IUPUI Promotion and Tenure Guidelines
Campus Criteria for Senior Lecturer and Teaching Professor Ranks

Background:

In his 2017 State of the University address, President Michael McRobbie called for a redoubling of efforts to assure pervasive excellence in teaching and learning through a number of new initiatives aimed at underscoring the central importance of excellent teaching on all campuses of Indiana University. One such initiative focused on strengthening career paths for faculty devoted to teaching and learning. In particular, President McRobbie asked that:

> …the UFC and other faculty governance organizations work with campus academic leadership to consider developing new, well-defined, rigorous pathways for tenure and promotion based specifically on excellence in teaching. The pathways should be evidence-based, use multiple types of evidence of excellence, consider evidence of student learning, and be peer reviewed. I also ask that they 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. In this connection, UFC might also consider other full-time faculty ranks to recognize long-term commitment to excellence and mentorship in teaching. (President Michael A. McRobbie, 10.10.2017)

Following considerable discussion among faculty governance groups across the campuses of Indiana University, the UFC recommended the creation of a new tier within the lecturer career path, *Teaching Professor*, to ensure that the professional path for lecturers was parallel to that for the tenure stream and clinical professor ranks, both of which include three tiers. This recommendation was approved by the Indiana University Board of Trustees in June, 2019. The rank of *Teaching Professor* is situated at the top of the lecturer rank, beyond *Lecturer* and *Senior Lecturer*.

IUPUI Campus Standards and Expectations for Documenting Teaching Performance:

Campus-level standards are developed to serve as a foundation for evaluating faculty performance across the domains of teaching, research and creative activity, and professional service. When the new tier of *Teaching Professor* was approved, it was important for campus standards to be developed quickly in order to help serve as a guide for the development of school-specific criteria and standards (and in some cases, department-specific criteria and standards). The table below reflects recommendations of the Promotion and Tenure *ad hoc* Task Force. These standards reflect an initial effort to establish minimum expectations for promotion to Senior Lecturer and Teaching Professor for all academic units at IUPUI, IUPUC and IU Fort Wayne. School criteria (and department criteria, when applicable) are expected to meet or exceed these levels of performance.

	Advancement to Senior Lecturer	Advancement to Teaching Professor
Standard for Excellence	• Documented student learning • Distinct teaching philosophy • Achievement of excellence in a teaching-related domain • Achievement of excellence in instruction (see below)	• Record of publicly disseminated and peer reviewed scholarship in teaching • Documented student learning • Distinct teaching philosophy • Achievement of excellence in a teaching-related domain, sustained over time • Achievement of excellence in instruction (see below)
Documentation of Student Learning	• Student learning outcomes (e.g., at course, program levels) • 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]		
Excellent Achievement in Instruction	• Documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.	
Excellent Achievement in Course or Curricular Development	• In addition to producing effective course and curricular products, shows evidence of having disseminated ideas *locally or internally* through administration, mentoring, publication, presentation, or other means.	• In addition to producing effective course and curricular products, shows evidence of having disseminated ideas *within the profession or generally* through administration, mentoring, publication, presentation, or other means.
Excellent Achievement in Mentoring and Advising	• Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.	
Excellent Achievement in Service in Support of Teaching and Learning	• Course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc.	

External Reviewer Requirements:

	Advancement to Senior Lecturer	Advancement to Teaching Professor
External Reviewers: 2020-2021 Cycle	Reviewers can be from IU, PU or IUPUI as long as they have no close associations with the candidate and are outside the candidate's department (or school, if there are no departments).	At least two reviewers must be outside the IU and PU systems. Up to 4 reviewers may be from IU, PU or IUPUI as long as they have no close associations with the candidate and are outside the candidate's department (or school, if there are no departments).
External Reviewers: 2021 and beyond		Up to 2 reviewers may be from other IU or PU campuses; at least 4 reviewers must be outside of the IU and PU systems.[2]

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[1] Most of this description comes from current excellence-in-teaching criteria that is intended for all faculty types. It is more common for tenure-track faculty to demonstrate excellence in student mentoring, particularly of graduate students. Current language does not include mentoring of adjunct or junior faculty.

[2] The same expectations apply to tenure-track and clinical faculty appointments.

Draft: January 24, 2020

Standards for Satisfactory Service:

	Advancement to Senior Lecturer	Advancement to Teaching Professor
Satisfactory Service to University	• Routine department expectations; chair's determination that service is more than mere participation	
Satisfactory Service to Discipline or Community	• Routine, required or expected service to the discipline or community	

Note on criteria formatting: Currently, the IUPUI P&T Guidelines present criteria in two grids. One has expectations for particular faculty types and ranks without regard to area of excellence. The other stipulates expectations for areas of excellence, without regard to faculty type. A formatting change is in development which presents expectations for each faculty type and rank, by area of excellence. A separate document, "Standards for Excellence in Teaching," provides the old and new formats.

Key Highlights of Proposed Changes:

1. There are no changes to the current standards for tenure-track and clinical cases based on excellence in teaching. Tenure-track cases require an emerging (associate) or achieved (full) national reputation, dissemination in teaching, and disseminated scholarship in one's research area. Clinical cases require national-level peer reviewed dissemination in teaching (clinical associate professor), sustained over time (clinical professor).

2. No changes are proposed for any requirements pertaining to student input on teaching or to peer evaluations.[3]

3. Senior Lecturers and Teaching Professors must both establish strong teaching records (student learning outcomes) and a distinct teaching philosophy.[4] Candidates may choose a specific domain within teaching to demonstrate excellence[5] (e.g., curriculum development, student support, mentoring, classroom instruction, technological innovation).

4. Senior Lecturers would not need peer-reviewed dissemination, whereas Teaching Professors would.

5. Senior Lecturers would not need external reviewers beyond IUPUI, whereas Teaching Professors would.

6. Teaching Professors would need to demonstrate sustained excellence over time. While a specific period of time is not stipulated, it is assumed that faculty will demonstrate 5 or more years of excellence at the Senior Lecturer rank, similar to current language regarding advancement to full professor. For a transition period through 2023-2024, each promotion case would be examined for a sustained record of excellence, regardless of the exact rank held at the time (e.g., a candidate may have met the criteria and standards for Senior Lecturer while holding the rank of Lecturer).

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[3] Current senior lecturers who have not had a recent formal peer evaluation should take steps to engage in the process before applying for promotion. This can be achieved by setting up and documenting a discussion of teaching with peer faculty.

[4] See the Scholarly Teaching Taxonomy

[5] See the FACET Statement Concerning Criteria for Promotion to Teaching Professor

Appendix: Additional Resources and Summary of Process

Additional Resources:

On this page, use link to get to a Box folder with materials. These include:

- Scholarly Teaching Taxonomy-Post Review Draft
- FACET Statement Concerning Criteria for Promotion to Teaching Professor
- Definitions and examples related to lecturer activities (include examples of *peer review* and *dissemination*)
- Faculty by school, type, and highest degree across lecturer, senior lecturer and clinical ranks

Process for Developing Campus Standards:

- Fall 2019: Ad Hoc Committee to Revise P&T produces, "Moving the Middle" document, based on input from FACET and from a group working on a Scholarly Teaching Taxonomy. Ad Hoc Committee includes NTT faculty, representation from large schools, and members of the campus promotion and tenure committee as well as the Faculty Affairs Committee from the IUPUI Faculty Council.
- Timeline developed by Kathy Johnson and John Watson (IFC President).
- Workshop held October 31, 2019
- January 2020: Information item for IUPUI Faculty Council. Questions asked, answered; feedback, incorporated into new proposal (after distribution to Ad Hoc Committee)
- **Due: January 30, school-level criteria**
- Next steps:

  - ➢ February 4, 2020 IFC meeting: 1st reading of change
  - ➢ March 3, 2020 IFC meeting: 2nd reading of change; vote
  - ➢ If adopted:
    - First candidates for Teaching Professor may apply for the 2020-2021 cycle, including completing submission of a dossier in summer 2020 and preparing materials for external review in spring 2020. *Future reviewer requirements:* Candidates for Senior Lecturer may use new criteria for the 2020-2021 cycle, but may also use existing criteria. *Reviewers need not be external.*
    - From 2020 through 2024, "time in rank" will be interpreted on a case by case basis.