



Semester 3 Overview

The tenure track faculty member is encouraged to change mentors at this time. This will allow the tenure track faculty member to work with someone who can best support the completion of the ILSP; it also allows the tenure track faculty member to receive feedback from another faculty peer. The tenure track faculty member will be observed by the Department Chair and an administrator. The tenure track faculty member will continue committee involvement and work towards the development of the Argument for Tenure by working on their ILSP outcomes¹. The tenure track faculty member will also submit a portfolio for departmental and administrative review.

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 metrics 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 to the department, college, and/or district.
- 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 consistently offering effective classroom instruction.
- 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.

¹ Note: The ILSP is to be seen as a living document. A tenure track faculty member who needs to deviate from the ILSP may initiate small modifications as necessary. Large deviations should be approved by the Department Chair and an administrative designee.

- 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

The tenure track faculty member...

- Participates in the Mentor Program (Classroom Visits are optional this semester)
- Meets with the Department Chair to discuss course data from Semester 1 and 2
- Is observed by the Department Chair and an administrator (formal observations)
- Completes a post-observation reflection for each formal observation
- Continues implementation of ILSP
- Continues committee involvement
- Completes Semester 3 Portfolio
- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- Department Chair discusses Semester 1 and 2 course data with the tenure track faculty member and completes the 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 3 Portfolio Checklist to ensure that the portfolio is complete, and 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 3 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the Semester 3 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 forwards rubric feedback 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 3 Portfolio Table of Contents

The Semester 3 Portfolio must include the following documents.

1. Letter from tenure track faculty member to the college president
2. Semester 2 and 3 Procedure Checklists*
3. Curriculum Vitae

4. Teaching and Service Philosophy
 5. Course Syllabus with Explanation of Course Design
 6. Sample Assessment with Explanation and Reflection
 7. Four classroom observations (each accompanied by a post-observation reflection completed by the tenure track faculty member)
 - a. Two tenured faculty members (Semester 2)
 - b. Department Chair (Semester 3)
 - c. Administrator (Semester 3)
 8. Summary of Student Evaluations* (for Semesters 2 and 3) completed by the Department Chair
 9. Contextualized Data Report* for Semesters 1 and 2 completed by the Department Chair.
 10. Comprehensive Self-Evaluation and Reflection
 11. ILSP and related documents:
 - a. Approved ILSP*
 - b. Second Semester Review Report completed by the Department Chair *
 - c. ILSP progress report with supporting artifacts
 12. Semester 1 Portfolio Rubric* and any needed responses and/or action plans
13. Additional items required by department, if any

* See form provided online.

Note: The Semester 3 Portfolio Checklist and the letter from the department chair to the college president and submitted with the portfolio, but are not considered part of the portfolio.

Semester 3 Portfolio 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. Semester 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. 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. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 1 portfolio.
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<p>4. Teaching and Service Philosophy</p>	<p>The teaching and service philosophy is one of the culminating documents created in the Second Semester Seminar and its purpose is to demonstrate 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 the theories that guide one's own teaching practices. A discussion of the role and responsibilities of full time faculty outside the classroom should also be provided, showing a holistic view of how full time faculty members support the mission of the institution. The document should also include a reflection on how one's philosophy directs one's actions both inside and outside the classroom with reference to examples.</p>
<p>5. Course Syllabus with Explanation of Course Design</p>	<p>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.</p> <p>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.</p>
<p>6. Sample Assessment with Explanation and Reflection</p>	<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 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,</p> <p>and how those changes would enhance the assessment's ability to accurately measure student learning.</p>

<p>7. Classroom Observation Forms and Post- Observation Reflection Forms</p>	<p>Classroom observation forms are completed by two tenured faculty members (Semester 2), the Department Chair (Semester 3) and an administrative designee (Semester 3). 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>8. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations for all classes. 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>9. Contextualized Data Report</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 completed semesters (Semester 1 and 2 for the Semester 3 portfolio). 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>10. Comprehensive Self Evaluation and Reflection</p>	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all of the information received regarding teaching effectiveness throughout the tenure track faculty member’s first three 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, the summary of student evaluations, and the Contextualized Data Report. 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/assessment reflections, or any other relevant sources of feedback.</p> <p>The Semester 3 comprehensive self-evaluation and reflection must also refer back to the Comprehensive Self-Evaluation and Reflection completed for the</p>
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	<p>Semester 1 portfolio, noting progress and growth. <i>This semester’s 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>
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<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. The ILSP uses the Talents of Teaching as a guide for assessing strengths and areas for growth. The tenure track faculty member must then develop a plan to address the areas for growth and to provide meaningful service to the institution. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review. See form provided online.</p> <p>The Second Semester Review 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. See form provided online.</p> <p>The ILSP Progress Report is written by the tenure track faculty member and should describe progress on the ILSP and offer 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 put 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</p>

	required materials requested from the action plan should also be included here.
13. Additional items required by department, if any	The Department Chair should be consulted regarding any additional items.

Semester 3 Suggested Timeline

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
Week 1	Continue committee participation Meet with Department Chair to discuss course data from Semester 1 Complete work as outlined in ILSP Work on portfolio documents Complete a post-observation reflection for each formal observation	Department Chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8		
Week 2		Discuss Semester 1 and 2 course data with tenure track faculty member by end of week 4	Offer individual support to tenure track faculty members and check- in with	
Week 3				
Week 4		Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with TAP Leader	Department Chair, mentor, and administration. Complete Semester 2 and 3 checklist	
Week 5				Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with Department Chair and Tap Leader
Week 6				
Week 7				
Week 8				
Week 9			Provide student evaluation forms to tenure track faculty member by week 9	
Week 10 and 11	Administer student evaluations	Complete the student evaluation summary and give to		

Week 12		the tenure track faculty member by Wednesday of Week 12		
Week 13	Complete portfolio documents	Be available to review drafts of portfolio documents		
Week 14	Portfolio submitted by tenure track faculty member to Department Chair 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		

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
End of Semester through Beginning of January				College administration reviews the portfolio; administrative designee or President completes the rubric and determines the recommendation. The original portfolio along with the completed semester 3 Portfolio rubric is return to the tenure track faculty member.
Second week				President submits recommendations

of January				for the February Board
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