

Semester 2: Deepening Reflection and Planning

During their second semester, tenure-track faculty members are required to actively participate in the Second Semester Seminar (SSS). This seminar engages the tenure track faculty members in thoughtful conversations regarding the Talents of Teaching and theories of learning. The work done in SSS helps tenure-track faculty members deepen their reflective practice, frame their Teaching and Service Philosophy, prepare for the Second Semester Review (SSR), and create the Individualized Learning and Service Plan (ILSP).

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. The faculty member lays out a systematic plan to address the identified areas for growth in the Talents. The ILSP is reviewed and approved through the Second Semester Review, a meeting between the tenure track faculty member, the Department Chair, an administrator, and the TAP Leader. The ILSP is considered a *living document* that can be flexible and change such that it remains relevant and meaningful. 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 tenure-track faculty member can justify changes in their final Argument for Tenure document.

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 gives examples of how their 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 the TAP process.
- The Second Semester Review report indicates the tenure track faculty member can articulate and apply 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 an effective plan that will aid in the creation of a strong final Argument for Tenure.

Tenure Track Faculty Member Activities

Mentorship

- Participates in the Mentor Program, including being observed by the mentor twice
- Observes two faculty members' classes¹

Teaching Evaluation

- Meets with Department Chair to discuss Semester 1 course outcome data
- Receives two formal classroom observations by tenured faculty—one selected by the Department Chair, and one selected by the tenure track faculty member; neither should be the Department Chair or Mentor, and could be in a different discipline—with written summaries
- Completes post-observation reflections for each formal observation
- Meets with each observer following classroom observation (recommended)

Second Semester Activities

- Participates in the Second Semester Seminar
- Develops a teaching and service philosophy and the ILSP
- Participates in Second Semester Review

Academic Citizenship

- Participates in department, college, and/or district service obligations. It is recommended the tenure-track faculty member identify ways to contribute to committees or other service opportunities in ways aligned with their developing ILSP.
- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures.

¹ 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.

Documents Generated During Semester 2 for Semester 3 Portfolio

Item	Description
<p>Teaching and Service Philosophy (Draft)</p>	<p>The Teaching and Service Philosophy demonstrates 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 theories that guide one's own teaching practices. The document should also include a discussion of the role and responsibilities of full-time faculty outside the classroom, showing a holistic view of how full-time faculty members support the mission of the institution, and a reflection on how one's philosophy directs one's actions both inside and outside the classroom with examples.</p>
<p>Individualized Learning and Service Plan (ILSP); Approved with Department Chair and Administrative Signatures</p>	<p>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. In the ILSP, the tenure-track faculty member uses the Talents of Teaching as a guide for assessing strengths and areas for growth and develops a plan for critically reflecting upon and improving their classroom instruction, institutional service, and lifelong learning. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review.</p>
<p>Classroom Observation Forms and Post-Observation Reflections</p>	<p>Classroom observation forms are completed by the tenured faculty members who observe the tenure track faculty member during Semester 2. The purposes of the observation are as follows: evaluate the tenure track faculty member's current teaching effectiveness, provide constructive feedback to help the faculty member improve, and expand their understanding of strengths and areas for growth. See form provided online [link].</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The reflection is an opportunity for the tenure track faculty member to explain the observed lesson and contextualize the lesson in the broader course, program, etc. The reflection is also intended for the tenure-track faculty member to self-assess the class session, reflect on feedback received, and define next steps for improving instruction. Part 1 of the Post-Observation Reflection should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving the completed Classroom Observation form from the observer.</p>
<p>Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations. Students in the classes the tenure-track faculty</p>

Item	Description
	member teaches share their perspectives on the instructor's teaching effectiveness, including strengths and areas for growth. In the Summary of Student Evaluations, the Department Chair should summarize what students wrote in these evaluations, including direct quotes from student comments when appropriate, while protecting individual students' identities. General trends in scoring as well as anomalies should be noted. If there are large discrepancies between different sections or courses taught, the Department Chair should make note of these in the summary.
Second Semester Review Report	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. A written report should be provided to the tenure track faculty member.
Semester 2 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 second semester.

Semester 2 Suggested Timeline

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 1-4	Participate in Second Semester Seminar and mentor program; complete all required observations and post-observation reflections; administer student evaluations; work with department chair, TAP Leader and admin to schedule Second Semester Review	Complete informal discussion with tenure track faculty member about contextualized data report from Semester 1 by end of Week 4 Select a tenured faculty member to observe TTFM	Assist with scheduling Second Semester Review	Lead scheduling of Second Semester Review
Weeks 5-8			Be available for consultation and feedback on ILSP draft(s)	
Weeks 9-12				

Week	Tenure Track Faculty Member (TTFM)	Department Chair	TAP Leader	College Administration
<p>Weeks 13-16</p>	<p>Submit all required documents for review one week prior to scheduled review date</p> <p>Second Semester Review</p> <p>Get all signatures for Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Complete Semester 2 checklist</p> <p>Attend Second Semester Review</p>	<p>Read all documents for the Second Semester Review prior to meeting</p> <p>Second semester Review</p> <p>Administrative designee completes the Second Semester Review Report and returns report to TTFM</p>