Dossier Preparation for Promotion and/or Tenure
March 11, 2015, 9:00-11:00 a.m.
Campus Center 405

AGENDA

9:00 a.m. Welcome and Introductions – Gail Williamson, Director of Faculty Enhancement, IUPUI Office of Academic Affairs

9:05 a.m. Overview of the Promotion and/or Tenure Dossier – Gail Williamson, Director of Faculty Enhancement, IUPUI Office of Academic Affairs

9:50 a.m. Taking Stock: Peer-to-Peer Exchange

10:00 a.m. eDossier Preview – Gail Williamson, Director of Faculty Enhancement, IUPUI Office of Academic Affairs

10:15 a.m. Panel Discussion: Demonstrating Excellence

Performance: Tina Baich, Associate Librarian, IUPUI University Library

Research: Charles Goodlett, Professor, Purdue School of Science, Campus P&T Committee Member

Teaching: Flip Robison, Associate Professor, Indiana University School of Education, Campus P&T Committee Member

10:55 a.m. Evaluation and Adjournment – Gail Williamson, Director of Faculty Enhancement, IUPUI Office of Academic Affairs

This event is sponsored by
Faculty Appointments and Advancement and the Office of Academic Affairs
AGENDA

9:00 am Welcome
9:05 am Dossier Overview
    Key Elements of Excellence
9:50 am Peer-to-Peer Exchange
10:00 am eDossier Preview
10:15 am Panel Discussion with Q & A
10:55 am Evaluation
11:00 am Adjournment
DOSSIER FORMAT OVERVIEW

TIMELINE
ADMINISTRATIVE SECTIONS
CANDIDATE SECTIONS
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Candidate prepares dossier</td>
<td>Winter prior to dossier year</td>
</tr>
<tr>
<td>Chair sends dossier for external review</td>
<td>Based on school process</td>
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<tr>
<td>Dossier submitted for school level reviews</td>
<td>Based on school process</td>
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<tr>
<td>School submits dossier to FAA</td>
<td>End of October</td>
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<tr>
<td>Campus Committee reviews and evaluates all dossiers</td>
<td>December, January, February, sometimes early March</td>
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<tr>
<td>Campus Committee recommendations are forwarded to Chief Academic Officer</td>
<td>Immediately following campus committee reviews; early March</td>
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<tr>
<td>Chief Academic Officer completes an independent review and forwards recommendations to Chancellor</td>
<td>Mid-March</td>
</tr>
<tr>
<td>Chancellor reviews cases, confers with IU &amp; PU Presidents on joint recommendations which are forwarded to the respective BOTs</td>
<td>Late March</td>
</tr>
<tr>
<td>Action by Board of Trustees</td>
<td>Mid-April</td>
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<tr>
<td>Promotion takes effect</td>
<td>July 1 (12 month faculty) or August 1 (10 month faculty) start of academic year</td>
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<tr>
<td>Tenure takes effect</td>
<td>July 1 of the following academic year</td>
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</table>
When Do You Submit Dossier?

- Tenure-track faculty/librarians - promotion & tenure
  - Submit in the 5th year of appointment
  - School of Medicine Faculty
    - 9-year cycle
    - Can submit in 5th, 6th, 7th or 8th year
- Tenured faculty/librarians and non-tenure rank faculty for promotion
  - Submit in the May or August of selected year depending on School timeline
  - Submit when achievements and evidence meet criteria
Tenure-track Timeline

3 Year/5 Year Review
Fall: Notified review dossier must be prepared
Winter: Dossier due to Office of Academic Administration (OAA)
Spring: IUSM Committee evaluates progress; IUSM Committee provides feedback to faculty member & department chair

Tenure and Promotion Review Year
Summer: Dossier submitted to OAA
Fall: IUSM Committee evaluation; Dean’s evaluation
Winter: IUPUI Committee evaluation; IUPUI Dean of Faculties evaluation; IUPUI Chancellor evaluation
Spring: Vice President’s Office (Bloomington) Trustees

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8 Year 9 Year 10

Tenure and Promotion Submission Year
Winter: Prepare CV and dossier
Spring: Notified that dossier must be prepared; Letters of evaluation sought
June: Primary committee review; Department Chair review; Regional Center director review (if applicable)

Promotion Effective July

Tenure Effective July

Available for all tenure track appointees
Available for those hired after July 2011
DOSSIER FORMAT

50 page limit EXCLUDING Administrative additions 01-05, CV, Appendices

- Section 01: Transaction Forms
- Section 02: Review Level Two (Unit/School)
- Section 03: Review Level One (Primary/Department)
- Section 04: External Assessments
- Section 05: Reference Letters (Not Required)
- Section 06: Candidate’s Statement (7 pages or 5/2)
- Section 07: Teaching (For Librarians: 07 Performance)
- Section 08: Research and Creative Activity (For Librarians: 08 Professional Development)
- Section 09: Professional and University Service (For Librarians: 09 Service)
- Section 10: Curriculum Vitae
- Section 11: Appendices
Candidate’s Statement

Section 06

• Narrative addressing one’s work (7 pages)
  • 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.
Section 07 Teaching

Supporting documentation related to teaching

- Statement of Teaching (optional 2-page narrative analyzing teaching if area of excellence)
- Teaching load information
- Aggregated peer and student evaluation of teaching
- Evidence of the student learning
- Evidence of scholarly dissemination and leadership on teaching
- Evidence of undergraduate/graduate student research mentoring
- Evidence of course development/innovation
- Evidence of teaching developmental efforts
Section 7 Performance

• Statement on Performance describing performance activities and their impact.

• Position description(s) detailing performance responsibilities.

• Evidence of quality or impact by patrons, faculty or other recipients of librarian performance.

• Other documentation addressing the quality of performance.
Section 08 Research

Supporting documentation related to research or creative activity

- Statement on Research or Creative Activity (optional 2-page narrative analyzing research if area of excellence)
- Identification and discussion of the 3-5 most significant peer-reviewed publications in rank.
- Evidence of scholarly products/presentations
- Research load information
- Individual contributions to collaborative work
- Peer review of research
- Description of a continuing program of research or creative activity.
Section 09 Service

Supporting documentation related to service.

- Statement on Service (optional 2-page narrative analyzing service if area of excellence)
- Description of the candidate's professional service activities and service load
- Evidence of significance/impact of the professional service and university service
- Evidence of scholarly publications, presentations and other forms of dissemination
- External peer evaluation of the quality and quantity of professional service
- Evidence of individual contributions
- Evidence of leadership in professional service
Section 10 Curriculum Vitae

- Assessment of dissemination outlets in the candidate's area of excellence (or in all areas for a balanced case) prepared by the Department Chair, Primary Committee or School Committee. This assessment is not prepared nor inserted by the candidate.

- A copy of the candidate's current curriculum vitae prepared in accord with the standard P&T format.
Appendices are not part of the 50-page limit
Appendices provide documentation for all of the assertions made in the Candidate’s Statement
Provide a table of contents
Appendices may include articles published or accepted for publication, grant proposals accepted or under consideration, syllabi for redesigned courses, or other materials
Be selective; avoid excessively large appendices
WHAT IS EXPECTED FOR EACH RANK?

Tenure-track Faculty
Librarian Faculty
Clinical-track Faculty
Research-track Faculty
Lecturer Faculty
Rank Expectations Tenure-track

- Excellence in one area
  - Teaching, Research/Creative Activity, or Service
  - Satisfactory in other areas
- Balanced Case
  - Excellent overall performance
  - Equivalent to excellence in one area and satisfactory in others
  - Highly satisfactory in all three areas
  - Scholarship in all three areas required
- Associate Rank with Tenure
  - Emerging national reputation
- Full Rank
  - Sustained national/international reputation
Rank Expectations - Librarians

• Associate Librarian Rank and Tenure
  • Excellence in performance
  • Beyond satisfactory in either Professional Development, Research and/or Creativity or Service and satisfactory in other area

• Librarian
  • Record of exceptional achievements in performance; distinguished contributions in secondary area of excellence with state, regional or national recognition
  • Excellence in either Professional Development, Research and/or Creativity or Service and at least satisfactory in other area
Rank Expectations Non-tenure Track

• Clinical Faculty
  • Excellence in either teaching or service
  • Satisfactory in the other area
  • Associate and Full Rank

• Lecturers
  • Excellence in teaching
  • Satisfactory in service
  • Promotion to Senior Lecturer

• Research Professors, Scientists, Scholars
  • Excellence in research
  • Service expectations as articulated by unit
  • Associate and Senior Rank
WHAT CONSTITUTES EXCELLENCE?
Common Themes

• **FOCUS** - Developed body of focused work that extends or advances knowledge and brings recognition

• **SCHOLARLY DISSEMINATION** - Dissemination of peer-reviewed scholarship through publication, presentation or other media

• **REPUTATION** - Emergent or sustained national reputation

• **IMPACTFUL OUTCOMES** - Impactful products and outcomes that are innovative
Common Themes

- **INTEGRATION** - Evidence of integration of all areas of endeavor appropriate for rank
- **REFLECTION** - Approach is reflective, systematic and purposeful
- **QUALITY** - Evidence of quality work and significant achievement
- **FUNDING** - Supports (as appropriate for rank) innovations or research in area of 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
Excellence in Performance

- Based on achievement of position description
  - Excellence demonstrated in the full range of position responsibilities with significant achievement
  - Professional development area encompasses all librarian scholarship

- Examples of evidence
  - Record of grants, materials prepared, involvement with technology, increased access to titles/services
  - Evidence of quality or impact on patrons, faculty or other recipients of librarian performance.
  - Evaluative statements by review committees, external reviewers, evaluative letters from library users, colleagues
Excellence in Research/Creative Activity

- Evidence of dissemination of high quality scholarly work: peer-reviewed presentations, publications in top tier journals
- Significant contributions to the knowledge base that improved or extends the work of others
- National/international recognition of expertise and the quality of the research
- Acquisition of external grant funding from competitive, valued sources
- Evidence of independent focused ongoing program of research
- Awards and recognition of research excellence
Excellence in Service

• Evidence of dissemination of high-quality scholarly work including peer-reviewed presentations, publications in service
• Awards and recognition that acknowledge the significance, quality and leadership in service
• Evidence of significant impact and outcomes of service
  • Establishment of best practices, standards protocols, policies, procedures
  • Longitudinal outcome data normed against national measures; patient outcomes data
  • Grant awards to support service activities; endorsement of service program
Peer-to Peer Exchange

Progress to Date

1. Where are you in this process?
2. What is the greatest obstacle to overcome?
3. What area needs the most work?
4. What is your plan to get there?
eDOSSIER
PREVIEW OF THE FACULTY DOSSIER MANAGEMENT SYSTEM
Introduction to eDOSSIER

eDossier
• Candidates who will be submitting a dossier for 2015-2016 will have an eDossier file created available via Onestart
• Includes all IUPUI schools except Medicine
• Onestart steps similar to accessing the FAR
• Click on Dossier
• Select Area of Excellence
• Open “General Folder”
  • Upload Section 10 in CV file folder
  • Upload Sections 06-09,11 in Candidate’s Statement file folder
  • Ignore ALL other folders
  • Supplemental folder will be available for additions after submission of the dossier.
• Training programs will be provided to candidates and administrative support through in-person or online presentations.
WELCOME TO THE EDOSSEIER SYSTEM!

Getting Started

- To get started as a Candidate, click on the "Dossiers" tab and then on the "View Dossier" button. This will open up the dossier menu on the left pane. Clicking on the arrows > on each section will expand that section further.
- If you are a Reviewer of a dossier, click on the "Reviews" tab and then on the candidate name you want to view, click the "View Dossier" button. This will open up the dossier menu on the left pane. Clicking on the arrows > on each section will expand that section further.
- Under the "Help" tab you will find some general application documentation. It may be useful to read through it before diving in.
Area of Excellence
General Summary
The table shows the count of items present in each of the subcategories of the General section of the checklist.

<table>
<thead>
<tr>
<th>Number of documents</th>
<th>Category</th>
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<tbody>
<tr>
<td>0</td>
<td>Department and School Criteria</td>
</tr>
<tr>
<td>0</td>
<td>Candidate's Curriculum Vitae</td>
</tr>
<tr>
<td>0</td>
<td>Candidate's Statements</td>
</tr>
<tr>
<td>0</td>
<td>Department (School) List of Prospectivequirks</td>
</tr>
<tr>
<td>0</td>
<td>Candidate's List of Prospective Referees</td>
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</tbody>
</table>
CV Upload
General File Folder
DON'T WORRY, BE HAPPY!

“DON’T WORRY ABOUT A THING, EVERY LITTLE THING IS GONNA BE ALRIGHT”
Panelists

Performance – Tina Baich, Associate Librarian, IUPUI University Library

Research – Charles, Goodlett, Professor, Purdue School of Science, Campus P&T Committee Member

Teaching – Flip Robison, Associate Professor, Indiana University School of Education, Campus P&T Committee Member
Questions and Answers
Chief Academic Officer’s Guidelines for Promotion and Tenure
http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

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

Resources
http://academicaffairs.iupui.edu/PromotionTenure/Resources

Adobe Presenter Online Foundational Programs
http://academicaffairs.iupui.edu/PromotionTenure/Online-Foundational-Programs
CAMPUS RESOURCES

- Faculty Colloquium on Excellence in Teaching (FACET) [https://facet.indiana.edu/](https://facet.indiana.edu/)
- Office of Research Development [http://research.iupui.edu/](http://research.iupui.edu/)
- OVCR - Office of the Vice Chancellor for Research [http://research.iupui.edu/ovcr/](http://research.iupui.edu/ovcr/)
- Center for Teaching and Learning (CTL) [http://ctl.iupui.edu/](http://ctl.iupui.edu/)
- Center for Research and Learning (CRL) [http://www.crl.iupui.edu/](http://www.crl.iupui.edu/)
- Center for Service and Learning (CSL) [http://csl.iupui.edu/](http://csl.iupui.edu/)
- Office for Women [http://ofw.iupui.edu/](http://ofw.iupui.edu/)
Evaluation and Adjournment

• Complete program the evaluation – your feedback and ideas are important to us!
• Thank you for your attendance today.
• We hope you found this information helpful.
• Have a great day!

Thank You
Librarian Promotion and Tenure at IUPUI  
Tip Sheet  
Miriam Murphy, Associate Director, Ruth Lilly Law Library

Documents upon which Promotion and Tenure are based:

1. IU Academic Handbook  
2. Library Faculty Handbook (approved by IU Librarians System-wide)  
3. IUPUI Suggested Standards for Evaluating Librarians (Approved by IUPUI Library Faculty in February 2008)  
4. IUPUI Promotion and Tenure Dossiers - Guidelines (New version published each spring)

Librarian areas of Excellence for Promotion to Associate

Performance  
Must be a librarian’s primary area and must be excellent. Performance is evaluated in reference to the librarian’s position description.

Service  
Must be at least satisfactory but if selected as secondary area, then must be above satisfactory. This covers activities that fall outside of librarian’s performance responsibilities and utilize librarian’s skills to benefit librarianship, the discipline (i.e.--social work, chemistry, etc.), or the community, or the university.

Professional Development, Research, Creativity  
Must be at least satisfactory but if selected as secondary area, then must be above satisfactory. All dissemination/scholarship goes here, unless otherwise designated in librarian’s position description.

Librarian areas of Excellence for Promotion to Librarian

Performance  
Superior performance is required – the candidate must show evidence of performance that is achieved by few others at IUPUI.

Professional Development  
If selected as secondary area then must be excellent – the candidate must show a continued significant contribution at the state, regional, national, or international level.

Service  
If selected as secondary area then must be excellent – the candidate must show a continued significant contribution at the community, state, regional, national, or international level.

For either area not chosen as secondary, performance in that area must be at least satisfactory.
Dossier organization

In addition to the five-page personal statement, two pages of narrative on the primary area of excellence (performance) and two pages of narrative on the secondary area (either service or professional development) are allowed. Supporting documentation in each section of the dossier may include: position descriptions; charts that summarize major projects, products, or activities; statistical summaries; letters addressing the significance/impact of the activities. Copies of articles, grants or other full text supporting documents should be placed in the appendix.

Tips:

- Be sure to always refer back to institution mission statements.
- Focus your written statements on outcomes and impact and not just completion or participation.
- The broader the geographic area affected the better. (local, state, regional, national)
- Peer reviewed is better than non-peer reviewed. Quality is better than quantity.
- Dossiers must be written as though the reader is completely uninformed – make sure you explain the importance of that conference, association, journal, etc.
- Be sure to show focus and a pattern of growth in each area.
- Your part of collaborations needs to be explained.
EXCELLENCE IN SERVICE
Tip Sheet
Anantha Shekhar, Professor, IU School of Medicine

Evidence of Professional Service
- Curriculum Vita
- Candidate’s Statement
- External reviewer’s letters
- Peer, Department and School assessment of service
- Awards received, offices held, and selections to provide distinguished service activities
- Appendices/Supportive Documents

Rank Expectations - Standard of Excellence
- Associate Professor Tenure Track
  - Record of nationally and/or internationally disseminated and peer reviewed scholarship
  - Emerging national reputation
- Professor Tenure Track
  - Record of nationally and/or internationally disseminated and peer reviewed scholarship
  - Sustained national reputation
- Clinical Associate Professor
  - Record of publically disseminated and peer reviewed scholarship in area of excellence
- Clinical Professor Track
  - Record of sustained nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence

Candidate’s Statement – Sets the Stage
- 5-7 page statement reflecting on the assessment of your accomplishments in service and professional development.
- Focus on your area of excellence; articulate what you have done to meet the criteria for promotion/tenure – tell your story, describe your personal growth and achievements along the way
- Address the impact of your work and its significance to the discipline, profession, unit, campus and society
- Discuss the interrelated aspects of your career and how the various elements come together to produce a greater whole
- Discuss what you have learned and how you have improved during your career

Excellence in Service
- Demonstrated by extraordinary success in service and outcomes
  - Documented by outcome evaluation over time
    - Longitudinal data showing sustained excellence in service and outcomes
    - Clinical outcomes summarized over time; normed with peers, discipline, school, campus
  - Describe the value and impact of your service on patient outcomes, external program recognition, performance on nationally normed outcome measures
  - Include peer advising, mentoring and other forms of service dissemination
• Evidence of innovation, development and improvement of existing service
• Developed a service approach that is innovative in practice and has grown over time
  • Critical part of you candidate’s statement; describe your journey, your goals, their achievement, innovations or changes to improve service outcomes and evidence of those outcomes
  • Discuss inclusion of novel technologies, community engagement, or other alternative strategies; how those approaches impacted service delivery
  • Provide evidence of continuing professional development; what you have learned and how you have improved your skills as a service provider
• Characterized by a record of nationally and/or internationally disseminated, peer reviewed high quality scholarship
  • Service products – outstanding results, procedure manual, techniques, specific methodology
  • Peer-reviewed publications in quality journals
  • Textbooks, textbook chapters
  • Presentations (especially invited) at national meetings – abstracts, papers, posters, program
  • Development of best practices and their dissemination
  • Reputation as a leader or expert in a discipline
  • Grant awards for service activities or procedural innovation
  • External endorsement of service – positions in National bodies, professional organizations, societies
  • Recognition of service to profession – awards, grants, other recognitions

Most Common Pitfalls
• Lack of dissemination of the scholarship of service
• Inadequate evidence to support excellence (e.g., emerging national reputation) in service
• Lack of normative data for service impact
• Documentation of excellence with reference to peer institutions
What constitutes excellence in research?

- Thematic research that has impact, extends knowledge, advances the field, and stimulates new directions or new applications; often includes both empirical and theoretical advances
- Typically achieved through a focused, organized research program that gains depth through successive achievements that build upon each other
- Achieves independence with demonstrated expertise as primary decision maker about focus, activity or direction of research; scholarly contributions to collaborations should be essential to project success
- Primary emphasis is in high-quality, peer-reviewed publications or comparable alternative scholarship
- Marked by significant outcomes, with an emphasis on dissemination in top tier venues
- In some fields there is an expectation of successfully competing for external funding; external funding from competitive sources is an important indicator of peer recognition
- Evidence of emerging (tenure) or sustained (promotion to full) reputation and leadership in the field
- Development of new interdisciplinary efforts or new collaborative initiatives
- Evidence of integration of research with teaching and service, so that each mutually informs the others
- Clear recognition of emerging (or sustained) contribution to the field by six ‘arm’s length’ external experts

Examples of evidence to document excellence in research

- Quantity and quality of publications that confirm impact and recognition in the discipline
- For a few disciplines, papers published in very selective conference proceedings may have comparable or even more impact / greater recognition than traditional print journals
- Significant contributions are a premium; quantity without clear evidence of quality and impact may not achieve excellence. Evidence of impact can be highlighted in the discussion of the 3-5 most important publications in rank; should be significant, primary authored works in top tier journals
- Significance of work for the field is typically evident from comments of arm’s length external reviewers
- Success in obtaining competitive external funding is expected by many departments or units; funding as PI on major grants supports continued productivity and demonstrates disciplinary peer recognition
- Generation of intellectual property or translation of research into practice
- Awards for research or peer recognition of publications, presentations, or intellectual property
- Invited presentations at regional or national meetings or invited talks at other institutions
- Serving as a peer reviewer for journals or review panels (study sections, editorial boards if more senior)
- Organizing (or presenting in) selective symposia at professional meetings (regional and national levels)
- Collaborative scholarship: Describe and document your essential contribution to the project or product

Major pitfalls or flaws in P&T cases when research is the area of excellence

- Insufficient impact of research program; too few primary authorships; need quantity and quality
- Did not develop adequate independence from prior mentors or advance beyond dissertation work
- Did not develop a focused or thematic program of research; had a number of isolated publications in a variety of loosely connected areas. No depth of discovery research in a defined area of expertise
- Did not achieve standards of the unit or department
- Did not compete successfully for external funding when it is required or expected for an ongoing research program; relied too much on internal or non-competitive funding sources
- Candidate statement did not provide a coherent description of the thematic nature, significance, and impact of the research program; lacked reflective, systematic description of purpose and future plans
- Inadequate explanation or documentation of intellectual contributions to collaborative efforts. Evidence should be present in statement, in research narrative, in CV listings, and in internal letters
- Inadequate or inaccurate documentation in CV of work done in rank; incomplete or inaccurate listings of types or amounts of grant funding obtained; lack of clarity on type of peer review of some products
EXCELLENCE IN TEACHING
Tip Sheet
Gail F. Williamson, Professor, IU School of Dentistry

Evidence of Teaching Performance
- Curriculum Vita
- Candidate’s Statement
- Narrative in the Evaluation of Teaching
- Peer Review of Teaching
- Appendices/Supportive Documents

Rank Expectations - Standard of Excellence
- Associate Professor Tenure Track
  - Record of nationally and/or internationally disseminated and peer reviewed scholarship
  - Emerging national reputation
- Professor Tenure Track
  - Record of nationally and/or internationally disseminated and peer reviewed scholarship
  - Sustained national reputation
- Clinical Associate Professor
  - Record of publically disseminated and peer reviewed scholarship in area of excellence
- Clinical Professor Tenure Track
  - Record of sustained nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence
- Senior Lecturer
  - Record of publicly disseminated and peer reviewed scholarship in teaching
  - Teaching must be the area of excellence

Candidate’s Statement
- 5-7 page statement reflecting on the assessment of your accomplishments in teaching, research/creative activity, service and professional development.
- Focus on your area of excellence; articulate what you have done to meet the criteria for promotion/tenure – tell your story, describe your journey and achievements along the way
- Address the impact of your work and its significance to the discipline, profession, unit, campus and society
- Discuss the interrelated aspects of your career and how the various elements come together to produce a greater whole
- Discuss what you have learned and how you have improved during your career

Excellence in Teaching
- Demonstrated by extraordinary success in teaching and learning outcomes
  - Documented by peer and student evaluation over time
    - Local peer observations are required evidence; summarized narratives or inventories; review of course materials with comments provided
    - Student assessments summarized over time; normed with peers, discipline, school, campus
• Describe the value and impact of your teaching on student performance, achievement of PULs or graduate program acceptance, performance on nationally normed exams (National/State Boards)
• Include student advising, mentoring and supervised student projects
• Evidence of curricular development and improvement
• Development of a sophisticated teaching philosophy that is reflective, innovative in practice and has evolved over time
  • Critical part of you candidate’s statement; describe your journey, your goals, their achievement, innovations or changes to improve student learning and evidence of those outcomes
  • Discuss inclusion of technology, distributed education, PBL, community-based/service learning, or other alternative teaching strategies; how approaches impacted student learning
  • Provide evidence of continuing professional development; what you have learned and how you have improved your skills as a teacher
• Characterized by a record of nationally and/or internationally disseminated, peer-reviewed high quality scholarship
  • Educational products – outstanding syllabi, lab manual, technique video, PowerPoint modules, specific methodology
  • Peer-reviewed publications in quality journals
  • Textbooks, textbook chapters, monographs
  • Presentations at national meetings – abstracts, papers, posters, program
  • Development of best practices and their dissemination
  • Reputation as a leader or expert in a discipline
  • Grant awards for curricular development or innovation
  • Recognition of teaching, advising, mentoring – awards, grants, other recognitions

Most Common Pitfalls
• Lack of dissemination of the scholarship of teaching
• Inadequate evidence to support excellence in teaching
• Lack of emerging or sustained national reputation