Second Semester Review Report

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| Tenure-track faculty member |  |
| College | **Choose an item.** |
| Date of Second Semester Review | **Click here to enter a date.** |

**Procedure**

The Second Semester Review consists of two parts:

* **Part 1:** An oral presentation allowing the faculty member to present their Teaching and Service Philosophy and demonstrate an adequate understanding of the Talents of Teaching
* **Part 2:** A collaborative review of the ILSP

**Before the meeting:**

The faculty member will provide the written Individualized Learning and Service Plan (ILSP) to the president’s designee, Department Chair and TAP Leader **one week prior to the meeting.** These parties read the document prior to the meeting in order to discuss and approve it at the end of the meeting.

**During the meeting:**

The Second Semester Review session must be attended by all four parties: the president’s designee, the Department Chair, the TAP Leader, and the faculty member. It should be noted that the TAP Leader is not participating in the evaluation of the faculty member or the ILSP, but ensuring that protocol is followed, acting as timekeeper, and helping to provide clarification on the process when necessary.

It is recommended that the president’s designee bring a laptop to the meeting to compile feedback and begin this report during the meeting. Some colleges choose to excuse the tenure-track faculty member after an hour and have the department chair and TAP Leader stay to complete the report together.

**Directly following the meeting:**

This report is completed directly following the meeting and represents a consolidation of the president’s designee’s and department chair’s assessment of the faculty member. The president’s designee, department chair and TAP Leader, will sign off after reviewing the completed report. **The signed report is then sent to the faculty member by the last day of the Second Semester, or within 72 hours of the meeting if the meeting occurs on the last Friday of the semester.** This deadline is set to ensure that the department chair is available to sign the Review Report before leaving for break, and that the faculty member gets the report before break in order to proceed with the implementation plan.

If an ILSP outcome is not approved, the faculty member is required to resubmit the revised outcome to the president’s designee within a specified timeline as determined by the president’s designee and noted on the report. **In this case, a signed report explaining the necessary revisions should still be returned to the faculty member by the deadline noted above.** The president’s designee will ensure that the faculty member makes the necessary revisions based on recommendations before final approval of the ILSP and will communicate approval in writing to the faculty member, department chair and TAP Leader. Faculty members may begin working on approved outcomes even if they have not received approval on all outcomes.

**Part 1: Oral Presentation of Teaching and Service Philosophy and Talents of Teaching**

**Teaching and Service Philosophy**

The purpose of the Teaching and Service Philosophy is to demonstrate how the tenure track faculty member’s practice is informed and shaped by theory. The presentation should include a reflection on how one’s philosophy directs one’s actions both inside and outside the classroom with reference to examples.

By the end of the Second Semester, the faculty member should be able to articulate a philosophy and provide several personal examples. This review is an opportunity for the administrative designee and department chair to offer formative feedback that will allow the faculty member to strengthen the philosophy before it is formally evaluated in the Semester 3 portfolio.

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| ORAL PRESENTATION OF TEACHING AND SERVICE PHILOSOPHY | | |
| Was the faculty member’s Teaching and Service Philosophy presented? | **Yes** | **No** |
| Comments and formative feedback for faculty member: | | |

**Talents of Teaching**

During the Second Semester Review, the faculty member articulates her or his understanding of each of the Talents of Teaching. This presentation determines if the faculty member has the level of understanding of each Talent necessary to work towards completing the final portfolio and argument for tenure. If a faculty member does not demonstrate an acceptable level of understanding of any of the Talents, this meeting provides an important opportunity to offer formative feedback and possibly design an action plan to ensure that the faculty member’s understanding of the Talents reaches and acceptable level.

Please note: Faculty members will explain their understanding of each Talent of Teaching in general terms and give examples. Faculty members should be able to describe how they plan to add depth and specificity to their understanding of the Talents of Teaching as they work on their ILSP and complete their portfolios.

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| Oral Presentation of Talents of Teaching | | | |
| How well does the faculty member demonstrate understanding of each of the Talents of Teaching?\* | | | |
| Talent of Teaching | Faculty member demonstrates a thorough understanding of the Talent and can relate this understanding to classroom or professional practice with detailed, specific and appropriate examples that demonstrate the complexity of the Talent. | Faculty member demonstrates an adequate understanding of the Talent and how it relates to classroom or professional practice. | Faculty member has some misconceptions or gaps in understanding the Talent or cannot yet related it to classroom or professional practice. |
| Teaching and Learning | **Exemplary** | **Acceptable** | **Not Yet Acceptable** |
| Measuring Learning | **Exemplary** | **Acceptable** | **Not Yet Acceptable** |
| Diversity, Inclusion, Respect, and Student Support | **Exemplary** | **Acceptable** | **Not Yet Acceptable** |
| Academic Citizenship, Shared Governance, and Leadership | **Exemplary** | **Acceptable** | **Not Yet Acceptable** |
| Content Expertise and Lifelong Learning | **Exemplary** | **Acceptable** | **Not Yet Acceptable** |
| \*In the case of a split vote between the administrative designee and the department chair, two boxes can be checked with an explanation for the reasoning behind each rating provided below.  Explanation for ratings and feedback for faculty member. (Explanation must be included for any ratings of “Exemplary” or “Not Yet Acceptable.”): | | | |

**Part 2: ILSP Review**

The purpose of the ILSP is to guide the faculty member’s professional development and service such that she or he can adequately demonstrate competence in all the Talents of Teaching in the final portfolio. The professional development and service plan outlined in this document should represent a significant yet realistic amount of work for the faculty member to complete during the tenure process. It is expected that the faculty member will participate in other learning and service opportunities beyond this plan (e.g. conferences, professional development workshops, student organizations, and/or faculty committees); however, this plan outlines the *major* accomplishments that will lay the foundation for the faculty member’s final argument for tenure.

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| ILSP Context | |
| Context items in the ILSP | **CHECK IF ACCEPTABLE** |
| Faculty member provides sufficient background information. |  |
| Faculty member describes his or her expected workload while completing the ILSP (to ensure the ILSP is realistic). |  |
| Faculty member describes in broad terms the skills, abilities and experiences brought to the position as well as specific strengths identified through the first semester of employment (e.g. through classroom observations and student evaluations). |  |
| Faculty member describes areas of the Talents of Teaching that have been identified for further growth through classroom observation, student evaluations and/or the faculty member’s personal assessment. |  |
| Overall comments with any needed revisions clearly explained: | |

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| Faculty Outcome and Implementation Plan  #1- Instructional Inquiry  Associated Talents:  Teaching and Learning, Measuring Learning,  and Diversity, Inclusion, Respect, and Student Support | | | |
| Required Components of Outcome #1 | | | **CHECK IF ACCEPTABLE** |
| Outcome is stated clearly. | | |  |
| Rationale for the outcome is sufficient (e.g., Provides an explanation for how they arrived at the need to revise classroom instruction or how they determined a new approach or opportunity to improve the student learning experience) | | |  |
| Talent(s) of Teaching (from Teaching and Learning; Measuring Learning; Diversity, Inclusion, Respect, Diversity, Student Support) and major indicator(s) underneath each are addressed. | | |  |
| Appropriate resources are identified. | | |  |
| Implementation plan is clear, realistic, and appropriate. | | |  |
| Products/Evidence identified will sufficiently indicate effective pursuit and completion of the outcome. | | |  |
| Summary of benefit to the TTFM/institution/students is clear. | | |  |
| **Approved** | **Not yet approved (needs to fix items not checked and resubmit for approval)** | **Rejected (Outcome fails to meet expectations from Chair or Administrator)** | |
| Overall comments with any needed revisions clearly explained: | | | |

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| Faculty Outcome and Implementation Plan  #2- Service Outcome  Associated Talent:  Academic Citizenship | | | |
| Required Components of Outcome #2 | | | **CHECK IF ACCEPTABLE** |
| Outcome is stated clearly. | | |  |
| Rationale for the outcome is sufficient (e.g., Provides an explanation for the need of the service outcome.) | | |  |
| Appropriate resources are identified. | | |  |
| Implementation plan is clear, realistic, and appropriate. | | |  |
| Products/Evidence identified will sufficiently indicate effective pursuit and completion of the outcome. | | |  |
| Summary of benefit to the TTFM/institution/students is clear. | | |  |
| **Approved** | **Not yet approved (needs to fix items not checked and resubmit for approval)** | **Rejected (Outcome fails to meet expectations from Chair or Administrator)** | |
| Overall comments with any needed revisions clearly explained: | | | |

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| Faculty Outcome and Implementation Plan  #3- Professional Development  Associated talent:  Content Expertise and Lifelong Learning | | | |
| Required Components of Outcome #3 | | | **CHECK IF ACCEPTABLE** |
| Outcome is stated clearly. | | |  |
| Rationale for the outcome is sufficient (e.g., Provides an explanation for the decision to pursue the professional development, including why the outcome is so significant as to warrant it as their major professional development pursuit.) | | |  |
| Appropriate resources are identified. | | |  |
| Implementation plan is clear, realistic, and appropriate. | | |  |
| Products/Evidence identified will sufficiently indicate effective pursuit and completion of the outcome. | | |  |
| Summary of benefit to the TTFM/institution/students is clear. | | |  |
| **Approved** | **Not yet approved (needs to fix items not checked and resubmit for approval)** | **Rejected (Outcome fails to meet expectations from Chair or Administrator)** | |
| Overall comments with any needed revisions clearly explained: | | | |

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| OVERALL PRESENTATION OF THE ILSP | |
| To what extent does the overall presentation, including the quality of writing, meet expectations? | |
| **Acceptable**  Written clearly and coherently; presented and edited professionally. | **Unacceptable**  Not written clearly or coherently; not presented and edited professionally. NOTE: The presentation of the ILSP must be deemed “Acceptable” by the time it is included in the Semester 3 Portfolio. |
| Comments: | |

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| **OVERALL SUMMARY OF TENURE PROCESS TO DATE** |
| Identify any significant strengths or deficits. If an action plan is needed, indicate here and submit separately. |

**Signatures**

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| Tenure-Track Faculty Member | Signature | Date Signed |
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| TAP Leader | Signature | Date Signed |
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| Department Chair | Signature | Date Signed |
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| Administrative Designee | Signature | Date Signed |
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