Notes from the presentation of 8-30-2018

Office of Academic Affairs

Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Excellence in Teaching
Agenda

Welcome

Concepts and Evidence for Demonstrating Excellence in Teaching

Resources to Support the Criteria

Peer to Peer Exchange

Panel Discussion with Q & A

Evaluation and Announcements

Adjournment
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
Excellence: All Faculty

- Reflection on and improvement of own teaching
- Evidence of student learning
- External peer evaluation of course development
- Dissemination of scholarship of teaching
Excellence for:

**Tenure track faculty:**
- Associate: Emerging national reputation
- Full: National reputation
- Evaluators are external to IU
- Must be satisfactory in research and service

**Non-tenure track faculty:**
- Dissemination (beyond department/school) in an appropriate peer-reviewed format
- Support of department or school
- Evaluators are external to school
What Constitutes Excellence?
For your convenience, the appendix documents found in the [2018-19 Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers](#) may be accessed as individual documents. The forms may be typed then printed, signed, and added to dossiers as needed. You may also sign documents electronically.

(Not all dossiers will require all forms.)

For information on eDossier, please visit our [eDossier Resources page](#).

**Charts**

- [Summary of Areas of Excellence and Expectations for Various Faculty Categories](#)
- [Documenting Teaching Performance](#)
- [Suggested Standards for Evaluating Teaching Performance](#)
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></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>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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# 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>
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<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>
</tr>
</tbody>
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Be prepared for campus-level
Begin with school-level

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

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.
eDossier and Documentation
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 product demonstrating skills
  – Syllabi/course materials
  – Dissemination products (papers, presentations)
  – Summarized peer or student evaluations

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

This packet for external reviewers is sent in spring before the fall in which you are reviewed on campus. It must be ready BEFORE your eDossier.
External Review

PURPOSE

Objective Evaluation

- National/international reputation
- 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

For NTT, can be external to School

CANDIDATE’S ROLE

May

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

Cannot

- Provide the summary of reviewers
- Know the final list of reviewers
- List mentors, close personal friends, co-authors, and collaborators
Candidate’s Statement

It’s Your Unique Story

• Narrative addressing one’s work (7 pages single-spaced)
  ▪ Option to split 5/2 with area of excellence
• Well-organized with headings/subheadings
  ▪ Understandable outside of discipline
  ▪ Reflective, explanatory, well-written
• Identify present and future focus
• Describe journey and accomplishments in each area of evaluation
• Discuss outcomes, impact, and significance of your work

Speaks FOR YOU at all levels of review
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

- [http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources](http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources)

- Check DMAI for forgotten things

Your faculty annual report
“Bins” in the IUPUI CV

- Everything needs to be tagged as belonging to teaching, research, or service.
- Individual items could potentially be in more than one: prioritize your area of excellence.
- Student contact of any kind, even on ‘disciplinary research’ (e.g. supervising masters theses) can be considered ‘teaching’ work.

If you are tenure track you need things in each ‘bin’
If you are clinical or lecturer you cannot have things in the ‘research’ bin
Pause to complain about the bins

The Bad:

- Dividing one’s life seems arbitrary or illogical.
- It’s a pain to separate parts of one’s CV.
- It has little resemblance to any real world CV.

But....

- It’s required!
- It focuses on the main reason why you should be promoted or tenured.
- It’s better than pretending that everybody is excellent at everything.
Making the unseen, obvious: at IUPUI eDossier

- Candidate’s statement
- IUPUI CV
- Main sections of eDossier (50 pages)
  - Summarized and reflective materials
  - External support
- Appendices
  - Raw materials

Most read

Least read
On the Academic Affairs website eventually, soon….

List of eDossier Folders – XX XX for each faculty type, for each area of excellence

Teaching: required
- Teaching load and goals: Brief discussion; note change
- Peer review of teaching (aggregated): Include your candidate statement
- Student evaluation of teaching (aggregated): Include
- Disseminated scholarship on teaching and learning [A dissemination. The actual items will go in the Appendix]
Part of candidate’s statement

All the rest:
Approximately 40 pages

Brief explanations
Some examples
Key supporting letters

Concise, polished, prepared
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
Peer-to-Peer Exchange

1. Where are you in documenting excellence in teaching?

2. What area of teaching poses the greatest challenge to document?

3. What area needs the most work or development?

4. What is your strategy to get you there?
Some comments

- Start thinking about documentation.
- theforum.iupui.edu ← has writing groups. Consider joining one for the process of *writing* your dossier.
- What about prior experience (how does that figure into "work in rank"): many faculty have prior teaching experience?
  Answers: 1. all you are NOW builds upon your past, so all of it is relevant and can be mentioned, 2. you have to display continued growth, so don’t just ‘rest’ on prior work, 3. “work in rank” is most critically examined for **full**, because you must have done work since you were promoted.
Other questions/answers:

• See CTL workshops for resources

• Think about moving from being a participant in a CTL workshop, to getting a CTL grant, to doing a presentation, to going to a national conference… the latter stages = ‘dissemination.’ Take your cool ideas on the road…

• FACET: Faculty ACademy for Excellence in Teaching. IU-wide: https://facet.iu.edu/ The process of applying for FACET will prepare you for applying for promotion; being accepted counts as an award/honor for teaching.
Academic Affairs Website

- Chief Academic Officer’s Guidelines for Promotion and Tenure
  http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

- Dossier Samples
  http://academicaffairs.iupui.edu/PromotionTenure/Dossier-Samples

- Resources
  http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources
Other e-Dossier Resources

- eDossier
  http://academicaffairs.iupui.edu/PromotionTenure/eDossier

- eDossier Help
  Candidate User Instructions
  Reviewer and Administrative Access User Instructions
  Instructions on how administrative access users set up review routing
  Video Tutorial on how administrative access users set up review routing
Campus Resources

- Center for Teaching and Learning (CTL)  
  https://ctl.iupui.edu/

- Faculty Colloquium on Excellence in Teaching  
  https://facet.indiana.edu/

- Office for Women  http://ofw.iupui.edu/

- Office of Faculty and Professional Development, School of Medicine (OFAPD)  
  http://faculty.medicine.iu.edu/about-promotion-and-tenure/
**Assistance**

- Your school chairs, deans or P&T committee
  - OAA will do school or department-specific workshops
- Our website
- eDossier Preparation Workshop:
  - 10/29/2018 or
  - 11/20/2018
  - And others: [https://academicaffairs.iupui.edu/AOEvents/EventListing](https://academicaffairs.iupui.edu/AOEvents/EventListing)
Thank you!

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