March 23, 2020

Promotion to Senior Lecturer
Agenda

Welcome: you and your path

Review of new criteria for senior lecturer

Key building blocks of the senior lecturer case
  Teaching philosophy
  Documenting teaching effectiveness/student learning Evaluations: Student and Peer

Crafting the dossier
  CV – Candidate Statement – Main Dossier

Navigating the process

Questions-Answers

This version includes additional comments and questions that came up during the live zoom session.
Welcome:
You and your path
Lecturer career path

The three-step system now in place is designed with an alignment between what lecturers do, what they are assessed on, and what will merit promotion.

All activities must be related to teaching and learning.

All lecturers need to provide satisfactory teaching according to their unit’s needs, and be good university citizens.

Full time lecturers are NOT just “course-machines.” If they were, we’d just hire adjuncts. They also contribute to their programs, departments, and schools.

Senior lecturers work to become better teachers, grounded in a conscious reflective approach and resulting in noticeably more—than-minimal learning.

Teaching professors become models by taking their leadership into peer-reviewed dissemination venues.
Why you, why now, what now?

Lecturer rank responsibilities:
   Teaching
   Service

Professional development
   Becoming better

Promotion
   Being rewarded for becoming better

Every day, every way:
   satisfactory teaching

Recognition

Documentation
Do good stuff

Document as you go along

Assemble your dossier

Get promoted!

Keep in the habit of saving documentation: you’ll want it for Teaching Professor too.

Don’t stop: for Teaching Professor, take your show on the road!
New criteria: the middle has been moved
<table>
<thead>
<tr>
<th><strong>Existing</strong></th>
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<tr>
<td><strong>For senior lecturer:</strong></td>
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| Student evals, peer evals | 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: |
| “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” |  
- Documented student learning *and*
- Teaching philosophy and practice that are all three of these⁴: |
| “Scholarship is required in their [lecturers’] area of excellence.” |  
- Informed by best practice
- Reflective
- Iterative (continually improving) *and*
| “Record of publicly disseminated and peer reviewed scholarship in teaching.” |  
- Achievements in one or several teaching-related domains such as²: |
| **Suggested standards for evaluating teaching performance:** [NOT distinguished by faculty type or rank] | **For teaching professor:**  
**The above plus: demonstrates excellence in teaching through fulfilling all three of the following:** |
| “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.” |  
- 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 |
| **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 |  |
Major differences—for senior lecturers

1. Greater emphasis on **documentation of student learning**
   
   – In the past, the emphasis on “peer reviewed dissemination” overshadowed actual teaching documentation.

2. Greater /broader understanding of:
   
   – Instruction. All lecturers must be excellent at ‘instruction’ but that can take place in many ways.
   
   – Teaching-related activity, including service. Lecturers are involved in a wide variety of learning-supportive activities: working with student groups, doing community events, mentoring adjuncts, organizing multi-section courses.

3. New/not new: specific teaching philosophy (an articulated stance on teaching that shows conscious reflection and ongoing professional growth.)
Resources for the new system

New page: Promotion in the Lecturer Ranks

Revised format P&T guidelines:

Includes checklists

ALERT: Check your own school’s criteria. Schools may defer to the campus, or, may develop their own. Schools are allowed to have more rigorous criteria than the campus, but not less.

Note: while publications/presentations are no longer required by the campus, they can still be used to support a senior lecturer case.

The OAA website posting of school guidelines mostly does NOT yet have the new lecturer standards.
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| Documentation of Student Learning | • Student learning outcomes (e.g., at course, program levels) | • Achievement of excellence in instruction (see below) |
|                                   | • Student input into teaching (e.g., student evaluations)   |                                                 |
|                                   | • Peer evaluations of teaching                               |                                                 |

| Documentation of Distinct Teaching Philosophy | • Teaching philosophy statement |
|                                               | • Reflection on input from student learning outcomes, student evaluations, and peer evaluations |
Excellent achievement in **Instruction** and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.\(^1\)

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From: **IFC Circular**

This is in TWO screenshots of ONE page

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For ALL

Only ONE of these next three. It will depend on your usual duties.
Key building blocks of the senior lecturer case

Teaching philosophy

Documenting student learning / teaching effectiveness

Evaluations:
  * Student
  * Peer
Quick word about dossier style (presenting your case) and introverts vs. extraverts

Faculty are somewhere along a spectrum of ‘introverts’ and ‘extraverts.’

People who are introverts usually have this **challenge for their dossier:**

**SPELLING OUT THE OBVIOUS**

If this is you, you may not include background information that is obvious to you (what kinds of classes you teach), or, the **reasons** why you do what you do. You HAVE reasons, you just don’t spell them out. When you ask someone to look over your candidate statement, have them tell you what they have ‘read’ and understood in it: you will probably find things missing. Add them in!

People who are extraverts usually have this **challenge for their dossier:**

**IDENTIFYING KEY POINTS**

If this is you, you may include in-process (vs. final) thoughts, and you may list lots of things and expect a reader to put them together and pick out the highlights. Many of your readers will **skim** and will want YOU to make sure they can see the essential highlights. When you ask someone to look over your candidate statement, ask them the overall impression/points they can take away. If they struggle, then spell it out for them and re-insert that into the statement.

Much of my advice will sound like it is pointed at introverts...because it is, I am, and this is what I see the most. I hate the most for someone to actually BE GOOD but to lose out because they have NOT PRESENTED IT WELL.
Teaching Philosophy:

Sadly amusing anecdotes:

Rachel Applegate’s teaching philosophy statement
Sixteen years ago when I applied for an IUPUI TT job
I presented an extremely labored and lame analogy
for ‘leading horses to water.’ try to do better

Howard Gardner, Frames of Mind: The Theory of Multiple intelligences
This was published in 1983. It presents a way to conceptualize how to teach to different learners. It does NOT mean that prior to 1983 professors all taught one way, or didn’t use these concepts. It was a way to articulate what many since Socrates had already been doing.
A teaching philosophy/statement spells out:

**Why you do what you do:**

Easier, harder: depends on you

Plausible, weird, weak, strong: depends on your readers and your discipline

CTL materials: [Writing a Teaching Philosophy or a Teaching Statement](#)

*Most of your readers will NOT be “SoTL” experts*
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
Pro tip: readers are suspicious of sweeping statements without any empirical evidence

“I value diversity”
   Examples?

“I have on-demand office hours which helps with student retention”
   Do you at least have anecdotes?

Try to have a reason to do something or results from doing something or both

“Research shows that active learning does...
   I use active learning in this way....
   Student learning improved / this was effective...
Evaluations: Student

Mounting evidence of inherent systematic bias in student evaluations:

*The same instructor online with a female name is rated lower than with a male name*

People who “look authoritative” [according to historical presence in that field/at that rank] are given higher ratings

Try this at home: google “image professor”
Images for image professor

cartoon university anime teaching character college lecturing happy

More images for image professor
Until and unless we revise the guidelines

Stop being complacent about “high” student evaluations

Stop comparing yourself to others

INSTEAD:
What do YOU do with student input?
  Student comments
  Mid-semester “check-ins”
  Volume and content of student questions?

How do YOU use it to continually improve?
Disasters and innovations

If you try something new and it doesn’t work
If the world goes crazy around you and your students

*Use this as an opportunity to reflect*

Senior lecturers are supposed to be:
  - Self-conscious professionals
  - Intelligent enough to analyze their own teaching
  - Creative
  - Forward-thinking

Not perfect

Readers do have relatively high expectations for *lecturer faculty* when it comes to teaching reflection. A tenure-track faculty member can ‘get by’ with limited discussion, but it would seem strange for a lecturer.
Evaluations: Peer

Campus guidelines specify **multiple peer evaluations**

For non-lecturers, this often means “2”

For lecturer track faculty, expectations usually include:
- A continuing series of peer evaluations over time
- Enough time for you to reflect on results and adjust teaching
- Reasonably reflective of the types of teaching you usually do
  = At least 3 per type of teaching

Peer: technically means “fellow faculty”
- Cannot be JUST CTL staff
- Can be other lecturers or even adjuncts do not have to be higher-rank faculty
- Cannot be anyone who is taught (even if you are teaching a group of professionals)
Peer evaluation forms?

Ask at your school

Unfortunately, the campus / CTL does NOT provide a form

Quick format:
  YOU:
    describe your goals for the particular session being observed
    place the session in the course context (timing, sequence)
    add details class members already know but an observer wouldn’t, e.g. discussion guidelines

  PEER:
    provide an ‘instant take’
    reflect on what you see with respect to stated goals and methods
    ask about (help the instructor articulate) why this or that happened
Crafting the dossier

If you are planning on submitting for Fall 2020, IMMEDIATELY review this presentation Ppt and zoom
Dossier building blocks

The CV is a comprehensive list

The candidate statement is a coherent argument

The rest of the dossier supports and explains
Candidate statement

Describe:

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

Accomplishments:
  - Student learning outcomes

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

Resources:
- [Quick Guide to Candidate Statement](#)
- [Scholarly Teaching Taxonomy](#)
- [Writing a teaching philosophy](#)

5 page statement +
2 page philosophy
OR 7 page statement
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

Absolutely essential: Get SOMEONE ELSE to read it!
Main dossier

50 pages maximum: you do NOT need to fill it

Explanatory details:
  Keep the candidate statement coherent: link to details here

Raw data, key data:
  Ask your school what raw data they expect:
    All student evaluations? Appendix

Key data:
  Summarize student evaluations
  Summarize student learning outcomes data
  At least SOME graphs / visuals will be helpful!
Navigating the process
Question: how long “in rank”

That is, how long should someone be in the ‘lecturer’ rank before applying for promotion to senior lecturer?

Answer:

IUPUI has never had any firm rules about minimum years in rank <except for tenure-track to associate.>

Typical minimum length of time at a given rank before promotion to the next is **five years**.

Reviewers will want to know that your level of excellence and contribution are sustained and sustainable, not a one-year flash of brilliance.

Teaching prior to IUPUI can be included: discuss how it is, or is not, like your current responsibilities.
External review

Organized by chair

For senior lecturer candidates:
- External to the unit
- Not co-authors, co-workers, co-PI
- Senior lecturer or clinical associate or TT associate-tenured rank

Materials for the reviewers:
- Candidate statement
- CV
- Materials illustrating teaching accomplishments:
  - Sample syllabi
  - Teaching materials
  - Publications

Sufficient
Relevant
Not too much

Unit can mean school. Could also mean a different department in the same school: NOT co-workers of any kind! Should be impartial.
Dossier structure

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

E-dossier folders:

- Teaching Statement (if applicable) \(\leftarrow\) only if using a 5-page candidate statement
- Teaching load and goals
- Peer review of teaching (aggregated)
- Student evaluation of teaching (aggregate)
- Disseminated scholarship on teaching and learning
- Impact of instruction on student learning outcomes
- Course, curricular, and professional development
- Teaching recognition – grants, awards, honors, fellowships

Appendix: Teaching publications
Appendix: Sample of course materials
Appendix: Student course evaluations
Appendix: Peer evaluations
Appendix: Unsolicited letters from former students
Appendix: Additional Evidence
Appendix: Candidate Solicited Letters

NOT all folders need something
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.

- 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

**COVID change?**
Nothing so far for **campus** deadline. Check with your school
email: Rachel Applegate rapplega@iupui.edu
to set up a zoom meeting

YES: CV, general thinking
NOT: candidate statement editing