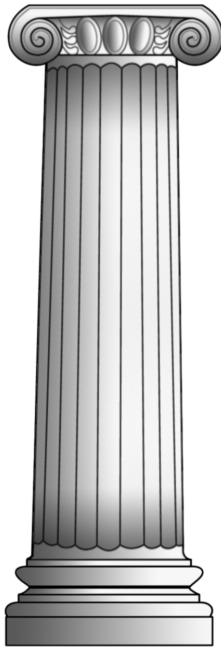




# Tenure Review Committee

*Academic Probationary Employee  
Instructors, Counselors and Librarians*

## *Handbook*



# Dear Faculty:

The award of tenure is an immensely important decision—both for the academic probationary employee and for the long-term academic quality of Community Colleges of Spokane. The awarding of tenure is a significant institutional commitment to an academic employee (i.e., instructors, counselors and librarians) and is made only after careful deliberation. It is one of the primary functions of the CCS Board of Trustees to provide this deliberation with the direct assistance of the assigned tenure review committee.

The process of establishing tenure is a shared process between the board of trustees, college presidents and IEL CEO, tenure review committees, and academic probationary employees. The board of trustees rely upon the tenure review committee to provide information on a given candidate that is consistent with the Master Contract/RCW/WAC. The granting of tenure must be based on the knowledge that the academic employee is highly qualified and has demonstrated that he/she will make an outstanding contribution to our district.

It is a goal of Community Colleges of Spokane to promote excellence among its faculty. The tenure review process must hold to the following guiding principles in fulfilling this goal:

- **Consistency:** The process of tenure must be fair and consistent to all probationary candidates. The process must adhere to the high standard of professional ethics and be free of discrimination at all levels of the process.
- **Documentation:** The board of trustees, presidents and probationary candidates expect feedback that is specific and factual. The process requires that documentation be clear and accurate, so that decisions at all levels are based on the correct information.
- **Clarity of Criteria:** The decision to grant and/or deny tenure for instructor, counselor and librarian is based on:
  - Adherence to professional and state ethics;
  - Observance of the policies and procedures of the district; and
  - A rating consistent with college standards in core skills and proficiencies.

The purpose of this handbook and the training program that supports it is to assist new faculty and their tenure review committee to be successful in meeting the above guiding principles. Both the probationer and the committee need to thoroughly understand the process so that a healthy, constructive environment is maintained throughout the probationary period.

In closing, the tenure process is the backbone of our commitment to excellence as it relates to our faculty and students. It deserves our best efforts and demands that we work together to accomplish this important task. I extend my appreciation and thanks for your anticipated commitment and efforts to making the tenure process a success for the district and our new faculty member.

Sincerely,

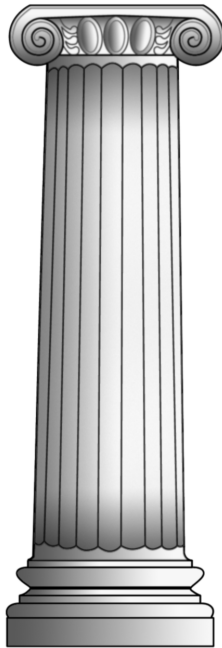


Gary A. Livingston  
Chancellor  
Community Colleges of Spokane

# Tenure Review Committee

*Academic Probationary Employee  
Instructors, Counselors and Librarians*

## *Handbook*



# Table of Contents

---

<b>Roles and Responsibilities .....</b>	<b>4-5</b>
CCS Board of Trustees	
Chancellor	
College Presidents and IEL CEO	
Tenure Review Committees	
Vice Presidents of Instruction/Learning	
Human Resources Office	
<b>Navigating Your Way .....</b>	<b>6-14</b>
Formation Stage	
Planning Stage	
Data Gathering Stage	
Feedback Stage	
<b>Other Issues .....</b>	<b>15-22</b>
Guidelines for Documentation	
Developing a Performance Improvement Plan	
Challenges/Grievances	
Probationary Period	
Notification	
File System	
<b>Attachments .....</b>	<b>23-39</b>
<b>Tenure Review Process</b>	
Attachment 1: Tenure Review Process .....	24
Attachment 2: Tenure Review Task Planning .....	25
Attachment 3: Tenure Review Committee Checklist .....	26
Attachment 4: Sample Improvement Plan Document .....	27
Attachment 5: Helpful Hints – Giving and Receiving Feedback .....	28-30
<b>Tenure Review Forms</b>	
Attachment 6: Classroom Observation .....	31
Attachment 7: Classroom Observation .....	32
Attachment 8: Classroom Observation .....	33
Attachment 9: Statement for Student Questionnaire .....	34
Attachment 10: Student Evaluation – Instructor .....	35
Attachment 11: Student Evaluation – Counselor .....	36
Attachment 12: Student Evaluation – Librarians .....	37
Attachment 13: Student Evaluation – Distance Learning .....	38
Attachment 14: Probationary Academic Employee Performance Evaluation Report .....	39

**Note:** This handbook was jointly drafted and approved by AHE and CCS and may contain supplemental explanatory information to clarify the process and procedure for the committee members or the probationer. It is intended to serve as a guide only and is superceded by the Master Contract. The *italics sentences* in this handbook are directly from the Master Contract.

# Roles and Responsibilities

---

The tenure process has four important levels of review—the board of trustees, college presidents/IEL chief executive officer, appropriate vice president for that position and the tenure review committees. Their roles and responsibilities are as follows: (See Attachment 1: Tenure Review Process for further discussion.)

## **BOARD OF TRUSTEES**

The board of trustees are responsible for:

- Acting as the “Appointing Authority” as stated in RCW 28B.50.850 through 28B.50.869;
- Considering all relevant information available to them in making a tenure decision; and
- Making the final decision to award or withhold tenure.

## **COLLEGE PRESIDENTS AND IEL CHIEF EXECUTIVE OFFICER**

The respective president or IEL CEO is responsible for:

- Establishing an appropriate tenure review committee to which a probationary academic employee will be assigned;
- Assigning the administrative appointee to that committee;
- Reviewing each tenure report and submitting his/her recommendation to the Board of Trustees;
- Considering a probationary faculty member’s disagreement/concern with the tenure review committee’s recommendation or any challenges to the process; and
- Ensuring that the process of tenure is thorough, fair and impartial.

## **VICE PRESIDENTS**

The respective vice president for that probationary faculty position is responsible for:

- Serving as the unit’s chief record custodian for probationary files and information, to include maintaining all back-up documentation and ensuring that final tenure review reports do not contain inappropriate information;
- Working proactively and collaboratively with a tenure review committee to ensure the process is thorough, fair and impartial;
- Ensuring that reports are submitted within the established timelines; and
- Reviewing each tenure report and submitting his/her recommendation to the president/IEL CEO as appropriate.

# Roles and Responsibilities

---

## **TENURE REVIEW COMMITTEES**

The assigned tenure review committee is responsible for:

- Continually evaluating the probationer during the nine or more (if extended) quarter tenure review period;
- Providing accurate, fair evaluation of performance and making suggestions for improvement;
- Recommending resources necessary to meet improvement goals;
- Providing written progress reports to the probationer, the college president, and the board of trustees; and
- Making a tenure recommendation at the end of the seventh quarter of the probationary period.

## **Additional roles in the management of the review process:**

## **HUMAN RESOURCES OFFICE**

HRO is responsible for:

- Developing and maintaining a confidential control system to manage tenure review files;
- Preparing and monitoring tenure review files for the board of trustees;
- Performing quality review of files to ensure the file meets contractual requirements; and
- Providing ongoing training and consultation.

# Navigating Your Way

---

The final decision by the board to grant or deny tenure is based on reasonable consideration of the recommendations and information submitted from the tenure review process. This requires sufficient documentation and assurances that the process has been fair, impartial and thorough for each academic candidate. The process should clearly demonstrate that the probationer has been given every opportunity appropriate and every resource necessary to be successful.

A fundamental requirement of the tenure process is that there has been fair treatment and due process in the deliberation of tenure. In a district this can be complicated if each educational unit is allowed to create and administrate its own process; particularly given that the end product reaches a centralized decision maker—our board of trustees.

Every tenure process, however, is as unique as the individuals involved. Unique issues, circumstances, and challenges can confront a committee and may require that committee to take a unique approach in turn. One size does not fit every situation and not every situation fits neatly into a standardized process.

To address these challenges, and to ensure that the tenure requirements of the CCS Master Contract, RCW 28B.50.851 and WAC 131-16-400 are not violated, CCS has developed a standardized tenure review process that is to be administrated consistently across both colleges and the IEL. That process leaves considerable discretion to the tenure review committee, however, in determining the best process, resources, and data gathering mechanisms to use in its specific tenure review process.

The following procedures are designed to clearly spell out the “have to’s” while allowing the committee to meet the requirements (i.e., fair, uniform, consistent and in compliance with the Master Contract) in a manner which best suits its unique needs.

# Navigating Your Way

---

## Tenure Committee Stages of Review

### FORMATION STAGE

**Timelines:** *Within four weeks after the start date of the probationer's appointment.*

**OBJECTIVE:** *The college presidents will establish appropriate tenure review committees to which probationary academic employees will be assigned.*

The college president or the IEL CEO, respectively, will establish an appropriate tenure review committee to which each probationary academic employee will be assigned. This committee will be assigned to the probationary employee for the duration of the tenure review process, although individual membership is subject to change (see Master Contract –Tenure Committee section).

Each tenure review committee is comprised of five (5) members, as follows:

**Academic Membership:** Three (3) tenured academic employees of the department to which the probationary employee is assigned<sup>1</sup>

- The probationary academic employee's department, facilitated by the dean, will seek nominations to serve on that tenure review committee at least 10 days prior to a faculty election for that purpose. This list is submitted to the AHE. The academic employees vote on the committee members not later than four weeks after the start date of the probationer's appointment. These names are forwarded by the AHE to the appropriate president, who then officially assigns the committee.
- Duration of appointment: for the length of the probationer's tenure review process.

**Administrative Membership:** One (1) administrative appointee selected by the college president or IEL CEO, respectively.

- The appointment must be made by the president not later than four weeks after the start date of the probationer's appointment.
- Duration of appointment: for the length of the probationer's tenure review process unless otherwise stipulated by the college president/IEL CEO.

**Student Membership:** One (1) full-time student chosen by the associated student body of the applicable college/IEL (Student members only sit on review committees of their particular educational unit).

- The chosen student must be from the same division as the probationary employee but can never be a student then or formerly in one of the probationary employee's classes. If this proves to be impossible, an agreement to involve a student from outside the division should be pursued between AHE and CCS. Contact the HR office to facilitate the agreement.

---

<sup>1</sup> Where there are not three (3) tenured members of the same department, the members can be from a related field for which tenure review committees have been established. These alternative members must, at a minimum, have three (3) years' community college teaching experience at the time of their appointment. When the probationary employee is assigned to the IEL, two (2) of the three (3) members will be academic employees also assigned to the IEL.

# Navigating Your Way

---

- The appointment must also be made not later than four weeks after the start date of the probationary academic employee and the process for making selection is left to the associated student body. The respective student body officers are responsible for ensuring that these members carry out their responsibilities. Concerns in this regard are reported to that student body for action. The tenure review process will not be jeopardized because of this member's lack of participation, however.
- Duration: One academic year. A new student may be assigned in the following year or the original student may be reappointed. This decision rests with the respective associated student body.

**Committee chair:** While all five (5) members have an equal responsibility to participate in the proceedings of the committee, one member will be assigned the additional responsibility to chair the committee. This person is selected by his/her fellow committee members from among the non-student membership and is chosen during the first workweek following appointment (or not later than the fifth week after the start date of the probationary academic employee). Responsibilities of the committee chair include the following:

- Organize and schedule meetings;
- Facilitate the development of a meeting agenda and schedule for each quarter's evaluation process;
- Meet with the probationary employee at the beginning of each quarter to discuss that quarter's process and schedule; and
- Summarize the committee's recommendations and submit the required reports to the appropriate Vice President at the end of each quarter.

## PLANNING STAGE

*Timelines: Weeks 1 and 2*

**OBJECTIVE:** *The tenure review committee shall conduct an evaluation of the assigned probationary academic employee and produce the required evaluation documents once each quarter during the probationary period. Documents will be submitted to the appropriate vice president quarterly and a copy will be given to the probationary academic employee.*



### **Step One: Establishing a Positive Relationship with the Probationer**

Committee members should introduce themselves to the probationer as soon as possible. This initiates a supportive environment and professional relationship. Remember that the committee's role is more than just evaluator; it also includes that of guide, facilitator and teacher.

The ability to effectively evaluate, provide feedback and/or develop improvement plans (if necessary) will be greatly enhanced by establishing a professional and supportive relationship between the committee and the probationary employee. Every effort should be made to get introduced early, open lines of communication, establish mutual expectations, and clarify responsibilities. Since many new faculty are also new to teaching, they will often have special needs and anxieties that can be effectively addressed by the committee. Remember, the goal is to both help the probationer be successful and to objectively evaluate qualification for tenure status.

# Navigating Your Way

---



**Practical Tip:** One important role of committee membership is to help guide the new faculty member through the probationary period. Some suggestions for doing this are: become familiar with the probationer's background and experience; explain individual, department and college goals and expectations; identify ways the committee might better support the new faculty member; familiarize the new faculty member with key processes (i.e., grading, attendance issues, copying and handouts, textbooks, etc.); explore ways to become both a resource and a support person; and share those things that were helpful to you when you were a new faculty member. (See Attachment 5: Helpful Hints – Giving and Receiving Feedback.)

---



## Step Two: Establishing Schedules

The scheduling and sequencing of committee meetings are critical. Calendars should be brought to the first meeting so that timelines and dates can be established for the quarter. Thereafter, task planning should be the number one agenda item. Establishing timelines and task assignments are essential (see Attachment 2 and 3 for suggested timelines for the tenure review committee).

The initial quarterly meeting between the probationer and the committee should be held during the first two weeks of each quarter (except for the first quarter—which will likely be delayed until week 5). A suggested agenda:

- Providing an overview of the tenure process;
- Reviewing classroom observation, student evaluation forms and performance evaluation form;
- Establishing additional student evaluation questions (optional);
- Additional actions that the committee and probationer determine will be helpful in the reviewing process (see Step Three below); and
- Responding to questions about the tenure process from the probationer.



## Step Three: Additional Documentation

The committee, in cooperation with the probationer, can establish additional information that will aid in the review process. This is not a requirement of the Master Contract but one that the committee and the probationer may use to address unique issues or concerns. This information can help in developing a fuller understanding of the probationer's professional growth and depth of work. It is also helps address unique issues or processes that will be part of that probationer's tenure process. Its primary function should be to provide a better picture of the probationer's progress towards tenure and to help the probationer be successful.

Items may include: professional activity reports, syllabi/outline for the class, or other unique tools designed to assist the probationer to be successful. The committee needs to outline the use for this optional information, (i.e., type of information, timelines, distribution, etc.). This information needs to be submitted to the committee chair and copies made for committee members prior to any Preliminary Evaluation Meeting.



**Caution:** To ensure that your decision to use additional documentation isn't in violation of the Master Contract, approval of the form/instrument should be obtained from both AHE and CCS. Contact the HR Office to facilitate approval, and do it early—during the first quarter of review.

# Navigating Your Way

## DATA GATHERING STAGE

*Timelines: Weeks 3 thru 10*



### Step One: Student Questionnaires

*The approved standard instrument which contains questions and space for comments shall be used to obtain student input. (See Attachments 10, 11, and 12: Student Evaluations)*

Information received from students is valued input into each quarter's evaluation process. One committee member should take responsibility for ensuring compliance with the student questionnaire process. The student questionnaires should be administered between weeks 3-7 of each quarter—most likely closer to week 7 so that the students can provide an informed opinion. To assure consistency in completion of student evaluations, an introductory statement should be read to the class prior to distributing evaluations (see Attachment 9: Statement for Student Questionnaire).

- **Optional Student Questions:** There is a student questionnaire for evaluation of instructors, counselors, and librarians. The committee has the option of establishing additional questions (see Attachments 10, 11, and 12: Student Evaluations).
- **Student Summary:** After the student questionnaires are filled out they will be submitted to the respective vice president's office to be processed. The Master Contract requires that the student questionnaires be uniformly and consistently completed across both colleges and the IEL. This requires that only one format is used. The vice president's office will return the data within a one-week time period to the committee chair for distribution.



**Caution:** The CCS Master Contract outlines the process for considering student complaints made known in some way other than by student questionnaires. Specifically, Article 11, Section 3, outlines the manner in which a student complaint should be processed. It is not uncommon for a student to bring his/her complaint directly to a committee member—particularly the student member—with intent of avoiding the formal student complaint process. This is inappropriate. Complaints received by the committee from other than the student questionnaire should be forwarded to the appropriate administrator to be dealt with under the student complaint process.



### Step Two: Committee Observations

*Each tenure committee will have the responsibility to visit the probationer's classroom a minimum of one (1) time per quarter to gain better knowledge of the instructor's teaching abilities.*

Additional observations are appropriate if mutually agreed upon or if done as part of a plan developed for improvement. Committee members are encouraged to share observations informally with the probationer as soon as practical after the classroom observation.

Different tenure committees use different observation tools and three optional formats are included as Attachments 6, 7, and 8: Classroom Observations. Be sure the probationer is familiar with the evaluation/observation tool(s) the committee might choose to use.

# Navigating Your Way

---



**Heads-Up — Progress:** During the probationary period, the probationer is expected to make substantial progress each year, creating a pattern of development that should continue and build from quarter to quarter. One of the primary ways to establish this pattern is by receiving helpful feedback from one's peers and students. Demonstrating the value of this "feedback process" can be invaluable to the new faculty's development.

---



## **Step Three: Committee Individual Review**

Each tenure review committee shall use the Probationary Academic Employee Performance Report to draft his/her individual evaluation of the probationer's effectiveness. Each committee member will be prepared to discuss the six primary areas of review listed on the form. The performance report may be modified for use by counselors or librarians.

The Probationary Academic Employee Performance Report (see Attachment 13) is the primary tool the committee will use in documenting their feedback and recommendations regarding progress towards tenure.



## **Step Four: Preliminary Evaluation Meeting**

Prior to this meeting the committee chair will provide each committee member a copy of the student evaluation summaries, typed student comments (verbatim<sup>2</sup>), and any additional agreed-upon documentation. Each committee member will also bring his/her individually prepared draft Probationary Academic Employee Performance Evaluation Report and Classroom Observation Report(s).

The committee should focus on:

- The probationer's progress during the quarter;
- Performance criteria;
- Probationer's strengths and weaknesses;
- Evaluations that are below the "college's standard"<sup>3</sup>; and
- Recommendation to continue or discontinue probationary status.

The committee should review each area of the probationer's job performance, reach consensus and record the appropriate information for the committee's quarterly report. If there are perceived weaknesses in the probationer's performance, the committee will then develop an improvement plan (see Attachment 4: Sample Improvement Plan Document).

---

<sup>2</sup> Student comments must appear as written by students; do not editorialize, do not correct grammar, and do not summarize these comments.

<sup>3</sup> "College's Standard" is an objective term that each college, department and committee will establish with the assistance of the appropriate vice president/president. It's anticipated that due to numerous variables (i.e., student population, subject matter, etc.) that each department will have its own justification/definition for the standard.

# Navigating Your Way

---



**Rule of Thumb—Performance Criteria:** The granting of tenure raises a strong presumption that those tenured are competent in their discipline and are capable of scholarly contributions to the institution. Consequently, the committee should always consider the following performance criteria:

- Demonstrated ability to teach effectively;
  - Contributions to student growth and development;
  - Scholarly and creative activities related to the teaching field;
  - Service to the district, community and profession;
  - Collegial relationships;
  - Scholastic contribution; and
  - Substantial progress each year.
- 

## What does Webster's Say?

**con•sen•sus** (k n-sên's s) n [Lat.<*consentire*, to agree – see CONSENT.] **1.** Collective opinion. **2.** General accord; AGREEMENT.

In terms of committee consensus, remember that the term does not imply unanimous opinion, but rather that there is "general agreement" on the important conclusions and/or that each committee member can "live with" the collective opinion as expressed in the narrative/report. In other words, consensus can mean that while I didn't agree on all points I have had opportunity to express my opinion and I am in general accord with the collective opinion expressed in the report.



## Step Five: Quarterly Report

The Quarterly Report needs to be distributed to all committee members prior to meeting with the probationer. The Quarterly Report should accurately reflect the committee's consensus review and perceptions of the probationer's progress. The Quarterly Report includes the following documents, at a minimum:

- Probationary Academic Employee Performance Evaluation Report;
- Narrative report (optional way to include comments/observations beyond those listed on the evaluation report);
- Summarized Student Questionnaire data including student comments; and
- Any supplementary document mutually agreed upon (between committee and probationer) and, if appropriate, authorized.



**...and Remember:** The probationer should never be surprised by the committee's recommendation. It's so IMPORTANT that the probationer receive regular feedback about their performance and are forewarned about concerns about performance.

---

# Navigating Your Way

---

## FEEDBACK STAGE

**Suggested Timelines: Weeks 11-12**

**OBJECTIVE:** *The evaluation shall place primary importance on the probationer's effectiveness in her/his appointment and shall be conducted at least once quarterly. If, in the course of its evaluation report, the tenure review committee states that the probationer is performing unsatisfactorily in whole or in part, the committee will give the probationer written suggestions that will be designed to improve such deficiencies over a designated period of time.*



### Step One: Meeting with Probationer

At the end of each quarter, the committee will meet with the probationer to review the Quarterly Report. This is an opportunity for the committee and the probationer to discuss openly progress toward tenure. This meeting should be a “bringing together” of reports, documentation, observations, and committee perceptions of the probationer’s progress toward tenure—with plenty of opportunity for the probationer to talk and for the committee to listen and discuss.

The probationer should have previously received a copy of the quarterly report and related documentation a couple of days prior to the actual meeting. so he/she is prepared to discuss the evaluation and data. The committee should be prepared to offer suggestions, resources and ideas if the probationer’s performance is unsatisfactory. Set dates for checking on progress and a timeline for the probationer to demonstrate the required improvement. All of this will be documented in the narrative report.



---

**Heads-Up:** It’s human nature to find it difficult to receive negative feedback. The challenge in providing feedback is to deliver it effectively. To be useful, feedback requires the giver to feel empathy for the person receiving the feedback, but to also be clear and direct about critically important information. (see Attachment 5: Helpful Hints – Giving and Receiving Feedback).

---



---

**...and Remember!** Any documents contained in the probationer’s official tenure file will be provided to the probationary academic employee and the committee.

---



### Step Two: Review

The committee chair will send the completed Quarterly Report to the appropriate vice president. This report should include a cover memo that officially transfers the packet to the vice president, a signed Probationary Academic Performance Evaluation Report, narrative report (optional, but preferred), summary of student data, additional information and all originals (i.e., student and committee’s observations, individual Probationary Academic Employee Performance Evaluation Report and any other data generated as a part of the quarter’s process).

The vice president will conduct a second level review of the documentation. This level of review will focus on ensuring the completeness and quality of the documentation. This quality review is essential to ensuring completeness, fairness and compliance in the tenure review process.

# Navigating Your Way

---

The vice president will review the documentation and make a recommendation to the respective president/IEL CEO. The president/IEL CEO is then responsible for reviewing the committee's documentation, evaluation and recommendation and submitting a cover memo conveying his/her recommendation to the Board of Trustees.



---

**Important Compliance Note:** Any documents submitted by administration to the probationary academic employee's official tenure review file (the document going forward to the Board) will be shared with the probationer and his/her committee. If those documents contain a recommendation that conflicts with the recommendation of the committee, the administrator authoring the document will provide the committee an opportunity to meet and discuss the recommendation before submittal.

---



## **Step Three: Distribution**

The final quarterly report is signed by all committee members and the probationer before being forwarded to the vice president's office. The report should be copied by the vice president and sent to the president/IEL CEO, respectively. The president's office will then forward the file to the attention of the Board of Trustees, addressed to the chief human resources officer (who serves as the Board's record custodian). This becomes the official tenure file and should contain all original documents. Copies may also be retained by the committee, generally in the division dean's office.

Each quarter the board of trustees will receive a quarterly report representing that quarter's review. The board will receive, at a minimum:

1. Cover memo from the president and/or IEL CEO;
2. Cover memo from the vice president;
3. Narrative report from the committee chair;
4. Summary of student evaluations; and
5. Probationary Academic Employee Performance Evaluation Report.

The board packet will contain only this information, unless there has been agreement between the committee and probationer to include other documents. Contact the HR Office if you have questions in this regard.

# Other Issues

---

## GUIDELINES FOR DOCUMENTATION

Observing the probationer's performance, reviewing evaluation documentation and providing feedback is a routine part of the tenure process. Effective feedback helps the probationer sustain good performance, develop new skills and improve performance when necessary. It also enables the committee and the board to reach sound decisions on whether to grant and/or deny tenure. Clearly documenting that the probationer was provided feedback on job performance is also essential.

Good documentation tells a story; it displays the probationer's abilities and charts progress from new faculty member to a faculty member hopefully worthy of tenure. By the seventh quarter documentation is expected to adequately demonstrate the gains, accomplishments, corrective action (if required), and improvement plans (if necessary) made throughout the tenure review period.

The documentation should reflect that the probationer has received regular feedback regarding his/her job performance and was warned when not meeting expectations. Open, direct and frank communication between the committee and probationer is essential at every stage of the process. There should be no surprises when the final decision of tenure is either granted or denied.

Keep in mind that the Board of Trustees will be the final reviewer of your work, and they generally will have no first-hand knowledge of the probationer's work or abilities. They rely on you to tell them the story—clearly, fairly, and with enough detail for them to make an informed decision. The committee is the author of the probationer's journey—and the probationer's fate in the tenure process is, in large part, dependent upon your willingness to get the story right and describe it with enough rich detail to convince the reader to support your recommendation.



**Worth Noting:** A word about confidentiality: the information generated, gathered and discussed in the evaluation process is confidential. It should not be discussed outside of the committee. It should never be discussed with students, staff, faculty or others who are not members of the committee or within the tenure "chain-of-command." You accept this responsibility when you accept committee assignment and I personally thank you in advance for adhering to this standard. – *Greg Stevens, chief human resources officer*

---

Documentation issues to consider, then, regarding each document in the tenure review process:

### **Probationary Academic Employee Performance Evaluation Report**

*Each tenure review committee shall use the Probationary Academic Employee Performance Report in the course of evaluating the effectiveness of each full-time probationer's effectiveness in her/his appointment. The performance report may be modified for use by counselors or librarians.*

- The final report should reflect the committee member's consensus observations of the probationer's progress toward tenure. A rating consistent with college standards should be made in each of the following areas: 1) instructional skills; 2) professional improvements; 3) relationship with students, administration and other staff; 4) pursuit of professional competence; 5) professional characteristics; and 6) other criteria appropriate to the position.

# Other Issues

---

- If there are observed weaknesses in the probationer's performance (a "needs improvement" or "R" rating), the issue(s) need to be addressed early in the tenure process and must be documented. Providing suggestions, resources, examples and alternatives will be invaluable to the new faculty member, as he/she makes effort to improve. See Attachment 4: Sample Improvement Plan Document.

## Narrative Report

*The committee chair is responsible for summarizing the committee's recommendations and submitting the committee's report to the appropriate vice president at the end of each quarter.*

The narrative section of the Quarterly Report may contain two parts, the first is required and the second is only done if necessary:

1. Narrative: the Probationary Academic Employee Performance Evaluation Report form provides limited space in which to type a narrative regarding each evaluated criteria. It is, frankly, inadequate space in which to tell the story that is required and cumbersome to use. It is far better to simply note "see attached" in the report form and then attach a Word document that provides unlimited space in which to describe that quarter's observations. It is easier done and provides better information—as such we strongly suggest that the committee attach a narrative document to the evaluation report form.

Regardless of which format the committee chooses for their narrative comments, it is necessarily to include the following information:

- A brief overview of committee discussions and perceptions;
  - A summary of the classroom observation by the committee;
  - The committee's response to any **negative student** comments/ratings;
  - A statement of how the tenure process is progressing; and
  - A statement of that quarter's recommendation.
    - For most quarters, this will be either to continue or discontinue the probationary status.
    - In the seventh quarter, this will be either to grant, deny or extend the tenure process.
2. *If, in the course of its evaluation report, the tenure review committee states that the probationer is performing unsatisfactorily in whole or in part, the committee will give the probationer written suggestions that will be designed to improve such deficiencies over a designated period of time.*

It may become necessary to produce a second narrative document, called an Improvement Plan, when any performance rating on the Probationary Academic Employee Performance Evaluation Report is unsatisfactory/needs improvement, or rated as an "R."

An improvement plan should include:

- A statement of the area(s) that the probationer is performing unsatisfactory;
- What assistance and/or resources are available;
- Timelines; and
- Follow-up procedures.

For further discussion and assistance on developing an improvement plan, please see Attachment 4.

The narrative section's primary purpose is to document and communicate the probationer's progress toward tenure. Use it to provide the detail on which our Board can make an informed decision.

# Other Issues

---

## Student Observations

*The approved standard instrument, which contains questions and spaces for comments, shall be used to obtain student input.*

- Student observations provide important feedback and should receive careful assessment by the committee. The committee should closely analyze this information and assess the implications of the student observations. Consider only observations that come from the student questionnaire as a result of the official student evaluation. Student complaints received from elsewhere must be handled outside the tenure review process and consistent with the master contract.
- Ratings below “**college standards**” are to be addressed by the committee in the appropriate section of the Probationary Academic Employee Performance Evaluation Report and /or narrative report. Again, keep in mind that the final reviewer of your documentation is the Board of Trustees—a group of laypersons who generally have no faculty experience to draw upon. They will rely upon your analysis and explanation of student comments and evaluations. Any negative comment or rating should be specifically addressed—so the Board knows the committee was aware of the concern and gave it appropriate weight. Better still, provide some perspective regarding the comment or rating. For example, perhaps there is one negative comment among many positive comments—and the committee knows that the negative comment came from a problem student who is unwilling to take personal responsibility for his own effort. That observation should be shared with the Board. The best way to do this is to:
  - Acknowledge the comment,
  - Explain the discussion related to that comment,
  - Note the committee’s observation regarding the student (be general, no specifics that would violate the student’s confidentiality rights), and
  - Inform the board that the committee will continue to observe that area of concern to ensure there is no pattern.

That will usually do it—the Board will be alerted to watch future reports for possible pattern and, if none, the issue will likely be given appropriate weight (i.e., none).



**Be Aware:** The committee will need to take into consideration a number of factors when evaluating the feedback from student observations. Since the summary of data will be in percentage format the committee will need to take into consideration things like: classroom size; ratio of negative and positive comments; difficulty of subject matter; and other unique situations. Again, explain these observations to the Board in writing—give them context in which to judge the committee’s report.

---

# Other Issues

---

## DEVELOPING A PERFORMANCE IMPROVEMENT PLAN

*The evaluation shall place primary importance on the probationer's effectiveness in her/his appointment and shall be conducted at least once quarterly. If, in the course of its evaluation report, the tenure review committee states that the probationer is performing unsatisfactorily in whole or in part, the committee will give the probationer written suggestions that will be designed to improve such deficiencies over a designated period of time.*

The tenure review committee has an obligation to provide the probationary faculty member support and advice whenever performance is not meeting college standards. Before the faculty member can be held accountable for poor performance the committee must have first identified the performance problem and must fulfill its obligation to develop a plan for improvement.

The Performance Improvement Plan pulls together into a separate document, or as a section of the evaluation narrative report, the concerns that a tenure review committee has with the probationary faculty member's recent performance. It shows a willingness to help the faculty member correct these deficiencies and clearly explains the consequences if the performance does not improve.

An Improvement Plan is used whenever a probationary faculty member's job performance, excluding cases of isolated misconduct, is either unsatisfactory or has deteriorated from a previous level of acceptable achievement. An Improvement Plan is always required when the evaluation contains an evaluation of "R," or "Steps for Improvement Required" in any category.

### The following questions must be addressed in an Improvement Plan:

#### ? The "Why"

The committee should have already thoroughly and completely documented the performance issues in the narrative of the quarterly evaluation report. The Improvement Plan should start with a summary of these issues, stating clearly why the faculty member is receiving the plan. A general statement is sufficient—something like the following:

**Your performance has steadily deteriorated over the last quarter in the area(s) of (insert rating category where "R" has been given). This improvement plan is established as a corrective attempt to turn around this decline in your performance.**

#### ? The "What"

List the particular facts (names, dates, places, etc.) that have led to the unacceptable performance and the need for improvement. If the specifics have been previously documented in the evaluation report, reference those sections of the evaluation. Be specific and factual.

#### ? The "What Must be Done"

Establish specific, measurable objectives and timelines for determining success or satisfactory progress. Specifically tell the faculty member what must be done in order to meet college standards. A specific list of things to do in order to improve performance is the best way to proceed. Think of it as a list of answers to the question, "What can the faculty member do in order to meet the college's standards?"

# Other Issues

---

## ? The “Assistance Available”

Identify for the faculty member the forms of assistance that are available, including resource material or assistance from the committee, a mentoring faculty member, or a specialist who has subject matter expertise in the area where improvement is needed. The notice must identify those things either the tenure review committee or divisional management is willing to do to assist the faculty member meet college standards. Some common forms of the assistance are:

1. Training publications and books;
2. Opportunities to visit other locations to observe the work of others;
3. A mentor (an experienced faculty member who excels in the area in which the probationary faculty member fails);
4. Opportunities to attend relevant training programs; and
5. Trained personnel who will work with and assist the faculty member (i.e. curriculum development specialist).

## ? The “When”

You should include the time frame during which the faculty member is expected to meet college standards. This should be a reasonable amount of time, but should not be undefined. Consider using a specific cut-off date at which time success/failure and/or progress will be evaluated. The goal is for the employee to clearly understand “by when” performance is to be improved.

## ? The “Consequences”

The faculty member must know in advance the consequences of failing to meet college standards. A phrase that will eliminate the defense of, “Nobody told me that I would be denied tenure” follows. Use it in some form.

**If you do not correct the performance deficiencies set forth in this plan and/or the evaluation report, the tenure review committee will recommend denial of tenure.**

The intent is to clearly notify the faculty member of the ultimate consequences if he/she fails to correct the identified performance issues. The faculty member’s attitude and participation in these efforts should also be documented and evaluated in subsequent quarterly reports.

Formalize the document by providing the faculty member a copy and having him/her sign the original, which you will retain as a part of the tenure file.

The Improvement Plan document is used to clearly document that the faculty member knew there was a performance problem, was told what to do, and was given a fair opportunity to correct the problem over a reasonable period of time with the assistance of the committee. **Attachment 4** provides a sample Improvement Plan for your assistance.

# Other Issues

---

## CHALLENGES/GRIEVANCE

*If the probationer disagrees with the tenure review committee's recommendation, she/he and/or her/his representative shall be given an opportunity to challenge the committee's recommendations before the college president.*

The probationer has the following options if he/she disagrees with the committee's report or believes the report is incomplete or inaccurate in some way:

- Opportunity during the various committee meetings each quarter to share additional information and concerns.
- Attach a written statement to the Quarterly Report. This **is not a requirement** of the Master Contract, but rather is an option allowed the probationer for the purpose of expressing in writing their perceptions, explanations and opinions regarding the Quarterly Report. The written statement is forwarded as part of the official quarterly report to the Board of Trustees.
- Challenge the committee's recommendation before the college president/IEL CEO, respectively, as specified in the Master Contract.

*The AHE agrees that the ultimate authority to grant or deny tenure is vested with CCS. It is further agreed that any and all decisions relating to the awarding or withholding of tenure as well as the nonrenewal or renewal of individual contracts of probationary academic employees shall not be subject to the grievance procedure of this contract.*

This is not to say that the failure to follow the requirements of the Master Contract/RCW/WAC are not i. Consequently, it's imperative that each committee understands and follows the process outlined herein. Procedural violations are grievable, in other words, but the tenure decision is not grievable.

## PROBATIONARY PERIOD

*The probationary period will not exceed nine (9) consecutive college quarters, excluding summer quarter and approved leaves of absence. Notification of nonrenewal of a probationary faculty appointment shall be given no later than one (1) complete quarter, except summer quarter, before the expiration of the probationary faculty appointment.*

Normally, the evaluation process begins for the probationer fall quarter of his/her first year and continues through the next seven (7) consecutive quarters (excluding summer quarter). Each quarter the committee will provide a Quarterly Report that will provide a progress report on the probationer's progress towards tenure (i.e., to continue or discontinue probationary status).

For the majority of probationers hired in the fall, they will finish seven (7) quarters by the fall of their third year. The committee will make recommendations to the appropriate vice president along with the seventh quarter report. This recommendation will clearly spell out whether the committee is recommending granting or denying tenure and/or requesting an extension of the probationary period.

# Other Issues

---

## Extension of Tenure

*Upon formal recommendation of the review committee and with the written consent of the probationary faculty member, the appointing authority may extend its probationary period for one (1), two (2), or three (3) quarters, excluding summer quarter, beyond the maximum probationary period established here. No such extension shall be made, however, unless the review committee's recommendation is based on its belief that the probationary faculty member needs additional time to complete satisfactorily a professional improvement plan already in progress and the committee's further belief that the probationary faculty member will complete the plan satisfactorily. At the conclusion of any such extension, the appointing authority may award tenure unless the probationary faculty member has, in the judgment of the committee, failed to complete the professional improvement plan satisfactorily.*

If the committee believes that the probationer has not yet been successful, but:

- Believes that the probationer can be successful, and
- Additional time is needed to complete an improvement plan that is in place during or prior to the sixth quarter, and
- Believes that the probationer will complete the plan satisfactorily.

Then, and only then, can the committee recommend to the Board that tenure be extended by up to three additional quarters. This additional time is used to follow through on an improvement plan that is in-progress during the seventh quarter (in other words, at the latest, the improvement plan must be part of the sixth quarter review).



---

**Important Note:** The board cannot decide to extend tenure by itself. It can only act upon the recommendation provided by the tenure review committee. If the committee does not recommend an extension, in other words, no extension is possible and the board must instead decide to either grant or deny tenure.

---

## NOTIFICATION

*Notification of nonrenewal of a probationary faculty appointment shall be given no later than one (1) complete quarter, except summer quarter, before the expiration of the probationary faculty appointment.*

At the end of the seventh quarter the committee will send their seventh quarter report and recommendation to either grant or deny tenure to the vice president. The appropriate vice president and president will review the committee's documentation, evaluation, and recommendations and each will submit their own recommendation.

The CCS Board of Trustees, as the appointing authority, is ultimately responsible for granting or denying tenure of a probationary faculty member after having reviewed and given reasonable consideration to the information provided through the tenure process. By the end of the eighth quarter the Board will make their decision.

If that decision is to deny tenure, notification of nonrenewal of a probationary faculty appointment is given no later than one (1) complete quarter (or by the end of the eighth quarter), except summer quarter, before the expiration of the probationary faculty appointment (which expires at the end of the ninth quarter).

As soon as it appears likely that a tenure recommendation will be for denial, the committee chair should contact the appropriate vice president to ensure that all timelines are established and communicated.

# Other Issues

---

## FILE SYSTEM

The vice president, as appropriate, will maintain in a confidential file all backup documentation. This backup file may include:

- All originals of the student evaluations;
- Committee's classroom observations;
- Individual committee members' Probationary Academic Employee Performance Evaluation Reports; and
- Optional items that the committee may chose to utilize during the tenure process (i.e., summary of professional activities, syllabus of classes, peer evaluations, etc.). All of this information will be available to the Board, but only upon its request.

The primary responsibility of the Human Resources Office is to develop and maintain a confidential control system to manage the official tenure review file of the board. The file system will help maintain and monitor the process timelines and to assist in maintaining consistence and quality.

All documents, regardless of where maintained, are public records and must be maintained consistent with district record management procedures. Contact the HR Office if you have questions regarding tenure record management.



# Attachments



---

## TENURE PROCESS

- Attachment 1: Tenure Review Process
- Attachment 2: Tenure Review Task Planning
- Attachment 3: Tenure Review Committee Checklist
- Attachment 4: Sample Improvement Plan Document
- Attachment 5: Helpful Hints – Giving and Receiving Feedback

## TENURE REVIEW FORMS

- Attachment 6: Classroom Observation
- Attachment 7: Classroom Observation
- Attachment 8: Classroom Observation
- Attachment 9: Statement for Student Questionnaire
- Attachment 10: Student Evaluation – Instructor
- Attachment 11: Student Evaluation – Counselor
- Attachment 12: Student Evaluation – Librarians
- Attachment 13: Student Evaluations – Distance Learning
- Attachment 14: Probationary Academic Employee Performance Evaluation Report



## Attachment 1: Tenure Review Process

<b>Participants</b>	<b>Monitoring Activities</b>	<b>Output /Document</b>	<b>Timelines</b>
<b>Board of Trustees</b>	Review of Quarterly Reports	Appointing Authority Approve /Disapproval of Tenure	Third Month of Eighth Quarter
<b>President / Executive Vice President</b>	Review Quarterly Reports	Letter of Recommendation to the Board	Quarterly
<b>Vice President of Instructions</b>	Review Quarterly Reports and Backup Documentation	Quality Review	Quarterly
<b>Tenure Committee Chair</b>	Summary of Committee's Activities / Recommendations	Narrative to the Vice President of Instructions/ Learning/IEL Executive Vice President	Quarterly
<b>Tenure Review Committee</b>	Probationary Academic Employee Performance Evaluation  Classroom Observations  Student Observations  Other Documentation	Quarterly Report  Tenure –Recommendations	Quarterly  End of the Seventh Quarter
<b>Human Resources Office</b>	Ensure Documentation Compliance	Agenda for Board Meeting  Quality Review  Monitoring of Tenure Process	Second Month of the Eighth Quarter  Ongoing  Ongoing



## Attachment 2: Tenure Review Task Planning<sup>4</sup>

Quarter/Yr. \_\_\_\_\_ Faculty Probationer \_\_\_\_\_

1. \_\_\_\_\_ Committee establishes schedule. (Bring calendar and tenure review task planning sheet.)
2. \_\_\_\_\_ Probationer submits to the committee chair a course syllabi/outline for classes that are being reviewed. (Committee chair distributes copies to committee members immediately.)
3. \_\_\_\_\_ Committee instructional observations. (Each committee member should observe at least one class and syllabi reviewed prior to observation.)
4. \_\_\_\_\_ Student evaluations administered and comments typed. (Committee member responsible for administrating evaluation will coordinate with probationer.)
5. \_\_\_\_\_ Student evaluations submitted to the vice president of instruction / learning or the IEL executive vice president's office.
6. \_\_\_\_\_ Probationers submit to committee chair their professional activities report. The committee chair will duplicate for committee members.
7. \_\_\_\_\_ Student evaluations summary, typed student comments, peer evaluations and professional activities report to the committee for review.
8. \_\_\_\_\_ Tenure committee meet to discuss preliminary performance evaluation of probationer. Note: Prior to meeting, committee members review student evaluations and professional activities report.

Time \_\_\_\_\_ Room \_\_\_\_\_

- Use performance evaluation report to prepare draft at meeting
- Committee chair prepares final draft
- Copies to committee

9. \_\_\_\_\_ Preliminary report writing and distribution to committee members for comments.
10. \_\_\_\_\_ Final draft report (copies of evaluations and report to probationer two days before meeting.)
11. \_\_\_\_\_ Preliminary meeting with probationer. (Copy of signed final to committee chair, original and signed report to dean.)

Time \_\_\_\_\_ Room \_\_\_\_\_

12. Final report due to vice president of instruction's office.

<sup>4</sup> Developed by Tom Hopkins, dean of instruction for professional/technical education and human services.



# Attachment 3: Tenure Review Committee Checklist



## TENURE REVIEW COMMITTEE CHECKLIST

ITEMS TO BE COMPLETED	DUE DATE	COMPLETED
Work with ASB Vice President to select student member of committee (must be enrolled in a course or program in the probationer's division but cannot be a member of the probationer's class)	Beginning of each year	<input type="checkbox"/>
Arrange initial meeting with probationer and committee (first quarter and as necessary in subsequent quarters)	Week 1-2	<input type="checkbox"/>
Coordinate classroom or work area visitations (each committee member is required to observe the probationer at least one time per quarter)	Week 3-7	<input type="checkbox"/>
Administer student evaluations	Week 3-7	<input type="checkbox"/>
Schedule meeting of committee to compile report and narrative	Week 9-11	<input type="checkbox"/>
Schedule meeting of committee and probationer to review the report and assist probationer in areas for improvement	Week 9-11	<input type="checkbox"/>
Submit original report, narrative, student evaluations, and optional probationer's comments to the Vice President of Instruction with copies to the division dean, tenure committee chair, probationer, and other committee members if desired.	Week 11	<input type="checkbox"/>



## Attachment 4: Sample Improvement Plan Document

---

**TO:** Name of Probationary Faculty Member  
**FROM:** Chair, Tenure Review Committee  
**SUBJECT:** Improvement Plan

On January 7, 2003, you received a copy of your Fall 2002 quarterly evaluation. That evaluation contained two “R” or “**Steps for Improvement Required**” evaluations in the category of “Employee’s Relationship to Administration, Faculty and Staff”: Works Effectively with Administration, Faculty and Staff and Reacts Positively to Constructive Suggestions from Administration and/or Colleagues.” The issues leading to this evaluation were discussed in detail in your evaluation report.

This improvement plan has been developed by the tenure review committee in discussion with you during our recent quarterly evaluation review meeting on December 9, 2002. It specifies the objective and assistance that both the committee and you committed to provide to achieve improved performance, as follows:

**Objective:** To develop effective, cooperative and collegial working relationships with administration, faculty and staff within the department and to improve reaction to constructive suggestions made by the committee.

**Actions Required:**

- a. (Name) will attend at least two training sessions over the next two quarters on the following subject matters: Conflict Management and Resolution and Effective Interpersonal Skills in the Workplace.
- b. The tenure committee chair will provide you with a list of training opportunities in the Spokane area. Dean (name) has agreed to pay associated training costs for the sessions selected.
- c. (Name) will read the professional text “Effectively Receiving and Implementing Constructive Criticism” prior to the next evaluation report. A copy of the text can be loaned from the HR training library (contact HR at 434-5040 to make the necessary arrangements). (Name) will provide the committee a brief of the book and what aspects he/she found most helpful.
- d. (Name of Mentor) has agreed to meet with (Name) on a bi-weekly basis, every other Friday afternoon beginning on January 17<sup>th</sup>, to discuss faculty interaction aspects, departmental structure, and the role of staff in instructional programs. (Name of Mentor) has agreed to provide a quarterly update report on these meetings to the tenure review committee.

**Feedback:** (Name) and (Chair) will meet every other Friday, beginning January 10<sup>th</sup>, to review progress toward objective and make modifications to the plan as warranted. The committee will formally evaluate progress on this improvement plan quarterly or until no longer warranted.

Failure to successfully participate in this improvement plan or failure to improve performance to acceptable college standards will require the committee to make a recommendation for denial of tenure. It is therefore very important that the plan be taken seriously and be followed in good faith.

***I acknowledge receipt of this Improvement Plan document and I agree to direct any questions/concerns about it to my committee Chair.***

---

Date

---

Name of Probationary Faculty Member



## Attachment 5: Helpful Hints — Giving and Receiving Feedback

---

Committee members should become familiar with the probationer's background and experience. Since many new faculty are also new to teaching, they will have special needs and anxieties that should be addressed by the committee as soon as possible. Committees need to recognize and value the diversity of new faculty.

Tenure committees should be sensitive and aware of both the formal and the informal obligations and responsibilities of being a faculty member. Many faculty are encouraged or required to do student advising, to meet with advisory committees, to cultivate job opportunities for students, and to take on additional responsibilities in specialized areas. The committee should value these assignments.

Part of the committee's responsibilities include:

- Helping the probationer learn about the department, college, and district;
- Making expectations clear;
- Becoming both a resource and a support for the probationer;
- Assisting and guiding the probationer to improve and grow professionally; and
- Facilitating the assignment of a mentor from within or outside the department.

An essential element is the establishing of a professional relationship, which will allow for open and honest discussion between the committee and the probationer. One of the core elements of this relationship is the giving and receiving of feedback. The following are some suggestions on how to accomplish this task:

### GIVING FEEDBACK

#### Suggestions for committee members

Communication climate is a term used to describe the quality of personal relationships in an organization. Climate is determined by the degree to which people feel valued and respected. Giving and receiving feedback can be a very difficult process. Hopefully, the following suggestions will help both the sender and receiver of feedback to do so in a way that helps preserve the positive climate of the working relationship by showing value and respect for one another.

#### Giving Praise

The evaluation process deals with both positive feedback and suggestions for improving performance. It is important to observe people doing things right. Positive feedback is a pleasure to give and receive. Research shows positive feedback is one of the most powerful ways to reinforce behavior. Communication scholars Adler and Elmhurst, in their book *Communication at Work: Principles and Practices for Business and Professions*<sup>1</sup>, give several tips on how to take advantage of the power of praise:

1. Make praise specific. Any praise will be appreciated, but making your praise specific ensures that the behavior you like will continue. It also adds sincerity to your compliment because the recipient knows that you really have paid attention to her/his behavior. For example:

**Not Specific**

Good job in dealing with students.

**Specific**

You did an excellent job in answering students' questions during the class discussions.



## Attachment 5: Helpful Hints — Giving and Receiving Feedback

---

2. Praise progress, not just perfection. As we all know, learning is a step-by-step process. It is important to recognize movement toward goals as well as achievement of specific goals.
3. Praise sincerely. Giving praise that is insincere is almost worse than no praise at all. The recipient will begin to doubt all your compliments. It suggests you can't think of anything the person has done that is worthy of praise. The recipient deserves genuine acknowledgment.

### Giving Criticism

Giving suggestions for improvement or asking for a behavior change is one of the most difficult communication skills to perform well. When evaluated, it is natural to want to defend oneself, which can start a cycle of defensiveness that pollutes the communication climate between people. Communication scholars have developed ways to give criticism that help lower the amount of defensiveness a person may feel. When giving constructive criticism, address the behavior that needs changing—not the person. The committee's goal is to have the probationer walk away thinking about how s/he is going to improve, not how s/he was treated. You can maximize the chances of your comments being understood and accepted by carefully considering the following suggestions:

1. Limit the criticism to one topic. You may have several pieces of information, but it is smart to focus on only one at a time. The recipient understandably will grow defensive if you pile on complaint after complaint.
2. Make sure the criticism is accurate. Be absolutely sure you have the facts straight before speaking out.
3. Define the problem clearly. Again, as with praise, you want to be specific. Be prepared to give examples to back up your point.
4. Show how your criticism can benefit the recipient. Whenever possible, describe the advantages of change to the recipient—let him/her know the benefits to change.
5. Accompany your criticism with a suggestion on how to improve. The recipient may understand your criticism, but may not know how to do things differently. Always offer suggestions or resources on what to do specifically to improve. If you leave it up to the recipient to figure out how to solve the problem, you may end up having to criticize all over again, which would be an unpleasant prospect for both parties.
6. Deliver the criticism in a face-saving manner. Let the other person know that your specific criticism doesn't diminish your respect or appreciation for the person in other areas. Try to avoid sounding judgmental of him/her as a person. Rather, focus on the behavior.

Communication researchers have found a simple formula that works well:

1. Describe the behavior: "We've noticed..."
2. State the consequences of that behavior: "When this happens it affects..."
3. State a specific preference to the behavior: "What we would suggest is..."

For example: "In our classroom observations, we've noticed that you lecture the majority of the time. When this happens, students may have trouble understanding or remembering the information since most of our students are hands-on/visual learners. We suggest you incorporate some exercises and/or visuals into the learning of the material. If you like, we can give you some suggestions or resources that may help you do this."

And remember, sincerely acknowledging positives at the end can make negatives easier to accept.



## Attachment 5: Helpful Hints — Giving and Receiving Feedback

---

### RECEIVING FEEDBACK

#### Suggestions for Probationer

#### Receiving Praise

Receiving positive feedback is hard for most of us since we are taught not to focus on our strengths. When someone praises us, we feel the need to negate it in some way. One way to get over the awkwardness is to just say, “Thank you for noticing. I appreciate it.” If the praise you receive is not very specific, you may want to ask for more detail. “What exactly did you appreciate?” This will give you more information on exactly what you are doing right so you can repeat that behavior.

#### Receiving Criticism

Being on the receiving end of criticism is much more difficult. Your committee is here to help you succeed. Part of that process is to let you know when and where you can improve your performance. Hopefully, the committee will give your critique in such a way that you can accept it and change your behavior. However, when people are faced with criticism, the two most common responses are to justify or withdraw. Justifiers protest or blame others by counterattacking, e.g., “It’s not my fault, if the students would only...” or “I couldn’t do that because...”. Withdrawing means evading the remarks by refusing to listen thoughtfully to the criticism. Instead, you mentally argue with the critic. Neither of these ways is likely to satisfy your critic or help you understand what you need to do to change.

There are some alternative nondefensive responses that will help you listen without losing face, and despite their apparent simplicity, they have proven to be among the most valuable skills many have learned. Asking your critic to explain the problem gives you a constructive option to justifying or withdrawing. When you do this, you also show that you are taking the criticism seriously and truly are listening to the critic. Seeking more information is an excellent way to respond nondefensively and can be done in several different ways:

1. Ask for examples or clarification. “You said I don’t relate to the students well. Can you describe exactly what I’m doing or not doing?”
2. Paraphrase the speaker’s ideas. “So, when you say I don’t relate to students well, you mean that I should get to know them as individuals more?”
3. Ask what the critic wants. “How can I relate to students better? What specifically should I do?”
4. Ask if there is anything else wrong. “Is there anything else I am doing that could affect the classroom climate?” You obviously would want to address the initial complaint before you asked this.

Finally, if the criticism is correct, there is no use arguing about it or trying to defend yourself. Simply agree with the facts. When you are confronted with facts that can’t be disputed, your best approach is to face up to the truth. “You’re right. I didn’t take time to learn all my students’ names this quarter and I can understand how that would affect their respect for me.”

---

<sup>1</sup> Some phrases have been taken directly from the source: **Communication at Work: Principles and Practices for Business and Professions**, 5<sup>th</sup> edition, by Ronald B. Adler and Jeanne Marquardt Elmhorst, 1996.



# Attachment 6: Classroom Observation



## CLASSROOM OBSERVATION—1

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Evaluator \_\_\_\_\_

Topic(s) presented:

Voice quality:

Style and mannerisms:

Clarity of presentation:

Ability to hold students' interest:

Speed of presentation:

Use of visual and other teaching aids:

CCS 1679 (Rev. 11/04)

Knowledge of material:

Receptiveness to students' questions:

Seeking student feedback:

Ability to gauge level of student understanding:

Attitude toward students:

Classroom atmosphere:

Other observations:



# Attachment 7: Classroom Observation



## CLASSROOM OBSERVATION—2

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Evaluator \_\_\_\_\_

A check mark (✓) in front of an item indicates good acceptable practice, and an X in front of an item indicates it could be strengthened. Comments are provided for X marks. No mark in front of an item indicates that the item was not considered during the observation.

### 1. Speech/English

- Speaks distinctly, good enunciation
- Easily understood
- Difficult to understand
- Talks too loud or too soft

### 3. Personality/Poise

- Cheery and happy
- Calm and collected
- Courteous and friendly
- Enthusiastic
- Good manners
- Moody and grouchy
- Controls classroom humor

### 5. Teaching Procedures

- Preparation sound
- Talks too much
- Visual aids used
- Knowledge/skills improved
- Uses variety of teaching styles

### 7. How the Class is Conducted

- Interesting manner
- Teacher dominates class
- Students have too much freedom
- Students take part in class
- Teacher guides and directs
- Class proceeds smoothly
- Class routing effective
- Class begins at designated time

### 2. Assignments/Projects

- Clear directions/explicit
- Length appropriate
- Too difficult
- Too easy
- Individualized

### 4. Knowledge of Subject Matter

- Demonstrates good knowledge of subject matter
- Teaches and explains well
- Material related to practical situations
- Applicable to present-day life

### 6. Questioning of Students

- Good use of questions
- Distributes questions
- Uses student names
- Draws quiet students into discussions

### 8. Student Interest

- Attentive
- Show enjoyment in work
- Take part in discussion
- Enthusiasm evident
- Seem bored

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Attachment 8: Classroom Observation

## 9. Teaching Procedures

- Presentation organized
- Uses variety of teaching styles
- Uses textbook
- Repeats key points
- Handouts used
- Writing on board/overhead
- Visual aids used
- Lesson demonstrates critical thinking element
- Responsibility skills
- Global awareness skills
- Communications skills

## 10. Lab Conditions

- Safety signs
- Environmental issue
- MSDS availability
- Hazardous waste
- Housekeeping
- Eye protection
- Dust protection
- Tool room organization
- Equipment guards
- Equipment condition
- Host safety

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## CLASSROOM OBSERVATION—3

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_ Observer \_\_\_\_\_

Subject \_\_\_\_\_

A check mark (✓) indicates good acceptable practice, and an X in front of an item indicates it could be strengthened. Comments are provided for X marks. No mark in front of an item indicates that the item was not considered during that observation.

### 1. Speech/English

- Speaks distinctly; good enunciation
- Easily understood
- Volume adequate
- Uses proper English

### 2. Assignments

- Clear/directions explicit
- Length appropriate
- Difficulty appropriate
- Individualized

### 3. Personality

- Enthusiastic
- Good mannerisms
- Controls classroom humor
- Is patient

### 4. Knowledge of Subject Matter

- Demonstrates good knowledge of subject matter
- Teaches and explains well
- Material related to practical situations

### 5. Room

- Good housekeeping
- Bulletin boards current
- Room arrangement

### 6. Questions of Students

- Good use of questions
- Distributes questions
- Uses students' names
- Draws quiet students into discussions

### 7. How the Class is Conducted

- In an interesting manner
- Teacher/student interaction appropriate for subject
- Class begins at designated time
- Class demonstrates a quality learning environment
- Students take part in class
- Teacher guides and directs
- Class proceeds smoothly

### 8. Student Interest

- Attentive
- Take part in discussion
- Enthusiasm evident
- Books
- Notebooks
- Note taking

Number of students late: \_\_\_\_\_



## **Attachment 9: Statement for Student Questionnaire**

---

### **Probationary Academic Employee Introductory Statement for Student Questionnaire**

*To be read by the member of the tenure committee  
administering the student evaluation for tenure purposes.*

#### **Purpose**

*The purpose of this evaluation is to obtain the student's perception of the instructor's teaching performance in this course.*

#### **The Rating**

There are a number of statements on this evaluation form which should be rated from 1 to 7 or N/A.

An "N/A" means that you believe the statement does not apply to this class. A "7" is the highest rating and a "1" is the lowest rating. Please circle the number that best represents your rating for each of the statements. You may use either a #2 pencil or a pen to mark your response.

In addition to the statements, there is an opportunity to make comments that require specific responses about the course or instructor and what improvements you would suggest.

Please take the time to complete these questions and make comments. The In order to encourage honest and candid responses, the student rater should be anonymous. Therefore, do not write your name on the evaluation.

Your comments from the back of the form will be typed prior to being shared with the instructor.



# Attachment 10: Student Evaluation – Instructor



## STUDENT EVALUATION—Instructor and Course

Course Title \_\_\_\_\_

College \_\_\_\_\_ Instructor Name \_\_\_\_\_

Date \_\_\_\_\_ Time of Day \_\_\_\_\_ Year/Quarter \_\_\_\_\_

**TO THE STUDENT:** Your instructor and those making faculty assignments wish to obtain your opinion regarding the quality of instruction in this course. The information will be used primarily for professional development. Please be fair and objective in filling out this form.

The following statements reflect various ways instructors and courses can be described. **Circle the number which most nearly represents your opinion.** If you have no basis for responding to a particular statement, circle NA. This form is kept confidential and comments are typed prior to review.

1)	Instructor made expectations clear	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
2)	Course objectives were consistently pursued	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
3)	Instructor was well-prepared	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
4)	The course work (assignments, activities and labs) was relevant to the course	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
5)	Through this course I increased my knowledge and/or competence	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
6)	The instructor presented the material clearly	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
7)	Instructor had a positive attitude toward students	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
8)	Instructor was available to students	1 Hardly Ever	2	3	4 Usually	5	6	7 Almost Always	NA
9)	Instructor had high expectations/standards for me as a learner	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
10)	Overall opinion of the instructor's teaching	1 Poor	2	3	4 Average				
11)	Overall opinion of the course	1 Poor	2	3	4 Average				
12)		1 Poor	2	3	4 Average				
13)		1 Poor	2	3	4 Average				
14)		1 Poor	2	3	4 Average				
15)		1 Poor	2	3	4 Average				

CCS 1676 (2/00)

### COMMENTS ABOUT THE INSTRUCTOR

1. What did you like best about this instructor's teaching?

2. What could this instructor have done to improve your learning?

### COMMENTS ABOUT THE COURSE

1. What did you like best about this course?

2. How could this course be improved?

### OTHER COMMENTS



# Attachment 11: Student Evaluation – Counselors



## STUDENT EVALUATION—Counselors

College \_\_\_\_\_

Year/Quarter \_\_\_\_\_ Counselor Name \_\_\_\_\_ Date \_\_\_\_\_

**TO THE STUDENT:** Your counselor and those making counseling assignments wish to obtain your opinion regarding the quality of counseling you have received at CCS. The information will be used primarily for professional development. Please be fair and objective in filling out this form.

The following statements reflect various ways counselors can be described. Circle the number which most nearly represents your opinion. If you have no basis for responding to a particular statement, circle NA. The form itself is kept confidential, and any comments are typed prior to review.

1)	<b>The ways the counselor provided me with information about requirements for a degree or certificate were</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
2)	<b>The counselor assisted me in clarifying my goals in ways that were</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
3)	<b>The counselor referred me to other resources and services</b>							NA
	1	2	3	4	5	6	7	
	Hardly Ever			Generally		Almost Always		
4)	<b>The counselor seemed attentive to me as an individual</b>							NA
	1	2	3	4	5	6	7	
	Hardly Ever			Generally		Almost Always		
5)	<b>My questions were answered by the counselor</b>							NA
	1	2	3	4	5	6	7	
	Hardly Ever			Generally		Almost Always		
6)	<b>The counselor's efforts to try to help me were</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
7)	<b>The counselor's efforts to help me identify the steps to reach my goals were</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
8)	<b>The ways the counselor assisted me with my individual needs were</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
9)	<b>The counselor referred me to other resources off campus in a way that was</b>							NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		
10)	<b>The counselor showed respect for my point of view</b>							NA
	1	2	3	4	5	6	7	
	Hardly Ever			Generally		Almost Always		
11)	<b>The counselor treated me fairly and politely</b>							NA
	1	2	3	4	5	6	7	
	Hardly Ever			Generally		Almost Always		
12)								NA
	1	2	3	4	5	6	7	
	Poor			Average		Superior		

WRITE ADDITIONAL COMMENTS ON BACK



# Attachment 12: Student Evaluation – Librarians



## Community Colleges of Spokane STUDENT EVALUATION—Librarians

College \_\_\_\_\_

Year/quarter \_\_\_\_\_ Librarian name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_ Instructor \_\_\_\_\_

**TO THE STUDENT:** Your librarian and those making library assignments wish to obtain your opinion regarding the quality of the library services you have received at CCS. The information will be used primarily for professional development. Please be fair and objective in filling out this form.

The following statements reflect various ways librarians can be described. Circle the number which most nearly represents your opinion. If you have no basis for responding to a particular statement, circle NA. The librarian will not see this form. The form itself is kept confidential and any comments are typed prior to review.

1) <b>The librarian was well-prepared.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA
2) <b>The librarian presented the material clearly.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA
3) <b>The librarian made information relevant to my assignment or research needs.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA
4) <b>This presentation has increased my confidence in approaching my assignment or research needs.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA
5) <b>The librarian had a positive attitude toward students.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA
6) <b>The librarian was receptive to student questions.</b>	1 Poor	2	3	4 Average	5	6	7 Superior	NA

**WRITE ADDITIONAL COMMENTS ON BACK**



# Attachment 13: Student Evaluation – Distance Learning



## STUDENT EVALUATION—Distance Learning

Course Title \_\_\_\_\_

College \_\_\_\_\_ Instructor Name \_\_\_\_\_

Date \_\_\_\_\_ Time of Day \_\_\_\_\_ Year/Quarter \_\_\_\_\_

**TO THE STUDENT:** Your instructor and those making faculty assignments wish to obtain your opinion regarding the quality of instruction in this course. The information will be used primarily for professional development. Please be fair and objective in filling out this form.

The following statements reflect various ways instructors and courses can be described. **Circle the number which most nearly represents your opinion.** If you have no basis for responding to a particular statement, circle NA. This form is kept confidential and comments are typed prior to review.

1)	<b>On the average, how many hours per week, have you spent on this course?</b>							
	0-5	6-11	12-15	16-21	Over 21		NA	
2)	<b>The instructor presented clear course expectations.</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	
3)	<b>The course objectives were consistently pursued.</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	
4)	<b>The instructor provided clear assignments and instruction.</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	
5)	<b>The instructor usually responded to questions:</b>							
	1	2	3	4	5	6	7	
	Never	Seldom		Within 2 weeks		Within 1 week	Within 48 hours	
6)	<b>The instructor provided appropriate feedback.</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	
7)	<b>Instructional materials were appropriate and relevant.</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	
8)	<b>Your overall opinion of the instructor's facilitation of your learning was:</b>							
	1	2	3	4	5	6	7	
	Poor			Average			Superior	

### COMMENTS ABOUT THE INSTRUCTOR

1. What did you like best about this instructor's facilitation of your learning?
2. What could the instructor have done to improve your learning?
3. Since your evaluation of the instructor is very important, please feel free to use the additional space to address any other comments.

**A supplemental student questionnaire related to support services and promotion of distance learning courses also is available.**

CCS 1687 (2/02)

<http://ccsi.spokane.cc.wa.us/forms/scc/ccs1687.pdf>



# Attachment 14: Probationary Academic Employee Performance Evaluation Report



## PROBATIONARY ACADEMIC EMPLOYEE PERFORMANCE EVALUATION REPORT

Year \_\_\_\_\_ Quarter:  Fall  Winter  Spring  Summer Date \_\_\_\_\_

Name \_\_\_\_\_ Probational year:  1  2  3

College \_\_\_\_\_ Department \_\_\_\_\_ Subject Field \_\_\_\_\_

Rating: S = Satisfactory performance (comments and/or suggestions for improvement are optional)  
 R = Steps for improvement required (committee must specify)  
 N = Not observed or not applicable

AREA EVALUATED	RATING	EXEMPLARY COMMENTS AND/OR SUGGESTIONS FOR IMPROVEMENT
<b>Instructional Skills</b>		
1. Demonstrates competence in subject matter or area of assignment.		
2. Gives clear explanations, assignments, and directions; encourages an open learning atmosphere in the classroom.		
3. Demonstrates proper implementation of course objectives.		
4. Monitors individual student's progress; maintains appropriate records; keeps students informed of their progress.		
5. Effectively uses materials and resources.		
<b>Employee's Relationship with Students</b>		
1. Shows respect for and interest in students; shows consistency and fairness in dealing with students; demonstrates an understanding of differences in students' abilities.		
2. Is available at scheduled times for student conferences; is willing to provide assistance.		
3. Is actively involved in student advising.		

<b>Employee's Relationship to Administration, Faculty, and S</b>		
1. Works effectively with administration, faculty, and staff.		
2. Offers to share professional knowledge.		
3. Involved in the general system of the community college; attends faculty meetings—department, division, as well as campus.		
4. Reacts positively to constructive suggestions from administration and/or colleagues.		

CCS 1641 (Rev. 8/02)

Probationary Academic Employee Performance Evaluation Report (continued)

AREA EVALUATED	RATING	EXEMPLARY COMMENTS AND/OR SUGGESTIONS FOR IMPROVEMENT
<b>Employee's Professional Characteristics</b>		
1. Demonstrates good judgment; uses discretion and tact in communications concerning school and staff.		
2. Demonstrates reliability in carrying out assignments.		
3. Follows established policies of college and district; works through appropriate channels.		
<b>Employee's Professional Improvement</b>		
1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience.		
2. Supports professional organizations relevant to his/her profession.		
3. Endeavors to implement improvement suggestions given in written form by the tenure committee.		
<b>Other Comments</b>		
1. Documentation of any other areas of concern (including problems/situations peripheral to academic assignment).		
<b>Special Areas for Evaluation May Be Established</b>		
1. At the time special areas for evaluation are established, a letter explaining the reasons for them must accompany the committee report.		

Tenure Recommendations: (if applicable) \_\_\_\_\_ Evaluators: \_\_\_\_\_

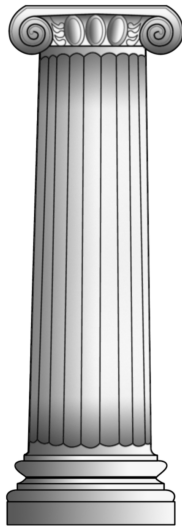
Tenure \_\_\_\_\_

Continued Probation \_\_\_\_\_

Non-tenure \_\_\_\_\_

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee's signature \_\_\_\_\_



Community Colleges of Spokane does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or age in its programs, activities or employment. Printed by SFCC Print Shop. Marketing and Public Relations. July 2009. lg