFM/PRC meeting to be held after PRC members review the packet. The TFM plans and conducts this meeting. TFM is responsible for setting the agenda for this meeting and leading a discussion about the contents of the packet, including strengths and concerns, previous goals and future goals. The PRC will meet without the TFM at some time(s) following this meeting.

PRC Follow-up Meeting with TFM (only if requested by PRC)

If the PRC identifies concerns at its meeting without the TFM, the PRC holds a follow-up meeting with the TFM to discuss these concerns. The TFM may give input at this meeting regarding the development of any Assistance Plan or Corrective Action Plan.

Signing Reports

The TFM reviews and signs the PRC Report, the Dean's Recommendation, and any PG&E, and/or ASC Reports, as appropriate, all of which are available in Instructional Services. The TFM may attach a signed/dated statement to these reports. The TFM also reviews and signs any Assistance Plan or Corrective Action Plan attached to the PRC Report.

Addressing Assistance Plans and Corrective Action Plans (if applicable)

The TFM carries out the terms of any Assistance Plan or Corrective Action Plan. The TFM schedules and leads a meeting with the PRC to discuss whether or not the plan was successfully completed. The reports of completion will be available to the TFM in Instructional Services. The TFM signs any reports of completion and may attach a signed/dated statement.

Peer Review Committee Responsibilities

Service

A PRC is formed whenever a TFM participates in Evaluation: 6 Year process.

Composition

1) Initial Composition[3] (TFMs should not serve concurrently on each other's PRCs.)

   a) Tenured faculty members (one to three, with at least one from the TFM's discipline or a closely-related discipline). The TFM selects the tenured faculty peers after requesting input from the department chair. (If an online class will be included in visitations, the TFM should consider choosing a peer or peers with some expertise or training in online teaching.) If the TFM has no tenured discipline peers at MCC, the TFM should consult with the department chair and the dean regarding the possibility of utilizing a discipline consultant. The consultant is a non-voting member of the committee.

   b) TFM's department chair. In cases where the TFM is the department chair, the TFM has the option of either having the immediate past department chair or the dean serve as department chair in this process. TFMs who are not members of an established department have the option of having either their dean or a selected work group chair serve as department chair for this process. TFMs who choose the option of having a work group chair selected should notify the Professional Growth and Evaluation chair who will select a work group chair from the tenured faculty members selected by the TFM. TFMs who have chosen the dean to serve as the department chair in this process must select a minimum of two tenured faculty members.

   c) Appropriate dean or designee (who is a non-voting member).

2) Changes in Composition

   a) Should there be a change in the department chair, the new chairperson would be added to the committee; the former could remain on the committee as well, provided that the TFM agrees.

   b) The TFM may replace any tenured faculty members who leave the PRC due to retirements, leaves, resignations, or removals. Tenured faculty membership on the PRC must not drop below one.

Responsibilities

1) Department Chair Responsibilities

   a) Provide input to TFM on selection of PRC peers.

   b) Organizes and carries out the election of the PRC Chair (preferably not the department chair or the dean) by PRC members and notifies the TFM of the results. The PRC Chair must be from the TFM's discipline, a closely-related discipline, or the department. (These options are listed in order of preference.)

[3] In cases where the TFM has more than one dean and/or department chair, the PRC includes all deans and chairs, and the tenured faculty membership may be increased proportionately.

c) Consults with the TFM regarding constituents to be surveyed.

d) Serves as a member of the PRC.

2) Committee Responsibilities

a) Elects a chair (preferably not the department chair or the dean). The PRC Chair must be from the TFM's discipline, a closely-related discipline, or the department. (These options are listed in order of preference.)

b) Attends training regarding this process (optional).

c) If requested by the TFM, participates in one of the following evaluation options:

- Visitation and Discussion – Completes the visitation process (pre-visitation, visitation, and post-visitation) as arranged by the TFM. Completes the Visitation and Discussion Report and gives it to the TFM.
- Video Presentation – Views the videotape provided by the TFM. Completes the Video Presentation Report and gives it to the TFM.

d) If the TFM's previous evaluation was other than Satisfactory, PRC decides to initiate additional Visitations and Discussions, if appropriate.

e) Completes any Individual PRC Member Report(s) describing personal observations regarding the TFM which are relevant to the Criteria for Evaluating Tenured Faculty. Gives this report to the TFM.

f) Reviews the packet (should not be copied – available in Instructional Services, if need be on both campuses).

g) Prepares for and participates in the TFM/PRC meeting, scheduled and conducted by the TFM. In order for this meeting to be held, all PRC members must be present.

h) Meets without the TFM to discuss contents of the packet and identify particular strengths, concerns, and goals. If no substantial concerns are identified, votes on the recommendation and gives input to the PRC Chair for the PRC Report. If substantial concerns are identified, the PRC holds a follow-up meeting with the TFM to discuss these concerns and get input from the TFM for any Assistance Plan or Corrective Action Plan. The PRC then meets without the TFM to vote on the recommendation and give input to the PRC Chair for the PRC Report. Generally, all PRC members shall be present at these meetings. Under extenuating circumstances, and with the PG&E Chair and Dean of Evaluation consultation and approval, it is permissible for a member of the PRC to participate in the meeting by phone, teleconference, videoconference or other appropriate electronic means. PRC members examine and sign the PRC Report. Any member with reservations about this report may attach a signed/dated statement addressing concerns before the report is sent to Instructional Services.

i) When appropriate, attends a PRC meeting with the TFM to develop an Assistance Plan or Corrective Action Plan as requested by PG&E or ASC.

j) Attends a meeting scheduled by the TFM at the completion of the Assistance Plan or Corrective Action Plan. Then meets without the TFM, votes, and gives input to the PRC Chair for the Assistance Plan Report of Completion or the Corrective Action Plan Report of Completion. Examines and signs this report.

3) PRC Chair Responsibilities

a) Keeps a chronological record of all meetings.

b) After discussion with the TFM at the beginning of the "evaluation semester," establishes a timeline for the evaluation of short-term classes, if appropriate. Distributes this timeline to PRC members.

c) Schedules and leads a PRC meeting to be held after the TFM/PRC meeting has occurred. If substantial concerns are identified, convenes a PRC follow-up meeting with the TFM to discuss concerns and gather input for an assistance plan or corrective action plan, if appropriate. Then convenes a meeting without the TFM at which the PRC votes on the recommendation and gives input for the PRC Report.

d) Completes the PRC Report. If appropriate, also attaches the Assistance Plan Report or the Corrective Action Plan Report, obtaining all signatures (except that of the TFM). Attaches any signed/dated statements of reservations about the report from PRC members. Sends the report to Instructional Services for inclusion in the packet.

e) When appropriate, schedules and leads a PRC meeting with the TFM to develop an assistance plan or corrective action plan as requested by PG&E or ASC. Completes appropriate report. Informs Instructional Services that an Assistance Plan or Corrective Action Plan has been developed.

f) Completes any Assistance Plan Report of Completion or Corrective Action Plan Report of Completion, obtaining all signatures (except that of the TFM). Sends this report to Instructional Services for inclusion in the packet.

g) Receives complaints about PRC members who fail to meet their responsibilities in the process. Takes necessary action, which may include removal of members when appropriate.

h) Suggests to the PG&E Chair future PDP activities of value to faculty undergoing evaluation.

Assistance Plan and Corrective Action Plan Information

Assistance Plans and Corrective Action Plans are primarily intended to give guidance to TFM's for correcting notable problems in any area of evaluation. Most plans are implemented at the discretion of the PRC. However, PG&E and ASC can direct the PRC to write and implement a plan. These plans, which are developed with input from the TFM, should identify specific problem areas, offer concrete suggestions to remedy the problem(s), and specify ways in which success will be measured. These plans should also include a timeline. If appropriate, help from resources outside the college may be sought.

A TFM must first be given the opportunity to remedy areas of concern through an assistance plan. If substantial areas of concern still exist at the completion of the assistance plan, the PRC may extend the assistance plan, write a new plan, or determine in the next Evaluation: 6 Year that a corrective action plan is appropriate. It is up to the PRC to determine the number of assistance plans and/or corrective action plans provided to the TFM. A final recommendation of "Unsatisfactory" may be made only after an assistance plan and a corrective action plan have been provided to the TFM and after these forms of assistance have proven to be unsuccessful.

Typically, Assistance Plans and Corrective Action Plans are developed and implemented in early spring. If constituent surveys are included in any plan, the TFM notifies Instructional Services within one week of signing the plan, to make arrangements for distributing the surveys. Assistance Plans and Corrective Action Plans are typically completed by the beginning of flex week of the following spring semester. The TFM schedules and leads a meeting with the PRC to discuss whether or not the terms of the plan were met. After this meeting, the PRC meets without the TFM to make its recommendation regarding the completion of the plan. The report of completion is available to the TFM in Instructional Services. The TFM signs this report and may attach a signed/dated statement. The report of completion and any attached statement are considered in the next evaluation cycle. Assistance Plans and Corrective Action Plans and any extensions of these plans must be completed before the TFM's next evaluation.

A TFM who is placed on an assistance plan is not eligible for Evaluation: 3 Year. A TFM who is placed on a corrective action plan will be directed by the PRC, the dean, or PG&E to undergo Evaluation: 6 Year during the next academic year.

Dean Responsibilities

1) Serves as a non-voting member of the PRC, fulfilling PRC member responsibilities.
2) Consults with the TFM and department chair regarding the option of hiring a discipline consultant if the TFM has no tenured discipline peers. (The consultant is not a member of the PRC and does not vote.)
3) Consults with the TFM regarding constituents to be surveyed.
4) Reviews the TFM packet and any attached statement from the TFM, and then accepts or does not accept the PRC recommendation.
    a) If the PRC recommendation is either "Satisfactory" or "Improvement needed – assistance plan prescribed" and if the dean accepts it, that recommendation is final. If for two consecutive Evaluation: 6 Year, the PRC recommendation is "Improvement needed – assistance plan prescribed" and if the dean accepts it, the dean forwards the packet to PG&E for action if requested by the TFM. If for three consecutive Evaluation: 6 Year the PRC recommendation is "Improvement needed – assistance plan prescribed" and if the dean accepts it, the dean forwards the packet to PG&E for action.
    b) If the PRC recommendation is either "Minimum standards not met – corrective action plan prescribed" or "Unsatisfactory" and if the dean accepts it, the dean forwards the packet to PG&E for action.
    c) If the dean does not accept the PRC recommendation, the dean forwards the packet to PG&E for action.
5) Completes the dean's recommendation section on the PRC Report.
6) Suggests to the PG&E Chair future PDP activities of value to faculty undergoing evaluation.

Professional Growth and Evaluation Committee (PG&E) Responsibilities

Mission and Functions

The mission of the Professional Growth and Evaluation Committee is to provide a global perspective in the tenure review process for probationary faculty and in the growth and evaluation process for tenured faculty. PG&E facilitates fairness by promoting procedural adherence.

The functions of this committee are as follows:

1) assure the adherence to procedural due process;
2) review any recommendations and accompanying portfolios and packets that come before the committee;
3) reach consensus when possible through discussion, giving due consideration to the recommendations of the Peer Review Committee, Tenure Review Committee, Department or Work Group, and the Dean, where appropriate;
4) vote and send recommendations to the Academic Senate Council;
5) require the development or augmentation of assistance plans and/or corrective action plans as appropriate;
6) act on appeals in matters related to evaluation.

Responsibilities

Committee Responsibilities

1) Reads the entire *Professional Growth and Evaluation Handbook*. Contacts the chairperson of Committee for clarification.
2) Attends a training session organized by the PG&E Chair, and the Dean of Faculty Evaluation. (Only new members are required to attend.)
3) Assures the adherence to procedural due process as outlined in this handbook.
4) Reviews TFM packets. Also reviews recommendations forwarded to PG&E, evaluating the consistency between the evaluation criteria, the data, and the conclusions. Packets are available in Instructional Services.
5) Attends PG&E meeting(s), held in closed session in accordance with the Brown Act.
6) Relying primarily on the advice and judgment of the PRC members and the dean, tries to reach consensus through discussion and then votes on one of the following recommendations. PG&E members who currently sit on a PRC may otherwise participate but may not vote (Comments of PRC members must be related to the evaluation packet.). The individual votes of PG&E members are made public in accordance with the Brown Act.
   - Satisfactory
   - Improvement needed – assistance plan prescribed
   - Minimum standards not met – corrective action plan prescribed
   - Unsatisfactory

a) If PG&E's recommendation is "Satisfactory," "Improvement needed – assistance plan prescribed," or "Minimum standards not met – corrective action plan prescribed," that recommendation is final. If appropriate, PG&E directs the PRC to write or augment an assistance plan or corrective action plan, providing substantial rationale for that plan in a Summary Comments section of PG&E's Report.

b) If PG&E's recommendation is "Unsatisfactory," PG&E forwards the packet to the ASC for action.

7) Gives input to PG&E Chair for the PG&E Report.

8) Considers any written rationale from the ASC regarding PG&E's recommendation of "Unsatisfactory." Provides input to the PG&E Chair for the PG&E's written response to the ASC.

9) Addresses appeals from any TFM regarding Evaluation: 6 Year being required rather than Evaluation: 3 Year. Gives input to the PG&E Chair for written statement.

<u>PG&E Chair Responsibilities</u>

1) The PG&E Chair is nominated by the Academic Senate President and confirmed by the Academic Senate Council.

2) In conjunction with the Dean of Faculty Evaluation, provides one training session to PG&E members prior to commencement of packet reading.

3) Calls and keeps a chronological record of all meetings.

4) Coordinates with the Dean of Faculty Evaluation to arrange for a secretary to record minutes of the meeting(s). Monitors discussion to ensure that it is related to the evaluation packet. At any PG&E meeting, the PG&E Chair votes only to break a tie.

5) Completes each PG&E Report (with the exception of obtaining the TFM's signature and optional comments), and sends it to Instructional Services for inclusion in the packet.

6) Informs each PRC Chair of the recommendation regarding his or her colleague. If appropriate, the PG&E Chair, on behalf of PG&E, directs the PRC to write an Assistance Plan or a Corrective Action Plan.

7) Sends to Instructional Services for inclusion in the PG&E file the minutes of all PG&E meetings.

8) On behalf of PG&E, sends to the AS President a written response to any ASC rationales regarding PG&E recommendations of "Unsatisfactory."

9) Indicates PG&E's decision in response to a TFM's appeal regarding Evaluation: 6 Year being required rather than Evaluation: 3 Year. Attaches written rationale.

10) Receives complaints about any PRC chairs or PG&E members who fail to meet their responsibilities in the tenure review process, and takes necessary action, including removal of the PRC Chair or PG&E member(s) when appropriate.

11) Suggests to the PDP Chair future PDP activities of value to faculty members undergoing evaluation.

Academic Senate Council (ASC) Responsibilities

ASC Responsibilities

1) The ASC, as the legal representative of the faculty in academic and professional matters, has the primary responsibility of making final recommendations regarding re-employment.
2) When making its final recommendations, the ASC gives due consideration to the recommendations of the PRC, the dean, and PG&E.
3) The ASC reviews the TFM packet only if PG&E recommendation is "Unsatisfactory," and then either accepts or does not accept PG&E recommendation. Evaluation packets are available in Instructional Services. In accordance with the Brown Act, the ASC meetings are held in a closed session, and the individual votes of ASC members are made public.
    a) If the ASC accepts PG&E recommendation of "Unsatisfactory," then the ASC, through the AS President, forwards the packet to the appropriate vice-president for administrative action.
    b) If the ASC does not accept PG&E recommendation of "Unsatisfactory," the final recommendation is "Minimum standards not met – corrective action plan prescribed." If appropriate, the ASC, through the AS President, directs the PRC to write and implement a corrective action plan. (Before making this recommendation, the ASC, through the AS President, must send a written rationale to PG&E and then consider PG&E's written response to that rationale. These documents must be attached to the ASC Report.)

AS President Responsibilities

1) Sends the ASC's written rationale to PG&E when the ASC is considering not accepting PG&E's recommendation of "Unsatisfactory." Convenes the ASC to consider PG&E's response.
2) Completes Academic Senate Council Report, with the exception of obtaining the TFM's signature and optional statement. Attaches any ASC rationale and PG&E response. Sends the ASC Report to Instructional Services for inclusion in the packet.
3) When appropriate, as outlined in "ASC Responsibilities" above, directs the PRC to write and implement an Assistance Plan or Corrective Action Plan.
4) Forwards any packets with an ASC recommendation of "Unsatisfactory" to the appropriate vice-president for administrative action. In cases where the TFM has more than one vice-president, the packet is forwarded to each vice-president.
5) Appoints tenured faculty members to PG&E to replace those whose term of service has expired.
6) Designates a chairperson of PG&E, preferably a PG&E member who has already served for at least one year.
7) Receives complaints about the PG&E Chair and takes necessary action, including removal if necessary.
8) Suggests to the PG&E Chair future PDP activities of value to faculty undergoing evaluation.

Section Three: Process for Evaluation: 3 Year

Description of the Process for Evaluation: 3 Year

Evaluation: 3 Year may occur three years following the receipt of a "Satisfactory" recommendation in an Evaluation: 6 Year or the receipt of a "Grant Tenure" recommendation in the tenure review process. The process for Evaluation: 3 Year is used when there is unanimous consent of satisfactory status of the TFM by the department chair, dean, and vice president. Only information which is related to the Criteria for Evaluating Tenured Faculty can be considered in the recertification process. A TFM may choose to undergo Evaluation: 6 Year instead of Evaluation: 3 Year.

The Evaluation: 3 Year occurs in the fall semester. The Dean of Faculty Evaluation sends the Evaluation: 3 Year form to the TFM. On this form, the TFM either requests Evaluation: 3 Year or indicates his or her choice to participate in the Evaluation: 6 Year process in the following spring semester. The TFM sends this form to the department chair. In cases where the TFM is the department chair, the TFM has the option of either having the immediate past department chair or the dean serve as department chair in this process. TFMs who are not members of an established department have the option of having either their dean or a selected work group chair serve as department chair for this process. TFMs who choose the option of having a work group chair selected should notify the PG&E chair who will select a work group chair from the tenured faculty members selected by the TFM.

If the TFM has chosen to participate in the Evaluation: 6 Year professional growth and evaluation process in the following spring semester, the department chair sends the original form to Instructional Services and a copy to the TFM.

If the TFM requests Evaluation: 3 Year, then the department chair confers with the dean and vice president to determine if there is unanimous consent for Evaluation: 3 Year. If there is unanimous consent, the department chair signs the form and then sends it to the dean. The dean signs the form and then sends it to the appropriate vice president. The appropriate vice president signs the form and sends the original to Instructional Services and a copy to the TFM.

If any member of this group has substantial concerns about the appropriateness of Evaluation: 3 Year, then the department chair convenes a meeting of this group with the TFM to discuss these concerns. Following the meeting, the department chair again confers with the dean and vice president to determine if there is unanimous consent. If there is unanimous consent, the department chair signs the form and then sends it to the dean. The dean signs the form and then sends it to the appropriate vice president. The appropriate vice president signs the form and sends the original to Instructional Services and a copy to the TFM.

If there is not unanimous consent, the department chair indicates the reasons for designating Evaluation: 6 Year instead, on the form, signs the form, and then sends it to the dean. The dean signs the form and sends it to the appropriate vice president. The appropriate vice president signs the form and sends the original to Instructional Services and a copy to the TFM. Participation in the process for Evaluation: 6 Year the following spring semester is required.

If the TFM chooses to appeal the decision to use Evaluation: 6 Year to PG&E, the TFM indicates this on the Evaluation: 3 Year form, attaches a signed/dated statement, and contacts the PG&E chair. PG&E

reviews the appeal, and the PG&E Chair indicates PG&E decision on the original form, attaches a signed/dated rationale, and sends a copy to the TFM. Participation in the Evaluation: 6 Year professional growth and evaluation process in the following spring semester is required if the appeal has been denied.

Evaluation: 3 Year Process Timeline

Spring Break does not count as a week on this timeline.

Deadline	Activity
End of 8th week of Fall semester	Instructional Services sends Evaluation: 3 Year form to any eligible TFM.
End of the 9th week of Fall semester	TFM signs form and sends to department chair.
End of 10th week of Fall semester	If TFM has selected Evaluation: 6 Year for following spring, department chair sends original to Instructional Services and a copy to TFM.
During weeks 10 & 11 of Fall semester	If TFM has requested the process for Evaluation: 3 Year, department chair confers with dean and vice president.

If there is unanimous consent for the Evaluation: 3 Year process:

End of 11th week of Fall semester	Department chair signs form and sends to dean; dean signs form and sends to vice president; vice president signs form and sends original to Instructional Services and a copy to TFM.

If there is not unanimous consent for the Evaluation: 3 Year process:

End of 12th week of Fall semester	Department chair, dean, and vice president meet with TFM to discuss concerns.
End of 13th week of Fall semester	Department chair confers with dean and vice president to determine if there is now unanimous consent for the Evaluation: 3 Year process to proceed. If there is not, department chair completes and signs form, gives reasons for choice of Evaluation: 6 Year, and sends form to dean; dean signs form and sends it to vice president; vice president signs form and sends original to Instructional Services and a copy to TFM. If Evaluation: 6 Year has been designated, TFM prepares for Evaluation: 6 Year in the upcoming spring.
End of 14th week of the Fall semester	TFM may appeal designation of Evaluation: 6 Year to the PG&E Chair. TFM attaches a signed/dated statement to the original form in Instructional Services.
End of 16th week of Fall semester	PG&E meets to consider appeal. PG&E Chair indicates PG&E's decision on the original form in Instructional Services, attaches a signed/dated rationale, and sends a copy to the TFM. If Evaluation: 6 Year is designated, TFM prepares for full evaluation the upcoming spring.

Section Four: Reports and Forms

Overview of Forms and Who Completes What

This page lists the reports and forms necessary to complete the Professional Growth and Evaluation Process for tenured faculty.

Report/Form	Completed by
Civil Liability, Confidentiality, and Conflict of Interest Memorandum	PRC, PG&E, and ASC members
Evaluation Options Report: Tenured Classroom Faculty	TFM (Classroom Faculty)
Evaluation Options Report: Tenured Non-Classroom Faculty	TFM (Non-classroom Faculty)
Visitation and Discussion Report	Members of the PRC, if applicable
Response to Visitation and Discussion Report	TFM, if applicable
SGD Team Student Comments Report	SGD Facilitator, if applicable
Response to SGD Report	TFM, if applicable
Video Presentation Report	Members of the PRC, if applicable
Response to Video Presentation Report	TFM, if applicable
Individual Peer Review Committee Member Report	Members of the PRC, if applicable
Response to Individual PRC Member Report	TFM, if applicable
Professional Growth Report	TFM
Peer Review Committee Report	PRC Chair and Dean
Assistance Plan Report	PRC Chair, if applicable
Assistance Plan Report of Completion	PRC Chair, if applicable
Corrective Action Plan Report	PRC Chair, if applicable
Corrective Action Plan Report of Completion	PRC Chair, if applicable
Academic Senate Council Report	AS President, if applicable
Evaluation: 3 Year-Form	TFM, Department Chair, Dean, Vice President

Section Five: Surveys

Overview of Surveys

The following surveys are used in the Professional Growth and Evaluation Process for tenured faculty:

- Student Survey of Instruction (on-ground)
- Student Survey of Instruction (online)
- Student Survey of Non-Classroom Faculty (on-ground)
- Faculty/Staff Survey of Non-Classroom Faculty (online)
- Faculty/Staff/Administrator Survey of Participation in Professional Activities (online)

Section Six: Legal and Procedural Considerations

Civil Liability

In the event that a suit is brought against any District employee as a result of participation in the Professional Growth and Evaluation process, the District will assume full responsibility for costs of legal defense and payment of damages to the extent permitted by law provided the employee acted within the course and scope of his or her District employment and in good faith without actual malice and in the apparent best interests of the District.

Confidentiality

Probationary and tenured faculty members who are being evaluated have a right to privacy. All Senate members who participate in the evaluation of others must protect this right. Breaches of confidentiality are a violation of the Senate members' own job duties and may lead to personal liability. At this time, MiraCosta does not recommend the use of electronic mail for confidential matters.

Conflict of Interest

All Senate members must "avoid conflict between professional responsibilities and personal interests," as indicated in "Collegiality, the Academic Senate, and Its Code of Ethics" (November 2002).

Due Process

In the process for Evaluation: 6 Year, complaints about PRC members who fail to meet their responsibilities in the process should be made to the PRC Chair, who will take necessary action, including removal of members when appropriate. Complaints about a PRC Chair or PG&E members who fail to meet their responsibilities in the process should be made to the PG&E Chair, who will take necessary action, including removal of the PRC Chair or PG&E members when appropriate. Complaints about the PG&E Chair who fails to meet his or her responsibilities should be sent to the Academic Senate President, who will take necessary action, including removal of the PG&E Chair when appropriate. It is PG&E's responsibility is to assure adherence to procedural due process.

In the process for Evaluation: 3 Year , complaints about participants who fail to meet their responsibilities in the process should be made to the Academic Senate President. It is the PG&E's responsibility to assure adherence to procedural due process.

Evaluation Packet Creation and Access

The TFM creates an evaluation packet according to the instructions in the Tenured Faculty Member Responsibilities section of this handbook. The TFM may not add materials to or remove materials from the packet after it has been submitted to Instructional Services. Various reports, responses to these reports, and sign-out sheets are also placed into the packet by Instructional Services staff.

TFMs' packets, which are legal documents, are kept secure. The only official evaluation packet is the one held in Instructional Services during the Professional Growth and Evaluation process. Access to evaluation packets is restricted, except for TFMs who may access and photocopy their packets during regular office hours. Members of PRCs, PG&E, and the ASC have access to packets only during those times when they are performing tasks related to their responsibilities as listed in this handbook. The Dean of Faculty Evaluation makes any decisions regarding the access of the members of these reviewing groups. The administration and the Board may access evaluation packets as appropriate.

Exceptions

Adhering to the timelines that are presented in this handbook is essential to a fair, professional, and objectively administered process. To provide needed flexibility in the event of unusual or unforeseen circumstances or the development of an assistance plan, the PRC Chair, after conferring with the TFM, shall submit a written request to change the timeline schedule along with the TFM's comments to the appropriate vice president outlining the reasons and conditions for the request. The appropriate vice president or designee shall respond to the chair's request, whenever possible, within two working days, stating reasons for either granting or denying the request. A copy of this written response shall be delivered to the TFM.

Under extraordinary circumstances, the Dean of Faculty Evaluation may revise the approved timelines in this handbook after notification of and agreement from the PG&E Chair and the AS President. Upon this agreement, members of the Academic Senate will be notified.

Maintaining the overall evaluation-cycle schedule for evaluating tenured faculty members is the responsibility of the Dean of Faculty Evaluation. This dean may make exceptions to this schedule to accommodate special circumstances, such as medical emergencies, and family leaves.

Minor exceptions to the implementation of the Professional Growth and Evaluation Process may be granted with the agreement of the Academic Senate President (or the PG&E Chair if designated by the Academic Senate President), the Dean of Faculty Evaluation, and the PG&E Chair, and the approval of the Vice President of Instruction. Previously granted exceptions do not set precedence for future decisions. Under extraordinary circumstances, video conferencing can be authorized for meetings. Any approved exception must be documented in the evaluation packet by the Dean of Faculty Evaluation.

Failure to Complete the Evaluation: 6 Year Process

In the absence of extenuating circumstances, any TFM who fails to complete the Evaluation: 6 Year process within the prescribed spring timeline must in the fall of the next academic year begin the process again. Failure to complete the entire process within that contract year will result in the TFM's salary being frozen at the existing salary step until such time as the evaluation process has been successfully completed. (No retroactive increase will be granted.)

Resource Person

Any persons with questions about this process should address them to the chairperson of the Professional Growth and Evaluation Committee.

Responsibilities for Meeting Timelines

Responsibilities for meeting timelines and keeping appropriate records are assigned to specific individuals who are ultimately responsible for meeting these responsibilities. The appropriate vice president or designee in consultation with the PRC Chair will encourage the meeting of all timelines and keeping of appropriate records.

Revisions of This Handbook

The *Tenured Faculty Professional Growth and Evaluation Handbook* is reviewed annually and, when appropriate, revised by the Professional Growth and Evaluation Committee.

Section Seven: Relevant Education Code Sections

Relevant Education Code Sections

§ 87663(Not all of the subpoints below apply to tenured faculty.)

Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once in every three academic years. Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters, or once every nine regular quarters, as applicable.

(a) Whenever an evaluation is required of a certificated employee by a community college district, the evaluation shall be conducted in accordance with the standards and procedures established by the rules and regulations of the governing board of the employing district.

(b) Evaluations shall include, but not be limited to, a peer review process.

(c) The peer review process shall be on a departmental or divisional basis, and shall address the forthcoming demographics of California, and the principles of affirmative action. The process shall require that the peers reviewing are both representative of the diversity of California and sensitive to affirmative action concerns, all without compromising quality and excellence in teaching.

(d) The Legislature recognizes that faculty evaluation procedures may be negotiated as part of the collective bargaining process.

(e) In those districts where faculty evaluation procedures are collectively bargained, the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.

(f) It is the intent of the Legislature that faculty evaluation include, to the extent practicable, student evaluation.

(g) A probationary faculty member shall be accorded the right to be evaluated under clear, fair, and equitable evaluation procedures locally defined through the collective bargaining process where the faculty has chosen to elect an exclusive representative. Those procedures shall ensure good-faith treatment of the probationary faculty member without according him or her de facto tenure rights.

§ 87732

No regular employee or academic employee shall be dismissed except for one or more of the following causes:

(a) Immoral or unprofessional conduct.

(b) Dishonesty.

(c) Unsatisfactory performance.

(d) Evident unfitness for service.

(e) Physical or mental condition that makes him or her unfit to instruct or associate with students.

(f) Persistent violation of, or refusal to obey, the school laws of the state or reasonable regulations prescribed for the government of the community colleges by the board of governors or by the governing board of the community college district employing him or her.

(g) Conviction of a felony or of any crime involving moral turpitude.

(h) Conduct specified in Section 1028 of the Government Code.

§87740

(a) No later than March 15 and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year, the governing board and the employee shall be given written notice by the superintendent of the district or his or her designee, or in the case of a district which has no superintendent by the clerk or secretary of the governing board, that it has been recommended that the notice be given to the employee, and stating the reasons therefore.

Section Eight: Relevant MiraCosta College Board Policy

Relevant MiraCosta College Board Policy

BOARD OF TRUSTEES Policy No. V.F

CHAPTER**:** Personnel – Faculty and Administrators

Professional Growth/Evaluation/Tenure

2. Evaluation

The primary objective of the Professional Growth and Evaluation Procedures is to improve the quality of faculty and administrative performance at MiraCosta College. The need to re examine educational priorities and perspectives through self-study, feedback, and dialogue among colleagues on significant issues is continual. This interchange of ideas fosters further growth and understanding among professionals who, of course, have divergent perceptions of the proper function of education.

Standards of performance for faculty and administrative personnel are inherent in the procedures for evaluation. They are expected to perform satisfactorily in all categories of the evaluation process, as well as to maintain and advance the best interests of the community college. By so doing, they will ensure the highest level of performance in conformance to current state statutes.

a. Responsibility for Evaluation

The Office of Instructional Services shall coordinate the administration of student evaluations for teaching faculty as well as monitor the other activities outlined in the manual, Professional Growth and Evaluation Procedures (available in the District administrative Offices, Instructional Services, in the faculty handbook or from each faculty secretary).

Evaluation of instruction is the responsibility of the Vice President. He/she or an administrative designee will collaborate on the process with the department chairperson, appropriate dean or director, and members of the department.

Evaluation of non-classroom certificated personnel (librarians, counselors, etc.) is the responsibility of the appropriate vice president or administrative designee in coordination with colleagues and students as designated by the booklet titled Professional Growth and Evaluation Procedures.

Evaluation of the vice presidents is the responsibility of the Superintendent/President. Evaluation of the Superintendent/President is the responsibility of the Board of Trustees.

b. Evaluation Guidelines

The following guidelines shall be used in the evaluation of faculty:

- They will be notified of performance that is unsatisfactory or needs improvement. The evaluation shall enumerate the problem area or areas with specific suggestions for improved performance, and the certificated employee shall be allowed sufficient time to achieve satisfactory performance.

- The Superintendent/President shall work continually with the staff to improve evaluation procedures that provide an environment which fosters academic excellence, creativity, due process, improvement, and time to correct deficiencies.

c. Uses of Evaluation of Certificated Employees

Evaluations may be used to encourage the following:

- improving expertise in subject matter or area of responsibility

- enhancing instructional techniques

- fostering participation in college governance

- developing professional linkages

The report will assess the employee's contribution to his/her area of responsibility as well as to the areas of campus and community service. Results of the evaluation process may include the use of any of the following:

- basis for commendation

- basis for re-employment or promotion

- basis for an improvement contract

- basis for recommendation to terminate employment

- basis for recommendation to approve sabbatical leave

d. Evaluation Report

The Superintendent/President shall require the appropriate vice president to file an evaluation report to be placed in the employee's personnel file with the following schedule:

- Contract employees: at least once every academic year.
- Regular employees: At least once every three academic years.
- Hourly employees: Per MiraCosta College Academic Associate Faculty CCA/CTA/NEA contract.

The evaluee may initiate a written response or reaction to be filed with evaluation.