Promotion in Lecturer Ranks
Special thanks to

Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs
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

Promotion

Being rewarded for becoming better

Recognition
For Senior Lecturer

- Do good stuff
- Document as you go
- Stretch into leadership
- Assemble dossier
- Get promoted
For Teaching Professor

- Do good stuff
- Document as you go
- Stretch into leadership
- Share through dissemination
- Assemble dossier
- Get promoted
Key elements of the lecturer case

- Teaching statement
- Documenting student learning / teaching effectiveness
- Impact:
  * Leadership
  * Dissemination (TP)
Teaching statement

Describe:

Activities: *as appropriate*
- Curricular design
- Course design
- Course delivery
- Teaching load; responsibilities
- Number of students in courses

Accomplishments:
- Student learning outcomes

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

Excellence in teaching is expected to be, *scholarly teaching*:
- Based on a cohesive, intentional philosophy
- Reflective
- Continually improving
Candidate statement (5 or 7 pgs.)

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 service:
- University citizenship Relevant to teaching

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 2-page 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)
C. Course and Curricular Innovations
For the first five years of my full-time employment at IUPUI, I taught Introduction to Poetry (L205) every spring and most fall semesters. [hyperlink] The course regularly elicits enthusiastic comments on course evaluations, such as, “This class will be one I remember for a long, long time—I wish I could experience it again. If a 300-level option opens up, I’ll be the first to sign up.” A direct measure of my teaching excellence can be seen in my changes to the exams to align with course goals and the improvement I was able to bring about in students’ exam scores. Sharing with Geoffrey Harpham a conviction that teaching students how to interpret an author’s meaning is “performing a very real service to the nation, a service performed by no other discipline,” I was eager to improve how I teach the basics of literary interpretation to non-majors. In order to motivate students to learn poetry terms and apply them to their explications, I added two sections to my midterm and final examinations. The exam’s first section assesses the lowest level of Bloom’s taxonomy, memorization of literary terms and their definitions; the exam’s second section requires application and analysis. By adding practice quizzes, review materials, and an in-class review session, over the course of three semesters student scores on Part 1 increased from 60 to 89 percent, and their scores on Part 2 increased from 60 to 81 percent. [hyperlink]

While my exam preparation activities successfully familiarized students with the terms needed for poetry analysis, this familiarity did not translate to their writing until I made my assignment sheets more transparent by clarifying the purpose, tasks, and assessment criteria for their explication papers. As a result of this intervention, students found their voices and gained confidence by effectively using poetry terms to elucidate poems and display their artistry. On the final course evaluation, one student wrote, “This is going to sound strange, but I actually liked the explication papers we wrote. They were fairly informal, and I felt like I could really develop a voice in my paper and talk about how I reacted to the poem. I think they also boosted my confidence in my ability to understand and explicate poems. Before, I liked to read poetry, but I never really felt confident in my own analysis. Now I do.” [hyperlink]
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 → 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
Integrative DEI Case

• The candidate articulates a philosophy of diversity, equity and inclusion as a part of, or in addition to, the candidate’s teaching philosophy.

• The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching and service which demonstrably support and advance the teaching mission with respect to diversity, equity and inclusion.

• The candidate articulates their personal role as an essential and generative actor within diversity initiatives.
  • For senior lecturers, a leadership role is expected.
  • For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.

• Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes.
Show mastery of your teaching

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.
Leadership

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

For Teaching Professor, demonstrate "excellence" through 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

Disseminates idea through conferences or publications (or leadership)

Teacher C Implements

Teacher D Implements

Benefits students Yay!

Teacher A = EXCELLENCE
IMPACT = much broader

Teachers B, C, D Satisfactory
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:
  - Digital Teaching Repository (IUPUI Faculty Crossing)
  - Quality Matters (CTL)
  - 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
Navigating the process
Dossier = 50 pgs. (43 + Statement(s))

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

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 (aggregate)
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

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
  - Appendix: Teaching publications
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  - Appendix: Peer evaluations
  - Appendix: Unsolicited letters from former students
  - Appendix: Additional Evidence
  - Appendix: Candidate Solicited Letters

All these are listed in the P&T Guidelines
Mandatory documentation

Student evaluations

Most important is YOUR commentary on these and how you use this input to improve. Avoid comparisons.

Peer evaluations

Over time
Over types of teaching
Needs more than CTL consultations.
Peers = faculty in and outside the department

Evidence of contribution to student learning outcomes
External review

**Organized by chair**

For senior lecturer candidates:
- External to the unit

For teaching professor candidates:
- At least 4 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
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.
Additional Resources

Teaching Professor Institutions

Definitions/Examples related to Senior Lecturer and Teaching Professor Expectations
Panelists

Kim Donahue
   Teaching Professor, Kelley School of Business

Rob Elliott
   Teaching Professor, School of Engineering & Technology

Lingma Lu
   Teaching Professor, School of Science

Sherry Stone
   Teaching Professor, Herron School of Art + Design
Thank you!