IUPUC Promotion and Tenure Guidance
Excellence in Teaching
Tenure-track faculty

• If **excellence** in teaching, must be satisfactory in research and/or creative activity, and in service

Clinical faculty and Lecturers

• If **excellence** in teaching, must be satisfactory in service
Where will you provide the evidence?

• The **candidate’s statement*** (5-7 pages)
• The **CV***
• The teaching section (area of excellence)
• Internal peer/colleague letters
• External review letters
• Appendices/supporting documents

*Sent to external reviewers
Areas to include

- Teaching philosophy
- Peer reviews and changes made in response
- Scholarship – peer reviewed
- Student evaluations – positive trends, changes made in response
- Effective and appropriate teaching methods
- Sound assessment of student learning
- Evidence of student learning
- Teaching awards
- Teaching load
- Curriculum development
Common themes of excellence

• Focused area of work that advances knowledge and brings recognition
• Peer-reviewed scholarship disseminated in publications, presentations, and other media
Common themes of excellence

• Demonstrate an emerging or sustained national reputation
• Showcase products and outcomes that are impactful and innovative
• Highlight evidence of integration of teaching, research, and service
• Describe a teaching approach that is reflective, systematic and purposeful
• Provide evidence of quality work and significant achievement
• Describe how funding supports innovative work
Making the case for excellence in teaching

• Extraordinary success in teaching, advising, mentoring, and learning **outcomes**
  • Documented by peer and student evaluation over time and evidence of **impact** on student performance
  • Summarized assessments over period of years
  • Evaluations normed with peers in program, division, campus, or discipline for comparison
  • Peer review of teaching performance and materials is **required**
• Curricular development and improvement
Making the case for excellence in teaching

• Sophisticated, authentic, teaching philosophy that is **reflective, innovative**, and evolved over time
  
  • Describe your teaching journey and changes over time
  
  • Discussion of approach, methodology, goals and achievements
  
  • Teaching innovation, curricular development, incorporation of technology, methods to engage student learning
  
  • Professional development as a teacher
Making the case for excellence in teaching

• Record of nationally and/or internationally disseminated, peer-reviewed scholarship

• Peer-reviewed publications in teaching or teaching pedagogy – articles, textbooks, book chapters, best practices

• Presentations at local, state, regional, and national venues

• Educational products

• Grants for curricular development

• Recognition, awards
Making the case for excellence in teaching

• What goes where?
  • See Documenting Teaching Performance section in “Summary of Areas of Excellence and Expectations for Various Faculty Categories” in IUPUC Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers
IUPUC criteria for excellence in teaching (BUS)

A. A record of peer-reviewed teaching publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate’s teaching.
IUPUC criteria for excellence in teaching (BUS)

Typically, **four* or more peer reviewed teaching publications** (or three peer-reviewed teaching publications and one peer-reviewed research publication) will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works.

*For tenure-track; one or more for lecturers and clinical faculty*
IUPUC criteria for excellence in teaching (BUS)

It is important for candidates to provide information that addresses the **quality** and **impact** of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.

B. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
IUPUC criteria for excellence in teaching (BUS)

C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.

- Peer reviewed teaching presentations* at regional, national and/or international conferences while in rank
- Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials

*For tenure-track and lecturers; four or more for clinical faculty
IUPUC criteria for excellence in teaching (BUS)

- A teaching load that contributes significantly to the division’s teaching responsibility to meet student and program needs
- Demonstrated measurable student learning outcomes
- Incorporation of high impact practices in teaching
- Teaching grants and the application for teaching grants
- Honors or awards for teaching
IUPUC criteria for excellence in teaching (BUS)

- Significant mentoring of students, including directing student research, etc.
- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
IUPUC criteria for excellence in teaching (BUS)

• Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning

• Other evidence that of an emerging regional or national recognition for outstanding teaching practice
IUPUC criteria for excellence in teaching (SCI)

Tenure-track

A. demonstrate internal and external (regional and/or national) recognition of outstanding teaching practice grounded in sophisticated knowledge of pedagogical theory through high course evaluations, a consistently positive or constantly improving record of peer reviews, student testimonials, and teaching awards,

B. provide evidence of establishment of an independent program of scholarly activity related to teaching,
IUPUC criteria for excellence in teaching (SCI)

C. demonstrate regional and/or national recognition of his/her contribution to teaching by publishing at least four peer reviewed papers in reputable teaching journals,
IUPUC criteria for excellence in teaching (SCI)

D. submit his/her most significant peer reviewed publications on the scholarship of teaching. If any of these publications is a book on pedagogy, a textbook, workbook, software, or other instructional materials not subject to explicit peer review, evidence of its significant impact of the field, and/or national recognition of its quality must be provided, and

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IUPUC criteria for excellence in teaching (SCI)

E. disseminate effective instructional and curricular products, as well as teaching methodologies through at least four peer reviewed conference papers at regional, national and/or international conferences.

F. provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her teaching (as appropriate to his/her discipline) at rank.
IUPUC criteria for excellence in teaching (SCI)

Lecturers and clinical faculty

A. Scholarly activity resulting in publication of at least one peer-reviewed publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.
IUPUC criteria for excellence in teaching (SCI)

B. A record of peer reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically four or more peer reviewed teaching presentations will support a case for excellence, but extra peer reviewed teaching publications can compensate for fewer peer reviewed teaching presentations.

C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
IUPUC criteria for excellence in teaching (SCI)

D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

• Other published materials pertaining to teaching, such as manuals or innovative curricular materials

• A teaching load that contributes significantly to the division’s teaching responsibility to meet student and program needs
IUPUC criteria for excellence in teaching (SCI)

- Demonstrated measurable student learning outcomes
- Incorporation of high impact practices in teaching
- Teaching grants
- Proposals for teaching grants
- Honors or awards for teaching
- Significant mentoring of students, including directing student research, internships, etc.
- Effective student advising
IUPUC criteria for excellence in teaching (SCI)

• Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching

• Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning

• Other evidence that of an emerging regional or national recognition for outstanding teaching practice
Any questions?