

Semester 3

Objectives

- The tenure track faculty member uses the Talents of Teaching and appropriate feedback (student evaluation comments, observation comments, mentor discussions, student success data, and other sources 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
- 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 teaching effectively with consistency.
- 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 1 Procedure Checklist validates that the tenure track faculty member is progressing in TAP.
- 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.

Tenure Track Faculty Member Activities

Mentorship

- Participates in the Mentor Program (informal classroom observations are optional in Semester 3)
 - The tenure track faculty member may identify a different mentor beginning in Semester 3: one who can best support the completion of the ILSP. Changing mentors also allows the tenure track faculty member to receive feedback from another faculty peer.

Teaching Evaluation

- Meets with the Department Chair to discuss course data from Semester 1 and 2

- Receives two formal classroom observations (by Department Chair and administrator) with written summaries
- Completes a post-observation reflection for each formal observation

Academic Citizenship

- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Portfolio & ILSP Development

- Continues implementation of ILSP
 - The ILSP should be seen as a living document. A tenure track faculty member who needs to deviate from the planned ILSP may make changes as necessary. Large deviations should be approved by the Department Chair and an administrative designee.
- Completes Semester 3 Portfolio

Semester 3 Portfolio Checklist and Document Descriptions

Semester 3 Portfolio: Table of Contents	Description
1. Letter from the Tenure Track Faculty Member to the College President	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.
2. Semesters 2 and 3 Procedure Checklists	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.
3. Curriculum Vitae	The tenure track faculty member's most current copy of their curriculum vitae (CV) should include all elements required by each the college, and the department. The TAP Leader and Department Chair should inform the tenure-track faculty member about the college and department requirements. The tenure track faculty member should include any professional development or service conducted since the Semester 1 portfolio.

Semester 3 Portfolio: Table of Contents	Description
4. Teaching and Service Philosophy	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.
5. Course Syllabus with Explanation	The purpose of this document is to demonstrate 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 does not need to be for the same course as the syllabus included in the previous portfolio. The explanation should show that the course has been designed 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 or course design 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 or course design. 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 measured 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.
7. Classroom Observation Forms and Post-Observation Reflection	Classroom observation forms are completed by two tenured faculty members (Semester 2), the Department Chair (Semester 3), and an administrator (Semester 3). 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

Semester 3 Portfolio: Table of Contents	Description
Forms	<p>improve, and expand their understanding of strengths and areas for growth.</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>
8. Summary of Student Evaluations	<p>The Department Chair completes the summary of the student evaluations. Students in the classes the tenure-track faculty 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.</p>
9. Contextualized Data Report	<p>The Contextualized Data Report is completed by the Department Chair. The purpose of the Contextualized Data Report is to analyze quantitative information to identify and explain any anomalies, and, when combined with other forms of evaluation included in the portfolio, arrive at a holistic picture of the tenure track faculty member's teaching performance.</p> <p>The chair can consult with the TAP Leader, institutional researcher(s), and the tenure track faculty member as needed. The report must include retention and course success data from completed semesters (i.e., Semesters 1 and 2 for the Semester 3 portfolio). Other relevant data should be included as appropriate to the discipline and course.</p>
10. Comprehensive Self-Evaluation and Reflection	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all 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 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, assessments of student learning, discussions with administrators or colleagues, syllabus and/or assessment reflections,</p>

Semester 3 Portfolio: Table of Contents	Description
	<p>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>The Semester 3 comprehensive self-evaluation and reflection must also refer to the Comprehensive Self-Evaluation and Reflection completed for the Semester 1 portfolio, noting progress and growth. <i>The Semester 3 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.</i></p>
<p>11. ILSP and Related Documents</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 reflection 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>The Second Semester Review 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. The written report should be provided to the tenure track faculty member.</p> <p>The ILSP Progress Report is written by the tenure track faculty member and should describe progress on the ILSP, as of Semester 3, and include appropriate documentation.</p>
<p>12. Semester 1 Portfolio Rubric with any necessary responses and/or action plans</p>	<p>The Semester 1 Portfolio Rubric is included in the Semester 3 portfolio. If any necessary responses or action plans were given to the tenure track faculty member, those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.</p>
<p>13. Additional items required by department, if any</p>	<p>The Department Chair should be consulted regarding any additional items.</p>

Semester 3 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 and italics***) can be met.

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 1-2	Continue service contributions Meet with Department Chair to discuss course data from Semesters 1-2	Department Chair and admin. point person work with TTFM to schedule formal observations occurring Weeks 5–8		Department Chair and admin. point person work with TTFM to schedule formal observations occurring Weeks 5–8
Weeks 3-4	Complete work as outlined in ILSP	Discuss Semester 1 and 2 course data with tenure track faculty member by end of week 4	Offer individual support to TTFM	
Weeks 5-8	Work on portfolio documents Complete a post-observation reflection for each formal observation	Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major concerns with TAP Leader and completion Action Plan as needed	Check in with Department Chair, mentor, and admin. Complete Procedure Semester 3 checklist	Complete formal classroom observation; follow up TTFM and give the formal observation write-up within one week; share any major concerns with TAP Leader and completion Action Plan as needed
Weeks 9-12	Administer student evaluations, Weeks 10-11	Complete the student evaluation summary and give to TTFM by Wednesday of Week 12		Provide student evaluation forms to TTFM in Week 9

Week	Tenure track faculty member (TTFM)	Department Chair	TAP Leader	College Administration
Weeks 13-16	<p>Complete portfolio documents</p> <p>Submit portfolio to Department Chair on Monday, Week 14</p>	<p>Department chair completes the Portfolio Checklist; department reviews portfolio</p> <p>Department vote, Weeks 14-15</p> <p>Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college admin., by end of week 16</p>	<p>Be available to review drafts of portfolio documents before submission</p>	
End of semester, beginning of following semester				<p>College administration reviews the portfolio</p> <p>President or designee completes the rubric and determines renewal recommendation</p> <p>College administration submits renewal decision and portfolio in line with District Office deadlines</p>