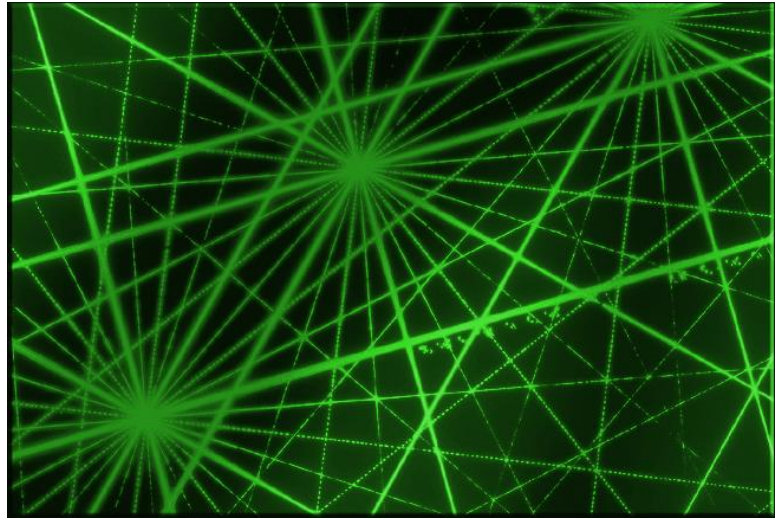


MiraCosta College

Tenured Faculty Professional Growth and Evaluation Handbook



June 2014



Section One: Introduction

Professional Growth and Evaluation Committee Mission and Functions

The mission of the Professional Growth and Evaluation (PG&E) Committee is to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. The functions of the PG&E Committee are as follows:

- 1) Develop proposed procedures for the PG&E process;
- 2) Review and revise procedures outlined in the handbooks, based on input solicited from participants in the process;
- 3) Interpret established PG&E procedures by acting in an advisory position to those undergoing evaluations as well as to those persons administering the process.

Philosophy of Faculty Growth and Evaluation

The professional growth and professional evaluation of faculty are interrelated.¹ Thus, the Professional Growth and Evaluation Process at MiraCosta College has a dual purpose: to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. The process provides an opportunity for individuals to explore educational priorities and perspectives through self-study, feedback from constituents with whom there is regular interaction, and dialog on significant issues.

MiraCosta strives to establish a supportive environment that encourages and facilitates lasting change. This growth and evaluation process is, to the extent possible, initiated and directed by the faculty member being evaluated. The process fosters self-initiated learning, encourages creativity, and promotes teamwork.

MiraCosta's commitment to collegial governance is the basis for this process, one in which faculty and administrators share the responsibility for evaluation. The process has been designed to measure established written criteria and insures that only information related to those criteria can be considered in the process.

¹ MiraCosta College Policy No. V.A. states: "'Faculty' means those employees who are employed in positions not designated as supervisory or management...and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors."

Criteria for Evaluating Tenured Faculty

MiraCosta's objective is to maintain a faculty of extraordinary people: men and women of uncommon ability, energy, enthusiasm, and commitment. We wish to retain faculty members who bring to their students, departments, divisions, and college breadth and depth of knowledge, pedagogical effectiveness, and life experiences which will enrich their disciplines and stimulate learning. Faculty, therefore, must reflect this standard of excellence in their performance of faculty duties and interaction with students and colleagues.

The following criteria delineate common areas of performance to be evaluated during the evaluation process.

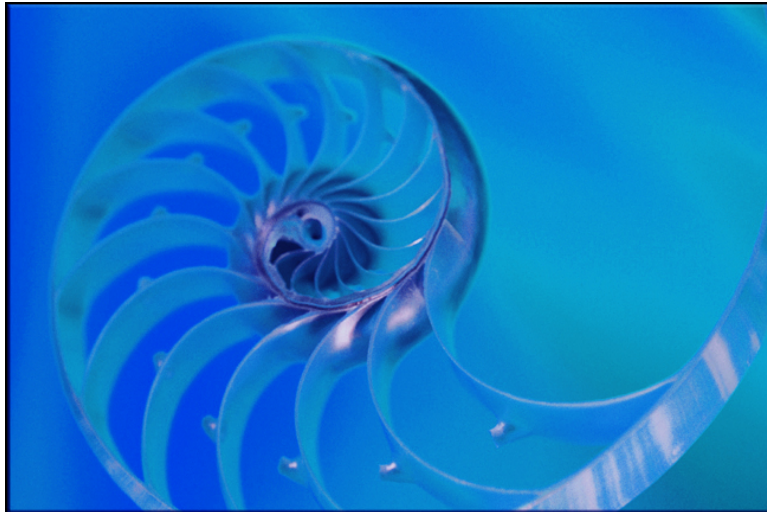
1. Demonstrated skill in classroom teaching, non-instructional roles, and other responsibilities specifically listed in the employment job announcement. These may include:
 - a. Currency and depth of knowledge in the primary areas of responsibility;
 - b. Use of effective communication, written and oral;
 - c. Careful attention to effective organizational skill in the classroom or other worksite(s);
 - d. Commitment to program/discipline development and enrichment;
 - e. Creativity and innovation;
 - f. Leadership skills.
 - g. Commitment to cultural competence.
2. Respect for students' rights and needs by:
 - a. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
 - b. Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
 - c. Maintaining contractual obligation to teaching and worksite hours and, if appropriate, to regular and timely office hours;
 - d. Demonstrating sensitivity to human and cultural diversity;
 - e. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas;
 - f. Recognizing the opinions of others.
3. Respect for colleagues and the educational professions by:
 - a. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
 - b. Recognizing the opinions of others;
 - c. Acknowledging sources, when appropriate;
 - d. Striving to be objective in their professional judgment of colleagues;

- e. Acting in accordance with the ethics of the profession and with a sense of personal integrity;
 - f. Working in a spirit of timely cooperation to develop and maintain a collegial atmosphere.
 - g. Demonstrating sensitivity to human and cultural diversity among colleagues.
4. Continued professional growth, which may be demonstrated by:
- a. Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, or professional meetings;
 - b. Developing new curriculum, programs, or services;
 - c. Conducting discipline, programmatic, or pedagogical research;
 - d. Contributing to written publications, artistic exhibits, or conference presentations;
 - e. Involvement in professional organizations, community partnerships, or other activities;
 - f. Service in student organizations and activities.
 - g. Involvement in personal and professional development related to cultural competence.
5. Participation in collegial governance by:
- a. Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups);
 - b. Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment processes*).

*Results of Student Learning Outcomes assessments shall not be a factor in faculty evaluation.

MiraCosta College

Tenure Candidate Handbook



August 2015

Contact Information

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

Questions regarding issues requiring clarification or interpretation should be addressed to your Tenure Coordinator.

	<p>by end of Week 17</p> <ul style="list-style-type: none"> ▪ Faculty/Staff Survey of Non-Classroom Faculty results are uploaded to Candidate's ePortfolio by end of Week 17
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II. Criteria for Evaluation

1. Demonstrated skill in classroom teaching, non-classroom roles, and other responsibilities specifically listed in the employment job announcement. These may include:
 - a. Currency and depth of knowledge in the primary areas of responsibility;
 - b. Use of effective communication, written and oral;
 - c. Careful attention to effective organizational skill in the classroom and/or other worksite(s);
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III. Tenure Candidates

Overview

Newly hired, probationary faculty members (Candidates) are eligible for tenure after successfully completing a four-year review process. In some instances, Candidates who have previously received tenure at another college may be eligible for early tenure. (See “Early Tenure Option” section.)