Excellence in Teaching for Tenure Track Faculty

February 15, 2022

We will use Chat to take questions
Agenda

Welcome

- Teaching Excellence in the IU/ IUPUI context
  - (including “satisfactory”)
  - Quick: Developing teaching excellence—resources
- Defining excellence/criteria
- Documenting excellence/dossier
- Satisfactory in research (and service)
- Panel discussion with Q & A
Teaching in the IU IUPUI Context
Out of All 2020-2021 Tenure Track Cases (76)

All faculty:
45 research cases (21 to associate, 24 to full)
13 service cases (6 to associate, 7 to full)
  5 teaching cases (3 to associate, 2 to full)
  6 balanced cases (1 to associate, 5 to full)

Non-School of Medicine:
28 research cases (12 to associate, 16 to full)
3 teaching and all balanced cases

School of Medicine:
17 research cases (9 to associate, 18 to full)
All service cases, 2 teaching cases

6 librarian cases (performance)

Most reviewers are tenure-track and research-area
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

When you are proposing a case of excellence in teaching, you need to do more than the minimum.
Excellence:

In teaching:

• Reflection on and improvement of own teaching
• Evidence of student learning
• External peer evaluation of course development

All tenure track faculty:

Scholarship of teaching:

• Associate: Emerging national reputation
• Full: National reputation
Being an excellent teacher
Center for Teaching and Learning

Events/workshops/resources

- https://ctl.iupui.edu
- https://ctl.iupui.edu/Workshops-Events/Events/EventListing
- Documenting your teaching

Teaching philosophy

Scholarly teaching taxonomy

General IU resources:

- Teaching.iu.edu
- Teachingonline.iu.edu
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.
What Constitutes Excellence?
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.
A ‘philosophy’ articulates what you do and why.

You are not judged on whether your chosen philosophy is “good” or “bad,” but on whether it is sophisticated...reflective...innovative.

Consider the strength of these statements:

I like it when students are really engaged in hands-on projects.
   Research on high-impact practices shows that hands-on engagement promotes better learning and retention. I apply this in my courses in these ways.
   My teaching philosophy is based on my own experiences and on the research supporting hands-on learning as key to student learning and retention in my discipline. I apply this in my courses and data from my students is consistent with national studies.
   My teaching philosophy respects each student as an individual and primarily focuses on their authentic and individual engagement in hands-on learning. Research shows that hands-on learning, generically, tends to increase engagement, student learning, and retention. Over the years I have tracked student outcomes with various methods of hands-on engagement; I have presented / published on particularly innovative ways of doing this in my discipline.
Suggested Standards of Evaluation

Each case will be different.

Different people have different responsibilities, opportunities, areas of emphasis.

Make your own situation very clear
## Suggested Standards of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellence</th>
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</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></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>
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<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>
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From: IUPUI Promotion and Tenure Guidelines
# Suggested Standards of Evaluation

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<tr>
<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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</table>
Peer-reviewed dissemination

Scholarship = peer-reviewed dissemination
For tenure-track

For scholarship

- Presentations/conferences
- Traditional journals
- Books – *be sure to document the review process*
- Textbooks—can you establish adoption by others?
- Electronic media: be sure to document peer review

For reputation

- Blog postings
- Quotes in media

Key elements of any tenure track case:
Independence: what has been your unique role in generating scholarship?
Impact: what influence can you document from your dissemination?

Researchmetrics.iupui.edu

People to help you document impact
Remember: Your case is **Your Case**

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

**Instruction**
**Curriculum Development**
**Mentoring**
**Scholarly activities**

Undergraduate: *probably*  
Instruction  
Curriculum development

Graduate: *probably*  
Mentoring  
Scholarly activities

“Awards” are not required, but are included if available.
Satisfactory in Research

All tenure-track faculty must also be satisfactory in service AND in research.

"Satisfactory" means some peer-reviewed dissemination that is presented as “research.”

- You cannot put all of your scholarship into the ‘teaching’ bin.
- You must have at least some research that is disciplinary-focused.
- Dividing scholarship between ‘teaching’ and ‘research’ is arbitrary. It needs to be plausible, not perfect.
  - Scholarship on how undergraduates learn = ‘teaching’
  - Scholarship on how high school students learn could be ‘research’

Refer to the Dossier Prep workshop for more on “binning”
Sidebar: Deciding on case type

For Non-Medicine tenure track faculty, the choices are:
• Research-excellence
• Teaching-excellence
• Balanced-Binned
• Integrative Balanced (DEI/other)

Timeline for deciding: by end of third year review process (we hope)

Tips for deciding:
• Color-code your CV with multiple colors
• Move items from one area to another.
• Where are gaps? Where do you want to spend effort in filling gaps?
• Write multiple candidate statements.

Tenure-track in Medicine cannot use any Balanced case.
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.

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.

TTAs are based on DMAI information—please make your DMAI information complete!
How do you document excellence?
Scholarship

Researchmetrics.iupui.edu ⇐ don’t fret yourself, let them work on it!

Scholarship in teaching
• Expectations similar to excellence in research: quality, appropriate venues, documented impact (citations etc.)
• Aim to be nationally recognized

Scholarship in research
• Should reach national-level of dissemination (but not reputation.)
Actual teaching excellence

Think carefully about what demonstrates your work with students

**What will you send to external reviewers?**
- Ask at your school to see what is normal
- Be selective

**What will you put in your dossier?**
- Information about teaching load
- Analytic discussion of student and peer evaluation results and their use in continuous improvement
- Syllabi; key assignments
- **Actual student learning outcomes data** as available.
More on documenting student learning

1. What does your program use?
   - 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 → learning assessments

3. REFLECT on the data and your use of it.

Teaching-excellence is not just what you do, it is what results have you achieved?
Clinical Sidebar: Lecturer vs. Tenure Track

Teaching evidence
(student learning outcomes)

?  

Teaching scholarship
(disseminated nationally)

All presenting “excellence in teaching”
Sidebar: Lecturer

Teaching evidence
(student learning outcomes)

Clinical

Scholarship in support of learning

Teaching scholarship
(disseminated)
Reviewer lean more on scholarship evidence than teaching evidence for TT.
Exact timing depends on YOUR SCHOOL! (and department).

The fall before you enter the cycle, make sure your chair knows your plans.

P&T Cycle, process and roles
Annual Benchmarks

"What are the annual benchmarks leading up to review?"

See: P&T Guidelines, Advice for Candidates (page 92)

February each year: review of prior year; progress report = Chair

    Potential: committee review

Third year review

    Potential: fourth year review

Fifth year: prepare for submission

“Potential” means some departments do this, some don’t.
# People and PT cycle responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Tasks</th>
<th>Time Frame</th>
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</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Statement, CV, Research examples, Dossier</td>
<td>January - April</td>
</tr>
<tr>
<td>Chair</td>
<td>Evaluation of outlets, External letter solicitation</td>
<td>April – May</td>
</tr>
<tr>
<td>Department committee</td>
<td>Assessment compared to department standards: closest <em>disciplinary</em> examination</td>
<td>prior Sept-May</td>
</tr>
<tr>
<td>Chair (again)</td>
<td>Chair’s assessment</td>
<td>August-Sept</td>
</tr>
<tr>
<td>School (unit) committee</td>
<td>Assessment compared to school standards: broader, but still <em>colleagues</em></td>
<td>Sept-Oct.</td>
</tr>
</tbody>
</table>
People and responsibilities within the PT cycle

Candidate: Update materials?

Dean: Evaluation: own, plus summing up external, chair, department and school

Campus P&T Committee: Comparison to campus standards

EVC Kathy Johnson: Evaluation of process

independent vote

Chancellor Paydar: vote

and Pres. Whitten: vote, submission to trustees

Minor: new acceptances

Major: in response to negative votes: New evidence OR new arguments

October

January-February

March-April
Special notes

• If your department or school is very small (or you are applying for full), it is your chair or dean’s responsibility to populate the review committee(s).

• It is your chair’s responsibility to choose external reviewers, but you can help. They must not be co-authors/co-PIs.

• If you have a majority-negative vote for tenure, you may proceed with a formal reconsideration request.

• If you have a few (small percentage of) negative votes for promotion, please just chill. If more than a few, you may submit additional materials or argumentation.
Candidate’s Statement

Workshop on preparing a candidate statement

Zoom recording

PPT (with links to sample statements)

Link to request a one-on-one session
IUPUI P&T CV: not to be confused with a real CV

- A copy of the candidate's current curriculum vitae prepared in accordance with the standard P&T format
- Use DMAI to generate Your faculty annual report
Shown and explained in detail in the P&T Guidelines.

Formatting help, on this page

Sorry!

eDossier not available until spring or summer of your review year.
No automatic feed from DMAI to e-dossier.
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
Panel: Teaching and Documentation

Sue Hyatt
Bicentennial Professor of Anthropology
School of Liberal Arts

Richard Turner
Professor Emeritus of English
Center for Teaching and Learning
Thank you!

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