

TENURE HANDBOOK

SOUTH SEATTLE COMMUNITY COLLEGE

Spring 2009

Dear Tenure Track Faculty:

Congratulations on being hired as a full-time tenure track instructor!

The tenure process is a great opportunity for you to hone your teaching skills while receiving feedback from your Tenure Review Committee through a formal assessment process. In addition, you will become more involved in South's college-wide committees, activities, and your own professional development.

In fall 2008 the attached *Tenure Handbook* was developed to assist Tenure Review Committees in establishing their criteria and timelines for the tenure process. I encourage you and your Tenure Review Committee to use these documents and examples as tools to assist you in the process. The handbook is not meant to be prescriptive, but rather to provide examples and ideas of how to communicate expectations and document the work of the committee and probationer. However, when deadlines are listed in the *Tenure Review Committee Reporting Timeline*, I ask that you follow them so that we are in compliance with our collective bargaining agreement.

Tenure is the granting of permanent employment as a faculty member by the college. Prior to receiving tenure, a faculty member must complete a probationary time period in which a committee of three tenured faculty, an administrator, and a student assess your progress towards achieving the criteria established by your tenure committee. Each year of the tenure process, your committee recommends to the Chancellor/President whether to renew your appointment (for the first two years of the process) and in the final year whether to grant you tenure.

You will have a tenure committee for the duration of your tenure process. They will work with you by monitoring and evaluating your progress; however, they also assist you in meeting the requirements of assigned duties and fulfilling the objectives they have set for you. You are encouraged to work closely with your tenure review committee members and ask for their support; for they are here to support you in your process and evaluate your progress.

The tenure process is typically a three year (8 quarter) process of evaluation and feedback. Summer quarters are not part of the tenure process unless specifically noted in writing.

The basic process involves:

- Establishing evaluation criteria for your tenure process (see the *Criteria for Granting Tenure* document which the committee can use as a guide for establishing their criteria).
- Your classroom observations by the tenure committee members and additional feedback through the review of student evaluation forms that are submitted each quarter.
- Tenure committee members evaluate your progress and contributions in teaching and non-teaching responsibilities.
- A *Goals for Professional Development* plan shall be developed by you with review and approval by the committee.
- You will provide a quarterly *Self Report* to the committee members. This is an opportunity for you to highlight your own skills, involvement, and summary of how you meet the responsibilities of a full-time faculty member.

- There will be a minimum of one quarterly meeting with you and your committee, in which you will be given the opportunity to get feedback and to share your responses to the feedback. The committee shall decide if additional meetings should be held.
- At established points throughout the tenure process the committee will vote to have you continue in the tenure process or not to renew.

Typically the paperwork that will be reviewed each quarter or during specific quarters includes:

- *Criteria for Granting Tenure* (typically established during the first quarter, but may be updated or revised).
- *Goals for Professional Development* (quarters 1, 4, and 7).
- Classroom observation forms (quarterly).
- Student evaluations (quarterly).
- *Self Report* (quarterly).

Some things you will need to do each quarter include but are not limited to:

- Work with committee members to schedule classroom observations.
- Arrange for student evaluations in your classrooms.
- Complete your *Self Report*.

Once again, congratulations on being hired into this tenure track faculty position. We wish you the very best.

Sincerely,

Jean Hernandez, Ed.D.
Vice President for Instruction

Dear Tenure Committee Member:

Thank you for agreeing to be a tenure committee member! This is one of the most important committees that you can participate in. You now have the chance to assist a tenure track faculty member in achieving success. This is also an opportunity for you to be involved in the growth and development of South Seattle Community College.

In fall 2008 the attached *Tenure Handbook* was developed to assist Tenure Review Committees in establishing their criteria and timelines for the tenure process. We encourage you and your Tenure Review Committee to use these documents and examples as tools to assist you in the process. The handbook is not meant to be prescriptive, but rather to provide examples and ideas of how to communicate expectations and document the work of the committee and probationer. However, when deadlines are listed in the *Tenure Review Committee Reporting Timeline*, we ask that you do follow them so that we are in compliance with our collective bargaining agreement.

Tenure is the granting of permanent employment to a faculty member by the college. Prior to receiving tenure, the faculty member must complete a probationary time period in which your tenure committee which consists of three tenured faculty, an administrator, and a student assess the probationer's progress towards achieving the criteria established by the committee. Each year of the tenure process, your committee recommends to the Chancellor/President whether to renew the probationer's appointment (for the first two years of the process) and in the final year whether to grant the probationer tenure.

As a committee member, you have responsibilities to the committee and the probationer. The tenure review committee is there to support the probationer throughout her/his tenure process, as well as monitor and evaluate the probationer in meeting the requirements of her/his assigned duties and fulfilling the objectives set by your committee. It is important that you help the probationer by providing guidance and support.

It is very important that you are honest throughout the tenure process. The probationer should have a very clear understanding of her/his strengths and areas that need improvement. If you have concerns, you need to communicate them as soon as possible, so the probationer can address them.

The tenure process is typically a three year (8 quarter) process of evaluation and feedback. Summer quarters are not part of the tenure process unless specifically noted in writing.

The following responsibilities need to be completed by the Tenure Review Committee:

- Your committee needs to schedule classroom visits with the probationer per quarter prior to the end of the quarter meeting. Experience has shown us that classroom visits work best when they occur within the first seven weeks of the quarter. **It is not fair to the probationer to cram them in at the end of the quarter.**
- Your committee must document the probationer's progress in the classroom and non-classroom activities.
 - This includes but is not limited to their: teaching skill, classroom management, class preparation, student evaluations, peer evaluation, supervisory evaluation, institutional and departmental responsibilities and professional development.

- The tenure committee members may request information from other members of the administrative unit, probationer's students, and supervisor(s) relative to their assigned duties.
- The probationer will provide a quarterly Self Report for the committee to consider.
- The committee will review and consider the results of the probationer's student evaluations.
- The committee will communicate to the probationer what they consider her/his strengths and areas needing improvement.

As an individual member of the committee, you have the following duties:

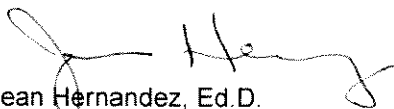
- If you are assigned to conduct a classroom visit:
 - The visit can last from 1 hour, to a full day, to multiple class visits
 - Highly recommend that you communicate with the probationer before observing his/her classroom to discuss what will happen in class, any questions you or he/she might have, etc.
 - The probationer needs to provide you with a copy of the syllabus for the class and the learning outcomes for the specific class which you will visit. Make sure you ask for these two items.
- You must document your evaluation of the classroom visit and then meet with the probationer shortly after visiting their classroom to share your observations. You should share the same information as you will share with the committee at the "end of the quarter" meeting. The probationer should have no surprises.

Typically the paperwork that will be reviewed each quarter or during specific quarters includes:

- *Criteria for Granting Tenure* (typically established during the first quarter, but may be updated or revised).
- *Goals for Professional Development* (quarters 1, 4, and 7).
- Classroom observation forms (quarterly).
- Student evaluations (quarterly).
- *Self Report* (quarterly).

Once again, thank you for agreeing to serve on this Tenure Review Committee.

Sincerely,



Jean Hernandez, Ed.D.
Vice President for Instruction

Tenure Review Committee Reporting Timeline

Year One - First Quarter

Action	Deadline	Documentation
Convene committee and establish evaluation criteria. Furnish probationer with performance criteria and objectives in writing.	Recommend by the fourth week of the quarter	*Criteria *Minutes
Convene at least one quarterly Tenure Review Committee meeting with the probationer. Conduct classroom visits.	TBD by TRC	*Goals for Professional Development *Self Report *Minutes
Written records of all tenure committee meetings, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the tenure committee members.	Recommend by the tenth week of the quarter.	*Tenure Portfolio

Year One - Second Quarter

Action	Deadline	Documentation
Convene quarterly Tenure Review Committee meeting with the probationer. Conduct classroom visits.	TBD by TRC	*Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all TRC conferences, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the TRC members.	Recommend by the seventh week of the quarter.	*Tenure Portfolio
Submit a report to the Vice President for Instruction on the Committee's activities, observations, evaluations, and its recommendation to renew or to not renew probationer's contract.	No later than three (3) weeks prior to the last day of the quarter.	Memorandum
The Vice President for Instruction submits recommendation to the Campus President.	No later than one (1) week prior to the last day of the quarter.	Memorandum
Last day for the Campus President to notify probationer, in writing, of decision to renew or not to renew.	No later than the last day of the quarter.	Memorandum

Year One - Third Quarter

Action	Deadline	Documentation
Convene at least one quarterly Tenure Review Committee meeting with the probationer. Conduct classroom visits.	TBD by TRC	*Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all tenure committee conferences, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the tenure committee members.	Recommend by the tenth week of the quarter.	*Tenure Portfolio

Year Two - First Quarter

Action	Deadline	Documentation
Convene at least one quarterly TRC meeting with the probationer. Conduct classroom visits.	TBD by TRC	*Criteria *Goals for Professional Development *Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all tenure committee meetings, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the tenure review committee members.	Recommend by the tenth week of the quarter	*Tenure Portfolio

Year Two - Second Quarter

Action	Deadline	Documentation
Convene at least one quarterly Tenure Review Committee conference with the probationer. Conduct classroom visits.	TBD by TRC	*Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all TRC conferences, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the TRC members.	Recommend by the seventh week of the quarter.	Tenure Portfolio
Submit a report to the Vice President for Instruction on the Committee's activities, observations, evaluations, and its recommendation to renew or to not renew probationer's contract.	No later than three (3) weeks prior to the last day of the quarter.	Memorandum
The Vice President for Instruction submits recommendation to the Campus President.	No later than one (1) week prior to the last day of the quarter.	Memorandum
Last day for the Campus President to notify probationer, in writing, of decision to renew or not to renew.	No later than the last day of the quarter.	Memorandum

Year Two - Third Quarter

Action	Deadline	Documentation
Convene at least one quarterly Tenure Review Committee meeting with the probationer. Conduct classroom visits.	TBD by TRC	*Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all tenure committee meetings, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the tenure committee members.	Recommend by the eleventh week of the quarter.	*Tenure Portfolio

Year Three - First Quarter

Action	Deadline	Documentation
Convene at least one quarterly TRC meeting with the probationer. Conduct classroom visits.	Recommend by the sixth week of the quarter	<ul style="list-style-type: none"> *Criteria *Goals for Professional Development *Classroom Observations *Student Evaluations *Self Report *Minutes
Written records of all tenure committee meetings, reports, and evaluations (including tenure meeting minutes) will be disclosed to and signed by the probationer and the tenure review committee members.	Recommend by the seventh week of the quarter.	*Tenure Portfolio
Submit a final report to the Vice President for Instruction on the Committee's activities, observations, evaluations, and its recommendation to award tenure, to non-renew or to extend probation for an additional year. If the decision is to extend the probationary period, a Professional Improvement Plan (Article 7.5.d) must be in progress prior to this recommendation.	By the eighth week of the quarter.	Memorandum
The Vice President for Instruction forwards a recommendation to the Campus President on whether to recommend to award tenure, to non-renew, or to extend probation for an additional year.	By the ninth week of the quarter.	Memorandum

Year Three - Second Quarter

Action	Deadline	Documentation
Convene TRC meeting(s) with the probationer only if recommending an extension of the probationary period. Conduct classroom visits.	TBD by TRC	<ul style="list-style-type: none"> *Criteria *Professional Improvement Plan *Classroom Observations *Student Evaluations *Self Report *Minutes
The Campus President interviews those probationers recommended for tenure.	By the second week of the quarter.	Tenure Portfolio
The Campus President transmits recommendation to award tenure, or to non-renew or to extend tenure to a fourth year to the Chancellor's Office.	By the second week of the quarter.	Memorandum
Tenure Portfolio forwarded to the Chancellor's Office. Chancellor's Office reviews probationer Tenure Portfolio and conducts interview with probationer.	By the fifth week of the quarter.	Tenure Portfolio
Chancellor reviews any potential recommendations of non-tenure with the Board.	Designated Board Meeting	
Final recommendations from Chancellor along with probationer's tenure summary materials and resume transmitted to the Board of Trustees for review.	Designated Board Meeting	Tenure Summary Materials Resume

Campus President notifies probationers who will not be tenured.	Designated Date	
Board of Trustees transmits formal approval decision for tenure to the probationer.	Designated Board Meeting	
Board of Trustees hears appeals of non-tenured probationers and makes a final decision to award or deny tenure.	Executive Session at Designated Board Meeting	
Chancellor's Office transmits the final decision of the Board of Trustees to the probationer.	Prior to the end of the current quarter.	

Year Three - Third Quarter

Action	Deadline	Documentation
Convene TRC meeting(s) with the probationer only if Board of Trustees grants an extension of the probationary period.	TBD by TRC	*Criteria *Professional Improvement Plan *Classroom Observations *Student Evaluations *Self Report *Minutes

NOTE: Each of the Tenure Review Committee's recommendations will be discussed in conference with the probationer and the basis for the **Committee's recommendation explained to the probationer**. In addition, "if complaints of substance that may affect the decision are brought to a committee meeting or to committee members, and the probationer has not been previously informed, a decision by the committee will be deferred for at least two (2) working days to provide the probationer an opportunity to respond before a decision is made (Article 7.4. e).

CRITERIA FOR GRANTING TENURE

The first task of the Tenure Review Committee is to develop criteria for evaluating and monitoring the probationer. These criteria will be the basis by which the committee conducts observations, reviews student evaluations, and any other materials that may influence their tenure decisions. The criteria also serve as a guide to the probationer about expectations. As such, they should be as clear, objective, and comprehensive as possible.

Each committee will decide which criteria it will use. Below are some suggestions for criteria in the areas of Instructional Obligations, Non-instructional Obligations, and Professional Development. Each committee may select from among these or develop their own – but please be specific and give examples when you communicate your criteria to the probationer.

Instructional Obligations:

- Follows the course outline in preparing syllabi and course content.
- Provides syllabus with course expectations and grading criteria to all students and the dean.
- Teaches assigned classes at the times and places scheduled.
- Utilizes a variety of teaching methods to reach students with different learning styles and academic experiences. (e.g., includes lecture, oral presentations, applied activities, multi-media in the classroom, direct demonstration, partner/group work, peer evaluation, self-directed projects).
- Can explain rationale for texts and classroom materials consistent with current practice in the discipline.
- Treats students fairly and with respect.
- Is sensitive to cultural differences and promotes respect for others in the classroom.
- Posts required office hours.
- Participates in the development of course assessment/objective materials consistent with departmental policies (e.g., if the department creates and monitors course assessment or course objectives—the probationer needs to be aware of the requirements!).
- Keeps current, accurate records of student progress and maintains records in a secure, confidential location.
- Uses a variety of methods to assess student progress (e.g., frequent feedback to students, written, oral presentations, rubrics, paired-testing).
- Turns grades in to Instructor Briefcase in a timely manner.
- Is prompt in returning assignments to students.
- Starts class on time and is prepared.
- Conducts quarterly student course evaluations.
- Abide by published examination schedules.
- Makes prior provision for instruction with the unit administrator in case of anticipated absence.

Non-Instructional Obligations:

- Response to work-related communications when requested.
- Works well with other faculty, students, staff, and administrators.
- Attends faculty division meetings.
- Follows through on assignments in a timely manner.
- Works with administration on developing new programs or making major curriculum revisions, relevant to the viability of the discipline and the program and with appropriate resources.
- Provide routine preventive maintenance of instructional equipment and monitor equipment and supply inventories, if applicable.
- Makes timely prior arrangements for learning resources, so materials and equipment are available when needed, including ordering necessary equipment in time for class.
- Participates in community outreach activities, as appropriate.

Professional Development:

- Keeps current in areas of assignment and in teaching techniques.
- Maintains current certification, as appropriate.
- Develops and works to complete annual goals and all assignments that are established as part of her/his tenure process.

**GOALS FOR PROFESSIONAL DEVELOPMENT
for (Probationer's Name)**

Probationer lists goals for next three quarters. Completed and presented to the Tenure Review Committee during the 1st, 4th, and 7th quarters of the tenure review process.

What to include in your *Goals for Professional Development* report:

List and describe progress on goals from quarters one through two for 2nd quarter *Goals for Professional Development* report; from quarters three to five for the 5th quarter *Goals for Professional Development* report; and from quarters six and seven for the 7th quarter *Goals for Professional Development* report. Please include a summary of any relevant data, an analysis of progress towards each goal, the resulting outcome, and recommendation.

List proposed new goals for the upcoming quarters. Please include the rationale or reason for the goal along with an implementation plan.

Submitted by:

Probationer's Signature	Probationer's Name Printed	(Date)
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By signing below, the Tenure Review Committee has found the *Goals for Professional Development* for (Probationer's Name) acceptable.

Unit Administrator's Signature	Unit Administrator's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Student Member's Signature	Student Member's Name Printed	(Date)
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(Probationer's Name)
SELF REPORT TEMPLATE

The probationer addresses those areas requested by the TRC by submitting a quarterly report. Examples or supporting documentation may be provided when helpful. The Self Report will be included in the tenure portfolio. Please include the signature page with each of your written reports so that we can indicate our approval.

Classroom Instruction:

1. Please provide an evaluation of your classroom instruction since the last *Self Report*. Include a description of what you feel is going well and represents your strengths in the classroom and working with students.
2. How are you seeking to upgrade your skills and knowledge?
3. Please describe any areas or specific instruction that you would like to improve and provide your plan to develop these areas.

Professional Obligations (Article 6.8):

1. How are you supporting and participating in curriculum and/or instructional methods reform and innovation?
2. How are you fulfilling your contractual and professional responsibilities?
3. How are you working cooperatively with colleagues inside and outside of the division?

Other questions/areas of focus may be designed as determined by each Tenure Review Committee.

Submitted by:

Probationer's Signature	Probationer's Name Printed	(Date)
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By signing below, the Tenure Review Committee has found these responses acceptable and sufficiently documented.

Unit Administrator's Signature	Unit Administrator's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Faculty Member's Signature	Faculty Member's Name Printed	(Date)
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Student Member's Signature	Student Member's Name Printed	(Date)
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SUPERVISOR AND PEER EVALUATION TEMPLATE

Name of Probationer Meeting Time Date

Class Meeting Time Room

Instructor Status: Probationary X Part-Time

Name of Evaluator

Title & Subject Area Taught

Instructions to Evaluator

- 1. In order to prevent committee members visiting the class all at the same time, the Administrator will typically assign a time frame in which to visit the probationer's class. Arrange to observe the instructor within a two-week time period indicated by the Administrator. (Ideally, weeks five through nine are a good time to conduct these observations.) It is recommended that the evaluator review the course syllabus and/or interview the instructor regarding course content and planning prior to the classroom visitation. Please arrange by mutual agreement with the instructor the class, time, and day in which the observation is to take place.
2. Probationer provides the evaluator with the course syllabus, course objectives for the class session being viewed, expected learning outcomes, and learning activities to be employed during the observed class period.
3. On this form, provide written comments concerning the "Areas of Evaluation" listed on pages 2 and 3. Answer each question completely. (Feel free to attach additional pages as necessary.)
4. Summarize your written assessment on the rating scale provided under "Overall Evaluation of Classroom Performance."
5. Provide the instructor with a copy of the completed form and offer to meet with him/her to discuss the content. Please meet with the probationer within ten (10) working days of your classroom observation. These comments are the same as those that will be contained in the written evaluation form used at the end-of-the-quarter tenure meeting. The instructor should have opportunity to respond under the "Instructor Response" section. This form must be signed by both the instructor and the evaluator.
6. This instrument should be regarded as a professional development tool. It provides the instructor with feedback and suggestions and creates an opportunity for discussion of instructional planning and performance among peers. It is crucial that the evaluator be honest in their feedback.

Notes:

If there are any issues that could cause the evaluator to vote against granting tenure to the probationer they must be clearly documented in the minutes and a plan for improvement should be designed by the probationer and the committee. The plan can be updated each quarter to address new items. (Recommendation: even if the concern may seem minor, it is important to document the item in a formal plan so that the probationer is clear about what items to focus on improving).

Distribution: Instructor, Administrator, Tenure Committee

AREAS OF EVALUATION

Part I. Classroom Observation

(Note: The specific questions for evaluation will be developed by the tenure committee and the faculty member during the first meeting during the first probationary quarter.)

1. Instructor's knowledge of subject area?
2. Are teaching techniques appropriate? (For example: Do classroom discussions meet instructional goals? Has the instructor shaped assignments that encourage student learning and growth?)
3. Does the instructor communicate coherently with the students both in class and in feed-back on student assignments? Is coverage of material clear, concise, and thorough? Does the instructor communicate effectively in class?
4. Is significant learning taking place in the classroom?
5. Does the classroom performance show sufficient evidence of preparation? Is the class well organized?
6. How is the instructor sensitive to the needs of a diverse student population?
7. How does the instructor use technology appropriate to the subject matter?
8. Is time managed well throughout?
9. Was a learning assessment used? How did it demonstrate that students met the learning outcomes for the class?

Part II. Course Preparation

1. Is the course content consistent with the course outline?

2. Is the course content logically sequenced and appropriate to the objectives of the course?

3. Is there a syllabus? ____ Yes ____ No
 - a. Does the syllabus detail grading procedures?

 - b. Does the syllabus provide information concerning student responsibilities?

 - c. Does the syllabus provide students with adequate detail regarding assignments and other information?

4. Does the faculty have class materials and equipment ready and prepared for class?

5. Does the faculty maintain chemical hygiene, safety and cleanliness?

Overall Evaluation of Classroom Performance

- Excellent (Outstanding in classroom performance)
- Satisfactory (Competent in classroom performance)
- Needs Improvement (less than competent in classroom performance)

Evaluator's Additional Comments:

Suggestions for Improvement:

Evaluator's Signature

Date

Instructor's Response:

I hereby certify that I have read the preceding report and have had an opportunity to discuss it with the evaluator. Instructor's signature does not necessarily mean complete agreement with the evaluation.

Instructor's Signature

Date

DATE

TO: Gary L. Oertli, Interim President

FROM: Tenure Review Committee for PROBATIONER's NAME
(List all TRC member names)

CC: Jean Hernandez, Vice President for Instruction

Our Tenure Review Committee has reviewed all tenure materials for PROBATIONER'S NAME and finds that he/she has met the criteria established by the committee. The Tenure Portfolio contains copies of the Goals for Professional Development, as well as evidence of classroom observations, student evaluations, tenure committee minutes, candidate's self evaluations, and candidate's completion of the Self Reports.

(Next two to three pages should provide evidence that the probationer has demonstrated success in meeting the criteria and objectives established by the Tenure Review Committee.)

(Final paragraph of the Tenure Review Committee's letter should be a recommendation to renew, non-renew, or extend—see examples below)

For either 2nd or 5th quarter recommendation:

Option 1

Based on our assessment of the candidate and the evidence contained in the Tenure Portfolio, we agree that (Probationer's Name) should continue with the tenure process and be renewed for another year as a tenure track faculty member.

Option 2

Based on our assessment of the candidate and the evidence contained in the Tenure Portfolio, we agree that (Probationer's Name) should not continue with the tenure process and should not be renewed for another year as a tenure track faculty member.

For 7th quarter recommendation:

Option 1

Based on our assessment of the candidate and the evidence contained in the Tenure Portfolio, we agree that (Probationer's Name) should be granted tenure.

Option 2

Based on our assessment of the candidate and the evidence contained in the Tenure Portfolio, we agree that (Probationer's Name) should not be granted tenure.

Option 3

Based on our assessment of the candidate and the evidence contained in the Tenure Portfolio, we agree that (Probationer's Name)'s tenure process should be extended an additional three quarters as a probationary faculty.

Thank you for your consideration.

Unit Administrator's Signature	Unit Administrator's Name Printed	(Date)
Faculty Member's Signature	Faculty Member's Name Printed	(Date)
Faculty Member's Signature	Faculty Member's Name Printed	(Date)
Faculty Member's Signature	Faculty Member's Name Printed	(Date)
Student Member's Signature	Student Member's Name Printed	(Date)

Tenure Portfolio Checklist

1. Summary Page for the Chancellor
2. Resume
3. Criteria Template
 - a. Peer Evaluation form
 - b. Administrator Evaluation form
 - c. Student Evaluation form
4. Following items listed under the appropriate quarterly tab
 - a. Minutes for each TRC meeting
 - b. Probationer's Self Report (quarterly)
 - c. Probationer's response(s) to TRC comments
 - d. Further documentation that has been reviewed by the TRC as part of the tenure process
 - e. Copies of Evaluations from TRC members
 - f. Sample Syllabus
 - g. Goals for Professional Development (1st, 4th, and 7th quarter)
5. Be sure that all appropriate signatures have been collected

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Please be aware that there are many opportunities for professional development. Among those opportunities are:

- You can utilize SGIDs (Small Group Instructional Diagnosis). This is a great tool to fine tune your teaching skills. Contact Marsha Brown if you are interested in learning more about this tool.
- SSCC has excellent resources for you to learn how best to teach non-native English speakers. Coaching and classes can be arranged. Contact Dean Donna Miller-Parker.
- Professional Technical Education classes. There also are the standard classes that all new instructors should take. They can be taken at multiple schools throughout the state (some can even be taken on-line). These classes are Professional Technical Education (PTE) Methods of Teaching Courses- Level I & II. Contact Continuing Education.
- There also is a classes taught occasionally for new professional technical instructors called Boot Camp for Prof-Tech Instructors through Green River Community College.
- Peer Mentor Program where faculty assist each other in their mastery of teaching and methodology. Contact your respective dean.