

# Quality Control

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The academic policy manual section on contract renewal and the issuance of tenure provides the official policy that governs the tenure process. The District Office will ensure that the official policy is followed, and that the quality of the process is being maintained at each college as assessed by the Tenure Process Report annually.

## Tenure Process Report

The **Tenure Process Report** assists with three objectives of the TAP Process:

1. The report serves as the formal evaluative instrument for ensuring adherence to the policies that govern tenure.
2. The report provides an avenue for local and holistic reflective practice concerning the implementation of tenure process elements.
3. The report informs continuous learning and improvement activities.

The Tenure Process Report is completed after the posting of board decisions regarding contract renewal or tenure and is a two-cycle process. The following procedural steps have been designed to meet both the objectives of the Tenure Process Report and consider the reflective exercises to take place within a two-year cycle that is conducted in the summer months.

### Cycle 1: General Review

#### **Step 1: Data Collection (April-May)**

##### **TAP Actor Surveys**

1A. After Tenure Orientation Seminar and Second Semester Seminar have ended in the spring (approximately mid-April), District Office Academic will disseminate surveys to each of the below actors in the TAP Process. These surveys are brief tools that seek to capture compliance with operational standards.

- Tenure Track Faculty Members who completed semesters 1 and/or 2 within the academic year
- Faculty tenured in the Fall (October) and Spring (February) of the academic year
- TAP Mentors
- TAP Leaders
- Department Chairs
- College Administrators involved in TAP

1B. After the spring semester ends (approximately early- to mid-May) District Office Academic Affairs will send each college its aggregated data from each actor category. Colleges will receive only their own data.

## **Contract Renewal & Tenure Portfolio Reviews**

1C. District Office Academic Affairs will facilitate a review of portfolios after spring semester ends (throughout May, into early June as needed). Portfolios to be reviewed include all those submitted over the previous year that have had confirmed decisions by the Board of Trustees. The TAP Coordinator, Sr. Project Manager-Faculty Development, and/or Executive Director of Academic Affairs review a selection of portfolios from every college and every stage (i.e., semester 1, semester 3, and semester 5). Those reviewing portfolios can choose a method for selecting portfolios that allows them to balance covering ground and using time wisely.

1D. Portfolio reviewers will submit findings from reviewing portfolios so they can be housed in one place ([example form](#)). District Office Academic Affairs will send each college findings from portfolio reviews.

### ***Step 2: Local Analysis of Data (July-September)***

2A. During the summer, each college administration reviews the aggregated survey data and the portfolio examinations and completes the [TAP Process Report Self-Study Form- Cycle 1](#) provided by District Office Academic Affairs. The form will be sent when the data from step 1 are shared. District Office Academic Affairs should indicate a deadline based upon the dissemination of data and the self-study form.

2B. District Office Academic Affairs reviews each college's TAP Process Report Self-Study form between August-September and completes one District-Wide TAP Process Report. The report will provide areas for continued district-wide focus for the upcoming academic year. The District-Wide TAP Process Report will be shared with the Provost and Chancellor by early September and shared with all TAP stakeholders within the fall semester.

### ***Step 3: College Continuous Improvement and District-Wide Continuous Improvement***

3A. Using the TAP Process Report Self-Study form, each college will have an opportunity to identify areas of the TAP process where the data from the survey results and examination of portfolio findings indicate opportunities for improvement. A college can choose to develop an action plan in consultation with District Office Academic Affairs. The development of an action plan does not necessarily mean that a college is out of compliance; however, the following indicators from the Examination of Portfolios will require a college to take additional action in working towards an acceptable rating for cycle 2.

- Borderline or Unacceptable Classroom Observations
- Borderline or Unacceptable Department Chair Letters
- Borderline or Unacceptable Contextualized Data Reports
- Borderline or Unacceptable Feedback on Rubrics Completed by College Administration
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings and President's Decisions

3B. District Office Academic Affairs will base the continuous learning and continuous improvement activities for the academic year on areas that need improvement in the District-Wide TAP Process Report.

3C. Colleges will share their local TAP Process Report Self-Study findings with TAP Leaders upon return for the fall semester. In sharing this report, the College should affirm and work with TAP Leaders to understand the outcomes of the self-study and have the direction and resources to implement any program improvement activities identified for the academic year.

## Cycle 2: Specified Area of Focus

### **Step 4: Data Collection (April-May)**

#### **TAP Actor Surveys**

4A. After Tenure Orientation Seminar and Second Semester Seminar have ended in the spring (approximately mid-April), District Office Academic will disseminate surveys to each of the below actors in the TAP Process. These surveys are brief tools that seek to capture compliance with operational standards.

- Tenure Track Faculty Members who completed semesters 1 and/or 2 within the academic year
- Faculty tenured in the Fall (October) and Spring (February) of the academic year
- TAP Mentors
- TAP Leaders
- Department Chairs
- College Administrators involved in TAP

4B. After the spring semester ends (approximately early- to mid-May) District Office Academic Affairs will send each college its aggregated data from each actor category. Colleges will receive only their own data.

#### **Contract Renewal & Tenure Portfolio Reviews**

4C. District Office Academic Affairs will facilitate a review of portfolios after spring semester ends (throughout May, into early June as needed). Portfolios to be reviewed include all those submitted over the previous year that have had confirmed decisions by the Board of Trustees. The TAP Coordinator, Sr. Project Manager-Faculty Development, and/or Executive Director of Academic Affairs review a selection of portfolios from every college and every stage (i.e., semester 1, semester 3, and semester 5). Those reviewing portfolios can choose a method for reviewing portfolios to address concerns raised in Cycle 1.

4D. Portfolio reviewers will submit findings from reviewing portfolios so they can be housed in one place ([example form](#)). District Office Academic Affairs will send each college findings from portfolio reviews.

### **Step 5: Local Analysis of Data**

5A. During the summer, each college administration reviews the aggregated survey data and the portfolio examinations and completes the [TAP Process Report Self-Study Form- Cycle 2](#) form provided by District Office Academic Affairs. The form will be sent when the data from step

1 are shared. District Office Academic Affairs should indicate a deadline based upon the dissemination of data and the self-study form.

5B. District Office Academic Affairs reviews each college's TAP Process Report Self-Study form between August-September and completes one District-Wide TAP Process Report. The report will focus on assessing the impact of district-wide and college interventions on areas for improvement identified in cycle one, and provide continuing information for ongoing improvement for the following cycles. The District-Wide TAP Process Report will be shared with the Provost and Chancellor by early September and shared with all TAP stakeholders within the fall semester.

### ***Step 6: College Continuous Improvement and District-Wide Continuous Improvement***

6A. Each college, through the [TAP Process Report Self-Study Form- Cycle 2](#), will have an opportunity to review their self-study from cycle 1 as they complete the self-study for cycle 2. In this portion of the process, colleges who continued to receive a borderline or unacceptable rating in their portfolio reviews for any of the below areas will be required to develop and submit [a local action plan](#) to DO-Academic Affairs as well as have a check-in with Academic Affairs in October to share progress towards implementation of the action plan.

- Borderline or Unacceptable Classroom Observations
- Borderline or Unacceptable Department Chair Letters
- Borderline or Unacceptable Contextualized Data Reports
- Borderline or Unacceptable Feedback on Rubrics Completed by College Administration
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings and President's Decisions

6B. The District Office Academic Affairs will base the continuous learning and continuous improvement activities for the academic year on areas that need improvement in the District-Wide TAP Process Report.

6C. Colleges will share their local TAP Process Report Self-Study findings with TAP Leaders upon return for the fall semester. In sharing this report, the College should affirm and work with TAP Leaders they understand the outcomes of the self-study and have the direction and resources to implement any program improvement activities identified for the academic year.