Standards for Excellence in Teaching
by Faculty Type and Rank

Background:
The current IUPUI Guidelines have two separate presentations of criteria:

- What does excellence mean by faculty type and rank—without regard to area and
- What does excellence mean in each area—without regard to faculty type and rank

For simplicity, the following omits mention of librarian expectations and standards, and the balanced case, for simplicity.

CURRENT: By type and rank:¹ top level expectations

- Tenure track
  - To associate: “record of nationally and/or internationally disseminated and peer reviewed scholarship. Emerging national reputation.”
  - To full: “record of nationally and/or internationally disseminated and peer reviewed scholarship. A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.”
- Clinical
  - To associate: “record of publicly disseminated and peer reviewed scholarship in area of excellence.”
  - To full: “record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence.”
- Lecturer-current
  - To senior lecturer: “record of publicly disseminated and peer reviewed scholarship in teaching.”
- Research
  - To associate: “Record of nationally and/or internationally disseminated and peer-reviewed scholarship and/or grants in research; evidence of substantial research contributions to the discipline.”
  - To full: “Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship and/or grants in research; evidence of independent work; evidence of substantial research contributions to the discipline.”

CURRENT: By area of excellence:² area-specific expectations

The current grids only say what is ‘excellent’ with respect to each facet, not how many or which facets are essential.

Teaching
- Instruction:
  - Documentation of extraordinarily successful teaching and learning outcomes
  - The case for teaching excellence is grounded in a sophisticated teaching philosophy

¹ In original, chart, “Summary of Areas of Excellence and Expectations for Various Faculty Categories.” P. 37
² In original, charts, “Suggested Standards for Evaluating Teaching Performance” p. 39, “Suggested Standards for Evaluating Research and Creative Activities” p. 42, and “Suggested Standards for Evaluating Professional Service” p. 45. None of these indicate whether ALL rows (areas) are required, or only some.
Evidence of innovative and reflective teaching practice

- **Course or curricular development**
  - In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation, or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.

- **Mentoring and advising**
  - Mentoring and advising characterized by scholarly approach
  - High accomplishments of students mentored or advised consistently linked to influence of mentor
  - Scholarly and reflective approach to mentoring and advising documented
  - Demonstrated impact on accomplishments of mentored and advised students
  - External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work

- **Scholarly activities, including awards**
  - Documentation of a program of scholarly work that has contributed to knowledge base and improved the work of others through appropriate dissemination channels
  - Positive departmental evaluations of the stature of the published work (e.g., journals)
  - Peer review supporting the quality of the publications, presentations or other dissemination methods
  - National or international teaching awards or significant funding for teaching projects
  - Some level of national peer-reviewed dissemination of scholarship is required to document excellence for clinical and tenure-track faculty.

- **Professional development efforts in teaching**
  - Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning
  - Membership in communities of practice on the campus, national, or international level
  - Participation in dissemination of good practice
  - Peer review of efforts and impact of candidate’s work in this area

**Research or Creative Activities**

- **Disciplinary or Professional Research**
  - Significant contributions to the knowledge in the field that clearly demonstrate attributes of scholarly work associated with research, including peer refereed presentations and publications and national recognition of the quality of research.

- **Grants and external support** (Review the candidate’s funding in light of the present context for funding in the field).
  - Significant contributions that clearly demonstrate the attributes of scholarly work associated with obtaining external support, including the degree to which the process was competitive

- **Peer review**
Expert external peer review clearly demonstrates the attributes of scholarly work associated with research, including peer refereed presentations, grants, and publications.

- Evidence of national recognition of the quality of work

- Scholarly activities, including awards
  - Evidence of a program of scholarly work that has contributed to knowledge base and improved the work of others
  - Departmental evaluations of the stature of the work

Professional Service

- University Service // Service to Discipline // Service to Community—a *all three rows have the same wording for ‘excellence.”*
  - Significant contributions that clearly demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work.
  - Awards and recognition that reflect on the significance and academic nature of the work have been received.

New format specific to each faculty type and rank: TEACHING EXCELLENCE INDICATORS

Plus research (tenure track) and service (tenure track, clinical, and lecturer) requirements

*Language for tenure track and clinical is taken directly from existing language, just re-formatted.*

*Language for lecturers is presented as-is (CURRENT) and then rephrased to reflect the proposed changes (PROPOSED)*

<table>
<thead>
<tr>
<th>Tenure track—to associate</th>
<th>Tenure track—to full</th>
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<tbody>
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<tr>
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With this documentation:

- Instruction: Documentation of extraordinarily successful teaching and learning outcomes; The case for teaching excellence is grounded in a sophisticated teaching philosophy
- Course or curricular development: In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation, or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.
- Mentoring and advising: Mentoring and advising characterized by scholarly approach; High accomplishments of students mentored or advised consistently linked to influence of mentor; Scholarly and reflective approach to mentoring and advising documented; Demonstrated impact on accomplishments of mentored and advised students; External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work
- Scholarly activities, including awards; Documentation of a program of scholarly work that has contributed to knowledge base and improved the work of others through appropriate dissemination
channels; Positive departmental evaluations of the stature of the published work (e.g., journals); Peer review supporting the quality of the publications, presentations or other dissemination methods; National or international teaching awards or significant funding for teaching projects; Some level of national peer-reviewed dissemination of scholarship
Professional development efforts in teaching: Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning; Membership in communities of practice on the campus, national, or international level; Participation in dissemination of good practice; Peer review of efforts and impact of candidate’s work in this area.

And also: **Satisfactory research**
Candidate has performed research that is appropriate to the discipline/profession and reflects standards of good practice
Candidate has disseminated the results of research in scholarly journals and other appropriate venues
Research program is clearly articulated

And also: **Satisfactory service**
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.

<table>
<thead>
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<th>Clinical track—to associate</th>
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<tr>
<td>Excellence requires:</td>
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And also: **Satisfactory service**
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.

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<th>Lecturer track—to senior lecturer CURRENT</th>
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<tr>
<td>Excellence requires:</td>
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<th>Lecturer track—to teaching professor PROPOSED</th>
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<td>Excellence requires:</td>
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<td>Record of publicly disseminated and peer reviewed scholarship in teaching</td>
</tr>
<tr>
<td>Distinct teaching philosophy</td>
<td>Documented student learning</td>
</tr>
<tr>
<td>Excellent achievement in a teaching-related domain</td>
<td>Distinct teaching philosophy</td>
</tr>
<tr>
<td></td>
<td>Excellent achievement in a teaching-related domain, sustained over time.</td>
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With this documentation:

**Excellent achievement in instruction and also in one or more of other domains, depending on responsibilities**

**Instruction:** Documentation of extraordinarily successful teaching and learning outcomes; The case for teaching excellence is grounded in a sophisticated teaching philosophy  
**Course or curricular development:** In addition to producing effective course and curricular products, shows evidence of having disseminated ideas (locally or internally, for senior lecturer; within the profession or generally, for teaching professor) through administration, mentoring, publication, presentation, or other means.  
**Mentoring and advising:** Mentoring and advising characterized by scholarly approach; High accomplishments of students mentored or advised consistently linked to influence of mentor; Scholarly and reflective approach to mentoring and advising documented; Demonstrated impact on accomplishments of mentored and advised students.  
**Service in support of teaching and learning:** such as course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc.

And also: **Satisfactory service**  
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.