

Faculty Organization Meeting
March 22, 2019
1-3 pm
Hawthorn Hall 107
Minutes

1. Called to order at 1:01 pm.
2. Approval of Minutes: February 15, 2019 – approved without amendment.
3. President’s Report – Susan Zinner
 - a. UFC Report: UFC Rep Andrea Griffin reports that the UFC meeting contained only routine business and there is nothing new to report.
 - b. New Constitution: We have a new constitution. 79 faculty members voted to approve the amendments to the constitution, so the update passed. The 2019 Constitution is now available on the Faculty Organization website.
 - c. The Budget Committee has now started meeting and will meet for several weeks. There will be a report at the Faculty Organization meeting in April.
 - d. Elections: The Elections Committee is soliciting nominations for the Northwest Council, Executive Committee, UFC Representative, VP, and Secretary. Contact Susan or Nicole Anslover if interested in running.
 - e. IU Handbook rule on composition of faculty governance groups: The role of clinical faculty in governance shall be determined by tenure track faculty, but should not exceed 40%. See <https://policies.iu.edu/policies/aca-18-regulation-clinical-lecture-appointments/index.html> Susan will be asking the deans to review their total number of faculty and the number who are clinical faculty. Faculty Comment: This rule has always been in the handbook. Yes, but we are only approaching this threshold now.
 - f. Proposed Faculty Commitment to Teaching Policy (See Attachment #1): This draft policy regulates faculty “moonlighting” and allows considerable freedom for teachers to teach elsewhere during the summer, but requires the dean’s approval for teaching elsewhere in the school year. Are there any faculty comments on this policy? No comments were offered.
 - g. “Identifying Pathways for Excellence in Teaching” (See Attachment #2): This memo from VP John Applegate outlines a framework for how campuses might define excellence in teaching. It is a response to faculty comments that current guidelines on teaching were nebulous. He wants campuses to conduct a review of their requirements for excellence in teaching based on this memo. IU Northwest will form a new committee, co-chaired by Susan and Chris Young. Jennifer Greenburg, Sharon Pratt, Kris Huysken, Mark Thomas, and Micah Pollak will serve on the new committee. This committee will examine campus policies on excellence in teaching and report back to VP Applegate by October 31, 2019.
 - h. Executive Committee: The School of the Arts does not have a representative on the Executive Committee. Dean David Klamen will hold an election over the

summer and a new representative from SoA to the Executive Committee will start in the fall.

- i. Comment from Pete Avis: Avis is not present today, so he gave Susan a note to read to the faculty. Biology Assistant Professor Ming Gao was informed in February that his H1B visa request had been denied. This denial was traced to a clerical error. Ming lost his immigration status and therefore his employment. Other faculty are covering his classes and his lab will be preserved until his return. Thanks to EVCAA Roman-Lagunas for working on this issue with the various IU offices. Avis notes that IU policy should not have allowed Ming's employment to be eliminated without following procedures. Avis notes that Ming and his family need all the support they can get. EVCAA Roman-Lagunas notes that IU legal has informed her that federal law takes precedence over IU policy and that any fix must come through immigration law. IU attorneys primarily are here to protect IU, Ming has his own attorney to represent his interests. Faculty Question: Who terminated Ming's employment? EVCAA terminated it on the order of IU legal. Faculty Comment: You should not have done that. IU needs to protect its own employees. Faculty Question: What would have happened if you had not terminated Ming? The EVCAA says she would have been fired. Faculty Comment: Then let us all be fired. Let all of IU Northwest be fired. The EVCAA was very frustrated with the IU legal team. Faculty Question: Is there a way for the Faculty Organization to support Ming? Would it make a difference? EVCAA says if the Faculty Organization passed a resolution, it would not be a bad thing. Faculty Question: Should the language of our resolution also refer to our students? EVCAA says yes, that our students have been damaged by a mere clerical error. Susan will work on a draft of a resolution and email it out to the faculty.
- j. There is a reception at 3:30 in the Arts & Sciences building.
- k. Chancellor Lowe cannot be with us today so there will be no Chancellor's Report.

4. EVCAA's Report – Vicki Roman-Lagunas

- a. Founder's Day Finalists: Congratulations to the four finalists for the Founder's Day teaching award this year: Marie Eisenstein, Hannah Lee, Cara Lewis, and David Parnell.
- b. Enrollment for next fall has begun. Please remind students that it is time to enroll and that the earlier they enroll the better. Academic Affairs keeps a running list of all students who have enrolled and all who haven't and reaches out to those who have not. Encourage students to not drop out and to remember that we care for them.
- c. AQIP: The first review of the AQIP report has come out. Cynthia has been able to send in some supplemental figures. There will be no interim visit from the AQIP team. This is a good thing. The faculty applauded.
- d. Budget Hearings: Meetings have already begun and have been productive. She hopes that everyone who is a part of the committee will continue to attend.

- e. The reception at 3:30 will be really great and she hopes that everyone will attend. The beer and wine at the reception does not come from the university's budget but comes straight from the chancellor and vice chancellors. The faculty applauded.
- f. UFC Budgetary Affairs Subcommittee Report by John Sejdinaj, VP and CFO of IU. This report was made in January, as part of IU's effort to convince the legislature to allow a larger than usual tuition increase for next year. Some highlights from the report:
 - i. Revenue growth declined, but expenses (wages and capital) are expected to increase.
 - ii. Moody's outlook on higher education in general was downgraded to negative in January 2018.
 - iii. Enrollment trends at most campuses in IU are down, but IU Northwest is down the most (down 28% in full time degree seeking enrollment over the last five years).
 - iv. A projected enrollment cliff is coming in 2025-2026.
 - v. Statewide fall census enrollment has decreased.
 - vi. IU Northwest has competitive edges in graduate programs and adult learners where we could see growth.
 - vii. Preliminary feedback indicates that a 2-2.5% tuition increase would assist to relieve some of the financial pressures we are facing from lower enrollment. The ICHE guideline for tuition increase is only 1.4%.
 - viii. In 2002, state appropriation at IU paid for 27% and student fees paid for 23%. In 2018, state is 17% and students are 36%. This shows the decrease in funding from state government.
 - ix. Our compounded annual growth rate in appropriations is -0.2% over the last ten year. This is based on our poor showing in performance funding. We can turn this number around by securing more performance funding.
 - x. For all of IU, expenses have grown by 3.3% over the last ten years. Expenses are going up.
 - xi. This presentation is what non-faculty are looking at. It is important to know the reality of our situation. This is why we keep asking for help in retaining students.
 - xii. The deans felt very strongly that the faculty should have this information.

5. Dean's Review Process – Surekha Rao (See Attachment #3)

- a. Are there any questions about the Dean's Review Process?
- b. The Executive Committee decided that there should be a regular dean's review process. Surekha, Susan, the EVCAA, and Bala Arshanapalli have been working on this process since last April. This policy will apply to all the deans at IU Northwest. Each dean will be reviewed every five years. All faculty and staff will have input on deans in process. Each committee will have seven members, with two co-chairs (one from faculty and one from administration). The Executive Committee will solicit the members of each review committee. All faculty and staff are eligible to fill out a survey about their dean. The committee shall write up a report reflecting on the survey results. The EVCAA shall follow up with the

dean and discuss the report with them as part of their five-year evaluation. Susan notes that normally the reviews will take place in the fall, but the deans have approved starting the reviews this semester so that the survey may be completed this semester. The EVCAA notes that it was a pleasure to be involved in the creation of this policy. Surekha points out that the policy includes a draft of the survey with questions to be used. Susan notes that both the Executive Committee and the deans have approved this policy. Faculty Question: Why have questions been included in the policy? This seems to restrict the kinds of question that might be in the survey. Answer: The idea is that these questions provide unity for now but could always be changed in the future.

- c. The faculty organization voted and unanimously agreed to approve this policy.

6. Update from Academic Affairs Committee Chair – Spencer Cortwright

- a. Spencer was not present so this issue is being postponed for now.

7. CUMU/Anchor Institutions – Ellen Szarleta

- a. Anchor Mission Initiative: This is a campus-level initiative. Anchor institutions gather data to show how they are integrated into the community. Conversations are occurring on how the city of Gary and IU can advance together with new initiatives.
- b. Collaboratory: Our way to tell our story. This is a cloud-based system (cecollaboratory.com) that allows us to connect to the community at the college, campus, and individual level. On April 23rd, the IU Northwest site on collaboratory will be made public. This will be a celebration of everything we do as far as community engagement. Ellen needs everyone involved in community engagement in their classrooms needs to add information about that engagement to the IUN collaboratory site. Go to One.iu, search collaboratory, and click on the link. The IUN site is still in progress, but the IUPUI site, also available through One.iu, is filled out. Can search for activities and courses.
- c. Vicki: Urban League recognized the IUN PD for being one of the best growers of diversity in police departments. The faculty applauded.
- d. Collaboratory can also produce reports. Hopefully this will be linked to DigitalMeasures next.
- e. Faculty Question: Is there a way for students to download a document to show their involvement in community engagement activities? Not right now. Faculty Comment: It would be helpful to have something like this. What about a co-curricular transcript? Ellen: This is one of the questions for Carnegie classification. She has contacted the Registrar. Collaboratory does not do this but a co-curricular transcript would be useful. Redhawk Link only looks at extra-curricular activities. Faculty Comment: This would be a good tool for recruiting students. Faculty Question: How is the information kept current over time? Ellen: The person in charge or a proxy has to go back and update the information. One way to keep it current is to not put an end-date so that it always stays current. Faculty Question: So the faculty put in the information? Ellen: A student or staff

member could be made a proxy. Faculty Comment: I have logged in and uploaded a photo while we were talking. Just be aware that each campus has a separate collaboratory, so make sure you are working in the IUN version. Ellen: Contact me if you have questions or if your department needs help with the site. Faculty Question: How do we get student records of their involvement? Peter: The REAL co-curricular transcript is available and could be used by individual programs. As activities are approved and vetted, they go through a workflow for approval, and can be added to student records for students to save or print. Faculty Question: Who initiates the workflow for this? Peter: No, an administrator has to initiate an activity for a student to add in their participation. Ellen: And this is all in REAL, there is no way to include student records in Collaboratory. Faculty Comment: This would be very good to get student records because it is unbelievable and we are missing out on an opportunity. Faculty Question: Is there going to be a casino near here? Ellen: I only know it is to be near 80/94. Cindy: There will be some targeted development within the city, including a casino and a large port. Ellen: There will be opportunities for IUN to help people transition to some of the new jobs available at these places. Faculty Comment: I think Gary could really blow up. Especially on the water.

8. Diversity Programming Series – James Wallace

- a. Diversity Programming Series call for proposals is now open. James would like to increase student attendance at these activities. Please submit proposals that would be of great value for our students. It is important to get proposals in by the deadline of April 19 since budgetary flexibility will likely be lesser next year.
- b. Diversity Fellows Program call for proposals is also open. Diversity fellows use money to insert diversity into their classes. Fellows must also hold a CISTL workshop to talk about what they did. The deadline for these applications is May 31. Funds will be transferred to successful applicants by end of June. An example of a successful fellow is Hannah Lee, who is having students do poster presentations on perceptions influenced by cultural background on April 1 and 3.
- c. IUN Bicentennial 2020 Education Conference will be March 29. The conference is filling up, but interested people can register at ODEMA's website. The luncheon keynote speaker is Eric Deggans.

9. Tech Tips – Ryan Vega

- a. Changes are coming to software on campus. Office 2019 will be replacing Office 2016, and Adobe 2019 will replace Adobe 2018. For Office, the change in Word is very minor. PowerPoint and Excel will also look much the same. These applications will be deployed to office computers soon. Faculty Comment: Adobe 2019 will make it look to students like they have to pay, but they do not. They have to login with their IU email and select enterprise ID. Faculty Comment: It seems like a headache waiting to happen. Faculty Comment: It is amazing to have access to this program, but it is something to be aware of. Ryan: Downstate IT is working on this with Adobe and trying to figure out a way to get around it.

Faculty Question: Is IU trying to phase out the IUN email address? Ryan: Everyone has an IU email address, and IT is looking at phasing out the IUN email addresses. Faculty Question: What are the actual changes to office? Ryan: They are almost unnoticeable. One in Word is that you can make the background darker so the page pops out better – it is also called focus mode. Faculty Question: Is there still an extra space after a paragraph? Ryan: I think so. Most features did not change. Faculty Question: Why do we have to get 2019 if there is no improvement? Ryan: It is not “no improvement,” it is minimal improvement. It is good for our students to work with the latest version of software rather than legacy versions. If you go to download it on IUware, it will be Office 365, not Office 2019. Licenses are easier for university to manage on Office 365. Faculty Comment: Scaling in Adobe 2019 has been changed from in-proportion to out-of-proportion. What a disaster. What a nightmare. Maybe nobody uses this and this is not important.

- b. Software request deadline for the fall is April 15. So please submit requests by then. Faculty Question: So Office 2019 will not appear on IUware? Ryan: No, it will be Office 365. Faculty Question: Can you notify us about changes in how the schedule is listed on the website? Why was it changed? Faculty Comment: You cannot use the search function for the class schedule. Ryan: That is probably a conversation for IT and Peter. Faculty Comment: I know you personally have nothing to do with the website. Ryan: That’s correct. Faculty Comment: It changed in the middle of the semester with no warning. Peter: If you come across a glitch in the class schedule, please submit an IT help ticket. Ryan: Let us know and put a ticket in with us.

10. Old Business

- a. None presented.

11. New Business

- a. Surekha Rao: Asia Day is on April 4 (Thursday) 12:00-3:30. Please come and bring your students. A flyer will come out and an announcement in the Daily Redhawk.
- b. Mark Baer: A theater event coming next month: Opening April 3 and closing April 13. A Doll’s House. There will be a special daytime show at 2:30pm on April 10th that is free to students.
- c. Mark Baer: Please vote on the First Year Seminar requirement if you are a COAS faculty member.
- d. Bonita Neff: Communications Week is April 15, 16, and 17. The Communications Department would like to be clearer about procedures and policies for tenure and will be working with the faculty committee on the School of the Arts.
- e. Vicki Roman-Lagunas: I did not draw the sinking ship on the chalkboard.
- f. Crystal Shannon: Thank you on behalf of the One Book Committee to everyone who has participated this semester. There was an excellent conference in

collaboration with WGS in March and a Women in Leadership panel this week with IU First Lady McRobbie. The next One Book is “They can’t kill us until they kill us.” Thank you to everyone that voted.

- g. Zoran Kilibarda: The Geology Club will do a beach clean up day on Good Friday. Send your students. It’s fun and for a good cause.

12. The meeting was adjourned at 3:01 pm.

Attachment 1:

Proposed Faculty Commitment to Teaching Policy

Draft Policy 12/15/2018

Teaching academic/professional courses (including but not limited to online teaching) and/or visiting appointments at another university/organization

Philosophy

Full-time continuing faculty members of IU Northwest are employed to meet and further the multiple missions of the University. This includes the discovery and dissemination of knowledge, addressing educational needs of the citizens of Northwest Indiana and advancing the social, civic and economic well-being of the people of our region. With respect to teaching, it is expected that full-time continuing faculty members will dedicate their teaching efforts to the students of IU Northwest. Serving the students of other institutions, by definition, reduces the contact, impact, and commitment to the missions of IU Northwest. This expectation applies to both 10-month and 12-month appointments.

Process

IU Northwest faculty who wish to accept an academic appointment (with or without teaching) at another institution during the period in which they are employed full-time at IU Northwest should write to the Dean stating the request and demonstrating how the appointment will enhance the faculty member's contribution to the multiple missions of the university and how the appointment will not interfere with the faculty member's responsibilities at IU Northwest. The Dean in consultation with the Executive Vice Chancellor of Academic Affairs will review these requests and respond in writing. This expectation applies to the ten-month academic year and to any fraction of the summer during which the faculty member is receiving summer salary from internal sources or from external research grants administered by IU Northwest. Additionally, all instances must be disclosed on the Conflict of Commitment/Conflict of Interest form.

Certain kinds of appointments are often approved:

- A faculty member holds an adjunct appointment at a former institution in order to complete service commitments on graduate committees.
- A faculty member goes on unpaid leave to a semester or year to serve as a Visiting rank at another institution and is paid by that institution.
- A faculty member might request permission to teach or conduct research at a physically distant institution.
- In all three cases, a compelling account of how these experiences will enhance the faculty member's ability to further the multiple missions of the university is necessary.

Steps

Faculty who wish to go on unpaid leave for a semester or a year to teach elsewhere should contact their Dean for further information.

Faculty who wish to accept a teaching appointment at another institution while employed by IU Northwest should address the following factors when submitting their written request.

- Where is the assignment and what is the name of the class?
- What is the timing and length of the proposed teaching assignment?
- Is the teaching compensated?
- Do students receive academic credit for the course?
- During what hours will the course take place?
- Is the course one that the faculty member teaches at IU Northwest?
- What title will the faculty member hold?
- How does teaching this course at another institution fit into your overall career plans and that of your academic unit?
- How does this teaching activity enhance your ability to fulfill the mission of IU Northwest?

Summer Teaching

Faculty members who hold 10-month academic year appointments and do not receive additional summer salary through IU Northwest can take on additional teaching assignments during the summer. The faculty member's primary IU Northwest affiliation must be made clear, and such teaching must be reported in the annual conflict of interest/conflict of commitment disclosure process. Any summer work should begin no sooner than June 1 and end by July 31 in alignment with the 10-month contract.

Attachment 2:

Identifying Pathways for Excellence in Teaching Memo

Identifying Pathways for Excellence in Teaching

In his October 10, 2017 address, President Michael McRobbie charged the IU community with several tasks intended to assure IU's "pervasive excellence in teaching and learning," including the following:

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**.

In considering a response to this charge, and recognizing the distributed authority for promotion and tenure guidelines across IU's multiple campuses, we make the following recommendations that can serve as a set of university-wide guidance and expectations for implementing this charge at the campus, school, and department levels. Additional information and resources may be found in Appendix B.

Identifying Clear Expectations for Documenting Excellence in Teaching

Current guidelines for documenting excellence in teaching vary widely across IU departments, schools, and campuses. While variation is appropriate to our distributed promotion and tenure policy, there should be some consistency in the minimum expectations to ensure pervasive excellence in teaching and learning. In order to ensure consistency in the application of these guidelines, each campus should require academic units to develop plans and processes that clearly address the following issues.

General Principles

1. Focus on direct evidence of student learning.

While there are many important indicators of commitment to teaching excellence (e.g., professional development, teaching-related service, scholarship, etc.), direct evidence of student learning should remain the ultimate criterion for identifying excellence in teaching. Direct evidence of student learning requires that students have completed some work or product such as exams, papers, projects, or assignments that demonstrate achievement of specified learning outcomes. Other direct measures of student learning include course-specific standardized tests, student portfolios, and pre- and post-knowledge tests. Grades alone would not serve as direct evidence of student learning, nor would excellent (or poor) student end-of-course evaluations of teaching (Nilson, 2013). However, a faculty member's teaching effectiveness is understood to be measured by student products and performances of their learning. An analysis and reflection of assessment results such as those from exams, papers, projects, assignments that align with student learning outcomes are necessary (Suskie, 2009). It must be acknowledged, however, that factors other than teaching (e.g., student factors such as ability,

socioeconomic background, educational preparation, and interest) can impact student learning, so multiple sources of evidence should be used to evaluate teaching.

2. Rely on multiple sources of evidence and reflect on interconnections.

- a. Berk (2018) discusses the evaluation of teaching, saying, “There is no perfect source of evidence” (p. 76), and advocates drawing from three or more sources of evidence including data from students, the instructor, and peers to make the case for excellence. Data from students might include mid-semester student feedback, student course evaluations or student comments. Data from the instructor might include a teaching philosophy, quality course design, and quality course materials. Strong cases will include materials that demonstrate the application of evidence-based best practices involving backwards course design, assessments, instructional materials, course activities, learner interactions, learner support, course technology, and accessibility and usability (See [About Quality Matters](#)). Data from peers should include a formal peer review conducted by a trained peer reviewer.
- b. A strong case for excellence in teaching involves the presentation of and reflection on multiple sources of evidence that are interconnected to tell a story of growth and success in teaching. For example, details of professional development activities, subsequent teaching redesigns, peer reviews of those courses, student ratings, indirect measures of student learning, and analysis of whether student learning outcomes have been met should be synthesized into a faculty member’s narrative of focused attempts to improve a particular aspect of student learning (Berk, 2014). A possible narrative could describe a teaching feedback loop that details the faculty member’s process to identify an opportunity to improve student learning, to adopt new approaches, and to evaluate resulting changes in student learning. One example of such a feedback loop may be seen with [FACET’s LEARN](#). Such narratives might be presented in the form of a teaching portfolio, which should make apparent and articulate reflective practice and the evidence upon which that reflection is based. The goal of such a portfolio should be to “document and make visible their teaching and their students learning ... to maximize the breadth of student understanding” (Bernstein, Burnett, Goodburn, & Savory, p. 8).

3. Focus on indicators of good teaching supported by research on teaching and learning.

- a. Excellence in teaching is made apparent when faculty identify and rely on evidence-based teaching practices to address teaching and learning challenges. The case for excellence in teaching is strengthened by providing a rationale for chosen approaches. The sources of these evidence-based practices are varied. In 1987, for instance, Chickering and Gamson identified seven principles for good practice in undergraduate education: encourage contact between students and faculty, develop reciprocity and cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of learning. These seven principles, based on more than 50 years of research on the way teachers teach and students learn, continue to form the foundation for evidence-based best practices today. More recently, Mayhew, Rockenbach, Bowman, Seifert, Pascarella, & Terenzini (2016, p. 59) found that “effective teaching encouraged students to spend time preparing for class, provided students with feedback, gave students opportunities to reflect, and actively engaged students in the learning process.” Similarly, Kuh (2015, 2016) identified eleven High Impact Practices

that have been demonstrated to increase student engagement and retention: first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service learning/community-based learning, internships, capstone courses and projects, and ePortfolios. Using instructional practices based on principles of how people learn is also an indicator of good teaching (Bransford, Brown, & Cocking, 2000; Ambrose et al, 2010). Evidence of engaging in these principles of effective teaching or high impact practices, although not direct evidence of student learning, can provide supporting documentation of teaching excellence.

4. Recognize that excellence in teaching goes beyond the classroom.

- a. As highlighted by the Faculty Academy on Excellence in Teaching (FACET), "teaching excellence encompasses not only demonstrated excellence in the classroom but leadership in teaching innovation, mentoring, peer review, and the scholarship of teaching and learning." Course or curricular development, mentoring and advising, teaching grants and awards, and teaching-related leadership activities can all contribute to a case for excellence in teaching. The "intellectual work of teaching," writes Daniel Bernstein, remains "only partially visible" to students and to faculty colleagues (p. 5). To address this deficiency, as Lee Shulman argues, requires that we "make teaching community—and therefore *valued*—property" (1993, p. 6). Kern, Mettetal, Dixson, and Morgan (2015) present a model of Dimensions of Activities Related to Teaching (DART) that greatly expands the definition of teaching to include scholarship of teaching and learning, scholarly teaching, and sharing about teaching. A case for excellence in teaching should include documentation of quality in one or more of these areas.

Recommendations for Identifying Pathways

Transparency and detail in evaluation criteria are vital to providing faculty members with clear direction in their career pathways, and consistency in evaluation processes is important for ensuring fairness and equity. These qualities can be ensured through the establishment of clear expectations and guidelines—e.g., plans for annual reviews, protocols for class observations, training of peer reviewers and mentors, and rubrics for evaluation.

In addition to the above guidelines for identifying and documenting excellent teaching, we recommend that units create comprehensive pathway documents that guide faculty members through the promotion and tenure processes. Such documents would identify expectations for what faculty members should accomplish and document in each year of their careers. Such a structure would provide clear guidance for both the faculty member under review and the departmental committees overseeing the processes. In order to provide a possible model, we have included a sample pathway in Appendix A.

- Members of the Task Force:
 - Adam Dirksen, IPFW, Center for the Enhancement of Learning and Teaching
 - Gwynn Mettetal, IU South Bend, University Center for Excellence in Teaching
 - Robin K. Morgan, IU Southeast, Institute for Learning and Teaching Excellence
 - Michael Morrone, FACET
 - Julie Saam, IU Kokomo, Center for Teaching, Learning, and Assessment

- Carolyn A. Schult, IU South Bend, University Center for Excellence in Teaching
- Greg Siering, IU Bloomington, Center for Innovative Teaching and Learning
- Terri A. Tarr, IUPUI, Center for Teaching and Learning
- Stephanie Whitehead, IU East, Center for Teaching and Learning
- Christopher Young, IU Northwest, Center for Innovation and Scholarship in Teaching and Learning

Appendix A: Pathways to Documenting Teaching Excellence

FIRST AND SECOND YEARS

From the beginning, you will want to establish a regular process by which you document your teaching effectiveness and reflect on your teaching, making adjustments as appropriate.

Documenting teaching excellence must always begin with being able to provide solid, direct evidence of student learning on appropriate student learning outcomes. While there are other important qualities of teaching excellence to recognize—inclusive teaching, teaching from a growth mindset, individual attention to student needs—and unfounded assumptions about what makes a good teacher—popularity, excessive rigor—the key indicator for excellence in teaching is direct evidence of student learning. The following table provides suggestions beyond that foundation for a **wide variety of activities in which you can engage that serve as evidence of teaching effectiveness and multiple ways you can document and reflect on your efforts.** Many of these activities are things you will begin at the start of your teaching career and that you will continue doing every year to help you create the teaching portion of your annual report.

Teaching is a craft, and it must be learned; excellence in teaching is achieved by intentional and diligent practice. You build towards teaching excellence, so you will be making your case over multiple years. You master the basics first, then layer on new techniques and innovations over time. You experiment--succeed at times, overcome failure at others—and are constantly seeking to improve student learning in your courses. Beginning with strong baseline documentation will make it easier to present a compelling case, whether for tenure and promotion, promotion within the non-tenure ranks, or in applying for teaching awards. **Select those items that are in accord with your departmental/campus role and your departmental/campus criteria. For example, the items labeled Essential, Highly Recommended, or Optional are presented here as part of a model pathway. Your campus may make different designations.**

[We suggest creating a collection system—ideally electronic, for example, Box—for evidence of teaching and teaching-related activities. Collect and organize materials and artifacts related to teaching, such as syllabi, feedback from students, assignments, examples of student work as well as teaching grant applications, teaching-related professional development, teaching-related committee service, etc. Documents can be used both to demonstrate excellence and to show improvement.](#)

UNDERSTAND YOUR GOALS (ESSENTIAL)	
Get a copy of your department/unit's promotion and tenure guidelines.	
BUILD A STRONG TEACHING FOUNDATION (ESSENTIAL)	
Activity	Documentation and Reflection
Develop/revise syllabi for each course you will be teaching. You may want to request assistance from your teaching center (CTL) in reviewing your syllabi to ensure you have clear learning objectives, have developed relevant activities and assessments that will help you measure student learning outcomes, and that your syllabi are accessible.	Track how you have changed these documents and note what effect you think these changes have made/will make in your teaching and in your students' learning and success.
Develop/refine course learning objectives so they are all measurable.	Keep records so that you can trace developments in learning objectives over time.
Align course learning objectives with class activities and assessments and other relevant learning objectives (major requirements, general education objectives, disciplinary standards, etc.)	Consider creating a document that maps how your class activities and assessments align with course learning objectives and other relevant learning objectives in your department, on your campus (for example, General Education Outcomes), and in your discipline. Begin collecting data demonstrating that students are achieving course learning objectives.
USE EXEMPLARY TEACHING METHODS (ESSENTIAL)	
Activity	Documentation and Reflection
Implement high-impact practices, evidence-based practices, principles of good practice, and/or strategies based on how people learn in order to improve teaching effectiveness and add authority to your practice. Seek out others on campus who are also using high-impact	Collect data on student learning and success in courses using these practices.

practices for support and other resources related to high-impact practices on campus.	
DOCUMENT YOUR STUDENTS' LEARNING (ESSENTIAL)	
Activity	Documentation and Reflection
Consider using Classroom Assessment Techniques (CATs) throughout the semester to collect data for the purpose of improving student learning. Develop assessments of student learning via formal and informal measures	Analyze the data during and across the semesters and reflect in writing on how your analysis has informed your teaching and improved student learning.
Document student achievements (e.g., graduate or professional school or employment, honors, presentations on and off campus, scores on national exams) associated with work in your courses.	Reflect in writing on these achievements with explicit connections to your teaching activities.
BUILD YOUR TEACHING NETWORK (HIGHLY RECOMMENDED)	
Activity	Documentation and Reflection
Identify a departmental teaching mentor with whom you can discuss the teaching and classroom environment within your department and on your campus.	Document what you learn and how you will incorporate that into your own teaching.
Locate your campus teaching center CTL and visit it to learn about the resources and opportunities it offers you for developing your teaching. Attend at least one teaching-related workshop or professional development activity each semester.	Reflect in writing on how you can incorporate knowledge or skills gained from the workshop or activity into one of your future class offerings.
Meet with colleagues in your department to ensure you understand how your courses fit into the curriculum, what prerequisite knowledge you can expect students to bring to the course, departmental expectations for the content and depth of your course and favored approaches/assessments/activities.	Document any changes you may make in your courses based on such conversations. Be sure to measure the effectiveness of these changes and reflect on how they improved student learning outcomes.
In your second year, consider cultivating a relationship with a teaching mentor outside of your department, possibly a	Ask your teaching mentor to provide a formative evaluation letter.

FACET member on your campus.	
Learn and implement your departmental or campus practices around curricular and advising/mentoring practices	If advising or mentoring students, use an assessment to measure the effectiveness of your advising or mentoring activities.
Explore options for teaching organizations you might join. These could include teaching organizations for your discipline.	Reflect in writing how you have used resources from such organizations.
REFLECT AND SEEK FEEDBACK ON YOUR TEACHING (HIGHLY RECOMMENDED)	
Activity	Documentation and Reflection
Develop a succinct written teaching philosophy that reflects your understanding of how students learn and how what you do facilitates student learning.	Seek out research about teaching and student learning to strengthen your philosophy. Continue to develop and revise your teaching philosophy, based on your evolving understanding of student learning, documented best practices in teaching, and the teaching environment on your campus. Even when a teaching strategy fails, if it is well-documented and analyzed, it provides evidence for excellence because it demonstrates that you are experimenting and innovating.
Collect student evaluation data, both standard departmental or campus evaluations plus any of your own informal evaluations (midterm, qualitative, formative may be helpful).	Discuss evaluations with your mentor. Reflect in writing on themes (both quantitative and qualitative) focused on student learning outcomes and treat this information as data to be used in shaping future decisions about teaching strategies. Relate your insights to your teaching philosophy. Note any changes you plan to make in course structure or pedagogy in response to student feedback and outcomes if available.
Arrange for a formative review of your teaching. On some campuses, the CTL may provide formative review. On other campuses, your teaching mentor or department chair may be the appropriate person to observe at least one of your class sections each year to conduct a formative peer review for you.	Collect formative feedback letters and take action on suggestions you receive. Reflect in writing on any changes you've made in response to such reviews in your faculty annual report.
Consider reviewing other colleagues' syllabi, assessments, and activities or visiting successful colleagues' classes to obtain ideas of how to teach. Make these	As you incorporate any useful ideas you get from your reviews and visits, be sure to document what you are doing in writing and reflect on your learning

formative peer reviews reciprocal and collaborative.	process.
By the end of your second year, obtain a summative review (which might be needed for your third-year review on some campuses). Consult with your department chair about an appropriate reviewer. Your CTL may also have trained reviewers available for this purpose; you could also check with FACET.	Use the summative review as a basis for making changes to and reflecting on your teaching. If needed, develop a plan of action to address any identified areas of for improvement.
DEVELOP NEW COURSES (OPTIONAL)	
Activity	Documentation and Reflection
In response to departmental or school/college needs, develop new courses that contribute to the curriculum. Such courses could be hybrid or online offerings. If appropriate, consider applying for campus curriculum development grants to support your activities.	Be prepared to document the value of your new offerings to your department or your school/college. Begin collecting data that may help you later document how your new course(s) improve student learning outcomes, contribute to curricular vitality and relevance, or help your students gain relevant skills that will benefit them in life after they graduate.

THIRD THROUGH FIFTH YEARS

You will continue to provide concrete evidence of your teaching effectiveness (as above), but at this point, if you are striving for excellence in teaching, you will need to ensure that you are beginning to provide evidence beyond mere effectiveness.

Some campuses have a formal third year review, while other campuses may offer an informal option through the CTL or the department. Use such a review to take stock of what you have accomplished and prepare a concrete plan to continue your progress towards teaching excellence. You will want to synthesize and reflect on the activities and outcomes of your first two years of teaching to develop your plan for the remaining tenure-track years. This would also be the appropriate time to discuss your plans to submit a case for promotion based on excellence in teaching with your department chair.

As you continue documenting your teaching effectiveness, you will want to begin to incorporate new activities that move you towards demonstrating excellence. As always, **select those items that are in accord with your departmental/campus role and your departmental/campus criteria** – you are not expected to engage in all of these activities.

ENGAGE IN PROFESSIONAL DEVELOPMENT	
Activity	Documentation and Reflection
If you are teaching an online or hybrid course, work with your CTL to gain Quality Matters certification for your course.	Document what you have learned in this process.
Participate in faculty learning communities and communities of practice.	Document what you have learned in this process and disseminated to others.
Participate in campus working groups dedicated to pedagogical innovation	Document what you have learned, implemented, and disseminated to others.
DEVELOP COURSES OR CURRICULUM	
Activity	Documentation and Reflection
Work with colleagues to develop new curriculum for your department.	Document how the new curriculum better meets student learning outcomes.
Work with colleagues to develop new majors, minors, and certificates for your department or campus.	Document your contributions, their significance, and their outcomes.
Transform an existing course or develop a new course to include: diversity, service learning, civic engagement, experiential learning, active learning (e.g., Mosaic Initiative), first year experience, just-in-time teaching, flipped classroom, high impact educational practices, etc.	Measure and report any student outcomes associated with these course transformations. Document any dissemination about the impact of your course changes within the profession and evidence that the work has been adopted by others (locally and nationally)
MENTOR OR ADVISE STUDENTS	
Activity	Documentation and Reflection
Supervise independent study, undergraduate research and/or graduate research. (Some departments may view this as research.)	Describe the student project and your role.
Supervise student presentations, publications, projects, or initiatives.	Describe the contributions of each person involved in the project.

(Some departments may view this as research.)	
Supervise student participation in academic competitions.	Describe the outcomes of the work and any feedback received.
Serve as a mentor or advisor to students	Document the number of students you mentor or advise and their accomplishments. Document the use of a scholarly and reflective approach to mentoring and advising.
ENGAGE IN SCHOLARLY TEACHING AND SOTL	
Activity	Documentation and Reflection
For courses you have taught and revised multiple times, consider conducting SoTL research to assess how your changes have affected student learning outcomes.	Measure student learning outcomes associated with your course and connect them to departmental or campus student learning goals. Reflect on how you might be able to improve student performance in the course.
If you have developed new courses (face-to-face, online, or hybrid), consider conducting SoTL research to assess how this course is meeting departmental student learning outcomes.	Measure student learning outcomes associated with your course and connect them to departmental or campus student learning goals. Reflect on how you might be able to improve student performance in the course.
Present your SoTL or other teaching-related work at a local, regional, or national teaching conference(s). Present your SoTL or other teaching-related work at other campuses as an invited speaker.	Reflect in writing on any formal or informal feedback on the presentation. Note any evidence that the work has been adopted by others (locally or nationally).
Write and publish SoTL and/or other instructional publication(s) (e.g., peer-reviewed articles, book chapters, textbooks, workbooks, manuals, digital works, and edited volumes). (Some departments may view this as research.)	Identify a major theme or area for your research. Pursue lines of inquiry that fit with this theme. Note citations of your work by others and evidence that the work has been adopted by others (locally or nationally).
PRESENT ON TEACHING	
Activity	Documentation and Reflection
Develop and present a workshop on campus (for the CTL or other unit) on an instructional activity or pedagogical practice.	Record attendance and obtain feedback from participants on the value of the workshop.

OBTAIN TEACHING-RELATED GRANTS	
Activity	Documentation and Reflection
Secure teaching or course development grants .	Document outcomes of the grant
APPLY FOR TEACHING AWARDS	
Activity	Documentation and Reflection
If eligible, apply for and receive teaching award(s) (e.g., Trustees Teaching Awards (TTAs), department or campus-based teaching awards, Distinguished Teaching Awards , FACET membership , disciplinary teaching awards).	Use your award application as documentation. Indicate the ways in which the award impacted your teaching practices.
PERFORM TEACHING-RELATED SERVICE	
Activity	Documentation and Reflection
Serve on relevant departmental or campus committees or task forces related to teaching (assessment, general education, curriculum, CTL advisory board, etc.).	Document your contributions, their significance, and their outcomes.
Serve in a professional organization related to teaching (e.g., become an officer in the organization, organize conferences or chair/organize conference sessions).	Reflect in writing the impact of your contribution to the goals of the organization(s). Solicit reviews of your contributions from peers on the committees.
Volunteer as a reviewer for refereed pedagogical journals, conferences, textbooks, etc. (Some departments may view this as service.)	Record the quantity of reviews and venues for which reviews are conducted.
Conduct peer reviews of teaching for colleagues or review their teaching-related materials and/or products. Serve as a mentor to a colleague. On many campuses, training is provided for peer reviewers. Becoming a trained peer reviewer has many advantages on these campuses.	Document the time spent in mentoring or reviewing colleague(s). Describe the types of activities (such as reviewing syllabi, observing class(es), etc.) and any non-confidential outcomes.
Serve on teaching awards selection committees and teaching/SoTL grant selection committees.	Reflect in writing the impact of your contributions. Solicit reviews of your contributions from peers on the

	committees.
DEMONSTRATE LEADERSHIP IN TEACHING	
Activity	Documentation and Reflection
Lead departmental or campus faculty development efforts	Document the purpose of the professional development and the activities offered, topics addressed, attendance, impact, and feedback from participants

SIXTH YEAR AND BEYOND

DEMONSTRATE CONTINUED LEADERSHIP IN TEACHING	
Activity	Documentation and Reflection
Evaluate teaching of junior faculty	Document the time spent in reviewing colleague(s). Describe the types of activities (such as reviewing syllabi, observing class(es), etc.) and any non-confidential outcomes.
Establish mentor-mentee relationships with junior faculty and peers	Document the time spent in mentoring colleague(s). Describe the types of activities (such as reviewing syllabi, observing class(es), etc.) and any non-confidential outcomes.
Chair discipline-based pedagogy interest groups	Reflect in writing the impact of your contribution to the goals of the group(s). Solicit reviews of your contributions from peers in the group.
Participate on pedagogical journal advisory board(s)	Record the work done on the board. Reflect in writing the impact of your contribution to the goals of the group(s).
Propose and/or manage faculty learning communities or communities of practice	Reflect in writing the impact of your contribution to the goals of the group(s). Solicit reviews of your contributions from peers in the group.
Participate in high-level campus discussions or university level discussions of pedagogy-related issues	Reflect in writing the impact of your contribution to the goals of the group(s).
Participate on advisory boards and steering committees of organizations recognized for pedagogical leadership (CTL's, FACET, teaching academies)	Document your contributions, their significance, and their outcomes.

Participate in leadership of regional, national, or international working groups dedicated to pedagogical innovation or excellence (AAC&U, LEAP IN, ...)	Document your contributions, their significance, and their outcomes.
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This framework is modeled after [Documenting Teaching Effectiveness from PFW](#)

Appendix B: Additional Resources and Sources by Category

Scope of teaching

Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process and how to develop a project from start to finish*. Sterling, VA: Stylus.

Kern, B., Mettetal, G., Dixon, M., & Morgan, R. (2015). The role of SoTL in the academy: Upon the 25th anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.. doi: 10.14434/josotl.v15i3.13623.

McKinney, K. & Cross, K. P. (2007). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling*. San Francisco: Jossey-Bass.

Miller-Young, J., & Yeo, M. (2015). Conceptualizing and communicating SoTL: A framework for the field. *Teaching & Learning Inquiry*, 3(2), pp. 37-53.

Assessment of Learning

Barkley, E. F., & Major, C. H. (2015). *Learning assessment techniques: A handbook for college faculty*. John Wiley & Sons.

Direct Evidence of Student Learning

Nilson, L. B. (2013). Measuring student learning to document faculty teaching effectiveness. In E. Groccia & L. Cruz (Eds.) *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, 32(1), 287-300.

Suskie, L. (2009). *Assessing student learning: A common sense guide. 2nd Edition*. San Francisco: John Wiley & Sons, Inc.

Evaluating Teaching

Berk, R. A. (2014). Should student outcomes be used to evaluate teaching? *Journal of Faculty Development*, 28(2), 87-96.

Berk, R. A. (2016). Value of value-added models based on student outcomes to evaluate teaching. *Journal of Faculty Development*, 30(3), 73-81.

High Impact Practices

Kuh, G. D. (2008). Excerpt from *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

Kuh, G. D. (2016). Making learning meaningful: Engaging students in ways that matter to them. *New Directions for Teaching and Learning*, (145), 49-56.

Watson, C. E., Kuh, G. D., Rhodes, T., Light, T. P., & Chen, H. L. (2016). ePortfolios–The Eleventh High Impact Practice. *International Journal of ePortfolio*, 6(2), 65-69.

Indicators of Good Teaching

Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7): 3-7. Retrieved from: <http://www.aahea.org/aahea/articles/sevenprinciples1987.htm>IUS Principles of Teaching and Learning

Learning

Ambrose, S. A., Bridges, M. A., DiPietro, M., Lovett, M. C., Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass. (e-book available)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience and school* (Expanded edition). Washington, D.C.: National Academies Press. (e-book available)

Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). *How college affects students: 21st century evidence that higher education works*. Retrieved from <https://ebookcentral.proquest.com> (pp. 591-594)

Multiple Forms of Evidence

Berk, R. A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. *Journal of Faculty Development*, 32(1), 73-81.

Peer Review

Bandy, J. (n.d.). *Peer Review of Teaching*. Retrieved from: <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>

Bernstein, D., Burnett, A. N., Goodburn, A., & Savory, P. (2006). *Making teaching and learning visible: Course portfolios and the peer review of teaching*. Bolton, MA: Anker Publishing Company.

Chism, N. V. N. (2007). *Peer review of teaching: A sourcebook. 2nd Edition*. San Francisco: John Wiley & Sons, Inc.

Millis, B. J. (2006). Peer observations as a catalyst for faculty development. In P. Seldin & Associates, *Evaluating Faculty Performance: A Practical Guide to Assessing Teaching, Research, and Service* (pp. 82-95). Bolton, MA: Anker.

Wilkerson, L. & Lewis, K. G. (2002). Classroom observation: The observer as collaborator. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A Guide to Faculty Development: Practical Advice, Examples, and Resources* (pp. 74-81). Bolton, MA: Anker.

IUS Peer Review Manual

FACET

Fernandez, C. E., & Yu, J. (2007). Peer review of teaching. *The Journal of Chiropractic Education*, 21(2), 154-161.

Georgiou, H., Sharma, M., & Ling, A. (2017). *Peer review of teaching: What features matter? A case study within STEM faculties*. Innovations in Education and Teaching International. Retrieved from <https://doi.org/10.1080/14703297.2017.1342557>

Peer Review of Teaching. Retrieved from: <https://citl.indiana.edu/teaching-resources/documenting-teaching/peer-review-teaching/>

Student Ratings

Benton, S. L., & Cashin, W. E. (2012). *Student Ratings of Teaching: A Summary of Research and Literature*. Idea Paper #50. Retrieved from:

https://www.ntid.rit.edu/sites/default/files/academic_affairs/Sumry%20of%20Res%20%2350%20Benton%202012.pdf

Best practices for using student ratings of teaching in personnel decisions. Retrieved from: <http://www.crlt.umich.edu/evaluation/decision>

Jamison, S. (2004). Likert Scales: How to (ab) use them. *Medical Education*, 38(4), 1212-1218.

Linse, A. (2017). Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees, *Studies in Educational Evaluation*, 54, 94-106.

Willett, T. (n.d.). Analyzing Likert Scale data: The rule of N=30. Retrieved from: <http://www.sim-one.ca/community/tip/analyzing-likert-scale-data-rule-n30>

Teaching

Bain, K. (2011). *What the best college teachers do*. Harvard University Press.

Groccia, J. E., & Buskist, W. (2011). Need for evidence-based teaching. *New Directions for Teaching and Learning*, 128, 5-11.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.

Teaching Portfolio

Seldin, P., Miller, J., & Selden, C. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. San Francisco, CA: Jossey-Bass.

Attachment 3:

Dean's Review Process

Faculty Organization Dean's Review Committee

Charge: Develop Process and Procedures for a Dean's Review

Scope

1. As of the effective date, this policy applies to the following Deans:
 - A. Dean of the School of Education;
 - B. Dean of the School of Business and Economics;
 - C. Dean of the College of Arts and Sciences;
 - D. Dean of the College of Health and Human Services;
 - E. Dean of the School of Arts.

Reason for Policy

This policy is consistent with ACA-10, Procedures #7 and with the Indiana University Northwest statement of Mission. It provides a formal, systematic and well-designed means for faculty and other constituencies to provide feedback to the Deans and the EVCAA so that the EVCAA can assess the Dean's performance and the performance of the College or School. The EVCAA evaluation of the Deans is comprehensive and is both formative and summative in nature.

The Dean's Review extends beyond the review of the individual administrator because, in general, it stimulates internal review of the units for which the Dean is responsible. This internal review can provide insight on the current culture and climate of the unit(s). All stakeholders are encouraged to participate in the review process.

Confidentiality

Confidentiality is an essential component to the review process. All individuals participating in the review acknowledge any information obtained from any source about the performance of the Dean is confidential and should not be discussed with anyone outside of the reviewing committee.

As the Dean, EVCAA and the Review Committee may read the entire report or sections of it, the Review Committee will do everything possible to assure that parties who are quoted or cited in the report are not identified or identifiable by context.

How frequently should review be conducted?

All College and School Deans shall have their performances and that of their offices reviewed every five years. The review process will begin to be conducted early in the fifth year.

At the first Faculty Organization meeting of the academic year, the Faculty Organization President will report the names of the Deans who will be up for review during any given academic year.

Who should participate?

All full-time and part-time personnel reporting to the Dean should participate in the review. Members of the committee may recommend to the co-chairs what kind of, if any, input would be sought from students.

Timeline for the Review

1. It is expected that the Faculty Organization president with the help of the Executive Committee will have the Dean's Review Committee(s) in place by the end of the fall semester of the year Review is due.
2. The president of the Faculty Organization and the EVCAA will charge the Review Committee.
3. The Review Committee will conduct the survey by early spring and prepare the report. The Review Committee, Faculty Organization president and the EVCAA meet to review the Report shortly after it is prepared. The EVCAA will meet the Dean before the end of the fiscal year.

Procedure for Administration of the Review Process

A. Dean's Review Committee Composition

- The committee will consist of seven members.
- There will be two Co-Chairs, one from Senior Faculty (outside of the College or School of the Dean being reviewed) and one from the Senior Administration.
- It will have five additional members who will represent the following groups:

- Three full-time faculty members from the College or School of the Dean being reviewed;
- One full-time staff member from the College or School of the Dean being reviewed;
- One full-time faculty from outside the College or School of the Dean being reviewed.
- Most of the faculty on the Review Committee should be tenured.
- All seven Review Committee members have equal voice in preparation of the report.

B. Members and Co-Chairs Selection Process for Dean’s Review Committee

- **Process of Selecting the Co-Chairs:**
 - The Faculty Co-Chair is appointed by the Faculty Organization President. The Faculty Organization President will appoint a senior faculty member from outside of the School or College whose Dean is under review as a Co-Chair.
 - The EVCAA will name one senior administrator as another Co-Chair.
- **Process for Determining Members of the Committee:**
 - The members of the Executive Committee of the Faculty Organization who represent the School or College of the Dean being reviewed will solicit nominations and self-nominations from the faculty members of the School or College. This list will be submitted to the Faculty Organization President.
 - The Faculty Organization President, with the help of elected Faculty Organization representatives, will solicit the possible names from each of the other following groups:
 1. Full-time staff of the College or School of the Dean being reviewed;
 2. Faculty from outside the College or School of the Dean being reviewed.
- All full-time faculty and staff from the College or School are eligible to be members of the Review Committee.
- All faculty and identified stakeholders from the College or School are eligible to complete the survey instrument.

“Faculty” includes: Tenured/ Tenure-Track, Clinical, Lecturer/Senior Lecturer, and Adjuncts/Associate Faculty.

- In case there are more than the desired number of names suggested for the Review Committee, members of the Faculty Organization Executive Committee will elect the requisite number of members.

C. Survey, Preparation of Survey Report and Follow up Steps

1. The Co-Chairs of the Dean's Review Committee will conduct the survey as per the instrument*, and collect the data.
2. The Dean(s) scheduled to be evaluated will provide information (bullet-points) to the co-chairs of the Review Committee responding to the reports inclusions listed in #5 below.
3. The Co-Chairs will provide initial analysis to the Review Committee.
4. The Review Committee will prepare the report. The results will be categorized and summarized for key accomplishments, areas of strengths, and challenges.
5. Using the data collected, the report should include:
 - a. A reflection of the Dean's performance specifically with reference to strengths and challenges;
 - b. A reflection of the success of the college/school during the review period;
 - c. Significant contributions by the Dean;
 - d. Key opportunities and challenges for the college/school;
 - e. Other relevant factors as indicated by the EVCAA.
6. The Co-Chairs of the Review Committee, EVCAA, and the president of the Faculty Organization will meet to review the summary report before it is shared with the Dean.
7. The EVCAA will follow it up with the Dean and discuss the summary report and include the results in Dean's five-year evaluation.

***attached**

Survey questions

Note:

The questions will be on a five-point scale.

There will be space for open-ended comments at the end of the survey.

A. (Leadership and Management?) 1-15

1. Understands and advances the Mission of Indiana University Northwest and the School/College.
2. Supports the development of relevant curriculum that meets student needs.
3. Encourages and recognizes excellence in faculty teaching, scholarly performance, service.
4. Encourages and recognizes excellence in staff positions.
5. Effectively represents the College's/School's interests with all campus constituencies.
6. Understands, supports and practices university policy and the Faculty Organization Constitution.
7. Anticipates potential problems/concerns in a timely manner and responds appropriately.
8. Equitably allocates resources (i.e. budget, space, equipment, travel).
9. Is open to innovative or creative ideas.
10. Encourages and practices the use of the shared governance model of conducting College's/School's business.
11. Considers and incorporates, when feasible, input provided by faculty in the decision-making process.
12. Participates collaboratively in the articulation of program needs.
13. Establishes and supports appropriate procedures to address program needs.
14. Encourages College/School members to work together to achieve common goals.
15. Promotes an environment of civility and collegiality within the College/School.

B. Communication?16-19

16. Facilitates open communication within the College/School.

17. Consults with faculty, staff, students and other relevant stakeholders.
18. Encourages the expression of divergent points of view.
19. Maintains confidentiality when appropriate.

C. Development? 20-21

20. Encourages and supports the professional development of College/School faculty.
21. Encourages and supports the professional development of staff.

D. External? 22-23

22. Effectively represents the College/School to outside agencies.
23. Promotes a positive image of the College/School to the campus and the community.