

# ACADEMIC SENATE PHILOSOPHICAL STATEMENT ON TENURE EVALUATION PROCESSES

The purpose of the evaluation process is to “improve instruction, counseling, and other educational services through the periodic evaluation of contract and regular faculty” (COCFA Collective Bargaining Agreement). Contract faculty is defined as probationary contract or temporary faculty member.

The primary obligation of all faculty, and indeed of all employees of the California Community College System, is to promote excellence in student learning and student service (ASCCC, 2013 *Sound Principals for Faculty Evaluation*).

Hiring does not guarantee tenure. Contract faculty must undergo a rigorous four year process, which demands proof of successful professional instructional and non-instructional performance. The primary responsibility of addressing evaluator performance and improvement recommendations rests with the contract faculty member being evaluated.

While all feedback should be presented as constructively as possible, faculty evaluators must not shy away from their responsibilities to acknowledge significant problems if such problems exist and to recommend serious corrective actions when necessary (ASCCC, 2013 *Sound Principals for Faculty Evaluation*).

The contract faculty member and the Tenure Evaluation Committee must adhere to the ethics of the profession as iterated in Board Policy 3050 *Statement of Professional Ethics* (Appendix A) throughout the tenure evaluation process.

In order to make the evaluations honest and meaningful, colleges must establish an environment in which faculty excellence and success are acknowledged and celebrated, in which suggestions for further improvement and growth are expected and welcomed, and in which both the evaluators and the evaluatee are comfortable with candid discussion of areas for improvement (ASCCC, 2013 *Sound Principals for Faculty Evaluation*).

Faculty evaluations can and should be a valuable tool for acknowledging and examining faculty performance and for improving student learning. They should help to demonstrate and encourage faculty members’ engagement with the academic community and participation in college activities, including college governance. They should also offer an opportunity for professional and personal development as colleagues mentor each other and discuss the best approaches and techniques to help students succeed (ASCCC, 2013 *Sound Principals for Faculty Evaluation*).

In addition to the primary responsibilities for which a faculty member has been hired, recommended expectations of involvement in the college community should be part of the tenure evaluation process. It is expected that collegial participation will be maintained in subsequent semesters of service. This would lay the foundation for continued participation in the college community as regular tenured faculty and would align with the COCFA Collective Bargaining Agreement.

The privilege of tenure should be granted only upon satisfaction to the evaluators that the evaluatee will enrich the college and meet all facets of their assigned and contractually obligated professional duties throughout their career.