



Semester 1 Overview

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, TAP Leader, mentor and administration. In place of registration duties, the tenure track faculty member will participate in the Tenure Orientation Seminar. 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, TAP 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 TAP process.

- The Semester 1 Portfolio Rubric denotes that the tenure track faculty member's Comprehensive Self-Evaluation and Reflection provides a thorough assessment of strengths and areas for growth.

Tenure Track Faculty Member Activities

The tenure track faculty member...

- Participates in the Tenure Orientation Seminar 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 expectations¹ as well as departmental expectations² as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- The tenure track faculty member submits the completed Semester 1 Portfolio to the department at the beginning of Week 14.
- During Week 14, the Department Chair completes the Semester 1 Portfolio Checklist to ensure that the portfolio is complete; the department and Department Chair review the portfolio.
- During Weeks 14-15, 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 Semester 1 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president or administrative designee completes the Semester 1 Portfolio Rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor's review before the subsequent Board Report. Rubric feedback is forwarded to the tenure track faculty member.
- Board decision is made in the February (for Fall hires) and October (for Spring hires) board meetings.
- College administration sends a digital copy of the tenure portfolio, Department Chair letter, and the portfolio rubric, which will be archived at District Office

1 See TAP Leader for questions regarding college expectations.

2 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 Semester 1 Portfolio Checklist and the letter from the Department Chair to the college president are submitted with the portfolio, but are not considered part of the portfolio.

Semester 1 Portfolio Document Descriptions

Item	Description
1. Letter from Tenure Track Faculty Member to the College President	For the Semester 1 Portfolio, this letter serves as a brief, formal introduction to the portfolio. This is an opportunity for the tenure track faculty member to highlight strengths, recognize areas for growth, and summarize plans for successful completion of the tenure process.
2. Semester 1 Procedure Checklist	This form is completed by both the Department Chair and the TAP Leader. It indicates that the tenure track faculty member has completed all requirements of the tenure process for the first semester. See form provided online.
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.
4. Course Syllabus with Explanation	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.
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, how the assessment measures those outcomes, and a brief discussion of the strengths and/or weaknesses of the assessment.

<p>6. Classroom Observation Forms and Post-Observation Reflections</p>	<p>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.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer. See form provided online.</p>
<p>7. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students’ evaluation of the tenure track faculty member’s current teaching effectiveness, 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.</p>
<p>8. Comprehensive Self-Evaluation and Reflection</p>	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> 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 <i>must</i> 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. The tenure track faculty member should provide thoughtful reflection and not simply repeat comments from the classroom observation forms and the summary of student evaluations.</p>
<p>9. Additional Items Required by Department, if any</p>	<p>The Department Chair should be consulted regarding any additional items.</p>

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.

Week	Tenure Track Faculty Member	Department Chair	TAP Leader	College Administration
Before Faculty Development Week (FDW)			Meet with other TAP Leaders to plan Orientation	Ensure tenure track faculty member has access to Blackboard and email
FDW	Attend FDW, complete TAP pre-reading	Introduce and orient tenure track faculty member to department; review departmental responsibilities and offer overview of potential committee work	Match mentors with new faculty Offer a pre-orientation session to new faculty and a mentor/mentee meet and greet	Welcome new tenure track faculty members
Registration Week	Participate in orientation and complete all assignments; create working draft of annotated syllabus and sample assessment for portfolio		Run orientation; give tenure track faculty member the Tenure Manual and other resources available	
Weeks 1 and 2	Focus on teaching; use TAP Leader, mentor and Department Chair as resources	Committee exploration	TAP Leader works with Department Chair and admin to determine administrative point person for each tenure track faculty member	
Weeks 3 and 4			Department Chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8	
Week 5	Send drafts of Curriculum Vitae, syllabus and sample assessment with explanations to TAP Leader		Complete formal classroom observation; follow up with tenure track faculty	Informal check-ins with tenure track faculty members and mentors; offer feedback on

Weeks 6, 7 and 8	Work with mentor and TAP Leader to begin writing the self-evaluation and reflection; complete a post-observation reflection for each formal observation	member and give the formal observation write-up within one week; share any major concerns with TAP Leader	portfolio documents as needed	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
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Week	Tenure Track Faculty Member	Department Chair	TAP Leader	College Administration
Weeks 9 and 10	Mid-semester check-in with TAP Leader Administer Student Course Evaluations	Assist in completing the Semester 1 Procedure Checklist	Mid-semester check-in with tenure track faculty member, Department Chair and mentor to complete the Semester 1 Procedure Checklist	
Weeks 11 and 12	Finish portfolio	Complete the student evaluation summary and return to tenure track faculty member by Wednesday of Week 12; share any major concerns with TAP Leader		
Week 13		Be available to review drafts of portfolio documents		
Week 14	Portfolio submitted by tenure track faculty member to department on Monday	Department chair completes the Portfolio Checklist; department reviews portfolio		
Week 15		Departmental vote		

Week 16		Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week		
End of December through Beginning of January				College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation
Chancellor's meeting in mid- January				President submits recommendations at the Chancellor's meeting and shares rubric feedback with tenure track faculty member