September 21, 2021

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?
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| Promotion                     |                         |
| Being rewarded for becoming better |                 |
| Recognition                   |                         |
Do good stuff

Document as you go along

Assemble your dossier

Stretch into leadership

Take it on the road: dissemination

Get promoted--to senior

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

SL

TP
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

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

Scholarship of teaching?

Your statement will be read by faculty outside your discipline and non-lecturers. Make obvious just what it is that you do.
Candidate statement: 5 or 7 pages

For lecturer candidates, consists primarily of 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

For senior lecturer, ‘accomplishments’ includes instances of leadership—curricular development, course coordination, etc.
For teaching professor, it includes instances of dissemination
Example: **Nancy Goldfarb**

5-page candidate statement; separate teaching philosophy

A. Leadership in High-Impact Practices

B. Leadership in Mentoring Other Faculty Members

C. Course and Curricular Innovations

*Integrates mentions of peer reviews, student input*

*Mentions disciplinary scholarship as applied to classroom/teaching*

*Integrates mentions of presentations (dissemination)*
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. Step one: 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. Step two: how do you measure student learning in each course you teach?
   – Learning goals \( \rightarrow \) learning assessments
   – Aggregated information
   – Analyzed over time, teaching methods, innovations

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...

My scores are:
- 4.5
- 4.3
- 4.3
- 4.8

I teach three classes

I attend all department meetings

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.

Please NO

Yes!
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).

• 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

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.

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 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
- Assessment Institute
- 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

[More examples]
Navigating the process
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.
Dossier structure

All these are listed in the P&T Guidelines

E-dossier folders:

- Teaching Statement (if applicable) \( \leftarrow \) only if using a 5-page candidate statement
- Teaching load and goals
- Peer review of teaching (aggregated)
- Student evaluation of teaching (aggregated)
- 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
Appendix: Candidate Solicited Letters
Mandatory 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

How many peer evals do I need?
Best practice: at least one per type of class per year.
At least: more than 2
External review

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

Find out what your dept or school sends to external reviewers for lecturer types.
You are NOT responsible for finding reviewers!
Timeline, time in rank

Across all faculty types, **five years** is a rough minimum between promotions.

The teaching professor rank was created in spring 2019.

**Special transition period:**
“For a transition period through 2023-2024, each promotion case would be examined for a sustained record of excellence, regardless of the exact rank held at the time (e.g., a candidate may have met the criteria and standards for Senior Lecturer while holding the rank of Lecturer).”

Current lecturers must apply for promotion to senior lecturer. Current senior lecturers may apply for promotion to teaching professor when they have achieved **sustained excellence**. [Informally, approximately 6-10 years total in lecturer ranks] including both leadership and dissemination.
Work done prior to IUPUI

Your CV will **list everything** you have ever done, past high school. You do NOT need to list courses before 2012.

You can *discuss* work or accomplishments done before you joined IUPUI, but your case will be based on your **achievement here**.

For example:
“While I was a graduate student I started helping adjuncts....**now I am in charge of recruiting, training, and evaluating adjuncts.** “

”I developed a particular philosophy of teaching while I was a faculty member at XXX. At IUPUI, you can see my philosophy in concrete ways in X and Y course.”

”I first published on service-learning in jails while I was a counselor and also an adjunct. Now that I am full time, I have followed up on that....”
Panel
Panelists

**Rob Elliott**
Teaching Professor:
School of Engineering and Technology

**Lingma Lu**
Teaching Professor:
School of Science

**Anita Giddings**
Teaching Professor:
Herron School of Art and Design
Thank you!

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to set up a one on one.