

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 enhance the assessment's ability to accurately measure

Item	Description
	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 		
		<ul style="list-style-type: none"> Department 		

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
		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