



## *Semesters 4 & 5 Overview*

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 the Argument for Tenure for 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 – Semesters 4 & 5**

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<sup>1</sup> (Semester 4)
  - by the Department Chair (Semester 5)
  - by an administrator (Semester 5)

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<sup>1</sup> 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.

- Completes a post-observation reflection for each formal observation
- Undergoes student evaluation in all classes
- Completes implementation of the ILSP
- Creates the Argument for Tenure, demonstrating competence in the Talents of Teaching and outlining why tenure should be granted; the Argument for Tenure should explicitly reference the artifacts used as evidence
- Fulfills regular college expectations as well as 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 Semester 5 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 5 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the Semester 5 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 meeting in mid-January and 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.

### ***Semester 5 Portfolio Table of Contents***

The Semester 5 Portfolio must include the following documents.

1. Argument for Tenure, addressed to the college president
2. Curriculum Vitae
3. Sample Assessment with Explanation and Reflection
4. Four classroom observations\*, each accompanied by a post-observation reflection\* completed by the tenure track faculty member
  - a. Two tenured faculty members (Semester 4)
  - b. Department Chair (Semester 5)
  - c. Administrator (Semester 5)
5. Summary of Student Evaluations\* completed by the Department Chair
6. Contextualized Data Report\* for Semesters 3 and 4
7. Semesters 1 and 3 Portfolio Rubrics\* and any needed responses and/or action plans
8. Additional items required by department, if any
9. 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 Semester 5 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 5 Portfolio Document Descriptions*

<b>Item</b>	<b>Description</b>
<b>1. Argument for Tenure, Addressed to College President</b>	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 for Tenure should demonstrate competence in the Talents of Teaching as well as a pattern of ongoing growth. The tenure track faculty member's argument should refer to and be supported by the required portfolio documents as well as artifacts selected for inclusion in the appendix.
<b>2. Curriculum Vitae</b>	The tenure track faculty member's most current curriculum vitae should include all elements required by the college, as well as any special requirements of the department. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 3 portfolio.

<b>3. Sample Assessment with Explanation and Reflection</b>	<p>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.</p> <p>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.</p>
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<p><b>4. Classroom Observation Forms and Post- Observation Reflections</b></p>	<p>Classroom observation forms are completed by the two tenured faculty members (Semester 4), the Department Chair (Semester 5) and an administrative designee (Semester 5). The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, and to provide feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth. 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><b>5. Summary of Student Evaluations</b></p>	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students’ evaluation of the</p>

	<p>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.</p>
<p><b>6. Contextualized Data Report</b></p>	<p>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.</p>

<p><b>7. Semester 1 and 3 Portfolio Rubrics with any Necessary Responses</b></p>	<p>The Semester 1 and Semester 3 Portfolio Rubrics are put in the Semester 5 portfolio. If any necessary responses or action plans were given to the tenure track faculty member (in either Semesters 1 or 3), those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.</p>
<p><b>8. Additional Items Required by Department, if any</b></p>	<p>The Department Chair should be consulted regarding any additional items.</p>
<p><b>9. Appendix</b></p>	<p>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.</p>

*Semester 4 Suggested Timeline*

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
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<p>Weeks 1–16</p>	<p>Continue committee participation          Complete work as outlined in ILSP          Select tenured faculty member to perform classroom observation          Administer student evaluations as scheduled by administration          Work on portfolio documents; solicit feedback from mentor, TAP leader and Department Chair</p>	<p>Complete informal discussion with tenure track faculty member about course data from Semester 3 by end of week 4          Assist tenure track faculty member in completing ILSP work          Select tenured faculty member to perform classroom observation</p>	<p>Assist tenure track faculty member in completing ILSP work          Review and offer feedback on final portfolio document drafts          Appraise administration of potential issues</p>	<p>Provide tenure track faculty member with student evaluation forms to be completed by date specified at the college level.          Be available to tenure track faculty member, Department Chair, and TAP Leader for assistance as necessary</p>
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*Semester 5 Suggested Timeline*

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
Week 1	Informal check-in and update regarding progress on final portfolio			
Weeks 2–9	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	Complete informal discussion with tenure track faculty member about Contextualized Data Report for Semesters 3 and 4 by end of week 4 Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week	Assist tenure track faculty member in completing ILSP work Review and offer feedback on final portfolio document drafts	Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week Provide student evaluation forms to tenure track faculty
Week 10 and 11	Complete Student Evaluations	Assist tenure track faculty member in completing ILSP work		
Week 12	Solicit feedback on portfolio documents from TAP Leader and others	Student evaluation summary given to tenure track faculty member by Wednesday		
Week 13	Incorporate student evaluation information into tenure argument; finalize all portfolio documents			
Week 14	<b>Portfolio submitted by tenure track faculty member to</b>	Department Chair completes the Portfolio Checklist;		

	<b>department on Monday</b>	department reviews portfolio		
Week 15		Departmental vote		
Week 16		<b>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week</b>		

<b>Week</b>	<b>Tenure track faculty member</b>	<b>Department Chair</b>	<b>TAP Leader</b>	<b>College Administration</b>
End of Semester through Beginning of January				College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation
Second week of January				<b>President submits recommendations for the February Board</b>



