**Mid-Tenure Assessment Letter**

**Department or School TAP Committee**

**Date:**

**From: Dr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Chair of TAP committee**

**List of committee members**:

**Possible Outcomes:**

1. The candidate is making strong progress in all three areas, i.e., teaching, scholarship/creative activities/service, and should continue developing all three areas in the same manner.
2. While the candidate is making strong progress in most areas, some areas need to be strengthened. Nonetheless it is the assessment of the Chair (and Departmental TAP Committee) that the candidate can sufficiently improve their standing in all three areas so that tenure and promotion are likely.
3. The candidate has made weak or no progress in the critical areas of teaching and/or scholarship/creative activities and/or service, and the deficits are too serious to overcome in the time remaining before the tenure and promotion review. In such a case, a recommendation to terminate the tenure-track appointment is issued and the candidate receives a terminal year appointment. The Dean and Associate Dean must approve the recommendation before communicating it to the candidate.

In the case where remedial action is required (outcome 2 above), the candidate should be provided with specific recommendations for improvement to make a successful tenure and promotion review likely.

**Record the majority vote for outcome of the review**:

[ ]  Option 1 [ ]  Option 2 [ ]  Option 3

**Record number for each vote** (enter a number for each, if any)

* Option 1**:**
* Option 2**:**
* Option 3**:**
* Recuse**:**
* Abstain**:**
* Non-voting member**:**
* Other**:**

**Use this form to *assess*, not summarize, details of the candidate's dossier. This letter should be written with sufficient detail to fully review the candidate’s qualifications and the reasons for the recommendation such that each subsequent reviewing body or candidate is informed on the basis for their conclusions.**

**TEACHING**

*Address each element: Peer evaluations of candidate's teaching effectiveness; Student evaluation of candidate's teaching effectiveness; Assessment of candidate’s instructional duties and effectiveness, other teaching duties (e.g., mentoring) and professional development pursued; Course Assignments (any interdisciplinary courses) and student engagement; active learning and HIP/pedagogical techniques.*

**RESEARCH**

*Address each element: Progress toward advanced degree (if applicable); Evaluation of candidate's scholarly productivity (quantity of output); Evaluation of candidate’s scholarly impact (quality of scholarship, including sustainability or trajectory); Evaluation of candidate's participation in professional scholarly activities, evidence of external recognition; Collaborations with students; suggestions for future work on your scholarship include the following:*

*Possible feedback (delete or edit):*

*Continue to publish articles in peer-reviewed journals. Aim for acceptance of at least one more peer-reviewed article and one more submitted by the time you apply for tenure and promotion. When preparing your dossier for the CDFPT, we recommend the following:*

* *Make clear the scope of your contributions in your co-authored publications such as the books you have edited or papers you have jointly authored. One way to do this is to ask your co-author(s) to write a letter of reference in which they provide details of your contributions versus theirs.*
* *Make clear the nature of the refereeing of your papers in conference proceedings: were all papers accepted or only a select few? What was the refereeing process in terms of who reviewed the works? Were the reviews blind as to author? What was the acceptance/rejection rate for papers presented at the conferences?*
* *Ask for recommendations from colleagues who do not have a personal stake in your work. These recommenders should be able to attest to the quality of that work, the importance of the work within the field, and the impact/significance of the work overall.*

**SERVICE**

*Address each element: Evaluation of candidate's impact in their profession (External service); Evaluation of candidate's INTERNAL service to students, department, school, University, and (if relevant) community*:

**Departmental Service:**

**Dyson Service:**

**University Service:**

**Professional Service:**

*Possible feedback (delete or edit):*

*Some suggestions for the future are to do the following:*

* *Make yourself visible outside the department, particularly through the Faculty Councils, so colleagues get to know you.*
* *Separate out each Service level in your dossier, as is done here, so your contributions to each area are clear.*