

Second Semester Handbook

The ILSP & Second Semester Review

Tenure Assistance Program

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Individualized Learning & Service Plan

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Second Semester Review

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The ILSP Defined

The Individualized Learning and Service Plan (ILSP) is a document that is developed during the Second Semester Seminar. The purpose of this document is for the Tenure Track Faculty Member (TTFM) to map out a plan for outcomes-based professional development and service to the institution. The ILSP will help the TTFM begin to address their understanding and abilities related to the Talents of Teaching in order to write their Argument for Tenure (demonstrating their competence in the Talents of Teaching) in the final portfolio.

The TTFM will engage in self-reflection and study using various sources including, but not limited to: Second Semester Seminar discussions and readings, portfolio documents (including the Semester 1 Portfolio Rubric, Classroom Observation Forms, and the Comprehensive Self-Reflection), Mentor feedback, and the previous semester's classroom experience.

The ILSP organizes the TTFM's learning and service into 3 outcomes:

- ***Instructional Inquiry Outcome:*** addresses the development, implementation, and assessment of instructional modification(s) to improve student learning.
- ***Service Activity Outcome:*** provides meaningful service to the department and/or college.
- ***Professional Development Outcome:*** contributes to the TTFM's expertise in his or her content area, understanding of pedagogy, or other area related to the Talents of Teaching in order to be more effective at teaching and/or service. The faculty member might also choose to focus on any noted weaknesses (from classroom observations or portfolio feedback).

The ILSP is reviewed and approved through the Second Semester Review, a meeting consisting of the TTFM, TAP Leader, Chair, and an administrator. The Second Semester Review occurs during the final weeks of Semester 2 (Weeks 14-16).

Though the ILSP must be approved, is not to remain a static document, but rather, is considered a *living document* that can and must change if circumstances change so that it stays a relevant and meaningful plan. The TTFM, in discussion with the Chair and Administration, is allowed to modify the original plan as long as the areas for growth are still being adequately addressed.

The ILSP Outcome Types Explained

What are the 3 types of ILSP Outcomes?

ILSP Outcome	Primary Talent(s) of Teaching Targeted
Instructional Inquiry	<ul style="list-style-type: none">• Teaching and Learning (TL)• Diversity, Inclusion, Respect, and Student Support (DIRSS)• Measuring Learning (ML)
Service Activity	<ul style="list-style-type: none">• Academic Citizenship, Shared Governance, and Leadership (ACSGL)
Professional Development	<ul style="list-style-type: none">• Content Expertise and Lifelong Learning (CELL)

Outcome #1- Instructional Inquiry:

Based on reflection from Semester 1, the TTFM will modify classroom instruction to better promote student learning. The faculty member will develop a multi-semester plan for investigating the success of the modification towards improving student learning. The plan will require the TTFM to identify an instructional challenge being faced and, through critical reflection and research on best practices, do the following: formulate a method(s) to improve student learning in this area, design and implement an instructional change, collect evidence of the results over multiple semesters, analyze the efficacy of the plan, and explain the next steps. Ultimately, the faculty member will have demonstrated he/she is committed to improving student learning, is committed to examining and modifying instruction thorough reflection and research, and is focused on measuring student learning.

- **The aim of this outcome is to improve student learning and introduce the faculty member to action research.** The outcome will focus on *Teaching and Learning* and/or *Diversity, Inclusion, Respect, and Student Support*. Additionally, the Talent of *Measuring Learning* will always be addressed, as the faculty member must determine whether or not a measurable improvement in student learning has occurred.
- **Examples of outcomes:**
 - Redesign my Biology 120 course to incorporate multiple case studies to promote a more thorough and critical understanding of course content by having students apply material to real-world scenarios.
 - Implement the practice of pre-testing (similar style test with different questions) before each exam in order to expose students to the testing process, decrease anxiety, and improve my Math 99 students' exam scores.
 - Redesign one of my Social Science courses to connect students to community events or organizations via the design and establishment of a service-learning component.

Outcome #2- Service Activity

Based on discussions with the Chair and Administrators regarding the Department's and College's needs (and understanding of the TTFM's strengths), the TTFM will develop a service outcome. When constructing or evaluating a Service Activity Outcome, it is important to keep the following in mind:

- **The service activity outcome should provide meaningful and needed service to the institution.** The Department Chair and College Administration serve as advisers as the TTFM designs and carries out the Service Activity Outcome to ensure that the outcome is aligned with the institution's needs.
- **Other service, beyond this outcome, is still expected by the department and the college.** Serving on a department or college committee is not in itself a service activity worthy of an ILSP outcome. Such service is expected in addition to the service outcome. One may, however, choose to join a particular committee because it has a significant relationship or utility to executing a service outcome.
- **Generally, the Service Activity should call upon the strengths and current skills of the faculty member; however, additional professional development or investigation (research, site visits) may be required of the faculty member in order to complete the service activity.** A faculty member might have the current knowledge of a particular program to develop a training manual for the department and offer workshops on how to use the program. Or, in another instance, a faculty member might be well versed in using a Chemistry lab, but in order to complete a service outcome of redesigning the lab he/she may need to research best practices and/or go on site visits to other campuses to learn how to best complete the service.
- **The size and scope of the service outcome should be realistic given the timeframe.** The faculty member will propose the activity in Semester 2, but it will not be approved until the last weeks of the semester. Thus, the true timespan for the service will be Semesters 3 and 4 and the beginning of Semester 5. The substantive work of the activity, and the deliverable, will need to be produced and written up for the Semester 5 portfolio.
- **Examples of outcomes:**
 - Develop a Microbiology Week showcasing the department's course offerings with activities and student competitions at the college.
 - Develop ESL exit portfolio training materials to help norm ESL faculty, including adjuncts, grade ESL exit portfolios.
 - Establish a partnership with the Writing Center and Transfer Center to develop materials and programming to assist students in writing transfer admission essays.
 - Develop and maintain a Business Department information kiosk and bulletin board that will provide resources to students about the major, educate students on relevant business topics, and provide internship opportunities to the college.
 - Develop BIOPAC training manuals and modules so that all faculty, staff, and students can operate the currently underused BIOPAC technology for Physiology lab procedures.

Outcome #3- Professional Development

Based on reflection and/or feedback, the TTFM will further develop an understanding of content expertise, pedagogy, or other new learning related to the Talents of Teaching in order to be more effective at teaching (or in order to be of better service to the department, college, or district). The professional development might be undertaken to address specific areas for growth; or it might be done out of interest in the discipline, the pursuit of knowledge in the realm of instruction or assessment, or based on professional self-reflection. When constructing or evaluating a Professional Development Outcome, it is important to keep the following in mind:

- **Other professional development, beyond this outcome, is still expected by the department and the college.** This outcome is meant to target one particular area so that the faculty member can show *significant* and *demonstrated* growth in this area, but ongoing professional development outside of the scope of this outcome is expected as well.
- **Simply completing coursework or attending a conference is not an outcome; evidence of application of learning is required.** Professional Development outcomes will often include conference attendance or the completion of courses (e.g. in pedagogy/andragogy, in teaching reading, in a specialization that is underrepresented in the department, in an area that will strengthen gaps in content area knowledge or allow one to remain up to date in content area knowledge). The learning from these conferences or courses will then be *applied* in some way, allowing the faculty member to show evidence of the professional growth. This evidence may appear in the “Evidence” portion of the ILSP Plan, or may be written into the outcome. For example, an outcome might be: Take a graduate course in Literacy at NIU (Principles and Methods in Post-Secondary Reading) *and redesign my Reading 125 syllabus and corresponding assignments*. In either case, application of new learning should be clear and relevant.
- **Examples of outcomes:**
 - Complete ION courses to be eligible to teach Microbiology online and develop a course syllabus incorporating the new knowledge.
 - Organize a Faculty Inquiry Group (FIG)¹ that will investigate and research the most effective way to offer students feedback on English papers, and revise my feedback methods based on my learning through the FIG.
 - Research best practices and then conduct a site visit(s) to a non-CCC best practice institution (using professional funds) in order to gain knowledge of writing center operations and create a plan for writing center improvements.

¹ A Faculty Inquiry Group (FIG) is a group of faculty that meet multiple times over a given time period to inquire or ask questions about a particular challenge they face with the goal of collective knowledge building. More information about organizing and running a FIG can be found here: <http://specctoolkit.carnegiefoundation.org/how-figs-work/>.

Sample ILSP Outcomes

Outcome #1: Instructional Inquiry

- Research pre-testing educational theory and develop pre-testing activities to promote greater understanding of course material and decrease test anxiety in my Math 99 course.
- Develop and implement a variety of peer editing tools in my English 102 course to encourage more thoughtful reflection of instructor feedback prior to modifying and resubmitting their paper.
- Redesign my Biology 120 course to incorporate multiple case studies to promote a more thorough and critical understanding of course content by having students apply material to real-world scenarios.
- Design, create, and utilize a revised library database research module in my Speech 101 course to improve better selection, navigation, and citation of library databases sources.
- Generate multiple formative and summative assessment strategies to improve my Sociology 101 students' abilities to complete SLO#4: Recognize the similarities and differences between sociology and other social science disciplines.
- Redesign one of my Social Science courses to incorporate the connecting of students to community events or organizations via the design and establishment of a service-learning component.
- Implement project-based learning (on-going, collaborative project) in my Business 231 (Marketing) course to get students to engage in higher-level thinking about course concepts related to formulating marketing plans.
- Utilize on-screen video technology to offer students formative, audio-visual commentary on their English course papers in order to maximize student improvement between drafts.
- Integrate note-taking and reading strategies components to my Psychology 201 courses to help students better succeed with the academic rigors of college work.
- Develop and implement "Quiz Reactions" in my Math 99 classes requiring students to correct their mistakes on each quiz and reflect upon their work in a non-evaluative way to help close the assessment feedback loop.

Sample ILSP Outcomes

Outcome #2: Service Activity

- Develop a Microbiology Week showcasing the department's course offerings with activities and student competitions at the college.
- Develop ESL exit portfolio training materials to help norm ESL faculty, including adjuncts, grade ESL exit portfolios.
- Create new (and revise existing) adjunct training resources for teaching Math 90.
- Establish a partnership with the Writing Center and Transfer Center to develop materials and programming to assist students in writing transfer admission essays.
- Develop and maintain a Business Department information kiosk and bulletin board that will provide resources to students about the major, educate students on relevant business topics, and provide internship opportunities to the college.
- Design and implement a speaker's series or the English Department which will allow students to hear professional writers and journalists talk about their works and get advice on pursuing careers in the discipline.
- Use my expertise with BioPac technology to develop BioPac training manuals and modules so that all faculty, staff, and students can operate the currently underused BioPac technology for Physiology lab procedures.
- Start a yearly Speech 101 Speech Contest allowing the top students from each class to compete in a one-night event open to all students, staff, faculty, and community to showcase the skills taught and learned in the course.
- Create an online archive of Histology slides (microscopic anatomy of cells and tissues of plants and animals) for the entire department's use in order to improve students' understanding of microscopic structures.
- Investigate U.S. Veteran's support needs in higher education to design modules for addressing the growing needs of Veteran students in my department.

Sample ILSP Outcomes

Outcome #3: Professional Development

-Complete ION courses to be eligible to teach Microbiology online and develop a course syllabus incorporating the new knowledge.

-Start a “Teaching Squares” event (peer observation program) where three other faculty members (from within the discipline across 2 different campuses) and I will meet monthly to talk about teaching, visit each other’s classrooms to formatively observe, and help dialogue about what we have seen amongst our cohort to improve instruction.

-Lead a Faculty Inquiry Group (FIG) that will propose a problem-based teaching question, get interested faculty to join, and then collectively read articles and research to help find and discuss resources and actions to address the issue in our courses.

-Take continuing education courses (non-graduate credit) through the Shedd Aquarium to design a Marine Biology components in my Biology courses.

-Work through the course design exercises in Grant Wiggins’s *Understanding by Design*, and use them to create a backwards design plan for my Chemistry 121 class.

-Take a graduate course in Shakespeare at NEIU (along with additional independent research) to prepare for and design learning modules so that I can better teach the Shakespeare Literature course at the College.

-Engage in study (workshops, readings, and relevant coursework) associated with online learning technologies to develop a version of my Humanities 201 class into a hybrid course.

-Identify, survey, and compile results from conducting interviews and site visits with major Chicago employers in my industry in order to make informed decisions in the department related to curriculum and career placement.

-Research best practices and then conduct a site visit(s) to a non-CCC best practice institution (using professional funds) in order to gain knowledge of writing center operations in order to serve as a future writing center faculty liaison in charge of staffing and training writing tutors.

SAMPLE INSTRUCTIONAL INQUIRY PLAN

FACULTY OUTCOME AND IMPLEMENTATION PLAN #1- INSTRUCTIONAL INQUIRY

**ASSOCIATED TALENTS:
TEACHING AND LEARNING; MEASURING LEARNING; AND DIVERSITY, INCLUSION, RESPECT, AND
STUDENT SUPPORT**

State the Outcome: Integrate note-taking and reading strategies components into my Psychology 201 courses to help students better succeed with the academic rigors of college work.

Rationale for the Outcome: (Provide an explanation for how you arrived at the need to revise classroom instruction or how you determined a new approach or opportunity to improve the student learning experience.)

During my first semester at Truman College, I noticed firsthand during my class sessions that students in my Psychology 201 classes lacked an adequate understanding of strategies that could help them be more successful college students. Namely, during a very important lecture that built up to an exam worth 20% of their grade, I noticed that students were not writing down in their notes the information which was the most important being given to them. As a result, I took time the next class to show them proper techniques in note-taking methods so they knew how to organize lecture content, but I didn't find this small fix to be substantial enough to make a prolonged impact. Also, when I had them form in-class study groups to discuss the material for the test, I noticed that students were highlighting entire paragraphs in the chapters instead of keywords to be able to skim and scan answers in a quick fashion. Instead of reacting to these situations in the future by re-vamping my schedule to accommodate the issue, I want to build in a module of college-level study skills towards the beginning of the course (specific to my discipline and course) but also transferrable to other college courses.

Student evaluations also helped me determine this as an outcome I want to pursue. Several students wrote that they thought the class had too much reading and note taking. However, I teach the upper division courses which use Psychology 201 as a pre-requisite and know that the reading and work-level increases in these courses. So, these student evaluations make me think I need to address expectations earlier in the course so that students can handle not only Psychology 201 but subsequent courses as well.

My TAP Mentor and I have chatted at length about the different mentalities of students attending Truman College (compared to my previous institution) and how age and experience plays a role in our student's expectations for college-level work. This seems like an area that merits my attention so I can better address it in the classroom.

Identify the Talent(s) of Teaching (from Teaching and Learning; Measuring Learning; Diversity, Inclusion, Respect, Diversity, Student Support) AND an indicator(s) underneath each that are addressed.

Primary Talent and Indicator:

- Diversity, Inclusion, Respect, and Student Support #6: Help students develop academic behaviors for college success (e.g., time management, study, test and note-taking strategies, etc.)

Secondary Talent(s) and Indicator(s):

- Teaching and Learning #11: Incorporate into course goals appropriate preparation for subsequent courses

Summary of benefit to Tenure Track Faculty Member/Institution/Students:

1. Stronger course design and improved instructional practices in keeping with current best practices in reading instruction
2. Better address student reading comprehension issues to increase student learning and course success
3. Increased departmental expertise related to reading instruction

Resources to be utilized (This can include experts and/or research to be consulted.):

1. Larry McCherry, College Success Coordinator at Harry Truman College: Meet to discuss the College Success Seminar curriculum, available textbooks and handouts that students have access to, and discuss how students are assessed in the course.
2. Psychology Faculty at CCC and other colleges (including nearby community colleges and large urban institutions): Discuss their observations to see if they face similar challenges and what solutions they have found to be successful.
3. Textbook Companies: Contact a variety of textbook companies to find discipline specific study guides for psychology courses. Request copies of general College Success textbooks and ancillary materials. Determine if there are textbook sponsored workshops, webinars, or conferences related to study skills.
4. Academic Research in Study-Skills: Do an analysis of literature to determine strategies for building college skills and behaviors. An initial survey of useful articles is listed below.

Rosin, M., Wilson, K., EdSource. (2008). High School to Community College: New Efforts to Build Shared Expectations.

Bender, D. S. (1997). Effects of Study Skills Programs on the Academic Behaviors of College Students.

Stanley, L. C., Ambron, J., & ERIC Clearinghouse for Junior Colleges, L. A. (1991). Writing across the Curriculum in Community Colleges. New Directions for Community Colleges, Number 73. New Directions For Community Colleges, (73).

Simmons, M. (2006). Effective Study Skills for Post-Secondary Education. College Quarterly, 9(2).

5. Contact and research academic organizations: National Association for Developmental Education (NADE), National Institute for Staff and Organizational Development (NISOD)
6. Critical Reading Center at Truman College: Get reading resources and modules dedicated to helping students with reading issues.
7. Reading in the Disciplines model at University of Wisconsin: <http://www.uwsp.edu/tlc/Pages/RID-students.aspx>

Implementation Plan: (Breakdown by semester that walks through the implementation of the outcome. Specifics may be subject to change as you engage in implementation.)

Summer before Semester 3

- Analyze Semester 1 and 2 student evaluations and look for emerging themes or comments that address issues of obstacles and or feelings of being overwhelmed by course material
- Research best practices in teaching note-taking skills and highlighting textbooks
- Develop 2 course modules (60 minutes in length) examining note-taking and textbook highlighting
- Identify other major relevant topic areas to explore in terms of academic behaviors needing classroom instruction and/or handouts & worksheets to promote success strategies
- Read College Success textbook(s), academic articles, and other related materials; Meet with the Critical Reading Center to identify additional materials and resources.

Semester 3

- Implement a textbook highlighting module during Week 2 as students begin reading the textbook for each week's class sessions (lecture and handouts)
- Implement a note-taking module during Week 3 (lecture and handouts) after I have student notes from Week 2 to examine (prior to effective note-taking lecture)
- Create Classroom Assessment Techniques (CATs) and student survey to measure student learning after note-taking module
- Develop 1-2 more modules with different content for use in Semester 4.

Semester 4

- Refine highlighting and note-taking module with feedback from Semester 3; Make adjustments from prior semester feedback and observations
- Implement modules including corresponding CATs and continue to survey

Summer before Semester 5

- Review student evaluations from Semesters 3-4 to compare with Semester 1-2
- Review analysis of CAT results
- Determine useful data to be put into Argument for Tenure

Semester 5

- Refine and repeat all the college skills modules, assessments, and surveys
- Write up results and next steps for final portfolio

Products/Evidence that Outcome was met:

1. 3-4 completed course modules promoting academic skills in my course (note-taking, highlighting texts, and 1-2 other). PowerPoint and handouts for each module.
2. Classroom Assessment Techniques (CATs) related to each module and student learning outcomes associated with each module.
3. Classroom surveys to gauge student learning and appreciation for the newly created modules.
4. Written summary of inquiry results, analysis of data collected, conclusions, and next steps.

SAMPLE SERVICE ACTIVITY PLAN

FACULTY OUTCOME AND IMPLEMENTATION PLAN #2- SERVICE OUTCOME

ASSOCIATED TALENT: ACADEMIC CITIZENSHIP, SHARED GOVERNANCE, AND LEADERSHIP

State the Outcome: Design and implement a recurring, college-wide public speaking contest sponsored by the Department of Communication for Speech 101 students in order to showcase excellent student work across course sections and promote the discipline to prospective students.

Rationale for the Outcome: (Provide an explanation for the need of the intended service, based on identified in collaboration with department chair and administration)

In order to showcase the work of the Communication Department to students, faculty, the administration, and even the public, I want to design a Speech 101 contest as service project that will be sustainable (recurring each fall and spring semester) and will contribute to both the department and the college.

I have a background in coaching competitive speech at my prior position. I think it would be a great use of my talent to organize a contest to give the College's students a taste of the experience that I credit with the decision to change my major to Communication Studies. The best speeches from the semester will get nominated by each course section and those speeches will compete for prizes in an extra-curricular showdown held one evening during the semester. Thus, the contest serves as an educational opportunity for students, but also a promotional piece for the department and course.

The event will be run during an evening late in the semester to give students enough time to have delivered the speech in their class and had time to work with their professor to polish it before the contest. Assistance in running the tournament will be gathered by using fellow faculty in the Communication Department (from our college and other City Colleges). Faculty members outside of Speech will be used to showcase that public speaking is truly public and that the skills learned in the class should transcend the discipline. Select dignitaries will be used in the final round. They will include community leaders and even important CCC Leaders, including District Officers who can see the caliber of student work at Truman.

Prizes will be given to the top 6 finalists, including a first-place prize of a tuition waiver for a 3-credit course. Other prizes will include bookstore gift certificates and donations from local businesses.

Summary of benefit to Tenure Track Faculty Member/Institution/Students

The contest will impact four major constituents: current Speech 101 students, future Speech 101 students, the entire college, and the outside community:

- Current students will have an out of class opportunity to see speeches and critique them in a context out of the classroom. Students who are in the event will be able to have an opportunity to hone their skills and get feedback from the judges in the competition. Faculty traditionally offer extra credit for experiences like these so students performing (and committing to the time of being in the contest) and students who come and watch (and fill out a summary of the event) both are rewarded for this extracurricular participation.
- Prospective Speech 101 students will be able to come and watch the speeches to see what types of organizational and delivery skills they will be learning in the course. This will help to reduce anxiety and level expectations as the speakers performing are typical students with no formal public speaking training. Non-Native Speakers in ESL courses could come to learn more about speaking as could students who are curious about the major assignments embedded in the curriculum.
- It will allow departmental colleagues, faculty across the college, and staff and administration to be able to see the value and general education nature of the Speech 101 course (because they can watch as well as judge the contest). All the judges in the contest will be NON-speech teachers since the premise of Speech 101 is that they need these skills for other courses and for workplace success.
- The contest will also be open to the public. It will also include a few notable public citizens as judges in the final round (representing academia, business and industry, and local community groups). The institution will be able to publicize the event which will showcase student success in the course. The event serves a great publicity tool for the Department as well because it showcases the Speech 101 course by having all the Speech 101 sections participate.

Resources Identified: (This can include experts and/or research to be consulted.)

- There is no accessible, formal academic research on speech contests outside of established competitive debate and forensics programs. Therefore, resources that I will utilize will be other colleagues who have similar experience with competitive public speaking experience to help me run the contest. I will also use my considerable expertise having run speech contests at prior institutions.
- Consult Department Chairs from colleges outside of CCC who have departmental speech contests. I will use my networking experiences to track down faculty with similar programs or experience running speech contests to inform my logistics.
- College funds for first-place prize (a free 3-credit course)

Implementation Plan: (Breakdown by semester that walks through the implementation of the outcome. Specifics may be subject to change as you engage in implementation.)

Semester 3

- Meet with the department's Speech 101 faculty (FT and PT) to discuss the contest and determine the best scheduling of the event within any given semester.
- Begin developing an event program, schedule, and schematic (which will be used to place students into preliminary rounds and assign rooms)
- Coordinate with Room Director on campus to discuss space needs for Semester 4

Semester 4

- Prepare and Host the first Speech Contest
- Publicize the event using the website, fliers, and social media
- Recruit and train judges from the campus (faculty, staff, administrators)
- Solicit community leaders to be judges
- Design a survey for student speakers in the contest to gauge satisfaction and for the final round audience to solicit feedback.

Semester 5

- Repeat the Speech Contest utilizing feedback and logistics improvements from the prior semester

Products/Evidence that Outcome was met:

- Completion of 1-2 contests (hopefully 2 if timeline is met)
- Have at least 1 administrator and my department chair serve as preliminary round or final round judges
- Development of a template for the event program given before the final round and promotional fliers that will be used on campus
- Photos and Video of the final round to document
- Preparation materials (event schedule, schematics) that can be re-used each semester to host the contest

SAMPLE PROFESSIONAL DEVELOPMENT PLAN

FACULTY OUTCOME AND IMPLEMENTATION PLAN #3- PROFESSIONAL DEVELOPMENT

ASSOCIATED TALENT: CONTENT EXPERTISE AND LIFELONG LEARNING

State the outcome:

Improve my knowledge of reading instruction by engaging in independent research and taking the Northern Illinois University graduate course *LTRE 719: Principles and Methods in Post-Secondary Reading* in order to redesign my Reading 125 syllabus and improve my instructional strategies for this course.

Rationale for the Outcome: (Provide an explanation for how you arrive at the decision to pursue this outcome. Why is this outcome so significant as to warrant it as your major professional development pursuit?)

One of my greatest needs right now is to study college-level reading instruction. Our department has a great need right now for a full-time instructor who is well-equipped to teach multiple sections of Reading 125. My graduate studies background is heavily grounded in writing instruction as well as childhood literacy, and although I am qualified to teach college reading, I have not taken coursework that focuses on *adult college-level* reading instruction. I need (and want) to learn the best practices in this field and to use these to inform my classroom instruction and effectively teach Reading 125.

I have recently met with coworkers in my department, as well as peers from my Second Semester Seminar cohort, who have taken graduate-level courses in reading strategies. I am excited to learn more about the approaches that they have shared with me. I recently visited the Literacy Center at Truman College and learned about local coursework in partnership with Northern Illinois University that is available to teach me the skills I desire.

Summary of benefit to the TTFM/institution/students:

1. Stronger course design and improved instructional practices in keeping with current best practices in reading instruction
2. Better address student reading comprehension issues to increase student learning and course success
3. Increased departmental expertise on reading instruction

Resources to be utilized: (This can include experts and/or research to be consulted.)

Contact Person: Northern Illinois University professor, Sonya Armstrong

Funding: \$1000 union funds towards class tuition (Chao Lu, the union treasurer, will help me complete this paperwork.)

Truman College's Critical Reading Center (CRC)

Academic research from library databases that I will investigate and use to develop reading activities in my course.

Implementation Plan: (Breakdown by semester that walks through the implementation of the outcome. Specifics may be subject to change as you engage in implementation.)

1. Register for course in May, after Semester 2, and complete union reimbursement paperwork
2. Complete course summer between Semester 2 and Semester 3
3. Use learning to revise syllabus and course content for Reading 125 in Semester 3
4. Reflect on success of course changes based on course observation feedback, student evaluations, course retention and pass rates and personal notes
5. Revise Reading 125 syllabus and course content based on results

Products/Evidence that Outcome was met:

1. Course transcripts with grade (included in Semester 3 portfolio)
2. Original Reading syllabus and final redesigned syllabus for Reading 125 (with detailed annotations explaining changes and rationale based on learning in LTRE 719)
3. 1–2 page discussion of results of changes made to instruction including a summary of observation feedback, student evaluations, course retention and pass rates and personal notes and discussion of success or failure of course changes.

Second Semester Review Explained

What is the Second Semester Review?

The Second Semester Review consists of two parts:

- **Part 1:** An oral presentation allowing the faculty member to present his or her Teaching and Service Philosophy and demonstrate an adequate understanding of the Talents of Teaching
- **Part 2:** A collaborative review of the ILSP and granting of official approval of the ILSP

Who MUST ATTEND the Second Semester Review?

- TTFM
- TAP Leader
- Administrative Designee (at least 1 member)
- Department Chair

How long will the Second Semester Review last?

- The meeting should be scheduled for *at least* 1 hour, although the department chair and administrator may want to stay longer to finalize the Second Semester Review Report.

Prior to the Review

- Completed ILSP is submitted to the Administrator, Chair, and TAP Leader *one week prior to the meeting*
- All three parties read the ILSP and come to the meeting with any specific concerns noted to allow for an efficient meeting

During the Review

- The review will follow the Agenda found on the next page
- The Administrator will facilitate the meeting while the TAP Leader provides time checks
- The Administrator is encouraged to bring a laptop to facilitate the completion of the Second Semester Review Report during the meeting

After the Review

- *Immediately following the Review, the Administrator and Department Chair will work together to finalize commentary provided on the Second Semester Review Report. It is highly recommended that the report is completed the same day as the meeting in order to attain signatures while everyone is present.*

Lessons Learned: Administrative Tips for a Successful Second Semester Review

The following is a list of useful advice we gathered from administrators and TAP Leaders across the district after last year's Review meetings.

- Schedule the Review meetings as early as possible – remember that there are 4 people who **MUST** be at the meeting: administrative designee, department chair, TAP Leader, TTFM.
- If possible, schedule a 90 minute block to allow the Department Chair and Administrator to stay longer to complete the Review Report right away. (Some colleges also had the Department Chair, Administrator, and TAP Leader meet briefly before the TTFM joined the meeting to consolidate feedback and streamline the meeting.)
- Decide beforehand what 1-2 questions will be asked for each Talent (some colleges let the TTFM know the selected questions beforehand).
- Ensure administrator and department chair have reviewed ILSP and communicated and major revisions needed to TTFM *prior to the meeting* so the TTFM can bring a revised ILSP to the meeting and increase the likelihood of approval at the meeting.
- Ensure that someone is in charge of timing and making sure the meeting progresses according to the agenda. Usually this role will be filled by the TAP leader, but it's important to clarify roles at the start of the meeting.
- Bring a laptop to the meeting to complete much of the Review Report during the meeting.
- Remember that disagreements between Exemplary and Acceptable ratings on the Talents of Teaching Oral Explanation section, though not ideal, need not derail the meeting. If a disagreement arises, check more than one box and explain the split rating in the commentary.
- Make every effort to complete the Review Report and collect signatures *the day of the Review*. It only gets harder to track people down for signatures!
- Note that the updated Second Semester Review Report stipulates that TTFMs **MUST** have their Review Report with all signatures before the semester officially ends (unless the meeting occurs on the last Friday of the semester, in which case the deadline is extended to the end of the following Monday).

Second Semester Review Agenda

Due to the intense scheduling demands of the Review (getting Administration, Chair, TAP Leader, and TTFM together at one time), the TAP Leader will be mindful of the time constraint and will give periodic time checks and help guide the session.

5-10 minutes: Introduction of Candidate and their Teaching and Service Philosophy

Faculty member can briefly introduce themselves and discuss the semester/year at the institution including their Teaching and Service Philosophy.

20-25 minutes (4-5 min per Talent if needed): Oral Explanation of Talents

Faculty member will be asked questions related to the Talents. Sample questions are provided to the TTFM and Administration. The Administration is free to deviate from these questions. These questions will be asked by the Administration and Chair. The TAP Leader is only there to help guide the meeting and serve as a faculty representative to the TAP process.

25-35 minutes: Finalize the ILSP

Discussion, questions, and approval of the ILSP Outcomes. The ILSP is a detailed and lengthy document. **Thus, it is vital that all parties in the meeting have read the ILSP (and hopefully come to the meeting with comments/suggestions about revisions and approvals) PRIOR to the meeting to ensure that the meeting ends on time.**

Total time: 60 minutes

Additional 20-30 minutes: Complete and Sign the Second Semester Review Report

It is recommended that the Department Chair and Administrator (and possibly TAP Leader) stay for an additional 20-30 minutes to complete and sign the Second Semester Review Report, saving time and confusion later.

Indicators for the Talents of Teaching

Teaching and Learning

CCC faculty members develop and use highly effective teaching strategies that meet students' diverse needs and that promote the acquisition and application of knowledge, and the development of critical thinking and problem-solving skills.

*Key Indicators:*²

1. Structure courses based on identified learning goals, and use these goals to plan the productive and purposeful use of class time
2. Promote students' active participation in their own learning
3. Employ methods that develop students' ability to communicate and problem solve using the discipline's thinking, practice, and procedures

*Other Indicators:*³

4. Create an environment that fosters students' intellectual curiosity
5. Encourage students to challenge ideas and sources
6. Develop student self-awareness of assumptions and how they can affect one's thinking
7. Promote deep learning by appropriately challenging misconceptions and offering new paradigms
8. Incorporate diverse perspectives and methods to engage and deepen critical thinking
9. Connect course materials to real-world scenarios and experiences
10. Expose students to current practices in relevant fields
11. Incorporate into course goals appropriate preparation for subsequent courses
12. Design and implement interventions to help students overcome obstacles to learning
13. Explain to students the reason for the standards used to assess their work
14. Develop students' ability to find creative and inventive solutions to problems

Measuring Learning

CCC faculty members employ a variety of formative and summative assessments to ensure that classroom instruction leads to student learning.

Key Indicators:

1. Use course learning outcomes to design or select appropriate assessment instruments
2. Assess learning using multiple methods
3. Communicate clear assignment expectations and evaluation criteria
4. Provide students effective and timely feedback
5. Evaluate and continue to improve assessment activities and grading practices
6. Reflect on teaching methodologies and strategies (e.g., lecture, collaboration, discussion, role-play, problem solving, etc.) in order to evaluate their effectiveness and employ them appropriately

² The Key Indicators are those elements that are central to demonstrating competence in the Talent and are universal to all disciplines and faculty positions. The key indicators alone, however, do not necessarily constitute competence in a given Talent.

³ The Other Indicators provide further vocabulary to help define and articulate each Talent. They may not be applicable in all courses, but are provided as sample language a faculty member may use when designing outcomes for the ILSP or crafting the argument for tenure.

Other Indicators:

7. Design activities to help students refine their abilities to self-assess their learning
8. Design assessments to accurately measure the command of skill-based knowledge and its appropriate application

Diversity, Inclusion, Respect, and Student Support

CCC faculty members help students reach their academic, personal and career goals and foster a safe environment for all students that respects the diversity of people and ideas.

Key Indicators:

1. Employ approaches that take into account how learning is affected by students' motivations, attitudes, perceptions and values
2. Help students overcome obstacles by connecting them to appropriate resources
3. Model respect for all students
4. Convey confidence in every student's ability to learn
5. Create a positive learning environment that encourages all students to appropriately express their views and to respect and appreciate the views of others

Other Indicators:

6. Help students develop academic behaviors for college success (e.g., time management, study, test and note-taking strategies, etc.)
7. Encourage the broad development of valuable academic skills such as reading, writing, numeracy, technology use, information literacy and research proficiency
8. Promote student responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
9. Connect students with enriching community events, organizations or services
10. Build or strengthen relationships with local organizations to facilitate student career opportunities
11. Integrate course content that promotes diversity, inclusion, and respect, as appropriate to the discipline
12. Promote the development of student work groups that foster cooperation, collaboration and teamwork

Academic Citizenship, Shared Governance, and Leadership

CCC faculty members contribute to and provide leadership in their academic and professional communities and promote collegiality and cooperation among members of these communities.

Key Indicators:

1. Exhibit professionalism (e.g., good organization and preparation, clear written and oral communication, availability to students and colleagues, punctuality and respect for others' time, appropriate attribution of sources)
2. Provide leadership or participate actively in departmental, college, union and/or district committees or activities

Other Indicators:

3. Mentor and assist fellow faculty members

4. Collaboratively create or share course materials and other resources with fellow faculty members
5. Contribute to the advancement of their disciplines and the professional development of their colleagues (e.g., workshops, conference talks, scholarly publications)
6. Participate in academic governance
7. Participate in collaborative projects with professional or community groups
8. Build partnerships with other academic or research institutions

Content Expertise and Lifelong Learning

CCC faculty members demonstrate content-area expertise and continually grow intellectually by remaining current within their fields, expanding their content-area knowledge, studying teaching and learning, and engaging in self-evaluation and goal-setting.

Key Indicators:

1. Remain current within their academic fields in order to offer relevant curriculum
2. Set and work towards achieving meaningful goals for continued professional growth based on external feedback (e.g., student evaluations, classroom observations, course data) and thoughtful self-reflection

Other Indicators:

3. Expand their knowledge within related fields in order to enhance instruction
4. Use peer observations as a tool to improve instruction
5. Participate in relevant faculty development activities
6. Participate in collaborative faculty groups to study pedagogical or academic topics
7. Enrich classroom instruction by seeking out new experiences and environments (e.g., through sabbaticals)
8. Engage in and model intellectual curiosity
9. Express passion for their disciplines and for learning in general

Sample Q's for Oral Explanation Component

Second Semester Review Preparation: Oral Explanation of the Talents

In the Second Semester Review, faculty should be able to “demonstrate a complex understanding of each Talent.” Possible questions for the oral explanation are included as samples of the types of questions tenure track faculty may be asked in the Second Semester Review in order to assess their understanding of the Talents.

- I. **Teaching and Learning:** offer examples of how faculty members design classes to promote students’ active participation in their own learning, foster students’ intellectual curiosity, and help students problem solve using discipline-specific thinking strategies
 1. What does it mean for students to “actively participate in their own learning,” and how do you promote this?
 2. What are some of the big questions that one of your courses seeks to address, and how do you help engage students with these questions?
 3. For one of the courses you currently teach, four years after taking your course, how do you hope your course has impacted students?
 4. Other:

- II. **Measuring Learning:** explain how to use formal and informal classroom assessments to guide instruction, evaluate learning, and make curricular changes
 1. Offer an example of a specific time when you used classroom assessment information to shape your instruction.
 2. Which of your SLOs do you find to be the most challenging to assess and why?
 3. How do you use assessment to help student engage in reflecting on their own learning?
 4. How do you use assessment to reflect on how well you are doing as an instructor?
 5. Other:

- III. **Diversity, Inclusion, Respect and Student Support:** explain how affective factors influence student learning and how faculty can address affective factors in the classroom; demonstrating knowledge of relevant student support services and how faculty can encourage students to access these services
 1. How have you observed affective factors influencing student learning in your classroom, and what ideas do you have for how to address these affective factors?
 2. Offer examples of ways you have helped students to access support services offered at the college.
 3. Based on your observations the students in your classes, what do you see as common barriers to their success, and what systems have you put in place (or do you hope to put in place) to help them to overcome these obstacles?
 4. Other:

- IV. **Academic Citizenship, Shared Governance and Leadership:** articulate the purpose of shared governance and the meaning of academic citizenship in the context of the City Colleges of Chicago
1. How would you define shared governance in the community college setting?
 2. What are some shared responsibilities that accompany shared governance in a community college system?
 3. How do you define academic freedom and what responsibilities accompany this freedom?
 4. What does it mean to demonstrate academic citizenship in the community college setting?
 5. What do you see as the purpose of the institution of tenure as it applies to the community college?
 6. Other:
- V. **Content Expertise and Lifelong Learning:** describe how to use reflective practice to create goals for future professional development
1. How have you used reflective practice in the creation of your ILSP outcomes?
 2. Offer examples of ways you have used reflective practice to improve student learning.
 3. How do you solicit feedback from your students, and how have you used this feedback?
 4. What evidence have you used to determine your strengths and areas for growth as documented in your ILSP?
 5. Based on your discipline and the classes you teach, what does “content expertise” entail, and how do you plan to remain current in your discipline?
 6. Other:

Second Semester Review Report

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 his or her Teaching and Service Philosophy and demonstrate an adequate understanding of the Talents of Teaching
- **Part 2:** A collaborative review of the ILSP and granting of official approval 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 as soon as possible and no later than 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.

ORAL PRESENTATION OF TEACHING AND SERVICE PHILOSOPHY		
Was the faculty member’s Teaching and Service Philosophy presented?	<input type="checkbox"/> Yes	<input type="checkbox"/> 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 an 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.

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	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Yet Acceptable
MEASURING LEARNING	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Yet Acceptable
DIVERSITY, INCLUSION, RESPECT, AND STUDENT SUPPORT	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Yet Acceptable
ACADEMIC CITIZENSHIP, SHARED GOVERNANCE, AND LEADERSHIP	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Yet Acceptable
CONTENT EXPERTISE AND LIFELONG LEARNING	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> 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.

ILSP CONTEXT	
Context items in the ILSP	CHECK IF ACCEPTABLE
Faculty member provides sufficient background information.	<input type="checkbox"/>
Faculty member describes his or her expected workload while completing the ILSP (to ensure the ILSP is realistic).	<input type="checkbox"/>
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).	<input type="checkbox"/>
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.	<input type="checkbox"/>
Overall comments with any needed revisions clearly explained:	

**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.	<input type="checkbox"/>	
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)	<input type="checkbox"/>	
Talent(s) of Teaching (from Teaching and Learning; Measuring Learning; Diversity, Inclusion, Respect, Diversity, Student Support) and major indicator(s) underneath each are addressed.	<input type="checkbox"/>	
Appropriate resources are identified.	<input type="checkbox"/>	
Implementation plan is clear, realistic, and appropriate.	<input type="checkbox"/>	
Products/Evidence identified will sufficiently indicate effective pursuit and completion of the outcome.	<input type="checkbox"/>	
Summary of benefit to the TTFM/institution/students is clear.	<input type="checkbox"/>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Not yet approved (needs to fix items not checked and resubmit for approval)	<input type="checkbox"/> Rejected (Outcome fails to meet expectations from Chair or Administrator)
Overall comments with any needed revisions clearly explained:		

**FACULTY OUTCOME AND IMPLEMENTATION PLAN
#2- SERVICE OUTCOME**

**ASSOCIATED TALENT:
ACADEMIC CITIZENSHIP**

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

**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.	<input type="checkbox"/>	
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.)	<input type="checkbox"/>	
Appropriate resources are identified.	<input type="checkbox"/>	
Implementation plan is clear, realistic, and appropriate.	<input type="checkbox"/>	
Products/Evidence identified will sufficiently indicate effective pursuit and completion of the outcome.	<input type="checkbox"/>	
Summary of benefit to the TTFM/institution/students is clear.	<input type="checkbox"/>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Not yet approved (needs to fix items not checked and resubmit for approval)	<input type="checkbox"/> Rejected (Outcome fails to meet expectations from Chair or Administrator)
Overall comments with any needed revisions clearly explained:		

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:

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

Tenure-Track Faculty Member

Signature

Date Signed

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TAP Leader

Signature

Date Signed

--	--	--

Department Chair

Signature

Date Signed

--	--	--

Administrative Designee

Signature

Date Signed

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