

SoU TEACHING INITIATIVES TABLE
October 2017

<i>Name</i>	<i>Who</i>	<i>Due date</i>
6. Prototyping grants	IUB, IUPUI, Regionals	2017-2018
5. Teaching awards review	Univ Honors & Awards, FACET	Feb. 1, 2018
3. Translational research	Provost, chancellors Relevant schools, depts	May 31, 2018 (to ALC)
4. Master Teacher rank	EVPs UFC	May 31, 2018 (progress report)
7. P&T teaching criteria NTT career paths	UFC, campus faculty org, campus academic leaders	May 31, 2018 (progress report)
1. Review of univ-wide and campus T&L programs	EVPs Review ctte (incl. FACET)	May 31, 2018 (to EVPs) Sept. 30, 2018 (from EVPs)
2. School/campus programs for assessing teaching practices (following #1)	Deans/VCAAs Provost, chancellors	May 31, 2019 (to ALC)

First, I ask Executive Vice Presidents Lauren Robel, Nasser Paydar, and John Applegate to immediately initiate a university-wide review of all of IU's campus and university-wide programs that support teaching and learning. Building on New Directions in Teaching and Learning, this review should examine what we are doing now, what is working well, what can be improved, what opportunities are there for leveraging and restructuring these programs to make them more effective and efficient, and what new resources, including space, might be needed. As well, it should look at what kinds of programs and spaces will be needed in the future, which will undoubtedly be even more dominated by pervasive information technology. The review committee should be comprised of FACET and other faculty members, staff of the centers for teaching and learning, staff from UITS, and students. The committee's report should be submitted to the executive vice presidents no later than May 31, 2018, and after appropriate consultation, they will take appropriate actions in response by September 30, 2018.

Second, once this first report is complete, I ask the deans of all schools (or regional campuses where appropriate) to work with campus leadership to carry out next academic year a similar review of their programs for assuring and regularly renewing the pervasive use of best practices in teaching and learning in their respective schools, and assessing the effectiveness of these practices. These reviews should specifically detail the measures that are taken to assure that first-generation and at-risk students receive the support they need to persist and complete their degrees. School reports should be submitted to the Academic Leadership Council (ALC) by May 31, 2019 who will review the reports, and prepare a summary for university-wide distribution of new and innovative ideas that could be more widely adopted during our Bicentennial year.

Third, I ask the leaders of all campuses with schools and departments that conduct research into learning—for example, the IU schools of education, the Department of Psychological and Brain Sciences at IUB, and the School of Informatics, Computing, and Engineering and others—to identify opportunities at IU for translating their excellent research on learning into improved instructional practices at IU. Each campus should compile such material into a report for the ALC by May 31, 2018. The ALC will then consider the feasibility of deployment of some of these practices across IU.

Fourth, I ask that the Executive Vice Presidents, in conjunction with the UFC and others as appropriate, explore the idea of creating a new academic designation to be called something like “Master Teacher,” as a way of recognizing the very finest of IU’s teachers. This designation could be similar, in some ways, to the rank of Distinguished Professor, and might carry with it some of the funding benefits of that rank. As with the rank of Distinguished Professor, it would also only be granted sparingly and after extensive evaluation, including external peer review. I ask for a progress report on these discussions by May 31, 2018.

Fifth, IU has many teaching awards for widely varied purposes that are presented to our faculty who are nominated by their peers as outstanding teachers. But we need to ask: do we have the right awards for the right purposes? Do we presently have too many? Should some be consolidated? Are the monetary awards that go with them appropriate? Are we selective enough in how often we award them? Do we recognize the winners of these awards appropriately? I ask that the Office of University Honors and Awards to consider these and any other relevant questions, in consultation with the FACET leadership and the chairs of the various award selection committees, and let me have a report on this matter by February 1, 2018.

Sixth, during this academic year, the Bloomington, IUPUI, and regional campuses will establish programs of small, so-called “prototyping” grants for full-time faculty, for internal experimentation with new techniques in teaching and learning. Special consideration should be given to applications from full-time faculty members whose primary responsibility is instruction. Successful techniques will then be reviewed for wider deployment in the university. Details of these programs will be released soon.

Finally, I ask the UFC and other faculty governance organizations to 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. I would like a report back as to progress on this matter by May 31, 2018.

