

Chronological Guide to 2nd-year, 4th-year, and Tenure Reviews
Prepared by the Faculty Status and Performance Committee (3/22/2021)
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The review process is designed to give tenure-track faculty members critical feedback and guidance as they make progress toward their application for tenure. As part of this process, we recognize areas of strength and identify areas in need of improvement. FS&P and the provost are eager to help faculty as they develop strategies for achieving success as teacher-scholars. That said, it is ultimately the candidate's responsibility to find effective ways to meet the college's expectations for permanent tenure, which include excellence in teaching, a sustained pattern of scholarly/artistic productivity, a demonstrated commitment to contribute to the life of the college beyond one's department/program, and a commitment to serving our students as an effective, knowledgeable, and understanding advisor.

The following are some steps a review candidate can take to help navigate the journey toward the tenure decision. Do not treat this document as a checklist.

2nd-year review

Teaching

- A summary of your overall teaching philosophy and how it changed in your first year.
- Summary of courses taught in 1st year. Which were new preps? Which will be repeated?
- Course evaluations and analysis of meaningful patterns. (Only upload evaluations from Beloit College starting the semester you began on the tenure track. If you have evaluations from before that time, from Beloit or elsewhere, you may draw upon them selectively if you feel that they are important to contextualize your trajectory but do not upload older evaluations to your review site.)
- What went well that you want to build upon?
- What didn't go so well and what are your ideas to change that in the future?
- What courses are you working on for future semesters? How do they fit into your teaching portfolio, your program's curriculum, your research interests, and the college's objectives?
- How do your classes contribute to your department/program curriculum? How do they contribute to the curriculum of the college as a whole? How do they contribute to other programs/ departments at the college? How does your teaching support all-college priorities (see criteria for evaluation in the Culture Document)?

Scholarship

- Provide a plan of your research agenda for the next few years. What are you working on? Where will this lead you? What are your plans for your next project/future projects? What is the timeline for these?

- Include copies of your publications, or documentation of creative works, since arriving at Beloit College. You can also include papers that have been submitted for publication that have not yet been published.
- Information about performances, exhibitions, and other presentations.
- If you have applied for grants, include the grant proposal(s). Was it funded? Do you have more grants in the pipeline?
- Your reflection should guide the reader through the materials you have provided in your portfolio.

Advising and mentorship

- A summary of your advising and mentorship philosophy.
- No formal advising should have been done in your first year, so this section may be shorter than others.
- Describe any informal advising that you did in your first year. How do those experiences influence your plan for interacting with formal advisees?

Service

- Provide a summary of your philosophy on service at Beloit.
- How did you work to connect to Beloit College in your first year?
- No formal service should have been done in your first year, so this section will be shorter than others.
- How do you anticipate contributing to the life of the college in the future? What are your goals in this area?

Between 2nd- and 4th-year reviews

- Review each semester's teaching evaluations. Track patterns, adapt your teaching to respond to students comments, and note whether changes result in changes in your evaluations. Consider administering your own mid-semester evaluations.
- Maintain regular communication with senior department/program colleagues about one's teaching goals and scholarly agenda. Such communication is essential in understanding Beloit College standards and expectations with regard to the teacher-scholar model and whether one is on track to meet these expectations.
- Attend sessions on pedagogy both on and off campus, discussing pedagogical issues with colleagues within and outside of their departments, visiting classes taught by senior members of the department, and/or gathering feedback from students through informal course evaluations half way through the semester.
- Develop and maintain collaborative relationships with scholars in one's field of interest beyond the college campus. Such relationships can serve as valuable sources of advice for how one might best advance his/her/their research agenda.
- Discuss the possibility of taking an early sabbatical with your on-campus and off-campus colleagues if you think it might be beneficial to you.
- Document advising successes and challenges in a way that works for you. For instance, consider keeping a very brief log of advising meetings and the concerns that were

addressed in each meeting; collecting anecdotes that demonstrate successful advising and mentoring; gathering student cards and emails that demonstrate students' appreciation of your mentorship; administering your own advising and mentoring evaluation, which emphasizes aspects of your advising philosophy; and collecting resources that you produce for students (exercises, checklists, guides, samples).

- Document your advising and mentoring work, including participation in AMP, programs such as McNair and WisCAMP, and athletic teams, clubs, organizations, sororities, and fraternities. Keep track of your letters of recommendation for professional school, as well as study abroad and off-campus study. Document any work you do involving community-based learning and internships.
- Be a regular and active participant in on-campus events to build connections with the campus community. Raise your profile by taking initiative, seeking opportunities for collaboration, as well as attending events.
- Carefully choose ways to engage in advising and mentorship beyond individual student advising. Consider:
 - Special projects and funded research opportunities, through programs such as McNair and WisCAMP.
 - Athletics
 - Clubs, organizations, sororities, and fraternities
 - Letters of recommendation
 - Channels and other avenues for career mentoring
 - Study abroad and off-campus study.
 - Community-based learning and internships.
- At the end of each review period, the provost and the chair of FS&P invite candidates to meet individually to discuss strategies for successfully meeting expectations for tenure. Review candidates are strongly encouraged to take them up on this offer. Such conversations are important not only for addressing areas of concern, but also for making the most of opportunities that might exist beyond the department/program level.

4th Year Portfolio

Address any issues raised by FS&P and/or the Provost in your 2nd year letter where applicable.

Teaching

- A summary of your overall teaching philosophy and how it has changed since your 2nd year review.
- Summary of courses taught in 2nd and 3rd years. Which were new preps? Which were repeats or will be repeated?
- Course evaluations from all courses taught at Beloit College and analysis of meaningful patterns.
- What went well that you want to build upon? If you taught this class before, were changes made? How did those work out?

- What didn't go so well and what are your ideas to change that in the future? If you taught this class before, were changes made? How did those work out? If they didn't work out, what might you try next?
- What courses are you working on for future semesters? How do they fit into your teaching portfolio, your program's curriculum, your research interests, and the college's objectives?
- How do your classes contribute to your department/program curriculum? How do they contribute to the curriculum of the college as a whole? How do they contribute to other programs/ departments at the college? How does your teaching support all-college priorities (see criteria for evaluation)?

Scholarship

- Provide a plan of your research agenda for the next few years. What are you working on? Where will this lead you? What are your plans for your next project/future projects? What is the timeline for these?
- Include copies of your publications or documentation of creative works completed since your second year review. You can also include papers that have been submitted for publication that have not yet been published.
- Information about performances, exhibitions, and other presentations that have happened since your second year review.
- If you have applied for grants since your second year review, include the grant proposal(s). Was it funded? Do you have more grants in the pipeline?
- Describe any service/committee work associated with professional organizations connected to your discipline. How does this work benefit the college?

Advising and mentorship

- Provide a summary of your advising and mentorship philosophy and discuss how it has changed since your 2nd year review.
- How have you connected to the AMP Program?
- Describe your formal advising. This should include a discussion of AMP advisees, major/minor advisees, and any independent studies/summer research projects that you've mentored.
- Describe your informal advising. How does this work relate to your formal advising?

Service

- Provide a summary of your philosophy on service at Beloit and how it has changed since your 2nd year review. How do you contribute to the life of the college? What are your goals in this area?
- What committees have you served on at the college? Be sure to include search committees, ad hoc committees, and any other committees that aren't part of our official committee structures.
- Describe any service/committee work that you do in the Beloit community and tell us

how this fits in with your work at the college (if, indeed, it does).

Between 4th-year and Tenure Reviews

- Continue the practices outlined in the 2nd- to 4th-year section above.
- If you are not taking an early sabbatical, plan your post-tenure sabbatical.
- As you cultivate relationships with colleagues outside your department and beyond the college community, consider which ones would be in the best position to write internal and external letters for your tenure review.

Tenure Portfolio

Address any issues raised by FS&P and/or the Provost in your 4th year letter where applicable.

Teaching

- A summary of your overall teaching philosophy and how it has changed since your 4th year review.
- Summary of courses taught in 4th and 5th years. Which were new preps? Which were repeats or will be repeated?
- Course evaluations and analysis of meaningful patterns.
- Alumni survey responses and analysis of meaningful patterns.
- What went well that you want to build upon? If you taught this class before, were changes made? How did those work out?
- What didn't go so well and what are your ideas to change that in the future? If you taught this class before, were changes made? How did those work out? If they didn't work out, what might you try next?
- What courses are you working on for future semesters? How do they fit into your teaching portfolio, your program's curriculum, your research interests, and the college's objectives?
- How do your classes contribute to your department/program curriculum? How do they contribute to the curriculum of the college as a whole? How do they contribute to other programs/ departments at the college? How does your teaching support all-college priorities (see criteria for evaluation)?

Scholarship

- Include copies of your publications or documentation of creative works completed since your fourth year review. You can also include papers that have been submitted for publication that have not yet been published.
- Information about performances, exhibitions, and other presentations that have happened since your fourth year review.
- Provide a plan of your research agenda for the next few years. What are you working on? Where will this lead you? What are your plans for your next project/future projects? What is the timeline for these?

- If you have applied for grants since your fourth year review, include the grant proposal(s). Was it funded? Do you have more grants in the pipeline?
- Describe any service/committee work associated with professional organizations connected to your discipline. How does this work benefit the college?
- External letters about professional development.

Advising and mentorship

- Provide a summary of your advising and mentorship philosophy and discuss how it's changed since your 4th year review.
- How have you connected to the AMP Program?
- Describe your formal advising. This should include a discussion of AMP advisees, major/minor advisees, and any independent studies/summer research projects that you've mentored. Please focus on advising since your 4th year review.
- Describe your informal advising. How does this work relate to your formal advising? Please focus on advising since your 4th year review.
- Review alumni survey responses and analysis of what they tell you.

Service

- Provide a summary of your philosophy on service at Beloit and how it has changed since your 4th year review. How do you contribute to the life of the college? What are your goals in this area?
- What committees have you served on at the college since your 4th year review? Be sure to include search committees, ad hoc committees, and any other committees that aren't part of our official committee structures.
- Describe any service/committee work that you do in the Beloit community and tell us how this fits in with your work at the college (if, indeed, it does).
- Solicit internal letters of support from colleagues outside your department or program who can speak to your contributions to the life of the college.