

DEPARTMENTAL GUIDELINES FOR TENURE EVALUATION

It is the intent of AB 1725 that tenure should be granted to new faculty members only after an evaluation process which is more rigorous, of longer duration, and more representative of the state's diversity than has previously been the case at California community colleges. The bill provides that each district shall develop its own evaluation procedures through collective bargaining between the Community College District and the faculty's representative. The procedures now in effect for the San Francisco Community College District have been prepared by AFT Local 2121 in consultation with the Academic Senate and negotiated with the District as part of the current Agreement. These procedures are in many ways distinct from those used for the evaluation of tenured faculty. Faculty evaluators and new faculty members should be thoroughly familiar with them.

The most obvious change from past procedure is the lengthened period of evaluation leading to the granting or denial of tenure. While in exceptional cases tenure may be awarded after two years, or even one year, of service, it is anticipated that the decision to grant tenure will normally NOT be made until the fourth year of employment. A decision of such importance must be based on thorough and well-documented evaluation of the new employee over an extended period of time.

The faculty bears the primary responsibility for this evaluation of new faculty members through the peer review process. "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." (Ed. Code §87663(d)) Many tenured faculty members will be called upon to participate in this process. In recognition of the seriousness of the responsibility and the demands it will make on their time, funds have been made available for supplemental pay.

These guidelines are intended to familiarize the departments with: (I.) the general responsibilities of those who will be participating in tenure review evaluations; (II.) the several components of evaluation; and (III.) the new role of departmental mentor. They do NOT give a thorough description of the evaluation process and MUST be read in conjunction with Article 9.D of the Agreement concerning tenure review.

I. RESPONSIBILITIES OF EVALUATORS

The heart of the peer review process is the departmental tenure review committee. Its members are appointed by the department's immediate supervisor in consultation with the hiring committee which interviewed the employee being evaluated.

- A. It is the responsibility of every member of a tenure review committee to:
 - 1. Familiarize himself/herself with the new evaluation procedures contained in the Agreement;
 - 2. Attend the evaluation orientation and workshop which will be conducted annually;
 - 3. Schedule, conduct, and document frequent evaluations of new faculty in accordance with the Agreement;
 - 4. Attend all scheduled meetings of the Tenure Review Committee on which he/she serves.

- B. A tenure review committee shall elect, from its faculty members, a chairperson for EACH new faculty member being evaluated. Ordinarily, no committee member should serve as the chair for more than one new employee's evaluation team. It shall be the responsibility of a committee chair to:
 - 1. Meet all requirements of Paragraph A above.
 - 2. Schedule and chair meetings of the Tenure Review Committee.
 - 3. Supervise the process of evaluation to assure its timeliness and accordance with the provisions of the Agreement.
 - 4. Advise the immediate supervisor or department chair of the inability of any member of the tenure review committee to continue in that capacity so that a temporary or permanent replacement can be appointed.
 - 5. Write draft consensus reports from the various evaluation components to serve as a basis for the committee's final recommendations.
 - 6. Maintain a file of all working evaluation documents until a final decision regarding tenure has been reached by the Board of Trustees and the period for legal challenge to such a decision has passed.

II. COMPONENTS OF EVALUATION

A tenure review committee shall consider three elements of the evaluation process in making its recommendations to the Chancellor and Board of Trustees regarding renewal/non-renewal of contracts or the granting of tenure.

A. Direct observation

A regular schedule of direct observations is mandated by the Agreement and is the responsibility of the tenure review committee. A modified version of the standard peer evaluation document will be completed after each observation. Tenure review committee members will seek to document such qualities as:

Departmental Guidelines for Tenure Review

1. Professionalism
2. Knowledge of subject matter
3. Teaching effectiveness
4. Fulfillment of college and departmental requirements
5. Good collegial relationships
6. Communication skills
7. Organizational skills
8. Sensitivity to students' needs
9. Creativity and innovation

B. Tenure Portfolio for Classroom Faculty

Each new faculty member is required to maintain a tenure portfolio which shall be made available to the employee's tenure review committee. The portfolio shall be assembled during the first semester of employment and up-dated each semester thereafter. The contents will be determined by the nature of the employee's department. For instructional departments the portfolio shall contain:

1. An annual self-evaluation
2. Course syllabuses
3. A short summary listing the courses taught with enrollments and distribution of grades. (A department may choose to include grade distributions in all tenure review portfolios or in no tenure review portfolios.)
4. Other classroom related material deemed appropriate by the department or the instructor such as evidence of creativity and innovation in teaching, examples of the adaptation of course content to reflect new developments in the discipline, students' term papers, lab. reports, assignments, exams, etc.
5. Other material which the employee might wish to include as a measure of his/her professional growth, achievement, or participation in non-classroom activities. Examples might include:
 - a. Service on departmental and/or college committees
 - b. Attendance at workshops, in-service training sessions, and other activities designed to enhance teaching effectiveness
 - c. Attendance at professional conferences or involvement in other professional activities
 - d. Community service relating to college or professional responsibilities
 - e. Publications, honors, awards, etc.
 - f. Other material relevant to the criteria for Early Tenure consideration (Exhibit K).

C. Tenure Portfolio for Non-classroom Faculty

1. Specific areas you may want to address in your portfolio:

- a. Describe those accomplishments you feel had a significant impact on your area of responsibility. Include supporting material (e.g. reports, projects, policies, etc.) that highlights these accomplishments.
- b. In reference to your position, describe those activities, projects and ideas you intend to pursue in the near future. Include a description of the anticipated impact of these activities, projects, and ideas.
- c. Indicate the strengths you bring to the position. Also indicate the skills you wish to develop and how you intend to develop these skills.
- d. Other areas you may want to address:
 - Service on departmental and/or college committees
 - Attendance at workshops, in-service training sessions, conferences, and other professional activities.
 - Community service relating to college or professional responsibilities
 - Publications, honors, and awards

D. Tips for Constructing Portfolio:

1. When constructing your portfolio be sure to stay organized and focused. It's important to remember that your tenure review committee, senior administrators, and the Board of Trustees will review you portfolio.
2. The portfolio should provide the reader with a clear idea of who you are as a professional faculty member at CCSF. As such, the portfolio is an opportunity for you to delineate your accomplishments, showcase your talents/skills, and provide a sense of what you intend to accomplish at CCSF in the future.
3. The portfolio should be thought of as a "work in progress." That is, its contents should be constantly under review with revisions occurring as needed.
4. Mentors may assist in the construction of the portfolio.
5. All portfolio material should fit in one (1) binder. Quantity is not a substitute for quality.

E. Student Evaluation

1. Student evaluations must be conducted in all of a non-tenured instructor's classes when possible.
2. At a minimum these evaluations will be conducted once in each of the first three years of employment.

III. DEPARTMENTAL MENTORS

Each new faculty member who is required to have a mentor shall be assigned a mentor during the first year of probationary employment to enable him/her to learn through a direct, sustained association with an experienced, accomplished colleague. New contract faculty who have served as San Francisco Community College District hourly faculty in the two years prior to their being hired as contract faculty may choose to forego having a mentor. At the end of the first year, if the probationary faculty member receives an evaluation that is not satisfactory or if that faculty member feels the need for further assistance from a mentor, he/she may elect to have a mentor assigned for an additional semester or year.

Full-time, tenured faculty members who wish to serve as mentors shall notify their department chairpersons, who shall select the mentors. No faculty member may concurrently serve as the mentor for more than one probationary instructor. Mentors may not serve on the tenure review committee of the employee for whom they are serving as mentor; nor may a mentor's opinion be solicited by the committee in any matter relating to that employee. Mentors shall be compensated in accordance with the terms of the Agreement.

The duties of the Mentor shall include:

1. Attending an annual workshop for faculty mentors;
2. Observing classes taught by the probationary faculty member;
3. Recommending workshops, courses to attend, classes to observe, in-service training sessions, or any other materials, activities or programs the mentor believes would be beneficial. While participation in such developmental opportunities does not in itself guarantee tenure, it is considered evidence of dedication to professional growth and should be documented in the new employee's tenure portfolio.
4. Introducing the new faculty member to his colleagues, directing him/her to campus facilities, assisting with the complexity of roll sheets, grades, and other paperwork, helping with student problems, providing assistance in the preparation of the tenure portfolio, and generally being available when advice or a sympathetic ear is needed.