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**PERCEPTIONS OF TENURED FACULTY MEMBERS
ABOUT THE POST-TENURE REVIEW PROCESS
IN TENNESSEE COMMUNITY COLLEGES**

A Dissertation

Presented to

The Faculty of the Department of Educational Leadership

and

Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Stephen William Wright

December 1997

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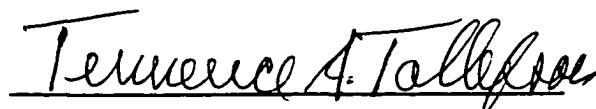
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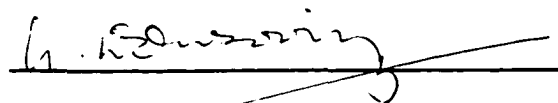
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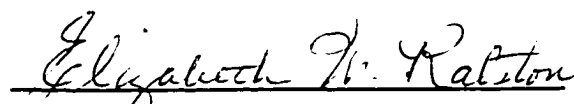
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The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.

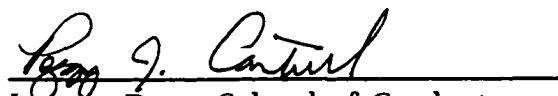

Chair, Graduate Committee







Signed on behalf of
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Interim Dean, School of Graduate
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ABSTRACT

PERCEPTIONS OF TENURED FACULTY MEMBERS ABOUT THE POST-TENURE REVIEW PROCESS IN TENNESSEE COMMUNITY COLLEGES

by

Stephen William Wright

The purpose of this study is to determine if differences exist between tenured faculty members perceptions about what actually occurs during the post-tenure review process and what they believe should occur in the twelve community colleges in the Tennessee Board of Regents System. This study presents the status of higher education tenure from a historical and legal basis nationally and in Tennessee. The study also presents various models of faculty evaluation and post-tenure review practices in higher education nationwide, as well as in Tennessee.

The data in this study are analyzed through descriptive statistics and presented the demographic data including campus location, age, years of teaching experience, ethnicity, highest degree obtained, faculty rank, and gender. Further demographic data analysis, ANOVA and t-tests, finds no significant differences among tenured faculty concerning the post-tenure review process.

The review of literature and data presented in this study implies that post-tenure review is most accepted when administrators effectively communicate the purpose of post-tenure review, routinely provide an orientation to the process, generally familiarize themselves with the concerns and perceptions of those undergoing the post-tenure review, and clearly ensure that the concept of academic freedom is not undermined.

INSTITUTIONAL REVIEW BOARD APPROVAL

This to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

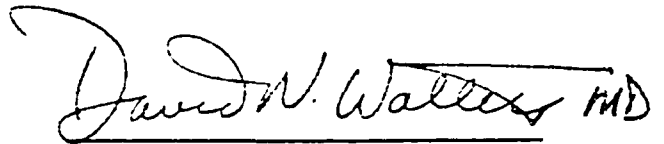
Title of Grant or Project Perceptions of Tenured Faculty Members About the Post-tenure Review Process in Tennessee Community Colleges

Principal Investigator Stephen William Wright

Department Educational Leadership and Policy Analysis

Date Submitted January 3, 1997

Chair of the Institutional Review Board

A handwritten signature in black ink that reads "David N. Wallace MD". The signature is written in a cursive style and is positioned to the right of the text "Chair of the Institutional Review Board".

DEDICATION

This dissertation is dedicated to all the persons who encouraged, advised, and believed in me during the past three years, but most importantly it is dedicated to my wife, Kaye, who got me started and kept me going through her caring and patient way and to my daughter, Jenny, who I hope will one day write the ultimate dissertation.

ACKNOWLEDGMENTS

My deepest appreciation is extended to my doctoral committee chairman, Dr. Terry Tollefson, for his constant guidance and encouragement in getting me to produce a work of which I could be proud. His expert advise brought a clarity to my work that I could not have achieved had it not been for his insightful suggestions. I am also grateful for the professional advice given to me by other committee member: Dr. Donn Gresso made me aware of the seriousness of purpose I needed in order to research my topic, Dr. Elizabeth Ralston by modeling a positive attitude helped me to develop the same positive attitude as my writing began to take shape, and to Dr. Gunapala Edisooriya provided invaluable assistance as I formulated Chapter 4 and Chapter 5. Each member contributed in immeasurable ways to the development and writing of this dissertation.

To my friends, Woody and Sandra Waller, I am also thankful for many reasons, but primarily for always telling me to not give up and to persevere. To my in-laws, Wilford and Pauline Matthews, I am very grateful for their belief in me and to the moral support they gave to me.

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CHAPTER 1

INTRODUCTION

Among the most difficult and critical decisions college administrators face are those involving evaluative decisions for retention, promotion, and tenure of faculty. The evaluation processes and procedures vary among institutions of higher education, but perhaps the extent of variance is greatest when post-tenure review occurs. The impact of these decisions on academic programs and the lives of all faculty members is profound (Shirk & Miller, 1994). Faculty evaluation is an important and sensitive issue, and faculty members and administrators in higher education throughout the United States have long been concerned with it (Seldin, 1975).

Concerns from the public and legislatures for greater accountability, as well as assaults on tenure, have risen from the public forum over the past decade. Institutions of higher education characteristically develop mission statements and systems to evaluate the achievement of their missions and to account to their stakeholders (Applegate, 1981). Rifkin (1995) cited a 1988 study by Richard Miller that indicated evaluation was recognized as an important part of education in general, but its role in the two-year community college has received less attention. Rifkin added that faculty evaluation in the community college first became an issue of discussion and research in the 1970s. “Nevertheless, a clear faculty evaluation theory has yet to be

developed. However, few community colleges have effectively come to terms with this difficult task” (p. 63).

The National Commission on Higher Education Issues Report (as cited in Licata, 1986) stated that tenure and post-tenure evaluation were the most pressing issues facing higher education:

In its summary report, the commission strongly urged that “campus academic administrators working closely with appropriate faculty committees should develop a system of post-tenure evaluation”. It also suggested that “nothing will undermine the tenure system more completely than its being regarded as a system to protect faculty members from evaluation” and recommended that a system of post-tenure evaluation be developed on campuses to help ensure faculty competence and strengthen institutional quality (p. 4).

Post-tenure review of faculty is a subject that has recently become of vital interest to higher education faculty and administrators and is the topic of serious discussion and debate at many colleges and universities nationwide, as well as in state legislatures. Institutions are grappling with ways in which they can ensure adequate faculty performance and accountability for it, without threatening the very nature of tenure itself (Burg, 1993, p. 253).

Throughout the nation, much attention has been focused on the evaluation of performance of teachers at all levels, including colleges and universities. The concern over evaluation of faculty in higher education has been fueled by a variety of factors listed by Kronk and Shipka (1980):

1. Enforcement of laws against discrimination related to sex, age, race, religion, or national origins are viewed by administrators as a mandate for formal, periodic, and uniform evaluation of faculty.
2. With the steady rise in the cost of higher education students and parents are insisting on competent instruction for their investment.
3. Nontraditional and older students are bringing stronger feelings and higher expectations about the quality of their instructors.
4. Many administrators believe present and future economic realities call for selective tenure practices.
5. The lack of mobility and stiffer competition for academic tenure within individual institutions requires a systematic evaluation process on which to base personnel decisions (p.7).

Every academic year, faculty members at all of Tennessee's 12 community colleges are evaluated for tenure, promotion, and post-tenure performance. Since the evaluation models used by each community college affect the future of the institution, as well as each tenured faculty member's academic future, an important question arises: Do the perceptions that tenured faculty have toward the post-tenure evaluation process differ among faculty by ethnicity, campus location, gender, level of education, the institution's evaluation criteria, or years of experience among tenured faculty?

There is little published research on the perceptions tenured faculty have toward the post-tenure evaluation process. Perceptions toward evaluation may indicate an emotional reaction resulting from an externally imposed requirement. An imposed evaluation may imply criticism or dissatisfaction with an individual or program. In contrast,

an evaluation done with and for those involved in the process may be psychologically more acceptable than evaluation done to them (Dressel, 1976).

Evaluation, to be acceptable, must have some positive prospects. Elaborate and demanding evaluations done for departments or colleges with some promise of improving their positions or increasing their resources have been given full cooperation from all involved individuals (p.5).

Licata (1984) and Worcester (1993) reported that tenured faculty supported periodic post-tenure evaluation. Licata and Andrews (1990) found that administrators and faculty from community, junior, and technical colleges were supportive of post-tenure evaluation. Pressure has been developing to provide evaluative data on college teaching. This pressure has come from the teaching faculty, from students, and from administrators. The major reasons for this pressure seem to be that teaching faculty want information to aid in the improvement of instruction, students want information that guides them in course and instructor selection, and administrators want information to guide them in pay and promotional decisions (Miller, Hotes, & Terry, 1983).

Whitman & Weiss (1982) identified two major desired outcomes of faculty evaluation, in general, as being (a) personnel decisions made regarding promotion, retention, and tenure; and (b) feedback leading to faculty improvement. In recognizing these outcomes, the faculty member involved or affected becomes aware of impending decisions and can better prepare for the evaluation process (Dressel, 1976).

Evaluation reportedly promotes flexibility and adaptability by those who desire the security of continued stability.

Evaluation both promises and threatens, and both are essential to its success. If no one is threatened, the evaluation is not sufficiently penetrating, and if it holds no promise to anyone of decisions leading to improvement, it is a waste of resources (p. 10).

The perceptions a faculty member has toward the evaluation can cause the person being evaluated to experience feelings that can be both gratifying and menacing throughout the evaluation process. This researcher will attempt to identify the causes of these perceptions.

Definitions of Terms

Community College: "Any institution accredited to award the Associate of Arts or the Associate of Science as its highest degree." This definition includes the comprehensive two-year colleges, as well as many of the technical institutes, both public and private (Cohen & Brawer, 1996). This study only involves public community colleges in Tennessee.

Faculty Member: In this study, the term "faculty member" refers to a full-time teaching member at a Tennessee community college. Such members have responsibility for the education of community college students enrolled in their courses (Seldin, 1975). The Tennessee Board of Regents in a 1996 policy statement defines a faculty member as a full-time employee who holds academic rank as instructor, assistant

professor, associate professor, or professor, who meets the minimum requirements for eligibility for tenure and whose responsibilities primarily include instruction, research, and public service.

Tenure: The American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure defines tenure as:

a means to certain ends - specifically (1) freedom of teaching and research and of extramural (community and service) activities and (2) a sufficient degree of economic security to make the profession attractive to qualified men and women. Freedom and economic security - hence, tenure - are indispensable to the success of an institution in fulfilling its obligations to its students and to society" (Chait and Ford, 1982, p. 2).

The Tennessee Board of Regents' Policy defines Academic Tenure as:

a personnel status within an academic organizational unit or program of a college, university, or institute pursuant to which the academic year appointments of full-time faculty who have been awarded tenure are continued at an institution until the expiration or relinquishment of that status, subject to termination for adequate cause, financial exigency or for curricular reasons" (Tennessee Board of Regents Policy 5:02:03:00, Academic Freedom, Responsibility, and Tenure).

Faculty Evaluation: A process of determining the efficiency, professionalism, classroom skills, goals, and outcomes of faculty members through the use of objective evaluation instruments (professionally prepared or personally developed). The main purpose

of faculty evaluation is to improve instruction and holistic self-concept of the faculty member (Miller, B., 1983).

Faculty evaluation is further defined as the systematic observation of faculty performance that indicates the degree to which the performance is consistent with the values and needs of the educational institution (Worcester, 1993). Other researchers have indicated the need for formative evaluations, as well as summative evaluations, for truly effective evaluations (Burg, 1993).

Post-Tenure Review: In a memorandum to the Tennessee Board of Regents Academic Affairs Sub-Council, Mays (1995) gave the following definition:

Post-tenure review, like tenure, is a multi-step process that generally occurs at three or five year intervals. While systems and institutions have established a variety of criteria and standards, basically, post-tenure review replicates the tenure appointment review process, including the compilation of voluminous materials, evaluations by outside peers, and assessment by several campus committees and possibly a system-level review (p. 8).

Perception: A perception can be defined as an individual's viewpoint or disposition toward a particular person, thing, idea, etc. perceptions are considered to have three components: (1) an affective component, which consists of the individual's feelings about the attitude object; (2) a cognitive component, which is the individual's beliefs or knowledge about the attitude object; and (3) a behavioral component, which is the individual's predisposition to act toward the

attitude object in a particular way (Gall, Borg, & Gall, 1996)

Purpose of the Study

The purpose of this study is to examine the perceptions tenured faculty members at Tennessee's 12 community colleges have about the post-tenure review process regarding what actually occurs and what should occur in this process.

This study is undertaken in order to determine the extent to which the perceptions by tenured faculty concerning post-tenure review differ between what actually occurs on their campus and what should occur during the post-tenure review process. It is hoped that this study will result in further appraisal and critical research of this important function of higher education, which may be especially beneficial to two-year community colleges and legislative bodies.

Research Questions

The following questions regarding what actually occurs and what should occur during the post-tenure review are addressed in this study:

1. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process differ among the three geographical regions of Tennessee?
2. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs

- and what should occur during the post-tenure review process differ among age groups?
3. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process differ based on years of higher education teaching experience?
 4. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process differ based on years of experience at the tenure-granting institution?
 5. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during about the post-tenure review process differ between men and women?
 6. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process differ among faculty members with different levels of highest educational degrees earned?
 7. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process

differ among ethnic groups?

8. Do the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what should occur during the post-tenure review process differ among various academic ranks?

Significance of the Study

Only very limited research has been published on the perceptions of tenured faculty members concerning the post-tenure review process in American higher education, and particularly within community colleges in the last decade. Researchers in the 1980s, primarily Licata and Andrews (1989) and Centra (1980), began to focus on the growing movement of evaluation of higher education faculty performance and effectiveness. This study may be beneficial and useful to those persons who are members of faculty evaluation teams within Tennessee's community colleges and to community college administrators who wish to improve the post-tenure review process.

Limitations

This study is limited by the following factors:

1. This study is limited to the perceptions of tenured faculty members at each of Tennessee's 12 community colleges and may not be generalized to community colleges in other states or to senior colleges and universities in Tennessee or elsewhere.

2. The survey was conducted in the spring of 1997. The generalizations are based only on returned completed questionnaires.

3. The mailed questionnaire survey approach used in this study does not provide opportunity for clarification or follow-up questioning.

Overview of the Study

The research study is divided into five chapters. Chapter One introduces the study, Perceptions of Tenured Faculty Toward the Post-Tenure Review Process in Tennessee Community Colleges. This chapter also includes the statement of the problem, the purpose of the study, the research questions to be analyzed, the significance of the study, the limitations, and definition of terms. Chapter Two reviews the related literature and research on the topic being investigated and discusses relevant literature on tenure, evaluation, and models of evaluation presently being used in higher education. Chapter Three contains the methods and procedures used. A description of the study, sample, human subject rights, instruments, data collection, and data analyses is discussed in this chapter. Chapter Four presents the results of the data analyses. Chapter Five contains the summary of the findings, conclusions of the study, and recommendations for further research and study.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

Discussions of academic tenure generally rely on a “definition” offered by the American Association of University Professors (AAUP) and the Association of American Colleges in 1940, as part of their *Statement on Academic Freedom and Tenure* (as cited in Chait & Ford, 1982):

Tenure is a means to certain ends - specifically (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security - hence, tenure - are indispensable to the success of an institution in fulfilling its obligations to its students and to society (Chait & Ford, 1982, p. 2).

During the last two decades many external forces have impinged on higher education in the United States. Enrollments have taken a roller coaster ride. Costs have steadily risen. Student demographics, age, ethnicity, economic status, and gender, which were predictable in the 1970s, have profoundly changed. Shearon and Tollefson (1989) reported that demographics were changing in American society, and the implications for community colleges were broad and complex. They observed that more part-time students with families and job responsibilities, more minorities, more academically underprepared

students, and more students who were primarily interested in occupational preparation and growth were enrolling in community colleges (p. 327). These trends impact community colleges as they develop long-range plans for academic programs and physical plant expansion.

Tenure and evaluation of the professional staff were once within the sheltered realm of academe. However, the current winds of change have sent a call for greater institutional accountability from legislative bodies and citizen groups to the entire higher education community.

Chapter 2 presents the literature and research reviewed for this study focusing on the separate issues of perceptions tenured faculty hold about the evaluation process as used in granting tenure and post-tenure evaluations. The first section, Tenure - Historical and Legal Perspective, gives an overview of the national and historical background of academic tenure and landmark court decisions with their implications for the principles of academic freedom at higher education institutions. The second section, Tenure - Trends in Tennessee, describes the tenure policies of the Tennessee Board of Regents and the Tennessee Code Annotated. The third section, Evaluation, discusses the purposes and principles of faculty evaluation. The fourth section, Post-Tenure Review, separates the process of evaluation for tenure from the process of evaluation for post-tenure performance. The fifth section, Elements of Faculty Evaluation Models, describes the

data sources in evaluation models used by several higher education institutions. Included in this review were bibliographies, periodicals, books, papers, and references to major reviews. An Educational Resources Information Center (ERIC) search was also conducted to obtain research on higher education faculty evaluation, tenure, and post-tenure review within the last decade.

Tenure: Historical and Legal Perspective

Brubacher and Rudy (1976) reported that, as an American invention, tenure came into existence as the result of efforts by the politically powerful and influential widow of Leland Stanford (the founder of Stanford University) to dismiss an economics professor, Edward A. Ross, because of his study of the use of Asian labor in the building of Leland Stanford's western railroads. "This 40-year effort led to the AAUP's Statement on Academic Freedom and Tenure" (p. 313).

The reasons for preserving tenure go back much further than Mrs. Stanford's displeasure with a young professor's writings and can be traced to the time of Plato. Plato's call for a "community of thinkers drawn together in the logical quest for truth" rang out across the Age of Antiquity. The Academy was founded by Plato and based on his ideas. These ideas were duplicated by the Roman philosopher, Cicero. These Greek and Roman academies laid the foundation for the rise of the great medieval universities in Europe, Paris, Oxford, Bologna, and Cambridge, where the application of academic freedom expanded to

include a more formal guarantee of faculty self-expression. Even in those days of an absolute monarchy, academic freedom was retained (Loope, 1995, p. 2).

Loope (1995) wrote that through British colonization, the established ideas from Oxford and Cambridge were present at Harvard, Yale, and William and Mary. As American education strengthened during the late nineteenth century, university educators saw a need to insure the integrity of their teaching and research. Led by a group of professors from the Johns Hopkins University, the American Association of University Professors was founded as American faculty increasingly saw tenure as the ultimate guarantor of free speech in the classroom and in the laboratory (p. 3). By 1915 the AAUP had developed a codified set of regulations regarding the attainment and application of tenure throughout American higher education.

In the twentieth century, American higher education faculty members have come under attack from several fronts. From the era of McCarthyism in the 1950s, the Civil Rights Movement of the 1960s, the Vietnam War Protests of the 1960s and 1970s, to the political correctness of the 1990s, tenure has been able to protect faculty members across America from losing their right to academic freedom (Loope, p. 4).

AAUP President James Perley (1997) wrote that tenure is necessary for academic freedom to remain vital. President Perley directed an

angry voice toward trends that are dividing the academic community that has in the past valued collegiality. Perley asked critics of tenure, who claim that academic freedom can be separated from tenure, to explain how a former United States Surgeon General could almost be denied a return to a tenured position based on comments made while serving as the Surgeon General. Perley recounted several other examples where, in the name of institutional reorganization, tenured faculty members have lost teaching and research positions. Most notable was Bennington College, where many long-term faculty were fired by the new administration's vision of "flexibility". These trends and attacks on tenure without the benefit of collegiality, Perley stated, will divide and alienate the universities of the United States (p. 1-3).

Miller (1987) discussed academic freedom as "the philosophy or set of norms and values embodied in the law that protects a faculty member's freedom of intellectual expression and inquiry" (p. 24). "Tenure," Miller wrote, "is a contract designed to safeguard faculty against the negative consequences of unpopular beliefs. Tenure can be viewed as a guarantee that any dismissal of a faculty member will be for conduct outside the scope of protected academic freedom" (p. 124).

According to Castetter (1986), whatever the definition, there has always been some opposition to tenure. The classical argument condemned it as a one-sided agreement that bound the institution to

the instructor, but not the instructor to the institution. Others have written that tenure shields faculty, however incompetent, from accountability and therefore guarantees "lifetime" employment. Although it was clearly not in the interests of taxpayers, children and students, or the system to allow marginal performers to gain continuing employment status, it was in the interests of society to prevent loss or dismissal of competent personnel. The tenure process must be considered as one means by which both ends can be served.

Opposition to tenure, Benjamin (1997) contends, comes from critics who claim that tenure impedes reallocation of academic resources, institutional reorganization, and academic innovation. In his defense of tenure, Benjamin suggested that the issue of reallocation of resources away from tenure track positions diminishes, rather than increases, the availability to students of fully qualified faculty members at the undergraduate level. Additionally, Benjamin wrote that tenured faculty members were not as resistive to institutional restructuring and innovation as critics claimed, but mainly resisted specific parts of specific restructuring plans (p. 4).

Kelly (1990) presented the following additional evidence of opposition to tenure:

Finn recommends abolishing the tenure system because he believes it adversely affects productivity. He further stated that once you are granted tenure, there is essentially no obligation to do anything at all other than go through the motions of meeting your classes, which in many cases are not all that numerous... nothing prohibits you from doing

next to nothing (Kelly, 1990, pp. 19-20).

Tenure is not intended to be a barrier to removing an ineffective faculty member. Faculty members have been dismissed for cause and the courts have upheld these decisions in several landmark cases. The guidelines used by the courts for dismissal have been provided by the AAUP. According to Perley (1997), the problem does not lie with tenure but with institutions that do not honestly evaluate individuals prior to the granting of tenure or that do not take the needed steps to terminate for cause.

Cotter (1996) gave several reasons in favor of retaining tenure. The main point was that a stable and committed faculty was the continuing heart of a college. A tenured faculty member making a lifetime commitment becomes deeply invested in the quality and future of the institution. Cotter's experiences lead to the observation that the granting of tenure has liberated faculty members to become more productive and to contribute to the quality of campus life. "Tenured faculty members are motivated by a pride in their profession, a sense of responsibility, and a recognition that they are the real 'owners' of the college" (p. 28).

Kelly (1990) discussed the need for continuous evaluation following the granting of tenure. Kelly quoted from the *1989 Joint Committee for Review of the Master Plan for Higher Education in California Report* :

Tenure is not... intended to be a shield for the later neglect of faculty duties or for incompetence. In order to protect the institution of tenure from abuse...each institution of higher education must insure a continuing process of post-tenure evaluation, coupled with programs designed to insure continuing competency on the part of all faculty (p.91).

According to Magner (1995), many college administrators are convinced that post-tenure reviews are the best way to demonstrate accountability to the public and defend the tradition of tenure from those who see it as mere job security. Advocates of post-tenure evaluation say that, if done properly, it will strengthen tenure.

If we want tenure, we need a viable defense of it and part of that is policing our own shop. If we go to the extreme to defend incompetence, it's going to undermine the viability of tenure over the long haul (p. A13).

During the past three decades, landmark court cases have addressed tenure issues within the realm of higher education. The number of court cases that have questioned the issue of tenure have been relatively few. This is due in part to the legality of tenure statutes. Tenure is not an item that can be grieved under any contract and it is mandated by legislative acts, not contract language. Two contrasting cases involving higher education faculty are Perry v. Sindermann (1972) and Board of Regents of State Colleges v. Roth (1972) (Kaplin, 1995, p. 246).

Robert Sindermann was a teacher in the Texas State College System for 10 years. He began his career at the University of Texas,

where he taught for two years before teaching at San Antonio Junior College for four years. The last four were at Odessa Junior College. During the 1968-1969 school year at Odessa Junior College, he was elected president of the Texas Junior College Teachers' Association and became critical of the Texas Board of Regents. At Odessa, he received one-year contracts; however, following his criticisms of the board, his one-year contract was not renewed. Sindermann brought suit against the college authorities, arguing that their failure to provide him an opportunity for a hearing violated the Fourteenth Amendment's guarantee of procedural due process (Fischer, Shimmel, & Kelly, 1981, p. 30).

In the Sindermann case, the Supreme Court explained that a teacher may acquire tenure "by custom." In such a situation, a teacher's right to tenure is not formalized in a written contract but is implied from the circumstances of employment. The court ruled that when a teacher can prove a reasonable expectancy of continued employment, the teacher has a property interest in job tenure that is protected by the Due Process Clause of the Fourteenth Amendment (Fischer et al., 1981, p. 31).

When David Roth, a non-tenured assistant professor at Wisconsin State University-Oshkosh, was informed that he would not be rehired for the 1969-1970 academic year, he, too, went to court. He claimed that he was never given a notice or hearing regarding any reasons for

the non-renewal of his contract. This, he alleged, deprived him of his “liberty” and “property” without due process of law.

The Supreme Court disagreed with Roth. This case distinguished a probationary teacher from one on tenure and held that only the tenured teacher had a reasonable expectancy of continuous employment, which created a “property” interest meriting due process protection. The probationary teacher has a property interest only for the duration of the contract. The court said that if the dismissal had occurred during the contract period there would have been a “property” interest, however there is a difference in dismissal during a contract and a nonrenewable contract (Fischer et al., 1981, p. 193-194).

A governing boards decision to award tenure is usually not the end of student and peer evaluation of faculty. Most institutions continue to maintain the practice of involving faculty members, department chairs, and/or deans to serve as an evaluation team to periodically review a tenured faculty member’s teaching, scholarship, and service (Cotter, 1996). Bowen and Schuster’s (1986) research (as cited in Miller, 1987) pointed out that tenure is not an “iron bound” contract. Miller wrote that tenure may be annulled in cases of serious malfeasance on the part of individual professors and in cases of financial exigency on the part of institutions. The AAUP addresses the issue of tenure termination by specifying what constitutes “adequate cause”. These “causes” are defined to include: (1) financial exigency, (2)

discontinuance of a program or department not based on financial exigency, (3) termination for medical reasons, (4) moral turpitude (behavior that would evoke condemnation by the academic community generally), and (5) unfitness in professional teaching or research responsibilities (Loope, 1995, p. 9).

Most higher education institutions have some way of making academic tenure, retention, and promotion decisions by basing these decisions on any number of formal evaluation procedures. These institutions share a number of characteristics. One is the somewhat haphazard manner in which these systems have evolved. A second is that such systems tend to be sources of dissatisfaction among faculty members (Miller, 1987). Miller counterbalanced these two with a list of 10 characteristics of effective tenure systems. Miller identified these as being “not so much from the sparse research evident on this important matter as from academic administrators’ experiences” (p. 12):

1. The academic promotion and tenure policies and procedures reflect the history and nature of the institution.
2. The system is compatible with current institutional goals and objectives.
3. The system balances reasonably well the institution's academic needs and the individual's professional interests.
4. The system encompasses both institutional and departmental expectations.
5. The promotion and tenure policies and procedures are clearly articulated in written documents.

6. The policies and procedures are applied consistently and fairly.
7. The overall system for making promotion and tenure recommendations is manageable.
8. An academic grievance procedure allows recourse.
9. The academic personnel decision-making system and its components are legally defensible.
10. The overall promotion and tenure system has reasonable credibility.

The impact of tenure on higher education institutions clearly points to the necessity of effective faculty evaluation processes. The 1996 Digest of Education Statistics presented data which shows this impact by the yearly percentage increases in faculty members receiving tenure: in the 1993-1994 academic years all institutions (four-year and two-year and public and private) had an overall 64.2% of their faculty with tenure status; in 1994-1995 it had increased to 64.3% with the increase at the two-year institutions of 72.9% in 1994 to 73.3% in 1995. In a speech given at the Iowa State University Faculty Conference in March 1997 by Richard Chait he noted that in 1993 among full-time faculty nationwide, 53% were tenured, 21% were on a tenure-track, and 27% were tenure ineligible within the higher education realm, and 7% of all public institutions maintain tenure systems.

Faculty unionization has also impacted tenure granting institutions in recent years. The University of Minnesota, the State University of New York (SUNY), and the Pennsylvania State College and University System have developed union contracts that do not follow

the AAUP's guidelines for termination of tenure. Most labor contracts do not make a requirement of financial exigency to protect faculty members from possible layoffs. The University of Minnesota contract stated that layoffs of unlimited faculty members may occur only when necessary for bona fide, good and sufficient reasons. Institutions have examined this impact and must deal with these challenges. The growth of faculty involvement in the process should be addressed with effective faculty evaluation systems.

Tenure - Trends in Tennessee

Nebraska Mays (1995), TBR Vice Chancellor for Academic Affairs, in a memorandum to members of the Academic Affairs Sub-Council of the Tennessee Board of Regents, wrote that the primary purposes of academic tenure could be stated as being "(1) to ensure the individual that he or she can carry out assigned duties and responsibilities without fear of censorship or unwarranted discipline, and (2) an expectation of continuous employment except for adequate cause."

In reference to colleges in the Tennessee Board of Regents System, Mays addressed public perceptions of faculty tenure by providing relevant data. While the public and legislative bodies see faculties as "tenured in," the current data show that the rising percentage of tenured faculty may be the result of other factors at work rather than on an easy probationary process. Mays points to data that show "most institutions are in a 'normal' range relative to the

percent of tenured faculty, around 60-70 percent of eligible faculty.” In the last years, however, the number of tenure-track faculty hired has decreased appreciably, while the number of temporary, term, and adjunct appointments have increased.

In Tennessee Code Annotated (TCA), published by the State of Tennessee, the statute defining tenure in higher education states:

49-8-301. Authority of board. ---(a) The board of regents shall promulgate a tenure policy or policies for faculty at institutions within the state university and community college system, which policy or policies shall ensure academic freedom and provide sufficient professional security to attract the best qualified faculty available for the institutions.

(b) Pursuant to this part, the board shall:

- (1) Define the nature of tenure at institutions, and the rights and responsibilities of faculty with tenure;
- (2) Determine the minimum qualifications and requirements for eligibility of faculty for tenure, and the conditions precedent to the award of tenure by the board;
- (3) Provide for the termination of faculty with tenure by institutions for adequate cause, for retirement or disability, and for financial reasons or curricular reasons in an institution in the discretion of the board or its designee; and
- (4) Provide for all other matters relating to tenure deemed necessary by the board.

(c) (1) Tenure shall only be acquired by a faculty member in an institution upon positive approval by the board, and no other type of tenure or right similar thereto shall be acquired by a faculty member.

(2) Faculty with tenure shall be subject to all reasonable changes in the tenure policy adopted by the board; provided, that faculty who have previously been awarded tenure shall retain their tenured status under any new policy. Present faculty in probationary employment shall be

given credit for service in an institution toward completion of any new probationary period. [Acts 1976, ch 839, § 2; T.C.A., § 49-3255.

The Tennessee Board of Regents requires its member institutions, including the 12 community colleges, to consider several criteria prior to the recommendation for tenure. Among the data collected and observed during the evaluation are formal observations to determine teaching effectiveness; evaluation of scholarship, research, and public service activities; professional degrees, awards and achievements; and service to the institution. Additionally, institutions are asked to include documentation and evaluation of professional activities and membership and leadership in professional organizations; demonstrated potential for continuous professional growth; staffing needs of the department or institution; and willingness and ability to work effectively with colleagues to support the mission of the institution. Furthermore, the Tennessee Board of Regents requires each institution to develop institutional policies that include a “clear statement as to the role of evaluation in measuring the criteria relevant to assessing the merit of the faculty member” (Tennessee Board of Regents, p. 11, 1997).

Evaluation

In addressing evaluation in community colleges, Cross (1994) cited the 1990 the United States Department of Labor’s Commission on the Skills of the American Workforce:

The community college should be the nation's premiere teaching institution. Quality instruction should be the hallmark of the movement. Community colleges, above all others, should expect the highest performance in each class and be creative and consistent in the evaluation of the results (p. 79).

Faculty evaluation has been called perhaps the most difficult task that confronts college administrators on an ongoing basis (Shirk & Miller, 1994). Evaluation of faculty performance is a process considered critical to institutional livelihood and renewal (Licata, 1986). However, more discussion than actual research concerning faculty evaluation is available in literature. Much of what has been published describes models of evaluation. Burg (1993) wrote of the "dearth of literature" on this subject, adding that while post-tenure evaluation was the subject for numerous articles and studies in the early-to-mid 1980s, little had been written since. Additionally a lack of available models for review was consistent with the lack of available literature (p.253).

Undergirding and driving any evaluation plan is a preestablished purpose for the evaluation. In the case of post-tenure review, the literature mentions three basic, but not necessarily compatible, purposes: (1) to supply documentation for the removal for incompetence; (2) to provide information for personnel decisions in the areas of reductions in force, merit raises, and promotions; and (3) to support faculty development and improved instruction (Licata, 1986).

Evaluation is both a judgment about the worth or impact of a

program, procedure, or individual, and the process whereby that judgment is made. It is the collection and interpretation of relevant information that serves as the basis for rational judgment in decision-making situations (Dressel, 1976). Many forces affect the development of effective evaluation models. The public challenge for educational institutions to develop evaluation models and to demonstrate accountability and responsibility continues today (Worcester, 1993).

Most systems of evaluation collect data to make personnel decisions or to improve faculty performance. "Evaluation that 'sums up' performance at the end of a time period and results in some kind of overall judgment is referred to as summative evaluation. Evaluation to improve performance can be called formative, because it is meant to help 'form' performance while it is in progress" (Centra, 1980, p. 16). In the past few years, the climate in academe has been gradually shifting toward emphasizing and promoting excellence in teaching as well as in research. The manner in which evaluation is addressed by the faculty may be affected by the institution's mission statement. Administrative decisions based on the formal and informal evaluative process have a lasting effect on educational, departmental, and overall institutional quality, and the professional and personal lives of those who are being evaluated (Shirk & Miller, 1994).

Miller (1987) stated that the two basic, well-known purposes of faculty evaluation were to improve faculty performance (a formative

function) and to assist in making equitable and effective academic personnel decisions (a summative function). He cited the Southern Regional Educational Board (1977) as support for the belief that faculty evaluation can also serve “to promote expansion of the scope and quality of basic and applied faculty research, and to keep alive a sensitivity to the needs of the local, state and national community” (p. 17).

Burg (1993) addressed both forms of review, summative and formative. Citing his research, Burg stated that the summative form of post-tenure review was perceived as “pressure-laden and superficial.” Faculty members involved in summative reviews often received little or no feedback from the process. The formative model of review, Burg continued received more favorable comments and was not perceived as a threat to tenure. Such reviews were designed for tenured faculty to “provide a systematic review of the professor’s functioning with the objective of providing feedback to enhance performance” (p. 63).

Other researchers have concluded that faculty evaluation does not serve well the dual purpose of making personnel (promotion-tenure) decisions and helping faculty to improve. One examination of faculty evaluation systems had indicated that the function of personnel decisions is more readily served than was the function of helping faculty to improve (Whitman & Weiss, 1982, p. 32).

One of the main obstacles to effective faculty evaluation, Rifkin

(1995) concluded, was the inability to reach consensus about the stated purposes of faculty evaluation. Rifkin said that most research on faculty evaluation has indicated that the improvement of instruction, the facilitation of general administrative decision-making, the determination of faculty retention, and salary considerations were the main purposes and the focus of most evaluation models and processes.

The National Commission on Higher Education Issues Report (as cited in Licata, 1986) stated that tenure and post-tenure evaluation were the most pressing issues facing higher education:

In its summary report, the commission strongly urged that “campus academic administrators working closely with appropriate faculty committees should develop a system of post-tenure evaluation”. It also suggested that “nothing will undermine the tenure system more completely than its being regarded as a system to protect faculty members from evaluation” and recommended that a system of post-tenure evaluation be developed on campuses to help ensure faculty competence and strengthen institutional quality. (p. 4)

Whitman and Weiss (1982) identified four major issues concerning faculty evaluation: (1) the desired outcomes of faculty evaluation; (2) the functions of faculty activity that are to be evaluated; (3) the criteria to be used and (4) the procedures for implementing the evaluation.

Worcester (1993) explained four issues to be addressed when developing a faculty evaluation system. These issues were how an evaluation system should be developed; who should participate in the

evaluation process; what would be included; and what should be done with the evaluation results.

Applegate (1981, p. 12) reviewed several sources that suggested faculty evaluation was designed to:

1. Identify and/or evaluate long and short-term institutional goals as well as to validate accountability for the central goals of the organization.
2. Identify individuals for rewards and personnel decision-making.
3. Promote faculty growth
4. Assess individuals for assignments that maximize their talent.

These purposes of faculty evaluation are as varied as institutions.

Most purposes, however, have focused on faculty growth, institutional goals, and personnel decisions (Applegate, 1981).

The Academic Senate for California Community Colleges developed a *Model Four-Year Tenure Process*. In this model, proposed in 1990, the following suggestions for evaluation of classroom performance were stated:

1. Classroom Performance

The faculty member demonstrates excellent performance in classroom teaching or in carrying out other primary responsibilities specifically listed in the employment job description including but not limited to:

- a. currency and depth of knowledge of teaching field or job duties;
- b. proficiency in written and oral English enabling clear, effective communication to students, staff, and colleagues;
- c. use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the student, and

consistent with departmental practices; this is not intended to discourage use within a department of a variety of successful pedagogical approaches to learning.

- d. careful attention to effective organizational skills in the classroom or work site; and
- e. consistent responsibility in fulfilling official college requirements as well as departmental agreements (p. 4).

Licata and Andrews (1992) surveyed faculty leaders on the purposes of the evaluation system at their institutions and reported that approximately 55% indicated the stated purpose was to provide a basis for faculty development and improvement. Twenty-four percent responded that it provided information needed in making personnel decisions and a small percentage (9%) responded it was used to make merit recognition decisions.

Centra, in his 1977 survey, *How Universities Evaluate Faculty Performance: A Survey of Department Heads*, stated that while teaching, research, and community or college service were the three main functions of universities, the survey respondents had indicated that public or university service was generally given little importance in evaluating faculty for tenure or promotion purposes. The survey findings indicated that research universities with large Ph. D. programs and heavy financial support for research emphasized research, while at doctoral-granting, comprehensive universities, teaching ranked first. In addition to public service, other areas given minor or little attention included student advisement and service to the institution. Centra

reached the following conclusion: "Once the appropriate credentials are in hand, most universities and departments evaluate faculty members as researchers-scholars and classroom teachers" (p. 17).

Dressel (1976) reflected that effective evaluation must be based upon certain principles. Dressel said that evaluation was a complex process, and no one method was by itself adequate. In fact, overemphasis on one method could do more harm than good. He continued that evaluation must employ the best possible procedures as an integral part of the teaching/learning process, rather than a distraction. It must be based upon observations, while well-defined data and evaluation procedures must encourage student recognition and acceptance of their learning responsibilities.

Dressel suggested that the evaluation processes should take into account the following factors:

1. Environmental factors, not only the physical environment, but the climate of the classroom where students have confidence in the worth of their classes must be evaluated.
2. Instructors must be confident of their own understanding of the topics or problems they discussed and must convey this understanding to students.
3. The obligations of the instructor are interwoven with the content and the instructional methods.
4. To assist students in organizing their learning, the instructor should schedule reviews and relate topics to previous learning or future learning.
5. The instructor should emphasize the relationship of facts, concepts, principles, methods, and skills to other courses, disciplines, and issues or problems in daily life or society, (pp. 338-340).

Sergiovanni and Starratt (1993) discussed five distinctions an evaluation program should make. First, the question of who evaluates makes a considerable difference in the evaluation process, whether it is exercised by a department head, university review board, or peer review. Second, what is being evaluated? Is it the evaluation of one professor, one course, an entire curriculum, department, or college? Third, with the question of the audience, does the evaluation distinguish between the various audiences for which an evaluation is intended? Fourth, a distinction should be made between various types of evaluation procedures and assumptions behind the procedures employed in an evaluation. Fifth, by distinguishing between the purposes the evaluation and the form of the evaluation the evaluation process will take its shape.

Based on what was known about faculty evaluation in general, Licata (1986) made the following recommendations for institutions interested in developing or modifying evaluation plans:

1. The purpose for the evaluation should drive all other aspects of the evaluation plan.
2. Faculty must be involved in the design of the plan.
3. Faculty and administrators should agree upon the specifics of the plan.
4. The need for flexibility and individualization should not be overlooked.
5. Faculty development programs should be linked to a post-tenure evaluation system.
6. Innovative approaches to post-tenure evaluation and institutional planning are needed (pp. 65-66).

One element shared by most researchers is that faculty should be involved in the development of evaluation plans. Kirschling (1978) stated that while there must be a clear focus on mission and excellence, there must also be a clear and visible institutional concern for the faculty. Faculty involvement should not be limited to just the development of evaluation plans, but also address the concerns of individual faculty.

Miller (1987) suggested that individualization could take place in a number of ways. An individual contract between the instructor and the department chair can be developed.

Individualization can also be achieved by using a weighting system whereby the individual instructor and department chairperson agree on the weight, or degree of importance, that will be given to teaching, research, service, and other elements in the system (p. 28).

Seldin (1975) stated that, to make the evaluation system acceptable, there must be faculty involvement in developing and running the program. Each discipline may require separate standards and methods reviewed by a higher board. Seldin stated "the professors must never lose the feeling that they are in control of their destiny" (p. 158).

Kudless (1985) examined the "trade-off" between more useful data gathering, informed discussion by the participants, and diffusion of decision-making power; and a more formalized, time-consuming

evaluation process.

One way of including performance criteria in evaluation, while at the same time tailoring each professor's evaluation to the needs of the college and the specific strengths of the faculty member, is through the growth contract. Essential features of this approach are: (1) a conference to fashion an agreement between the faculty member and his/her peers which establishes a few key goals for the coming year as well as specifically defined performance measures; (2) agreement by the department chair to initiate frank and factual discussions if standards are not being met and to provide assistance and encouragement to faculty wishing to participate in development activities; (3) voluntary participation; and (4) peer feedback to alert the faculty member as to the effects of his/her performance. If growth contracts are built on the twin concepts of flexibility and individualization, the community college will grow along with its faculty members (Kudless, 1985, ERIC Abstract).

Evaluation plays an important role in three primary areas of higher education: teaching, research, and service (Centra, 1993). Recent studies and research have demonstrated that evaluation of teaching performance is of central importance in providing a reasonable base for administrative decisions or promotion, salaries, and tenure.

Seldin (1975) noted little uniformity in evaluation practices. Seldin wrote, "broad philosophical disagreements exist with regard to the sources of information that should be used in evaluating teaching performance" (p. 30).

In 1988 Hans Andrews and Christine Licata conducted a study of post-tenure evaluation at over 300 community colleges. In contrast to most senior colleges and universities, classroom effectiveness is the primary criterion utilized in post-tenure evaluation. The problems most

frequently mentioned with these evaluations most frequently mentioned by faculty and administrators were (1) the ineffective implementation of development plans; (2) the lack of a reward system; and (3) inadequate training of evaluators (Burg, 1993, p. 256).

Post -Tenure Review

Burg (1993) examined post-tenure review policies at several other colleges and described a variety of models in use by them. Some models reviewed included:

Coe College reviews tenured faculty at four-year intervals after they receive tenure. The reviews are based on student evaluations, a self-evaluation, and a department chair review.

At St. Lawrence University if a tenured faculty member has not been reviewed as part of a regular evaluation in a four-year period following the tenure appointment, the dean and department chairperson shall review the faculty members performance "with special attention". These reviews are undertaken at the end of a subsequent four-year period in which no other review takes place.

West Chester University's post-tenure review occurs five years after tenure is received, and each succeeding five year period. A departmental committee evaluates the following materials: student evaluations, peer evaluations, and updated vitae and any other data the faculty member submits.

Earlham College' post-tenure evaluations are undertaken solely to maintain and advance teaching competence. They occur every five years after the award of tenure until the age of sixty. The evaluations are not designed to question one's competence to hold tenure (Burg, 1993, pp. 6-9).

Post-tenure review, like tenure, is a multi-step process that generally occurs at three- or five-year intervals. While systems and institutions have established a variety of criteria and standards, basically, post-tenure review replicates the tenure appointment review process, including the compilation of voluminous materials, evaluations by outside peers, and assessment by several campus committees and possibly a system-level review (Mays, Memorandum, 1995, p. 8).

TBR Policy 5:02:01:05 (*Faculty Development*) requires that all faculty, both tenured and non-tenured, be evaluated periodically. The policy likewise requires that institutions develop appropriate faculty development programs for addressing identified weakness or other areas in which faculty individually or collectively need improvement.

Post-tenure review is a multi-step process which begins at the classroom and departmental level and includes review by students, peers, department head, dean, and the vice-president for academic affairs. The process generally begins in the spring term of each year and includes both a review of the current year's performance and the establishment of a performance plan for the coming year. The annual evaluation includes the following elements: (1) a self-evaluation, (2) student evaluations, (3) departmental evaluations, and (4) administrative review.

In 1988, Andrews and Licata conducted a study (as cited in Burg, 1993) of post-tenure review at over 300 community and junior colleges,

almost all of which employed some form of post-tenure review. The problems listed most frequently by faculty members and administrators were “(1) the ineffective implementation of developmental plans; (2) the lack of a reward system; and (3) inadequate training of evaluators” (Burg, p. 4). The most significant findings from the study were the following: (1) strong support for periodic post-tenure review; (2) the belief that a faculty development program should be implemented in conjunction with multiple data sources; and (3) to weed out incompetent faculty.

At the University of Texas, a revamped version of post-tenure review has been received favorably by its tenured faculty. The new version passed by the Texas legislature in 1997 demanded accountability of tenured professors, while protecting their academic freedom. One change occurred in the terminology used. The term “post-tenure review” was changed to “performance evaluation of tenured faculty”. The most significant change was that a tenured professor cannot have his or her tenure revoked for unsatisfactory performance, but only for incompetency or another “good cause”. The faculty members were given a high priority in developing the language used in this policy, which helped to ease many of the concerns (Carnevale, 1997, pp 1-2).

Elements of Faculty Evaluation Models

Much of the available research on evaluation of higher education

faculty focuses on teaching, research, and service. “To say that the evaluation of faculty performance is useful is one thing, to get the evaluation system off the ground is another” (Seldin, 1980, p. 7).

There are barriers to developing an evaluation program. Many evaluation systems use unreliable methods, vague criteria, and uncertain performance standards. There are also social and attitudinal problems. Some academics argue that direct observation is an “invasion of professional privacy” (Seldin, 1980). Other opponents of evaluation argue that teaching is too complex and subjective to be evaluated. There are many aspects of teaching that are difficult to measure. Webber (1991) wrote that informal interaction with students, such as answering questions, tutoring, or advising, was in some cases more significant to a student’s success than was formal teaching (p. 1).

Centra (1980) wrote “in spite of the problems, reasons for effective evaluation are becoming increasingly compelling. There is no single foolproof way to evaluate teaching” (p. 3). Each source of information has its limitations; each can be biased or contaminated. Fair personnel decisions can be made by combining several sources, thus putting into place a system of check and balance that maximizes the results of evaluation for instructional improvement.

Applegate (1981) cited Centra’s 1977 study, for which department chairs were asked to rank-order 15 possible data sources on teacher effectiveness. The chairs considered the most important

sources to be chair evaluations, systematic student ratings, colleague opinions, and committee evaluations. Many said that classroom observations should be emphasized more and colleague opinions less. Others felt that review of course materials by chairs or peers was needed, as was the preference for systematic student ratings over informal student opinions.

Evaluation of faculty performance is one of the chairperson's most difficult and important responsibilities. Handled properly, evaluation can improve faculty morale and result in a strong, effective department. Handled improperly, evaluation can destroy morale, decrease the overall department's success, and place the department chair in a variety of grievance issues (Tucker, 1984).

Poole and Dellow (1983) discussed an evaluation system which maximized the amount of information and data gathered. The first of three major sources of information was the yearly student evaluation of instructors. The results of the student responses were compared to the instructors' ranking of course objectives. Arreola and Aleamoni's 1990 study (as cited in Shirk & Miller, p. 15, 1994) found that student evaluations had long served the role of a major measure of teaching effectiveness. These evaluations provide a formative feedback to the faculty members, thereby encouraging professional growth and development.

The second major source of data on teaching effectiveness was

the classroom observation completed by the faculty member's department chairperson. The department chair completed one observation per year for each tenured faculty member and one each semester for each non-tenured faculty member. The faculty member and chairperson discussed the observation during which time the faculty member was given an opportunity for rebuttal.

The third source of information on classroom effectiveness was provided by the faculty member's professional performance and growth plan. This was initiated by the faculty member, and it outlined a plan of activities for the following academic year.

The combination of the student evaluation data, the department chairperson's classroom observation data, and information from the professional performance and growth plan gave both the faculty and the administration considerable data to evaluate the instructor's effectiveness.

Student ratings were cited by many researchers as perhaps the most commonly gathered evidence of teacher effectiveness. Studies have shown the reliability of student ratings were high, although validity remained a problem. Applegate (1981) listed common data requested in student ratings as including:

1. Objectives clearly stated and related to content.
2. Expectations and evaluation methods clearly stated, understandable, and provided at the beginning of the course.
3. Examples provided to clarify content.
4. Important data stressed.

5. Two-way communication stressed.
6. Application of content to real or hypothetical situations encouraged.
7. Presentation well organized.
8. Classes begin and end on time.
9. Feedback on papers and examinations prompt and helpful.
10. Stated office hours maintained and appointments kept.
11. Materials beyond reading assignments presented.
12. Various viewpoints presented.
13. Student interest increased and/or broadened as a result of this teaching approach.
14. Thinking skills increased. (pp. 9-10)

Student evaluation is generally agreed to have the most influence on promotion and tenure decisions.

Students are in the best position to judge whether course objectives are clear and the course is well organized, whether the instructor explains clearly, allows for dissent, is patient, is interested in students, and how he compares with other instructors with whom they've taken courses (Miller, 1987, pp. 31-32).

Seldin (1980) stated:

But students cannot and should not be expected to pass judgment on the currency of course material, the professor's mastery of the subject, the appropriateness of instructional objectives, reading lists or textbooks. These judgments require professional background and should be left to the professor's colleagues (p. 38).

The *The Academic Senate for California Community Colleges Four Year Tenure Model* (1990) suggested the following uses of student ratings:

The use of student evaluations is essential. In order for them to be a significant factor they must be extremely well devised and scrupulously administered. For classroom

faculty they should take into consideration as many variables as possible including but not limited to things such as student motivation, class size, subject matter, and whether or not the class was required (in or out of a “major” area). For non-classroom faculty, student evaluations must be both more broadly defined and applied and they must be, at least in part, related to the particular faculty member’s assignment in order to be considered in the same vein as those for classroom faculty. Longitudinal studies of students and their opinions of an individual faculty member over a considerable length of time would be necessary in a system valuing student evaluations over other types (p. 5).

The literature reviewed for this study indicated most writers advised that where student evaluations were used, they should be obtained from a representative sample of students and, where possible, be anonymous. Student evaluations were most valuable if they covered several years and in situations where it was possible to compare patterns with norms set by other instructors teaching in similar situations. When used properly, student questionnaires have been considered immensely valuable as feedback to the instructor and as a motivation to the instructor (Webber, 1991).

While acknowledging that peer evaluation is a sensitive area, many researchers have stressed its importance. The validity and reliability of peer ratings are difficult to measure, however, because so little research has been conducted in this area (Dressel, 1976; Whitman & Weiss, 1982). One study suggested that, when peer ratings were compared to student ratings, their reliability was low. This low correlation reportedly can be improved, however, if visits to a

classroom are made more frequently (Centra 1977; Seldin 1980). The validity of colleagues' evaluation of teaching suffers from the same bias that students' evaluations do: good ratings do not necessarily equate with good teaching. Popularity and politics can influence a rating (Whitman & Weiss 1982). The collaboration of discipline-specific and general faculty members promotes a broad collegial perspective on the work of faculty members in general (Academic Senate, 1990).

Basically, colleagues play two roles - individual and collective - in the process. Peers provide evidence individually to assess the quality of teaching, research, and scholarship by classroom visitations, examination of instructional materials, or completing a rating instrument. Collectively, they provide aggregate judgments of performance through peer departmental committees (Licata, 1986, p. 42).

“Colleagues can properly and systematically appraise other faculty on a wide range of dimensions without necessarily visiting each other's classes. The use of colleague evaluation questionnaires and rating techniques is one way this can be done” (Centra, 1980, p. 76). Evaluation questionnaires were used by few departments because little was known about the reliability of ratings or about their validity. Webber (1991) explained that in some departments it was common practice for peers to attend each others' lectures as a means of keeping up-to-date. In some departments peers were assigned to attend a certain number of lectures, usually announced observations. “Not surprisingly, this adds to the stress of presenting those particular

lectures. Even small group teaching is difficult to evaluate without unduly disturbing the process by the very presence of observers” (p. 1).

Cashin’s 1989 research (as cited by Quinn, 1994) stated that the best evaluation systems were those that considered multiple sources of information about teaching effectiveness. Almost all researchers included classroom visits as an important approach to evaluation of teaching effectiveness. Cashin concluded that when this method is used, it was important that the evaluator be a skilled observer.

Multiple visits allow opportunity to measure growth, but observational reliability is essential. The purpose and goals of the visit should be determined in advance. A review of the observation should provide an opportunity to establish growth goals and a follow-up visit must be guaranteed (Applegate, 1981, p. 11).

Occasional classroom observations seem to be an insufficient basis for a reliable and accurate appraisal of a faculty member’s overall performance. Also, except in those cases in which an administrator is trained in the academic field of the professor, it is virtually impossible for the evaluator to assess the instructor’s professional competence (Kronk & Shipka, 1980).

For both instructional improvement and administrative decision making, colleagues should be in a position to judge those aspects of teaching that involve substance, rather than the process itself. “Research indicates that ratings based primarily on classroom observation would in most instances not be sufficiently reliable to use

as a basis for decisions on tenure and promotion" (Centra, 1980, p. 83).

Centra (1993) summarized several points into the form of guidelines for colleague and chair evaluations:

1. *Use committees of colleagues to evaluate teaching for tenure and promotion decisions.* Evaluations by committees of colleagues should be based on a dossier or portfolio of instructional materials; student evaluations, and if possible, classroom observations.
2. *Do not give classroom observations undue weight in summative evaluations.* Because of the limited amount of time and different views faculty members may have about teaching, colleague ratings based on observations alone should not be given undue weight.
3. *Encourage faculty members to work together to improve instruction.* Although faculty members vary in their ability to offer useful suggestions, all faculty can provide a perspective students and others cannot.
4. *Have colleagues from appropriate fields evaluate research and creative endeavors.* Colleagues, and probably chairs as well, are able to provide more reliable judgments of research and creative endeavors than of teaching.
5. *Use reflective judgment.* The best judgments will be made by individuals who draw on rich experience and their knowledge of teaching, research, or service. (pp. 133-134).

In summary, guidelines and suggestions for developing effective evaluation systems are readily available, although some questions remain concerning all aspects of the process. The actual perceptions of faculty members concerning the evaluation process have received less study (Worcester, 1993). The purpose of this study is to provide

data on the perceptions tenured faculty have about the post-tenure review process *as it actually occurs* and to determine if there are differences in their perceptions about what they believe *should occur* during this process.

CHAPTER 3

METHODOLOGY

The research methodology for the study is described in this chapter. A description of the study and the methods and procedures used to collect the data are also contained. The target population and procedures for ensuring the rights of human subjects are discussed. A description of the instrument used, the gathering of data, and the methods for analyzing the data are stated, also.

Description of the Study

A thorough review of the literature was conducted in order to provide a relevant background for the study. This research was based upon the media and material sources at East Tennessee State University, Johnson City and the University of Tennessee, Knoxville, including an Education Research Information Center (ERIC) computer search, the *Dissertation Abstracts International*, educational journals, and professional books. Additional reference resources were obtained from the Tennessee Board of Regents and each of the 12 community colleges in Tennessee.

This study examined the perceptions tenured faculty have about the post-tenure review process as it actually occurs and was designed to determine if there is difference between these perceptions and what faculty members believe should occur during the post-tenure review

process at each of Tennessee's 12 community colleges. The purpose of this study is to provide information and make recommendations on the post-tenure review processes currently used in the community college environment for determining tenure, retention of position, and promotion. The recommendations were based on the responses received from tenured community college faculty in the Tennessee Board of Regents System.

Collection of Data

The Tennessee Board of Regents was the source of the names and campus addresses of the academic vice presidents at each of the 12 community colleges in Tennessee. The vice presidents of eight community colleges provided names and office address of tenured faculty members at their respective institution. Four others in mailed replies from their chief academic officers chose not to participate in this study. However, the names of the faculty members from those four community colleges were obtained from current community college catalogs in the University of Tennessee reference library. From catalogs participants were chosen based on their faculty ranks of assistant professor, associate professor, or professor. The preliminary assumptions were that instructors were unlikely to have achieved tenure status whereas faculty members listed as assistant professor, associate professor, or professor were considered likely to have been awarded tenure.

The first questionnaire was mailed April 2, 1997, to the office addresses of 241 tenured community college faculty. A second questionnaire was mailed to each non-respondent four weeks after the original questionnaire mailing on May 2, 1997. A follow-up postcard was mailed on May 16, 1997, six weeks after the original surveys were sent.

The first mailing included a questionnaire and a cover letter from the researcher. This letter briefly outlined the research study, a statement of purpose and a brief introduction to the researcher. In this mailing, and subsequent mailings, a pre-addressed, stamped return envelope to the researcher was included.

Target Population

The target population for the study was all tenured faculty members at Tennessee's 12 community colleges. Based on the October 1995 Tennessee Board of Regents budget, as reported in Appendix A, there were 925 tenured faculty in the Tennessee Community College System. Of the 925 tenured faculty in these community colleges, a systematic sample of 241 (26.1%) were sent the questionnaire. According to Hinkle, Wiersma, and Jurs (1994) a systematic sampling technique is appropriate when a list of members is readily available. For this research study the systematic sampling was set at 25% of each community college in order to obtain the needed sample size and assuring equal representational opportunity for each community college. Thus when the systematic sampling technique of

choosing every fourth tenured faculty was used, the projected 25% tenured faculty member sample size was in actuality 26.1%. From the mailed questionnaire, usable demographic and research data appropriate to the study were obtained from 151 of the 164 (68.1%) respondents (from the total tenured faculty population of 925 the 151 respondents were 16.3%) and are recorded on Table 1.

Human Subjects' Rights

A proposal for the study was forwarded to the East Tennessee State University Institutional Review Board (IRB). Approval to proceed with this study as exempt from coverage under the federal guidelines for the protection of human subjects was given on January 3, 1997 by David N. Walters, M. D., Chair of the IRB. Each selected faculty member received a questionnaire and a stamped, self-addressed, return envelope. Each of the returned questionnaire's envelopes was numbered in order to provide a system where non-respondents could be tracked and sent a follow-up survey.

Additionally, anonymity was protected by assigning each returned envelope a six-digit code number. The first three digits were assigned to identify the community college. The last three digits identified to whom the questionnaire was sent. As the surveys were returned they were placed in the appropriate institutional folder and marked on the faculty list as having been returned. All returned envelopes remained unopened until eight weeks after the initial mailing. The questionnaires

TABLE 1

TOTAL MAILED AND RETURNED QUESTIONNAIRES OF EACH COMMUNITY COLLEGE WITH CORRESPONDING PERCENTAGE OF RETURNED QUESTIONNAIRES

Community College	Number Mailed	Number Returned (percent)
Chattanooga State	40	26 (65)
Cleveland State	16	12 (75)
Columbia State	19	16 (84.2)
Dyersburg State	10	7 (70)
Jackson State	13	8 (75)
Motlow State	12	9 (75)
Northeast State Technical	8	4 (50)
Pellissippi State	38	27 (71.1)
Roane State	19	13 (68.4)
Shelby State	25	12 (48)
Volunteer State	21	17 (81)
Walters State	20	13 (65)
Total	241	164 (68.1)

Note. 151 (62.7% effective rate) usable responses.

were then removed from the envelopes and the numbered envelopes were destroyed. Because participant anonymity was preserved, there were 13 surveys that were unusable, because they could not be traced to the institutions or the individual faculty members.

Participant anonymity was preserved by reporting group, not individual data. Questionnaires will be sent to potential participants' office/campus addresses. Completion of the survey and its return to the researcher will serve as verification of the participant's consent to participate in the study (Worcester, 1993).

Instrument

The data collection instrument was a two-part questionnaire. The questionnaire included a demographic portion and items measuring perceptions toward the evaluation process. Through review of the literature, constructs effecting the evaluation process were identified and questions were developed based on the guidelines from Backstrom & Hursh-Cesar (1981). These guidelines included (a) using simple non-technical language, (b) varying the type of question, and (3) pretesting the instrument.

The questionnaire was piloted prior to the initial questionnaire mailing. The pilot sample was given to 12 tenured educators and three non-tenured administrators at Walters State Community College in Morristown, Tennessee. The purpose of this pilot study was to determine the general readability of the instrument, the clarity of the instructions and questions, and comments the faculty members chose

to add to improve the questionnaire.

After the review of literature, consultation with the committee chair, and discussion with other committee members, it was decided that a survey that asked respondents to answer survey items with two distinct answers would be the most appropriate manner of collecting data. The survey, which is in Appendix C, was designed as a two-part instrument containing a demographic section and a 14-item questionnaire.

The demographic section was designed to obtain information about the individual completing the survey. The demographic data sought included: campus geographical location, age, years of teaching experience, teaching experience at the tenure granting institution, gender, highest degree obtained, ethnicity, and faculty rank.

The second section was the 14-item questionnaire consisting of two Likert scales for each item. The first Likert scale measured the perceptions about what the individual thought actually occurs during the post-tenure review, while the second Likert scale measured the perceptions about what the individual thought should occur during the post-tenure review process.

An additional item on the demographic page asked the respondents to indicate what specific criteria were used within their institution's post-tenure review process. At the end of this list of criteria was an open space for any other item used in the evaluation

process. At the end of the questionnaire was a comment section that allowed the respondents to address any areas not included in the survey. Discussion of these open-ended items is covered in Chapter 4.

Data Analyses

The data were analyzed by using descriptive and inferential statistics. An alpha level of 0.05 was used to determine statistical significance for all analyses. The hypotheses stated in Chapter 1 were tested in the null format. The data were analyzed to test these eight hypotheses of the study. The demographic data were entered as independent variables and included: campus geographical location, age, years of teaching experience, years of experience at the tenure granting institution, gender, highest degree obtained, ethnicity, and present faculty rank. An analysis of this demographic information was conducted to determine if any relationships existed between the demographic categories and the faculty perceptions about what actually occurred at each institution in the post-tenure review process and what the tenured faculty believed should occur. The three dependent variables consisted of the means of responses from the 14 survey questions about what actually occurs, what should occur, and the difference in these means as applied to the post-tenure process.

The hypothesis used to address each research question is described in the following paragraphs. These questions were addressed in the demographic data given by the respondents.

Hypothesis 1 dealt with the perceptions of tenured faculty members regarding what actually occurs and what they think should occur during the post-tenure review, when comparing the three geographical regions of Tennessee's community colleges (East Tennessee, Middle Tennessee, West Tennessee).

Hypothesis 2 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, when looking for differences among the five subsets of age groups.

Hypothesis 3 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, when looking for differences within years of higher education teaching experience.

Hypothesis 4 dealt with the perceptions of tenured faculty members in Tennessee's community colleges about what actually occurs and what they think should occur during the post-tenure review, when looking for differences within years of experience at the tenure granting institution.

Hypothesis 5 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, compared with gender classification.

Hypothesis 6 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, when comparing levels of educational degrees.

Hypothesis 7 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, when looking for differences within five subsets of ethnic groups.

Hypothesis 8 dealt with the perceptions of tenured faculty members in Tennessee's community colleges concerning what actually occurs and what they think should occur during the post-tenure review, when comparing the five subsets of faculty rank.

The data were initially analyzed through inferential statistics to determine the means of responses to the 14 questions on the survey regarding what actually occurs, what the respondents think should occur, and the differences in these two. An Analysis of Variance (ANOVA) was computed for each set of responses to determine if significant differences existed among the subsets of the demographic data.

Summary

This chapter, Methodology, included the methods used in this research study. The target population consisted of all tenured faculty members in each of Tennessee's 12 community colleges. The 14-item

questionnaire and accompanying demographic information page were sent to 241 systematically selected faculty members and returned by 164 (68.1%). Statistical tests of the hypotheses were conducted by the use of ANOVA and t-tests.

CHAPTER 4

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

Introduction

The purpose of this study is to analyze the differences in perceptions of tenured community college faculty members regarding the post-tenure review process. Faculty members were asked to respond to a 14-item questionnaire in two ways: first, what they perceived as actually occurring in this review process and second, what they believed should occur. From this information, mean scores were computed and the differences in means were obtained. Data were collected from 164 tenured faculty members employed at the 12 community colleges in the Tennessee Board of Regents System. The first section asked each faculty member to respond to eight demographic questions and one open-ended item. The second section contained 14 items, each of which requested a response using two Likert scales to each item.

The survey was mailed to 241 (26%) systematically selected faculty members. One hundred and sixty-four (68.1%) questionnaires were returned. Of the 164 returned surveys, 151 were usable for the purposes of this study for an effective response rate of 62.7%.

Demographic Data

The 151 usable respondents included answers to eight

demographic questions that requested information about each faculty member's campus location, age, higher education teaching experience, teaching experience at the tenure-granting institution, gender, highest degree obtained, ethnic background, and faculty rank. Results from this data set are included in this section.

Campus Location

Faculty members were requested to categorize their respective campus location as East Tennessee, Middle Tennessee, or West Tennessee. Of those responding, East Tennessee represented 59.6% ($n=90$) of the usable questionnaires. Middle Tennessee represented 25.2% ($n=38$) of the usable returns. Faculty members from West Tennessee represented 15.2% ($n=23$) of the usable returns. Data showing this distribution of campus location are shown in Figure 1.

Age Group

Respondents reported their ages in one of the following categories: (a) 20-29, (b) 30-39, (c) 40-49, (d) 50-59, and (e) 60 or older. The 20-29 age category had no respondents. The 30-39 age category represented 11.3% ($n=17$) of the return. The 40-49 age category represented 31.8% ($n=48$) of the return. The 50-59 age group represented 49.0% ($n=74$) of the return. The 60 or older age group represented 7.9% ($n=12$) of the return. Age Group of the respondents is illustrated by Figure 2.

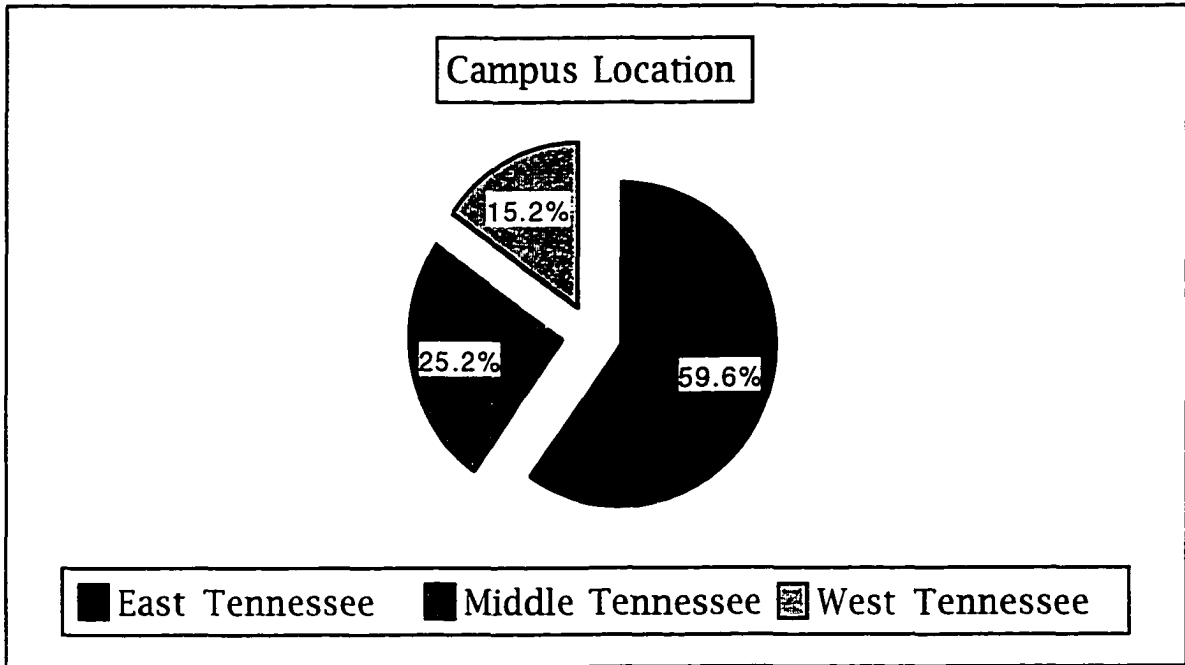


Figure 1. Campus Location of Respondents.

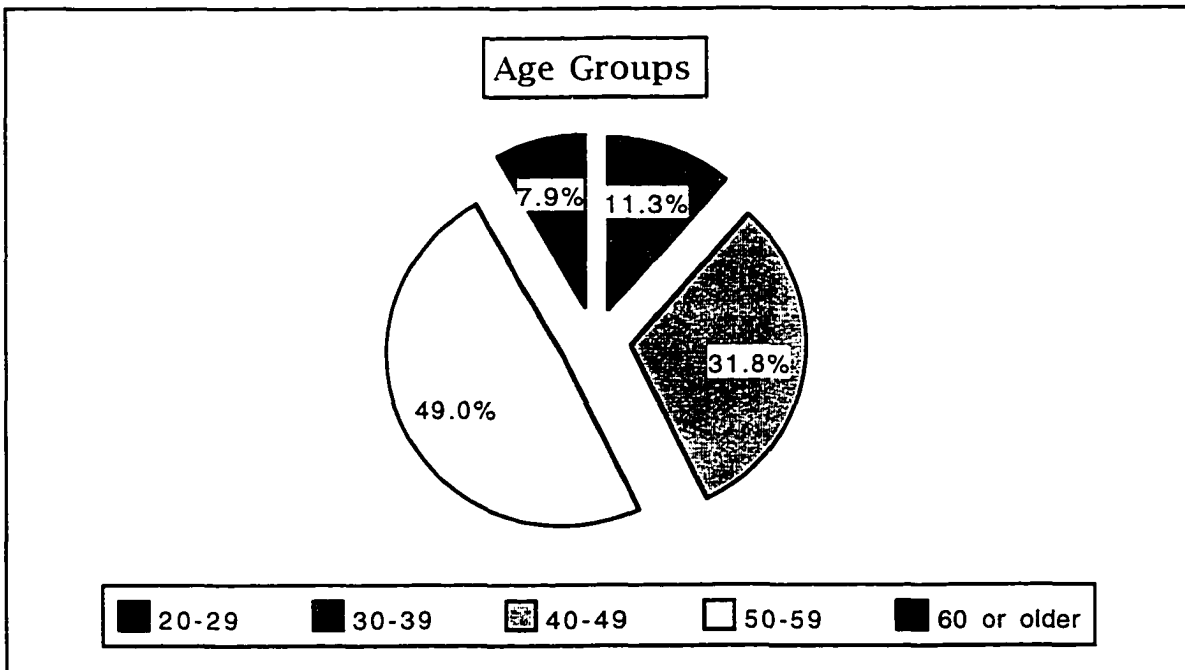


Figure 2. Age Group of Respondents.

Years of Teaching Experience

The respondents reported their years of teaching experience in one of the following categories: (a) under 5, (b) 5-9, (c) 10-14, (d) 15-19, and (e) 20 or over. The under 5 category had one respondent for 0.7%. The 5-9 category represented 20.0% ($n=30$) of the return. The 10-14 category represented 13.3% ($n=20$) of the return. The 15-19 group represented 24.7% ($n=37$) of the return. The 20 or over group represented 41.3% ($n=62$) of the return. There was one missing case. Years of Teaching Experience of the respondents is illustrated by Figure 3.

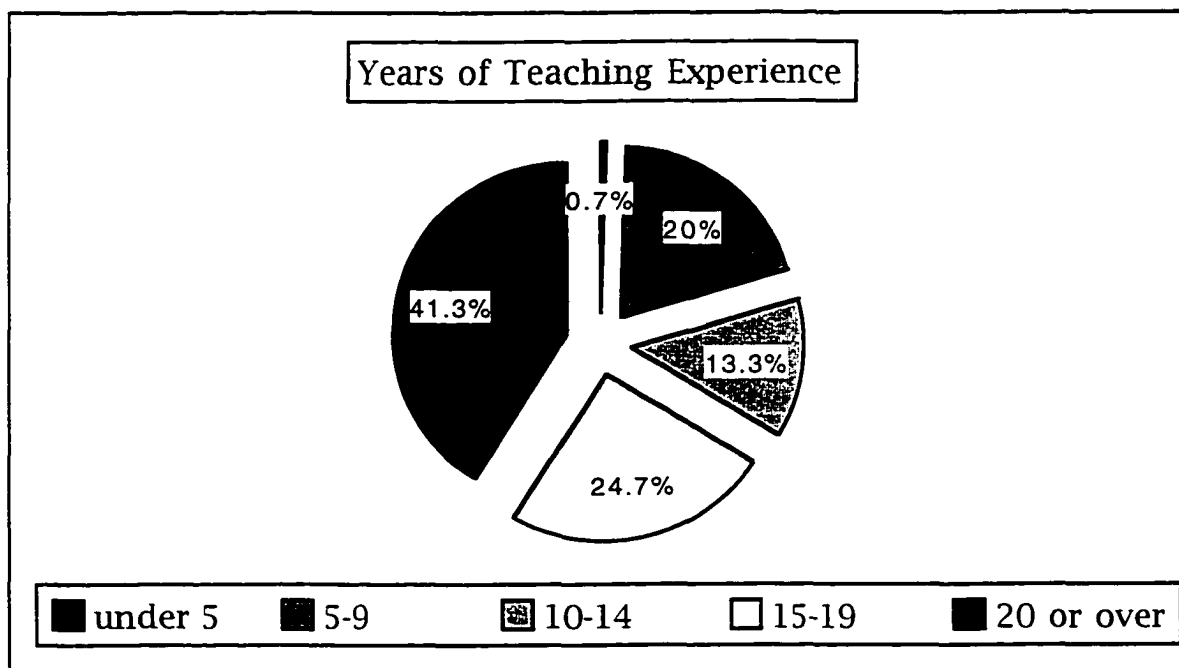


Figure 3. Years of Teaching Experience.

Years of Experience at Tenure-Granting Institution

The respondents reported their years of teaching experience at their tenure-granting institution in one of the following categories: (a) under 5, (b) 5-9, (c) 10-14, (d) 15-19, and (e) 20 or over. The under 5 category represented 3.3% ($n=5$). The 5-9 category represented 26.5% ($n=40$) of the return. The 10-14 category represented 14.6% ($n=22$) of the return. The 15-19 group represented 21.2% ($n=32$) of the return. The 20 or over group represented 34.4% ($n=52$) of the return. Years of Teaching Experience at Tenure-Granting Institution of the respondents is illustrated by Figure 4.

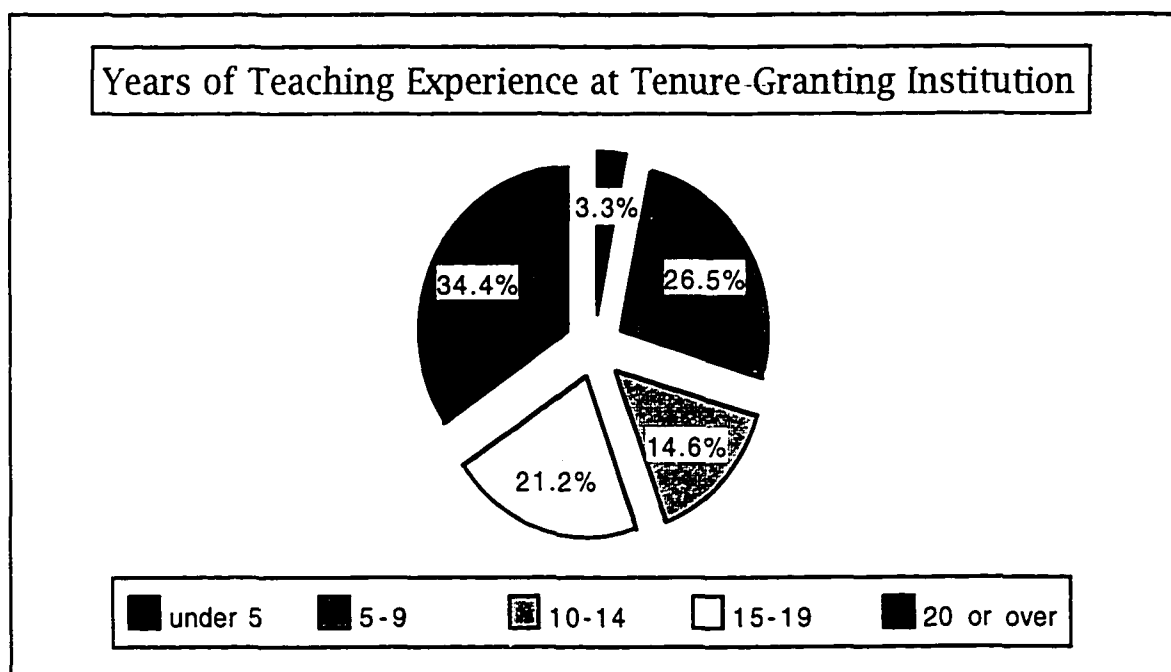


Figure 4. Years of Teaching Experience at Tenure-Granting Institution.

Gender

Of those responding, there were 38.4% ($n=58$) males and 61.6% ($n=93$) females. Gender of respondents is illustrated by Figure 5.

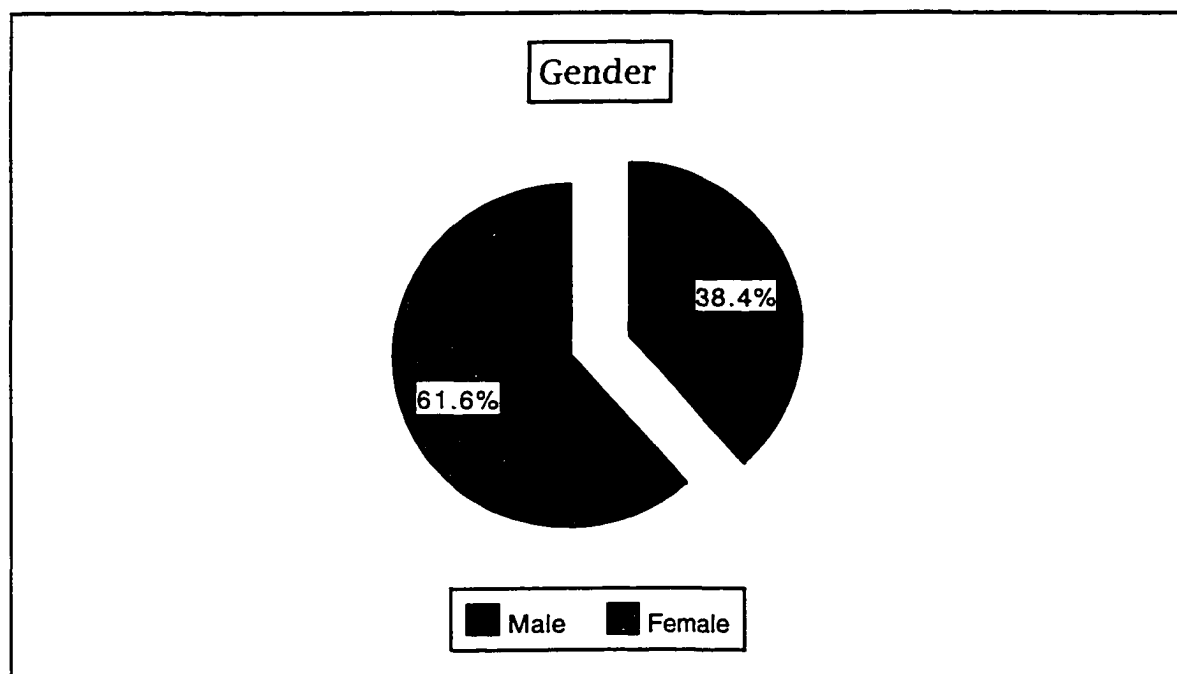


Figure 5. Gender of Respondents.

Highest Degree Obtained

Respondents reported the highest degree obtained as either a Bachelor's Degree, Master's Degree, Master's +, Education Specialist, or Doctorate Degree. Those faculty members who represented a Bachelor's Degree were 4.0% ($n=6$) of the return. Faculty members with a Master's Degree represented 26.7% ($n=40$) of the return. Faculty members with a Master's +Hours Degree represented 44.7% ($n=67$) of

the return. Faculty members with an Education Specialist Degree represented 4.6% ($n=7$) of the return. Faculty members with a Doctorate Degree represented 20.0% ($n=30$) of the return. There was one missing case. The Highest Degree Obtained of respondents is illustrated by Figure 6.

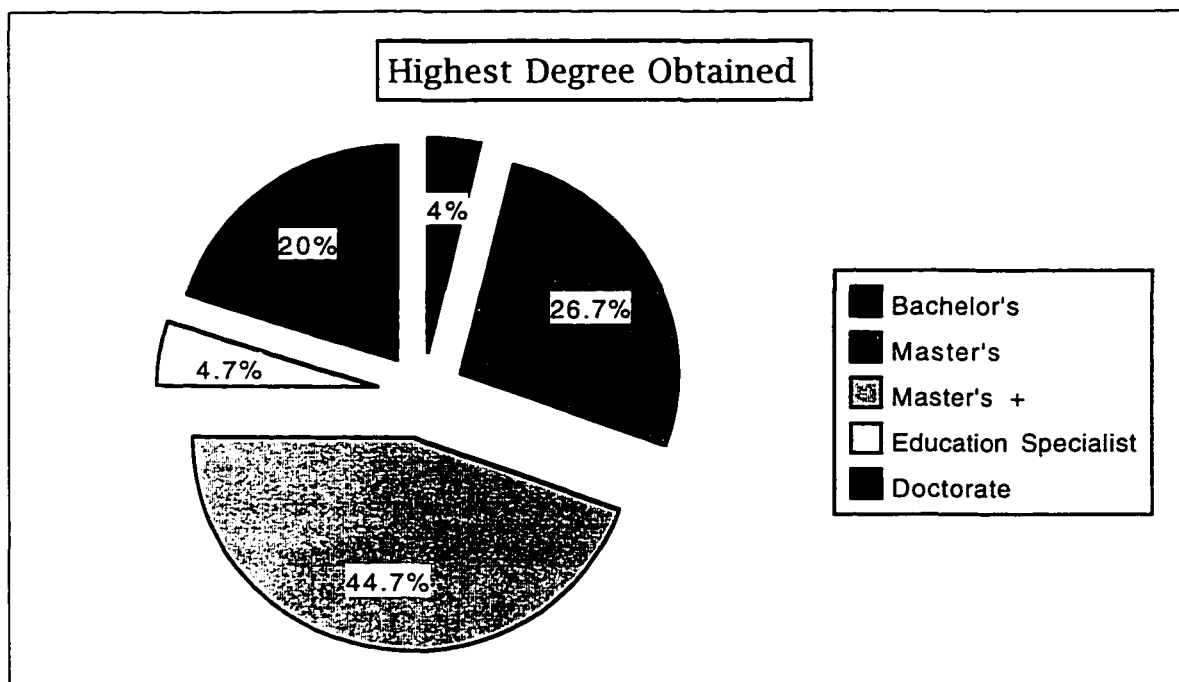


Figure 6. Highest Degree Obtained.

Ethnicity

Respondents provided information on their ethnicity as African-American, Asian-American, Caucasian, Hispanic, or Native-American. Faculty members of African-American ethnicity represented 5.3% ($n=8$) of the return. Faculty members of Asian-American ethnicity

represented 2.0% ($n=3$) of the return. Faculty members of Caucasian ethnicity represented 91.3% ($n=137$) of the return. Faculty members who reported Native-American ethnicity were represented by 1.4% ($n=1$) of the return. There were no reported faculty members of Hispanic ethnicity. There were two missing cases. The Ethnicity of respondents is illustrated by Figure 7.

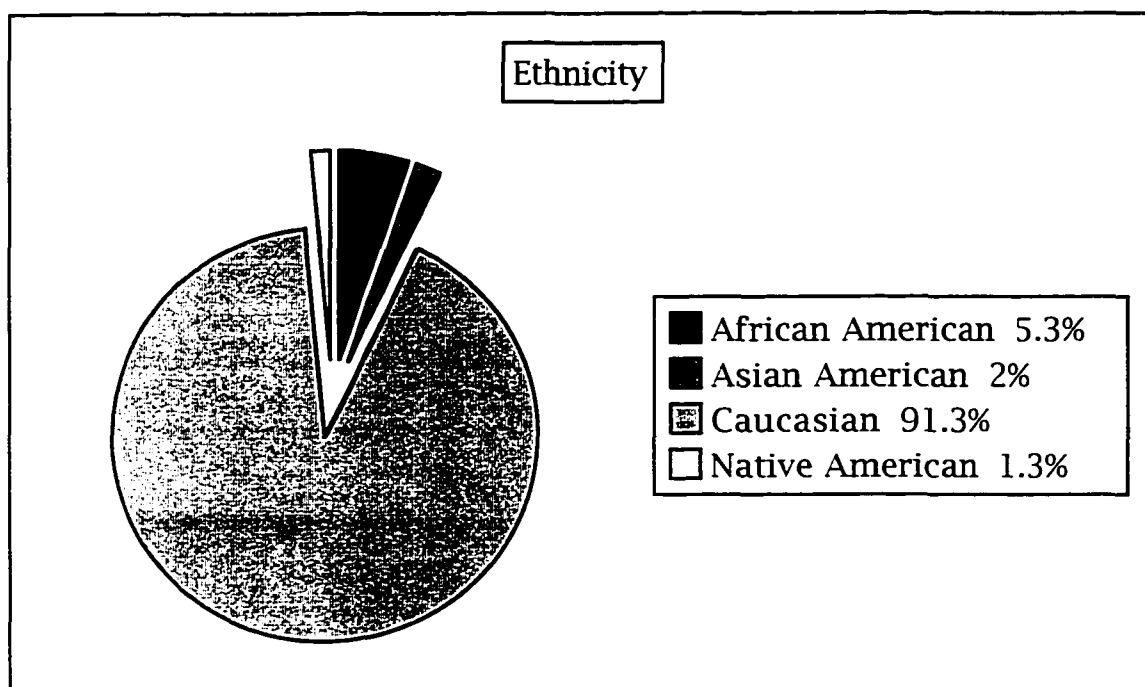


Figure 7. Ethnicity of Respondents.

Note. To facilitate the reading of the graph data, percentages are shown in legend.

Faculty Rank

Respondents reported their faculty rank as Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members with a

rank of Instructor were represented by 3.3% ($n=5$) of the return. Faculty members with a rank of Assistant Professor were represented by 19.2% ($n=29$) of the return, Faculty members with a rank of Associate Professor were represented by 60.3% ($n=91$) of the return. Faculty members with a rank of Professor were represented by 17.2% ($n=26$) of the return. There was one unusable returned survey. The Faculty Rank of respondents is illustrated by Figure 8.

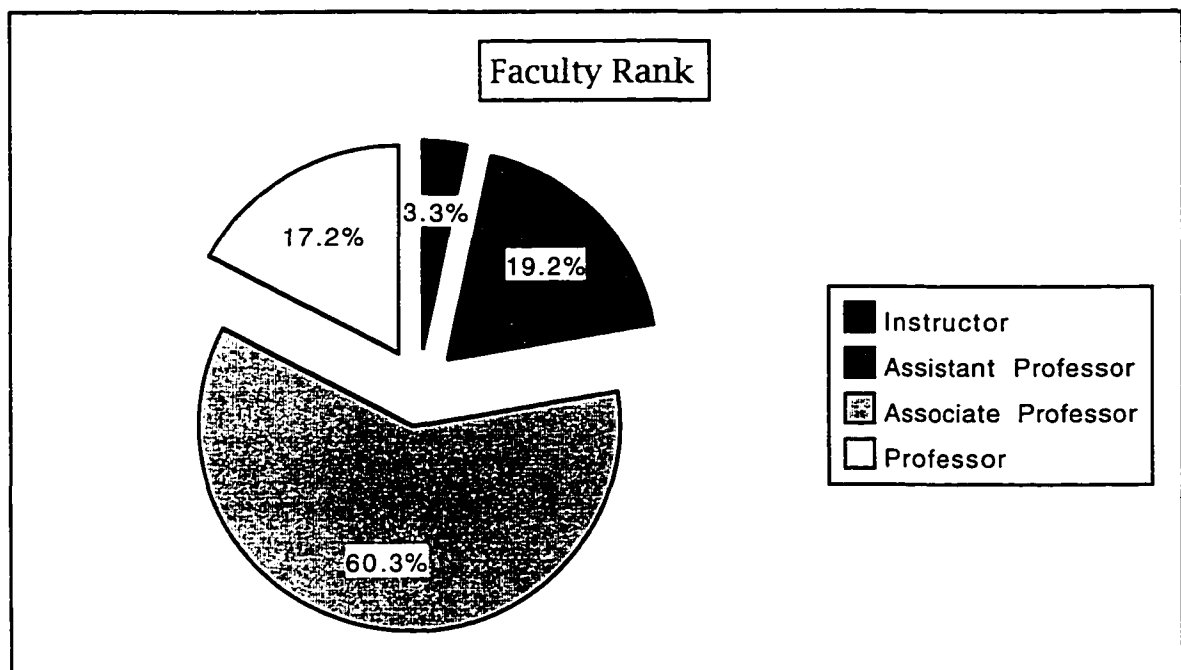


Figure 8. Faculty Rank of Respondents.

Testing of Hypotheses

The data were analyzed to answer the eight research questions of the study. From the research questions eight hypotheses were formed and stated in the null. The independent variables included campus location, age of the respondents, years of teaching experience, years of teaching experience at the tenure-granting institution, gender of the respondents, highest degree obtained, ethnicity, and faculty rank. The dependent variables consisted of the means of perceptions of faculty members about what actually occurs and what they believe should occur during post-tenure faculty review. All hypotheses were addressed using the descriptive statistical analysis from StatView: An Integrated Data Analysis and Presentation System. Data were analyzed using ANOVA to determine if the differences among each independent variables and the means of 1) mean of what Actually Occurs; 2) mean of what Should Occur; and 3) mean of Difference of Means were significantly different. All hypotheses were tested at an alpha level of 0.05 to determine the statistical significance for all analyses.

Hypothesis 1

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among the three geographical locations of the community college of the tenured faculty member in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. Total mean scores for what actually occurs and what should occur were computed for each geographical location. Mean scores for each geographical location were based on the responses to the 5-point Likert scale. Tenured faculty who reported an East Tennessee campus location had an Actually Occurs Mean of 3.506. Tenured faculty who reported an Middle Tennessee campus location had an Actually Occurs Mean of 3.438. Tenured faculty who reported a West Tennessee campus location had an Actually Occurs Mean of 3.217. Tenured faculty who reported an East Tennessee campus location had a Should Occur Mean of 3.795. Tenured faculty who reported an Middle Tennessee campus location had a Should Occur Mean of 3.746. Tenured faculty who reported a West Tennessee campus location had a Should Occur Mean of 3.612. Tenured faculty who reported an East Tennessee campus location had a Difference of Means Mean of .291. Tenured faculty who reported an Middle Tennessee campus location had a Difference of Means Mean of .308. Tenured faculty who reported a West Tennessee campus location had a Difference of Means Mean of .395. The data are reported in Table 2.

TABLE 2

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY CAMPUS LOCATION

Campus Location		Count	Mean	Std. Dev
AO	East Tennessee	90	3.506	.602
AO	Middle Tennessee	38	3.438	.529
AO	West Tennessee	23	3.217	.768
SO	East Tennessee	90	3.795	.547
SO	Middle Tennessee	38	3.746	.563
SO	West Tennessee	23	3.612	.698
DOM	East Tennessee	90	0.289	.644
DOM	Middle Tennessee	38	0.308	.578
DOM	West Tennessee	23	0.395	.904

An ANOVA was used to analyze the data to determine if there were differences among the three geographical locations when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 3, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 3

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY CAMPUS GEOGRAPHICAL LOCATION

Source	DF	SS	MS	F-Value	P-Value
Campus Location	2	.198	.099	.218	.8047
Within Groups	148	67.313	.455		

Hypothesis 2

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among age groups of tenured faculty members in community colleges in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for five subsets of age groups. Mean scores for each age group were based on the responses to the 5-point Likert scale. There were no faculty who reported an age range of 20-29. Of the tenured faculty who reported an age range of 30-39 the Actually Occurs Mean was 3.281. Tenured faculty who reported an age range of 40-49 the Actually Occurs Mean was 3.473. Tenured faculty who reported an age range of 50-59 the Actually Occurs Mean was 3.417. Tenured faculty who reported an age range of

60 and over the Actually Occurs Mean was 3.738. Tenured faculty who reported an age range of 30-39 the Should Occur Mean was 3.882. Tenured faculty who reported an age range of 40-49 the Should Occur Mean was 3.841. Tenured faculty who reported an age range of 50-59 the Should Occur Mean was 3.683. Tenured faculty who reported an age range of 60 and over the Should Occur Mean was 3.671. Tenured faculty who reported an age range of 30-39 had a Difference of Means Mean of .542. Tenured faculty who reported an age range of 40-49 had a Difference of Means Mean of .389. Tenured faculty who reported an age range of 50-59 had a Difference of Means Mean of .269. Tenured faculty who reported an age range of 60 and over had a Difference of Means Mean of -.067. The data are reported in Table 4.

An ANOVA was used to analyze the data to determine if there were differences among the four subsets of Age Group when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 5, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 4

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY AGE GROUP

Age Group	Count	Mean	Std. Dev
AO 30-39	17	3.281	.642
AO 40-49	48	3.473	.606
AO 50-59	74	3.417	.635
AO 60 or over	12	3.738	.448
SO 30-39	17	3.882	.474
SO 40-49	48	3.841	.469
SO 50-59	74	3.683	.651
SO 60 or over	12	3.671	.582
DOM 30-39	17	0.601	.619
DOM 40-49	48	0.389	.747
DOM 50-59	74	0.269	.647
DOM 60 or over	12	-0.067	.369

TABLE 5

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY AGE GROUP

Source	DF	SS	MS	F-Value	P-Value
Age Group	3	1.106	.369	1.115	.0784
Within Groups	148	67.313	.455		

Hypothesis 3

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among the years of teaching experience of tenured faculty members in community colleges in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for each subset of Years of Teaching Experience. Mean scores for each subset were based on the responses to the 5-point Likert scale. Tenured faculty who reported the years of teaching experiences as under 5 years had an Actually Occurs Mean of 3.710. Tenured faculty who reported the years of teaching experiences as 5-9 years had an Actually Occurs Mean of 3.555. Tenured faculty who reported the years of teaching experiences as 10-14 years had an Actually Occurs Mean of 3.247. Tenured faculty who reported the years of teaching experiences as 15-19 years had an Actually Occurs Mean of 3.331. Tenured faculty who reported the years of teaching experiences as over 20 years had an Actually Occurs Mean of 3.508. Tenured faculty who reported the years of teaching experiences as under 5 years had a Should Occur Mean of 4.280. Tenured faculty who reported the years of teaching experiences as 5-9 years had a Should Occur Mean of 3.837. Tenured faculty who reported the years of teaching experiences as 10-14 years

had a Should Occur Mean of 3.602. Tenured faculty who reported the years of teaching experiences as 15-19 years had a Should Occur Mean of 3.637. Tenured faculty who reported the years of teaching experiences as over 20 years had a Should Occur Mean of 3.826. Tenured faculty who reported the years of teaching experiences as under 5 years had a Difference of Means Mean of .570. Tenured faculty who reported the years of teaching experiences as 5-9 years had a Difference of Means Mean of .316. Tenured faculty who reported the years of teaching experiences as 10-14 years had a Difference of Means Mean of .305. Tenured faculty who reported the years of teaching experiences as 15-19 years had a Difference of Means Mean of .306. Tenured faculty who reported the years of teaching experiences as over 20 years had a Difference of Means Mean of .322. The data are reported in Table 6.

Using an ANOVA to analyze the data to determine if there were differences among the five subsets of Years of Teaching Experience when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 7, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 6

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Count	Mean	Std. Dev
AO Under 5	1	3.710	*
AO 5-9	30	3.555	.446
AO 10-14	20	3.247	.808
AO 15-19	37	3.331	.725
AO 20 or over	62	3.508	.537
SO Under 5	1	4.280	*
SO 5-9	30	3.837	.492
SO 10-14	20	3.602	.681
SO 15-19	37	3.637	.685
SO 20 or over	62	3.826	.500
DOM Under 5	1	0.570	*
DOM 5-9	30	0.316	.471
DOM 10-14	20	0.305	.957
DOM 15-19	37	0.306	.800
DOM 20 or over	62	0.322	.573

Note. Asterisks (*) indicate not enough data.

TABLE 7

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY YEARS OF TEACHING EXPERIENCE

Source	DF	SS	MS	F-Value	P-Value
Years of Teaching Experience	4	.072	.018	.039	.9971
Within Groups	145	66.885	.461		

Hypothesis 4

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among the years of teaching experience at the tenure-granting institution of faculty members in community colleges in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for each subset of Years of Teaching Experience at the Tenure-Granting Institution. Mean scores for each subset were based on the responses to the 5-point Likert scale. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as under 5 years had an "Actually Occurs" Mean of 3.456. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 5-

9 years had an Actually Occurs Mean of 3.591. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 10-14 years had an Actually Occurs Mean of 3.100. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 15-19 years had an Actually Occurs Mean of 3.392. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as over 20 years had an Actually Occurs Mean of 3.510. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as under 5 years had a Should Occur Mean of 3.798. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 5-9 years had a Should Occur Mean of 3.774. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 10-14 years had a Should Occur Mean of 3.723. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 15-19 years had a Should Occur Mean of 3.649. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as over 20 years had a Should Occur Mean of 3.814. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as under 5 years had a Difference of Means Mean of .342. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 5-9 years had a Difference of Means Mean of .183. Tenured faculty who reported the

years of teaching experience at the tenure-granting institution as 10-14 years had a Difference of Means Mean of .622. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as 15-19 years had a Difference of Means Mean of .258. Tenured faculty who reported the years of teaching experiences at the tenure-granting institution as over 20 years had a Difference of Means Mean of .308. The results are reported on Table 8.

An ANOVA was used to analyze the data to determine if there were differences among the five subsets of Years of Teaching Experience at the Tenure-Granting Institution when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 9, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 8

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY YEARS OF TEACHING EXPERIENCE AT THE TENURE-GRANTING INSTITUTION

Years of Teaching Experience at Tenure Institution		Count	Mean	Std. Dev
AO	Under 5	5	3.456	.617
AO	5-9	40	3.591	.509
AO	10-14	22	3.100	.803
AO	15-19	32	3.392	.690
AO	20 or over	52	3.510	.534
SO	Under 5	5	3.798	.299
SO	5-9	40	3.774	.483
SO	10-14	22	3.723	.725
SO	15-19	32	3.469	.722
SO	20 or over	52	3.814	.495
DOM	Under 5	5	0.342	.415
DOM	5-9	40	0.183	.488
DOM	10-14	22	0.622	1.098
DOM	15-19	32	0.258	.641
DOM	20 or over	52	0.308	.570

TABLE 9

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY YEARS OF TEACHING EXPERIENCE AT TENURE-GRANTING INSTITUTION

Source	DF	SS	MS	F-Value	P-Value
Years of Teaching Experience at the Tenure Institution	4	2.879	.270	1.626	.1708
Within Groups	146	64.632	.443		

Hypothesis 5

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process between the gender of tenured faculty members in community colleges in Tennessee.

The hypothesis was addressed using the descriptive statistical analysis from StatView: An Integrated Data Analysis and Presentation System. A Two Sample t-test was used to determine if the differences between the gender of faculty members (male, female) and the means of 1) mean of what Actually Occurs; 2) mean of what Should Occur; and 3) mean of Difference of Means were significantly different. The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for each gender.

Mean scores for each gender were based on the responses to the 5-point Likert scale. Tenured faculty who reported their gender as male had an Actually Occurs Mean of 3.506. Tenured faculty who reported their gender as female had an Actually Occurs Mean of 3.438. Tenured faculty who reported their gender as male had a Should Occur Mean of 3.795. Tenured faculty who reported their gender as female had a Should Occur Mean of 3.746. Tenured faculty who reported their gender as male had a Difference in Means Mean of .291. Tenured faculty who reported their gender as female had a Difference in Means Mean of .308. The data are reported in Table 10.

TABLE 10

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY GENDER

Gender	Count	Mean	Std. Dev
AO Male	58	3.435	.515
AO Female	93	3.451	.676
SO Male	58	3.678	.554
SO Female	93	3.803	.587
DOM Male	58	0.243	.608
DOM Female	93	0.352	.708

A Two Sample t-test was used to analyze the data to determine if there were differences among males and females when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 11, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 11

SUMMARY OF TWO SAMPLE T-TEST: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY GENDER

		DF	Mean Diff	t-Value	P-Value
AO	Male/Female	149	-.016	-.152	.8795
SO	Male/Female	149	-.125	-1.300	.1957
DOM	Male/Female	149	-.104	-.927	.3552

Hypothesis 6

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the

post-tenure review process among categories of the highest degree obtained by tenured faculty members in community colleges in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for each level of highest degree obtained. Mean scores for each level of highest degree obtained were based on the responses to the 5-point Likert scale. Tenured faculty who reported a Bachelor's Degree had an Actually Occurs Mean of 3.762. Tenured faculty who reported a Master's Degree had an Actually Occurs Mean of 3.483. Tenured faculty who reported a Master's Degree +Hours had an Actually Occurs Mean of 3.340. Tenured faculty who reported a Educational Specialist's Degree had a Actually Occurs Mean of 3.449. Tenured faculty who reported a Doctorate Degree had a Actually Occurs Mean of 3.590. Tenured faculty who reported a Bachelor's Degree had an Should Occur Mean of 4.190. Tenured faculty who reported a Master's Degree had an Should Occur Mean of 3.693. Tenured faculty who reported a Master's Degree +Hours had an Should Occur Mean of 3.738. Tenured faculty who reported a Educational Specialist's Degree had a Should Occur Mean of 3.754. Tenured faculty who reported a Doctorate Degree had a "Should Occur" Mean of 3.784. Tenured faculty who reported a Bachelor's Degree had an Difference of Means Mean of .428. Tenured

faculty who reported a Master's Degree had an Difference of Means Mean of .210. Tenured faculty who reported a Master's Degree +Hours had an Difference of Means Mean of .398. Tenured faculty who reported a Educational Specialist's Degree had a Difference of Means Mean of .306. Tenured faculty who reported a Doctorate Degree had a Difference of Means Mean of .204. The data are reported in Table 12.

An ANOVA was used to analyze the data to determine if there were differences among the five subsets of Highest Degree Obtained when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 13, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 12

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY HIGHEST DEGREE OBTAINED

Highest Degree Obtained		Count	Mean	Std. Dev
AO	Bachelor's	6	3.762	.668
AO	Master's	40	3.483	.551
AO	Master's +	67	3.340	.682
AO	Ed. Specialist	7	3.449	.523
AO	Doctorate	30	3.590	.529
SO	Bachelor's	6	4.190	.300
SO	Master's	40	3.693	.459
SO	Master's +	67	3.738	.641
SO	Ed. Specialist	7	3.754	.742
SO	Doctorate	30	3.784	.565
DOM	Bachelor's	6	0.428	.480
DOM	Master's	40	0.210	.573
DOM	Master's +	67	0.398	.763
DOM	Ed. Specialist	7	0.306	.731
DOM	Doctorate	30	0.204	.584

TABLE 13

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY HIGHEST DEGREE OBTAINED

Source	DF	SS	MS	F-Value	P-Value
Highest Degree	4	1.337	.334	.740	.5661
Within Groups	145	65.466	.451		

Hypothesis 7

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among the ethnicity of tenured faculty members in community colleges in Tennessee.

Due to the large percentage, 91.3% (n=137), of one ethnic group and the relatively small combined percentage, 8.7% (n=12), of the other three represented ethnic groups it would have been meaningless to conduct any statistical testing of this hypothesis. Therefore, the hypothesis was unable to be analyzed or tested statistically.

Hypothesis 8

There is no significant difference between faculty perceptions of what actually occurs and what they believe should occur during the post-tenure review process among the faculty rank of tenured faculty

members in community colleges in Tennessee.

The hypothesis was analyzed through the use of the faculty members' responses to the 14-item questionnaire. A total mean score for what actually occurs and what should occur was computed for each level of faculty rank. Mean scores for each level of faculty rank were based on the responses to the 5-point Likert scale. Tenured faculty who reported a faculty rank of Instructor had an Actually Occurs Mean of 3.786. Tenured faculty who reported a faculty rank of Assistant Professor had an Actually Occurs Mean of 3.467. Tenured faculty who reported a faculty rank of Associate Professor had an Actually Occurs Mean of 3.392. Tenured faculty who reported a faculty rank of Professor had an Actually Occurs Mean of 3.541. Tenured faculty who reported a faculty rank of Instructor had an Should Occur Mean of 4.016. Tenured faculty who reported a faculty rank of Assistant Professor had an Should Occur Mean of 3.731. Tenured faculty who reported a faculty rank of Associate Professor had an Should Occur Mean of 3.749. Tenured faculty who reported a faculty rank of Professor had an Should Occur Mean of 3.752. Tenured faculty who reported a faculty rank of Instructor had an Difference of Means Mean of .230. Tenured faculty who reported a faculty rank of Assistant Professor had an Difference of Means Mean of .229. Tenured faculty who reported a faculty rank of Associate Professor had an "Difference of Means" Mean of 3.368. Tenured faculty who reported a faculty rank

of Professor had an Difference of Means Mean of .222. The data are reported in Table 14.

TABLE 14

AO-ACTUALLY OCCURS, SO-SHOULD OCCUR, AND DOM-DIFFERENCE OF MEANS SAMPLE ANALYSIS OF MEAN SCORES AND STANDARD DEVIATION SPLIT BY FACULTY RANK

Faculty Rank		Count	Mean	Std. Dev
AO	Instructor	5	3.786	.675
AO	Assistant Professor	29	3.467	.524
AO	Associate Professor	91	3.392	.665
AO	Professor	26	3.541	.519
SO	Instructor	5	4.016	.616
SO	Assistant Professor	29	3.731	.566
SO	Associate Professor	91	3.749	.587
SO	Professor	26	3.752	.559
DOM	Instructor	5	0.230	.331
DOM	Assistant Professor	29	0.229	.568
DOM	Associate Professor	91	0.368	.726
DOM	Professor	26	0.222	.629

An ANOVA was used to analyze the data to determine if there were differences among the four subsets of Faculty Rank when considering the Difference of Means (DOM) between what Actually Occurs and what is thought Should Occur. The difference in mean, as the data analysis reports in Table 15, was tested at an alpha level of 0.05 and indicated that there was not a statistically significant difference between what tenured faculty members think actually occurred and what they believe should have occurred during the post-tenure review process. Therefore, the null hypothesis was not rejected.

TABLE 15

SUMMARY OF ANOVA: DIFFERENCE OF MEANS BETWEEN WHAT ACTUALLY OCCURS AND WHAT SHOULD OCCUR BY FACULTY RANK

Source	DF	SS	MS	F-Value	P-Value
Faculty Rank	3	.730	.243	.535	.6588
Within Groups	147	66.781	.454		

Summary

The chapter contained a review of the demographic data of the 151 respondents who provided information on campus location, age, years of teaching experience, years of experience at the tenure-granting institution, gender, ethnicity, and faculty rank. The null form of Hypothesis 1, 2, 3, 4, 5, 6, and 8 was tested and not rejected as no

significant difference was found to exist between the perceptions of what Actually Occurs and what Should Occur during the post-tenure review process of tenured faculty members. Hypothesis 5 was tested by a Two Sample t-test and no significant difference was found and the null hypothesis was not rejected. Hypothesis 7 examined the perceptions of faculty members when classified by ethnicity and the returned questionnaires were heavily grouped by one ethnic classification and no further statistical analysis was conducted due to the lack of data from other groups.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Post-tenure review of higher education faculty has received limited attention by researchers, and post-tenure review of faculty members in community colleges has received even less attention. This study sought to add to the existing literature by focusing on the perceptions tenured faculty members have concerning the post-tenure review process in community colleges in Tennessee.

This chapter consists of a summary of the research and findings. The findings of this study led to conclusions and recommendations which are also included in this chapter.

Summary

The purpose of this study is to determine if there are differences in perceptions concerning the post-tenure review process among eight demographically separated groups of tenured faculty in each of Tennessee's twelve community colleges. Systematically selected tenured faculty at each of these community colleges were sent a questionnaire during an eight week period in 1997. There were 241 (26%) selected faculty members who were sent the questionnaire and 164 (68.1%) were returned with 151 used for this study. The selected faculty were asked to respond to 14 items on a five-point Likert Scale to

indicate their perceptions concerning what actually occurs and what should occur during the the post-tenure review process at their community college. These responses were analyzed to determine the mean scores of perceptions of what actually occurs and what should occur. The mean scores were compared and the difference of means was used in the data analyses of the collected demographic data on campus location, age, teaching experience, teaching experience at the tenure granting institution, gender, highest degree obtained, ethnicity, and faculty rank.

Data were analyzed using descriptive statistics and a one way analysis of variance (ANOVA). With Hypothesis 5 the data were analyzed by a Two Sample t-test to test for differences between the responses given by the female and male respondents. All decisions were tested for significance at the 0.05 level. The statistical package used to address the data was StatView: An Integrated Data Analysis and Presentation System. Of the eight null hypotheses Hypotheses 1, 2, 3, 4, 5, 6, and 8 were not rejected. Hypothesis 7 was not treated statistically as the returned surveys were heavily weighed toward one ethnic classification.

The quantitative data indicated little difference in perceptions concerning the post-tenure review process. The qualitative, open-ended comments raised several concerns that administrators should examine and address. A discussion of the findings for each hypothesis follows.

Campus Location

The number of respondents from each geographical campus location ranged from 90 (59.6%) in East Tennessee and 38 (25.2%) in Middle Tennessee to 23 (15.2%) in West Tennessee. There were no significant differences in the Difference of Means between perceptions of what actually occurs and what should occur within the three campus geographical locations. The community college faculty in Middle Tennessee showed the least difference with a mean of 0.308, East Tennessee Faculty followed closely with a difference of 0.311, while West Tennessee showed a difference of 0.395. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Age Groups

The number of respondents from each age group ranged from none in the 20-29 age group, 12 (7.9%) in the 60 or older age group, 17 (11.3%) in the 30-39 age group, 48 (31.8%) in the 40-49 age group, to 74 (49%) in the 50-59 age group. There were no significant differences in the Difference of Means between perceptions of what actually occurs and what should occur within the five age groups. The community college faculty in the 60 or older age group showed the least difference, with a mean of -0.067, followed by the 50-59 age group, with a difference of 0.269, and the 40-49 age group with a difference of 0.389. The 30-39 age group showed the greatest difference of 0.542. However,

none of these differences exceeded the alpha level of 0.05 and, therefore, the null hypothesis was not rejected.

Teaching Experience

The number of respondents from each category of years of teaching experience ranged from one (.7%) in the under -5 category, 20 (13.3%) in the 10-14 category, 30 (20.0%) in the 5-9 category, 37 (24.7%) in the 15-19 category to 62 (41.3%) in the 20 or over category. There were no significant differences in the Difference of Means between perceptions of what actually occurs and what should occur within the five categories. The faculty in the under 5 years of experience category showed the greatest difference with a mean of -0.570 followed by the 20 or over category with a difference of 0.322, the 5-9 category group with a difference of 0.316, and the 15-19 (0.306). Respondents with teaching experience of 10-14 (0.305) showed the least differences. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Years of Teaching Experience at the Tenure-Granting Institution

The number of respondents from each category of years of teaching experience at the tenure-granting institution ranged from one (.7%) in the under 5 category, 22 (14.6%) in the 10-14 category, 32 (21.2%) in the 15-19 category, 40 (26.5%) in the 5-9 category to 52 (34.4%) in the 20 or over category. There were no significant differences in the

Difference of Means between perceptions of what actually occurs and what should occur within the five categories. The community college faculty in the 5-9 category showed the least difference with a mean of 0.183 followed by the 15-19 category with a difference of 0.258, the 20 or over category with a difference of 0.308, the under 5 category with a difference of 0.342, and the 10-14 (0.622) showed the greatest differences. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Gender

The number of respondents from each gender group ranged from 58 (38.4%) males to 93 (61.6%) females. There was not a significant difference in the Difference of Means between perceptions of what actually occurs and what should occur within the gender category. The male community college faculty members showed the least difference with a mean of 0.3247, while female community college faculty members showed a difference of 0.351. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Highest Degree Obtained

The number of respondents from each category of highest degree obtained ranged from 6 (4.0%) with a Bachelor's degree, 7 (4.6%) with an Ed. S. degree, 30 (20.0%) with a Doctorate degree, 40 (26.7%) with

a Master's degree to 67 (44.7%) with a Master's + degree. There were significant differences in the Difference of Means between perceptions of what actually occurs and what should occur within the five categories. The faculty with a Doctorate degree showed the least difference with a mean of 0.204 followed closely by those with a Master's degree with a difference of 0.210, Education Specialist degree with a difference of 0.306, those with a Master's + with a difference of 0.398. Respondents with a Bachelor's degree (0.428) showed the greatest difference. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Ethnicity

The number of respondents from each classification of ethnicity ranged from none in the Hispanic classification, 2 (1.3%) in the Native American group, 3 (2.0%) in the Asian American group, 8 (5.3%) in the African American group, to 137 (91.3%) in the Caucasian group. As this range of respondents indicated, the high percentage of one ethnic classification and the low percentage of the remaining classifications did not warrant further analysis of this demographic variable.

Faculty Rank

The number of respondents from each classification of faculty rank ranged from 5 (3.3%) in the Instructor classification, 26 (17.2%) in the Professor classification, 29 (19.2%) in the Assistant Professor

classification to 91 (60.3%) in the Associate Professor group. There were no significant differences in the Difference of Means between perceptions of what actually occurs and what should occur within the four categories. The faculty in the Professor classification showed the least difference with a mean of 0.222 followed closely by faculty with Assistant Professor rank (0.229) and Instructors with a difference of 0.230, while Associate Professor showed the greatest difference at 0.368. However, none of these differences exceeded the alpha level of 0.05 and therefore, the null hypothesis was not rejected.

Evaluation Criteria

A 1990 study by Licata and Andrews found at 305 community colleges the systems of formal evaluation consisted of the same or similar evaluation criteria. The evaluation processes at those institutions obtained data from similar sources: administrative and student evaluations, supervisor or department chair observations, and feedback from the evaluators. Other criteria mentioned in the Licata and Andrews study were course or curriculum development, service to the college or department, campus committee work, innovation in teaching methods, and attendance and reliability (44-45).

In this study, *Perceptions of Tenured Faculty Members About the Post-Tenure Review Process in Tennessee Community Colleges*, the first section of the questionnaire asked respondents to mark all items used in their institution's post-tenure review. The results were similar to the

Licata and Andrews study and included student evaluation, observation by colleagues, observation by chair or dean, service to community or institution, research and publications, professional development activities, and self-evaluation.

From the questionnaire item 9H the respondents were asked to specify other items used in their institution's post-tenure review. A wide variety of additional evaluation criteria in place in Tennessee's community colleges included portfolio evaluation with supporting documentation, goal setting, advising students, scholarly endeavors annual evaluations, curriculum development instructional activities, professional growth and development, and innovative/creative teaching.

Comments

Included at the end of the questionnaire was an open-ended comment section to which 62 (41%) faculty members chose to respond. Seven wrote that there was little or no difference between post-tenure review and pre-tenure evaluation. One respondent felt the institution's post-tenure review process was weak, but on par with pre-tenure evaluation. Another wrote, "the process was essentially the same, but student and chair evaluations were given equal weight when considering promotion and development plans." This lack of difference between post-tenure review and pre-tenure evaluation caused one community college's faculty council to present this concern for further review by

the college's administration. Another wrote this lack of difference in review standards had led to the community college's evaluation becoming less stringent after the rank of associate professor had been obtained. One respondent reported, "not only are these pre-tenure and post-tenure reviews similar, if anything the community college over-evaluates faculty." Another wrote that post-tenure review policies should be different and that the evaluation should be conducted by someone "who truly knows excellent teaching, not by administrative guesses."

From Middle Tennessee, two respondents explained they were implementing a new process whereby all faculty are reviewed every term by students, every year by a self-examination and the dean, and once every three years by faculty peers. Another respondent reported that a very informal post-tenure review was in place. It involved faculty members meeting with the division dean at the end of the year to review the goals that they had put in place at the beginning of the academic year. Another wrote that the guidelines and policies were well-developed and had been under scrutiny by the faculty senate, as they were being continuously revised and improved, and that, "additionally, peer reviews were considered when making promotion or tenure decisions."

When questioned on whether research activities played an important role in the post-tenure review, there were several who

responded that faculty research activities were rare and somewhat non-existent at the community college level. One respondent wrote, “research is not a major function at the community college level and those who were involved in research should continue to be encouraged and rewarded for their efforts.” The same respondent felt that the process could still provide others with the option of including research activities as part of their post-tenure review, but not make it a requirement. Some respondents stated that research and publication should not be a part of the community college's post-tenure review and that the major emphasis should be one's teaching effectiveness and professional development.

The role of administrators in the post-tenure review process was questioned by several participants. One wrote, “if the “good ole boy” network had less influence in granting tenure to poor instructors the post-tenure review would be unnecessary.” A comment written by one respondent insisted that faculty should be given the opportunity to evaluate administrators, because of the lack of quality of administrators. One faculty member stated, “the review process was unfairly administered between faculty and administrators, as reviews become part of the faculty's permanent record and not part of the administrator's record.” Writing that a very fair process should be in place, one respondent wrote that the administrators use policies couched in arbitrary language, thereby giving license to tenured

department heads/chairs with lesser credentials than younger faculty to use post-tenure review for punitive or rewarding purposes. Along the same line of thought, one respondent viewed most reform efforts as thinly veiled attempts by administrators to threaten faculty into becoming more “team players.” Another concern was that administrators could use the post-tenure review mechanism to dismiss senior, well-paid faculty and replace them with younger faculty hired at lower rates of pay.

Student evaluation of faculty was cited as a concern by several respondents. Several community colleges use students' evaluation of faculty to rank the faculty, causing many respondents to question the weight given student evaluation. One respondent reported the unfair weight given student evaluations by the community college's administration. This particular administrator made student evaluations the most important component and over half of the faculty who received scores lower than the community college's average were judged unsatisfactory, with promotion being denied to one faculty member based on this policy. Some remarked that the academic level of community college students makes them unqualified or in a position to adequately judge a faculty member's teaching performance. One West Tennessee faculty member complained about student evaluations writing, “many community college students come directly from special education classes in high school and are basic readers who do not

understand the questions.” Mention was made by more than one respondent that often the student evaluation is just another popularity poll used by ineffective administrators. In contrast, others wrote that, while too much weight was given student evaluations, those evaluations were important to the process. They suggested that more importance be placed on the use of student evaluations than on the rank or scores derived from them.

Many respondents reported that post-tenure review tends to be “pro forma” and leads to nowhere in particular. Claiming that a “good review” produces no noticeable results, some wrote that the post-tenure review process was more time consuming than was justified in that it took time away from classroom preparation. A faculty member nearing retirement wrote, “the paperwork is overwhelming and tedious.” Due to this faculty member’s lack of desire and energy to become more involved, the faculty member “did not feel the post-tenure review process had much to offer.” A few said the post-tenure review the process was important and noted their professional responsibility to participate in it through on-going classroom assessment, community and college service, and professional development.

While many expressed support for tenure, they wrote that the post-tenure review should be able to motivate the few tenured individuals who perform below acceptable standards. One respondent wrote, “not only is post-tenure review a waste of time, the process

does little in dealing with the incompetent faculty who are routinely tenured.” Another added that once a person receives tenure, this person can perform minimally and still retain tenure. However, several wrote that tenure is a legal right and a guarantee of due process, not a guarantee of life-time employment regardless of teaching performance. Fifteen of the respondents felt that post-tenure review was not necessary for all tenured faculty, but only for the few who abuse the system.

Conclusions

The following conclusions were reached based on the analyses of data and the findings of the study.

Campus Location

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different among representatives of the campus geographical locations. The greatest difference between the means of these perceptions occurred in community colleges in West Tennessee, with the least difference occurring in community colleges in Middle Tennessee. However, as the data analysis indicated that after testing the data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null

hypothesis.

Age Groups

The tenured faculty who responded to the survey held perceptions concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different when grouped by age. The greatest difference of means between these perceptions occurred within the 30-39 age group, followed by the 40-49 age group, and the 50-59 age group. While the tenured faculty within the 60 or over age group had the smallest difference of means. However, as the data analysis indicated that after testing the hypothesis at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Years of Teaching Experience

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different between years of teaching experience. The greatest difference of means between these perceptions occurred in the 5-9 years of teaching experience group, with the least difference occurring in 10-14 years of teaching experience group. However, as the data analysis indicated that after testing the

data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Years of Teaching Experience at the Tenure-Granting Institution

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different between years of teaching experience at the tenure-granting institution. The greatest difference of means between these perceptions occurred in the 10-14 years of teaching experience at the tenure granting institution group with the least difference occurring in 5-9 years of teaching experience at the tenure granting institution group. However, as the data analysis indicated that after testing the data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Gender

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different between gender of the respondents. Female respondents to this study had a greater difference of means between these perceptions than did the males who

completed the survey. However, as the data analysis indicated that after testing the data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Highest Degree Obtained

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought should occur and what actually occurs during the process were tested and found not to be significantly different among the educational degrees of the respondents. The greatest difference of means between these perceptions occurred for those with a Master's Degree + hours with the least difference occurring for those holding a Doctorate Degree. However, as the data analysis indicated that after testing the data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Ethnicity

The demographic data obtained for this hypothesis was heavily weighed by one ethnic group; therefore, it would have been meaningless to proceed with the analysis of data.

Faculty Rank

The perceptions of tenured faculty who responded to the survey concerning the post-tenure review process and what they thought

should occur and what actually occurs during the process were tested and found not to be significantly different among the faculty rank of the respondents. The greatest difference of means between these perceptions occurred with those who held the faculty rank of Associate Professor with the least difference occurring with those who held the faculty rank of Professor. However, as the data analysis indicated that after testing the data at an alpha level of 0.05, there was no statistically significant difference of means to reject the null hypothesis.

Evaluation Criteria Comments

Some of the differences community college faculty members in Tennessee identified in the post-tenure review and evaluation criteria in place at their respective institutions may be the result of post-tenure reviews that were not conducted in a systematic or consistent manner from instructor to instructor, division to division, or department to department.

Open-ended Comments

Some of the concerns that tenured faculty addressed, such as administrator evaluations, student evaluations, improper use of evaluations for punitive actions or rewards, and perceived attacks on tenure, may be the result of community college administrators ineffectively communicating the purposes and objectives of the post-tenure review process.

This study concluded there were no significant differences in perceptions about the post-tenure review process among tenured faculty members in Tennessee's community colleges. The quantitative data analyzed indicated that administrators at the individual institutions and the Tennessee Board of Regents are formulating and providing appropriate post-tenure review procedures. As future modifications to policies are considered, the TBR may refer to this study in determining what effect these modifications may have on a state-wide basis among the represented demographic groups and the data received from the open-ended comments made by them.

Recommendations

1. The findings of this study suggest implementing more effective measures of communication between the personnel and academic affairs offices, deans and/or department chairs, and other appropriate personnel conducting the post-tenure review and those faculty members being reviewed. Those faculty members being evaluated should receive a thorough orientation on all evaluation criteria which are to be used during the post-tenure review.
2. The personnel and academic affairs offices, deans and/or department chairs, and other appropriate personnel who conduct the post-tenure review should familiarize themselves with the concerns and perceptions addressed in this study in order to better understand the preconceived notions their tenured faculty hold

concerning the post-tenure review.

3. The personnel and academic affairs offices, deans and/or department chairs, and other appropriate personnel conducting the post-tenure review should strive toward understanding the concepts of academic freedom and tenure when using the post-tenure review process in determining promotion, retention, tenure, or merit increases.
4. The post-tenure review undertaken should fit the characteristics of the individual's field of instruction and expertise, and conform to fair and consistent practices in order to ensure a post-tenure review that applies the same criteria and performance standards from instructor to instructor, division to division, and department to department within the institution.
5. The academic affairs office of each community college should conduct a follow-up study of the institution's post-tenure review policies and determine which perceptions held by the tenured faculty warrant refinements in the process.
6. Based on the high percentage (91.3 %, n=137) of one ethnic group, further study by the Tennessee Board of Regents should be conducted on the ethnicity of tenured faculty within the TBR's community college system to determine if this figure fairly represents the ethnicity of faculty members at community colleges in the Tennessee Board of Regents System.

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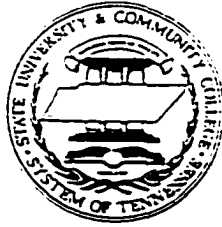
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APPENDICES

APPENDIX A

TENNESSEE BOARD OF REGENTS CORRESPONDENCE

TENNESSEE BOARD OF REGENTS TENURE STATISTICS



Tennessee Board of Regents

1415 Murfreesboro Road - Suite 350 - Nashville, Tennessee 37217-2933
(615) 366-4400 FAX (615) 366-4464

January 7, 1997

Mr. Stephen W. Wright
7858 Camberley Drive
Powell, TN 37849

Dear Mr. Wright:

I am pleased to hear of your dissertation plans regarding the process of post-tenure review in the community colleges of Tennessee. You are correct in saying that this topic has received considerable attention over the past year.

I am providing you with the numbers of faculty members with tenure, on the tenure track as well as the total number of faculty at the community colleges. Please note that the total number of faculty includes term, temporary and FTE part-time faculty, all of whom are not eligible for tenure. However, for the names and addresses of tenured community college faculty, we can't easily access that data. You should be able to communicate with the chief academic officer at the college to get that information. An alternative would be to send copies of the survey to the chief academic officer for distribution to their tenured faculty. The faculty could then return the surveys directly to you in an envelope you would provide. Please find attached a listing of the chief academic officers at all the TBR two-year institutions.

Please accept my best wishes for your research efforts. You may call Dr. David Walker of my office should you have any questions regarding this response.

Sincerely,

Peter Consacro
Associate Vice Chancellor
Academic Affairs

encl.

Austin Peay State University • East Tennessee State University • Middle Tennessee State University • Tennessee State University
Tennessee Technological University • University of Memphis • Chattanooga State Technical Community College
Cleveland State Community College • Columbia State Community College • Dyerburg State Community College
Jackson State Community College • Marietta State Community College • Pellissippi State Technical Community College
Roane State Community College • Shelby State Community College • Volunteer State Community College
Walters State Community College • Nashville State Technical Institute • Northeast State Technical Community College
State Technical Institute at Memphis • The Tennessee Technology Centers

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 901-383-4101

TBR Tenure Statistics
Total FTE Faculty* by Tenure Status
Based on October 1995 Budget

Institution	Number	No. Tenured	% Tenured
APSU	353	158	44.8%
ETSU	612	314	51.3%
MTSU	825	402	48.7%
TSU	442	241	54.5%
TTU	483	340	70.4%
UM	989	580	58.6%
Universities	3,704	2,035	54.9%
CSTCC	312	113	36.2%
CLSCC	122	56	45.9%
COSCC	152	52	34.2%
DSCC	94	29	30.9%
JSCC	130	47	36.2%
MSCC	126	37	29.4%
NSTCC	158	27	17.1%
NSTI	182	74	40.7%
PSTCC	331	100	30.2%
RSCC	245	75	30.6%
SSCC	219	86	39.3%
STIM	305	105	34.4%
VSCC	217	63	29.0%
WSCC	169	61	36.1%
Two-Year	2,762	925	33.5%
SUMMARY			
Universities	3,704	2,035	54.9%
Two-Year	2,762	925	33.5%
System	6,466	2,960	45.8%

*Includes all faculty with temporary, term, part-time(FTE), and clinical appointments.

APPENDIX B
INTERNAL REVIEW BOARD APPLICATION
INTERNAL REVIEW BOARD APPROVAL

REQUEST FOR REVIEW OF PROJECT INVOLVING HUMAN SUBJECTS OR HUMAN SPECIMENS

East Tennessee State University Institutional Review Board

- 1. Institutional Review Board(s) involved: JCMCH ETSU VAMC
- 2. Title of Project or Grant: Perceptions of Tenured Faculty Members About the Post-tenure Review Process in Tennessee Community Colleges
- 3. Principal Investigator: Stephen W. Wright Contact Person for IRB correspondence: Same
 Department: _____ Department: _____
 ETSU/VA Mail Code: _____ ETSU/VA Mail Code: _____
 Phone: 423.947.0395 Phone: _____
 Off-campus Mailing Address: 7858 Camberley Dr. Powell, TN 37849
- 4. Co-Investigator: N/A Co-Investigator: _____
 Department: _____ Department: _____
 ETSU/VA Mail Code: _____ ETSU/VA Mail Code: _____
 Phone: _____ Phone: _____
- 5. Date Submitted: 12.11.96 Est. Date of Activation of Proj.: 1/97
 Est. Date of Completion of Proj.: 5/97
- 6. Outside Supporting Agencies (funding source--requested funding or granted):
 a. Federal/State (agency name): _____
 b. Other Funding Sources (i.e., pharmaceutical, extramural): _____
 c. Departmental Grant (Dept. name): _____
 d. None
- 7. New Project
 Single Patient Study (Emergency Protocol)
 Thesis Research Doctoral Dissertation
 Advisor Name: Dr. Terry Tolletson Mailing Address: ELPA College of Education
 (a copy of your IRB approval form will be mailed to your university's central advisor and the Office of Graduate Studies)
- 8. Type of Review Requested: _____ Full Review (more than minimal risk involved)
 Is an Investigator's Brochure available? _____ Yes _____ No
 _____ Short Review (minimal risk project)
 _____ Re-Evaluation (the study has been temporarily inactive)
 Exemption Review (may qualify under federal guidelines for categories of studies exempt from coverage)
- 9. Human Subjects (check all applicable):
 Inpatients Volunteers Pregnant Women
 Outpatients Fetuses Mentally Incompetent
 Minors (under 18) Prisoners Elderly Population

FORM 103

Revised 05/96

10. Compensation to Human Subjects: None

11. Type of Project/Procedure to be used (please check the most applicable):

- a. Medical-Therapeutic (evaluation of drugs, treatment protocol, surgical procedure, etc.)
- b. Medical-Non-Therapeutic (physiological studies, laboratory analysis of blood or body substance)
- c. Investigation drug (drug study protocol)
- d. Radioactive Materials
 Name: _____
 Subcommittee on radioactive materials approval date: _____
- e. Psychological-Non-Manipulative (evaluation of subject response to educational material, attitude survey, etc.)
- f. Psychological-Manipulative (response to stressful stimuli, hypnosis, etc.)
- g. Study involving confidential material without human participation (chart review, etc.)
- h. Other (please specify) Research Survey

12. ATTACHMENTS REQUIRED FOR IRB REVIEW:

- 1. Narrative description of the project (see attached guidelines)
- 2. Informed Consent (see attached guidelines)
- 3. Complete Protocol and Investigator's Brochure (if available) ATTACH ONE COPY.

13.

Assurance of Principal Investigator

The information contained in this project review proposal accurately represents the activities of this project involving human subjects.

I will promptly inform the Institutional Review Board of (1) any significant changes in the project with respect to human subject participation; (2) any adverse reactions or unexpected responses observed involving human subjects; (3) any continuation of the project activities beyond the period stated in this request.

12.11.96
Date

Stephen W. Wright
Principal Investigator

14. Approval signature of Department Chair, Dean, or Division Head, (all ETSU/VAMC applications).

Date

ETSU/VA Department Chair, Dean or Division Head

Stephen W. Wright
410-86-7003
7858 Camberley Drive
Powell, Tennessee 37849
(423)947-0395

- I PERCEPTIONS OF TENURED FACULTY MEMBERS ABOUT THE POST-TENURE REVIEW PROCESS IN TENNESSEE COMMUNITY COLLEGES
- II This study will be conducted at each of twelve community colleges in the Tennessee Board of Regents System.
- III The objective of this study is to analyze the responses to a survey given to tenured faculty members in each of Tennessee's twelve community colleges and present the findings in order to make significant recommendations.
- IV. This study will examine the perceptions of tenured faculty members about the post-tenure review process in Tennessee community colleges. A complete list of tenured faculty will be provided by the Tennessee Board of Regents. From this list a random selection of 178 will be generated. A mailing which is coded only to determine the return of the survey will be mailed to all 178 randomly selected participants. Each of the random group will receive a survey which includes both demographic data and a fourteen item questionnaire. When the surveys are returned they will be analyzed using several statistical programs. The results will be included in Chapters IV and V of the dissertation project.
- V. The subjects will be asked to complete a survey which includes demographic information and a fourteen item questionnaire. The estimated time for completion of this survey is twelve to fifteen minutes.
- VI. There are no specific risks to subjects in this study.
- VII. There are no specific benefits to the subjects of this study.
- VIII. There are no inducements to the subjects in this study.
- IX. The Informed Consent is not necessary when applying for an Exemption Review. However, short further review be required The Informed Consent form will be resubmitted.

- XI. Not applicable to an Exemption Review.
- XII. See attached Reference list.
- XIII. All records will be stored in my home in a secured file cabinet in my office for a period not to exceed ten years of my graduation date. Only my immediate family, wife and daughter, will have access to this file cabinet.



East Tennessee State University
Institutional Review Board • Box 70565 • Johnson City, Tennessee 37614-0565 • (423) 439-6134

January 3, 1997

Stephen W. Wright
7858 Camberley Dr.
Powell, TN 37849

RE: Perceptions of Tenured Faculty Members About the Post-tenure Review
Process in Tennessee Community Colleges.
IRB #96-098e

Dear Mr. Wright:

I have reviewed the above-referenced study and find that it qualifies as exempt from coverage under the federal guidelines for the protection of human subjects is referenced at Title 45--Part 46.101.

If you feel it is necessary to call further IRB attention to any aspects of this project, please refer to the above-titled project and IRB number.

I appreciate your bringing this project before the IRB for its concurrence of exempt status.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "D. Walters", written in a cursive style.

David N. Walters, M.D., Chair of the IRB
Chief--Surgical Services, V. A. Medical Center

APPENDIX C
COVER LETTERS
QUESTIONNAIRE
LETTER FROM COMMITTEE CHAIR

Stephen W. Wright
7858 Camberley Drive
Powell, TN 37849

April 1, 1997

«Name»
«College»
«Address»
«City, State, ZIP»

Dear «Salutation»:

I am a doctoral candidate in the Department of Educational Leadership and Policy Analysis at East Tennessee State University. My doctoral dissertation focuses on the perceptions of tenured faculty regarding the post-tenure review process at Tennessee's community colleges. You have been selected as one of a random sample of tenured faculty members at one of these twelve institutions

Very little research has been published on the perceptions of faculty toward the post-tenure review process. As you may be aware the post-tenure review process in Tennessee recently has been under great scrutiny. Your completion of this survey will greatly add to the body of knowledge on this important topic.

Based on the pilot survey, the average length of time to complete this survey is twelve to fourteen minutes. After completing these forms, please return them to me using the stamped, addressed envelope. I assure you that complete confidentiality of your responses will be maintained. Envelopes have been coded only to permit a follow-up for unreturned surveys. The results will be reported as aggregate data only. Additionally, the completion of this survey is entirely voluntary on your part.

In advance, thank you for your participation in this study and giving me your time.

Respectfully,

Stephen W. Wright

Stephen W. Wright
7858 Camberley Drive
Powell, TN 37849

April 21, 1997

Mr.
Mississippi State Technical Community College
10915 Hardin Valley Road
P. O. Box 22990
Knoxville, Tennessee 37933-0990

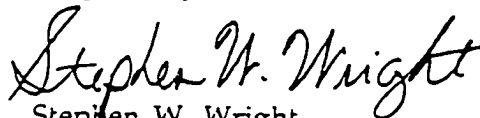
Dear

You received a survey in early April asking your perceptions on the post-tenure evaluation process at your community college. You are one of a randomly selected group of tenured personnel across Tennessee asked to respond.

If you have not returned the earlier survey, please take approximately 12-14 minutes to complete the enclosed survey. A stamped, addressed returned envelope is provided for your convenience. I assure you that complete confidentiality of your responses will be maintained. Envelopes have been coded only to permit a follow-up for unreturned surveys. The results will be reported as aggregate data only. Additionally, the completion of this survey is entirely voluntary on your part.

Your participation in this timely project is greatly appreciated. Once again, thank you for your participation in this dissertation study.

Respectfully,


Stephen W. Wright

Stephen W. Wright

**POST-TENURE REVIEW SURVEY
FOR FACULTY IN TENNESSEE COMMUNITY COLLEGES
DEMOGRAPHIC DATA**

Directions: Please provide the following demographic data by responding to each question and placing a checkmark in the appropriate space or by providing the information requested. This portion of the survey will be used to compile descriptive information about respondents. No individual information will be reported.

1. Campus Location
 a. East Tennessee b. Middle Tennessee
 c. West Tennessee
2. What is your age group?
 a. 20-29 c. 40-49
 b. 30-39 d. 50-59
 e. 60 or over
3. How many years of higher education teaching experience?
 a. under 5 c. 10-14
 b. 5-9 d. 15-19
 e. 20 or over
4. How many years experience at your tenure granting institution?
 a. under 5 c. 10-14
 b. 5-9 d. 15-19
 e. 20 or over
5. What is your gender?
 a. Male b. Female
6. What is the level of your highest degree?
 a. Bachelor's c. Master's+
 b. Master's d. Education Specialist
 e. Doctorate
7. What is your ethnic background?
 a. African American c. Caucasian
 b. Asian American d. Hispanic
 e. Native American
8. What is your current faculty rank? _____
9. Place a check mark by all information that is used in your institution's post-tenure review process.
 a. Student evaluations
 b. Observations by faculty colleagues
 c. Observations by department chair or dean
 d. Service to the community or institution
 e. Research and publications
 f. Professional development activities
 g. Self-evaluation
 h. Other _____

**POST-TENURE REVIEW SURVEY
FOR FACULTY IN TENNESSEE COMMUNITY COLLEGES
QUESTIONNAIRE**

Directions: Consider your attitudes toward your institutions post-tenure review policies as you respond to the following statements. Please circle the response that most closely reflects your opinion. Use the following scale to indicate what you believe actually occurs at the present time and what you believe should occur.

SA =STRONGLY AGREE
A=AGREE
N=NO OPINION
D=DISAGREE
SD=STRONGLY DISAGREE

<u>Actually Occurs</u>		<u>Should Occur</u>
SA A N D SD	1. After tenure is granted, post-tenure review of faculty continues on a regular basis.	SA A N D SD
SA A N D SD	2. Post-tenure review includes direct observations by colleagues.	SA A N D SD
SA A N D SD	3. Post-tenure review of faculty provides information needed for promotion, salary decisions, and continuation of position.	SA A N D SD
SA A N D SD	4. Student evaluations are used in the post-tenure review process.	SA A N D SD
SA A N D SD	5. When conducting classroom observations used in post-tenure review, administrators' observations (division or department heads) are used.	SA A N D SD
SA A N D SD	6. If necessary, the post-tenure review process is used to determine and dismiss faculty whose performance is unsatisfactory.	SA A N D SD
SA A N D SD	7. A professional development plan is part of the review process.	SA A N D SD
SA A N D SD	8. The chief academic officer participates in the review of tenured faculty prior to making personnel decisions.	SA A N D SD

SA =STRONGLY AGREE A=AGREE N=NO OPINION D=DISAGREE SD=STRONGLY DISAGREE

Actually Occurs

Should Occur

- | | | |
|-------------|--|-------------|
| SA A N D SD | 9. The post-tenure review process is very time-consuming. | SA A N D SD |
| SA A N D SD | 10. Self-evaluation is a part of the post-tenure review process. | SA A N D SD |
| SA A N D SD | 11. Faculty members are involved in the development and implementation of the post-tenure review process. | SA A N D SD |
| SA A N D SD | 12. Faculty research activities are considered in the post-tenure review process. | SA A N D SD |
| SA A N D SD | 13. The policies and procedures for the post-tenure review process are clearly written and published by the institution. | SA A N D SD |
| SA A N D SD | 14. Service to the college and to the community are included in the post-tenure review process. | SA A N D SD |

Comments: Please write any comments you may have concerning your institution's policies, guidelines, and/or procedures used in the post-tenure review process.

Thank you for contributing your time and expertise to this study and please return to:

Stephen W. Wright
 7856 Camberley Drive
 Powell, TN 37849



East Tennessee State University
College of Education

Department of Educational Leadership and Policy Analysis • Box 70550 • Johnson City, Tennessee 37614-0550 • (423) 439-4415, 4430
Fax: (423) 438-5764

March 1, 1997

Dr. Mary Baker
Vice President for Academic Affairs
Chattanooga State Technical Community College
4501 Amnicola Highway
Chattanooga, TN 37406

Dear Dr. Baker:

This letter will serve as verification that Stephen W. Wright is a doctoral student in the Department of Educational Leadership and Policy Analysis at East Tennessee State University under my supervision as his committee chair. Stephen Wright's dissertation is entitled *Perceptions of Tenured Faculty Toward the Post-Tenure Review Process in Tennessee Community Colleges*. As part of this study, he plans to send a voluntary and anonymous survey to a randomly selected group of tenured community college faculty at all twelve of Tennessee's community colleges. As the academic vice president of your institution, you will receive a request from Stephen for the names and campus addresses of your college's tenured faculty members. Your assistance in providing him with this information will be invaluable.

Stephen Wright's research findings may be useful to you and other higher education policy members regarding the role and specific practices of post-tenure review. I encourage you to provide Stephen with the requested information. Thank you for your assistance.

Sincerely,

Terrence A. Tollefson
Associate Professor and
Ed.D. Program Coordinator

VITA

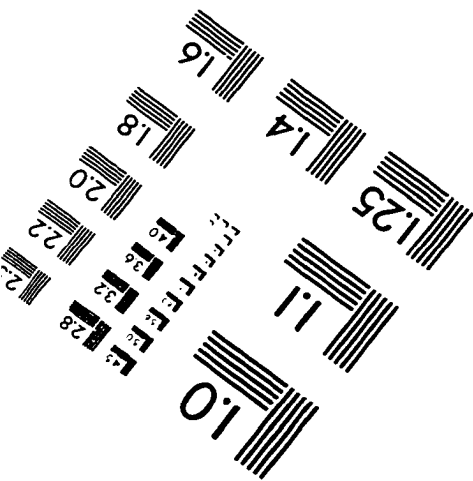
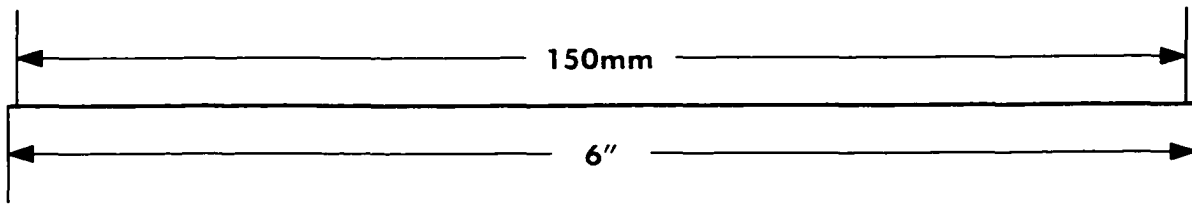
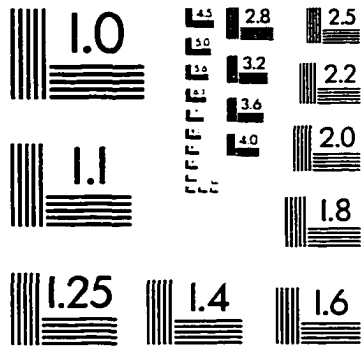
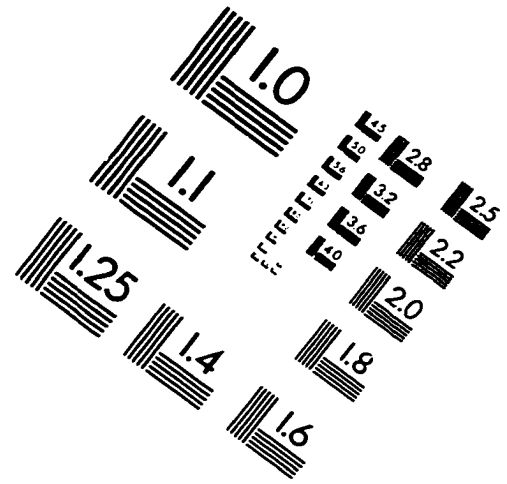
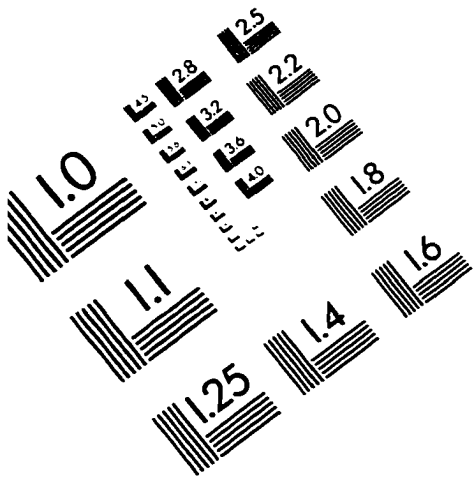
STEPHEN WILLIAM WRIGHT

- Personal Data:** Date of Birth: August 3, 1949
 Place of Birth: Rochester, New York
 Marital Status: Married, one child
- Education:** Public Elementary Schools, Massachusetts, Virginia,
 New York, Japan, California, Maryland,
 Tennessee
 Public High School, Erwin, Tennessee
 University of Tennessee, Knoxville, Tennessee;
 communications, B.S., 1971
 University of Tennessee, Chattanooga, Tennessee;
 elementary teaching certification, 1974
 University of Tennessee, Knoxville, Tennessee;
 curriculum and instruction, M.S., 1977
 University of Tennessee, Knoxville, Tennessee;
 administration and supervision certification,
 1987
 East Tennessee State University, Johnson City,
 Tennessee; educational leadership and policy
 analysis, Ed. D., 1997
- Professional Experience:** Classroom Teacher, Knox County Schools, Knoxville,
 Tennessee, 1974-1988
 Elementary Assistant Principal, West Hills Elementary
 and Beaumont Elementary, Knoxville, Tennessee,
 1988-1990
 Career Ladder Evaluator, Tennessee State
 Department of Education, Nashville, Tennessee,
 1991-1994
 Technology Coordinator, Vine Middle Performing Arts
 and Sciences Magnet School, Knoxville,
 Tennessee, 1994-1997

**Professional
Membership:**

**Knox County Education Association
Tennessee Education Association
National Education Association
Tennessee Association for Supervision and
Curriculum Development
Phi Delta Kappa**

IMAGE EVALUATION TEST TARGET (QA-3)



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