



# **Lake Washington Institute of Technology Faculty Tenure Guide 2022-2023**



Approved by Instructional Council, April 27<sup>th</sup>, 2022

## **Guidelines for Faculty Tenure Review Process and Reports**

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# Overview and Purpose of the Tenure Process

## Tenure Overview

The tenure review process is designed to assure tenure is only granted to faculty who are of such high quality that the college can justifiably offer them employment for the remainder of their academic careers. Tenure is a powerful institution and directly impacts the quality of the entire college.

Under Washington State law (**RCW 28B.50.850 through 28B.50.870**), only the Board of Trustees has authority to grant tenure. The work of the Tenure Review Committee is vital to the Board of Trustees. The Trustees rely on the Committee's reports to gain a full understanding of the probationer's knowledge, skills and abilities as a faculty member and member of the college community as a whole.

Due to the Board's reliance on a comprehensive assessment of the Probationer, this Tenure Handbook was designed to help create consistency across committees. This manual is provided as a guide for Committee members to use throughout the tenure review process.

**Article 17** of the Lake Washington Federation of Teachers Collective Bargaining Agreement (LWFT-CBA) sets out basic policies for the tenure review process. The LWFT-CBA notes "The Tenure Guidebook will be reviewed and approved by the Instructional Council annually."

The tenure process reflects the LWTech Mission and Core Values.

### LWTech Mission

Grounded in equity and the need for resilience, the mission guides our overall direction as a college is to "prepare students for today's careers and tomorrow's opportunities."

### LWTech Core Values

Grounded in equity and the need for resilience, the values give us the tools to implement our mission and vision:

- **Inclusive:** We intentionally create a welcoming environment where all feel a sense of belonging.
- **Innovative:** We are leaders in maximizing opportunities to create a thriving college community.
- **Collaborative:** We are open to change and work together to achieve success for all.
- **Respectful:** We engage others with acceptance, open-mindedness, courtesy, and care.

The tenure process supports the college's mission and is grounded in equity and the need for resilience. It provides extensive professional development and evaluation processes for faculty members who will hopefully become the instructional leaders of the college and will prepare our students for today's careers and tomorrow's opportunities. In alignment with this mission, the tenure process follows the college's core values and highlights inclusion, innovation, collaboration, and respect, as the core tenants of a LWTech tenured professor. Probationers are invited to use the tenure process as a time of self-reflection, learning and professional and personal development, to refine their personal and professional qualities and skills and to extend their focus on equity and inclusion.

## **Board of Trustees Letter: A Message from the LWTech Board of Trustees**

The Lake Washington Institute of Technology Board of Trustees (Trustees) recognizes the time and effort that the Tenure Committee (Committee) brings to the process of ensuring that tenure-track faculty are highly skilled and dedicated educators practicing modern pedagogy; current in their fields; innovative leaders in their programs and the college; equity centered engagement and worthy ambassadors to industry and the community at large. Only such a peer-driven process ensures that the award of tenure signifies the achievement of excellence beyond mere competence. It also provides a culture of continuous learning through peers, cultural humility, and sharing of best practices over time. The future of LWTech relies on the excellence of tenured faculty to further its mission and define future pathways.

The expectation of the Trustees is that Committee members will work throughout each candidate's three-year candidacy to ensure that the peer review process is vigorous, constructive, and thought-provoking for both candidates and participating Committee members. Committee members will work with the candidates to ensure that they are growing personally and professionally throughout their candidacy.

Committee members should provide candidates with rigorous feedback each year leading up to their third-year candidacy. This will allow candidates to receive productive peer review and enable them to grow skills and evolve practices as needed.

The Trustees take the Tenure vote very seriously and are grateful for the thorough review by Committee members throughout this process. Committee members' insights, directions and recommendations as stated in the Tenure notebooks provides the Trustees with an invaluable window into the instruction process at the college. The notebooks are an integral part of the review process for the Trustees and need to show that the candidates are committed to the mission of the college, are engaged in student success, and are innovative thought leaders.

The dedication of tenured faculty plays a significant role in the long-term success of the college and equitable educational outcomes for all students. The work of this Tenure Committee is crucial to that success.

Thank you for your continued contributions to LWTech,  
LWTech Board of Trustees

## **Instruction Letter: A Message from The Vice President of Instruction**

Congratulations! Welcome to the tenure process! We are excited to watch you stretch, grow and learn over the next three years as you become a faculty leader. While you can expect the tenure process to be rigorous and challenging, it should also be rewarding and fulfilling. It is a rare opportunity to have a team dedicated solely to your professional development for such an extended period of time. I encourage you to embrace this experience to learn from your tenure committee members in addition to as many other tenured faculty members as you can. There is no perfect teaching style. Everyone brings their own experiences, style and personality to the classroom. The tenure process is a great time to observe as many teaching demonstrations as possible so you can help refine your own style.

As you receive feedback from your committee members, I encourage you to take it to heart. They are trying to make you better. While you may not agree with all of the advice you receive, at a minimum you will want to be introspective to consider why this advice is being delivered. You ought to presume your committee members know something you do not know. And, just like the iterative process of refining your own teaching style, you can take this feedback, internalize it, and show your committee how you've considered it and acted upon it.

Please reach out and lean on your tenure committee throughout this process. LWTech is here for your success.

Dr. Suzanne Ames

Vice President of Instruction

## **Changes for This Guide**

This updated version of the Tenure Guide includes additional EDI-related content, and clarification of the previous Tenure Guide content.

Here is a list of the changes:

1. A specific requirement of at least one EDI-related goal was added to the Summary of Goals and Objectives.
2. There is a new requirement for an EDI Personal Reflection to be completed by the Probationer in the first and third years. This additional component does not need to be submitted with the tenure reports. A statement that it is completed will be included in the tenure report. Appendix X was added to provide guidance for the EDI personal reflection.
3. Additional details about the purpose and the tasks were added.
4. Additional references to the Contract Bargaining Agreement (CBA) were added

- and updated.
5. Additional details about the committee's responsibilities, Tenure Reports, and the timeline were included.
  6. EDI-related prompts were added to the Tenure Self-Evaluation Self Evaluation Writing Prompts, and there were revisions to the wording in the prompts.
  7. A letter from the Vice President of Instruction is included in this new version.
  8. The Board of Trustees' letter was updated to include an EDI related focus.
  9. Appendix E.3 was added to provide EDI-related tenure goal ideas that connect with EDI professional development opportunities and resources at the College.
  10. Appendix H.2 was added to provide a sample of the observation form.
  11. Appendix I.2 was added to provide a designated space for narrative and student comments.
  12. Appendix I.3 was added to provide an example of course evaluations analysis.
  13. Appendix I.4 was added to provide an example of narrative and student comments.
  14. The "Giving and Receiving Feedback" section was revised and moved into Appendix W.
  15. Appendix Y was added to provide ideas for the tenure committee's structure.

## **Timeline**

See Appendix R for more details.

The tenure process lasts for three years.

The first "year" only consists of Fall Quarter. A lot of work is done in this first quarter to create the first tenure report. During this time the committee is expected to:

- The Administrator convenes the first meeting without the probationer to elect a Chair and Secretary.
- Convene Tenure Committee
- Assign responsibilities
- Create a work plan for the committee
- Peer, Administrator, and Student Observations of Probationer
- Probationer writes EDI Personal Reflection and shares it with the committee
- Probationer writes their Self-Evaluation and goals
- Committee Recommendation
- Year 1 Report submitted\*

The second year includes the Winter, Spring and Fall quarters. During this time the committee is expected to:

- Continue Peer, Dean and Student Observations of Probationer
- Continue the committee's work plan activities
- Peer, Administrator, and Student Observations of Probationer
- Probationer writes self-evaluation and goals
- Committee Recommendation
- Year 2 Report submitted\*

The third year includes the Winter, Spring and Fall quarters. During this time the committee is expected to:

- Peer, Administrator, and Student Observations of Probationer
- Continue the committee 's work plan activities
- Probationer writes EDI Personal Reflection and shares it with the committee
- Probationer writes their Self-Evaluation
- Administrative Summary
- Committee Recommendation
- Year 3 Report submitted\*
- Probationer presented to Board for Approval if recommended by the committee

\*The LWFT-CBA Agreement states that reports are due to the Board of Trustees, via the Vice President of Instruction, at certain specific times during the academic year.

**Per LWFT-CBA Section 17.7.3, the completed tenure committee reports (with all signatures included and the correct forms and templates used) are due on the second Friday of the Winter quarter.** See the Tenure Report section and Appendix R for the due dates of each report in the tenure track process.

## **Tenure Committee Members and Responsibilities**

Tenure is a faculty-driven process with student and administrative input. The tenure committee goal is to support the probationer throughout the tenure process, to provide guidance and advice, and to review and evaluate their teaching.

The Tenure Review Committee must be established within the first six weeks of the initial fall quarter. Membership on tenure review committees provides faculty, administration, and enrolled students with an important opportunity to directly influence the quality of education at their institution. The mentoring and guidance that tenured faculty provide a Probationer is invaluable, and it is not a duty to be taken lightly. A faculty member familiar with the Probationer's department or division might best serve in the specific role of a mentor.

See **Article 17** of the LWFT-CBA, Sections 17.1 through 17.10 outline the composition, duties, responsibilities, and structure of the Tenure Review Committee.

The Tenure Committee will guide and evaluate the Probationer's work according to the following criteria areas:

- Teaching and working with students
- Working with faculty/ staff
- Service (College, community, industry if applicable)
- Program management/advancement
- Professional development

## **Tenure Review Committee Members**

The Tenure Review Committee is composed of the following members:

- Three Tenured Faculty Members (including the Chair)
- Tenure Chair
- Administrative Representative
- Student Representative

## **Tenure Committee Member Responsibilities**

The tenure committee has a unique opportunity and responsibility to support, encourage, and review the probationer's progress. Each committee member brings different experiences, perspectives and knowledge to the committee, and has a unique contribution to the committee. Combining their skills and experiences, the committee members are expected to advance the probationer's growth and development. In addition to these main responsibilities, committee members are expected to document their processes, write reports, and follow these procedures:

- Each committee member will sign a confidentiality form prior to participating on the tenure committee (see "Format and Instructions" section for details about uploading the forms).
- Each committee member is responsible for actively participating in the tenure review process. This may include:
  - Regular attendance at committee meetings
  - Conducting observations of the Probationer
  - Providing prompt and timely written reports on activities observed
  - Mentoring the Probationer
  - Assisting with development of goals and objectives
  - Make a recommendation to the President through the Vice President of Instruction
- Committee members may be expected to record minutes, prepare agendas, organize meetings, assist with the writing of the yearly reports, and/or any other duties requested by the chair.
- If deficiencies in the performance of a probationer performance are noted, the tenure committee must notify the Probationer in writing and discuss the course of action to improve performance. A written plan must also be developed to assess progress towards improvement within a reasonable period of time. The committee must follow the steps outlined in section 17.7.1 of the Faculty Contract LWFT-CBA, including a written professional improvement plan (Appendix Q).
- Giving and receiving feedback are key components of the tenure process. For suggestions and details about Giving and Receiving Feedback see appendix W.

This is a basic tenure committee composition guide for responsibilities. For additional tenure committee models and outlines of responsibilities, please see Appendix Y.



## Tenure Probationer Responsibilities

The main responsibilities of the probationer are to learn and further develop their knowledge, experience, and skills. The focus of the process is the learning and growth of the probationer. The probationer is expected to reflect on the ways in which they are teaching and working with students, working with faculty and staff, providing service to the community, contributing to program management and advancement, and focusing on their professional development and continuous improvement in these areas. The process is grounded in equity and the probationer is expected to reflect, research, and act upon inequities in their classrooms, program, and college.

- Seek to gain a clear understanding of the expectations of your faculty position, the tenure process, and set reasonable goals to meet assigned deadlines.
- Examine your job description and develop an awareness of responsibilities related to your role.
- Receive feedback and engage in the process of tenure in a meaningful way
- Create and share an EDI Personal Reflection in response to the prompts provided at the start of the Fall quarter during your first and third year. See Appendix X for more information about the **EDI personal reflection**.
- Write your comprehensive **Tenure Self Evaluation** for each year. Include details about your work related to each tenure area and provide an overview of completed and future goals.
- Develop your goals and fill in the **Summary of Goals and Objectives** document for tenure work during the next academic year. See appendices E.1, E.2, and E.3 for more information about developing your goals.
- Attend and participate in committee meetings as required
- Schedule class observations and evaluations with committee members according to the schedule. See the timeline section for more information.
- Complete work by agreed due dates. This will allow the committee members to submit reports in a timely manner.
- Document your tenure-related work and maintain files of tenure documents

### Note:

While participation in college committees is an indicator of both the ability to work with faculty and staff and of general college service, the probationary faculty are exempt from the requirement to participate in a minimum number of committees per the LWFT-CBA Section 12.1.B. Their involvement in college committees is voluntary and the Tenure Committee should ensure that a balance is maintained with required tenure activities.

## Chair Committee Member

### Chair Committee Member Selection

- The Chair is selected on or before the first meeting. The Chair of each Tenure Committee is a tenured faculty member.

## **Chair Committee Member Responsibilities**

- Convene and run the meetings on a monthly basis:
- It is recommended that the first tenure committee meeting with the probationer occurs as early as the 2nd week of the quarter. The first meeting must occur by the 6th week of the Fall Quarter, per Article 17.6 in the CBA.
- Prepare and distribute meeting agendas
- Prepare correspondence and reports including the final materials to be submitted to the Board of Trustees
- Maintain records of Tenure Committee activities (agendas, minutes, peer/administrative observations, and student evaluations)
- Write the summary report for each year of the three years. Include information provided by all committee members in the summary report.
- Maintain deadlines and submit the final Tenure Report on time
- Coordinate the following:
  - Set deadlines for the Probationer and committee members
  - Coordinate the recording of the minutes and maintain documentation of it.
  - Prepare and distribute agendas before meetings
  - Schedule and facilitate meetings during the quarter
  - Coordinate the scheduling of classroom, lab, library, or counseling observations
  - Ensure that written narrative summaries are completed in a timely manner
  - Coordinate the completion of student surveys
  - Assist with the documentation of the tenure probationer's professional activities
  - Collect other data deemed relevant to the report
  - Assemble the final report in a timely manner
  - Other duties as assigned, as needed to support the tenure process.

## **Administrator Committee Member**

### **Administrator Committee Member Selection Process**

- Appointed by the President or designee; this is typically a Dean or Associate Dean

### **Administrator Committee Member Responsibilities**

- Administrator convenes the first meeting without the probationer to elect a Chair. This can occur before classes begin.
- Attend and participate in committee meetings
- Perform an observation of the Probationer annually. Complete the observation form (Appendix H.1) and share it with the Committee. Share feedback with the Probationer and committee. A sample observation can be found in Appendix H.2.
- Work with the Chair to ensure deadlines are met
- Write the Administrative Summary for the Year 3 Report
- Review the committee's report for quality assurance

## **Secretary Committee Member**

### **Secretary Committee Member Selection Process**

- Volunteer by a tenured faculty member; can be a role held by the Chair.

### **Secretary Committee Member Responsibilities**

- Record minutes of meetings using the designated form (Appendix G).
- Send the meeting minutes before the next committee meeting.
- The minutes should note which members are present and absent. They should be kept in narrative form, following the agenda, and should include summaries of discussions rather than specific exchanges. Any pertinent information about the Probationer's areas of growth, achievements and/or other opportunities for future growth.

## **Tenured Faculty Committee Members**

### **Tenured Faculty Committee Members Selection Process**

- If the Probationer would like to request a specific Committee member, then they need to inform their Dean prior to the end of the academic year before tenure begins.
- The Instructional Leadership Team reviews available tenured faculty and pre-assign faculty to each committee based on programs and diversity.
- The Federation President reviews the proposed committees to ensure there is a federation representative on each committee, proposing suggested changes as needed.
- The Administrator assigned to the committee informs the faculty committee members of their assignments.

### **Tenured Faculty Committee Members Responsibilities**

- Attend and participate in committee meetings.
- Perform an observation of the Probationer annually. Complete the observation form (Appendix H.1) and share it with the Committee. Share feedback with the Probationer and committee.
- A sample observation form can be found in Appendix H.2.
- Work with the Chair to ensure deadlines are met.
- Write summaries of the Tenure Self-Evaluation sections as needed.
- Write up the minutes from the meeting and assist with other duties as needed.
- Support the Probationer by sharing ideas, and providing meaningful feedback about teaching, professional development, college activities, and EDI-related work.

## **Student Committee Member**

### **Student Committee Member Selection**

- Full time student who is enrolled in 12 or more credits.
- In good academic standing.
- Has no conduct sanctions.
- The student must not be enrolled in the Probationer's program or classes.
- All student representatives are appointed by the Associated Student Government (ASG) Executive Board in an officially scheduled meeting.
- Instruction will notify the Director of Student Programs with the names of the new Probationers and Chairs (if selected). The Director of Student Programs will work with ASG to appoint student representatives to each committee and notify the Tenure Committee Chairs. The Chair will consider the student's quarterly class schedules for meeting times. If the student's schedule prevents them from attending the meetings, then the Chair may request assistance from the Director of Student Programs to find an alternative Student Representative. Additionally, if the student is no longer available to perform the member duties or leaves the college, the Director of Student Programs will work with the ASG to assign a replacement.

### **Student Committee Member Responsibilities**

- Attend a tenure committee training session organized by Student Programs.
- Provide the Chair with class schedule within the first two weeks of each quarter to help schedule meetings
- Attend and participate in committee meetings.
- Work with the Chair to ensure deadlines are met.
- Provide general feedback throughout the Tenure process.
- Conduct an observation annually of the Probationer's class and provide a narrative write-up (Appendix H) at an assigned time.

The student is not responsible for writing the Course Evaluation Analysis.

## **Tenure Report**

### **Purpose of the Tenure Report**

Each tenure report reflects the individual Probationer, and as such will contain documents unique to that individual. However, because these reports play such a major role in the Board of Trustees' decision-making, many details of format and content are standardized. Such standardization will assist the Board of Trustees in its task of reading, digesting, and evaluating the work of the committees and aid the committees by providing guidelines for describing their activities and editing their reports.

Reports must be submitted electronically, as that is how the Board of Trustees will receive them from the Vice President of Instruction. At the beginning of the Fall quarter, the SharePoint portal with pre-set folders for each section of the Report will be made available by the Executive Administrative Assistant to the Vice President of Instruction. The tenure portal will also contain forms and templates, as well as a copy of this Tenure Guide. Tenure Committees can deposit their completed reports and forms into the pre-set folders.

## **Report Due Date Expectations**

The tenure reports must be submitted to the Board of Trustees at the end of each year during the three-year tenure term. The components of the reports are essentially the same; however, each will focus and build upon the goals established in the previous report. Together, they comprise the Tenure Report which, upon successful completion of the tenure review process, becomes a formal record of the Probationer's activities over a three-year period. Required forms, samples, and suggestions of material covered in each of these sections are contained in the **Appendices**.

**Per LWFT-CBA Section 17.7.3, the completed tenure committee reports (with all signatures included and the correct forms and templates used) are due on the second Friday of Winter quarter. See Appendix R for the due dates of each report in the tenure track process.**

Recommendations for timing of the Tenure Report submission:

- Submit completed reports prior to the due date **on the second Friday of the Winter quarter**
- Unsigned documents should be submitted with enough lead time to obtain the required signatures prior to the deadline. Committee chairs can request access to the college's electronic signature software to complete the signature process.

## **Report Format and Instructions**

- Reports must be submitted electronically as that is how the Board of Trustees will receive them from the Vice President of Instruction.
- At the beginning of the Fall quarter, a SharePoint link will be sent with pre-set folders for each section of the Report. The access link will be made available to the Tenure Committee by the Executive Administrative Assistant to the Vice President of Instruction.
- The tenure portal will also contain forms and templates, instructions for managing folders, as well as a copy of this Tenure Guide.
- The Chair is responsible for collecting the signed Confidentiality forms from each Tenure Committee Member and uploading the signed forms to the folder on SharePoint drive by October 31st. If the Chair needs assistance getting the confidentiality form signed, they can ask the Executive Administrative Assistant to the Vice President of Instruction. Confidentiality forms are valid for the duration of the Tenure process, unless the members have changed. In this case, the form needs to be updated, signed, and saved again.

- Tenure Committees can upload their completed reports and forms into the tenure portal:
- **For the first year:** The access to SharePoint portal with pre-set folders for each section of the Report will be made available by the Executive Administrative Assistant to the Vice President of Instruction in the Fall quarter, after the Tenure Review Committees are formed.
- **For the second and third years:** SharePoint portal access will be restored, and the folders reset after the Board of Trustees completed the review in Spring. SharePoint access closes to Probationers and their committees after the submission due date for the Board of Trustees review.

## The First Year Report

The First Year Report is introductory in nature and is due no later than the second Friday of the Winter quarter. Committees often strive to have the reports finished by the end of the Fall quarter. The Committee should establish a clear set of deadlines for each element of the report to ensure timely completion. The Committee will draft their write-ups based on the Probationer's self-evaluation. This initial report is designed to give the Committee and Board of Trustees a clear impression of the background and experience that the Probationer brings to LWTech.

The First Year Report includes:

- The Probationer's current resume
- Tenure Self-Evaluation
- **Section 17.4 of the LWFT-CBA** stipulates that the Tenure Review Committee shall evaluate only the Probationer's effectiveness in their appointment. This also applies to the Probationer's self-evaluation. The self-evaluation should describe the Probationer's goals and expectation of present and future value to the College beyond the granting of Tenure. Criteria to be used in the evaluation shall include an EDI focus in these categories:
  - Teaching and working with students.
  - Working with faculty/ staff.
  - Service (College, community, industry if applicable).
  - Program management/advancement.
  - Professional development.
  - See Appendix D for Self-Evaluation writing prompts for each area
- Committee Recommendation and Summary
- This section is written by the Tenure Committee chair. It draws on the information provided in the self-evaluation, the administrative evaluation, the peer observations, and the student observation. It should include the following details:
  - A written summary of the five criteria referenced in Article 17.4 of the LWFT-CBA.
  - A recommendation to the Board of Trustees regarding tenure or continued probationary status. This document must be signed by all concurring members.
  - See the required form in Appendix B.

- Probationer Acknowledgement
- This document is signed by the Probationer indicating they have read and understand the report, and they are prepared to continue working with the Tenure Review Committee.
- See the required form in Appendix C.
- Summary of Goals and Objectives
- See the required form in Appendices E.1 and E.2.
- Agendas from all Committee Meetings
- See the required form in Appendix F.
- The date on Agenda should match the date on the meeting Minutes and indicated the actual date of the meeting.
- Meeting Minutes from all Committee Meetings
- The Secretary is responsible for keeping the minutes of each meeting. The minutes should note which members are present and absent. They should be kept in narrative form, following the agenda, and should include summaries of discussions rather than specific exchanges. Any pertinent information about the Probationer's areas of growth, achievements and/or other opportunities for future growth.
- The date on meeting Minutes should match the date on the Agenda and indicated the actual date of the meeting.
- See the required form in Appendix G.
- Peer Observation
- The peer observation should be based on direct observation (in-class or online) of the professional duties of the Probationer, whether that is classroom teaching, counseling, or librarianship. The peer observation should include factual information regarding the context of the observation (classroom setting, lab, course content covered, numbers of students, etc.). Include all relevant information that assists in providing a context for the observation. It should provide a thoughtful evaluation of the effectiveness of the Probationer in the performance of their professional duties. Appropriate suggestions for improvement should be included in the peer observation.

The following suggestions are given for conducting classroom observations:

- Examine course syllabus, handouts, and other instructional materials prior to the observation.
- Meet with the instructor before the session to examine the purpose/goals for the scheduled observation.
- Conduct a follow-up meeting with the instructor within one week of the observation to review observation details. Be specific, describe behavior, and focus on a few important key points. Include observation highlights and ideas for improvement.
- The committee may solicit appropriate peer evaluations from other faculty, trained counselors or staff professionals in fields related to the Probationer's. The Committee should select appropriate observation tools.
- The First Report will include only one observation for the Fall quarter.

- See the required form in Appendix H.1.
- Student Observation
- Student Observations are strongly recommended, but not required. It is recommended that the Student Observation should be conducted once per year. Student Observers should use the Observation Form (Appendix H.1) for their report.
- See the required form in Appendix H.1.
- Administrative Observation
- There should be at least one administrative observation per year.
- See the required form in Appendix H.1.
- Course Evaluations Analysis
- **Section 16.2.2C of the LWFT-CBA** outlines the procedures for the administration of the course evaluations. The results of the course evaluations will be emailed to the Tenure Committee members before the end of the quarter.
- The data from all the Course Evaluation Reports should be entered into one table (see Appendix I.1). The Excel spreadsheet “Course Evaluations Analysis Summary Form” can be found in SharePoint Tenure folders at the beginning of Fall Quarter.
- The narrative summary and student comments from all the Course Evaluation Reports should be entered in a separate form (see Appendix I.2)
- Course Evaluation Reports
- These reports are generated automatically from the results of the Course Evaluations conducted in all of the Probationer’s classes each quarter. The reports for the Candidates will be sent to the Chair of their Tenure Committee for review and to be used when writing the Course Evaluation Analysis.
- Miscellaneous Supporting Documents (as needed)
- Professional and vocational certificates, memberships, and activities.
- Ongoing portfolio appropriate to the Probationer’s field.
- Documentation concerning ancillary activities at the college.
- Samples of syllabi, assessment materials, student work, and messages.
- Confirmation of EDI Personal Reflection completion with “First Year Prompts.”
- See Appendix X for first year prompts. The probationer is expected to share the EDI Personal Reflection only with their tenure committee.

## **The Second Year Report**

The Second Year Report covers a full academic year when the Probationer is familiar with the job responsibilities and can measure real goal progress.

The Second Year Report includes:

- Peer Observation (three observations)
- See the required form in Appendix H.1.
- The Second Report will include three observations. One observation from each of these three quarters:
- Winter quarter



- Spring quarter
- Fall quarter
- All the requirements listed under the First Report, except for the following:
- Resume (only submit if there are changes)
- Confirmation of EDI Personal Reflection Statement completion

## **The Third Year Report**

The Third Year Report also covers a full academic year. This report should highlight the Probationer's progress and goal achievement.

The Third Year Report includes:

- All the requirements listed under the First Report, except for the following:
- Resume (only submit if there are changes)
- Confirmation of EDI Personal Reflection Statement completion
- Additional requirements:
- Administrative Summary
- This document is written by the Administrator, and it should reference each of the five evaluation criteria areas. It is only required for the Year 3 Report.
- **Confirmation of EDI Personal Reflection completion with "Third Year Prompts."** The probationer is expected to share their EDI personal reflection only with their tenure committee.
- See Appendix X for third tenure year prompts.

## **Probationer Performance Concerns**

Per LWFT-CBA Section 17.7.1, when the Committee notes deficiencies in a probationer's performance, the Committee must:

- Identify areas of deficiency in writing and discuss these with the probationer at a tenure meeting.
- Develop a Written plan for improvement with the probationer.
- Follow Step B above for following meetings to provide for follow-up evaluations as well as plan revisions to help the probationer to improve performance.
- Include in the Tenure Review Committee annual report all Professional Improvement Plan documentation.

## **Extension of the Tenure Process**

The LWFT-CBA Section 17.8 and RCW 28B.50.852 provide that at the completion of eight consecutive quarters (excluding summers), the Committee may recommend to the Board of Trustees an extension of the process of up to three quarters, excluding the summer quarter. This recommendation (See Appendix N) must be submitted by the deadline for the Final Report and be accompanied by an Extension Plan (Appendix O) outlining what the Probationer and committee need to accomplish in order to recommend Tenure. In making the request, the Committee must state that they have a

reasonable expectation that the Probationer will successfully complete the Plan and that the Probationer agrees with the request. The Board may choose to grant Tenure, or the extension request or deny both. The Extension Report will cover the period and evaluations designated in the Plan and its format will be determined by the Committee.

## Definitions

As used in the Agreement, the following terms and definitions shall mean:

1. "Appointing Authority" shall mean the Board of Trustees of Lake Washington Institute of Technology #26.
2. "Class Observation" shall mean an in-class or online, non-obtrusive experience where the observer watches a class being taught, takes notes, and writes a narrative summary of the class.
3. "College" shall mean Lake Washington Institute of Technology and any other community college hereafter established in Community College District #26.
4. "Course Evaluation" shall mean a formal, computer survey administered through Canvas for the section(s) of classes the Tenure Candidate is teaching each quarter and completed by the students enrolled in those classes. Results are provided to the committee chair.
5. "Faculty Appointment" shall mean full-time employment as a teacher, counselor or librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Faculty appointment shall also mean department heads, division heads, and administrators to the extent that such department heads, division heads, or administrators have had or do have status as a teacher, counselor or librarian (RCW 28B.50.851.2).
6. "Faculty peer" shall mean an individual assigned a full load (includes faculty counselors and librarians who may not teach a full-load) for the entire regular college year.
7. "Full-time" shall mean an individual assigned a full load for the entire regular college year.
8. "LWFT-CBA" shall mean Lake Washington Federation of Teachers – Collective Bargained Agreement.
9. "Non-renewal" shall mean the decision of the President not to renew the appointment of a probationary faculty for the succeeding academic year.
10. "President" shall mean the President of Lake Washington Institute of Technology.
11. "Probationary Faculty Appointment" shall mean a faculty appointment for a designated period of time which may be terminated without cause upon expiration of the Probationer's term of employment (RCW 28B.50.851;3).
12. "Probationer" shall mean an individual holding a probationary faculty appointment (RCW 28B.50.852;4).
13. "Regular College Year" shall mean academic year (from LWFT-CBA).
14. "Student Representative" shall mean a full-time (enrolled in 12 or more credits per quarter) student representative who is: in good academic standing, has no conduct sanctions, is not from the Probationer's program, and is appointed by the Associated Student Government.

15. "Tenure" shall mean faculty appointment for an indefinite period of time which may be revoked only for adequate cause and with due process (RCW 28B.50.851.1).
16. "Tenure Review Committee" shall mean a committee composed of the Probationer's tenured faculty peers, a student representative, and a member of the administrative staff of the college; provided that a majority of the committee shall consist of the Probationer's faculty peers (RCW 28B.50.851.7).
17. "EDI" stands for Equity, Diversity, and Inclusion.
18. "Diversity" is defined as the wide variety of shared and different personal and group characteristics among human beings.
19. "Equity" refers to the situation in which all people or groups are given access to the correct number and types of resources for them to achieve equal results; differs from equality, which focuses on the equal distribution of resources rather than equal results.
20. "Inclusion" is the action or state of including or of being included within a group or structure. In a way that acknowledges and shares power.
21. "Antiracism" is the policy or practice of opposing racism and promoting racial equity.

# **Appendices**

Appendices are not available in this version of the document. Please contact your administrator to request access to the full version of this document that include appendices and forms.