Office of Academic Affairs

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Promotion on Teaching for Clinical Faculty
Agenda

Welcome

1. Concepts and evidence for demonstrating **Excellence** in Teaching
   - But first: “Satisfactory”
2. Developing teaching excellence—resources
3. Defining excellence/criteria
4. Documenting excellence/dossier
5. Panel discussion with Q & A
6. Evaluation
Why do I talk about teaching in general to start with?

To describe the *mindset and assumptions* of reviewers of your case.

They are familiar with teaching expectations for ALL IUPUI faculty.

If your statement and documentation do not rise above this all-faculty level, they will not see you, review you, assess you, as "excellent."
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.

ALL TEACHERS

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
Most reviewers of clinical cases:

Are MORE familiar with

- Research as an area of excellence (for tenure-track)
- Service as an area of excellence (for Medicine clinical)

Therefore, they are most used to assessing

*teaching as *satisfactory
Excellence in Teaching always includes:

- Reflection on and improvement of own teaching
  - Sources of information: student evaluations, peer evaluations, professional development, and course/learning data
- Evidence of student learning
- External peer evaluation of teaching activities
- Dissemination of scholarship [of teaching] (for tenure track all ranks, clinical all ranks, and teaching professor for lecturer ranks.)
Excellence for:

Clinical track faculty:

• Dissemination (beyond department/school) in an appropriate peer-reviewed format
  • For full clinical: national-level dissemination

• All evaluators are external to IUPUI (up to 2 may be other IU or PU campuses)
Scholarship of Teaching

IUPUI: Excellence in teaching requires disseminated scholarship

IU: Clinical faculty may participate in research but may not be evaluated on research

Any disseminated scholarship must be:

specifically “scholarship of teaching and learning”

OR

In support of teaching

Clarification coming
Technical note: clarifications coming

Currently there are proposals that will clarify campus guidelines on two issues. Some schools CURRENTLY use these definitions and expectations, but others do not.

- The “peer” in peer-reviewed. Definitions will stipulate that professional peer review is appropriate in certain contexts; peer review does not always have to be academic. “Academic” = done by university faculty. “Professional” = done by experts in a field.

- The “of” or “in support of” teaching for scholarship. Clinical faculty cannot be assessed on research itself. Many schools allow clinical faculty to conduct scholarship (applied, professional, action, etc.). For this to be part of your case, you must show how it supports your teaching.

- In other words, you do not necessarily have to do pedagogical scholarship, scholarship OF teaching and learning.
How do you develop excellence?
Center for Teaching and Learning
Events/workshops/resources

- https://ctl.iupui.edu
- https://ctl.iupui.edu/Workshops-Events/Events/EventListing

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.
Accreditation and teaching documentation

A key element of promotion dossiers is evidence of student learning

For promotion: “Evidence that courses taught contribute to the overall student learning outcomes specified by the unit and evidence that students have met or exceeded course or curricular learning objectives should be provided.” IUPUI guidelines p. 34

A key element of accreditation requirements is evidence of student learning.

“Require institutions or programs to establish and make public their expectations for achievement of academic quality and indicators of student success, to implement processes to determine whether students and graduates meet the stated expectations and to make public, in aggregate form, evidence of student success.” Standards for Accrediting Organizations, Council on Higher Education Accreditation

THEREFORE: Take advantage of your unit’s assessment reporting. Check unit PRAC reports.
What Constitutes 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

More on documenting this in a bit.
# Suggested Standards of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellence</th>
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<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>
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<tr>
<td><strong>SOME OF THE FOLLOWING</strong></td>
<td></td>
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<tr>
<td>Course or Curricular Development</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>Mentoring and Advising</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>
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From: IUPUI Promotion and Tenure Guidelines
## 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>
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<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>
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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>
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<tbody>
<tr>
<td>Attend workshop</td>
<td>CTL review of applying workshop ideas</td>
<td>Presenting at a workshop/conference</td>
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<tr>
<td>Create syllabus</td>
<td>Peer review and student evaluation → design changes</td>
<td>Evidence of student learning achievement</td>
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<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>
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Campus requires that clinical faculty seeking any level of promotion 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!

(note slide above: “peer” does not necessarily have to be academic. It can be professional. Journals are almost always reviewed by academics; conferences are often managed by professionals.)
Horror example

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.
Potential scholarship OF teaching venues

- IU or IUPUI conferences on teaching [IU Online conference, EC Moore]
- National associations devoted to teaching in your field
- Sites that curate peer-reviewed teaching materials:
  - The Repository (IUPUI Forum)
  - Quality Matters
  - Different disciplines
- The Assessment Institute, sponsored by IUPUI, is a national venue.

A conference is peer-reviewed when EITHER you have to apply to take part, OR your paper is peer-reviewed afterwards
Potential scholarship FOR teaching venues

• State or national associations relevant to your field/professionals

• Student-research-oriented venues
  • Research that you facilitate that builds the skills of students can be characterized as scholarship in support of teaching.
Remember:
Your case is **Your Case**

Instruction
Curriculum Development
Mentoring
Scholarly activities
Awards

Not every case will have the same weight in each area

Undergraduate: *probably*
  Instruction
  Curriculum development

Graduate: *probably*
  Mentoring
  Scholarly activities

“Awards” are not required, but are included if available.
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. At campus, look at FACET membership.

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.

FACET: “It typically takes around 5 years or more to reach the point that an excellent instructor has established a record of teaching excellence that meets all FACET membership criteria. We recommend that faculty be nominated after 5 years of teaching at an eligible Indiana University campus.”
Case distribution
what campus reviewers are used to seeing

All tt faculty 2019:
8 teaching cases (5 to associate, 3 to full)
6 balanced cases

All tt faculty 2020:
3 teaching cases (1 to associate, 2 to full)
4 balanced cases (1 to associate, 3 to full)

No medicine teaching cases in tenure-track

All faculty 2021:
Tenure track: 3 teaching cases (1 to associate, 2 to full)
4 balanced cases (1 to associate, 3 to full)

Since total cases are between 125 and 150, teaching cases are about 10% or less of the total.
Out of NTT cases

Clinical:

2018-19:
28 for service (23 associate, 5 full) ← all from School of Medicine
  6 for teaching (5 associate, 1 full) ← 2 from School of Medicine

2019-20:
43 for service (32 associate, 11 full) ← all from Medicine
  4 for teaching (3 for associate, 1 for full) ← 2 are from Medicine

Lecturer cases (excellence in teaching):
  2020: 4 cases (none from Medicine)
  2021: 25 cases, 21 for teaching professor
How do you document excellence?
Special topic: teaching evaluations

IUPUI guidelines require that you have:

- Student evaluations
- Peer evaluations

For excellence in teaching, focus on your own personal reflection on this input, including other sources (e.g. mid-term feedback, student achievement).

You are expected to have a thoughtful and philosophy-based approach to teaching.

DO NOT simply recite numeric scores.
Teaching materials and other

Be thoughtful about what goes to external reviewers and what goes in your dossier. Research cases are simple: the article/book is the evidence. Teaching cases will have some disseminated items, but how-you-teach has to be shown in other ways:

Course syllabi

Assignment instructions

Examples of student work

Systematic anonymous feedback from interns, mentees: ask chair

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)
  – Reflection on summarized peer or student evaluations

• CV in IUPUI format: teaching activities and “bins”
Other **resources**:

Dossier preparation
   Conceptually, what a “dossier” contains and why. How to format a P&T CV.

Candidate Statement
   From the ppt, see links to a template and an annotated example.

E-dossier:
   The [Campus Guidelines](#) have **screen shots, listings, and detailed explanations**.
External Review

CANDIDATE’S ROLE

May

• Provide a list of experts or leaders in their area
• 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
  - MUST contain a teaching philosophy (either separate or incorporated into the Candidate Statement. See the CTL for assistance.)
- 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
“Bins” in the IUPUI CV

- Everything needs to be tagged as belonging to teaching or service.
- Individual items could potentially be in either service or teaching: prioritize your area of excellence.
- “Bins” are indicated in DMAI by means of “areas” (see the Dossier Prep workshop.). You can always re-bin items as you see how things look.
- Student contact of any kind can be considered ‘teaching’ work.

Clinical faculty cannot be promoted on “research” Scholarship of teaching is labelled as “teaching.”
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
What the e-dossier looks like

**Workshop materials**: Dossier Prep

**P&T Guidelines** give screenshots, lists, and explanations
Teaching:

- Teaching statement (if a...)
- Teaching load and goals
- Peer review of teaching...
- Student evaluation of teaching...
- Disseminated scholarship...
- Impact of instruction on...
- Undergraduate and/or graduate course...
- Course, curricular, and pedagogical teaching recognition -... Appendix: Teaching publications
- Appendix: Sample of course materials
- Appendix: Student course outcomes
- Appendix: Peer evaluation of teaching
- Appendix: Unolicited letters of recommendation
- Appendix: Additional evidence of teaching excellence
- Appendix: Candidate Solutions

Teaching: required

- Teaching statement: Option A: 7 page candidate statement, and separate 2-page teaching philosophy.
- Teaching load and goals: Brief discussion; note channeling metrics.
- Peer review of teaching (aggregated): Include your course reviews.
- Student evaluation of teaching (aggregate): Include
- Disseminated scholarship on teaching and learning [A dissemination. The actual items will go in the Appen...
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.

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Assistance

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
- CTL: Teaching Philosophy statement

Sample dossiers
Also check with your program
Panel: I made it, so can you

Emily McLaughlin
Clinical Associate Professor of Interior Design
School of Engineering and Technology

Jennifer Embree
Clinical Associate Professor, Community and Health Systems
School of Nursing
Thank you!

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