

Memorandum of Understanding

Between Pierce College Federation of Teachers (PCFT)

and Pierce College District 11 (Pierce College)

Changes to Sections 14 of the Negotiated Agreement

The parties met during Winter and Spring quarters 2022 to discuss a limited number of bargaining topics and authorize specific changes to the Negotiated Agreement to be effective July 1, 2022. This is one of those changes.

The parties agree to carry forward these language changes during official bargaining for the July 2023 – June 2026 Negotiated Agreement (contract bargaining expected to begin October 2022).

ARTICLE SECTION 14 – POST TENURE EVALUATION

INTRODUCTION

All faculty members – full, permanent status and adjunct – will be completely safeguarded in the exercise of academic freedom. For those faculty who enjoy tenured and permanent status, a post-tenure evaluation process ensures the continued quality of performance in the job responsibilities. The sole intent of such an evaluation is to further faculty ~~professional~~ development around racial equity and inclusive pedagogy.

- A. To facilitate the ~~continuing evaluation~~ continuous improvement of tenured faculty members around racial equity and inclusive pedagogy, the teaching competence and professional improvement of each faculty member will be reviewed through the use of multiple indices on a periodic basis. Areas of evaluation include, but may not be limited to:
1. ~~Instruction and mastery of discipline~~ Inclusive Pedagogy and Discipline Expertise
 - a. Includes analysis of student learning and alignment of inclusive pedagogy, the student experience, and other relevant factors, ~~such as including~~ subject knowledge ~~and student engagement~~.
 - b. Sources of assessment include student evaluations, peer and dean observations/evaluations, and/or self-evaluation. The dean evaluation could incorporate the use of institutionally-generated student success data.
 - (1) A mutually agreed upon collection of key indicators around racial equity will be collaboratively developed and implemented as part of this evaluation section.
 - (2) Faculty will include an artifact demonstrating their use of inclusive pedagogy.
 - (3) A professional development goal will be mutually developed from critical self-reflection, student voice, colleague feedback,

and dean feedback. This will be first item in the faculty's Professional Growth and Development Plan (PGDP).

2. Role in college community's goal toward racial equity

- a. Participation as a member of the college community, including shared governance and, where appropriate, engagement activities with the broader community (both within and outside the college) that moves racial equity forward.
- b. Sources of assessment include dean evaluation, input from department and/or relevant college structures (e.g. areas in which the faculty member is engaged, such as tenure committees, councils, etc.), and/or community input when/where available.
- c. A professional development goal will be mutually developed from critical self-reflection, student voice, colleague feedback, and dean feedback. This will be second item in the faculty's PGDP.

3. Student mentoring and advising

- a. Includes a demonstrated contribution to student progress toward academic and professional goals through effective mentoring/advising.
- b. Sources of assessment include dean evaluation, student feedback, and/or self-evaluation.

4. ~~Professional development~~ Self-reflection on existing PGDP

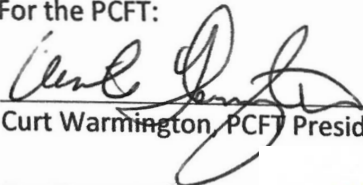
- a. Includes an evaluation of progress on and goal completion of the existing Professional Growth & Development Plan (PGDP), ~~as well as identification of areas for future growth and development to inform the subsequent, three-year PGDP.~~

- B. Post-tenure/permanent status review will be conducted once every five (5) years. Tenured/Permanent status faculty will have an informal discussion of progress on PGDP with their dean at year three (3) (Federation/Administration will meet to discuss how to operationalize this section prior to contract implementation).
- C. A faculty member's post-tenure or permanent status evaluation process will be a part of ~~his/her~~ their professional development plan and will include peer/classroom evaluations from peers selected by the faculty member. This process will be reviewed with the dean and the campus vice president.

- D. Classroom evaluations by students must be completed by a representative sample of at least one-third of the individual's classes every year. Analysis of the form will be done by the Instructional Services Office and circulated to the dean and faculty member.
- E. The culmination of the post-tenure/permanent status review process is the development of a new, ~~three~~ five-year PGDP. While the goal of the PGDP is for faculty to identify priorities for professional growth and development, it is a working document, and if necessary, a faculty member can work with ~~her/his~~ their dean to adjust the scope and goals of the PGDP as necessary and appropriate.

Agreed to by the parties on the date signed below:

For the PCFT:



Curt Warmington, PCFT President

7/29/2022

Date

For Pierce College:



08/01/2022

Holly Gorski, Vice President, Human Resources

Date