

Clinical Faculty - Third Year Review (Bloomington)

The third year review is an opportunity for the clinical faculty member to obtain feedback on progress toward a long-term contract. For this purpose, a dossier must be submitted to the department chair by January 15 of the candidate's third year. The department chair, in consultation with the executive associate dean, will identify a three-person review committee to provide a written formative evaluation of the candidate's progress. The evaluation will also recommend specific activities to enhance the candidate's progress toward the long-term contract. After the committee review, the chair will meet with the candidate to discuss the committee evaluation and to provide the chair's own evaluation and recommendations.

In most cases, a candidate for a long-term contract should excel in either teaching or service, and be at least satisfactory in the other. An alternative is for the candidate to submit a "balanced case" that presents evidence of meritorious performance in both areas that demonstrates balanced strengths that promise excellent overall performance or comparable benefit to the university. The balanced case is not a default option when a candidate fails to reach excellence in teaching or service. Rather the balanced case is planned to reflect integration across both areas in light of the candidate's professional assignment. Scholarship and research publications may be used to support the case in either teaching or service, or both. The candidate, in discussions with the chair and mentor(s), will consider how best to put forward the case for a long-term contract in August following the fifth year.

The candidate should submit a dossier that is divided into three sections:

- I. General
- II. Teaching
- III. Service

I. General

A. The candidate's personal statement about teaching and service that indicates the proposed case for the long-term contract, that is, excellence in one area or a balanced case. The statement should address the candidate's approach to teaching and service and the factors that have influenced that approach. Personal reflections on the candidate's growth and change as a teacher and service-provider should be included.

B. A vita that outlines the candidate's professional accomplishments, including a list of all publications and grants that designates, in the left-hand margin, whether the publication or grant is evidence of teaching or service.

Annual Reviews should not be included in the dossier unless specifically requested by the candidate. These reviews represent private communications between the individual faculty member and the closest supervisor, and should remain private.

II. Teaching

This section of the dossier should contain objective evidence of the candidate's performance as a teacher. Evidence submitted in this section should be selected to present a complete description of the characteristics and of the quality of the candidate's teaching.

The teaching section must contain:

- A. A list of the specific courses taught and the enrollments listed by semester and academic year, along with the most recent syllabus of each course taught.
- B. Examples of course material and subsequent modifications that were made to accommodate previous colleague evaluations, student feedback, or student needs.
- C. Evidence of the nature and quality of curriculum development, textbooks, websites, and other pedagogical activities.
- D. Evidence of the quality of teaching, such as student and colleague evaluations, as well as unsolicited email, letters, or notes from present or former students. Any other available and relevant evidence on the quality of teaching should be included. It should be kept in mind that the primary purpose of the evidence presented in this portion of the dossier is to document the quality of the teaching.
- E. A description of the candidate's efforts to improve teaching (e.g., participating in seminars and workshops, reading journals on teaching, reviewing new teaching materials for possible application, pursuing a line of research that contributes directly to teaching, using instructional support services, or contributing to a professional journal of teaching).

Other evidence may be included to explain the candidate's teaching assignments and accomplishments, for example:

- A. Memberships on graduate students' program or research committees.
- B. Publications relevant to teaching.

IV. Service

This portion of the dossier must contain a list of the candidate's service activities and evidence that supports the effectiveness of the service. Evidence should explain the candidate's service assignments and accomplishments. The candidate should collect and include documentation of the effectiveness of their service in anticipation of the review for the long-term contract.

Service activities may be rendered to the Department, to the University, to professional organizations, to governmental bodies or to other similar institutions. Service may occur at local, state, national or international levels.

Research and scholarship efforts may be included, with an explanation of how they contribute to the candidate's service.