IUPUC Promotion and Tenure Guidance
Promotion to Senior Lecturer
Criteria for promotion

Teaching must be the area of excellence

• Record of publicly disseminated, peer-reviewed scholarship in teaching
• Link any disciplinary research activity to support excellence in teaching
• Satisfactory in University and professional service
• External peer review: independent peers external to the program or IUPUC
  • Objective assessment of teaching and service
  • Candidate provides documentation to allow informed evaluation
Essential evidence

- Tables for documenting & evaluating performance in teaching from the IUPUC Guidelines For Preparing and Reviewing Promotion and Tenure Dossiers describe types of evidence and potential placement in dossier

<table>
<thead>
<tr>
<th>Dimensions of teaching performance</th>
<th>Potential Locations</th>
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</thead>
<tbody>
<tr>
<td>Teaching load</td>
<td>Section I: CV</td>
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<tr>
<td>Teaching goals</td>
<td>Section I: CV</td>
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<tr>
<td>Continuing professional development</td>
<td>Section I: CV</td>
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<tr>
<td>Use of exemplary teaching methods</td>
<td>Section I: CV</td>
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<tr>
<td>Quality of teaching</td>
<td>Section I: CV</td>
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<tr>
<td>Evidence of student learning</td>
<td>Section I: CV</td>
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<td></td>
<td>Section II: Candidate's Statement</td>
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<td></td>
<td>Section III: Statement contained in Evaluation of Teaching</td>
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<tr>
<td></td>
<td>Peer Review (may be part of Sections I, VC&amp;D, Chair Comment, or III, internal and external peers)</td>
</tr>
</tbody>
</table>

- List of courses, etc.
- Goals and/or Teaching Philosophy
- Description of activities and their significance
- Description of methods
- Reflective comments
- Reflective comments
- Details on students mentored, advised, etc.
- Expansion of explanation in statement, if desired
- Details of workshops attended, study, reading, etc. and their significance
- Details, on specific methods such as teaching with technology, use of PBL, service learning, or other innovative methods, inclusive teaching
- Student rating summaries, peer review of class performance or materials
- Results of nationally normed tests, pre-post evaluations of course
- Comment on relative size of load
- Comment on fit with IUPUC and unit goals
- Comment on efforts undertaken
- Local peer review, external if knowledgeable
- Local peer review, external if knowledgeable
- Local peer review, external if knowledgeable
Essential evidence

• Division criteria
  • Promotion & Tenure
    You can view the criteria for promotion and tenure by viewing the links below.
    • IUPUC promotion and tenure guidelines
    • Division of Business
    • Division of Education
    • Division of Liberal Arts
    • Division of Mechanical Engineering
    • Division of Nursing (clinical | tenure)
    • Division of Science
    • University Library of Columbus
Essential evidence

• Teaching philosophy
• Teaching load and goals
• Exemplary teaching methods
• Course and curricular development
• Peer and student evaluation of teaching
• Student learning and impact
• Scholarship of teaching and national leadership
• Recognition – grants and awards
• Continued professional development
## Essential evidence

### REVIEWER'S SUMMARY EVALUATION

Check the corresponding boxes below to indicate the aspects of teaching/performance, research and creative activity/professional development, and service about which the dossier did not contain sufficient documentation.

Summary Evaluation of Achievement: Provide a summary statement that addresses the principal accomplishment in the areas and evaluates strengths and weaknesses, commenting as appropriate on: clarity of goals, preparation, methodology, and self-reflection. Then, indicate whether the dossier contained adequate documentation regarding each area.

### I. TEACHING: SUMMARY EVALUATION OF ACHIEVEMENT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Adequate Information in Dossier? (Check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Peer Evaluations</td>
<td></td>
</tr>
<tr>
<td>1. Class visits by peers</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2. Peer review of materials</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>B. Scholarship</td>
<td></td>
</tr>
<tr>
<td>1. Scholarly Products</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>2. National/international presentations</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>3. Course/curriculum/procedure development</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>C. Student Evaluation</td>
<td></td>
</tr>
<tr>
<td>1. Evidence over several terms</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2. Normed for division/school</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>3. Mentee/alumni comments</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>D. Effective and Appropriate Methods</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>E. Student Learning</td>
<td></td>
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<tr>
<td>1. Student outcomes/results</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2. Clear course goals</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>F. Teaching Awards</td>
<td></td>
</tr>
<tr>
<td>1. State/national</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2. University/campus</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>3. School/division</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>G. Plan for Increasing Future Teaching Effectiveness</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>H. Teaching Load</td>
<td></td>
</tr>
<tr>
<td>1. Appropriate for division/school</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>2. Appropriate for emphasis</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>I. Was overall documentation adequate for forming a recommendation?</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>J. Reviewer's Comments on Teaching:</td>
<td></td>
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</tbody>
</table>
Evidence of excellence

- Documentation of extraordinarily successful teaching and learning outcomes
- Recognition of excellent teaching by others
- Evidence of regular and significant local/regional dissemination of good practice
  - Could include teaching pedagogy or practice
  - Not necessarily journal articles
- Some level of national peer-reviewed dissemination of scholarship is required
Evidence of excellence

• High level of activity in:
  • examining best practices
  • innovation and experimentation
  • seeking feedback from peers
    • Have your teaching materials been peer-reviewed, adopted by others, or posted online?
  • Evidence of substantial positive impact on colleagues
  • Positive peer assessment of above activities
Evidence of excellence

• Sophisticated teaching philosophy that is reflective, innovative, and evolved over time
  • Describe teaching journey, changes over time
  • Be authentic; don’t try to impress with poetic statements about educational theory
  • Describe how values, goals, and beliefs inform your teaching practices – what motivates you as a teacher
  • Discuss approach, methods, goals, and achievements
  • Describe innovation, curricular development, methods to engage student learning
  • Describe professional development as a teacher
Documenting excellence in teaching

• Evidence of teaching performance
  • Curriculum vitae
  • Candidate’s statement
  • Narrative in evaluation of teaching
  • Peer review of teaching
  • Appendices/supporting documents
Documenting excellence in teaching

• Quantity of teaching
  • List courses taught with frequencies, enrollments
  • Teaching load – indicate amount and types with comparison to program/division norms
  • List number of students advised, mentored, and supervised in research
Documenting excellence in teaching

• Continuing professional development
  • Workshops attended, meetings, other forms of development and their importance
  • Describe efforts to improve teaching skills and how you have applied what you learned
Documenting excellence in teaching

- Quality of teaching, advising, mentoring
  - Student evaluation
    - Summary charts covering a period of years
    - Evaluations normed with peers in program, division, campus or discipline for comparison
    - Student feedback, letters or notes
  - Peer review of performance and materials is required
    - Local peer observation of classroom, laboratory, or other settings
    - Summarized narratives, checklists, inventories used for evaluation of candidate
    - Review of teaching materials in print or electronic form by external peers
Documenting excellence in teaching

• Extraordinary success in teaching, advising, mentoring, and learning outcomes
  • Show the impact of your teaching on student learning, curricular innovation, & mentoring
  • Showcase student work (especially peer-reviewed) and awards students received as a result of your mentoring and/or advising
Documenting excellence in teaching

- Evidence of impact on student learning
  - Student performance on nationally normed tests, pre/post tests on knowledge gains
  - Student/alumni reports, letters, accomplishments
  - Achievement of PULs, SLOs
  - Graduate program acceptance and preparation
Documenting excellence in teaching

- Evidence of impact on student learning
  - Peer-review of student work
  - Role in helping students meet learning objectives
  - Improvement in student learning
  - Student achievement, such as co-authored papers and presentations
Documenting excellence in teaching

• Record of nationally and/or internationally disseminated, peer-reviewed scholarship is required
  • Peer-reviewed publications in teaching or teaching pedagogy – articles, textbooks, book chapters, best practices
  • Presentations at local, state, regional, national venues
  • Educational products, methods, materials, such as tip-sheets, technical reports, case-reports, skills assessments, demonstration videos, pod-casts, syllabi
  • Grants for teaching or curricular development
  • Recognition, awards
Documenting excellence in teaching

• **Leadership roles** to advance educational outcomes
  • Service in professional organizations
  • Organizing conferences and meetings
  • Reputation as an expert or leader in area
  • Advocate for quality teaching
Documenting excellence in teaching

- Curriculum development and innovation
  - Show how they have improved instruction and enhanced student learning outcomes
  - Teaching methods: PBL, technology-based, service learning, interdisciplinary
  - Curricular development, implementation, dissemination
  - Related committee work and retention efforts
Documenting excellence in teaching

- Recognition for teaching, advising, mentoring
  - Awards
  - Grants
  - Other
Service

• **Satisfactory performance** in University and professional service is required
  • Must be linked to unit and campus mission
  • Professional service – public, profession, or discipline
  • University service – academic citizenship; routine program/division expectations
  • Good if linked to teaching
Common pitfalls

- Failure to tell your story, make case for excellence in teaching
- Lack of sufficient scholarship or dissemination of scholarship in teaching
- Inadequate evidence to support excellence in teaching; assertions must be supported by evidence
- Lack of satisfactory performance in service
Final words of advice

• Set aside time to work on dossier
• Organize your data
• Be selective in choosing evidence
• Prepare dossier in advance; reflect, review, refine
Any questions?