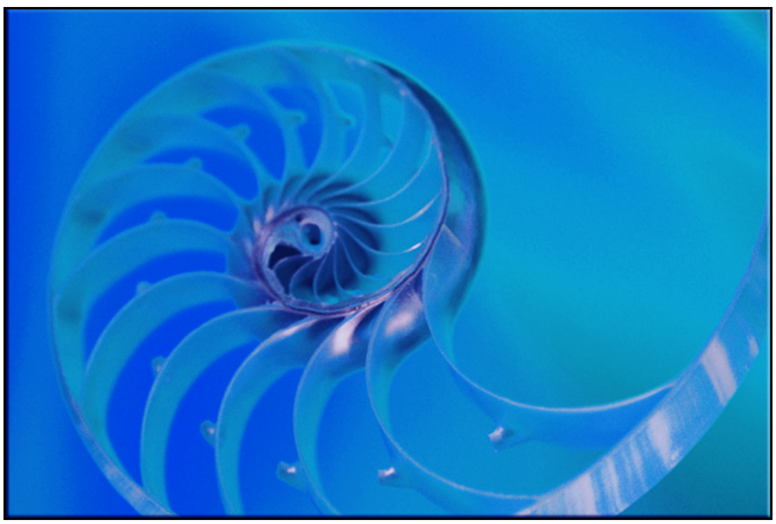
MiraCosta College

Tenure Candidate Handbook



August 2016

Contact Information

If you have questions regarding the tenure process that concern deadlines or other technical issues, contact **Tim Alves at ext. 7876**.

Questions regarding issues requiring clarification or interpretation should be addressed to 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, 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 and ePortfolio. Using the information found in the ePortfolio, 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 Tenure 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 Tenure 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 Tenure 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, Tenure 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 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 College, 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 by the Office of Instruction and Human Resources. The Office of Instruction also furnishes administrative support, consisting of a Dean designated for Faculty Evaluation, and secretarial support for the timelines and portfolio integrity (PG&E Support).

The Dean of Faculty Evaluation administers the overall process in coordination with the PG&E Chair and members of PG&E. The Dean of Faculty 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 interpretations subcommittee, 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. **AS**: Academic Senate

Evaluation Cycles

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

Overview of Timeline for Tenure Review

FALL SEMESTER	
Flex Week	▪ All new Candidates, TRC members, and Academic Senate members complete training
1 week prior to Flex Week until Week 9 of fall semester	▪ Administration of point-of-service Student Survey of Non-Classroom Faculty ▪ Non-classroom Tenure Candidate sends copy of the Survey Options Report to PG&E Support at least one week before the first survey is distributed
Weeks 1- 4	▪ TRC Chair schedules and leads Introductory Meeting for first-year Candidate ▪ Candidate submits Survey Options Report for fall semester to PG&E Support, and sends copies to TRC Chair and Tenure Coordinator ▪ Candidate completes Observation Schedule Report for fall semester, and sends copies to TRC Chair and Tenure Coordinator ▪ Candidate schedules TRC and Candidate observations per Tenure Plan ▪ TRC Chair schedules Tenure Review Meeting
By end of Week 9	▪ Student surveys completed and sent to PG&E Support ▪ Faculty/Staff Survey of Non-Classroom Faculty completed and sent to PG&E Support ▪ Observers send Observation and Discussion Reports to Tenure Coordinator ▪ Candidate submits Professional Growth and Activities Report to TRC Chair (2^{nd} through 4^{th} cycles only)
By end of Week 11	▪ All student survey results are uploaded to Candidate's ePortfolio ▪ Faculty/Staff Survey of Non-Classroom Faculty results are uploaded to Candidate's ePortfolio ▪ Tenure Coordinator sends all Observation and Discussion Reports to Candidate ▪ TRC Chair verifies Professional Grown and Activities Report and forwards

	to Tenure Coordinator ▪ TRC Chair completes D/WG Responsibilities Observation Report (optional) and sends to Tenure Coordinator, along with the Professional Growth and Activities Report ▪ Dean submits Dean's Report on Classroom Management (optional) to Tenure Coordinator
By end of Week 12	▪ Tenure Coordinator reviews Professional Growth and Activities Report and, if submitted, D/WG Responsibilities Observation Report, and sends to Candidate ▪ If submitted, Tenure Coordinator sends Dean's Report on Classroom Management to Candidate
By end of Week 13	▪ Candidate submits Evaluation Packets in PDF format to Tenure Coordinators by noon ▪ Tenure Coordinator uploads Evaluation Packet PDF file to Candidate's ePortfolio
Weeks 14-16	▪ TRC Chair leads Tenure Review Meeting, followed by Tenure Evaluation Meeting ▪ TRC Chair submits TRC Report, along with Tenure Plan, to Tenure Coordinator within three business days of Tenure Evaluation Meeting
By end of Week 17	▪ Tenure Coordinator reviews TRC Report, uploads a copy to the Candidate's ePortfolio, and sends original TRC Report to PG&E Support

SPRING SEMESTER	
1 week prior to Flex Week until Week 15 of spring semester	▪ Administration of point-of-service Student Survey of Non-Classroom Faculty ▪ Non-classroom Candidate sends copy of the Survey Options Report to PG&E Support at least one week before the first survey is distributed
By end of Week 1	▪ Candidate submits any appeal
By end of Week 2	▪ When Tenure Plan calls for student surveys in spring semester, Candidate submits a Survey Options Report to PG&E Support, with copies to

	TRC Chair and Tenure Coordinator ▪ When Tenure Plan calls for observations in spring semester, Candidate completes an Observation Schedule Report and sends copies to TRC Chair and Tenure Coordinator
By end of Week 3	▪ PG&E completes appeals process
Week 4	▪ Academic Senate makes final recommendations for all Candidates
Weeks 6 - 8	▪ Board of Trustees makes final decisions by March 15
Weeks 8 - 14	▪ Observations are completed according to Tenure Plan and Observation Schedule Report
By end of Week 15	▪ Observers send Observation and Discussion Reports to Tenure Coordinator ▪ Student surveys are completed and sent to PG&E Support ▪ Faculty/Staff Survey of Non-Classroom Faculty is completed and sent to PG&E Support
By end of Week 17	▪ Tenure Coordinator sends Observation and Discussion Reports to Candidate ▪ Student survey results are uploaded to Candidate's ePortfolio ▪ Faculty/Staff Survey of Non-Classroom Faculty results are uploaded to Candidate's ePortfolio

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.
g. Commitment to cultural competence.

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 and cultural 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.
    g. Demonstrating sensitivity to human and cultural diversity among colleagues.
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.
   g. Involvement in personal and professional development related to cultural competence.
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 (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 Candidate include the following:

- Attending PG&E tenure candidate training session
- Attending his/her fall TRC Introductory Meeting
- Arranging TRC observations (along with pre- and post-observations) with each of the evaluating members of the TRC
- Arranging observations of two MiraCosta College 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 in pdf format to Tenure Coordinator 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 cycle
- Participating in the development of an appropriate Tenure Plan for the second cycle

Off Cycle Hires

Occasionally a faculty member will be hired to start at MiraCosta College 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 semester 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 Candidate.

Composition and Responsibilities

1. **Tenure Coordinator**

   A Tenure Coordinator is a tenured member of the Professional Growth and Evaluation Committee (PG&E). Tenure 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 Tenure Coordinator believes a procedural violation may have occurred, the Tenure Coordinator first attempts to mediate the matter directly with the TRC or responsible TRC member. If such mediation fails, the Tenure Coordinator refers the matter to the PG&E Chair.

   The PG&E Chair will assign Tenure Coordinators to TRCs after consultation with the appropriate TRC Chair. For information purposes, the PG&E Chair will send a list of all Tenure Coordinator assignments to the Academic Senate President. The Tenure 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 Tenure Coordinators is at the discretion of the PG&E Chair.

Tenure 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 Schedule Reports, Survey Options Reports, Observation and Discussion Reports, TRC Reports, Tenure Plans, and other related and essential documents
- Uploading necessary documents to Candidate ePortfolios on the portal, including the Evaluation Packet pdf file, the Tenure Plan, and the TRC Report
- Considering changes to TRC composition
- Facilitating appeals before PG&E
- Reading the Evaluation Packet/ePortfolio before the TRC meetings

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

A tenured member 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 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/ePortfolio)
- 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 the Tenure 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 MiraCosta College, the TRC Chair and the Dean may decide to utilize a discipline consultant (an expert in the discipline from outside MiraCosta College). 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 Tenure 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 evaluation, 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 cycle (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 Tenure Coordinator, selects a member of his/her department or work group to replace this peer. Once the chosen faculty member accepts, the Tenure 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 Tenure 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 Faculty 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 TRC will observe the first cycle.

Changes to TRC Composition

Although consistency of TRC composition is a goal, Candidate peer replacements, leaves, 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 by the Academic Senate 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 returned to PG&E Support no later than the end of week nine in the fall semester and week fifteen in the spring 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 according to the timeline. Upon completion, the Candidate sends copies of the form to PG&E Support, the TRC Chair, and Tenure Coordinator. The Candidate includes the original(s) in his/her 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 according to the survey instructions.

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 according to the survey instructions.

3) Electronic Method

   If online or self-paced open-entry classes are part of the Candidate's contract load, they can be surveyed. Directions for deploying these surveys will be provided by PG&E Support.

Instructions will be provided on how to electronically format the list of students to be surveyed.

Non-Classroom Faculty

The 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/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 according to the timeline. Upon completion, the Candidate sends copies of the form to PG&E Support, the TRC Chair, and Tenure Coordinator. The Candidate includes the original(s) in his/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.

      (1) 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 PG&E Support. 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 PG&E Support. Candidates must not administer or collect their own student surveys.

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

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

b. Electronic Method

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

2. Student Survey of Instruction

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

   b. If online or self-paced open-entry classes are part of the non-classroom 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 Candidates not receiving student survey results. For a non-classroom Candidate 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 includes the originals and, if appropriate, the cover letter(s) in his/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 Tenure 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 Tenure 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

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 copies of the Observation Schedule Report to the TRC Chair and to the Tenure 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 discussion, 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 appear in this handbook. Prior to the discussion, 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 TRC 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 onsite 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 Tenure 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 Tenure 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 Tenure 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 Tenure 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 Tenure 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 Faculty 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 Tenure 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 cycles only

Overview

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. 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 Tenure 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 Tenure Coordinator by the deadline voids discussion of this information by the TRC at the Tenure Evaluation Meeting.

Review by Tenure Coordinator

If in reviewing the report the Tenure 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 Tenure 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 Tenure 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.

VIII. Evaluation Packets and Tenure Candidate ePortfolios

Overview

Candidate evaluation packets will be stored electronically, as online ‘ePortfolios’. Candidate ePortfolios are secure, password-protected document repositories for each Candidate’s evaluation materials organized by evaluation cycle and available for online viewing (given appropriate access permissions) within the MiraCosta College portal. In each evaluation cycle, the Candidate is responsible for assembling the required documents of his/her evaluation packet into a single Acrobat pdf file and then providing this file electronically (e.g. via email attachment) to his/her Tenure Coordinator. The Tenure Coordinator will upload this 'Evaluation Packet' file into the Tenure Candidate's ePortfolio on the portal. Additional documents (added after the evaluation packet is compiled and/or revised documents if applicable), such as the Tenure Plan and Tenure Review Committee Report will also be uploaded by the Tenure Coordinator. Student Survey results will be uploaded separately by PG&E Support and do not need to be included within the evaluation packet pdf file. The Candidate and Tenure Coordinator keep copies of all relevant documents on file. In the event the Candidate fails to submit 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 Review Committee 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 submit their packets by Friday noon 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 and is available for viewing once the Tenure Coordinator uploads it to their ePortfolio.

Contents

1. Copy of Job Announcement
2. Statement of Intent for Early Tenure form and accompanying documentation (*1st year qualifying Candidates only*—see section on Early Tenure)
3. Statement of application for early tenure. (2nd *year qualifying Candidates who have previously submitted a Statement of Intent for Early Tenure and supporting documentation only*—see section on Early Tenure)
4. For classroom faculty, a list of courses taught
5. Survey Options Report
6. Survey results (will be uploaded to the ePortfolio and are not required in packet pdf file)
7. Observation Schedule Report
8. 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. Candidate's Response(s) to Reports (optional)
13. Self-Study and Reflection

14. Revised materials (optional)

TRC Reports from previous evaluation cycles (not applicable for Candidates in their first evaluation cycle) and Tenure Plans from previous evaluations will remain available and organized by evaluation cycle within the ePortfolio.

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 the 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 Tenure Coordinator, who retains a copy, and forwards the original to the Candidate for inclusion in the Evaluation Packet. If the TRC Chair has also completed an optional D/WG Responsibilities Observation Report, both reports are to be forwarded to the Tenure Coordinator for review prior to being forwarded by the Tenure 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. 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 Tenure Coordinator for review prior to being forwarded by the Tenure 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 Tenure 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 Tenure Review Committee Report, Candidates should analyze the effectiveness of their strategic responses to those concerns.

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 Reports, Tenure Review Committee Reports, D/WG Responsibilities Observation Reports or Dean's Reports. In the case of responses to TRC Reports and Dean's Reports, responses may be included in the Evaluation Packet/ePortfolio 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 Faculty 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 on PG&E website.)
- 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/ePortfolio, 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/ePortfolio are discussed.
- Previous Tenure Plans are assessed (except in first cycle).
- Tenure Plans are formulated (except in cycle four).

Tenure Evaluation Meeting

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/ePortfolio. 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 Tenure Plan after the meeting. Such details are finalized within three working days of the meeting. This meeting does not include the Candidate, and it 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.
- TRC Chair leads the meeting with assistance from the Tenure Coordinator.
- All members of the TRC should attend.
- The Candidate does not attend.
- The TRC determines a tenure-track recommendation.
- The TRC finalizes the Tenure Plan (except in cycle four).

X. Deficient Evaluations

Tenure Review Committee Report

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 Tenure Plan. However, if a Candidate does not meet the TRC'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 Tenure Plan and TRC Report to the Tenure Coordinator within three working days after the Tenure Evaluation meeting. Within three working days, the Tenure Coordinator reviews each, and, if no changes are to be made, retain a copy for his or her records, uploads a copy to the Candidate's ePortfolio, and forwards the original Tenure Review Committee Report to PG&E Support.

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 TRC'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 Tenure 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 Tenure 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, upload a copy to the Candidate's ePortfolio. The Candidate should review and refer to the Tenure Plan within his/her ePortfolio when considering the evaluation requirements of the next evaluation cycle. In creating the Tenure Plan, the Tenure Coordinator provides input to the TRC. If, after consultation with the TRC, the Tenure Coordinator remains unsatisfied that the Tenure 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 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 semester 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 MiraCosta College 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 member 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 Faculty 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 Faculty 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 Tenure 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 first 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 by the end of the third week of the spring semester. 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 Office of Instruction.

Outline for the Hearings and Appeals Process

1) Candidates who wish to file an appeal and/or request a hearing should do so by the end of Week 1 of the spring semester by filling out the "Appeal to the PG&E Committee" form and submitting it to the PG&E Chair. Candidates can indicate on the appeal form if they wish to present their appeal in person. Candidates whose TRC Committee is deadlocked on a vote do not need to file an appeal.

2) Candidates may include responses to TRC and/or Dean's Reports by the end of Week 1 of the spring semester. These responses are included in the evaluation packet prior to any PG&E hearing or review.

3) 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.

4) PG&E, through the Chair, schedules hearings and/or appeals at its regularly scheduled meeting times or by special session in order to complete all hearings and appeals by the end of Week 3 of the spring semester.

5) Prior to any PG&E hearing, appeal, or review, PG&E members must read the evaluation packets (for each year) of the Candidates in question.

6) To ensure fairness and protect the privacy of Candidates, PG&E members should not discuss Candidates or their evaluation packets outside of PG&E meetings.

7) PG&E hearings are conducted in closed session.

8) Candidates and TRC Members will be invited to present information in person at the PG&E hearing. Both the TRC and the Candidate shall limit their presentation to 20 minutes with up to 10 minutes of Q&A from PG&E Members (30 minutes total). If PG&E members find this time insufficient and/or continue to have questions, PG&E may opt to extend the time for an additional 10 minutes by simple majority vote.

9) The Candidate may optionally invite a faculty-member advocate to advise them and/or speak on their behalf in relation to the tenure process. The Candidate may present all necessary information in support of his or her position, but should focus their discussion on the tenure process and the Criteria for Evaluation.

10) TRC members will be afforded the opportunity to discuss the Candidate and the rationale(s) behind their decision-making in his or her evaluation process. TRC members should focus their discussion on the tenure process and the Criteria for Evaluation.

11) Each TRC member's input will be afforded equal consideration by PG&E. 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.

12) Immediately following hearing from the Candidate and TRC, PG&E will meet in closed session to discuss and make their hearing/appeal decision. PG&E will strive for consensus in reaching decisions. When consensus is lacking, an open vote by tally will be taken and recorded by the PG&E Chair. A quorum of PG&E members is required and PG&E members must be present at the hearing/appeal to vote. Ex-Officio members of PG&E (VP of Student Services, VP of Instruction, Dean of Evaluation) do not vote. The PG&E Chair will only vote in the case of a tie. PG&E members who also serve as a voting member on the TRC of the Candidate in question will abstain from voting and from participating in PG&E discussion after TRC presentations have concluded (i.e. their TRC role subsumes their PG&E role).

13) PG&E members through the Chair will provide thoughtful and descriptive rationale for the committee's decisions on all matters of hearing/appeal decisions. The PG&E Chair will record the decision on (or as an addendum to) the "Appeal to the PG&E Committee" form or, in the case of a split TRC, on (or as an addendum to) the TRC Report.

Replacement of Tenure 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 Tenure Coordinator.

Challenges to Tenure Coordinators

In cases where the TRC Chair questions a decision or action by the Tenure Coordinator, the TRC 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 AS 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 include the Statement of Intent for Early Tenure form and provide accompanying documentation including evidence of their eligibility for early tenure as per section (a) above in their first cycle Evaluation Packet.

PG&E will review and provide a determination of eligibility to apply for early tenure by Week 6 in the spring semester.

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

In the second cycle Evaluation Packet, a Statement of Application for Early Tenure must be included in the Evaluation Packet.

The recommendation for early tenure must be made by the TRC, reviewed and approved by PG&E and the AS 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 Candidates are treated with equity and fairness while undergoing tenure review.

Functions

1) Developing proposed procedures for the tenure review process;
2) Reviewing and revising procedures outlined in the handbooks based on input solicited from participants in the process;
3) Interpreting established tenure review 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;
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 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 file kept in 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, 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 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, and 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 AS. The PG&E Chair will maintain a record of appeals and decisions in a confidential file that will be kept in the Office of Instruction.
7) Sending to the Office of Instruction 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 AS.
8) Upon invitation from the AS, attending a closed session of the AS 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/ePortfolios.
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 Faculty 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 Office of Instruction.
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 Faculty 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 (AS) Responsibilities

Senate Responsibilities

The Academic Senate, 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 AS receives and reviews in closed session (in accordance with the Brown Act) the Lists of Recommendations for Candidates from PG&E to the AS. The AS members access the ePortfolios in the portal, if necessary. When the PG&E recommendation lists appear on the AS agenda, the AS 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 AS votes and then sends a final recommendation through the Superintendent/President to the Board of Trustees. The individual votes of AS members are made public in accordance with the Brown Act. In any case where the AS votes to overturn a

PG&E recommendation, the AS provides its rationale in writing. This written documentation is filed with the Dean of Faculty Evaluation, to be included in the Candidate's ePortfolio.

AS President Responsibilities

1) Completing the annual Lists of Recommendations for Candidates from the AS 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 AS's reasoning for overturning any PG&E recommendations with the Dean of Faculty Evaluation, to be included in the Candidate's ePortfolio;
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 professional development activities of value to faculty undergoing evaluation.

XVI. Board of Trustees Responsibilities

1) Receives AS 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 the Office of Instruction to be included in the ePortfolio. The Board may access the ePortfolios, as necessary.
2) Makes re-employment decisions, relying primarily upon the judgment and advice of the AS. If the AS's recommendation is not accepted, the Board or its designee communicates its reasons in writing to the AS, sending the original to the Office of Instruction to be included in the ePortfolio.