



## INDIANA UNIVERSITY

FACULTY ACADEMY ON EXCELLENCE  
IN TEACHING (FACET)

### **FACET Statement Concerning Criteria for Promotion to Teaching Professor**

In the 2017 State of the University Address, President McRobbie asked university leadership to “consider changes to the non-tenure-track ranks to provide stronger career paths that recognize the professionalism of these important and growing segments of IU’s instructional community.” Since then, the campuses and the UFC approved the addition of a third tier to the lecturer rank, with the UFC approving the title, Teaching Professor. On June 14, 2019, the Trustees of Indiana University approved the addition of the third tier, Teaching Professor. Promotion to the rank of Teaching Professor is to begin in the 2020-2021 academic year.

FACET has a longstanding dedication to recognizing teaching excellence. The membership has already provided guidance on the [evaluation of teaching excellence](#). Additionally, at the President’s request, in 2018 and 2019, FACET worked with the teaching center directors to develop a guiding document, “[Identifying Pathways for Documenting Teaching Excellence](#).”

As faculty in the lecturer ranks are evaluated for teaching excellence and given FACET’s role in recognizing and advancing teaching, the FACET Steering Committee states the following concerning the criteria for promotion from Senior Lecturer to Teaching Professor.

#### **Teaching excellence beyond Senior Lecturer**

As senior lecturers are required to stay current in their discipline and pedagogy, but not required to seek promotion to Teaching Professor, the evidence supporting promotion should demonstrate not only the excellent teaching typically expected of a senior lecturer. To qualify as a Teaching Professor, we believe the candidate must have a record of accomplishment that advances the teaching mission of Indiana University.

Indiana University is [a learning-focused institution](#) that emphasizes engaged students, inspired faculty, and continuous improvement of faculty. To engage students, Indiana University creates a learning environment to foster teacher-student, student-student, and student-content interactions and relationships. This environment includes inspired teachers—a faculty unified in a culture of teaching and learning excellence. The faculty pursue continuous improvement in a community of scholars studying and contributing to the knowledge about learning and teaching. Therefore, all candidates for promotion to Teaching Professor must demonstrate a compelling record of teaching activities at IU to pursue these foci: engaged students, inspired faculty, and continuous improvement.

We believe there is more than one way to demonstrate teaching excellence beyond promotion to Senior Lecturer. While there are many ways to categorize excellence, it will be helpful to review the candidate's dossier in three main categories: Curricular Leadership, Service in Support of Learning and Teaching, and Research in Support of Learning and Teaching. In this vein, a candidate may be promoted based on evidence in one category alone if work in that category is exceptional or on evidence across any combination of categories.

We also believe that **all** candidates for promotion to Teaching Professor must document student learning. Direct evidence of impact on student learning will be weighted much more heavily than indirect evidence (e.g. student evaluation data).

Teaching awards or any other teaching-related recognition should be considered as general evidence of excellence that amplifies other evidence. Naturally, the more prestigious the award the more it will amplify other evidence.

### **Curricular Leadership**

All faculty in the Teaching Professor rank (Lecturer, Senior Lecturer, and Teaching Professor) are required to stay current in pedagogy and their discipline. Therefore, while the attainment of a terminal degree in the discipline is not sufficient alone for promotion to Teaching Professor, it should be weighted heavily in consideration of curricular leadership. Other factors may individually or jointly establish curricular leadership and qualification for promotion to Teaching Professor. The non-exhaustive list of factors includes participation in curriculum development, participation in program development, development of quality teaching materials, authoring of textbooks and e-texts, programmatic assessment of learning, applied research on teaching in the candidate's discipline, sharing pedagogical innovation, and disseminating best teaching practices. This category will tend to be related to leadership in the department and school of the candidate.

### **Service in Support of Learning and Teaching**

As faculty progress in their careers, their contributions will frequently change in nature spreading beyond the classroom. A non-exhaustive list of activities that indicate service in support of teaching includes: peer review of others' teaching, mentoring of faculty, student recommendations particularly for scholarships, graduate programs, and employment, supervising/leading student service, experiential, or practice-based learning, nominations of teachers and students to renowned awards, scholarships, and leadership positions, teaching-related committee work, student-facing campus service (e.g. sponsoring or advising clubs), guest lectures, teaching award committees, chairing and participating in Faculty Learning Communities, sponsoring student-athletes, leadership in teaching-related societies or organizations, and service awards or other service-related recognition.

## Research in Support of Learning and Teaching

Research in support of teaching helps the university, and more largely the community of scholars, work to continuously improve teaching and learning. A non-exhaustive list of indicators of research in support of teaching and learning includes: receipt of grants for teaching innovations or improvement, published articles, chapters, or books on teaching and learning (particularly peer-reviewed publications), presentations of research on teaching and learning, presentations on pedagogical innovations or best practices, participation as a reviewer for teaching-related scholarly journals, service on a teaching-related journal's review board, or service as an editor for a teaching-related journal.

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Approved by the FACET Steering Committee on September 5, 2019

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