Office of Academic Affairs
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Promotion on Teaching for Clinical Faculty
Agenda

Welcome

- Concepts and evidence for demonstrating **Excellence** in Teaching
  - But first: “Satisfactory”
- Developing teaching excellence—resources
- Defining excellence/criteria
- Documenting excellence/dossier
- Panel discussion with Q & A
- Evaluation
We take teaching seriously

“there are specific responsibilities that devolve upon the academic appointee who accepts a position at Indiana University.
“A teacher will maintain a clear connection between the advance description and the conduct and content of each course presented to ensure efficient subject selection by students.

A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually justifiable and consistent with the rules and regulations of the academic division.

A teacher will plan and regulate class time with an awareness of its value for every student and will meet classes regularly.

A teacher will remain available to students and will announce and keep liberal office hours at hours convenient to students.

A teacher will strive to develop among students respect for others and their opinions by demonstrating his or her own respect for each student as an individual, regardless of age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

A teacher will strive to generate a proper respect for an understanding of academic freedom by students. At the same time, a teacher will emphasize high standards and strive to protect students from irrelevant and trivial interruptions or diversions.”
Satisfactory: All Faculty

(Except research scientists)

• Compliance with program, campus, and university policies (e.g. at least minimal use of Canvas, grading rosters, office hours, and responsiveness to questions)

• Participation in program learning infrastructure (assessment of student learning, FLAGS, etc.)

• Student input about teaching (course evaluations)

• Peer reviews of teaching
  • Peer=other teaching faculty in your unit
Most reviewers of clinical cases:

Are MORE familiar with

- Research as an area of excellence (for tenure-track)
- Service as an area of excellence (for Medicine clinical)

Therefore, they are most used to assessing

*teaching as satisfactory*

Reviewers want to see teaching-excellence cases where the teaching achievement and documentation are CLEARLY MORE THAN SATISFACTORY
Excellence in Teaching always includes:

• Reflection on and improvement of own teaching
  • Sources of information: student evaluations, peer evaluations, professional development, and course/learning data
• Evidence of student learning
• External peer evaluation of teaching activities
• Dissemination of scholarship of teaching
Excellence for:

Clinical track faculty:

- Dissemination (beyond department/school) in an appropriate peer-reviewed format
  - For full clinical: national-level dissemination
- All evaluators are external to IUPUI (up to 2 may be other IU or PU campuses)
How do you develop excellence?
Center for Teaching and Learning

Events/workshops/resources

- https://ctl.iupui.edu
- https://ctl.iupui.edu/Workshops-Events/Events/EventListing

General IU resources:

- Teaching.iu.edu
- Teachingonline.iu.edu
More resources: The Forum

Faculty Crossing - Opening Soon!

The Forum Network supports...

The Forum Network supports faculty collaboration and creativity by providing resources to spark innovation in teaching and research. It intentionally forges and sustains connections among various centers, divisions, and offices providing professional development and support, and helps to accelerate progress toward all strategic plan goals.
Accreditation and teaching documentation

A key element of promotion dossiers is evidence of student learning

“Evidence that courses taught contribute to the overall student learning outcomes specified by the unit and evidence that students have met or exceeded course or curricular learning objectives should be provided.” IUPUI guidelines p. 34

A key element of accreditation requirements is evidence of student learning.

“Require institutions or programs to establish and make public their expectations for achievement of academic quality and indicators of student success, to implement processes to determine whether students and graduates meet the stated expectations and to make public, in aggregate form, evidence of student success.” Standards for Accrediting Organizations, Council on Higher Education Accreditation

THEREFORE: Take advantage of your unit’s assessment reporting.
What Constitutes Excellence?
Campus guidelines

Campus Guidelines as of 2020

Key features:

• Criteria specified for each type of excellence and each type of case
• Folder structure shown for e-dossier
• Specifics for each folder

More at: Clinical-teaching Guide to dossier folders
Excellence in Teaching

• Sophisticated teaching philosophy - reflective, innovative, evolved over time

  • Discussion of approach, methodology, goals and their achievement

  • Teaching innovation, curricular development, incorporation of new technology

• Record of nationally and/or internationally disseminated, peer-reviewed scholarship

• Documented by peer/student evaluation over time

• Evidence of impact on student performance and learning outcomes

• Teaching awards or significant funding for teaching projects

More on documenting this in a bit.
# Suggested Standards of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong>&lt;br&gt;REQUIRED FOR ALL</td>
<td>Documentation of extraordinarily successful teaching and learning outcomes; the case for teaching excellence is grounded in a sophisticated teaching philosophy; evidence of innovative and reflective teaching practice.</td>
</tr>
<tr>
<td><strong>SOME OF THE FOLLOWING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course or Curricular Development</strong></td>
<td>In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.</td>
</tr>
<tr>
<td><strong>Mentoring and Advising</strong></td>
<td>Mentoring and advising characterized by scholarly approach; high accomplishments of students mentored or advised consistently linked to influence of mentor. Scholarly and reflective approach to mentoring and advising documented; demonstrated impact on accomplishments of mentored and advised students. External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work.</td>
</tr>
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From: IUPUI Promotion and Tenure Guidelines
## Suggested Standards of Evaluation

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<td><strong>Scholarly Activities Including Awards</strong></td>
<td>Documentation of a program of scholarly work that has contributed to knowledge base and improved the work of others through appropriate dissemination channels. Positive departmental evaluations of the stature of the published work (e.g., journals). Peer review supporting the quality of the publications, presentations or other dissemination methods. National or international teaching awards or significant funding for teaching projects. Some level of national peer-reviewed dissemination of scholarship is required to document excellence for clinical and tenure track faculty.</td>
</tr>
<tr>
<td><strong>Professional Development Efforts in Teaching</strong></td>
<td>Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning. Membership in communities of practice on the campus, national, or international level. Participation in dissemination of good practice. Peer review of efforts and impact of candidate's work in this area.</td>
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Development and achievement

*Especially for teaching excellence, you should demonstrate not only static achievements, but describe your continuing improvement.*

<table>
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<tr>
<th>Early</th>
<th>Medium</th>
<th>Final/late</th>
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<tbody>
<tr>
<td>Attend workshop</td>
<td>CTL review of applying workshop ideas</td>
<td>Presenting at a workshop/conference</td>
</tr>
<tr>
<td>Create syllabus</td>
<td>Peer review and student evaluation → design changes</td>
<td>Evidence of student learning achievement</td>
</tr>
<tr>
<td>Initial teaching philosophy</td>
<td>Reflection on teaching experiences</td>
<td>Teaching philosophy that addresses your growth and has plans for the future</td>
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Peer-reviewed dissemination

Campus requires that clinical faculty seeking any level of promotion have peer-reviewed dissemination.

Dissemination: shared with an audience outside of your department/daily work

Peer-reviewed: someone besides YOU decides it is worth-while!
Or, why peer review?

Horror example

Shoot First and Ask Questions Later

Scientific Fraud and Conflict Of Interest In Vaccine Research, Licensing & Policymaking
The 2nd International Public Conference on Vaccination 2000, Arlington Virginia

By Michael Belkin © Sept 10, 2000

These vaccine mandates are despotic intrusions into personal liberty and democracy.

In Business School, (Organizational Behavior) we studied what can happen to organizations that suffer ethical management breakdowns (such as Johns Manville with asbestos, Owens Corning breast implants, etc.). Nothing illustrates the syndrome of management ethical failure more clearly than the current scandal faced by Firestone and Ford. Those companies denied and concealed deaths and injuries caused by tread separation and a high center of gravity in the Ford Explorer for years. Management knew, denied and concealed that their products were defective and were killing people -- the classic ethical breakdown. In the vaccine industry, scientific fraud and conflicts of interest are causing a similar (but much larger) cycle of deaths and injuries that is being concealed and denied by regulators and vaccine manufacturers. However, (as with Firestone and Ford) a noose of their own making may be slowly tightening around the vaccine scandal perpetrator’s necks. Financial conflict of interest is a complex issue -- because few investors (except perhaps Tibetan Monks or Jesuit Priests) are likely to *not* have pharmaceutical shares in their diversified portfolios in this day and age. But financial conflict of interest and scientific fraud (that lead to corrupt public policy) damage the public interest and could
Potential dissemination venues

- IU or IUPUI conferences on teaching
- State associations relevant to your field
- National associations devoted to teaching in your field
- Sites that provide peer-reviewed teaching materials:
  - The Repository (IUPUI Forum)
  - Quality Matters
  - Different disciplines

A conference is peer-reviewed when EITHER you have to apply to take part, OR your paper is peer-reviewed afterwards
Scholarship of teaching
Disciplinary scholarship

Technically, clinical faculty cannot be expected to conduct disciplinary research, and cannot be promoted on the basis of research.

Clinical faculty MUST present either teaching or service cases.

Traditionally, some clinical faculty outside of Medicine have conducted professionally-related scholarship. They argue that this contributes to effective teaching.

This is not really the same as scholarship of teaching and learning.

Please consider a ‘service’ case if you can show this scholarship advances practice in your field.
Time in rank

Easy: for promotion to full, only accomplishments achieved since you applied for promotion to associate count.

Tricky: for promotion to assistant:

- only rely on items from full time faculty work, not as an adjunct.

- Work at another university MAY count, if the responsibilities are roughly similar regardless of the title; different universities use different titles for NTT faculty.

- Check with your chair and department to ensure they agree.
Remember:
Your case is **Your Case**

- Instruction
- Curriculum Development
- Mentoring
- Scholarly activities
- Awards

Not every case will have the same weight in each area.

Undergraduate: *probably*
- Instruction
- Curriculum development

Graduate: *probably*
- Mentoring
- Scholarly activities

“Awards” are not required, but are included if available.
Be prepared for campus-level
Begin with school-level

Each school has its own culture, collection of disciplines, and approaches to documentation.

In your school, ask about Trustee Teaching Award criteria. At campus, look at FACET membership.

Most people going up for promotion on teaching will be in the minority within their school, so start early to talk with your department and school people about what makes sense to them.
Out of All Tenure Track Cases

All faculty 2019:
8 teaching cases (5 to associate, 3 to full)
6 balanced cases

All faculty 2020:
3 teaching cases (1 to associate, 2 to full)
4 balanced cases (1 to associate, 3 to full)

No medicine teaching cases in tenure-track
Out of NTT cases

Clinical:

2018-19:
28 for service (23 associate, 5 full) ← all from School of Medicine
6 for teaching (5 associate, 1 full) ← 2 from School of Medicine

2019-20:
43 for service (32 associate, 11 full) ← all from Medicine
4 for teaching (3 for associate, 1 for full) ← 2 are from Medicine

Lecturer cases (excellence in teaching):
2020: 4 cases (none from Medicine)
2021: 25 cases, 21 for teaching professor
How do you document excellence?
Always good advice

1. Collect information as you go along
   - Make notes after each course or curricular project about student outcomes, changes you will make, and why.
   - Get notes from collaborators documenting your individual role

2. Consider ways to get anonymous feedback from:
   - Adjuncts you supervise
   - Student workers you work with
   - Mentees

Documenting why you make changes and how effective they are.
Special topic: teaching evaluations

IUPUI guidelines require that you have:

• Student evaluations

• Peer evaluations

For excellence in teaching, focus on your own personal reflection on this input, including other sources (e.g. mid-term feedback, student achievement).

You are expected to have a thoughtful and philosophy-based approach to teaching.

DO NOT simply recite numeric scores.
Teaching materials and other

Course syllabi
Assignment instructions
Examples of student work

Making the unseen, obvious: for others
Sending to external reviewers:

• Candidate’s statement: 5+2 pages describing your role and achievements as a faculty member

• Work products demonstrating skills
  – Syllabi/course materials
  – Dissemination products (papers, presentations)
  – Reflection on summarized peer or student evaluations

• CV in IUPUI format: teaching activities and “bins”
External Review

PURPOSE

Objective Evaluation

• Accomplishments in area of excellence
• Significance of scholarship
• Stature of dissemination outlets
• Contributions to professional organizations
• Professional standing and expertise

Minimum of 6 arms-length letters of external review required
Not more than one per institution

CANDIDATE’S ROLE

May

• Provide a list of experts or leaders in their field
• Provide names of persons not to contact

Cannot

• Control the final selection of reviewers
• Know the final list of reviewers
• List mentors, close personal friends, co-authors, and collaborators
“Bins” in the IUPUI CV

- Everything needs to be tagged as belonging to teaching, research, or service.
- Individual items could potentially be in either service or teaching: prioritize your area of excellence.
- Student contact of any kind can be considered ‘teaching’ work.

Clinical faculty cannot be promoted on “research” Scholarship of teaching is labelled as “teaching.”
Making the unseen, obvious: at IUPUI eDossier

• Candidate’s statement
• IUPUI CV
• Main sections of eDossier (50 pages)
  - Summarized and reflective materials
  - Illustrations of key points
• Appendices
  - Raw materials
This (above) is our folder guide

This (left) is what the e-dossier looks like

Teaching: requires
- Teaching statement: Option A: 7 page candidate statement, and separate 2-page teaching philosophy.
- Teaching load and goals: Brief discussion; note changes
- Peer review of teaching (aggregated): Include your comments
- Student evaluation of teaching (aggregate): Include
- Disseminated scholarship on teaching and learning [A dissemination. The actual items will go in the Appendix]
All the raw material:

- Actual course evaluations
- Actual peer evaluations
- Articles, presentations, and papers*
- Course materials (syllabi and assignments)

Consult with your school about what is expected

- Campus does not use these
- Can create hyperlinks from regular sections to this
- NO GIANT PDFS: Provide tables of content and other guides for readers

*Consider using ScholarWorks for these materials: makes them accessible to external reviewers.
Assistance

To be a good teacher: theforum.iupui.edu

School and program-specific advice
Your school chairs, deans or P&T committee
– OAA will do school or department-specific workshops

Sample dossiers
Also check with your program

Dossier Prep workshops (scroll down)
Panel: I made it, so can you

Emily McLaughlin
Clinical Associate Professor of Interior Design
School of Engineering and Technology

Jennifer Embree
Clinical Associate Professor, Community and Health Systems
School of Nursing

Shana Stump
Clinical Associate Professor of Political Science
School of Liberal Arts
Thank you!

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