Addendum to the School of Science Promotion Guidelines:

GUIDELINES FOR THE PROMOTION OF NON-TENURE TRACK FACULTY TO THE RANK OF TEACHING PROFESSOR

A. “INTRODUCTION: Promotion, tenure, and reappointment decisions are among the most important decisions made at IUPUI. The futures of the University, the School of Science, and the individual faculty member are largely determined by these decisions. Thus it is essential that each candidate for promotion, tenure, and reappointment be treated fairly and measured against specific and explicitly stated criteria. This document establishes specific criteria and documentation guidelines to be used for promotion, tenure, and reappointment in the School of Science, while acknowledging the subjective value judgments and flexibility required by the process.”

[Existing School of Science P&T Guidelines, May 2019, p2]

In the 2017 State of the University Address, President McRobbie asked university leadership to “consider changes to the non-tenure-track ranks to provide stronger career paths that recognize the professionalism of these important and growing segments of IU’s instructional community.” Since then, the campuses and the UFC approved the addition of a third tier to the lecturer rank, with the UFC approving the title, Teaching Professor. On June 14, 2019, the Trustees of Indiana University approved the addition of the third tier, Teaching Professor”. [FACET September 5, 2019]

Currently, the School of Science expects that candidates for promotion to Senior Lecturer will have established an excellent record in teaching and have clearly demonstrated a record of scholarly activity applied to teaching and/or pedagogy as an important part of their dossier [Section F., School of Science P&T Guidelines, May 9, 2019]. With respect to Senior Lecturers, the current IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers state that the standard for excellence (over and above record of quantity, quality and impact of internal work) is a record of publicly disseminated and peer reviewed scholarship in the area of excellence.

Creating School of Science Guidelines for the new rank of Teaching Professor: Given the opportunity to create criteria for a new faculty rank, this document proposes to modify the current criteria for Senior Lecturer, and at the same time establish specific criteria and documentation guidelines to be used for promotion to the rank of Teaching Professor in the School of Science. The rank of Teaching Professor describes a non-tenure track instructional faculty member who has established a sustained record of excellence in teaching. The primary responsibilities of this position are focused on the teaching mission of the university, including the teaching of undergraduate and/or graduate courses, advising, and mentoring. The area of excellence is in teaching, and the candidate will document evidence of scholarly teaching. The criteria also require satisfactory service in support of the teaching mission of the School of Science.

The School of Science Steering Committee, working as a sub-committee formed in August 2019, developed this draft. This sub-committee is comprised of one tenured faculty member from each department, the President, Secretary, and Past President of the faculty, and two Senior Lecturers invited by the Steering Committee. The Unit Committee, Senior Lecturers, and Lecturers also provided input and guidance. This draft was endorsed by the School of Science Unit Committee by a majority vote, and is not yet endorsed by the full School of Science faculty, which will require a vote of the full faculty in Spring 2020.
“**Senior Lecturers, and Teaching Professors** are non-tenure track academic appointees whose primary responsibility is teaching. Senior Lecturers and Teaching Professors assigned responsibilities may include research and service only in support of teaching”.

[University Faculty Council ACA-18, April 23, 2019]

2. **Excellent Performance for Promotion to Senior Lecturer**

Promotion to Senior Lecturer requires excellent performance in teaching, together with at least satisfactory performance in service. Excellence in teaching can be expressed across multiple dimensions, but includes a clearly demonstrated record of high quality, effective teaching and innovative course or curricular development. Emphasis is on the Lecturer’s development of scholarly teaching practices, informed by the literature concerning effective teaching and shaped through the Lecturer’s analysis of his or her teaching experience together with peer review of teaching and student satisfaction measurements. Expectations about the quantity of dissemination of scholarly products should be commensurate with the assigned teaching load of the Lecturer.

*The following indicators (a-f) may apply to all ranks for Excellence in Teaching: (This is not a checklist, but is intended to provide a framework within which individual cases are discussed and considered for promotion.)*

a. Documentation that the candidate **meets the teaching load** designated by their department, as appropriate for his or her appointment.

b. Summaries and analyses of **student satisfaction** data for each course taught in rank, provided in sufficient detail to allow determination of the students’ perception of the candidate’s effectiveness as a classroom teacher.

c. Provision of **rigorous peer evaluations**, following the prevalent policies and procedures at the school or department level, and responses to peer review to document the candidate’s continuing efforts to improve in teaching.

d. Evidence that **positive student learning outcomes** are achieved. Such evidence may include assessment data as well as self-reflection and critique.

e. Evidence of **contributions to mentoring of students**. Such evidence may include directing independent studies, research, or service learning projects; serving on student academic committees; directing internship or mentoring programs; student advising; recognition from the School mentoring data.

f. Evidence of **scholarly development and implementation of innovative or advanced pedagogical methodologies**, grounded in theory and appropriate for the candidate’s disciplinary teaching responsibilities. Such innovations may include active learning, team learning, use of learning spaces, technology assisted learning, online/hybrid education models. Documented efforts to recruit, retain, or provide success-driven interventions to broaden full participation of all at-risk students, including first generation students and traditionally underrepresented minority students, will be especially valued.
[In addition to the indicators (a-f) above, the following may apply to promotion to Senior Lecturer]

Success in scholarly teaching may be demonstrated by creation, implementation, and documentation of effective and innovative teaching practices and by local or regional dissemination of knowledge and best practices of teaching and/or pedagogy.

g. Documentation of substantial efforts in course or curriculum enhancement or development. These may include the development and implementation of innovative classroom practices or new courses or programs that improve the educational mission of the Department, Program, or School, or initiating new degrees, concentrations, minors, or certificates that improve educational quality or expand the population of students being educated. These may also include outreach educational efforts with K-12 schools and/or community colleges, or involvement with national educational outreach programs.

h. Documentation of scholarly teaching and dissemination of knowledge on best practices of teaching and/or pedagogy
   o Local or regional dissemination of scholarly educational artifacts (e.g., abstracts, book chapters, conference proceedings, course materials, educational software, digital media, handbooks, manuals, papers, professional blogs addressing advances in teaching and pedagogy, or textbooks).
   o Local or regional presentations at conferences, workshops, training sessions, or professional meetings that promote dissemination of educational best practices or scholarly innovation.

i. Documentation of internal or external grant contributions in support of educational initiatives, infrastructure, course improvements, or student development.

j. Local or regional awards or recognition for excellence in teaching (Department, Program, School, or beyond).
The rank of **Teaching Professor** describes a non-tenure track instructional faculty member who has established a sustained record of **excellence in teaching**. The primary responsibilities of this position are in the broad area of **instruction** including the teaching of undergraduate and/or graduate courses, advising, mentoring, and service in support of the teaching mission of the School of Science.

### 3. Excellent Performance for Promotion to Teaching Professor

Teaching Professor is a rigorous pathway for promotion based specifically on excellence in teaching, and requires sustained excellent performance in teaching, together with at least satisfactory performance in service. In addition to the requirements for Senior Lecturer, candidates seeking promotion to Teaching Professor should demonstrate a record of sustained excellence in teaching and learning, together with evidence of service in support of teaching at the School, Campus, University, State or National level. Excellence in teaching can be expressed across multiple dimensions, but includes a clearly demonstrated and sustained record of high quality, effective teaching and innovative course or curricular development. Emphasis is on the sustained development of scholarly teaching practices, informed by the literature concerning effective teaching and shaped through the candidate’s analysis of his or her teaching experience, together with peer review of teaching and student satisfaction measurements. Expectations about the quantity of dissemination of scholarly products should be commensurate with the assigned teaching load of the candidate. Exemplary evidence for excellence in teaching at this level may include the following.

The following indicators (a-f) may apply to all ranks for Excellence in Teaching: *(This is not a checklist, but is intended to provide a framework within which individual cases are discussed and considered for promotion.)*

a. Documentation that the candidate meets the teaching load designated by their department, as appropriate for his or her appointment.

b. Summaries and analyses of **student satisfaction** data for each course taught in rank, provided in sufficient detail to allow determination of the students’ perception of the candidate’s effectiveness as a classroom teacher.

c. Provision of **rigorous peer evaluations**, following the prevalent policies and procedures at the school or department level, and responses to peer review to document the candidate’s continuing efforts to improve in teaching.

d. Evidence that positive student learning outcomes are achieved. Such evidence may include assessment data as well as self-reflection and critique.

e. Evidence of contributions to mentoring of students. Such evidence may include directing independent studies, research, or service learning projects; serving on student academic committees; directing internship or mentoring programs; student advising; recognition from the School mentoring data.

f. Evidence of **scholarly development and implementation of innovative or advanced pedagogical methodologies**, grounded in theory and appropriate for the candidate’s disciplinary teaching responsibilities. Such innovations may include active learning, team learning, use of learning spaces, technology assisted learning, online/hybrid education models. Documented efforts to recruit, retain, or provide success-driven interventions to broaden full participation of all at-risk students, including first generation students and traditionally underrepresented minority students, will be especially valued.
[In addition to the indicators a-f above, the following may apply to promotion to Teaching Professor]
Sustained excellence in scholarly teaching may be demonstrated by creation, implementation, and documentation of effective and innovative teaching practices and by local or regional leadership and dissemination of knowledge and best practices of teaching and/or pedagogy.

g. Documentation of a sustained record of excellence in course or curriculum enhancement or development. These may include: sustained leadership roles in developing innovative, timely new courses, programs, or policies that improve the educational mission of the Department, Program, School, or Campus or initiating new degrees, concentrations, minors, or certificates that improve educational quality or expand the population of students being educated. These may also include publicly-engaged scholarship with community partners, including outreach educational efforts with K-12 schools and/or community colleges, local or regional community service or government institutions, or involvement with national educational outreach programs.

h. Documentation of peer-reviewed scholarship in teaching and learning:
   - Local or regional dissemination proceedings of scholarly educational artifacts (e.g., abstracts, book chapters, conference proceedings, course materials, educational software, digital media, handbooks, manuals, papers, professional blogs addressing advances in teaching and pedagogy, or textbooks).
   - Organization of or featured presenter at local or regional conferences workshops, training sessions, symposia, or professional meetings that promote dissemination of educational best practices, scholarly innovation, or community engagement.

i. Contribution to successful internal or external grant support for educational initiatives, infrastructure, course improvements, or student development.

j. Local or regional awards or recognition for excellence in teaching (Campus, University, State or beyond).