

Faculty Organization Executive Committee Meeting
March 1, 2019
Library 110
12-2 pm
Minutes

In Attendance: Susan Zinner (President), Sharon Pratt (SOE), Scott Hudnall (Library), Bill Dorin (COAS), Surekha Rao (SOBE), Kristin Huysken (Vice President), Marshelia Harris (CHHS), Dorinda Sattler (CHHS), Crystal Shannon (Nursing), Andrea Griffin (UFC), William Allegrezza (COAS), Mark Baer (COAS), David Parnell (Secretary)

1. Called to order at 12:00pm.
2. Approval of minutes: February 1, 2019
 - a. Postponed until the next meeting because the Secretary just uploaded the final version of the minutes to Box earlier today.
3. Susan Zinner, President
 - a. Deans' Review Process: The draft of the proposed policy has been distributed to the deans. The Deans' Council will be discussing the draft this coming week, so we do not expect to hear back from them until mid-March. Susan expects a positive reply from the deans and hopes to have this process before the Faculty Organization on March 22. There is a hope that the review of Deans Hoyert and Bankston will occur in April. Surekha thanked the members of the Executive Committee for their suggestions and comments on the original draft. Does Executive Committee have to vote on the proposed policy? There will be a quick email vote after we hear back from the deans and before Faculty Organization. Faculty Question: Does the Faculty Organization vote on this? Faculty Comment: This would be a policy in accordance with the requirements of the Constitution, so it would be appropriate for the Faculty Organization to vote on it. There was some faculty discussion on the importance of voting, even if it is imagined that everyone will vote yes.
 - b. Elections are coming up and as usual there are not very many people volunteering to run for Faculty Organization offices. Please encourage people to run for office.
4. William Lowe, Chancellor
 - a. The Chancellor will be absent from the Faculty Organization meeting on March 22nd, and will be absent from the next Executive Committee meeting on April 5th. He has something he would like to have Vicki present to discuss with us, so unless we have questions specifically for him he will call her into the meeting. Nobody had particular questions, so Vicki was invited in to join.

- b. The library renovation work is on schedule so far. This wing of the Library Conference Center will be closed during the week of Spring Break for the installation of heavy equipment on the third floor.
- c. Budget planning for next year will begin shortly. The Chief Financial Officer of IU has been sharing information with chancellors and the Board of Trustees on financial planning for the next ten years, which promise to be difficult for enrollment. This information will be shared with the Faculty Organization on March 22 and so will be shared with Executive Committee today by Vicki. IUN has not yet stabilized enrollment, but has managed to balance the budget effectively each year. Departments and Schools have spent prudently, and some money has been saved each year in reserves. Academic Affairs is the largest part of the budget because it is the heart of what we do. The Chancellor wants to continue to emphasize salary increases to reward good work and to remain competitive. IUN has protected employment and avoided layoffs. A salary increase is in the preliminary scenario for the upcoming budget and its feasibility will be tested. The university will likely predict us to continue to decline in enrollments. This is an altogether sobering picture. But there are some potentially mitigating and favorable variables that will not fall into place until after the legislative session in Indianapolis (ends near end of April). These variables include an increase in state appropriations (the governor requested a 1% increase in education spending). IUN also expects to do better in performance funding this time around. There is also the possibility of a larger than customary tuition increase (the usual is 1.9%). IUN will hold these potential extra funds as mitigating contingencies and will not plan around them in this budget session.
- d. Faculty Question: Graduate programs are important to our budget. What processes are we putting in place to better support our graduate programs? Vicki plans to devote money explicitly to advertising and recruitment for graduate programs. Much of the increase in enrollment in graduate programs last year came from devoting \$26,000 to advertising for these programs. Plans are in place to advertise for graduate programs and adult learner completion (such as general studies in COAS). Plans are in place to further expand advertising in Illinois. In particular, the Midwest exchange that gives students from neighboring states in-state tuition at IUN has been expanded to our graduate programs, and this will be emphasized in advertising. We will also be offering a few new graduate programs. Faculty Question: How are we advertising? Most advertising for graduate programs comes from social media and targeted geo-fencing digital ads. The School of Education and the Business School have done some print advertising. The IU online billboard came from downstate, not from us. Faculty Question: Are international students allowed to join online degree programs? IU East has international students in its online degree programs, but not sure they are in consortial online degree programs. Faculty Question: Do we get numbers on how majors are distributed for consortial online degree programs? Yes, Vicki gets those numbers and can provide them. Money from shared online classes is distributed at the end of the semester, not the beginning as with regular tuition. However, this is a good question because it is not always clear just how many students there are in these programs. Faculty Comment: We seem to have more

students in online classes than are supposed to be in the online consortial program, so we have some students just taking an online class who are not a part of the degree program, and it would be good to know which is which. Yes, this issue is not clear, and is something that can be refined. Vicki is working on representing us to the Office of Online Education and is standing up for us against larger campuses. Faculty Question: When we hire a new marketing director, will that be internal only or an open search? It will be an open search, with faculty representation, and there will be open interview sessions for finalists.

- e. Faculty Comment: Celebration for three students who will be graduating with a degree in economics this May. Each of them had started either here or elsewhere, but all three are finishing here. The Chancellor noted that there are as many as one million adults like this in Indiana and we would like to get more of them enrolled here.
- f. Faculty Question: How can we help our faculty colleagues who are not citizens who may be struggling with issues with US immigration? The Chancellor and Vicki recommend following the rules associated with work visas very carefully, because people that do not see these issues the same as us are looking at them very carefully as well.

5. Vicki Roman-Lagunas, EVCAA

- a. Congratulations to our Health Information Management program, which was ranked #1, ahead of larger schools like IU Bloomington (#11). The Executive Committee applauded. Faculty Comment: We hope to see an increase in enrollment from outside our region as a result of this ranking.
- b. Financial information from the IU CFO: There are some slides about the university system as a whole as well as some specific slides about IUN. The overall message is that the IU CFO wants to ask the legislature for an increase in tuition of more than the usual 1.9%. These are the slides he created to show the legislature to help support this request. Vicki will be sharing this presentation with the Faculty Organization on March 22.
- c. Faculty Question: Are cash accounts available to departments for any reason, or is there a constriction or rule on it? These are carryover funds and cash accounts and there are no specific constraints on how the money is spent. Vicki wants to spend it on things that will help students and retention. If you have ideas, bring them to Vicki. Faculty Question: Should a faculty member come straight to Vicki, or go through their dean first? The carryover money goes to Vicki, but deans bring her good proposals. Individual faculty should go to deans to ask if there are carryover funds and whether they can be used for a particular idea. New positions are not happening right now, and some vacant positions are not being filled. Vicki also recommends applying for the Chancellor's Innovation Fund. A call for proposals will go out before Spring Break.

6. Proposed Moonlighting Policy and ACA-17 <https://policies.iu.edu/policies/ua-17-conflicts-of-interest-commitment/index.html> (See Attachment #1)

- a. The proposed draft of a moonlighting policy is consistent with past practice at IUN. There is no requirement for approval of teaching in the summer outside of our ten-month contracts. Teaching at other institutions during the school year requires dean approval and must be shown to enhance the faculty member's ability to do their job at IUN. Faculty Question: What if deans approve some faculty members to moonlight but not others? The policy is intended to provide consistency, particularly from dean to dean, and requires criteria to be met. Faculty Comment: Transparency in the process is difficult to get. Faculty Comment: Deans' discretion happens in all sorts of things on our campus, so this does not seem overly problematic. The criteria are at least spelled out in this policy. Faculty Comment: I don't think there should be dates in the policy regarding summer teaching. This is too much detail. Instead it should say that summer teaching cannot interfere with regular 10-month responsibilities. Faculty Comment: But our contracts begin August 1. Faculty Comment: The policy says "should" and not "must" about those days. Faculty Comment: If our contracts begin August 1, the school "owns" us starting then. Susan: I will take this to the deans, but I suspect they will invoke our 10-month contracts. Faculty Comment: It seems like very strict language. Faculty Comment: But it says "should." Faculty Comment: Perhaps we should leave it as it lies so that the language is not changed to be stricter. Faculty Comment: We should leave it be, like the Chancellor says, let sleeping dogs lie.

7. John Applegate's Memo re. Excellence in Teaching (See Attachment #2)

- a. How to define excellence in teaching is nebulous. The memo suggests methods of proving excellence in teaching. John Applegate is requesting next steps from each campus. He wants a response to this document. He wants each campus to ensure that excellence in teaching is clear for P&T guidelines. He wants a report from each campus by October 31.
- b. How should we respond to this memo? Ad-hoc committee? Faculty Affairs committee? Faculty Comment: I think an ad hoc committee chaired by Susan Zinner and Chris Young would be appropriate. Faculty Comment: I really liked the memo and was impressed by the detail. Faculty Comment: I think that we should draw up requirements for promotion and tenure that are meant to mirror those of the excellence in research criteria. We should use the same language as we do for the research criteria. Faculty Comment: I liked the steps laid out in the memo and the suggestions for each year of a faculty member's contract. Faculty Question: How should we fill up the members of the committee? A general call for volunteers? Faculty Comment: There should be members from each of the schools to ensure full representation. Faculty Comment: Community Engagement may be considered a way to show excellence in teaching in the future. Perhaps we could include someone working in community engagement on the committee. Faculty Comment: Applegate is putting out separate but related initiatives, from excellence in teaching to community engagement to new rank for lecturers.

8. Need to update IU Reappointment of Clinical and Lecturer Appointments
<https://policies.iu.edu/policies/aca-18-regulation-clinical-lecture-appointments/index.html>
 - a. This policy requires that votes in Faculty Organization consist of at least 60% representation from tenure or tenure-track faculty. Dean Bankston believes that we are approaching 40% clinical faculty in CHHS. Susan is suggesting she contact each dean to ask them for a report on how many faculty they have and how many are clinical rank. Faculty discussion: Is this an IU policy? Yes. Faculty Comment: This seems to conflict with IUN's Faculty Organization Constitution. Faculty Comment: We could resolve this with weighted voting where a vote of tenured/tenure-track faculty is taken and counts for 60% and a vote of clinical faculty is taken and counts for 40%. Faculty Comment: This is troubling because this is not how we do this. Faculty Question: The policy says "unit," so what "unit" is meant here? Is it department, school, campus, university? All the above?
 - b. UFC Rep Andrea Griffin will take this to the next meeting and ask for clarification on this term and the policy overall.

9. Agenda items for March 22, 2019 Faculty Org meeting
 - a. Spencer Cortwright will present two proposals from Academic Affairs: A draft probation and dismissal policy and a suggestion about combining graduate and undergraduate sections of classes (that it should only occur for classes at the 300-level and above).
 - b. The Proposed Moonlighting Policy
 - c. John Applegate's Memo re: Excellence in Teaching
 - d. Deans' Review Policy Process
 - e. Ellen Szarleta will talk about anchor institutions and community engagement
 - f. UFC update from Andrea Griffin

10. New Business
 - a. Founder's Day Committee concern: There has only been one chair for the Founder's Day Award Committee for many years. It is an important award and should probably have different people as chair and we should think more carefully about the committee members. Faculty Comment: This is a hard committee to get people to agree to serve on, especially to get people from outside of COAS on it. If you want to change it, be prepared to volunteer. Faculty Comment: It would help if service on teaching award committees did not count as a faculty member's one committee. We could also require multiple past awardees to serve on the committee. Faculty Comment: The chair sets the criteria and decides on the tone for the process, so having a different chair could be useful to provide a diversity of viewpoints and experience. Faculty Comment: We need to make sure we don't exchange systematic unfairness for random, changing year-to-year unfairness. Faculty Comment: This can be tied into the system-wide examination into excellence in teaching. Faculty Comment: Perhaps we could have tenured faculty who got tenure on the basis of excellence in teaching should serve on this

committee. Faculty Comment: We also have FACET and other resources we might be able to use help define excellence in teaching. Faculty Comment: Former winners of the award have an obligation to serve on this committee until we have established a new policy or criterion for the award. Faculty Comment: There could be a common questionnaire that all committee members fill out for each finalist class that they visit. Training on how to evaluate good teaching would be useful. Faculty Comment: Faculty submitting online classes should also submit the results of an informal Quality Matters review, which CISTL will provide. Susan will ask the chair of the Founder's Day Committee for a list of criteria that he and the committee use for evaluation.

- b. Celebration of Women's Day is next Thursday, March 7. There will be a student conference and two guest speakers (one around lunch and one in the afternoon).
- c. Policy Folder: The Secretary has created a new Box folder for Faculty Organization policies and procedures. The School of the Arts resolution and policies have been placed in the folder. The Deans' Review Process will be placed in there when it is approved. The Secretary will include other policies at the recommendation of Executive Committee.

11. Old Business

- a. None was presented.

12. Adjourned at 2:15pm.

Attachment 1:

Proposed Moonlighting Policy

Draft Policy most recent update 2/26/2019; 12/15/2018; 11/30/2018

The Policy below is consistent with IU policy UA-17 (<https://policies.iu.edu/policies/ua-17-conflicts-of-interest-commitment/index.html>)

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 mission and roles 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 mission 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 mission of the university (especially student academic success) 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 for 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 mission 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. The request is prefaced by the idea that the appointment does not compete in any way with enrollment at IU Northwest (per the IU Conflict of Commitment policy - <http://tinyurl.com/IU-coi-coc>).

- Where is the assignment and what courses are involved?
- 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(s) take place?
- Is the course(s) 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 non-competing 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 appointment. IU Policy UA-17 does not make a distinction between the academic year and the summer. The "Process" and the "Steps" outlined above must be followed in the summer as well.

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 Dircksen, 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.