September 10, 2020

Promotion in the Lecturer Ranks
Agenda

Welcome
Key elements of the lecturer case
  Teaching statement
  Documenting teaching effectiveness/student learning
  Leadership
  Dissemination
Criteria for:
  Senior Lecturer
  Teaching Professor
Navigating the process
Panel
Welcome:
What’s this about?
Why you, why now, what now?

Lecturer rank responsibilities:
  Teaching
  Service

Professional development
  Becoming better

Documentation

What about scholarship?

Promotion
  Being rewarded for becoming better

Recognition
Do good stuff

Assemble your dossier

Document as you go along

Stretch into leadership

Get promoted-to senior

Take it on the road: dissemination

Get promoted-to teaching professor
Key elements of the lecturer case

These are key to understanding the entire lecturer rank system.

Teaching statement

Documenting student learning / teaching effectiveness

Impact:
* Leadership
  * Dissemination

Everything a lecturer does should be tied back to teaching
Teaching statement

Describe:

Activities: as appropriate
• Curricular design
• Course design
• Course delivery
• Teaching load; responsibilities

Accomplishments:
• Student learning outcomes

Dissemination:
• Informal sharing
• Collaborative work/leadership
• Formal dissemination/publication

Readers have high expectations for lecturer cases: tenured research-focused faculty will expect lecturers to be BETTER than they are!

Excellence in teaching is expected to be:
• Based on a cohesive, intentional philosophy
• Reflective
• Continually improving
= Scholarly teaching taxonomy

Scholarship of teaching?
Candidate statement: 5 or 7* pages

For lecturer candidates, most of this is your teaching statement

Can go like this:

Brief description of your position and responsibilities (department/program, usual course loads, other activities, main changes since last promotion/hire)

Teaching statement:
  Teaching philosophy; goals in teaching
  Examples of development and progress
  Accomplishments showing excellence

Discussion of university service:
  University citizenship
  Relevant to teaching/unit mission

Goals for future teaching excellence

“Brief description:” make clear to readers outside your department just what you do. It’s not obvious, until you spell it out.
Documenting student learning

Consult with the Center for Teaching and Learning

Key points:
• Can be course- or program-related (or both)

• Needs to include at least some direct measurement
  • Student evaluations are NOT direct measurement of student learning
  • Method should be appropriate to your program’s design and student goals

• Can be indirect: e.g. mentoring adjunct faculty so their teaching is more effective

• Relate to teaching innovation: some experiments with teaching won’t be immediately successful!
More on documenting student learning

1. Try this: does your program already have a method set up?
   - Accreditation standards
   - Standardized exams
   - DFW rates / retention
   - Tracking success in subsequent classes
   - PRAC report for your department?

2. Or this: how do you measure student learning in each course you teach?
   - Aggregated information
   - Analyzed over time, teaching methods, innovations
   - Learning goals \(\rightarrow\) learning assessments

3. REFLECT on the data and your use of it.
   - Will and should vary according to your responsibilities, typical students, and disciplinary area
Show mastery of your teacher-ship...

I feel that students in my program learn best when they understand WHY they are learning, and to enhance their WHY, I involve them in co-creating....For example:

In X class my scores and student comments showed some confusion about the real value of group work. Next semester, I started with a brainstorming exercise and.....

For Y class, the first time I taught it I set up three “pulse” points and adjusted the final project design based on those results. Over half of the students went on to apply their project in an independent research class.
Leadership:

First, establish that you have contributed to the learning of your students.

For senior lecturer, demonstrate "excellence" by showing your leadership.

(Remember when you just showed up and taught what you were told to teach? This isn’t that).

Any of these—or something else!
- New course development
- Course coordination (work with adjuncts, preparing instructional materials)
- Technology/teaching technique expert
- Program design, assessment, and development
- Work on department, school or university committees which deal with student success.
Dissemination:

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

Peer-reviewed: someone besides YOU decides it is worth-while!
Teacher A has GREAT IDEA

Benefits students Yay!

Teacher B Implements

Benefits students Yay!

Teacher C Implements

Teacher D Implements

Disseminates idea through conferences or publications (or leadership)

Teacher A = EXCELLENCE
IMPACT = much broader

Benefits students Yay!

Teachers B, C, D Satisfactory
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.
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_

- Journals on teaching

Check with your department: you want venues that they respect
Special note for 2020-2023: dissemination and time-in-rank

Prior to 2020, lecturers had only one promotion possibility, and, that depended on dissemination. After spring 2020, lecturers had three ranks:

- senior lecturer no longer requires dissemination (campus standards)
- teaching professor does require dissemination

Because there was no third level, and because dissemination was required for senior lecturer, many current senior lecturers may have spent significant time where they would already have been qualified for teaching professor---except it didn’t exist.

Until 2023, ‘time in rank’ can include all work done as a full time faculty member, no matter the exact rank held at the time.
Navigating the process
Identifying external reviewers takes time. This is why you need to let your chair know the fall before you want to apply.

You are welcome to make suggestions for reviewers. They can’t be co-authors or collaborators.

Tenure-track faculty CAN be external reviewers if they are the right rank.

Organized by chair

For senior lecturer candidates:
• External to the unit

For teaching professor candidates:
• At least four who are external to IU and PU
• Up to 2 within the IU system, external to IUPUI

With comparable rank and responsibilities to the level sought

Materials for the reviewers:

Candidate statement
CV

Materials illustrating teaching accomplishments:
• Sample syllabi
• Teaching materials
• Publications

Sufficient
Relevant
Not too much
Dossier structure

E-dossier folders:

- Teaching
  - Teaching Statement (if applicable)
  - Teaching load and goals
  - Peer review of teaching
  - Student evaluation of teaching
  - Disseminated scholarship on teaching and learning
  - Impact of instruction on student learning outcomes
  - Course, curricular, and professional development
  - Teaching recognition – grants, awards, honors, fellowships

- Appendix: Teaching publications
- Appendix: Sample of course materials
- Appendix: Student course evaluations
- Appendix: Peer evaluations
- Appendix: Unsolicited letters from former students
- Appendix: Additional Evidence

Check out the Dossier Prep workshops
Here: a zip-folder replication of the file folders

A detailed description of each folder

Click the first grey box only if using a 5-page candidate statement
Essential documentation

1. Student evaluations:
   – *Most important is YOUR commentary on these and how you use this input to improve.*
   – *Avoid comparisons*

2. Peer evaluations
   – *Over time*
   – *Over types of teaching*
   – *Needs more than CTL consultations. Peers = faculty in and outside the department*

3. Evidence of contribution to student learning outcomes
Dossier = 50 pages (43 + statement)

Goal: substantiate and explain your CV and candidate statement

Substantiate:
- Copies of award letters, grant proposals, and curricular materials

Explain:
- Give details about course load, roles on committees, goals and future plans

RAW vs. SUMMARIZED:
First: put the most important materials in the regular dossier up to 50 pages.
Then everything else goes into the appendices.

You do NOT need to fill up the 50 pages.
Q&A

1. How many student evaluations?
   – At least the last five years, raw, should be in your appendix. Your own analysis will not go year by year, but pick up on themes and types of classes. *Get in the habit of saving all student eval reports.*
   
   – Spring 2020 student evals may NOT be used by CHAIRS for annual reviews, but YOU can use them if you found their information useful.

2. Can peer evaluations be done by non-IUPUI people?
   – Yes, but they have to be academic people.

3. Does presenting a paper on pedagogy at a conference which itself is not about pedagogy count?
   – Generally, yes. Disciplines vary a lot in how they ‘group’ content in their conferences and associations.

4. Can external reviewers be retired?
   – Only recently-retired reviewers should be used.

5. Awards, recognition
   – It is great to have an award or recognition (e.g. FACET) but NOT required. Updated information for IU/IUPUI awards is [here](#)
Panel
Panelists

Rob Elliott  
Sr. Lecturer: School of Engineering and Technology  
Dept. of Computer and Info Tech

Kim Donahue  
Sr. Lecturer, Kelley School of Business

Debra Oesch-Minor  
Sr. Lecturer: School of Liberal Arts  
Dept. of English

Mike Polites  
Sr. Lecturer: School of Liberal Arts  
Dept. of Communication Studies
The following slides were provided by:

Mike Polites!!

He is a senior lecturer in the department of Communication Studies! Does it show???
Top 10 Promotion Tips

Mike Polites, Senior Lecturer
Candidate for promotion to Teaching Professor 2020-2021
IUPUI Department of Communication Studies
Introduction

My name is Mike Polites, and I went through the process of promotion from Senior Lecturer to Teaching Professor during the Summer of 2020. As of Fall 2020, my dossier is under review along with many others. Typically candidates are notified in March or April.

My bullets are wordy by design as they are a summary of my presentation during a promotion workshop.

With that in mind, the process is still very fresh and so I wanted to offer some tips that may help you in your pursuit of promotion.

You can have everything you if want in life, if you just help enough other people get what they want.

Zig Ziglar
#10 – Look at Samples

There are many sample dossiers you can view from all disciplines. The IUPUI Office of Academic Affairs has some from all ranks* from all schools. Consider also looking at samples from other universities too, just to spark ideas and/or things you may not have thought of.

BONUS! If you have been through the promotion process before for another rank, look back at your dossier. See if there are things you may want to include in the current one (Be mindful of what you are/are not allowed to include as most dossiers are looking at “in rank” accomplishments, though until 2023, candidates for Teaching Professor can include accomplishments from full career (2020, Office of Academic Affairs).

*Given its newness, sample dossiers for Teaching Professor may not be available until 2021.
#9 – External Review

Prior to submitting your dossier for departmental review, you will submit to external reviewers. Depending on the rank you are seeking, those reviewers may be from IUPUI or other similar universities who have parallel rankings. That means you may have reviewers who are not in your discipline and need some context. Don’t feel like you must spend a page of your Candidate Statement explaining it. You can briefly describe the discipline and then offer another document in your appendices for “further explanation and context of my discipline” (if you wish).
The CTL should come and observe your teaching (in my opinion) about every two years. They can also do a mid-semester student focus group where they will talk to your class for 20-30 minutes to get their feedback on what they like, do not like, wish would change, etc. They will share that with you so you can make mid-semester adjustments, which is important for the promotion process.

Any time you can demonstrate here is what they observed, here is how I improved that element of my teaching moving forward, that shows that you were not just checking off a box, but rather that you WANT to improve.
#6 – Glowing Emails

Keep a folder in your email titled “dossier”. Whenever you receive things like thank you emails from students, other faculty, conference planning staff, community partners, etc. – it gets dropped into that folder. This way, when promotion time comes, it’s all in one place. You can use them as part of your support for various criteria.

Rachel: I also suggest print-to-pdf to preserve emails.
#5 – Keep “Notes” on Your Phone

You may be at Target. You may be chatting with a colleague. Heck, you may even be at your kid’s soccer game. You never know when you’ll be reminded of something awesome you’ve done at some point in your career. Write it down before you forget it!
#4 – Couldn’t Think of One

What? *Seriously* – I couldn’t think of one for #4. 😞
#3 – Have a Good Support System

Let’s be honest, you will wind up doing the bulk of your work at home. To that end, talking with family members and letting them know what you’re working on, its importance and value to your career, AND to them, is a good idea. Particularly important if you have young kids at home who may not understand why they haven’t seen you a lot lately. Be up front about the time commitment, notably the weeks leading up to external review, and again before it is submitted to the department for review.
Don’t try to do the whole thing in a week. It’s not realistic! Use:

- School breaks (holidays and other breaks)
- FACET or other Award dossiers you may have submitted can be broken apart, tweaked, and used for your promotion dossier to save significant time.
- To save time, wait until you are 110% certain you have things the way you want before you start uploading docs to the E-Dossier system.
- Once the linking and uploading starts it requires deep concentration and focus with no distractions or interruptions to avoid hitting “submit” and then panicking because “OMG! I submitted the wrong one!” Have someone TEST all your links!
In the next 48 hours, take just an hour and look at the criteria for promotion for the university, your school, and your department. As you look at the criteria and think of all the really great things you have done, open a word doc and just start free writing and putting it in there. This way, when you are ready to jump into promotion headfirst, you can look back on the document and say, “Oh yeah! I forgot that I did that!” or “Wow. I’m glad I wrote that; I would’ve forgotten all about it.”
• Your department
• Your school
• Friends or colleagues at other universities
• The IUPUI Office of Academic Affairs
  • https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure/
• The IUPUI Center for Teaching and Learning
  • https://ctl.iupui.edu/
• Promotion and Tenure workshop organizers and presenters
Rachel: Here’s hoping you get the Airplane reference....

Mike Polites
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Did you use any of these tips? If so, let me know!
Thank you!

Email:
Rachel Applegate
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to set up a one on one.