Promotion to Senior Lecturer
April 2, 2015, 9:00 – 11:00 AM
Campus Center 409

AGENDA

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

9:05 a.m. Criteria for Promotion to Senior Lecturer and Overview of the Promotion Process – Gail Williamson, Director of Faculty Enhancement, IUPUI Office of Academic Affairs

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

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 in Teaching

Lisa Siefker-Bailey, Senior Lecturer, English, Division of Liberal Arts, IUPUC

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
Promotion to Senior Lecturer

Gail Williamson, Director of Faculty Enhancement, Academic Affairs, Professor, IU School of Dentistry
AGENDA

9:00 am Welcome
9:05 am Criteria for Promotion and Overview of the Promotion Process
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
Promotion to Senior Lecturer

RANK EXPECTATIONS
Promotion to Senior Lecturer

- Teaching must be area of excellence
  - Record of publicly disseminated peer-reviewed scholarship in teaching
- Satisfactory performance in University and professional service
- Peer review
  - External peer review of the overall record is not required as long as a sufficient number of IUPUI peers outside the department or discipline provide an objective assessment of teaching or professional service
Promotion to Senior Lecturer

- Peer review
  - Peers external to the department or school who meet the arms-length standard
  - Rank of Senior Lecturer or above
  - Able to provide an objective assessment of teaching excellence and satisfactory performance in service
  - Minimum or 6 external/peer reviewers are required
  - Provide documentation that enables external/peer reviewers to make informed judgments
WHAT CONSTITUTES TEACHING EXCELLENCE?
Teaching Excellence

• Extraordinary success in teaching, advising, mentoring and learning outcomes
• Documented positive peer and student evaluations with evidence of significant impact on student performance and success
• Sophisticated teaching philosophy that has evolved over time
• Evidence of reflective, innovative teaching practice, experimentation
• Record of publically disseminated, peer-reviewed scholarship with impactful outcomes
Scholarly output may include course, curricular and instructional products; textbooks, book chapters, presentations and non-traditional forms of scholarship.

Evidence that the disseminated work has been adopted by others.

Professional development that indicates participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning.

Teaching awards or funding for teaching projects or development of best practices.
Traditional publications may not be the most effective or feasible means of disseminating scholarship in teaching.

When other forms of disseminating results or dissemination outlets are more appropriate, this fact should be explained.

Those evaluating the candidate’s work at the primary, unit, and campus levels should consider this alternative form of dissemination.

Candidate, department chairs and/or deans may wish to take special care to explain why alternative forms of dissemination may better fit with standards in the field.
Evidence of Excellence

• Evidence of regular and significant local dissemination of good practice
• Recognition of high-quality teaching
• Grants or awards at the department or campus level
• Some level of national peer-reviewed dissemination of scholarship
Evidence of Excellence

• High level of activity in examining practice, seeking new ideas, obtaining feedback, and engaging in dialogue on teaching with campus or disciplinary peers
• Indications of substantial positive impact on colleagues
• Positive peer assessment of the above teaching activities
Documenting Teaching

Quantity of Teaching
- List of names, frequencies, and enrollments of courses taught
- Teaching load – indicate amount and types with comparison to teaching load in department
- Number of students advised or mentored; supervised student research

Teaching Goals, Philosophy, Methods, Ethics
- Discussion/explanation of approach, methodology and philosophy
- What, why, when, how
Documenting Teaching

Continuing Professional Development
  – Workshops attended, meetings, other methods of development, skill acquisition and their importance

Quality of Teaching, Advising, Mentoring
  – Student Evaluation
    • Summarized assessments over a period of years
    • Evaluations normed with peers in program, school/unit, campus or discipline for comparison
    • Students letters or notes
Documenting Teaching

Quality of Teaching, Advising, Mentoring

– Peer Review of performance & materials
– Local peer observation of classroom, laboratory or other settings
– Summarized narratives, checklists, inventories used to evaluate candidate
– Review of teaching materials in print or electronic form from peers outside department or other institutions
Documenting Teaching

Impact on Student Learning

– Student performance on nationally normed tests, pre/post tests on knowledge gains
– Student/alumni reports, letters, accomplishments
– Achievement toward PULs or graduate program acceptance
– Peer review of student work
Documenting Teaching

Teaching scholarship and dissemination

- Peer-reviewed publications in teaching or other forms of dissemination deemed appropriate at primary, unit or campus levels
- Presentations at local, state, regional, national meetings
- Grant awards for teaching, curricular development/innovation
- Dissemination of work, methods, materials
- Descriptions of scholarship
Documenting Teaching

Leadership Roles

– Service in professional organizations
– Organizing conferences/meetings
– Reputation as leader or expert in disciplinary area
– Teaching advocacy
– Best practices
Documenting Teaching

Course Contribution to Student Learning

– Role in assisting students to meet learning objectives
– Improvement in student learning
– Student achievement; co-authored papers, presentations
– Contribution to achievement of PULs
– Preparation for graduate work
Documenting Teaching

Curriculum Development & Innovation
- Teaching methods: online delivery, PBL, technology-based, service learning, interdisciplinary
- Curricular development, implementation & dissemination
- Evidence of student learning through methods, activity, innovation
- Improvement in teaching skills or student outcomes
- Committee work and retention efforts
Documenting Teaching

Recognition for Teaching, Advising, Mentoring

– Teaching, advising or training grants
– Awards including nature and significance
– Other professional, school or student recognitions
OVERVIEW of the PROMOTION PROCESS

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

PURPOSE

Objective Evaluation
- teaching excellence
- dissemination of scholarship/teaching materials
- impact on student learning
- contributions to professional organizations
- professional standing and expertise

Minimum of 6 arms-length letters of external review required.

CANDIDATE’S ROLE

May
- provide a list of 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, collaborators

Candidate external review materials: candidate’s statement, CV and selected materials in area of excellence
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/Peer Assessments
- **Section 05**: Reference Letters (Not Required)
- **Section 06**: Candidate’s Statement (7 pages or 5/2)
- **Section 07**: Teaching
- **Section 09**: Professional and University 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 09 Service

• Supporting documentation to demonstrate satisfactory performance
  • **University Citizenship:** Routine departmental expectations; Chair’s determination that service is more than mere participation
  • **Professional Service:** Routine, required or as expected

• Description of the candidate's University service, professional service activities and service load

• External peer evaluation of University and professional service
Section 10 Curriculum Vitae

• Assessment of dissemination outlets in the candidate's area of excellence 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.
Section 11 Appendices

• 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
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/One.IU [https://one.iu.edu/#](https://one.iu.edu/#) 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 Screen

Click on Dossiers Tab
Area of Excellence

Select Area of Excellence
General File Folder

Open “General Folder”
Upload Section 10 in CV file folder
Upload Section 06 in Candidate’s Statement file folder
Sections 06-09, Section 11

Upload Sections 07, 09, 11 in same file folder
Don't worry, be happy!

“Don’t worry about a thing, every little thing is gonna be alright”
Panelists

Lisa Siefker-Bailey, PhD
Senior Lecturer, English
Division of Liberal Arts
IUPUC

Flip Robison, PhD
Associate Professor
Coordinator, Counseling Education
IU 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/
- Center for Teaching and Learning (CTL)  
  http://ctl.iupui.edu/
- Center for Service and Learning (CSL)  
  http://csl.iupui.edu/
• 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!

Evaluation and Adjournment
Senior Lecturer Panel Discussion
Anita Giddings, Herron School of Art

- **Brief overview of your background** – I was a part time instructor (4 yrs), then an academic advisor (4 yrs). I wanted to return to teaching, so I made a case for the need of full time person to manage and teach studio classes for non-majors. I knew that with our move to main campus, demand for classes would grow and I proposed that I would fill that role. I am now Senior Lecturer and Coordinator of Elective Arts. I have a BFA (from Herron) and an MFA (terminal degree) from ISU. Altogether right now I have about 26 years teaching experience 12 at college level (post grad school). I teach 3 classes and manage a small program of classes at Herron. In the past few years I have also had a chance to publish my teaching with John Wiley Publishing.

- Discuss what you feel were the keys to your success in promotion to senior lecturer – I attended all the P&T workshops, did everything suggested, asked questions continuously. I went to a lot of trouble to over-prepare for third year review so promotion was not so much trouble.

  - Start out by being good at what you do. Know the outcomes for each class. What your students will be expected to know at next level.

  - Request excellent teachers for your peer reviews, those known for their teaching ability, do a peer review early and then make improvements on your teaching. It is also important to not isolate yourself, get to know your colleagues; be active in your academic unit. Your colleagues will be in your corner with advice, encouragement, and support for your advancement.

  - Find several examples of successful dossiers (office of professional development had several hard copies, I believe there are 2 available online?). Write your statement with teaching in mind for every point. Have mentor read and review your statement.

  - Do something every semester to improve your teaching, document this. Attend workshops on campus, sit in on colleagues' classes, go to workshops at other universities, attend conferences, and subscribe to publications on teaching in your area.

  - Identify areas of your teaching that you can improve and make a plan on how to do this, document this, and seek advice on making necessary changes. Key areas are communication skills, class management or organization skills, teaching resources and creating a deep set of classroom teaching documents (creation of your own resources and lesson plans).

  - Mentor students' performance and document successes. Keep in touch with those who go on to advanced degrees or into business/non profit. Ask them to return to mentor younger students.

  - Document student work during class. For visual art these are photos of artwork, track those successful in advancement review. Document.

- Identify any obstacles you had to overcome and how you managed them – lecturers were a new animal when I started the process and there was some confusion about what I should be expected to do for promotion and how that might differ from tenure track faculty. This actually worked to my advantage in the end. I was advised to ‘just do was the associate professors are doing’. That meant I
over prepared and had a very strong dossier in the end. Lecturers are very busy and unexpected things pop up, so I also made sure to backdate all deadlines.

- **Describe how you approached making a solid case for excellence in teaching** – There are parts of my position that are pre determined to highlight this because run a series of classes at Herron. I hire and train new instructors, guide them in their teaching, propose new classes, and adapt existing classes to fill new roles. I have also had a chance to work with other academic units to design classes to fill their needs.

  But aside from this I was able to make this case by presenting my teaching outside of IUPUI. I have had a chance to;
  - Work with k-12 teachers in training (art education students),
  - Participate in civic engagement projects (Chairish the Children Project, Senior to Senior Presentation [Indianapolis Sr Ctr]),
  - Mentor undergrad research students (Urop; Eric Phagan, Crystal Horton)
  - Teach at workshops for Indiana Art Teachers.

  I also understood that I needed to seek a way to present my strengths in teaching outside of IUPUI. With the help of my mentor, I applied and was accepted to make a presentation at the School of Visual Arts in New York in 2004 on an approach to teaching second year drawing class that included a writing component. I believe that presenting your teaching methods to a wide audience through presentation or publication makes a strong case.

- **Discuss the scholarship in teaching that you generated and its dissemination** – this is the paper I presented in 2004. While teaching a second year class in drawing I became aware of the break between what the students were earning and what they saw as the direction of their artwork. They didn’t see the connection (identified a problem). They also had an expectation to pass a review that our school requires before advancing on to 300 level classes. This review has a writing component that the students struggled with. I devised a system that the students would create a small group of drawings and then write about the work. They would then make drawings inspired by their own writing, and in turn, create another piece of writing in response. We repeated this 3 times during the semester, each time the work would be come more self directed and their writing would be more relevant to their work. I created a presentation of the artwork and read from the students writing at the Conference for Liberal Arts and the Education of Artists. As a plus, my students work was identified the publication.

  Aside from this I have also published 2 how to manuals about teaching, this is difficult to do, I can’t advise how to make this happen.

- **Share your top three pieces of advice or pearls of wisdom** – I believe it is key to have a mentor in this process. Keep everything, stay organized, aim higher than expected.
Summary of Lisa Siefker Bailey’s Promotion to Senior Lecturer Panel Remarks
April 2, 2015

As I newly promoted Senior Lecturer at the Columbus campus in the Division of Liberal Arts, where I teach English, I am happy to share my best advice for preparing your dossier for promotion. I came to IUPUC in 1997 as an adjunct, was hired as a Visiting Lecturer in 1999, left the university to teach elsewhere for six years, and was rehired as a Lecturer in 2008. My PHD is from Vanderbilt University, where I specialized in Southern Literature and Drama. My dissertation is on Tennessee Williams in cultural context, and I have used my penchant for interdisciplinary studies to become a well-rounded generalist in English.

I constructed a solid case for excellence in teaching by studying my division’s list of suggested evidences for documenting excellence and making a concerted effort each year to check off items from that list and keep records of them for my file. I met with my division head and our dean of academic affairs to seek guidance in focusing on areas the P&T Committee would likely value most and to determine which of those areas I needed to boost. One such area was Peer Review of my teaching. In order to fill that need, I asked a variety of people, ranging from my division head, to colleagues in my division, to colleagues in my discipline, and colleagues from other IU campuses to peer review my classes. The best practice I developed is keeping a teaching journal. I keep one for each course I teach, and I update them weekly by listing how my class activities went, noting what I want to change and what I want to ensure I do again. I also made friends with my FAR. Knowing I could harvest items from that archive, I set out to do a better job of explaining my yearly tasks in that document, and I used it to present ways my duties fit into the category of teaching.

Having been trained at a research institution, and I realized I needed to shape my scholarship to count as the scholarship of Teaching and Learning, not just the scholarship of English or Theatre. I began this tweaking by including a couple paragraphs on applying content in the classroom in articles I had in the manuscript stage. But I knew I had to do more than fit attention to pedagogy into my content area, so I sought out workshops and symposia which focused on pedagogy, such as those offered in the CTL and by FACET. I highly recommend the FALCON conference, where you can attend and present in a myriad teaching sessions.

Using leads from conferences, I brought myself up-to-date on the latest literature on pedagogy, so that I could imbue my teaching and my writing with the language of up-to-date practices. I’m sure you are using excellent practices in your teaching. Your task now is to use language that an audience outside your discipline can easily understand in order to convince them of your case. I also focused my energies in areas of teaching that most enthused me. I realized the most exciting types of activities I use in my classroom are in the area of performance pedagogy, and I worked to deepen my expertise in those areas and to write about them for conference papers and publications. I researched places I could place my writing, and I targeted both the top publisher in my field, as well as a couple local and regional publications, so I could have a chance to publish in a variety of places—and to do so in a timely manner.
To prepare my dossier, I met with my division head and asked him to help me set a deadline. I had the personal incentive of wanting a raise in order to pay for my son’s college tuition, so I planned my writing schedule to coincide with that enticement. To do the actual writing, I spent much time reading and rereading the dossier instruction document, and I studied the models of both the lecturer and tenure-track statements to get ideas for ways I could present my case. I advise you to start with putting your c.v. in IU format, and then spend some time identifying and writing out your teaching philosophy. After you have these foundations, just write the sections of your dossier in pieces. Chunk them out, never letting the magnitude of the task or the claims of what others have done get to you. Just tell your story, making sure you address the most important points, the same way you instruct your students to pull out the key points of your class to demonstrate learning in a paper. Use good writing techniques, too. Make sure you have clear topic sentences, specific examples with explication of how and why your teaching deserves your claim of excellence, and a good final proofreading (read it aloud before you turn it in!).

My biggest challenge was putting aside my regular teaching tasks to clear enough time to complete the tedious work of the actual drafting and collecting of support evidence, and my biggest obstacle was writing with a tone of confidence in making my case. Since lecturers don’t lose their jobs when they don’t go up for promotion in a certain number of years, it’s tempting to keep working hard without doing the extra work of building the dossier. It’s also really scary to know your peers and your superiors are going to judge your work at a high level. I overcame these challenges by committing to a goal with a deadline determined mutually by my supervisors and myself and by imagining I was writing a recommendation about a colleague instead of just writing about myself.

I leave you with these pearls of wisdom:

James Earl Jones said, “If you expect someone else to guide you, you’ll be lost.” Remember his words when you feel like your dossier isn’t good enough. Your case is not anyone else’s, and—no matter what others do—you have include your best practices and your most provocative examples. And choose only the best ones—don’t let the crown jewels of your career get lost in the sea of information you’ve collected over the years.

Woody Allen said, “80% of success is showing up.” You have to show up at the page and write this monster out. Set up your writing schedule, and don’t let anyone take it from you. Write at a reasonable pace, and don’t let other people’s priorities become yours. After you have a full draft, you can get some feedback from colleagues and mentors, but no one can really help you with your writing until you have that initial draft. It’s fun to think of all the things you could do—or you can stay forever in the “should” do—but you have to move yourself out of woulda, coulda, shoulda, and into the tangible realm of working with your draft after you have it in a complete form.

Dorthea Brande said, “Act as if it were impossible to fail.” I created an infallible dossier by doing more than the expected work in each category, selecting only my best examples as my evidence, and writing about my case with clarity and conciseness from my heart, to show the committee the real reasons I teach and why I truly am the teacher I always wanted to be.