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IU School of Informatics and Computing at IUPUI

Addendum to the School P&T Guidelines:

Guidelines for the Appointment and Advancement of

Non-Tenure Track Faculty

Approved by SoIC P&T committee on December 5, 2018

Scope of these Guidelines

The purpose of this document is to establish parameters for the appointment and advancement of non-tenure track faculty in the IU School of Informatics and Computing (SoIC) at IUPUI. The school adheres to the IUPUI campus guidelines for Promotion and Tenure (P&T). School standards supersede campus standards only insofar as they require a higher or more substantial level of academic achievement than the campus guidelines.

All candidates for academic advancement are advised to study the campus guidelines to understand the many quantitative and qualitative ways candidates may document and substantiate their achievement. It is the candidate's responsibility to prepare for reviewers a dossier that accurately documents and explains the candidate's academic achievement. Advancement to higher ranks for lecturers must be based on excellence in teaching. In all dossiers for advancement, it is the responsibility of the candidate to explain the categorization, nature and significance of academic achievements.

> **Link to Campus Guidelines:**
> https://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines
>
> **Campus Dossier Checklist**
> https://academicaffairs.iupui.edu/RetrieveFile/ForceBrowserDownload?path=/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/PTGuidelinesCLEAN.pdf

Senior Lecturer Appointment

> Following promotion to the rank of senior lecturer, the individual holding the rank of senior lecturer is eligible to receive a three-year, renewable appointment.

Candidates for Promotion to Senior Rank

> The SoIC recognizes that all lecturers bring different strengths to their teaching and may achieve excellence through different blends of the elements of teaching, emphasizing the elements most appropriate to their strengths but not forgoing the others. As explained in campus guidelines, teaching comprises these elements, broadly categorized as: classroom delivery of instruction, mentoring and advising, curriculum development, and the scholarship of teaching. Candidates seeking promotion to senior lecturer in the SoIC should document and explain a blend of these elements that together demonstrate a sustained record of excellence. Candidates must also document at least a satisfactory record of service, which comprises 20% of their duties.

- Evidence of consistently high-quality teaching practice through course evaluations, peer reviews, student learning outcomes, and student testimonials.
- Evidence of scholarly and innovative activities in teaching. Evidence of peer-reviewed contribution to the scholarship of teaching and learning includes, but is not limited to: published peer-reviewed papers in educational journals or conference proceedings; presentations in local, regional or national/international teaching conferences; textbooks and novel teaching tools that have been reviewed and or solicited by peers external to the department or school; successful internal or external grant proposals supporting the scholarship of teaching; juried or otherwise peer-reviewed exhibitions; competitions and creative activities advancing the scholarship of teaching and learning. Although these creative activities may advance teaching and learning, candidates must clearly explain the connection between personal creative activities and student learning outcomes.
- Evidence of active curriculum development and teaching services includes, but is not limited to: new course development, course revision and/or curriculum redesign, or creation of technological artifacts for teaching (e.g., online course materials). Teaching also includes student advising and mentoring.
- Evidence of designing and presenting workshops or professional development for practitioners, educators, and/or students.

The School of Informatics and Computing adheres to the standards of achievement for the scholarship of teaching described in the IUPUI campus P&T Guidelines. In general, candidates are expected to demonstrate a record of publicly disseminated, retrievable, peer-reviewed artifacts documenting intellectual contributions to the theory and practice of teaching. Securing teaching grants or external funding supporting the development of a program of scholarship of teaching is highly valued.

The Scholarship of Teaching

A candidate for senior lecturer is expected to have developed an original body of knowledge about the theory or practice of teaching in his/her specific area of expertise.

Faculty are encouraged to document any of the above activities in ways that will allow future evaluators (whether department chairs, reviewers in promotion processes, grant reviewers or committees awarding departmental, school or campus honors) to better understand the benefits of their innovative contributions to the theory and/or practice of teaching and learning. Such documentation and evidence can take the form of:

- Reflective writing in published experience reports, project reports, presentations, journal articles, conference papers linking professional development and enhanced teaching to curriculum (peer-reviewed and disseminated);
- Evidence of student success *(both within and beyond the SoIC)* that can be linked to these activities (e.g. a teacher may learn a new technique that is taught in class and enables a student to complete a project or secure a career);
- New course or curricular content and strategies that can be linked to professional development and/or extracurricular mentoring;
- Evidence that the teacher has engaged in activities, analyzed their outcomes, applied this analysis in the classroom or in extra-curricular venues for teaching and learning, and disseminated the results with colleagues and peers.

Examples of artifacts that demonstrate evidence of scholarship of teaching can include, but are not limited to:

- A body of retrievable, peer-reviewed presentations, abstracts, demonstrations, papers accepted at conferences (external to campus). To count towards scholarship of teaching, these presentations should focus on the scholarly discourse or research performed around teaching theory or practice.
- Production of non-traditional media, including digital and analog artifacts, web-based, interactive applications, prototypes, or systems. Appropriate credit will be given to such creative activity using the same criteria as discussed above for conventional publications; that is, it is essential that the activity is disseminated, retrievable, and peer-reviewed. The peer-reviewed nature of the material must be clearly documented. Non-peer-reviewed materials are weighted less than items that undergo peer review. The role of the candidate must be documented. Since the usual standards of peer-review may not be apparent, the candidate should provide objective documentation that peers value and appreciate the scholarship contribution of the candidate.
- A presentation or workshop about innovative teaching theory or practice at a professional conference attended by educational professionals or peers.
- An online presentation or posting that attracts significant attention and comment among learners and/or educators discussing teaching (e.g., YouTube, Vimeo, Digital Training, Twitch, etc.).
- An outreach activity that can be considered community-based education; leads to innovative teaching theory or practice; becomes scholarship of teaching and learning; achieves impact and advances the teaching mission of our school. The candidate should describe and document how any notable outreach activity has been incorporated into the candidate's teaching, as well as disseminated to peers.

The work of lecturers is crucial to the success of the School of Informatics and Computing, IUPUI. In many instances, lecturers teach courses that are most directly linked to, and responsive to, the rapid changes in industry practice. Every year, new software, new applications and new trends in design emerge in the marketplace. This requires from our lecturers a constant process of professional training, continuing education hours, and development. The SoIC recognizes and values this work, and considers it part of the overall work that leads to academic advancement.

- To stay informed and skilled in these emerging technologies and domains, and thus to stay relevant as teachers, lecturers can often devote significant effort and energy outside of the classroom to learning these new technologies and understanding their place in the marketplace. This can take place through leading or presenting in formal workshops, through continuing education opportunities, through self-guided tutorials and through informal peer professional learning that occurs in various organizations, venues and events dedicated to advancing capacity and competence in tech-centric business and practice. The SoIC recognizes and values all of these efforts as forms of professional development necessary to teaching success. When documenting such efforts in their dossiers, candidates for promotion should carefully note the roles played (e.g. workshop leader, attendee, etc.)
- Similarly, lecturers frequently devote many hours each month to sponsoring various extra-curricular student groups that focus on various applications and uses of technology, and the social contexts in which technologies are relevant. The SoIC recognizes and values this faculty effort as a form of student mentoring that can supplement and enhance classroom activities and generally elevate a school-wide climate of learning. When documenting such efforts in their

dossiers, candidates for promotion should explain the nature of the work performed and any correlation of this effort to classroom activities or the scholarship of teaching and learning.

Service

- Service is not an area of excellence for lecturers, yet, the service work of lecturers is crucial to the success of the School of Informatics and Computing, IUPUI. In many instances, lecturers provide professional service to the community. The SoIC recognizes and values this work, and considers it part of the overall work that leads to academic advancement. Service can provide additional recognition to the program, department, and school. As such, recruitment activities, sponsoring or participating in extra-curricular events, enhancing student experience and advancing the enrollment and retention goals of the school (without producing defined learning outcomes) are considered service.

Examples of professional service can include, but are not limited to:

- Student advising and mentoring
- Contributing member of national and state organization
- Committee member of a national, state and local board/committee
- Organizer of an event, professional workshop etc.
- Presentation at national, state and local event centered on service
- Contributing to educational accreditation, policy and/or certifications for program area
- Influencing national standards/ testing etc.