

Teaching Specialist Year 5 Review and Renewal

The *Faculty Manual* discusses Teaching Specialist Appointments in Section 4.III.G. What follows are guidance on the composition of the review dossier and a suggested timeline of review activities.

Review Guidelines

The purpose of the Year 5 review is to assess the contributions of the Teaching Specialist in the areas of teaching, advising, and service in advance of a subsequent 6-year period (with a 3-year renewal). The review is combined with the request to renew the position. The review is described in the *Faculty Manual*, Section 4.III.G.7. The review dossier includes:

- End-of-course evaluations, selected from the course evaluations submitted to the chair annually since the previous 3-year renewal. In consultation with the candidate, the chair selects for inclusion the end-of-course evaluations from two courses for each year. In most cases, the courses in questions will have been taught in Spring of Year 3, and in Years 4 and 5.
 - Resources for designing end-of-course evaluations that minimize the potential for racial, gender or other bias, as well as considerations for those reading student feedback from evaluations, can be found on the Institutional Effectiveness and Assessment “[Bias in Course Evaluations](#)” page.
- Samples of the candidate’s teaching and advising materials. Candidates should consult with chairs about the appropriate type and amount of material to include. Typically, sample materials should be drawn from courses and advising carried out since the previous 3-year renewal.
- Peer reviewer’s report of two class visits. The peer reviewer shall be a tenured member of the department, who will visit two classes during the semester of the review or the semester immediately preceding. Peer reviewers shall have access to candidate’s CV and sample teaching and advising materials. Peer reviewers should follow college guidelines for peer reviews: [preparation](#), [considerations](#), and [review of instructional materials](#).
- Department 5-year staff plan demonstrating the need for at least .6 FTE supplied annually by the Teaching Specialist. In the case that the 5-year staff plan includes teaching assignments in one or more interdisciplinary programs external to the department, the dossier will also include:
 - Endorsement by the director(s) of interdisciplinary program(s) included in the proposal and FTE plan. Each program director endorsement should be no longer than 1 paragraph in length, affirming the qualifications, plan and timeline for the Teaching Specialist to teach in the program;
 - Endorsement(s) by the relevant Associate Dean(s) for the program(s). The endorsement(s) can be very brief (2-5 sentences).
- Department Chair’s letter of recommendation and rationale (1-2 pages in length) addressing:
 - An assessment of the candidate’s contributions to teaching, advising, and service, summarizing and interpreting the other inputs in the dossier: CV, end-of-course evaluations, peer review of teaching report, sample teaching and advising materials, the department’s need for this position (and why this should not be a tenure-track position request) and any interdisciplinary teaching part of the plan, and the endorsement(s) of interdisciplinary program director(s) and their Associate Deans;

- o A summary of the Chair's consultation with tenured members of the department regarding the candidate's teaching, advising, and service. Tenured members shall have access to the candidate's samples of teaching and advising materials and CV.
- An endorsement from the Associate Dean for the department. The Associate Dean will have access to the complete contents of the dossier. The endorsement should be 1-2 paragraphs in length. In order for the department's Associate Dean to provide an endorsement, the dossier, with the Chair's letter and any endorsements regarding interdisciplinary teaching as part of the 5-year plan, is due to the Associate Dean no later than **October 15**.

A Note on Inputs for Assessment of Teaching

In considering assessment of teaching, chairs will be drawing on three different sources. End-of-course evaluations provide information about students' experience and learning in the course. Peer review of teaching provides insight into a candidate's expertise and effectiveness as a teacher and best practices in the discipline. Sample teaching materials provide information about the design of courses and assignments as these shed light on pedagogy and achieving Intended Learning Outcomes. These inputs should be taken into consideration together for a balanced understanding of the Teaching Specialist's contributions to student learning and development (as described in the *Faculty Manual*, 4.VI.B.1).

Suggested Timeline

While it is possible to concentrate all review activities in the fall of the review year, chairs and candidates may find it preferable to begin compiling information in the semester preceding the fall of the review.

Year 5

Fall

- *Initial meeting with the candidate.* The Chair meets with the Candidate regarding the upcoming review. They discuss the contents of the dossier and agree on a timeline for compiling the teaching and advising materials, the CV, and the peer review of two class sessions.
- *Preparation for the review.* As needed, the Chair consults with the Associate Dean. The Chair reviews *Faculty Manual* Section 4.VI.A-B.1 & 3 regarding expectations for teaching and service.

January

- *Creation of shared folders.* The Provost and Dean of the College creates folders for the Chair to use for the dossier, and provides a 5-year staff plan template.

Spring

- *Selection of courses for review.* The Chair consults with the Candidate about the selection of courses from which will be supplied the required end-of-course evaluations.
- *Updating 5-year plan.* The Chair updates the 5-year staffing plan and
 - o Contacts interdisciplinary program director(s) if the plan includes teaching outside of the Department regarding the endorsement of the plan and timeline for this teaching, and
 - o Subsequently contacts the Associate Dean(s) for the program(s) for an endorsement.
- *Preparation of teaching and advising samples.* The Candidate compiles teaching and advising sample materials, such as described [here](#).
- *Peer Review of Teaching.* The Peer Reviewer of teaching visits classes.
- *Dossier Preparation.* The Chair builds the dossier.

Year 6*Early fall*

- *Consultation with tenured members of the department.* The Chair reviews dossier materials and consults with tenured members of the Department regarding the Candidate's contributions of teaching and service.

October 15

- *Submission of the Chair's letter of recommendation and rationale to the Associate Dean.* Chair submits to the Associate Dean a letter of recommendation and rationale summarizing the consultation with tenured Department members; drawing on the dossier materials, reflecting on the Candidate's contributions to teaching, advising and service; describing the department's needs for this term appointment for a period of 5 years and explaining why this position should not be a tenure track appointment.
 - Upon submitting the letter of recommendation and rationale, the Chair alerts the Provost and Dean of the College to close Department access to the dossier.

November 1

- *Associate Dean's endorsement.* The Associate Dean submits an endorsement of the appointment and agreement to the teaching plan.
- *Submission of materials, Chair's letter and Associate Dean's endorsement.* The Chair submits the review materials to the Provost and Dean of the College.

November 15

- *Completion.* The Provost and Dean of the College informs the Department Chair and Associate Dean of the President's decision regarding the renewal of the Teaching Specialist appointment.