Slides with a rose-colored background have been added based on what happened in the live session and comments/questions from evaluation forms.

December 11, 2019

Promotion in the Lecturer Ranks
Agenda

Welcome
Key elements of the lecturer case
  Teaching statement
  Documenting teaching effectiveness/student learning
  Dissemination....Leadership
Current and potential 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

What about scholarship?

Promotion
  Being rewarded for becoming better

Recognition
Do good stuff

Document as you go along

Assemble your dossier

Stretch into leadership and dissemination

Get promoted!
Timelines: Normal P&T cycle

Normal promotion-and-tenure cycle timeline: ("cycle year" the academic year in which a dossier is reviewed)

- Fall before the cycle year: candidates notify chairs of intention. Chairs start arranging for external letters. *(Candidates for teaching professor will need at least 2 letters external to IU; up to 4, can be from IU/IUPUI)*
- Spring before cycle year: candidates prepare materials for external reviewers: at least: CV, candidate statement, materials demonstrating teaching (e.g. syllabi). *Some schools require more.*
- June-July: candidates gain access to eDossier and submit their materials.
  - Chair checks for completeness.
- August-Sept: Department and then School committees meet.
- Sept-Oct.: Dean finalizes the case. **Last Friday in October**: complete case due to campus. *Candidate is notified at each level of results.*
- Jan.-March: Campus committee meets
- April-May: Campus administrators, President, Trustee finalize
- June/July: Promotion takes effect
Timeline: Teaching Professor / new Senior Lecturer Criteria

**September-October 2019:**
Draft of *campus* criteria created and distributed

**October-January 2020:**
*Schools* create school-level criteria (drafts due by Jan. 30\textsuperscript{th}).

**Jan. 14: 3-5 PM**
Update presented to IUPUI Faculty Council

Estimated: February-March:
- *Campus standards* voted on by IFC.
  - Guidelines developed and distributed for transition phase (1-3 years for current senior lecturers)
Timeline: Current lecturers/ senior lecturers applying for the 2020-2021 review year

Preparatory work:
• Both ranks: document ongoing student and peer evaluations
• Both ranks: develop statement of and substantiation (data) for student learning achievement/ teaching excellence
• Current senior lecturers: collate information about peer-reviewed dissemination and leadership activities and accomplishments

Fall 2019 (NOW): alert your chair about your intentions

EARLY spring 2020:
• Draft candidate statement
LATE spring 2020:
• Finalize candidate statement
• Update CV
• Prepare selection of teaching materials for external reviewers

Summer 2020:
• Submit materials into edossier

Try to relax
Key elements of the lecturer case

These are key to understanding the entire lecturer rank system.

Teaching statement

Documenting student learning / teaching effectiveness

Impact:
* Dissemination
* Leadership
Teaching statement

Describe:

Activities: *as appropriate*
- Curricular design
- Course design
- Course delivery
- Teaching load; responsibilities

Accomplishments:
- Student learning outcomes

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

Excellence in teaching is expected to be:
- Based on a cohesive, intentional philosophy
- Reflective
- Continually improving
  =
  **Scholarly teaching**

Scholarship of teaching?

Resources:
- Quick Guide to Candidate Statement
- Scholarly Teaching Taxonomy
- Writing a teaching philosophy
Candidate statement

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
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?
   - Aggregated information
   - Analyzed over time, teaching methods, innovations
   - Learning goals → learning assessments

3. Center for Teaching and Learning
   - Resources page

Will and should vary according to your responsibilities, typical students, and disciplinary area
Dissemination and leadership

Currently: 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!

Potential change:
• Senior lecturer: curricular leadership
• Teaching professor: dissemination
Teacher A has GREAT IDEA

Benefits students
Yay!

Teacher B Implements
Benefits students
Yay!

Disseminates idea through conferences or publications (or leadership)

Teacher C Implements

Teacher D Implements

Teacher A = EXCELLENCE
IMPACT = much broader

Benefits students
Yay!

Teachers B, C, D
Satisfactory
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 injurie 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 be 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

- Journals on teaching; many disciplines have associations, conferences, and journals or newsletters devoted to teaching in that discipline.
Current and potential criteria
<table>
<thead>
<tr>
<th><strong>Existing</strong></th>
<th><strong>Proposed</strong></th>
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| **For senior lecturer:**  
Student evals, peer evals  
“Evidence of effective teaching through scholarly dissemination of knowledge about teaching, especially in peer-reviewed media, is required for documenting teaching at the level of excellence.”  
“Scholarship is required in their [lecturers’] area of excellence.”  
“Record of publicly disseminated and peer reviewed scholarship in teaching.”  

Suggested standards for evaluating teaching performance: [NOT distinguished by faculty type or rank]  
“Instruction:  
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.  

Course or curricular development:  
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.”  

*Also:*  
Scholarly activity, including awards  
Professional development efforts in teaching | **For senior lecturer:**  
Includes all items currently noted in P&T guidelines for satisfactory and above...  
AND: demonstrates excellence in teaching through fulfilling all three of the following:  
- Documented student learning *and*  
- Teaching philosophy and practice that are all three of these¹:  
  - Informed by best practice  
  - Reflective  
  - Iterative (continually improving) *and*  
- Achievements in one or several teaching-related domains such as²:  
  - Curricular leadership: course development; program development; assessment; authorship of teaching materials/methods  
  - Service in support of teaching and learning: support of other faculty; support of student learning experiences; support of community in area of expertise, etc. |
|-------------|-------------|
| **For teaching professor:**  
The above plus: demonstrates excellence in teaching through fulfilling all three of the following:  
- Dissemination to others (academia, profession, community) in the forms of leadership, mentoring, articles/presentations in area of expertise, or peer-reviewed scholarship of teaching (publication/presentation, substantive critique)  
- Advancement of the teaching mission of the unit, campus, or university  
- Sustained impact — broad in scope and over a period of time |
Navigating the process
External review

Organized by chair

For senior lecturer candidates:
- External to the unit
- ? External to IUPUI
- ? External to IU

For teaching professor candidates:
- At least some external to IU

With comparable rank and responsibilities to the level sought

External reviewers for teaching professors:
- Full-rank tenure track or
- Full-rank (at that institution) in non-tenure tracks
- Can come from teaching-oriented institutions (vs. research)
- OAA will assist chairs/schools

Materials for the reviewers:

Candidate statement
CV

Materials illustrating teaching accomplishments:
- Sample syllabi
- Teaching materials
- Publications

Sufficient
Relevant
Not too much
Dossier structure

This version of the P&T Guidelines shows these in detail.

E-dossier folders:

- Teaching Statement (if applicable) ← 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
Essential documentation

1. Student evaluations:
   – *Most important is YOUR commentary on these and how you use this input to improve.*
   – *Avoid comparisons*

2. Peer evaluations – *see next slide*
   – *Over time*
   – *Over types of teaching*
   – *Needs more than CTL consultations. Peers = faculty in and outside the department*

3. Evidence of contribution to student learning outcomes
   – CONTACT CTL. See this page for *generic resources.*
Teaching evaluations for senior lecturers

When current senior lecturers have not been having regular peer evaluations

Key: document that you are continually reviewing and improving your teaching.

Methods:

• 2020-2021 candidates: get at least 1, better, 2, peer evaluations in spring 2020.
• Supplement this with:
  • Describe how you track your own successes—perhaps you take notes on what assignments work or do not, how this or that course goal is met, how this or that new method worked.
  • If you have gotten any internal grant, use the summary report you submitted
  • Talk one on one with other faculty and document your notes about how your conversations have helped you improve.
• 2021-> candidates: Get at least peer review per semester, continually. Discuss how the data from these and from student input inform your teaching decisions.
Sample senior lecturer dossiers can be found here. Many schools have their own archives of cases.
Panelists

Rob Elliott
Sr. Lecturer: School of Engineering and Technology
Dept. of Computer and Info Tech

Debra Oesch-Minor
Sr. Lecturer: School of Liberal Arts
Dept. of English

Debora Herold
Sr. Lecturer: School of Science
Dept. of Psychology
Thank you!

P&T Office Hours:
Faculty Crossing: ULIB
Mondays 8:00-9:30 am
Thursdays 2:00-3:00 pm

Or, email:
Rachel Applegate
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to set up another time