

CITY COLLEGES[®]
OF CHICAGO

TENURE MANUAL

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Introduction

City Colleges of Chicago (CCC) is a [mission-based institution](#), committed to supporting tenure-track faculty through the Tenure Assistance Program (TAP). Established in 2013, TAP aims to model and strengthen healthy institutional habits and provide guardrails in support of individuals seeking tenure in the CCC system.

TAP focuses on promoting the following practices:

- effective and thoughtful use of data;
- clarity of roles in the decision-making process;
- use of research, theory, and best practices;
- transparency and meaningful feedback at all levels;
- the creation and maintenance of a spirit of support; and
- self-evaluation, reflection, and ongoing improvement at all levels (including of the process itself).

This manual outlines the administrative procedures and the expectations for all parties involved in CCC's tenure process at the college and district levels. It is the culmination of the work of faculty and administrators from all seven City Colleges through an iterative feedback and design process.

Defining Faculty Excellence: The Talents of Teaching

The tenure process is organized around a clearly articulated vision of CCC faculty excellence, called the **Talents of Teaching**. Based on models of best practices and designed entirely by CCC faculty, the Talents of Teaching reflect CCC institutional mission and values and thus act as an anchor for the tenure process. Through the tenure process, tenure track faculty members will learn about the Talents of Teaching, engage in thoughtful discussions around the Talents, and use the Talents as touchstones for assessing individual strengths and areas for growth. Over the course of their time on the tenure track, faculty members work to create an evidence-based document called the *Argument for Tenure* which demonstrates competence in the Talents of Teaching.

Talents of Teaching

History and Purpose of the Talents

During the Spring 2010 semester, a team of CCC faculty met with representatives of Valencia College, a multi-campus college system in Florida similar to CCC. The CCC faculty team was impressed with the sophisticated level of professional development that Valencia offered to their faculty members, all of which was organized around the “Essential Competencies of a Valencia Educator.” Embracing the value of establishing a set of core competencies that reflect our institutional mission and values, faculty from around the district worked to define the Talents of

Teaching. After several semesters of drafting and refinement, the Talents of Teaching represent both best practices in educational research, and the elements that we, as City College of Chicago teachers, find most fundamental to our practice.

The Talents of Teaching represent excellent practices from educational research and elements that City Colleges of Chicago educators find most fundamental to their practices. The Talents are not outcomes, but rather aspirational statements that articulate exemplary faculty practices. Their purpose is to guide faculty development activities and to provide a foundation for faculty peer evaluation. As a living document, these statements are always open to review and revision by faculty bodies such as the Faculty Council of the City Colleges of Chicago (FC4).

The Talents of Teaching are:

1. Teaching and Learning
2. Measuring Learning
3. Diversity, Inclusion, Respect, and Student Support
4. Academic Citizenship, Shared Governance, and Leadership
5. Content Expertise and Lifelong Learning

Teaching and Learning

CCC faculty members develop and use highly effective teaching strategies that meet students' diverse needs and that promote the acquisition and application of knowledge and the development of critical and creative thinking and problem-solving skills. They carefully design courses to meet learning outcomes and promote students' active participation in their own learning. They create an effective learning environment that fosters students' intellectual curiosity, helps students to problem solve using discipline-specific thinking strategies, and encourages students to challenge sources and confront their own assumptions.

Measuring Learning

CCC faculty members employ a variety of formative and summative assessments to ensure that classroom instruction leads to student learning and the attainment of the student learning outcomes for the course. They carefully select and use a variety of appropriate assessment instruments, communicate clear assignment expectations and evaluation criteria, provide students ample and timely feedback, and evaluate and improve assessment activities and grading practices.

Diversity, Inclusion, Respect, and Student Support

CCC faculty members help students reach their academic, personal, and career goals and foster a safe environment that respects the diversity of people and ideas by modeling respect for all students and conveying confidence in every student's ability to learn. They employ approaches that consider how learning is affected by students' motivations, attitudes, perceptions, values, and behaviors; and help students overcome obstacles by connecting them to appropriate resources.

Academic Citizenship, Shared Governance, and Leadership

CCC faculty members enrich the CCC community by participating actively in departmental, college, and/or district committees and activities; they contribute to and provide leadership in their academic and professional communities, and they promote collaboration and teamwork among members of these communities. CCC faculty members maintain leadership organizations that determine and maintain standards of academic integrity and excellence and that participate in policy and curriculum development.

Content Expertise and Lifelong Learning

CCC faculty members demonstrate content-area expertise and continually grow intellectually by remaining current within their fields, expanding their content-area knowledge, studying teaching and learning, and engaging in self-evaluation and goal setting. They engage in and model intellectual curiosity and express passion for their disciplines and for learning in general.

Summary

These five Talents of Teaching serve to increase student success and maintain institutional health. The first two Talents, *Teaching and Learning* and *Measuring Learning*, are meant to guide faculty towards improving instructional effectiveness. The third Talent, *Diversity, Inclusion, Respect and Student Support*, aims to meet the needs of all CCC students. The fourth Talent, *Academic Citizenship, Shared Governance, and Leadership*, meets the needs of both faculty and the institution as a whole by ensuring the faculty have a voice in all curricular matters and maintaining a process through which academic initiatives can move forward with integrity. The final Talent, *Content Expertise and Lifelong Learning*, seeks to maintain a strong, qualified, highly effective faculty body dedicated to continued improvement.

Although the Talents of Teaching were initially designed as aspirational statements for faculty, the institution as a whole must strive toward excellence in the Talents. It is only through faculty, administration, and staff collaboratively working towards this common goal that the CCC will become a world-class academic institution.

Organizing Principles of the Tenure Process Design

TAP relies on several organizing principles, derived both from research on teaching and learning and extensive faculty and administrative input. The tenure process is designed to be individualized, supportive, evidence-based, and transparent.

Professional development and service contributions are individualized and flexible.

CCC hires faculty who have a vast range of teaching experience, academic and non-academic work experience, and expertise in many different areas. The tenure process acknowledges the strengths that faculty bring with them into CCC and allows faculty to use those strengths to help themselves grow in other areas that CCC believes to be important for living the mission and enhancing student learning. To do this, the tenure process must be seen as an individualized

endeavor, with each tenure track faculty member working towards the same goal of demonstrating competence in the Talents of Teaching, but via different avenues. This is accomplished through the design of a flexible and personalized experience called the Individualized Learning and Service Plan (ILSP).

The tenure process includes significant formal and informal faculty support.

The tenure process is designed to provide tenure track faculty members multiple forms of support and assistance offered early and throughout the timeline for achieving tenure. The Tenure Assistance Program (TAP) includes two main educational components designed to help each faculty member progress towards the achievement of tenure: the Tenure Orientation Seminar (TOS) and the Second Semester Seminar (SSS). Faculty members also receive individualized support both from their TAP Leaders and their faculty mentors. The TAP Leader acts as a non-evaluative adviser and advocate, ensuring that each faculty member receives fair and equal treatment throughout the tenure process. TAP Mentors provide formative feedback through classroom visits and informal discussions throughout the first and second years of the tenure process.

The tenure process relies on evidence-based decision making.

Tenure-track faculty members undergo multiple forms of assessment and evaluation throughout the tenure process. These assessments are grounded in the concept of reflective practice as a vehicle for growth and serve as a means of providing feedback to faculty on teaching and developing knowledge of learning theory and the Talents of Teaching. Administrators make informed decisions regarding contract renewal and tenure that are supported by the evidence contained in the tenure-track faculty members' portfolios. An annual Tenure Process Report provides a formal structure for both college and district administrators to reflect on the college's execution of the tenure process. Examining the strength of the tenure track faculty members' evidence and reflections in the aggregate allows the administration insight into how the tenure process is working to gauge strengths and areas for growth within the tenure process itself.

The tenure process is a transparent process that relies on collaboration and communication.

The tenure process is designed to be transparent at all levels. Transparency through formal written feedback is necessary for growth throughout the process. This feedback ensures that tenure-track faculty members are aware of their progress and areas for growth. Transparency is also mandatory for ensuring the integrity of the process by holding all parties accountable for their decisions.

Summary

By actively engaging these organizing principles, the tenure process seeks to model and strengthen positive institutional habits while supporting, retaining, and developing faculty who effectively enact the mission of the City Colleges of Chicago.

Overview of the Tenure Process

Tenure track faculty members at CCC undergo a five-semester tenure process before a final decision regarding their tenure is made. Each semester has its own objectives and outcomes. Each semester is outlined in detail in this manual. Here we provide a brief overview of the entire process.

Semester 1: Orientation and Initial Development

Faculty members begin the tenure process with the Tenure Orientation Seminar (TOS) before and during their first semester as tenure-track faculty. The goal of TOS is to familiarize the tenure-track faculty member with TAP, introduce the Talents of Teaching, and assist with the development of their first semester portfolio. This portfolio is the first of three, the second in semester 3, and the third in semester 5. The contents and descriptions of each portfolio are described in detail in this manual.

The first semester also includes classroom observations and tenure-track faculty participation in the Mentor program:

Classroom Observations

Respective department chairs and administrators will formally evaluate a class session for each tenure track faculty member in semesters 1, 3, and 5. In Semesters 2 and 4, two tenured faculty members will formally evaluate class sessions for each tenure-track faculty member. After each classroom observation, the tenure track faculty member must complete a post-observation reflection, meant to provide a context for the class session and a space for the tenure track faculty member to practice critical reflection and consider how observer feedback will be integrated in the future.

Mentor Program

Tenure track faculty members are required to participate in the Mentor Program for the first two years of the tenure process. Mentors are tenured faculty, ideally from outside of the tenure-track faculty member's department. Mentor and mentee visit each other's classes and engage in reflective discussions about teaching and learning. The mentor/mentee relationship is completely confidential and non-evaluative (see page 48).

Semester 1

Objectives

- The tenure track faculty member becomes oriented to the City Colleges of Chicago and teaching at the college.

- The tenure track faculty member builds relationships with mentor, TAP Leader, cohort of tenure-track faculty, department, and college.
- The tenure track faculty member practices habits of critical reflection to gauge their instructional strengths and areas for growth.

Indicators of Success

- Classroom observations, student evaluations, the Semester 1 Procedure Checklist, and the letter from the Department Chair indicate that the tenure track faculty member is fulfilling basic classroom and departmental duties and upholding appropriate standards of professionalism.
- The Semester 1 Procedure Checklist validates that the tenure track faculty member is actively participating in TAP.
- The tenure track faculty member's Comprehensive Self-Evaluation and Reflection provides a thorough assessment of strengths and areas for growth.

Tenure Track Faculty Member Activities

Orientation & Mentorship

- Participates in the Tenure Orientation Seminar (TOS)
- Participates in the Mentor Program, including two mentor visits to the tenure track faculty member's class and one visit to the mentor's class

Teaching Evaluation

- Receives two formal classroom observations (by Department Chair and administrator) with written summaries
- Completes post-observation reflections for each formal observation
- Meets with each observer following the classroom observation (recommended)
- Undergoes student evaluation in all courses

Academic Citizenship

- Participates in department, college, and/or district service obligations
- Meets college expectations¹ and departmental expectations² as outlined in the published departmental criteria and procedures

¹ See TAP Leader for questions regarding college-specific expectations

² See Department Chair for questions regarding department-specific expectations.

Completes Semester 1 Portfolio and submits to department

Semester 1 Portfolio Checklist and Document Descriptions

Item	Description
1. Letter from Tenure Track Faculty Member to the College President	For the Semester 1 Portfolio, this letter serves as a brief, formal introduction to the portfolio. This is an opportunity for the tenure track faculty member to highlight strengths, describe areas for growth, and summarize plans for successful completion of the tenure process.
2. Semester 1 Procedure Checklist	The TAP Leader is the primary responsible party for this form. The TAP Leader shall work with the Department Chair and any other relevant parties to complete this document. It indicates that the tenure track faculty member has completed all requirements of the tenure process for the first semester. See form provided online [link].
3. Curriculum Vitae	The tenure track faculty member's most current copy of their curriculum vitae (CV) should include all elements required by both the college and department. The TAP Leader and Department Chair should inform the tenure-track faculty member about the college and department requirements.
4. Course Syllabus with Explanation	The purpose of the Course Syllabus with Explanation is to demonstrate an adequate understanding of the elements of the syllabus and a developing knowledge of course design. The syllabus included should be identical to the syllabus given to students at the beginning of the semester for one of the courses currently taught by the tenure track faculty member and should include all elements required by the college and the department. The explanation should show that the syllabus has been constructed thoughtfully to aid student learning and include a brief discussion of how certain elements developed from past experience or a brief discussion of which elements seem to be working well or may need revision in the future.
5. Sample Assessment with Explanation	The purpose of the Sample Assessment with Explanation is to illustrate the tenure-track faculty member's understanding of how to effectively measure student learning outcomes. Directions for students or a description of how the assessment was employed must be included with the assessment itself. The explanation must identify the student learning

Item	Description
	<p>outcomes that were measured, how the assessment measured those outcomes, and a brief discussion of the strengths and/or weaknesses of the assessment.</p>
<p>6. Classroom Observation Forms and Post-Observation Reflections</p>	<p>Classroom observation forms are completed by the person who conducted the observation: in Semester 1, a Department Chair and an administrator (e.g., Dean of Instruction, Associate Dean of Instruction). The purposes of the observation are as follows: evaluate the tenure track faculty member's current teaching effectiveness, provide constructive feedback to help the faculty member improve, and expand their understanding of strengths and areas for growth.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The reflection is an opportunity for the tenure track faculty member to explain the observed lesson and contextualize the lesson in the broader course, program, etc. The reflection is also intended for the tenure-track faculty member to self-assess the class session, reflect on feedback received, and define next steps for improving instruction. Part 1 of the Post-Observation Reflection should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving the completed Classroom Observation form from the observer.</p>
<p>7. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations. Students in the classes taught by the tenure-track faculty member complete a standard, Union-approved form to share their perspectives on the instructor's teaching effectiveness.</p> <p>In the Summary of Student Evaluations, the Department Chair should summarize what students wrote in these evaluations, including direct quotes from student comments when appropriate, while protecting individual students' identities. General trends in scoring as well as anomalies should be noted. If there are large discrepancies between different sections or courses taught, the Department Chair should make note of these in the summary.</p>
<p>8. Comprehensive Self-Evaluation and Reflection</p>	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all the information about the faculty member's own effectiveness over the course of the semester. The document should provide a comprehensive, evidence-based self-evaluation and reflection of strengths and areas of growth. The document <i>must</i> draw upon and directly reference the classroom observations and summary of student evaluations. Mentor feedback should inform the self-evaluation but does</p>

Item	Description
	not need to be directly referenced. The document may also draw upon instructor-made surveys, assessments of student learning, discussions with administrators or colleagues, syllabus and/or assessment reflections, and any other relevant sources of feedback. The tenure track faculty member should provide thoughtful reflection and not simply repeat comments from the classroom observation forms and the summary of student evaluations.
9. Additional Items Required by Department, if any	The Department Chair should be consulted regarding any additional items.

Semester 1 Suggested Timeline

This suggested timeline is included to help ensure that all formal procedures are carried out such that the final portfolio deadlines (in ***bold and italics***) can be met.

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
Before Faculty Development Week (FDW)			Meet with other TAP Leaders to plan Orientation; assign TTFMs to TAP Leaders (at colleges with multiple TAP Leaders)	Ensure TTFM has access to Brightspace and email
FDW & Pre-Classes (time on contract before classes begin)	Attend FDW, participate in first TOS session(s) Participate in orientation Complete all pre-work for TOS and all other assigned work	Introduce and orient TTFM to department; review departmental responsibilities and offer overview of potential committee work	Match mentors with TTFMs Offer a pre-orientation session to new faculty and a mentor/mentee meet and greet Run orientation and share TAP	Welcome new TTFMs Ensure first-semester TTFMs have no Friday commitments; this time is reserved for TOS

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
			information with TTFM	
Weeks 1-2	Share possible service interests with Department Chair, TAP Leader, administration	Identify possible service opportunities for TTFMs for first semester	Assist Department Chair and administration on identifying service, administrative points of contact, as needed	Work with Department Chair and TAP Leader to identify administrative point person who will support (and conduct a classroom observation for) TTFM
Weeks 3-4	Work with Department Chair and administrative point person to schedule formal observations in Weeks 5-8	Work with administrative point person and TTFM to schedule formal observations in Weeks 5-8		Work with Department Chair and TTFM to schedule formal observations in Weeks 5-8
Week 5	Send drafts of Curriculum Vitae, Syllabus with Explanation, and Sample Assessment with Explanation to TAP Leader	Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major concerns with TAP Leader and completion Action Plan as needed	Informal check-ins with tenure track faculty members and mentors; offer feedback on portfolio documents as needed	Complete formal classroom observation; follow up with tenure track faculty member and give the formal observation write-up within one week; share any major concerns with TAP Leader and complete Action Plan as needed
Weeks 6-8	Work with mentor and TAP Leader to begin writing the self-evaluation and reflection; complete a post-observation reflection for each formal observation			
Weeks 9-10	Mid-semester check-in with TAP Leader	Assist in completing the Semester 1 Procedure Checklist	Mid-semester check-in with tenure track faculty member,	

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
	Administer Student Course Evaluations		Department Chair and mentor to complete the Semester 1 Procedure Checklist	
Weeks 11-13	Finish portfolio	Complete the student evaluation summary and return to TTFM by Wednesday of Week 12; share any major concerns with TAP Leader		
Week 14	<i>Portfolio submitted by tenure track faculty member to department on Monday, Week 14</i>	Department chair completes the Portfolio Checklist; department reviews portfolio		
Week 15		Departmental vote		
Week 16		<i>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</i>		

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
End of semester, beginning of following semester				College administration reviews the portfolio President or designee completes the rubric and determines renewal recommendation College administration submits renewal decision and portfolio in line with District Office deadlines

Semester 2: Deepening Reflection and Planning

During their second semester, tenure-track faculty members are required to actively participate in the Second Semester Seminar (SSS). This seminar engages the tenure track faculty members in thoughtful conversations regarding the Talents of Teaching and theories of learning. The work done in SSS helps tenure-track faculty members deepen their reflective practice, frame their Teaching and Service Philosophy, prepare for the Second Semester Review (SSR), and create the Individualized Learning and Service Plan (ILSP).

Individualized Learning and Service Plan (ILSP)

The ILSP documents the tenure track faculty member's strengths and areas for growth, based on the Talents of Teaching and feedback received through classroom observations, student evaluations, and other appropriate data sources. The faculty member lays out a systematic plan to address the identified areas for growth in the Talents. The ILSP is reviewed and approved through the Second Semester Review, a meeting between the tenure track faculty member, the Department Chair, an administrator, and the TAP Leader. The ILSP is considered a *living document* that can be flexible and change such that it remains relevant and meaningful. The tenure-track faculty member, in discussion with the Department Chair and administration, is allowed to deviate from the original plan as long as the areas for growth are still being

adequately addressed, and the tenure-track faculty member can justify changes in their final Argument for Tenure document.

Semester 2

Objectives

- The tenure track faculty member develops an understanding of the Talents of Teaching.
- The tenure track faculty member develops a teaching and service philosophy and gives examples of how their philosophy informs instruction and college involvement.
- The tenure track faculty member uses the Talents of Teaching as a guide to identifying strengths and areas for growth and designs an Individualized Learning and Service Plan (ILSP) to address these.

Indicators of Success

- The Semester 2 Procedure Checklist validates that the tenure track faculty member is actively participating in the TAP process.
- The Second Semester Review report indicates the tenure track faculty member can articulate and apply the Talents of Teaching.
- The Second Semester Review Report indicates that the tenure track faculty member's teaching and service philosophy shows significant depth of thought at both the theoretical and practical levels.
- The Second Semester Review Report denotes that the tenure track faculty member's ILSP articulates strengths and areas for growth based on the Talents of Teaching and an effective plan that will aid in the creation of a strong final Argument for Tenure.

Tenure Track Faculty Member Activities

Mentorship

- Participates in the Mentor Program, including being observed by the mentor twice
- Observes two faculty members' classes³

Teaching Evaluation

- Meets with Department Chair to discuss Semester 1 course outcome data

³ These are informal observations intended to help the tenure track faculty member reflect more deeply about teaching practices by observing peers. The peers observed do not have to be tenured.

- Receives two formal classroom observations by tenured faculty—one selected by the Department Chair, and one selected by the tenure track faculty member; neither should be the Department Chair or Mentor, and could be in a different discipline—with written summaries
- Completes post-observation reflections for each formal observation
- Meets with each observer following classroom observation (recommended)

Second Semester Activities

- Participates in the Second Semester Seminar
- Develops a teaching and service philosophy and the ILSP
- Participates in Second Semester Review

Academic Citizenship

- Participates in department, college, and/or district service obligations. It is recommended the tenure-track faculty member identify ways to contribute to committees or other service opportunities in ways aligned with their developing ILSP.
- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures.

Documents Generated During Semester 2 for Semester 3 Portfolio

Item	Description
Teaching and Service Philosophy (Draft)	The Teaching and Service Philosophy demonstrates how the tenure track faculty member’s practice is guided by theory. As such, it should exhibit knowledge of learning theory and offer a thoughtful reflection on theories that guide one’s own teaching practices. The document should also include a discussion of the role and responsibilities of full-time faculty outside the classroom, showing a holistic view of how full-time faculty members support the mission of the institution, and a reflection on how one’s philosophy directs one’s actions both inside and outside the classroom with examples.

Item	Description
Individualized Learning and Service Plan (ILSP); Approved with Department Chair and Administrative Signatures	<p>The Individualized Learning and Service Plan (ILSP) is a product of the Second Semester Seminar. The purpose of this document is for the tenure track faculty member to outline a plan for outcomes-based professional development and service to the institution. In the ILSP, the tenure-track faculty member uses the Talents of Teaching as a guide for assessing strengths and areas for growth and develops a plan for critically reflecting upon and improving their classroom instruction, institutional service, and lifelong learning. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review.</p>
Classroom Observation Forms and Post-Observation Reflections	<p>Classroom observation forms are completed by the tenured faculty members who observe the tenure track faculty member during Semester 2. The purposes of the observation are as follows: evaluate the tenure track faculty member's current teaching effectiveness, provide constructive feedback to help the faculty member improve, and expand their understanding of strengths and areas for growth. See form provided online [link].</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The reflection is an opportunity for the tenure track faculty member to explain the observed lesson and contextualize the lesson in the broader course, program, etc. The reflection is also intended for the tenure-track faculty member to self-assess the class session, reflect on feedback received, and define next steps for improving instruction. Part 1 of the Post-Observation Reflection should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving the completed Classroom Observation form from the observer.</p>
Summary of Student Evaluations	<p>The Department Chair completes the summary of the student evaluations. Students in the classes the tenure-track faculty member teaches share their perspectives on the instructor's teaching effectiveness, including strengths and areas for growth. In the Summary of Student Evaluations, the Department Chair should summarize what students wrote in these evaluations, including direct quotes from student comments when appropriate, while protecting individual students' identities. General trends in scoring as well as anomalies should be noted. If there are large discrepancies between different sections or courses taught, the Department Chair should make note of these in the summary.</p>
Second Semester Review Report	<p>This report is completed by an administrative designee and signed by the Vice President. It discusses the results of the Second Semester Review, including any revisions to the ILSP</p>

Item	Description
	mentioned in the meeting. A written report should be provided to the tenure track faculty member.
Semester 2 Procedure Checklist	This form is completed by both the Department Chair and the TAP Leader. It indicates that the tenure track faculty member has completed all requirements of the tenure process for the second semester.

Semester 2 Suggested Timeline

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 1-4	Participate in Second Semester Seminar and mentor program; complete all required observations and post-observation reflections; administer student evaluations; work with department chair, TAP Leader and admin to schedule Second Semester Review	Complete informal discussion with tenure track faculty member about contextualized data report from Semester 1 by end of Week 4 Select a tenured faculty member to observe TTFM	Assist with scheduling Second Semester Review	Lead scheduling of Second Semester Review
Weeks 5-8			Be available for consultation and feedback on ILSP draft(s)	
Weeks 9-12				

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 13-16	<p>Submit all required documents for review one week prior to scheduled review date</p> <p>Second Semester Review</p> <p>Get all signatures for Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Complete Semester 2 checklist</p> <p>Attend Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Second semester Review</p> <p>Administrative designee completes the Second Semester Review Report and returns report to TTFM</p>

Semesters 3-5: Implementation and Continued Evaluation

The tenure track faculty member spends semesters 3, 4, and 5 of the tenure process enacting the ILSP and developing a strong argument for tenure. The Argument for Tenure is the culminating document of the tenure process. In this document, the tenure-track faculty member discusses how identified areas for growth were addressed, offers evidence of competence in the Talents of Teaching, and projects future plans for growth.

Semester 3

Objectives

- The tenure track faculty member uses the Talents of Teaching and appropriate feedback (student evaluation comments, observation comments, mentor discussions, student success data, and other sources as appropriate) to design effective classroom instruction.
- By beginning implementation of the ILSP, the tenure track faculty member strategically works to demonstrate growth in the Talents of Teaching and to engage in meaningful service to the department, college, and/or district.

- The tenure track faculty member continues to engage in meaningful self-evaluation and reflection with the goal of continued growth.

Indicators of Success

- Classroom observations, student evaluations and other metrics (as appropriate) confirm that the tenure track faculty member is teaching effectively with consistency.
- The letter from the Department Chair and ILSP Progress Report with appropriate artifacts document the tenure track faculty member's growth and service to the department, college and/or district.
- The Semester 1 Procedure Checklist validates that the tenure track faculty member is progressing in TAP.
- The Semester 3 Portfolio Rubric and Comments indicate that portfolio documents are well-supported and thoughtful, demonstrating the ability to synthesize evidence from multiple sources.

Tenure Track Faculty Member Activities

Mentorship

- Participates in the Mentor Program (informal classroom observations are optional in Semester 3)
 - The tenure track faculty member may identify a different mentor beginning in Semester 3: one who can best support the completion of the ILSP. Changing mentors also allows the tenure track faculty member to receive feedback from another faculty peer.

Teaching Evaluation

- Meets with the Department Chair to discuss course data from Semester 1 and 2
- Receives two formal classroom observations (by Department Chair and administrator) with written summaries
- Completes a post-observation reflection for each formal observation

Academic Citizenship

- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Portfolio & ILSP Development

- Continues implementation of ILSP

- o The ILSP should be seen as a living document. A tenure track faculty member who needs to deviate from the planned ILSP may make changes as necessary. Large deviations should be approved by the Department Chair and an administrative designee.
- Completes Semester 3 Portfolio

Semester 3 Portfolio Checklist and Document Descriptions

Semester 3 Portfolio: Table of Contents	Description
1. Letter from the Tenure Track Faculty Member to the College President	This document should summarize the portfolio, describing the tenure track faculty member's progress towards tenure. The tenure track faculty member should draw attention to evidence contained in the portfolio that supports growth in the Talents of Teaching, specifically those noted as areas of growth in the Semester 1 portfolio and ILSP.
2. Semesters 2 and 3 Procedure Checklists	These forms are completed by both the Department Chair and the TAP Leader. They indicate that the tenure track faculty member has completed all requirements of the tenure process since the completion of the Semester 1 portfolio.
3. Curriculum Vitae	The tenure track faculty member's most current copy of their curriculum vitae (CV) should include all elements required by each the college, and the department. The TAP Leader and Department Chair should inform the tenure-track faculty member about the college and department requirements. The tenure track faculty member should include any professional development or service conducted since the Semester 1 portfolio.
4. Teaching and Service Philosophy	The teaching and service philosophy demonstrates how the tenure track faculty member's practice is guided by theory. As such, it should exhibit knowledge of learning theory and offer a thoughtful reflection on theories that guide one's own teaching practices. The document should also include a discussion of the role and responsibilities of full-time faculty outside the classroom, showing a holistic view of how full-time faculty members support the mission of the institution, and a reflection on how one's philosophy directs one's actions both inside and outside the classroom with examples.
5. Course Syllabus with Explanation	The purpose of this document is to demonstrate developing knowledge of course design. The syllabus included should be identical to the syllabus given to students for one of the courses taught by the tenure track faculty member either in the previous semester or the current semester and should include all elements required by the college and the department.

Semester 3 Portfolio: Table of Contents	Description
	<p>The syllabus does not need to be for the same course as the syllabus included in the previous portfolio. The explanation should show that the course has been designed thoughtfully to aid student learning. The reflection should demonstrate the tenure track faculty member's ability to recognize the effects that elements of the syllabus or course design have had on the classroom environment or student learning. It should also include a discussion of possible revisions the tenure track faculty member will make in the future, and why these revisions would enhance the syllabus or course design. Tenure track faculty members are encouraged to discuss how classroom data, classroom observations and/or student feedback influenced the development or revision of the syllabus.</p>
<p>6. Sample Assessment with Explanation and Reflection</p>	<p>The purpose of this document is to illustrate the tenure track faculty member's understanding of how to effectively measure student learning. The student directions or a description of how the assessment was used must be included with the assessment itself. The explanation must identify the student learning outcomes to be measured and how the assessment would measure those outcomes. The reflection should include a discussion of the strengths and weaknesses of the assessment, its ability to effectively measure student learning, and how the results were used to inform instruction. The tenure track faculty member should also discuss any changes to be made to the assessment in the future, and how those changes would enhance the assessment's ability to accurately measure student learning.</p>
<p>7. Classroom Observation Forms and Post-Observation Reflection Forms</p>	<p>Classroom observation forms are completed by two tenured faculty members (Semester 2), the Department Chair (Semester 3), and an administrator (Semester 3). The purposes of the observation are as follows: evaluate the tenure track faculty member's current teaching effectiveness, provide constructive feedback to help the faculty member improve, and expand their understanding of strengths and areas for growth.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The reflection is an opportunity for the tenure track faculty member to explain the observed lesson and contextualize the lesson in the broader course, program, etc. The reflection is also intended for the tenure-track faculty member to self-assess the class session, reflect on feedback received, and define next steps for improving instruction. Part 1 of the Post-Observation Reflection should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving the completed Classroom Observation form from the observer.</p>

Semester 3 Portfolio: Table of Contents	Description
8. Summary of Student Evaluations	<p>The Department Chair completes the summary of the student evaluations. Students in the classes the tenure-track faculty member teaches share their perspectives on the instructor's teaching effectiveness, including strengths and areas for growth. In the Summary of Student Evaluations, the Department Chair should summarize what students wrote in these evaluations, including direct quotes from student comments when appropriate, while protecting individual students' identities. General trends in scoring as well as anomalies should be noted. If there are large discrepancies between different sections or courses taught, the Department Chair should make note of these in the summary.</p>
9. Contextualized Data Report	<p>The Contextualized Data Report is completed by the Department Chair. The purpose of the Contextualized Data Report is to analyze quantitative information to identify and explain any anomalies, and, when combined with other forms of evaluation included in the portfolio, arrive at a holistic picture of the tenure track faculty member's teaching performance.</p> <p>The chair can consult with the TAP Leader, institutional researcher(s), and the tenure track faculty member as needed. The report must include retention and course success data from completed semesters (i.e., Semesters 1 and 2 for the Semester 3 portfolio). Other relevant data should be included as appropriate to the discipline and course.</p>
10. Comprehensive Self-Evaluation and Reflection	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all the information about the faculty member's own effectiveness over the course of the semester. The document should provide a comprehensive, evidence-based self-evaluation and reflection of strengths and areas of growth. The document <i>must</i> draw upon and directly reference the classroom observations and summary of student evaluations. Mentor feedback should inform the self-evaluation but does not need to be directly referenced. The document may also draw upon instructor-made surveys, assessments of student learning, discussions with administrators or colleagues, syllabus and/or assessment reflections, and any other relevant sources of feedback. The tenure track faculty member should provide thoughtful reflection and not simply repeat comments from the classroom observation forms and the summary of student evaluations.</p> <p>The Semester 3 comprehensive self-evaluation and reflection must also refer to the Comprehensive Self-Evaluation and Reflection completed for the Semester 1 portfolio, noting progress and growth. <i>The Semester 3 Comprehensive Self-Evaluation and Reflection should demonstrate the tenure track faculty member's ability to engage in critical reflection in more depth than in the previous portfolio.</i></p>

Semester 3 Portfolio: Table of Contents	Description
<p>11. ILSP and Related Documents</p>	<p>The Individualized Learning and Service Plan (ILSP) is a product of the Second Semester Seminar. The purpose of this document is for the tenure track faculty member to outline a plan for outcomes-based professional development and service to the institution. In the ILSP, the tenure-track faculty member uses the Talents of Teaching as a guide for assessing strengths and areas for growth and develops a plan for critically reflection upon and improving their classroom instruction, institutional service, and lifelong learning. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review.</p> <p>The Second Semester Review is completed by an administrative designee and signed by the Vice President. It discusses the results of the Second Semester Review, including any revisions to the ILSP mentioned in the meeting. The written report should be provided to the tenure track faculty member.</p> <p>The ILSP Progress Report is written by the tenure track faculty member and should describe progress on the ILSP, as of Semester 3, and include appropriate documentation.</p>
<p>12. Semester 1 Portfolio Rubric with any necessary responses and/or action plans</p>	<p>The Semester 1 Portfolio Rubric is included in the Semester 3 portfolio. If any necessary responses or action plans were given to the tenure track faculty member, those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.</p>
<p>13. Additional items required by department, if any</p>	<p>The Department Chair should be consulted regarding any additional items.</p>

Semester 3 Suggested Timeline

This suggested timeline is included to help ensure that all formal procedures are carried out such that the final portfolio deadlines (in ***bold and italics***) can be met.

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 1-2	Continue service contributions Meet with Department Chair to discuss course data from Semesters 1-2	Department Chair and admin. point person work with TTFM to schedule formal observations occurring Weeks 5–8		Department Chair and admin. point person work with TTFM to schedule formal observations occurring Weeks 5–8
Weeks 3-4	Complete work as outlined in ILSP	Discuss Semester 1 and 2 course data with tenure track faculty member by end of week 4	Offer individual support to TTFM	
Weeks 5-8	Work on portfolio documents Complete a post-observation reflection for each formal observation	Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major concerns with TAP Leader and completion Action Plan as needed	Check in with Department Chair, mentor, and admin. Complete Procedure Semester 3 checklist	Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major concerns with TAP Leader and completion Action Plan as needed
Weeks 9-12	Administer student evaluations, Weeks 10-11	Complete the student evaluation summary and give to TTFM by Wednesday of Week 12		Provide student evaluation forms to TTFM in Week 9

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 13-16	<p>Complete portfolio documents</p> <p>Submit portfolio to Department Chair on Monday, Week 14</p>	<p>Department chair completes the Portfolio Checklist; department reviews portfolio</p> <p>Department vote, Weeks 14-15</p> <p>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college admin., by end of week 16</p>	<p>Be available to review drafts of portfolio documents before submission</p>	
End of semester, beginning of following semester				<p>College administration reviews the portfolio</p> <p>President or designee completes the rubric and determines renewal recommendation</p> <p>College administration submits renewal decision and portfolio in line with District Office deadlines</p>

Semesters 4 and 5

Semesters 4 and 5 are combined in this manual because the main focus of these semesters is shared: to build the final tenure portfolio, a process which should be completed in stages, allowing for ample feedback and revision.

Objectives

- The tenure track faculty member continues to improve quality of instruction and contributes significantly to the department, college and/or district.
- The tenure track faculty member develops an effective argument for tenure, as supported by evidence from semesters 1–5.

Indicators of Success

- The completed ILSP and supporting artifacts document ongoing commitment to professional development and meaningful contributions to the department, college and/or district.
- The tenure track faculty member makes an effective argument for tenure, which draws on evidence from classroom observations, student evaluations, the ILSP, and other sources as appropriate.

Tenure Track Faculty Member Activities

Mentorship

- Participates in the mentor program (Semester 4)

Teaching Evaluation

- Meets with the Department Chair to discuss the Semester 3 course data (in Semester 4) and the Semester 3 and 4 Contextualized Data Report (in Semester 5)
- Is observed in two formal classroom observations in *each* semester (for four total in Semesters 4-5):
 - Semester 4: by two tenured faculty members, one selected by the Department Chair, and one selected by the tenure track faculty member; neither should be the Department Chair or Mentor, and could be in a different discipline
 - Semester 5: by the Department Chair and an administrator
- Completes a post-observation reflection for each formal observation
- Undergoes student evaluation in all courses

Academic Citizenship

- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Portfolio & ILSP Completion

- Completely implements the ILSP
- Creates the Argument for Tenure, demonstrating competence in the Talents of Teaching and outlining why tenure should be granted; the Argument for Tenure should explicitly reference the artifacts used as evidence

Semester 5 Portfolio Checklist and Document Descriptions

Item	Description
1. Argument for Tenure, Addressed to College President	The Argument for Tenure represents the culmination of all the work accomplished over the tenure process. The Argument is written as a formal letter addressed to the college president. The tenure-track faculty member should use a range of evidence and examples from different sources to demonstrate competence in the Talents of Teaching as well as a pattern of ongoing growth. The tenure track faculty member's argument should refer to and be supported by the required portfolio documents as well as artifacts selected for inclusion in the appendix.
2. Curriculum Vitae	The tenure track faculty member's most current curriculum vitae should include all elements required by the college, as well as any special requirements of the department. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 3 portfolio.
3. Sample Assessment with Explanation and Reflection	The purpose of this document is to illustrate the tenure track faculty member's understanding of how to effectively measure student learning. The student directions or a description of how the assessment was used must be included with the assessment itself. The explanation must identify the student learning outcomes to be measure and how the assessment would measure those outcomes. The reflection should include a discussion of the strengths and weaknesses of the assessment, its ability to effectively measure student learning, and how the results were used to inform instruction. The tenure track faculty member should also discuss any changes to be made to the assessment in the future and how those changes would

Item	Description
	enhance the assessment's ability to accurately measure student learning.
4. Classroom Observation Forms and Post- Observation Reflections	<p>Classroom observation forms are completed by the two tenured faculty members (Semester 4), the Department Chair (Semester 5) and an administrative designee (Semester 5). The purpose is to evaluate the tenure track faculty member's current teaching effectiveness, and to provide feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth.</p> <p>Every classroom observation form must be accompanied by a post- observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer.</p>
5. Summary of Student Evaluations	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students' evaluation of the tenure track faculty member's current teaching effectiveness, to summarize feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth. The summary should provide detailed information, including direct quotes from student comments, when appropriate, while protecting the identity of students. Both general trends in scoring as well as anomalies should be noted. The summary should note large discrepancies in feedback between different sections or courses taught.</p>
6. Contextualized Data Report	<p>This report is completed by the Department Chair. The chair can consult with the institutional researcher and the tenure track faculty member. It must include retention and course success data from Semesters 3 and 4. Other relevant data should be included as appropriate to the discipline and course. The purpose of the Contextualized Data Report is to provide a qualitative analysis of quantitative information in order to identify and explain anomalies, and, when combined with the other forms of evaluation included in the portfolio, arrive at a more holistic picture of the tenure track faculty member's performance.</p>

Item	Description
7. Semester 1 and 3 Portfolio Rubrics with any Necessary Responses	The Semester 1 and Semester 3 Portfolio Rubrics are put in the Semester 5 portfolio. If any necessary responses or action plans were given to the tenure track faculty member (in either Semesters 1 or 3), those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.
8. Additional Items Required by Department, if any	The Department Chair should be consulted regarding any additional items.
9. Appendix	The Appendix must include the approved ILSP, the Second Semester Review Report, and evidence of completion of the ILSP and any other documentation or evidence to support the Argument for Tenure.

Semester 4 Suggested Timeline

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 1-16	<ul style="list-style-type: none"> Continue committee participation Complete work as outlined in ILSP Select tenured faculty member to perform classroom observation Administer student evaluations as scheduled by administration Work on portfolio documents; solicit feedback from mentor, TAP leader, Department Chair 	<ul style="list-style-type: none"> Complete informal discussion with TTFM about course data from Semester 3 by end of week 4 Assist TTFM in completing ILSP work Select tenured faculty member to perform classroom observation 	<ul style="list-style-type: none"> Discuss/Review tenure track faculty member's progress towards completing ILSP work Review and offer feedback on final portfolio document drafts Appraise administration of potential issues 	<ul style="list-style-type: none"> Provide TTFM with student evaluation forms to be completed by date specified by the college Be available to TTFM, Department Chair, and TAP Leader for assistance as necessary

Semester 5 Suggested Timeline

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Week 1	<ul style="list-style-type: none"> • Informal check-in and update regarding progress on final portfolio 	<ul style="list-style-type: none"> • Informal check in with TTFM 	<ul style="list-style-type: none"> • Informal check in with TTFM 	
Weeks 2–9	<ul style="list-style-type: none"> • Continue committee participation • Complete work as outlined in ILSP • Work on portfolio documents; ensure all observations and post-observation reflections are complete; solicit feedback from mentor, TAP Leader and Department Chair 	<ul style="list-style-type: none"> • Meet with TTFM about Contextualized Data Report for Semesters 3 and 4 by end of week 4 • Complete formal classroom observation; follow up with TTFM and return observation write-up within one week 	<ul style="list-style-type: none"> • Check in with about completing ILSP work • Review and offer feedback on final portfolio document drafts 	<ul style="list-style-type: none"> • Complete formal classroom observation; follow up with TTFM and return observation write-up within one week • Provide student evaluation forms to TTFM
Sem. 5 Weeks 10-11	<ul style="list-style-type: none"> • Complete Student evaluations 	<ul style="list-style-type: none"> • Assist TTFM in completing ILSP work 		
Sem. 5 Weeks 12-13	<ul style="list-style-type: none"> • Solicit feedback on portfolio documents • from TAP Leader and others • Incorporate student evaluation info into tenure argument; finalize all portfolio documents 			
Sem. 5 Week 14	<ul style="list-style-type: none"> • Submit portfolio to Department on Monday 	<ul style="list-style-type: none"> • Department chair completes the Portfolio Checklist 		

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
		<ul style="list-style-type: none"> • Department reviews portfolio 		
Sem. 5 Week 15		<ul style="list-style-type: none"> • Department vote 		
Sem. 5 Week 16		<ul style="list-style-type: none"> • Department Chair writes and • forwards letter, Portfolio Checklist, and portfolio to the college admin. by end of week 		
Sem. 6 <i>Follow dates indicated by DO Academic Affairs</i>				<ul style="list-style-type: none"> • College administration reviews portfolio; President or designee completes the rubric, determines recommendation • President submits recommendation for Board Report

Tenure Extension

Tenure Extensions Policy Overview

[Section 3B-2 of Article IIIB](#) of the Illinois Community College Act states the following:

Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, a board may at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure.

What does this mean? If a tenure track faculty member (TTFM) has been employed with CCC for three academic years and there is no evaluation and no Board of Trustee (BOT) action within the three academic years to not renew the TTFM contract, TTFM will automatically earn tenure at the end of year three. However, under the law, if CCC requires more time to evaluate the TTFM for tenure, CCC may grant an extension of one academic year for a total of four academic years. If the TTFM wishes to have more time to present documentation for one of the portfolio evaluations or for another valid reason, the TTFM can request an extension to submit their portfolio materials. However, CCC is responsible for noting the extension of the statutory period to the Board of Trustees (BOT). In noting the extension, the college must state the actions that the TTFM must take to complete the tenure requirements by the end of their fourth school year.

CCC Tenure Process & One Academic Year Extension

In compliance with the IL tenure policy, CCC Tenure Track Faculty Members (TTFMs) can request to their college an extension for one full academic year. The college is then responsible for notifying the Board of Trustees (BOT) of the statutory period.

One Full Academic Year Extension Law Applied

The CCC Tenure Process is a 5-semester process (3 years). Tenure Track Faculty Members (TTFMs) submit portfolios for college administration review and CCC Board of Trustee (BOT) action at the end of their first semester (for 2nd-year contract action), at the end of their third semester (for 3rd-year contact action) and at the end of the 5th semester (for tenure action). At CCC, tenure portfolio reviews and BOT actions occur twice per academic year, in October (spring hires) and February (fall hires).

TTFMS can request one full academic year extension when they have identified they cannot submit the required portfolio artifacts within the three academic year period. A full academic year extension must be documented in a BOT Report in October or February when the TTFM is regularly scheduled to submit a portfolio for review and BOT action. Below are some examples of what this may look like in practice.

- A fall 2020 (of AY2020-202) TTFM hire is scheduled to submit their 5th-semester portfolio following the February 2023 (of AY2022-2023) BOT Report TAP timelines but have asked for a full academic year extension; they would then be submitting their 5th-semester portfolio following February 2024 (of AY2023-2024) BOT timelines.
- A fall 2020 (of AY2020-2021) TTFM hire submitted their 1st-semester portfolio following the February 2021 (of AY2020-2021) BOT Report TAP timelines and received a second-year contract. The TTFM is scheduled to submit its 3rd-semester portfolio following the BOT Report TAP timelines for February 2022 (of AY2021-2022) but has requested a one-year extension. The TTFM would be granted the extension and be provided an updated timeline by the college on when the TTFM would submit semester 3 and 5 portfolios by the February 2024 (of AY2023-2024) BOT Report TAP timelines.
- A fall 2020 (of AY2020-2021) TTFM hire completed the Tenure Orientation Seminar (TOS) but requested a full academic year extension following the last TOS session. The TTFM did not submit a semester 1 portfolio for a second-year contract decision. The TTFM would be granted the extension and be provided an updated timeline by the college on when the TTFM would submit semester 1, 3, and 5 portfolios by February 2024 (of AY2023-2024) BOT Report Timeline.

Steps for requesting and notifying the Board of Trustees of One Academic Year Extension

College - One Academic Year Extension Process

- TTFMs will make their one-academic-year extension request to their Dean. The request should be made following the local college's timeline asking for an extension.
- Deans relay the request to the Vice President of Academic and Student Affairs (VP). Once the VP signs off on the request per the local college's timelines and process for such request, the Dean informs the TTFM, Dept. Chair and TAP Leader(s) that the VP has granted the extension and will notify the District Office of Academic Affairs for the extension to be on the applicable Board of Trustee (BOT) Report. In this notification to the TTFM, Dept. Chairs, and TAP Leader(s), the Dean, must communicate the updated tenure timeline and requirements to the TTFM.
- During the normal communication period of contract actions to the District Office of Academic Affairs for the BOT Report, College Presidents or their Tenure Assistant Program (TAP) administrator designee (Vice President of Academic and Student Affairs) will notify of the extension.
- College Presidents or their Tenure Assistance Program (TAP) administrator designee (e.g., Vice President of Academic and Student Affairs), when submitting the final tenure portfolio artifacts to the District Office will include an updated tenure timeline and requirements for the TTFM who received an extension that was communicated to the TTFM.

District Office Academic Affairs - One Academic Year Extension Process

- Upon receiving communication from a College President or their Tenure Assistance Program (TAP) administrator designee of granting a semester extension to a TTFM, the Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will respond confirming the action has been noted.
- The Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will prepare the Draft Board Report for one full academic year extension.
- The Executive Director of Academic Affairs will share the draft Board Report with the Deputy Provost and Provost for review before submitting to the BOT Office.

CCC Tenure Process & One Semester Portfolio Extension

If a TTFM does not need a full year extension, they can choose to request a one semester extension for submission of a portfolio. The college is then responsible for notifying the BOT of the one semester extension.

One Semester Extension Applied

TTFMS can request a semester extension when they have identified they cannot submit the required portfolio artifacts in time for that semester's administrator review and BOT action but know they can complete by the following semester. A semester extension must be documented on a BOT Report in October or February when the TTFM is regularly scheduled to submit a portfolio for review and BOT action. Below is an example of what this may look like in practice.

- A spring 2021 (of AY2020-2021) TTFM hire is scheduled to submit a semester 1 portfolio for a 2nd-year contract action following the October 2021 (AY2021-2022) BOT Report TAP timelines. The TTFM asked for a 1-semester extension. The extension was granted and indicated in the October 2021 BOT Report. The college provided the TTFM with their new timeline for submitting their semester 1 portfolio. This new timeline is that the TTFM would now follow February 2022 (AY2021-2022) BOT Report TAP timelines for semester 1 portfolio submission. Additionally, the college notified the TTFM that moving forward they would be submitting their semester 3 and 5 portfolios for the February BOT Report TAP timelines.

Steps for Requesting and Notifying the Board of Trustees of a One Semester Portfolio Extension

College Level - One Semester Portfolio Extension Process

- TTFMs will make their one-semester portfolio extension request to their Dean. The request should be made following the local college's timeline for asking for a one semester portfolio extension.
- Deans relay the request to the Vice President (VP) of Academic and Student Affairs. Once the VP signs off on the request per the local college's timelines and process for such request, the Dean informs the TTFM, Dept. Chair and TAP Leader(s) that the VP has granted the one semester portfolio extension. In this notification, the Dean must

communicate the updated tenure timeline for submitting their portfolios to the TTFM, Dept. Chair, and TAP Leaders(s).

- During the normal communication period of contract actions to the District Office of Academic Affairs for the BOT Report, College Presidents or their Tenure Assistance Program (TAP) administrator designee (e.g., Vice President of Academic and Student Affairs) will notify of the one semester extension.
- College Presidents or their Tenure Assistant Program (TAP) Administrator designee (Vice President of Academic and Student Affairs), when uploading the final tenure portfolio artifacts to the District Office via the TAP APP, will include an updated tenure timeline and requirements for the TTFM who received an extension that was communicated to the TTFM.

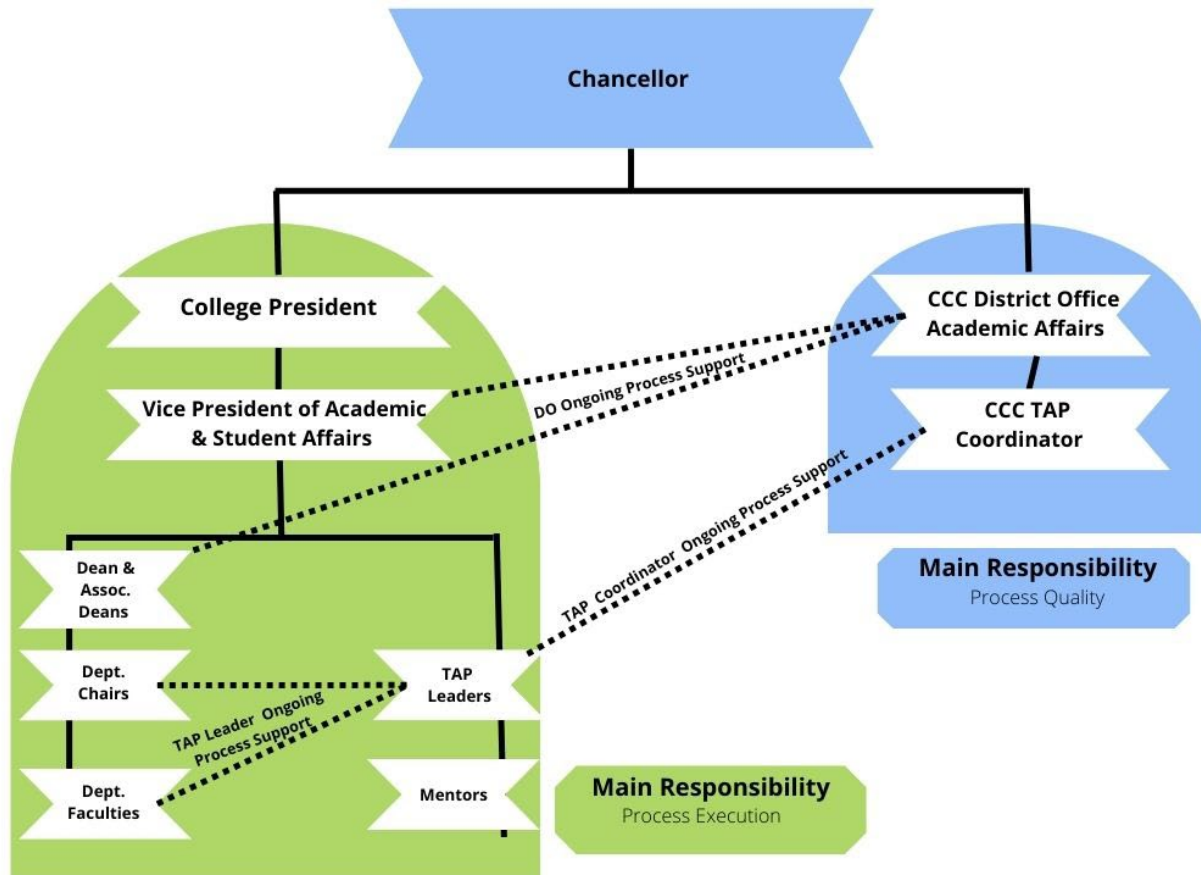
District Office of Academic Affairs Level - One Semester Portfolio Extension Process

- Upon receiving communication from a College President or their Tenure Assistance Program (TAP) administrator designee of granting a semester extension to a TTFM, the Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will respond confirming the action has been noted.
- The Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will prepare the Draft Board Report for the one-semester portfolio extension. The Executive Director of Academic Affairs will share the draft Board Report with the Deputy Provost.

Tenure: Duties and Responsibilities

Overview of Duties and Responsibilities

The tenure process is designed to ensure clarity of duties and responsibilities. Process execution is housed at the college, headed by the college president. Process execution includes both evaluation and support of the tenure track faculty member. The president reports recommendations for contract renewal and tenure directly to the Chancellor. The Provost is responsible for ensuring quality control across the district and ensuring the process continues improving.



Responsibilities of College Administration

The college administration is responsible for evaluation of tenure track faculty members and ensuring that the process is executed effectively at the college. The president will delegate the following duties as appropriate:

Process Execution

- Ensure that the tenure process is carried out in accordance with the standards set out by District Office Academic Affairs
- Evaluate the Tenure Assistance Program (TAP) by observing the TAP Leader, soliciting feedback from the Department Chairs, and considering the quality of the tenure track faculty members' portfolios in aggregate in order to identify opportunities for program improvement
- Complete the Tenure Process Report Self-Study Form in order to identify strengths and areas for growth in the implementation of the tenure process

- Meet with District Office Academic Affairs to review findings of the Tenure Process Report; use the meeting as a time to collaborate to improve the hiring and tenure process (both implementation and design)

New Tenure Track Faculty Hires

- Communicate names of new tenure track faculty to District Director of Accreditation, Assessment and Faculty Development and respective college TAP Leader prior to start of the semester: names of faculty hired after the start of the semester should be communicated to the District Director of Accreditation, Assessment and Faculty Development and any tenure onboarding is handled by each college on a case by case basis
- Ensure that all new tenure track faculty are appropriately on boarded to ensure participation in the Tenure Orientation Seminar and Second Semester Seminar.

Contract Renewal and Tenure Decisions

- Make decisions regarding contract renewal and tenure using the rubric-based evaluation
- Present rubrics and comments to the Chancellor and the Board

Review of Tenure Track Faculty Member Progress

- Review portfolios in Semesters 1, 3 and 5 for all tenure track faculty members and complete rubrics with comments
- Organize and chair Second Semester Review meetings, and complete the Second Semester Review Report, including approving and providing feedback on tenure track faculty members' ILSPs
- Ensure the tenure track faculty member receives the Second Semester Review Report and all portfolio rubrics
- Observe tenure track faculty members' classes in their first, third and fifth semester
- Oversee the creation, implementation, and evaluation of tenure track faculty member action plans, if any

Department Responsibilities

The Department Chair and department members are responsible for evaluation of the tenure track faculty member. They also help to support the tenure track faculty member through the tenure process. Their main duties are divided by role in the department.

Department Chair

- Ensure that department evaluation criteria for tenure track faculty members and voting procedures are developed and maintained, made available in writing to the department and college administration, and implemented as outlined

- Work with TAP Leader to select an appropriate mentor for each new tenure track faculty member; collaborate to identify new mentors as needed
- Offer an informal orientation to the department, ensuring tenure track faculty members are aware of departmental evaluation criteria and procedures, and explaining relevant departmental responsibilities (e.g. administration of department-wide assessments, etc.)
- Perform formal observations of tenure track faculty members in their first, third and fifth semesters; complete classroom observation form and return it to the tenure track faculty member within one week of the observation
- Identify the tenured faculty members to observe each tenure track faculty member in the second and fourth semesters
- Complete the student evaluation summary each semester
- Offer informal feedback on portfolio documents
- Help the tenure track faculty member design the ILSP
- Participate in the Second Semester Review and evaluate the tenure track faculty member's ILSP and knowledge of the Talents of Teaching
- Write the Contextualized Data Reports for the Semester 3 and 5 portfolios
- Review each portfolio and complete the Portfolio Checklists
- Organize the annual contract renewal departmental vote for tenure track faculty members
- Write a letter to the president offering one's own recommendation with respect to contract renewal or issuance of tenure along with a statement detailing the outcome of the departmental vote
- Assist in the creation of classroom observation-related tenure track faculty member action plans, if any; provide extra support for tenure track faculty completing action plans

Department Members

- Participate in the development and approval of the departmental criteria and procedures for evaluating tenure track faculty
- Participate in the implementation of these criteria and procedures as outlined in the departmental policy; these procedures will include, but are not limited to, reviewing the tenure track faculty member's portfolio and voting on contract renewal or tenure
- Participate in formal observations of tenure track faculty members as called upon by the Department Chair or the tenure track faculty member in their second and fourth semesters; complete classroom observation form and return it to the tenure track faculty member within one week of the observation

Responsibilities of the TAP Leader

TAP Leaders are tenured faculty members who receive release time to, in conjunction with the college administration, ensure that the tenure process is being executed effectively, consistently, and in keeping with District standards. Each college must have at least one TAP Leader.

- Attend and participate in all scheduled TAP Leader trainings
- Run the Mentor Program, which includes recruiting and training mentors; working with the Department Chair to match mentors with new tenure track faculty members; checking-in informally with tenure track faculty members and mentors to get feedback on the program; and making modifications and program improvements as necessary
- Organize and facilitate at least one module of the Tenure Orientation Seminar for new faculty, and/or a Second Semester Seminar session (in conjunction with other TAP Leaders, TAP Coordinator, and Sr. Project Manager-Faculty Development)
- Work with TAP Leaders and TAP Coordinator to modify and/or update the Tenure Orientation Seminar and Second Semester Seminar (in conjunction with other TAP Leaders, TAP Coordinator, and Sr. Project Manager-Faculty Development) so that the seminars remain current and continually improve
- Help tenure track faculty members to design their ILSPs; provide formative feedback on this and other portfolio documents
- Accompany tenure-track tenure track faculty members to their Second Semester Review meetings
- Assist tenure track faculty members in completing any required action plans, as needed
- Communicate the tenure process to faculty, Department Chairs, and administrators at the college; help ensure norming at the college
- Attend respective college norming sessions
- Act as a liaison to faculty council(s), local administration, and District Office
- Meet with administration and other TAP Leaders regularly to assess the program and make program improvements
- Work with District Office and TAP Coordinator to ensure quality control of the tenure process
- Where there are multiple TAP Leaders for one college, communicate TAP Leader division of responsibilities to District Office

Responsibilities of the TAP Mentor

The TAP Mentoring Program gives tenure track faculty members an additional, non-evaluative point of contact to support them through TAP and their journey as a tenure-track faculty member.

- Meet regularly with the mentee
- For a first-year mentee: perform four non-evaluative, formative classroom observations, and be observed in a non-evaluative manner by the mentee once
- For a second-year mentee: assist the mentee with progression towards tenure by providing formative feedback as needed
- Facilitate the mentee's development of critical reflection through ongoing non-evaluative dialogue

Responsibilities of District Office Academic Affairs

District Office is responsible for ensuring that the tenure process is carried out effectively and consistently across the colleges, and in accordance with the Academic Policy Manual. The main duties of District Office Academic Affairs are as follows:

Provost and Deputy Provost

- Ensure college presidents submit Portfolio Rubrics to the Chancellor via the District Office Academic Affairs prior to Board approval in a timely manner
- Review and approve Tenure Process Reports and submit findings to the Chancellor Review, approve, and oversee the implementation of action plans for any college found out of compliance.

Executive Director of Academic Affairs

Provide strategic oversight of the tenure process across colleges, ensuring consistency, compliance, and continuous improvement through collaboration and reflection.

- Support colleges in maintaining a healthy tenure process
- Set and enforce timelines for key tenure activities:
 - Portfolio rubric submissions
 - Digital archival of materials
 - TAP reports and college action plans (as needed)
- Lead annual TAP reflection cycles
- Review tenure portfolios and rubrics to inform process improvements
- Meet with college administration to discuss findings and develop action plans
- Collaborate with TAP Leaders and college administration to implement improvements
- Participate in TAP Leader/Coordinator selection committees as needed
- In coordination with the TAP coordinator, oversees the process for training and norming of all administrators involved in the tenure process
- Organize communication cycles and modalities where TAP Leaders and administrative designees from each college can find relevant information or come together to discuss how the process is working at their college, to address any confusion or challenges as they arise, and to continually improve the process; work in tandem with the TAP Coordinator to set the communication agenda and co-lead these meetings as applicable
- Ensure compliance with timelines for critical tenure process activities including portfolio rubric submissions, digital archival of portfolios and rubrics, TAP reflective process, and college action plans, as needed
- Collaborate with TAP Coordinator to maintain and update the Tenure Manual and all tenure documents housed online

- Oversee the maintenance and updates to the Tenure website
- Collaborate with Academic Systems to ensure periodic updating of the Academic Policy Manual to reflect any changes to the tenure process
- Identify and share selected portfolio documents to inform future training, norming, and TAP curriculum improvements
- Work with the TAP Coordinator and TAP Leaders to communicate process, and any process changes, to college faculty and administration

Tenure Assistance Program Coordinator

The TAP Coordinator is a tenured faculty member who receives release time to perform the following duties:

- Act as a liaison between Faculty Council of the City Colleges of Chicago, TAP Leaders, District Office, and the Union to ensure transparency and involvement of appropriate stakeholders
- Co-organize communication cycles and modalities where TAP Leaders and administrative designees from each college can find relevant information or come together to discuss how the process is working at their college, to address any confusion or challenges as they arise, and to continually improve the process; work in tandem with the Executive Director of Academic Affairs to set the communication agenda and co-lead these meetings as applicable
- Train TAP Leaders on the overall process and their role within the process
- Support and assist TAP Leaders at each college, as needed
- Assist with the implementation of college compliance action plans, as appropriate
- Assist the Sr. Project Manager of Faculty Development with training and norming of all administrators involved in the tenure process
- Work to continually improve the tenure process and TAP curriculum
- Organize and co-lead the programming for the Tenure Orientation Seminar and Second Semester Seminar with the assistance of the Executive Director of Academic Affairs and TAP Leaders
- Participate on TAP Leader selection committees, as needed
- Oversee the coordination logistics (e.g., identifying space, procurement and preparation of materials, hiring faculty coordinators, if applicable) for the Tenure Orientation Seminar, Second Semester Seminar, and other parts of the TAP curriculum, as needed

Quality Control

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

Tenure Process Report

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

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

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

Cycle 1: General Review

Step 1: Data Collection (April-May)

TAP Actor Surveys

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

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

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

Contract Renewal & Tenure Portfolio Reviews

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

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

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

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

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

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

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

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

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

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

Cycle 2: Specified Area of Focus

Step 4: Data Collection (April-May)

TAP Actor Surveys

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

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

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

Contract Renewal & Tenure Portfolio Reviews

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

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

Step 5: Local Analysis of Data

5A. During the summer, each college administration reviews the aggregated survey data and the portfolio examinations and completes the [TAP Process Report Self-Study Form- Cycle 2](#) form provided by District Office Academic Affairs. The form will be sent when the data from step 1 are shared. District Office Academic Affairs should indicate a deadline based upon the dissemination of data and the self-study form.

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

the Provost and Chancellor by early September and shared with all TAP stakeholders within the fall semester.

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

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

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

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

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

Academic Policy Manual - Tenure

Link [Academic Policy Manual](#)

INDEX NUMBER 2.20A

CITY COLLEGES OF CHICAGO ACADEMIC POLICY

SOURCE OFFICE: District Academic Affairs

REVIEWED: 1991, 1994, 1998, 2000, 2003, 2009, 2010, 2011, 2013, 3/2016, 11/2016

REVIEWED BY: Academic Vice Presidents, Associate Vice Chancellors, and Provost

ISSUER'S SIGNATURE: On File

SUBJECT: [Contract Renewal and the Issuance of Tenure](#)

POLICY:

Faculty members hired for full-time employment after the Spring 2013 semester must comply with the following policy:

1. External Jurisdictions

Tenure at CCC must comply with both Illinois state law and the Agreement between the CCC Board of Trustees and the Cook County College Teachers Union, Local 1600 (hereafter "the contract").

2. Faculty Progress in the Talents of Teaching

Tenure-track faculty members will progress in demonstrating competence in the Talents of Teaching as follows:

- a) In the first term, faculty members will submit a portfolio to identify their strengths and areas for growth based on the Talents of Teaching.
- b) In the second term, faculty members will design an Individual Learning and Service Plan to address areas for growth and to offer service to the institution.
- c) In the third term, faculty members will submit a portfolio, which includes documentation of progress towards completion of their Individual Learning and Service Plan.
- d) Faculty members will complete their Individual Learning and Service Plan in either the fourth or fifth term.
- e) In the fifth term, faculty members must submit a portfolio containing an evidence-based argument for tenure demonstrating competence in each of the Talents of Teaching.

3. Tenure Assistance Program

Tenure-track faculty members will participate in the Tenure Assistance Program (hereafter "TAP"). This program includes an orientation before the faculty member's first semester of full-time teaching, a seminar during the second semester, and participation in a mentor program. Faculty members hired for full-time employment for the Spring 2013 semester or earlier may not participate in the TAP.

Pursuant to Academic Policy 2.16: The initial orientation of faculty members will be a formalized in service program.

Faculty	Completed	Credit Earned
Tenure Track Faculty	Orientation Completed	Credit earned = Two (2) Graduate Credit Hours toward Lane Advancement
Tenure Track Faculty	Second Term Seminar Completed	Credit earned = Four (4) Graduate Credit Hours toward Lane Advancement

4. **Required Evidence for Evaluation**

Evidence of a tenure-track faculty member's teaching quality and progress towards achieving tenure will be evaluated using the following sources of evidence:

- a) Formal classroom observations
- b) Student course evaluations
- c) Retention and course success data
- d) Second Term Review Report
- e) Self-evaluative and reflective documents in each portfolio
- f) Teaching and service philosophy
- g) Individualized Learning and Service Plan
- h) Final argument for tenure with evidence that demonstrates competence in each of the Talents of Teaching

5. **Evaluation Procedures**

A faculty member's department will recommend to the college president for or against contract renewal (first and third semesters) and on the issuance of a tenure contract (fifth semester). The college president will submit for board approval a recommendation for or against contract renewal and on the issuance of a tenure contract.

a) Evaluation by the Department

As specified by the contract, the criteria for, and the procedures by which, recommendations on renewal of employment contracts are to be made must be published for the members of the department and the college president. Similarly, the criteria and procedures for the recommendation of tenure contracts shall also be published for the department members and the president.

Before voting, the members of the department will review the completed portfolio.

As provided for in the contract, the department chair will write a letter to the college president, which includes the result of the departmental vote as well as an evaluation of the faculty member.

b) Evaluation by the College Administration and President

- i. Use the Talents of Teaching to evaluate tenure track faculty members
- ii. Complete a portfolio rubric and recommendation with rationale based upon a review of the portfolio and department chair letter.
- iii. Submit the portfolio rubric and recommendation with rationale for board approval. Provide copy for tenure track member.
- iv. Meet submission deadlines for February or October Board agenda for approval consideration.

c) Action By the Board

Tenure-track faculty members may be considered for continued employment. The CCC Board of Directors resolves to issue or not issue a contract renewal or tenure contract. The faculty member is informed of the Board decision by the College President. All Board decisions are documented in the minutes which are posted on the CCC website.

6. **Ongoing Process Review**

- a) TAP leaders, Deans, and District administration will meet regularly to review the tenure process and its implementation.

- b) In instances where there is a conflict between the timing of college wide events and district-wide tap events all efforts should be made by college administrators to support the TTFM's attendance of the district-wide tenure assistance program event.
- c) Annual College Administration Tenure Process Report.
 - i. Each college will conduct a self-study of their tenure process and activities for the preceding year that examines:
 - i. The College TAP and Mentor Program
 - ii. TAP Leader performance
 - ii. Submit an annual Tenure Process Report Part 1 that:
 - i. Describes the process used to conduct the self-study.
 - ii. Summarizes the results of the self-study.
- d) District Review – District Tenure Process Report

District administration will review each College's Annual College Administration Tenure Process Report and conduct a review of portfolios submitted by tenure-track faculty members following Board approval of renewal/tenure decisions for the purpose of:

- i. Establishing whether the college is adhering to the district process.
 - ii. Affirming effective use of rubrics and application of standards to support tenure decisions.
 - iii. Reporting college adherence to established Tenure Process to the Provost & Chief Academic Officer.
 - iv. Meeting with each college to review strengths and areas for growth.
 - v. Working with each college to author an action plan and timeline for addressing and correcting any noted compliance concerns.
- e) Review of the Talents of Teaching, the Tenure Assistance Program, tenure rubrics or other changes to the CCC policy will be a collaborative process between District administration and the district wide faculty council.