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
  - But first: “Satisfactory”
- Developing teaching excellence—resources
- Defining excellence/criteria
- Documenting excellence/dossier
- Panel discussion with Q & A
- Evaluation
We take teaching seriously

“there are specific responsibilities that devolve upon the academic appointee who accepts a position at Indiana University.

A teacher will maintain a clear connection between the advance description and the conduct and content of each course presented to ensure efficient subject selection by students.

A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually justifiable and consistent with the rules and regulations of the academic division.

A teacher will plan and regulate class time with an awareness of its value for every student and will meet classes regularly.

A teacher will remain available to students and will announce and keep liberal office hours at hours convenient to students.

A teacher will strive to develop among students respect for others and their opinions by demonstrating his or her own respect for each student as an individual, regardless of age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

A teacher will strive to generate a proper respect for an understanding of academic freedom by students. At the same time, a teacher will emphasize high standards and strive to protect students from irrelevant and trivial interruptions or diversions.”
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
  • Peer=other teaching faculty in your unit
More on peer review of teaching

For all faculty who teach, a minimum of 2 reviews (over 5 years) is necessary to be ‘satisfactory’ in teaching.

To support a case for **excellence in teaching**:
- **Peers** are fellow faculty (academics). They do not have to be of the same classification (lecturers, clinical, and tenure-track are all fine) or of a higher rank. YOU can trade peer evaluations with fellow-faculty!

- You can **also** use staff / CTL evaluations, and industry / employer evaluations as part of your documentation of development. Don’t ONLY rely on staff and industry. We want to know what your fellow IUPUI faculty think.

- You’ll need to document **development** so have the peer evaluations in sufficient frequency and timing so that you can **respond** to suggestions from evaluations. Think about how often you teach particular courses, in what formats.

- For someone claiming excellence in teaching, it would be very rare to see **fewer than 1 per semester for at least 2-3 years prior to the promotion.** *(That’s not the best, it’s the minimum)*
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 also be satisfactory in research and service

Non-tenure track faculty:

- Dissemination (beyond department/school) in an appropriate peer-reviewed format
- Evaluators are external to school
- For full (clinical): national-level dissemination
- Support of department or school
How do you develop excellence?
Center for Teaching and Learning

Say “Hi” to Doug Jerolimov

Events/workshops/resources
- https://ctl.iupui.edu
- Overview
- https://ctl.iupui.edu/Workshops-Events/Events/Event

General IU resources:
- Teaching.iu.edu
- Teachingonline.iu.edu
More resources: The Forum

The Forum Network supports...

The Forum Network supports faculty collaboration and creativity by providing resources to spark innovation in teaching and research. It intentionally forges and sustains connections among various centers, divisions, and offices providing professional development and support, and helps to accelerate progress toward all strategic plan goals.
What Constitutes Excellence?
IUPUI PROMOTION & TENURE GUIDELINES

The Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers are revised annually, based on feedback received during each year's promotion and tenure cycle. Upon completing their deliberations, the IUPUI Promotion and Tenure Committee suggests edits or revisions to the campus guidelines. These changes are meant to clarify - not alter - the process for all those involved and are made in collaboration with the IUPUI Faculty Council Executive Committee.

To view the guidelines that govern dossier submissions for the 2019-20 P&T review cycle:

- Important changes for 2019-20
- Final version
- Version showing changes

To view the guidelines that govern dossier submissions for the 2020-21 P&T review cycle:
Extracts of the guidelines specific to particular faculty types:

Guidelines for Lecturer Faculty

Guidelines for Clinical Faculty

Guidelines for Librarians

Guidelines for Tenure-track Faculty
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>
</tr>
<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>
</table>
**Development and achievement**

*Especially for teaching excellence, you should demonstrate not only static achievements, but describe your continuing improvement*

<table>
<thead>
<tr>
<th>Early</th>
<th>Medium</th>
<th>Final/late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend workshop</td>
<td>CTL review of applying workshop ideas</td>
<td>Presenting at a workshop/conference</td>
</tr>
<tr>
<td>Create syllabus</td>
<td>Peer review and student evaluation → design changes</td>
<td>Evidence of student learning achievement</td>
</tr>
<tr>
<td>Initial teaching philosophy</td>
<td>Reflection on teaching experiences</td>
<td>Teaching philosophy that addresses your growth and has plans for the future</td>
</tr>
</tbody>
</table>
Peer-reviewed dissemination

Campus requires that all candidates for promotion in any category have peer-reviewed dissemination.

Dissemination: shared with an audience outside of your department/daily work

Peer-reviewed: someone besides YOU decides it is worth-while!

Self-published blogs can be very valuable and well-followed in your discipline. These help support a case for full professor, documenting national reputation. They are NOT the same as peer-reviewed publications (of any type).
Horror example: the anti-vax movement

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
• 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
More about dissemination: the un-published presentation/poster

Suppose you give a relevant presentation in a competitive venue: you had to apply to give it, but the conference *does not publish its results.*

Step one: capture evidence that you actually did the work  
(screen shot of the conference webpage, scan of conference agenda)

Step two: deposit a version in [ScholarWorks](https://www dissertations.org) at IUPUI

Step three: Communicate with others in your field whom you know or hope might be interested, e.g. attendees at your presentation: give them the link.  
(*University Library can provide usage/download data for the item*)

*When your ideas are used by others, that means **impact** and that qualifies you for promotion.*
Remember:
Your case is **Your Case**

Not every case will have the same weight in each area

<table>
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<tr>
<th>Instruction</th>
<th>Curriculum Development</th>
<th>Mentoring</th>
<th>Scholarly activities</th>
<th>Awards</th>
</tr>
</thead>
</table>

Undergraduate: *probably*
- Instruction
- Curriculum development

Graduate: *probably*
- Mentoring
- Scholarly activities

“Awards” are not required, but are included if available.

Administrator: *probably*
- Curriculum development
Be prepared for campus-level
Begin with school-level

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

In your school, ask about Trustee Teaching Award criteria.

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.
Out of All 2018-2019 Tenure Track Cases (93)

All faculty:
59 research cases (32 to associate, 17 to full, 6 tenure-only)
18 service cases (10 to associate, 8 to full)
  8 teaching cases (5 to associate, 3 to full)
6 balanced cases (1 to associate, 5 to full)

Non-School of Medicine:
36 research cases (23 to associate, 8 to full; 5 tenure-only)
All teaching and all balanced cases

School of Medicine:
23 research cases (9 to associate, 13 to full, 1 tenure only)
All service cases

2 librarian cases (performance)
Out of All 2018-2019 NTT Cases (49)

Research Scientists: 6 to associate, 1 to full ←5 from School of Medicine

Clinical: 28 for service (23 associate, 5 full) ←all from School of Medicine
   6 for teaching (5 associate, 1 full) ←2 from School of Medicine

Senior Lecturer: 8 cases ←none from School of Medicine

Total teaching cases: 32 of 143 (22%)
How do you document excellence?
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 products 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 (tt)
• 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 lecturers, can be internal to IU/IUPUI, 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

• Control the final selection 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
- Use DMAI to generate 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
  - Illustrations of key points
• Appendices
  - Raw materials
Some documents listed on this page are available in Word format. Contact Karen Lee for availability.

**eDossier**

- eDossier overview
- Candidate, chair and administrator FAQs
- eDossier administrative FAQs

**Guides to Dossier Folders**

- eDossier folder structure
- Generic
- Clinical balanced
<table>
<thead>
<tr>
<th>Clinical teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get the guide</td>
</tr>
<tr>
<td>Lecturer</td>
</tr>
</tbody>
</table>

- Each document covers exactly what you should **include** and also what **you can skip**.
- On: Charts and Guides page, see a Quick Guide to Candidate Statements.
- You cannot access the actual edossier until mid-summer. Park your materials in Box or other medium while you wait.
eDossier folder structure
Not available until summer

Guides to edossier folders and their contents

Download this and you have the file structure all ready. You do not need to use all folders.

See eDossier workshops for more information
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

*Consider using ScholarWorks for these materials: makes them accessible to external reviewers.
To be a good teacher: theforum.iupui.edu

School and program-specific advice
- Your school chairs, deans or P&T committee
  - OAA will do school or department-specific workshops on request

Sample dossiers
Also check with your program (see next page)
Specific dossier samples

These include candidate statements, Cvs, and the contents of the main parts of the dossier—no appendices.

Promotion to Senior Lecturer: Engineering, Liberal Arts, Science
Clinical, to Assoc: Nursing (a) Nursing (b), Engineering

Tenure track
To associate + tenure: IUPUC, Medicine

To full: Nursing, Liberal Arts, IUPUC
On the dossier:
   November 7, Thursday, 9-11 am
   November 25, Monday, 5:30-7 pm
   Presentation/Zoom only: Dec. 17, Tuesday, 9-11 am

Promotion in the Lecturer Ranks
   December 11, Wednesday, 9-11 am

Promotion in the Clinical Ranks (*non-IUSM*)
   March 20, Wednesday, 9-11 am

Promotion to Full
   February 10, Monday, 9-11 am

University Library
Faculty Crossing

Drop-in P&T Hours:
   Mondays 8:00-9:30 am
   Thursdays 2:00-3:00 pm

And by appointment upon request
Panel: I made it, so can you

Vanchit John: School of Dentistry
promoted to full Professor, tenure-track

Debra Oesch-Minor: School of Liberal Arts
promoted to Senior Lecturer

Emily McLaughlin: School of Engineering and Technology
promoted to Clinical Associate Professor

Matt Ray: School of Engineering and Technology
promoted to Senior Lecturer
Teaching professor?

Fall semester: schools and campus to develop criteria

OAA workshop for P&T and governance committees:
October 28, Monday 9-11 am

*For first 1-3 years, probably will waive requirements for “in-rank” activity*
Thank you!

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