



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 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 ideally from outside of the tenure track faculty member's department. Mentor and mentee visit each other's classes and engage in reflective discussions about teaching and learning. The mentor/mentee relationship is completely confidential and non-evaluative.

The Department Chair and an administrator will formally evaluate one of the tenure track faculty member's class sessions Semesters 1, 3 and 5. During Semesters 2 and 4, 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 Semesters 1, 3, and 5, 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 seminar engages the tenure track faculty members in thoughtful conversations regarding the Talents of Teaching and theories of learning.

By the end of the Second Semester Seminar, tenure track faculty members will also have created an Individualized Learning and Service Plan (ILSP). The ILSP documents the tenure track faculty member's strengths and areas for growth, based on the Talents of Teaching and feedback received through classroom observations, student evaluations, and other appropriate data sources. 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 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 document.

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 discusses how identified areas for growth were addressed, offers evidence of competence in the Talents of Teaching, and provides future plans for growth.