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Introduction

Mission Statement of the City Colleges of Chicago

Through our seven colleges, we deliver exceptional learning opportunities and educational services for diverse student populations in Chicago.

We enhance knowledge, understanding, skills, collaboration, community service and life-long learning by providing a broad range of quality, affordable courses, programs, and services to prepare students for success in a technologically advanced and increasingly interdependent global society.

We work to eliminate barriers to employment and to address and overcome inequality of access and graduation in higher education.

The City Colleges of Chicago (CCC) is a mission-based institution. As such, the tenure process is designed to assist tenure track faculty in realizing the CCC mission.

The tenure process models and strengthens healthy institutional habits. It is designed to define and facilitate the effective implementation of positive institutional habits based on the following elements:

- 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 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 our institutional mission and values, and thus act as an anchor for the tenure process.

Through the tenure process, tenure track faculty members will be exposed to 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 the five-semester tenure process, faculty members work to create an evidence-based argument for tenure which demonstrates competence in the Talents of Teaching.
Organizing Principles of the Tenure Process Design
The CCC tenure process 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 nonacademic 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 learning and service plan.

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 and the Second Semester Seminar. 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 receive fair and equal treatment throughout the tenure process. 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 on the 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. The 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 in order to gauge the 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.

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.
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 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 faculty initiated and Faculty Council of the City Colleges of Chicago (FC4) -vetted revision.

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 take into account 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.

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.

While the Talents of Teaching were initially designed as aspirational statements for faculty, the institution as a whole must strive towards 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.
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, which increase in depth as the tenure track faculty member moves closer to the end of the process. Each semester is outlined in detail in this manual. Here we provide a brief overview of the entire process.

Faculty members begin the tenure process with the Tenure Orientation Seminar the week prior to the start of classes. The goal of the orientation is to familiarize the tenure track faculty member with the tenure process, introduce the Talents of Teaching, and assist with the development of two of the required documents for this semester – the syllabus with explanation and the assessment with explanation.

Tenure track faculty members are required to participate in the Mentor Program for the first two years of the tenure process. Mentors will be tenured faculty 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. Please refer to the Mentor Handbook for more information.

The Department Chair and an administrator will formally evaluate one of the tenure track faculty member’s class sessions each Fall semester. During the Spring semesters, the tenure track faculty will be formally evaluated by two tenured faculty members. 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.

By the end of each Fall semester, the tenure track faculty member will complete a portfolio documenting progress towards tenure. The contents and descriptions of each portfolio are described in detail in this manual.

During the second semester, tenure track faculty members are required to actively participate in the Second Semester Seminar. This is a graduate level seminar which engages the tenure track faculty members in thoughtful conversations regarding the Talents of Teaching and theories of learning. Through this seminar, tenure track faculty members will each design a teaching and service philosophy, and discuss how this philosophy is put into practice in their own classrooms.

By the end of the Second Semester Seminar, tenure track faculty members will also have created an Individualized Learning and Service Plan (ILSP). This document is the tenure track faculty member’s individual plan to achieve tenure. 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. It then lays out a systematic plan to address the identified areas for growth in the Talents as well as ways strengths will be used to provide meaningful service. The ILSP is reviewed and approved through the Second Semester Review, a meeting between the tenure track faculty member, the department chair, and an administrator. Though the ILSP must be approved, it is not to remain a static document but

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1 These observations will occur in the reverse semesters in the case of Spring hires.
2 Portfolios will be completed in the Spring semester in the case of Spring hires.
rather, is considered a *living document* that can and must change if circumstances change so that it stays a relevant and meaningful plan. 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 deviations can be defended through the tenure track faculty member’s final argument for tenure.

The tenure track faculty member spends the last three semesters 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. This is where the tenure track faculty member demonstrates knowledge of learning theory, provides examples of putting theory into practice in the classroom, discusses how identified areas for growth were addressed and offers evidence of competence in the *Talents of Teaching.*
Semester 1

The primary objectives of this semester are for the tenure track faculty member to become acclimated to teaching at the City Colleges of Chicago and to develop collegial working relationships with the department chair, fellow faculty members, Tenure Assistance Program (TAP) Leader, mentor and administration. In place of registration duties, the tenure track faculty member will participate in an orientation and course planning workshop. At this time, the TAP Leader, in consultation with the department chair, will select and assign a mentor to each tenure track faculty member. During the first semester, the tenure track faculty member will participate in a formal mentoring program, including two non-evaluative, confidential classroom observations performed by the mentor (not to be included in the portfolio). The tenure track faculty member will be observed by the department chair and an administrator during scheduled, formal observations. Although observation forms will be completed by the department chair and administrator for inclusion in the portfolio, these forms are intended to act primarily as feedback for the tenure track faculty member to inform the self-evaluation and reflection included in the Semester 1 Portfolio. The tenure track faculty member will also use this semester to begin exploring committees, but there is no expectation of significant contribution at this time. The tenure track faculty member will complete a portfolio by week 14 of the semester and submit it for departmental and administrative review.

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, Tenure Assistance Program leader, new-hire cohort, department and college.
- The tenure track faculty member begins to develop the habit of critical reflection and an accurate sense of 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 the Tenure Assistance Program (TAP).
- Rubric evaluation denotes that the tenure track faculty member’s Comprehensive Self-Evaluation and Reflection in the Semester 1 Portfolio provides a thorough assessment of strengths and areas for growth.
**Tenure Track Faculty Member Activities**
The tenure track faculty member…

- Participates in the TAP orientation during registration week
- Participates in the mentor program, which includes two mentor visits to the tenure track faculty member’s class and one visit to the mentor’s class
- Is formally observed two times, once by the department chair and once by an administrator
- Completes a post-observation reflection for each formal observation
- Meets with each observer following the classroom observation (recommended)
- Undergoes student evaluation in all courses
- Explores department, college and/or district committees, without the expectation of major contributions
- Completes Semester 1 Portfolio
- Fulfills regular college requirements\(^3\) and departmental\(^4\) expectations as outlined in the written departmental criteria and procedures

**Formal Departmental and Administrative Procedures**

- The tenure track faculty member submits the completed portfolio to the department at the beginning of Week 14.
- During Week 14, the department chair completes the Portfolio Checklist to ensure that the portfolio is complete and the department and department chair review the portfolio.
- During Week 15, the department votes on contract renewal.
- By the end of Week 16, the department chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president or administrative designee completes the rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor’s meeting in mid-January and forwards rubric feedback to the tenure track faculty member.
- Board decision is made in the February board meeting.

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\(^3\) See TAP Leader for questions regarding college expectations.
\(^4\) See Department Chair for questions regarding departmental expectations.


**Semester 1 Portfolio Table of Contents**

The Semester 1 Portfolio must include the following documents.

1. Letter from tenure track faculty member to the college president
2. Semester 1 Procedure Checklist*
3. Curriculum Vitae
4. Course Syllabus with Explanation
5. Sample Assessment with Explanation
6. Two classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
   a. Department Chair
   b. Administrator
7. Summary of Student Evaluations* completed by the department chair
8. Comprehensive Self-Evaluation and Reflection
9. Additional items required by department, if any

* See forms provided online.

Note: The letter from the department chair to the college president is submitted with the portfolio, but is not considered part of the portfolio.

**Semester 1 Portfolio Document Descriptions**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letter from Tenure Track Faculty Member to the College President</td>
<td>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, recognize areas for growth, and summarize plans for successful completion of the tenure process.</td>
</tr>
<tr>
<td>2. Semester 1 Procedure Checklist</td>
<td>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 first semester. See form provided online.</td>
</tr>
<tr>
<td>3. Curriculum Vitae</td>
<td>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 ask both the TAP Leader and the Department Chair for these requirements.</td>
</tr>
<tr>
<td>4. Course Syllabus with Explanation</td>
<td>The purpose of this document 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.</td>
</tr>
</tbody>
</table>
5. **Sample Assessment with Explanation**

The purpose of this document is to illustrate the tenure-track faculty member’s understanding of how to effectively measure student learning outcomes. 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 measures those outcomes as well as a brief discussion of the strengths and weaknesses of the assessment.

6. **Classroom Observation Forms and Post-Observation Reflections**

Classroom observation forms are completed by the Department Chair and an administrative designee. The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, and to provide feedback to help the faculty member improve and develop an accurate idea of strengths and areas for growth. See form provided online.

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. See form provided online.

7. **Summary of Student Evaluations**

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 provide 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. See form provided online.

8. **Comprehensive Self-Evaluation and Reflection**

This document, completed by the tenure track faculty member, synthesizes all of 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 must draw upon and directly reference the classroom observations and the 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, classroom assessment techniques, discussions with administrators or colleagues, syllabus and/or assessment reflections, and any other relevant sources of feedback.

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) can be met.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tenure Track Faculty Member</th>
<th>Department Chair</th>
<th>TAP Leader</th>
<th>College Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Faculty Development Week (FDW)</td>
<td></td>
<td></td>
<td>Meet with other TAP leaders to plan Orientation</td>
<td>Ensure tenure track faculty member has access to Blackboard and email</td>
</tr>
<tr>
<td>FDW</td>
<td>Attend FDW, complete TAP pre-reading</td>
<td>Introduce and orient tenure track faculty member to department; review departmental responsibilities and offer overview of potential committee work</td>
<td>Match mentors with new faculty</td>
<td>Offer a pre-orientation session to new faculty and a mentor/mentee meet and greet</td>
</tr>
<tr>
<td>Registration Week</td>
<td>Participate in orientation and complete all assignments; create working draft of annotated syllabus and sample assessment for portfolio</td>
<td></td>
<td>Run orientation; give tenure track faculty member the Tenure Manual and other resources available</td>
<td></td>
</tr>
<tr>
<td>Weeks 1 and 2</td>
<td>Focus on teaching; use TAP leader, mentor and Department Chair as resources</td>
<td>TAP leader works with Department Chair and admin to determine administrative point person for each tenure track faculty member</td>
<td>Department Chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8</td>
<td></td>
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<tr>
<td>Weeks 3 and 4</td>
<td>Send drafts of Curriculum Vitae, syllabus and sample assessment with explanations to TAP leader</td>
<td>Committee exploration</td>
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<tr>
<td>Week 5</td>
<td></td>
<td>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</td>
<td>Informal check-ins with tenure track faculty members and mentors; offer feedback on portfolio documents</td>
<td>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; provide tenure track faculty member with student evaluation forms by week 9</td>
</tr>
<tr>
<td>Weeks 6, 7 and 8</td>
<td>Work with mentor and TAP leader to begin writing the self-evaluation and reflection; complete a post-observation reflection for each formal observation</td>
<td></td>
<td>Optional: Offer workshop on how to write the comprehensive self-evaluation and reflection and portfolio</td>
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</tr>
<tr>
<td>Week</td>
<td>Tenure Track Faculty Member</td>
<td>Department Chair</td>
<td>TAP Leader</td>
<td>College Administration</td>
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<td></td>
<td>Check-in to make sure tenure track faculty member is on track</td>
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<tr>
<td>Weeks 9 and 10</td>
<td>Mid-semester check-in with TAP leader</td>
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<td></td>
<td>Mid-semester check-in with tenure track faculty member, department chair and mentor to complete the Semester 1 Procedure Checklist</td>
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<tr>
<td>Week 11</td>
<td>Complete Student Course Evaluations</td>
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<tr>
<td>Week 12</td>
<td></td>
<td>Student evaluation summary given to tenure track faculty member by Wednesday; share any major concerns with TAP Leader</td>
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<tr>
<td>Week 13</td>
<td>Finish portfolio</td>
<td>Be available to review drafts of portfolio documents</td>
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<tr>
<td>Week 14</td>
<td>Portfolio submitted by tenure track faculty member to department on Monday</td>
<td>Department chair completes the Portfolio Checklist; department reviews portfolio</td>
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<tr>
<td>Week 15</td>
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<td>Departmental vote</td>
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<tr>
<td>Week 16</td>
<td></td>
<td>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</td>
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<tr>
<td>End of December through Beginning of January</td>
<td></td>
<td>College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation</td>
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<tr>
<td>Chancellor’s meeting in mid-January</td>
<td></td>
<td>President submits recommendations at the Chancellor’s meeting and shares rubric feedback with tenure track faculty member</td>
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</table>
Semester 2

The tenure track faculty member will participate in the TAP Second Semester Seminar. The curriculum includes studying the Talents of Teaching and preparing the tenure track faculty member for the Second Semester Review. The tenure track faculty member will continue to participate in the mentor program, being observed twice by the mentor, and observing two fellow faculty members. These observations are purely non-evaluative with the goal of helping the tenure track faculty member reflect on teaching practices. Additionally, the tenure track faculty member will have two evaluative classroom observations this semester to be included in the Semester 3 portfolio. This semester the tenure track faculty member will increase committee involvement. The suggested level of contribution is active involvement and contribution in at least one committee and participation in a second committee.

Through the Second Semester Seminar, with the support of the TAP Leader and department chair, the tenure track faculty member will develop a teaching and service philosophy and the Individualized Learning and Service Plan (ILSP). These documents will be reviewed by the department chair and the dean or administrative designee in the Second Semester Review, a formal review meeting at the end of the semester. The purposes of this review are to determine that both the department chair and the administration agree that the ILSP demonstrates the tenure track faculty member’s clear understanding of the Talents of Teaching and will assist the tenure track faculty member in building the final argument for tenure. The administrative designee will write up a formal summary of the meeting, which will be signed by all meeting participants. The tenure track faculty member will not submit a formal portfolio in 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 identifies examples of how the 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 TAP. The Second Semester Review report indicates the tenure track faculty member is able to articulate knowledge of 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 a well-thought out plan that will aid in the creation of a strong final argument for tenure.

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5 The TAP Leader will support this process by ensuring quality but not directing content.
Tenure Track Faculty Member Activities

The tenure track faculty member…

- Participates in the TAP Second Semester Seminar
- Participates in the mentor program which includes being observed by the mentor twice
- Observes two faculty members\(^6\)
- Meets with department chair to discuss Semester 1 Contextualized Data Report
- Is formally observed by two tenured faculty members\(^7\); one chosen by the department chair, and one selected by the tenure track faculty member
- Completes a post-observation reflection for each formal observation
- Meets with each observer following classroom visitation (recommended)
- Begins contributing to committees. It is suggested that the tenure track faculty member become actively involved in one committee and participate in a second committee
- Develops a teaching and service philosophy and the ILSP
- Undergoes student evaluation in all courses
- Participates in Second Semester Review
- Fulfills regular college expectations, and departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- Department Chair completes Semester 1 Contextualized Data Report and discusses with tenure track faculty member
- Second Semester Review is scheduled and chaired by the administrative designee
- Teaching and service philosophy and the ILSP are submitted to the department chair and administrative designee one week prior to the Second Semester Review
- Second Semester Review Report completed by the dean or administrative designee and signed by all in attendance as well as the Vice President; the tenure track faculty member may begin working on all ILSP outcomes approved at the meeting
- Within two weeks of the initial meeting, the report is provided to the tenure track faculty member, with specific revision requests for the ILSP and identified areas of concern that were discussed during the meeting, if any

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\(^6\) 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.

\(^7\) Neither of the observing faculty members should be the department chair or the mentor; observing faculty members do not have to be in the same discipline as the tenure track faculty member.
**Documents Generated During Semester 2 for Semester 3 Portfolio**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Service Philosophy</td>
<td>The teaching and service philosophy is one of the culminating documents created in the Second Semester Seminar and its purpose is to demonstrate 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 the theories that guide one’s own teaching practices. A discussion of the role and responsibilities of full time faculty outside the classroom should also be provided, showing a holistic view of how full time faculty members support the mission of the institution. The document should also include a reflection on how one’s philosophy directs one’s actions both inside and outside the classroom with reference to examples.</td>
</tr>
<tr>
<td>Individualized Learning and Service Plan (ILSP); Approved with Department Chair and Administrative Signatures</td>
<td>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. The ILSP uses the Talents of Teaching as a guide for assessing strengths and areas for growth. The tenure track faculty member must then develop a plan to address the areas for growth and to provide meaningful service to the institution. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review. See form provided online.</td>
</tr>
<tr>
<td>Classroom Observation Forms and Post-Observation Reflections</td>
<td>Classroom observation forms are completed by the tenured faculty members who observe the tenure track faculty member during Semester 2. The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, provide feedback to help the tenure track faculty member improve and to develop an accurate idea of strengths and areas for growth. See form provided online. 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. A post-observation reflection must accompany every classroom observation form. See form provided online.</td>
</tr>
<tr>
<td>Second Semester Review Report</td>
<td>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 mentioned in the meeting. See form provided online.</td>
</tr>
<tr>
<td>Semester 2 Procedure Checklist</td>
<td>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. See form provided online.</td>
</tr>
</tbody>
</table>
### Semester 2 Suggested Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Tenure Track Faculty Member</th>
<th>Department Chair</th>
<th>TAP Leader</th>
<th>College Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Participate in Second Semester Seminar and mentor program; complete all required observations and the accompanying self-assessment forms; complete student evaluations as scheduled by administration; work with department chair, TAP Leader and admin to schedule Second Semester Review</td>
<td>Complete informal discussion with tenure track faculty member about contextualized data report from Semester 1 by end of Week 4</td>
<td>TAP leader runs Second Semester Seminar</td>
<td>Provide student evaluation forms to tenure track faculty member to be completed by date specified at the college level</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Committee involvement</td>
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<tr>
<td>Week 3</td>
<td></td>
<td>Committee involvement</td>
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<tr>
<td>Week 4</td>
<td>Be available for consultation as tenure track faculty member completes ILSP draft</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<tr>
<td>Week 13</td>
<td>Submit all required documents for review one week prior to scheduled review date</td>
<td>Read all documents for the Second Semester Review prior to meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Second Semester Reviews take place; within two weeks the dean or administrative designee completes the Second Semester Review Report and gets signatures from all present plus the Vice President; ILSP approved or returned for revision</td>
<td></td>
<td></td>
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<tr>
<td>Week 15</td>
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<tr>
<td>Week 16</td>
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</tbody>
</table>
Semester 3

The tenure track faculty member is encouraged to change mentors at this time. This will allow the tenure track faculty member to work with someone who can best support the completion of the ILSP; it also allows the tenure track faculty member to receive feedback from another faculty peer. The tenure track faculty member will be observed by the department chair and an administrator. The tenure track faculty member will continue committee involvement and work towards the development of the final portfolio argument, by working on their ILSP outcomes\(^8\). The tenure track faculty member will also submit a portfolio for departmental and administrative review.

**Objectives**

- The tenure track faculty member uses the teaching and service philosophy, the Talents of Teaching and appropriate feedback (student evaluation comments, observation comments, mentor discussions, student success data and other metrics 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 consistently offering effective classroom instruction.

- 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 3 Portfolio Rubric and Comments indicate that portfolio documents are well-supported and thoughtful, demonstrating the ability to synthesize evidence from multiple sources.

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\(^8\) Note: The ILSP is to be seen as a living document. A tenure track faculty member who needs to deviate from the ILSP may initiate small modifications as necessary. Large deviations should be approved by the department chair and an administrative designee.
Tenure Track Faculty Member Activities

The tenure track faculty member…

- Participates in the mentor program through ongoing informal observations
- Meets with the department chair to discuss course data from Semester 1
- Is observed by the department chair and an administrator (formal observations)
- Completes a post-observation reflection for each formal observation
- Continues implementation of ILSP
- Continues committee involvement
- Completes Semester 3 Portfolio
- Fulfills regular college expectations, and departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- Department chair discusses Semester 1 course data with the tenure track faculty member
- The tenure track faculty member submits the completed portfolio to the department at the beginning of Week 14.
- During Week 14, the department chair completes the Portfolio Checklist to ensure that the portfolio is complete and the department and department chair review the portfolio.
- During Week 15, the department votes on contract renewal.
- By the end of Week 16, the department chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor’s meeting in mid-January and forwards rubric feedback to the tenure track faculty member.
- Board decision is made in the February board meeting.
**Semester 3 Portfolio Table of Contents**

The Semester 3 Portfolio must include the following documents.

1. Letter from tenure track faculty member to the college president
2. Semester 2 and 3 Procedure Checklists*
3. Curriculum Vitae
4. Teaching and Service Philosophy
5. Course Syllabus with Explanation and Reflection
6. Sample Assessment with Explanation and Reflection
7. Four classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
   a. Two tenured faculty members
   b. Department Chair
   c. Administrator
8. Summary of Student Evaluations* completed by the department chair
9. Contextualized Data Report* for Semesters 1 and 2
10. Comprehensive Self-Evaluation and Reflection
11. ILSP and related documents:
   a. Approved ILSP*
   b. Second Semester Review Report*
   c. ILSP progress report with supporting artifacts
12. Semester 1 Portfolio Rubric* and any needed responses
13. Additional items required by department, if any

* See form provided online.

Note: The letter from the department chair to the college president is submitted with the portfolio, but is not considered part of the portfolio.

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**Semester 3 Portfolio Document Descriptions**

<table>
<thead>
<tr>
<th>Semester 3 Portfolio: Table of Contents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letter from the Tenure Track Faculty Member to the College President</td>
<td>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.</td>
</tr>
<tr>
<td>2. Semester 2 and 3 Procedure Checklists</td>
<td>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. See form provided online.</td>
</tr>
</tbody>
</table>
### 3. 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 ask both the TAP Leader and the Department Chair for these requirements. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 1 portfolio.

### 4. Teaching and Service Philosophy

The teaching and service philosophy is one of the culminating documents created in the Second Semester Seminar and its purpose is to demonstrate 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 the theories that guide one’s own teaching practices. A discussion of the role and responsibilities of full time faculty outside the classroom should also be provided, showing a holistic view of how full time faculty members support the mission of the institution. The document should also include a reflection on how one’s philosophy directs one’s actions both inside and outside the classroom with reference to examples.

### 5. Course Syllabus with Explanation and Reflection

The purpose of this document 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 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. The syllabus need not be for the same course as the syllabus included in the previous portfolio, but should show growth based on feedback.

The explanation should show that the syllabus has been constructed 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 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. 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.

### 6. 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 student learning.
<table>
<thead>
<tr>
<th></th>
<th>Classroom Observation Forms and Post-Observation Reflection Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Classroom observation forms are completed by two tenured faculty members (Semester 2), the Department Chair (Semester 3) and an administrative designee (Semester 3). 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. See form provided online. 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. See form provided online.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Summary of Student Evaluations</th>
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</thead>
<tbody>
<tr>
<td>8.</td>
<td>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. See form provided online.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Contextualized Data Report</th>
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</thead>
<tbody>
<tr>
<td>9.</td>
<td>This report, completed by the Department Chair, in conjunction with the institutional researcher and the tenure track faculty member, must include retention and course success data from completed semesters (i.e. Semester 1 and 2 for the Semester 3 portfolio). 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. See form provided online.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Comprehensive Self-Evaluation and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>This document, completed by the tenure track faculty member, synthesizes all of the information received regarding teaching effectiveness throughout the first year. The document should provide a comprehensive, evidence-based self-evaluation and reflection of strengths and areas of growth. The document must draw upon and directly reference the classroom observations, the summary of student evaluations, and the contextualized data report. Mentor feedback should inform the self-evaluation, but does not need to be directly referenced. The document may also draw upon instructor-made surveys, classroom assessment techniques, discussions with administrators or colleagues, syllabus/assessment reflections, or any other relevant sources of feedback. The Semester 3 comprehensive self-evaluation and reflection must also refer back to the self-evaluation and reflection completed for the Semester 1.</td>
</tr>
</tbody>
</table>
portfolio, noting progress and growth. *This 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.*

| 11. ILSP and Related Documents | 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. The ILSP uses the Talents of Teaching as a guide for assessing strengths and areas for growth. The tenure track faculty member must then develop a plan to address the areas for growth and to provide meaningful service to the institution. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review. See form provided online.  

The Second Semester Review 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 mentioned in the meeting. See form provided online.  

The ILSP Progress Report is written by the tenure track faculty member and should describe progress on the ILSP and offer appropriate documentation. |
| 12. Semester 1 Portfolio Rubric with any Necessary Responses | This document is completed by an administrative designee and signed by the college president. The rubric is used to evaluate portfolio documents for quality of content, depth of reflection, and appropriateness in leading the tenure track faculty member towards a successful argument for tenure. The completed rubric and comments are provided to the tenure track faculty member and any concerns raised should be addressed, in writing, by the tenure track faculty member. |
| 13. Additional items required by department, if any | The Department Chair should be consulted regarding any additional items. |
# Semester 3 Suggested Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Tenure track faculty member</th>
<th>Department Chair</th>
<th>TAP Leader</th>
<th>College Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Continue committee participation</td>
<td>Department chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8</td>
<td>Discuss Semester 1 course data with tenure track faculty member by end of week 4</td>
<td>Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with department chair and TAP Leader</td>
</tr>
<tr>
<td>Week 2</td>
<td>Meet with department chair to discuss course data from Semester 1</td>
<td>Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with TAP Leader</td>
<td>Offer individual support to tenure track faculty members and check-in with department chair, mentor, and administration. Complete Semester 2 and 3 checklist</td>
<td>Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with department chair and TAP Leader</td>
</tr>
<tr>
<td>Week 3</td>
<td>Complete work as outlined in ILSP</td>
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<tr>
<td>Week 4</td>
<td>Work on portfolio documents</td>
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<tr>
<td>Week 5</td>
<td>Complete a post-observation reflection for each formal observation</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<tr>
<td>Week 9</td>
<td>Complete student evaluations</td>
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<td>Week 10 and 11</td>
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<td></td>
<td>Provide student evaluation forms to tenure track faculty member by week 9</td>
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<td>Week 12</td>
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<tr>
<td>Week 13</td>
<td>Complete portfolio documents</td>
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</tr>
<tr>
<td>Week 14</td>
<td>Portfolio submitted by tenure track faculty member to department chair on Monday</td>
<td>Department chair completes the Portfolio Checklist; department reviews portfolio</td>
<td></td>
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<tr>
<td>Week 15</td>
<td></td>
<td></td>
<td>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</td>
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<tr>
<td>Week 16</td>
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Last Updated August 1, 2013
<table>
<thead>
<tr>
<th>Week</th>
<th>Tenure track faculty member</th>
<th>Department Chair</th>
<th>TAP Leader</th>
<th>College Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Semester through Beginning of January</td>
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<td>College administration reviews the portfolio; administrative designee or President completes the rubric and determines the recommendation</td>
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<tr>
<td>Second week of January</td>
<td></td>
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<td>President submits recommendations for the February Board</td>
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</tbody>
</table>
Semesters 4 and 5

Semesters 4 and 5 have been grouped together because the main focus of these semesters is to build the final tenure portfolio, a process which should be completed in stages, allowing for ample feedback and revision.

In Semester 4, the tenure track faculty member is observed by two tenured faculty members; in Semester 5, the tenure track faculty member is observed by the department chair and an administrator. During Semesters 4 and 5, the tenure track faculty member completes the ILSP and focuses on creating an argument for tenure through the final portfolio.

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 both ongoing commitment to professional development and significant meaningful contribution 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 and other artifacts as appropriate.
**Tenure Track Faculty Member Activities**

The tenure track faculty member...

- Participates in the mentor program (Semester 4)
- 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 four formal evaluations:
  - by two tenured faculty members, one selected by the department chair and one selected by the tenure track faculty member\(^9\) (Semester 4)
  - by the department chair (Semester 5)
  - by an administrator (Semester 5)
- Completes a post-observation reflection for each formal observation
- Undergoes student evaluation in all classes
- Completes implementation of the ILSP
- Creates a narrative argument for tenure, demonstrating competence in the Talents of Teaching and outlining why tenure should be granted; the argument should explicitly reference the artifacts used as evidence
- Fulfills regular college expectations, and departmental expectations as outlined in the written departmental criteria and procedures

**Formal Departmental and Administrative Procedures – Semester 5**

- Department chair completes the Semester 3 and 4 Contextualized Data Report
- The tenure track faculty member submits the completed portfolio to the department at the beginning of Week 14.
- During Week 14, the department chair completes the Portfolio Checklist to ensure that the portfolio is complete and the department and department chair review the portfolio.
- During Week 15, the department votes on contract renewal.
- By the end of Week 16, the department chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor’s meeting in mid-January and forwarded to the tenure track faculty member.
- Board decision is made in the February board meeting.

\(^9\) Neither of the observing faculty members should be the department chair or the current mentor; observing faculty members do not have to be in the same discipline as the tenure track faculty member.
Semester 5 Portfolio Table of Contents

The Semester 5 Portfolio must include the following documents.

1. Argument for Tenure, addressed to president
2. Curriculum Vitae
3. Course Syllabus with Explanation and Reflection
4. Sample Assessment with Explanation and Reflection
5. Four classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
   a. Two tenured faculty members
   b. Department Chair
   c. Administrator
6. Summary of Student Evaluations* completed by the department chair
7. Contextualized Data Report* for Semesters 3 and 4
8. Semesters 1 and 3 Portfolio Rubrics* and any needed responses
9. Additional items required by department, if any
10. Appendix including approved ILSP, Second Semester Review Report, ILSP evidence and other documentation or artifacts to support the Argument for Tenure

* See form provided online.

Note: The letter from the department chair to the college president is submitted with the portfolio, but is not considered part of the portfolio.

Semester 5 Portfolio Document Descriptions

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Argument for Tenure, Addressed to College President</strong></td>
<td>The argument for tenure, written as a formal letter addressed to the College President, represents the culmination of all the work accomplished over the five semester tenure process. Through the use of extensive and varied evidence, the argument should demonstrate competence in the Talents of Teaching as well as a pattern of ongoing growth. The argument should refer to and be supported by the required portfolio documents as well as artifacts selected for inclusion in the appendix.</td>
</tr>
<tr>
<td><strong>2. Curriculum Vitae</strong></td>
<td>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 ask both the TAP Leader and the Department Chair for these requirements. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 3 portfolio.</td>
</tr>
<tr>
<td><strong>3. Course Syllabus with Explanation and Reflection</strong></td>
<td>The purpose of this document 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</td>
</tr>
</tbody>
</table>
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. The syllabus need not be for the same
course as the syllabus included in the previous portfolio, but should
show growth based on feedback.

The explanation should show that the syllabus has been constructed
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 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. 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.

4. **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 student learning.

5. **Classroom Observation**
   **Forms and Post-**
   **Observation Reflections**

   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. See form
   provided online.

   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. See form provided online.
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>6. Summary of Student Evaluations</strong></td>
<td>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. See form provided online.</td>
<td></td>
</tr>
<tr>
<td><strong>7. Contextualized Data Report</strong></td>
<td>This report, completed by the Department Chair, in conjunction with the institutional researcher and the tenure track faculty member, must include retention and course success data from Semester 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. See form provided online.</td>
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</tr>
<tr>
<td><strong>8. Semester 1 and 3 Portfolio Rubrics with any Necessary Responses</strong></td>
<td>These documents are completed by an administrative designee and signed by the college president. The rubrics are used to evaluate portfolio documents for quality of content, depth of reflection, and appropriateness in leading the tenure track faculty member towards a successful argument for tenure. Any concerns raised should be addressed, in writing, by the tenure track faculty member.</td>
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</tr>
<tr>
<td><strong>9. Additional Items Required by Department, if any</strong></td>
<td>The Department Chair should be consulted regarding any additional items.</td>
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</tr>
<tr>
<td><strong>10. Appendix</strong></td>
<td>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.</td>
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</tr>
<tr>
<td>Week</td>
<td>Tenure track faculty member</td>
<td>Department Chair</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Weeks 1–16</td>
<td>Continue committee participation</td>
<td>Complete informal discussion with tenure track faculty member about course data from Semester 3 by end of week 4</td>
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<td></td>
<td>Complete work as outlined in ILSP</td>
<td>Assist tenure track faculty member in completing ILSP work</td>
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<tr>
<td></td>
<td>Select tenured faculty member to perform classroom observation</td>
<td>Select tenured faculty member to perform classroom observation</td>
</tr>
<tr>
<td></td>
<td>Complete student evaluations as scheduled by administration</td>
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<tr>
<td></td>
<td>Work on portfolio documents; solicit feedback from mentor, TAP leader and department chair</td>
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</tbody>
</table>
# Semester 5 Suggested Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Tenure track faculty member</th>
<th>Department Chair</th>
<th>TAP Leader</th>
<th>College Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Informal check-in and update regarding progress on final portfolio</td>
<td>Complete informal discussion with tenure track faculty member about Contextualized Data Report for Semesters 3 and 4 by end of week 4</td>
<td>Assist tenure track faculty member in completing ILSP work</td>
<td>Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week</td>
</tr>
<tr>
<td>Weeks 2–9</td>
<td>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</td>
<td>Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week</td>
<td>Review and offer feedback on final portfolio document drafts</td>
<td>Provide student evaluation forms to tenure track faculty</td>
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<tr>
<td>Week 10 and 11</td>
<td>Complete Student Evaluations</td>
<td>Assist tenure track faculty member in completing ILSP work</td>
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<tr>
<td>Week 12</td>
<td>Solicit feedback on portfolio documents from TAP leader and others</td>
<td>Student evaluation summary given to tenure track faculty member by Wednesday</td>
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<tr>
<td>Week 13</td>
<td>Incorporate student evaluation information into tenure argument; finalize all portfolio documents</td>
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<tr>
<td>Week 14</td>
<td><strong>Portfolio submitted by tenure track faculty member to department on Monday</strong></td>
<td>Department chair completes the Portfolio Checklist; department reviews portfolio</td>
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<td>Week 15</td>
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<tr>
<td>Week 16</td>
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<td><strong>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</strong></td>
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</tr>
<tr>
<td>Week</td>
<td>Tenure track faculty member</td>
<td>Department Chair</td>
<td>TAP Leader</td>
<td>College Administration</td>
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<td>----------------------------------</td>
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<tr>
<td>End of Semester through Beginning of January</td>
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<td>College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation</td>
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<tr>
<td>Second week of January</td>
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<td>President submits recommendations for the February Board</td>
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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 District Office of Academic Affairs, headed by the provost, is responsible for ensuring quality control across the district and ensuring that the process continues to grow and improve.
**Responsibilities of College Administration**

The college administration is responsible for evaluation of tenure track faculty members and ensuring that the process is executed smoothly 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 Academic Affairs
- Evaluate the TAP and mentor program 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
- Conduct college self-study in order to identify strengths and areas for growth in the implementation of the tenure process and discuss these in the Tenure Process Report
- Meet with District Academic Affairs to review findings of the Tenure Process Report; use meeting space to collaborate to improve the hiring and tenure process (both implementation and design)

**Contract Renewal and Tenure Decisions**

- Make decisions regarding contract renewal and tenure using the rubric-based evaluation
- Present these decisions as well as rubrics and explanations 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 providing feedback on tenure track faculty members’ ILSPs and teaching philosophies
- 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
Responsibilities of Department Chair and Department Members

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 as follows:

Department Chair

- Ensure that departmental evaluation criteria and procedures for evaluating tenure track faculty members are developed and maintained, made available in writing to the department and administration, and implemented as outlined
- Work with TAP leader to select an appropriate mentor for each new tenure track faculty member
- Help in the orientation of new tenure track faculty members: offering an informal orientation to the department and departmental responsibilities, ensuring tenure track faculty members are aware of departmental evaluation criteria and procedures, and 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 Checklist
- Write a letter to the president offering one’s own opinion on contract renewal or issuance for tenure along with the result of the departmental vote
- Assist in the creation of 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 evaluation 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
Responsibilities of the TAP Leader and Mentor

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 smoothly, consistently, and in keeping with District standards. Each college must have at least one TAP Leader.

Responsibilities of TAP Leader

- Participate in TAP leader training
- 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
- Modify and/or update the orientation for new faculty so that it remains current and is continually improving (in conjunction with other TAP leaders and TAP Coordinator)
- Organize and facilitate the orientation for new faculty (in conjunction with other TAP leaders and TAP Coordinator)
- Modify and/or update the Second Semester Seminar (in conjunction with other TAP leaders and TAP Coordinator)
- Organize and facilitate the Second Semester Seminar
- Help tenure track faculty members to design their teaching philosophies and ILSPs; provide formative feedback on these and other portfolio documents
- Act as an adviser for all tenure track faculty members undergoing the new tenure process; provide extra support for tenure track faculty members completing action plans, if any
- Accompany tenure-track tenure track faculty members to their Second Semester Review meetings
- Engage in active interventions for tenure track faculty members struggling with the tenure process
- Collaborate with the college Teaching and Learning Center (if existent) to schedule and provide professional development opportunities for tenure track and tenured faculty regarding the tenure process and the Talents of Teaching
- Participate in the hiring of TAP leaders at other CCC colleges
- Communicate the new tenure process to faculty, department chairs and administrators at the college; help ensure norming at the college
- Act as a liaison to faculty council(s), local administration, and Academic Affairs
- Meet with District Academic Affairs and other TAP leaders regularly to assess the program and make program improvements
- Work with District Academic Affairs to ensure quality control of the tenure process

Responsibilities of the Mentor

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

Provost
- Review and approve Tenure Process Reports
- Review, approve, and oversee the implementation of action plans for any college found out of compliance

Associate Vice Chancellor of General Education
- Address any observed compliance concerns with college administration and TAP leaders prior to the Tenure Process Report
- Formally evaluate process implementation at each college through the completion of a Tenure Process Report for each college during the Spring semester
- Meet with college administration to review findings of the Tenure Process Report; use meeting space to collaborate to improve the hiring and tenure process (both implementation and design)
- For colleges found to be out of compliance due to failure to uphold process standards, work with college administration and TAP leader to create and implement an action plan to bring the college back into compliance
- Lead a portion of the first-semester orientation to welcome new faculty and orient them to the CCCs
- Participate on TAP Leader selection committees, as needed

Executive Director of Academic Development
- Organize and chair monthly meetings where TAP leaders and deans from each college 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 agenda for these meetings
- Coordinate logistics for the first-semester orientation and other parts of the TAP curriculum, as needed
- Create district-wide TAP opportunities
- Maintain and update the Tenure Manual and all tenure documents housed online
- Ensure periodic updating of the Academic Policy Manual to reflect any changes to the tenure process
- Assist with the implementation of college compliance action plans, as appropriate
- Participate on TAP Leader selection committees, as needed
- Ensure training and norming of all administrators involved in the tenure process
- 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 funded by District Academic Affairs to perform the following duties:

- Act as a liaison between Faculty Council of the City Colleges of Chicago, TAP/District Academic Affairs, and the union
- Work in tandem with the Executive Director of Academic Development to set the agenda for monthly meetings with TAP leaders and administrative designees; attend meetings and provide leadership and historical context for tenure process
- Train TAP leaders
- Support and assist TAP leaders at each college, as needed
- Assist with the implementation of college compliance action plans, as appropriate
- Work to continually grow and improve the tenure process
- Assist with coordination of the first-semester orientation
- Assist with the orientation and Second Semester Seminar for Spring hires, if any
Quality Control

Quality Control Overview
The academic policy manual section on contract renewal and the issuance of tenure (above) provides the official policy that governs the tenure process. District Academic Affairs 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 each spring semester.

The Tenure Process Report is designed to allow District Academic Affairs to focus on the quality of a college’s implementation of the tenure process rather than individual faculty evaluation in two ways. First, the Tenure Process Report is completed after the posting of board decisions regarding contract renewal or tenure. Second, the Tenure Process Report is designed so that elements of faculty evaluation are considered in aggregate. This allows the report to focus on patterns that indicate problems with process implementation and consistency of standards, not particular decisions. By calling attention to inconsistencies and offering suggestions for improvement, colleges will get valuable feedback allowing them to stay normed with the other colleges. Furthermore, consistent formative feedback, combined with monthly cross-college problem-solving meetings will allow the quality—both of the process itself and of its implementation at each college—to improve over time.

Procedure and Timeline for the Tenure Process Report
The following cycle occurs every spring semester:

Weeks 1-4
Each college conducts its own review (self-study) of the tenure process with a specific focus on the TAP and Mentor Program and any areas of special focus from the last process report. These evaluations are then summarized in College Tenure Process Report: Part 1 completed by an administrator and signed by the president.

Weeks 5-6
District Academic Affairs receives the College Tenure Process Report and visits the college to discuss the results of the self-study with administrators. District Academic Affairs should be allowed access to all of the portfolios for tenure track faculty members whose contracts were determined in the last board review.

Weeks 7-10
District Academic Affairs reviews portfolios for evidence of adherence to the process and talks to administrators, department chairs, TAP leaders, and others involved with the process as needed. District Academic Affairs completes the College Tenure Process Report: Part 2.
Weeks 11-16

District Academic Affairs returns to the college to discuss the report and their preliminary conclusions with the college administration. District Academic Affairs uses this time to ask clarifying questions and to work with the college to finalize the report. If an action plan is required, the college administration and District Academic Affairs work together to create an action plan to return the college to compliance. Action plans should be designed to target the specific problem detailed in the report (e.g., weak classroom observation feedback may necessitate more training and norming). The development of an action plan does not necessarily mean that a college is out of compliance.

First week of June

Completed Tenure Process Reports, with any necessary action plans, are submitted to the Chancellor by the end of the first week in June.

Ongoing through the next year

If applicable, the college implements the action plan with assistance from District Academic Affairs.
Academic Policy Manual - Tenure

INDEX NUMBER 2.20A

CITY COLLEGES OF CHICAGO

ACADEMIC POLICY

SOURCE OFFICE: District Academic Affairs


REVIEVED 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:

I. 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”).

II. Faculty Progress in the Talents of Teaching
Tenure-track faculty members will progress in demonstrating competence in the Talents of Teaching as follows:
1. In the first semester, faculty members will submit a portfolio to identify their strengths and areas for growth based on the Talents of Teaching.
2. In the second semester, faculty members will design an Individual Learning and Service Plan to address areas for growth and to offer service to the institution. In the third semester, faculty members will submit a portfolio, which includes documentation of progress towards completion of their Individual Learning and Service Plan.
3. Faculty members will complete their Individual Learning and Service Plan in either the fourth or fifth semester. In the fifth semester, faculty members must submit a portfolio containing an evidence-based argument for tenure demonstrating competence in each of the Talents of Teaching.

III. 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.

<table>
<thead>
<tr>
<th>Tenure Track Faculty</th>
<th>Orientation Completed</th>
<th>Credit earned = Two (2) Graduate Credit Hours toward Lane Advancement</th>
</tr>
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<tbody>
<tr>
<td>Tenure Track Faculty</td>
<td>Second Semester Seminar Completed</td>
<td>Credit earned = Four (4) Graduate Credit Hours toward Lane Advancement</td>
</tr>
<tr>
<td>Faculty Hired Full Time after Spring 2013</td>
<td>CCC Faculty Development Seminar (FDS)</td>
<td>No Additional Credit toward Lane Advancement</td>
</tr>
</tbody>
</table>

IV. Required Evidence for Evaluation

Evidence of a tenure-track faculty member’s teaching quality and progress towards achieving tenure will be presented in the following documents:

1. Formal classroom observations: at least ten formal observations completed over five semesters—three by administration, three by the department chair, and four by other tenured faculty members inside or outside their department/discipline
2. Student course evaluations conducted each semester, to be presented in a contextualized summary by the department chair
3. Retention and course success data for every completed semester, to be presented in a contextualized data report written by the department chair
4. Second Semester Review Report, to be completed by the college administrator who is present at the Second Semester Review
5. Self-evaluative and reflective documents in each portfolio
6. Teaching and service philosophy
7. Documents specified in an Individualized Learning and Service Plan, as designed and approved in the second semester, with approved modifications, if any
8. Final argument for tenure with evidence that demonstrates competence in each of the Talents of Teaching

V. 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.

1. 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.

2. Evaluation by the College Administration and President
   i. Use the Talents of Teaching to evaluate tenure track faculty members
   ii. Complete a rubric of recommendations based upon a review of the portfolio and department chair letter.
   iii. Submit the rubric, recommendation and explanation for board approval. Provide copy for tenure track member.
   iv. Meet deadlines for February Board approval, ninety (90) days before the contract termination date of the faculty member.
   v. Post a template for the portfolio rubric and the Talents of Teaching on line.

3. 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.

VI. Ongoing Process Review
1. District Review
   District Academic Affairs will review and monitor annual reporting to the Chancellor. Each college will submit an annual Tenure Process Report that:
   i. summarizes the college’s tenure process and activities for the preceding year,
   ii. establishes whether the college is adhering to the established district process,
   iii. includes evidence of effective use of rubrics, application of standards and the basis of tenure decisions.

   District Academic Affairs will work with the college to address any compliance issues or concerns. An action plan and a timeline for addressing and correcting compliance concerns will be implemented with the College.

   The TAP leaders, Deans, and District Academic Affairs will meet regularly to review the tenure process and its implementation.

   Changes to the Talents of Teaching, the Tenure Assistance Program, tenure rubrics or other changes to the tenure process will be a collaborative process with the mutual agreement of District Academic Affairs and the district-wide Faculty Council.