

# Semester 1

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## 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 expectations<sup>1</sup> and departmental expectations<sup>2</sup> as outlined in the published departmental criteria and procedures

## Portfolio Development

Completes Semester 1 Portfolio and submits to department

## Semester 1 Portfolio Checklist and Document Descriptions

Item	Description
<b>1. Letter from Tenure Track Faculty Member to the College President</b>	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.
<b>2. Semester 1 Procedure Checklist</b>	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].
<b>3. Curriculum Vitae</b>	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.
<b>4. Course Syllabus with Explanation</b>	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

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1 See TAP Leader for questions regarding college-specific expectations

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

Item	Description
	<p>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.</p>
<p><b>5. Sample Assessment with Explanation</b></p>	<p>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 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><b>6. Classroom Observation Forms and Post-Observation Reflections</b></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><b>7. Summary of Student Evaluations</b></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</p>

Item	Description
	different sections or courses taught, the Department Chair should make note of these in the summary.
<b>8. Comprehensive Self-Evaluation and Reflection</b>	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.
<b>9. Additional Items Required by Department, if any</b>	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
<b>Before Faculty Development Week (FDW)</b>			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

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
<b>FDW &amp; Pre-Classes (time on contract before classes begin)</b>	<p>Attend FDW, participate in first TOS session(s)</p> <p>Participate in orientation</p> <p>Complete all pre-work for TOS and all other assigned work</p>	<p>Introduce and orient TTFM to department; review departmental responsibilities and offer overview of potential committee work</p>	<p>Match mentors with TTFMs</p> <p>Offer a pre-orientation session to new faculty and a mentor/mentee meet and greet</p> <p>Run orientation and share TAP information with TTFM</p>	<p>Welcome new TTFMs</p> <p>Ensure first-semester TTFMs have no Friday commitments; this time is reserved for TOS</p>
<b>Weeks 1-2</b>	<p>Share possible service interests with Department Chair, TAP Leader, administration</p>	<p>Identify possible service opportunities for TTFMs for first semester</p>	<p>Assist Department Chair and administration on identifying service, administrative points of contact, as needed</p>	<p>Work with Department Chair and TAP Leader to identify administrative point person who will support (and conduct a classroom observation for) TTFM</p>
<b>Weeks 3-4</b>	<p>Work with Department Chair and administrative point person to schedule formal observations in Weeks 5-8</p>	<p>Work with administrative point person and TTFM to schedule formal observations in Weeks 5-8</p>		<p>Work with Department Chair and TTFM to schedule formal observations in Weeks 5-8</p>
<b>Week 5</b>	<p>Send drafts of Curriculum Vitae, Syllabus with Explanation, and Sample Assessment with Explanation to TAP Leader</p>	<p>Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major</p>	<p>Informal check-ins with tenure track faculty members and mentors; offer feedback on portfolio documents as needed</p>	<p>Complete formal classroom observation; follow up with tenure track faculty member and give the formal</p>

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
<b>Weeks 6-8</b>	Work with mentor and TAP Leader to begin writing the self-evaluation and reflection; complete a post-observation reflection for each formal observation	concerns with TAP Leader and completion Action Plan as needed		observation write-up within one week; share any major concerns with TAP Leader and complete Action Plan as needed
<b>Weeks 9-10</b>	Mid-semester check-in with TAP Leader Administer Student Course Evaluations	Assist in completing the Semester 1 Procedure Checklist	Mid-semester check-in with tenure track faculty member, Department Chair and mentor to complete the Semester 1 Procedure Checklist	
<b>Weeks 11-13</b>	Finish portfolio	Complete the student evaluation summary and return to TTFM by Wednesday of Week 12; share any major concerns with TAP Leader		
<b>Week 14</b>	<b><i>Portfolio submitted by tenure track faculty member to department on Monday, Week 14</i></b>	Department chair completes the Portfolio Checklist; department reviews portfolio		
<b>Week 15</b>		Departmental vote		

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
Week 16		<i>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</i>		
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><b>College administration submits renewal decision and portfolio in line with District Office deadlines</b></p>