

REWARDING AND RECOGNIZING TEACHING EXCELLENCE AT IUPUI

INTERIM REPORT ON PERIODIC REVIEW PROCESSES

DECEMBER 2000

Teaching is a fundamental responsibility of most academic appointees at IUPUI, including tenured and tenure track faculty, clinical faculty, lecturers, and part-time faculty at all ranks. The faculty at IUPUI take this responsibility seriously, and periodically they--along with administrative officers--review and assess the policies, procedures, and practices currently in place to ensure that IUPUI is fulfilling its responsibilities and to provide for a process of continuous improvement. This review occurs under several auspices and is coordinated by the Office of the Dean of the Faculties.

The primary focus for such annual assessment is the school, where each dean considers both individual teaching effectiveness and the cumulative effects of teaching on student learning through reviewing student performance on nationally normed examinations and licensures, through exit interviews and surveys of students and alumni, and other means. Additionally, each year, in the spring following the review of candidates for promotion and tenure, the IUPUI campus-level Promotion and Tenure Committee conducts an assessment of the year's work and reviews all of the guidelines for preparing dossiers for promotion and tenure. As occasion warrants, the committee also considers the processes and forms for preparing annual reports. Consisting of at least one representative from each school plus three faculty elected at large and the Dean of the Faculties, the campus Promotion and Tenure Committee has been charged with monitoring activities related to promotion and tenure by the IUPUI Faculty Council. An Associate Dean of the Faculties maintains a full set of school policies and procedures related to promotion and tenure, annual review, post-tenure review and related matters involving teaching. These school policies are also reviewed periodically.

Other committees with assigned responsibility for monitoring various aspects of teaching include the Faculty Affairs Committee of the IUPUI Faculty Council, the Advisory Committee of the Office of Professional Development, and a number of ad hoc committees charged with selecting faculty for teaching recognitions. In addition, schools have a variety of standing and ad hoc committees which assess teaching effectiveness. During the past three years, IUPUI has also had the services of a special task force charged with advising the individual schools and the campus on the implementation of post-tenure review. The 2000-01 review of processes and procedures by the campus Promotion and Tenure Committee will occur in February or March, at the conclusion of the review of individual faculty. In the interim, this report has been prepared as a summary and will be reviewed by the noted committees during the spring 2001 semester. A special ad hoc committee with representatives from each of the standing committees will meet in the spring to assess progress in addressing the issues identified by this interim report.

Teaching at IUPUI occurs in many different venues, including graduate professional programs with very specific, practice-oriented requirements, as well as a broad range of undergraduate programs.

IUPUI has made a major commitment to distributed education and relies increasingly on electronic media for teaching and learning. Librarians have become critical members of the teaching enterprise, both through direct involvement in the classroom and through roles supportive of faculty and students--all of which have increasingly made teaching an important area of performance for librarians. Part-time faculty and lecturers play a critical role not only because of their numbers but because they bring to the campus special expertise derived from their practice of concepts in applied settings. Teaching occurs in over 30 off-campus sites, ranging from high schools to factory floors. As President Myles Brand noted in his recent Change article on "Changing Faculty Roles in Research Universities," the key to the future lies in recognizing that faculty must follow different pathways at different stages of their careers, placing greater emphasis on one aspect of faculty work at any given time. There will be increased differentiation in the work of faculty within the same unit even as the overall responsibilities of the department remain the same. As President Brand notes, "by encouraging most faculty members to concentrate on teaching with the assurance that they will receive equitable rewards and respect" we can build universities which have the diversity of expertise to be comprehensive while permitting individuals to concentrate on what they do best. In its richness, diversity and variety, IUPUI strives to match teaching effectiveness with the very highest expectations for student learning and to make teaching as highly valued as research or professional service. The following practices apply generally to all forms of teaching at IUPUI although variations necessarily occur to reflect the range of programs.

I. EVALUATION OF FACULTY IN INITIAL APPOINTMENT PROCESS

SUMMARY OF PRACTICE

All faculty are expected to provide documented evidence of teaching effectiveness as a part of the hiring process. Although not formally required, prospective faculty for tenured or tenure track positions are also expected either to conduct a pedagogical seminar (in addition to a research seminar) or to teach a sample class observed by peers. As one of the participants in the national "Peer Review of Teaching Project" sponsored by AAHE, IUPUI helped develop nationally recognized norms for peer reviews of teaching in several disciplines. As a part of its participation in the project over three years, IUPUI adopted several "best practices," including the concept of the pedagogical seminar. While not all departments or schools have found the pedagogical seminar to be useful in every hiring instance, many have. Regardless, each department recommending a full-time faculty member for appointment must certify that there is evidence of teaching effectiveness. Candidates for tenured initial appointments must also present evidence from external peers of teaching effectiveness.

Part-time faculty are often hired without the benefit of a full search. Accordingly, evidence of teaching effectiveness is not always available for part-time faculty through direct observation. However, each course chair, department chair, or dean responsible for hiring is expected to conduct an interview which includes an assessment of teaching. During the first year of appointment, all part-time faculty are observed by one or more full-time faculty in addition to being evaluated through student evaluations. Subsequent peer review of part-time faculty is required on a periodic basis. Beginning with the 2000-01 academic year, new part-time faculty have been invited to participate in a workshop on pedagogy; this pilot program is being reviewed for expansion in 2001-02 and may become mandatory.

ISSUES

IUPUI is reviewing its current form for "Approval of Offer of Academic Appointment" and may revise it to make more explicit the requirement that evidence of teaching effectiveness has been assessed by peer review as a part of the interview process. The issue of making participation in a pedagogical seminar series mandatory for new part-time faculty is under review as well.

II. ANNUAL REVIEW OF TEACHING

PRACTICE

All faculty are required to submit an annual report which explicitly includes an assessment of teaching. The annual review is the basis for both salary reviews and for post-tenure review. The report (copy appended) asks faculty to provide information about activities related to teaching and to supply information regarding student and peer reviews. In addition, faculty are asked to provide a self-assessment of effectiveness, which in turn is reviewed by the chair or dean. This annual review becomes a part of the faculty member's personnel file. Part-time faculty are required to submit student and peer evaluations as part of the retention decision.

ISSUES

The faculty annual report process appears to be effective and requires only minor adjustment. The campus is moving toward an electronic report format, and this change will enable departments, schools and the campus to conduct research on various aspects of teaching practice and performance; a pilot involving two schools is underway during the current academic year. The implementation of post-tenure review this year will provide the first mandatory assessment of the teaching effectiveness of all faculty, including tenured colleagues. The IUPUI plan places an emphasis on improvement and intervention before teaching reaches an unsatisfactory level; ameliorative actions are thus expected for faculty showing problems with teaching.

III. ROLE OF TEACHING IN SALARY DETERMINATIONS

PRACTICE

Each school sets individual salaries annually in accord with its policies, all of which are established following University and campus guidelines. Each unit considers teaching effectiveness as a fundamental responsibility of all faculty, although emphases may vary for individuals and among units with respect to the amount of time devoted to teaching, research or professional service. Teaching effectiveness is assessed in all units, however. In most cases, part-time faculty salaries are set at levels based on credentials and experience without recognizing individual merit. If Indiana University provides special funding to convert part-time lecturer positions to full-time, there will be increased opportunities to reward teaching excellence through salary determinations.

Special awards are made to faculty for teaching effectiveness. Most recently, the Trustees established TERA, which has provided cash supplements for selected recipients; the new Trustee Award which

replaces TERA has not yet been implemented, and IUPUI has requested specific modifications in the award process. IUPUI conducted the University-wide assessment of TERA, and these results led to changes which should make the award even more important (See Section VII below). In addition, IUPUI has offered for many years the Chancellor's Award for Teaching Excellence, which is granted annually to one full-time faculty member and to one part-time faculty member. The award for full-time faculty carries with it a base salary adjustment of \$3,000. Due to the nature of their appointments, part-time faculty are eligible only for cash supplements. Effective in 1999-2000, IUPUI also established the Chancellor's Professor, to be awarded to 3-5 faculty each year based on criteria which include teaching effectiveness. These titled professors have a base salary adjustment of \$5,000 and are expected to provide campus-wide leadership through exemplary practices--including teaching.

ISSUES

The new Trustee Teaching Award does not allow for clinical faculty, lecturers, or part-time faculty--all of whom make very significant contributions to teaching at IUPUI. The Trustees have been asked to modify the eligibility criteria to accommodate these colleagues who contribute so much to teaching and learning. Further, IUPUI has proposed that a portion of the funds reserved for TTA be set aside for collective, departmental awards for teaching effectiveness instead of being assigned solely to individuals. Based on effective programs established elsewhere, such as UC Berkeley, UW Madison, and Ohio State, IUPUI seeks to transform collective behaviors of faculty as whole units by rewarding innovative and effective practices which enhance student learning.

This review of salary determinations has raised questions about the longitudinal impact of teaching awards. Drawing on the carefully constructed salary database used last year in assessing salary equity, we will look at the salaries of teaching award winners in comparison with peers. We will include faculty promoted to full rank on the basis of excellence in teaching, Chancellor's Award recipients, and TERA recipients.

Further, this study revealed that we do not have a comprehensive campus-wide inventory of teaching awards. No systematic information about departmental or school awards is collected. Consequently, a directory of such awards will be compiled on a web site maintained by the Office of Professional Development.

Finally, the campus will complete a content analysis of school policies for salaries and for promotion and tenure to determine the value or weighting assigned to teaching for both salary setting and promotion (since promotion typically carries with it a significant salary increase).

IV. ROLE OF TEACHING IN PROMOTION AND TENURE

PRACTICE

IUPUI guidelines for promotion and tenure require extensive documentation of teaching effectiveness. No faculty member will be promoted or tenured who is found unsatisfactory in teaching. (See the attached section of the promotion and tenure guidelines outlining the requirements for documenting teaching effectiveness.) As a part of its review, IUPUI specifically identifies the

areas of excellence documented by candidates. Approximately one third of all IUPUI candidates for promotion or tenure present evidence of excellence in teaching.

Summary of Candidates Offering Excellence in Teaching								
	1997-98		1998-99		1999-00		Three-Year Average	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Tenure Related	27	31%	23	38%	14	20%	21	29%
Clinical	23	58%	25	64%	17	24%	22	50%
Total	50	40%	48	48%	31	30%	43	31%

The attached report for 1999-2000 is enclosed as a sample; this report is distributed to all faculty to demonstrate that teaching effectiveness IS a proven basis for seeking promotion and tenure. In addition, this information is presented annually at new faculty orientations and at a workshop on preparing for promotion and tenure. Given IUPUI's accomplishments in research, including over \$165 million in external grants in the past year, the fact that about a third of all faculty present documented evidence of actual excellence in teaching is a strong indicator of the degree to which teaching is seriously recognized and rewarded.

ISSUES

No major issues have been identified with the current procedures, however there are growing concerns about teaching in the electronic environment. IUPUI has a long practice of encouraging faculty to innovate with distributed education and, for example, created Oncourse which is now used throughout Indiana University as the platform for distributed education. Both annual report forms and the promotion and tenure guidelines explicitly encourage faculty to report teaching through distributed education, and publication of research and teaching findings are encouraged in electronic media when they are subject to rigorous peer review. Nonetheless, issues regarding course development, periodic review of course and teaching effectiveness, and intellectual property are not yet sufficiently clear so as to lead to uniform practices or to appropriate faculty development initiatives.

As noted above, we will conduct a content analysis of school policies to determine the relative value or weight assigned to teaching. In addition, we will continue to refine the evidence presented to document effective teaching through student evaluations, peer evaluations, and student success. See section VII below regarding assessment.

V. PROFESSIONAL DEVELOPMENT

PRACTICE

As noted above, IUPUI recognizes that teaching is subject to continuous improvement both as a matter of individual responsibility and as the collective responsibility of departments and schools. To support continued improvement in teaching effectiveness, IUPUI has recently established a comprehensive Office of Professional Development to support all aspects of faculty work in teaching, research, and professional service. Within the Office, IUPUI has a large, comprehensive Center for Teaching and Learning. This unit provides seminars, assessment, training and pedagogical expertise to departments, schools, or groups of faculty working together on improving teaching. A copy of the most recent quarterly report is appended, along with the spring 2001 semester program offerings. IUPUI has developed its support programs on the premise that student learning will be enhanced most effectively when teaching is a collective responsibility, when individuals understand that their private work in separate classrooms connects to the work of others through the careers of students. Learning is not merely a collection of separate, unrelated courses. Instead, learning occurs according to a coherent program reflected in Principles of Undergraduate Learning and major requirements. It is at the aggregate level, where courses are connected, that learning takes on meaning and value related to the baccalaureate or associate degree. The shift in emphasis from individuals to groups of faculty is new in American higher education, but it clearly holds the greatest promise for impacting student learning in an age when students move from campus to campus, or from discipline to discipline, or from one period of enrollment to another months and even years later.

Within several of the graduate professional programs, a new emphasis on problem-based learning is altering traditional patterns of teaching and learning, placing new demands on faculty development. Problem based learning takes the overall IUPUI emphasis on the collective responsibility of teaching to a more focused and pragmatic level since no individual is solely responsible for a traditional course. Instead, several faculty share responsibility for preparing students to deal with real issues and problems, drawing on the experience and knowledge acquired in many different areas. Most prevalent in the health sciences, problem based learning places a new emphasis for faculty on collaboration and shared goals for student achievement.

In the current year, the Office of Professional Development (in collaboration with others) has established two initiatives to focus on the first year experiences of undergraduates as a shared responsibility across disciplines and units. A Dialogue on First Year Student Success has led to our setting aside \$130,000 in faculty and course development grants for proposals which will lead to enhanced teaching and learning in gateway courses critical to student success. In addition an emphasis has been placed on teaching development for part-time faculty through a special orientation program, course development grants (conducted in partnership with a full-time faculty member), and stipends for participating in workshops and other programs designed to improve teaching.

ISSUES

Additional funds for departmental teaching awards are required, along with incentive funds for initiatives related to undergraduate retention and the preparation of future faculty. Although IUPUI has comparatively few doctoral students preparing for academic careers, there are sufficient numbers for the campus to be concerned about preparing future faculty for their roles as teachers. More importantly, IUPUI relies on large numbers of part-time faculty, including many who teach

continuously over many years. These colleagues, too, must be a part of the efforts to make teaching a collective, shared and public activity along with research and service.

There are a number of competitive campus level programs which recognize and reward teaching effectiveness. However, little attention has been given to the processes for selecting recipients. Criteria must be clear, processes fair, and rewards matched with goals. An Associate Dean of the Faculties has completed an analysis of teaching award selection processes and is presenting the results of the findings at several national meetings. These same results will be applied to refining and improving the selection processes at IUPUI.

VI. INNOVATIVE PRACTICES

PRACTICES

As an urban campus with an orientation toward professional education, IUPUI has long been a leading proponent of active learning and teaching through practice based education associated with professions such as medicine, nursing, art, social work, law, education, technology and many other disciplines. More recently, IUPUI has begun to use its urban location to develop internship programs drawing on local businesses, museums, and industries, relying on practitioners to supervise fieldwork and to collaborate with faculty awarding academic credit. The Chamber of Commerce "Brain Gain" initiative has led IUPUI to undertake a comprehensive review of its internship and work-related learning programs. Similarly, IUPUI has become a recognized national leader in service learning, which grows out of classroom practices but takes students into community and field experiences. All of these teaching practices require special preparation for faculty, who must work collaboratively with persons in the community and who must assess student performance in new ways, often drawing upon evidence of actual practice instead of tests and papers. Faculty at IUPUI expect to expand their uses of active learning and to evolve teaching practices to engage more fully with the community. The School of Education, for example, has adopted a professional practice curriculum which transports faculty and students alike to neighborhood schools, where they take university coursework and observe practicing teachers in the environment most conducive to understanding and learning. The special role IUPUI plays as the state's only metropolitan institution places a responsibility on the faculty to innovate and revise the established ways of teaching.

As another aspect of its location and mission, IUPUI must address the needs of learners who are working and engaged in other activities which place constraints on participation. As continuing education becomes increasingly important to economic and social development of the central Indiana region, the ability of IUPUI to accommodate these learners will be essential. Through distributed education and asynchronous learning, IUPUI faculty are beginning to experiment with new ways of viewing student-faculty interaction and of organizing time. These experiences, in turn, are leading faculty to think differently about the time-frame traditionally associated with semesters and years. The artificial construct of 15-week semesters and class periods of fixed time constraints no longer make as much sense pedagogically when the emphasis shifts from teaching to learning. Students learn at different rates and in different degrees, making time on task more of an independent variable. Technology and pedagogical shifts makes it possible to customize teaching to individual student learning needs while still retaining rigorous standards for student performance and documented competence. IUPUI expects to continue to innovate at an accelerating pace with respect to the use of alternative class and course times, drawing on electronic media and distributed education practices.

These changes will place an even greater emphasis on assessing teaching effectiveness and student learning.

Having recently completed a comprehensive campus-wide self study of its learning environment and having retained external consultants to assess IUPUI's ability to engage and to support under-represented students, the campus has several initiatives to improve teaching as it relates to diversity as both a means and a goal of learning. Focused in the work of the Diversity Interest Group, the campus is assessing student and faculty survey data to find out what problems exist in classroom practices and to develop specific strategies to improve teaching. Workshops and teaching to diverse classes are being offered; other training programs will follow.

ISSUES

The primary challenge remains the assessment of particular pedagogies and the dissemination of effective practices across departments, whole schools, and the campus. We have undertaken a number of highly effective single projects, but we have not yet been able to move these innovations to a level where they have had a demonstrable impact on student retention and graduation. This process continues, but it will take many years to transform the entire campus.

VII. ASSESSMENT OF TEACHING

Through IUPUI's Office of Planning and Institutional Improvement, IUPUI has developed a number of assessment activities, many of which are designed to enhance student learning through improved practices. Every major assessment activity – program reviews of departments and schools, annual surveys of students, alumni, and faculty, or special assessments such as the recent analysis of TERA – contains a central component which seeks greater understanding of how and how well IUPUI faculty are teaching. Perhaps most central are annual surveys of alumni and of currently enrolled students who are asked to evaluate teaching effectiveness. Overall, both alumni and continuing students rate teaching very highly.

Satisfaction with Instruction Among Recent Graduates and Currently Enrolled Students

Percent of Students Satisfied or Very Satisfied	Academic Year of Graduation				
	1994-95	1995-96	1996-97	1997-98	1998-99
Recent Undergraduate Degree Recipients					
Overall Quality of Education Received at IUPUI	88%	86%	89%	88%	90%
Quality of Teaching by Faculty in Major Area	80%	78%	83%	83%	85%
	Spring Semester of Survey				
	1995	1996	1997	1998	1999
Continuing Students					
Overall Quality of Instruction at IUPUI	77%	81%	81%	82%	80%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%

Source: IUPUI Surveys of Recent Undergraduate Degree Recipients and IUPUI Continuing Student Satisfaction and Priorities Survey

All of the survey reports are broken down by units and normed against campus means so each department can compare its results with others as well as track progress over time. Schools and departments use these data to guide their improvement actions with respect to pedagogy, curriculum, and academic support services.

Similarly, all schools collect student teaching evaluation data, and this information is used both for individual improvement and for unit improvement. Larger schools have adopted a common format or a shared case of evaluative elements to permit calculation of group means for comparison. These data are of increasing value when they can be compared to a group. Accordingly, they are now required in promotion and tenure deliberations, and they are typically used for other competitive teaching awards such as TERA, FACET, the Chancellor’s Award and unit awards.

We survey all IUPUI faculty every other year on a variety of topics related to teaching. Among the findings from the most recent survey (not yet released) is a small but perceptible trend toward increasing satisfaction with rewards and recognition for teaching activities, as monitored through IUPUI’s bi-annual survey of faculty attitudes and opinions. The table below shows this trend according to the average response on a five-point satisfaction scale (ranging from 1 = very dissatisfied to 5 = very satisfied), as well as according to the percentages choosing the two satisfaction points and the two dissatisfaction points. While faculty have become more satisfied and less dissatisfied with rewards and recognition for teaching, they have become more neutral in their assessment of rewards and recognition for research and scholarship, professional service, and institutional service.

Faculty Satisfaction with Rewards and Recognitions for Various Activities			
	Average on Five-Point Satisfaction Scale		
Activity	1996	1998	2000
Teaching	3.03	3.19	3.25
Research and Scholarship	3.41	3.34	3.38
Professional Service	3.06	2.99	3.01
Institutional Service	2.91	2.95	2.98
	Percent Satisfied or Very Satisfied		
Teaching	37%	44%	43%
Research and Scholarship	57%	51%	48%
Professional Service	42%	34%	34%
Institutional Service	32%	29%	27%
	Percent Dissatisfied or Very Dissatisfied		
Teaching	30%	24%	21%
Research and Scholarship	20%	18%	16%
Professional Service	30%	30%	26%
Institutional Service	34%	29%	25%
<i>Source: IUPUI Faculty Survey administered Spring 1996, 1998, and 2000</i>			

IUPUI will continue to develop evidence of teaching effectiveness through multiple means, including a variety of surveys and assessment instruments. The impact of self-assessment by the campus is cumulative, and the greatest impact lies in the future as this “culture of evidence” becomes the culture of the campus. Already faculty at IUPUI widely practice a variety of self-improvement techniques, including “minute classroom evaluations” in each class and mid-term course evaluations. So important is IUPUI’s commitment to improving student success and student learning that we have been national leaders of the Urban University Portfolio project, which is a Pew-funded landmark study of the way whole institutions can document their overall effectiveness. At the very center of institutional effectiveness is student learning and, of course, teaching.

ISSUES

IUPUI has developed a number of effective tools for assessment and is beginning to acquire a comprehensive database which will permit comparisons over time and among units. This information should give us the means to establish truly effective reward systems for effective teaching. The single greatest challenge will be affecting the salary structure.

VIII. FACET

No report on rewarding and recognizing teaching excellence would be complete without noting the importance of FACET as a campus as well as University program. IUPUI FACET participants have been active members and leaders in the University program, including the summer workshops. In addition, IUPUI FACET faculty have worked together on campus to develop a highly collaborative team approach to encouraging teaching excellence, including the creation of a mentoring program for junior colleagues and the presentation of exemplary practices through workshops. FACET members are routinely called upon to chair committees, develop reports, mentor, or lead by example. FACET has become an effective voice both for encouraging others to seek excellence in their teaching and for recognizing those who have succeeded.

ISSUES

As the leadership and form of FACET change, the next era offers an opportunity for Indiana University as a whole to take national leadership in making teaching important. As Myles Brand said in his Change article: “In the same way that no single country can achieve unilateral nuclear disarmament, no single university can reform the academy’s favoritism for research. The sort of cultural change that elevates teaching to the value of research requires commitment at the national level.” Indiana University cannot change the overall value associated with teaching by itself, but it can lead the nation, through activities such as FACET, to a higher level of consciousness and to a higher standard of practice. FACET links all of Indiana University’s separate campuses into a single commitment to excellence in teaching and through their combined actions, these campuses can indeed reform the academy.

Appendices

- I. Faculty Annual Summary Report Form
- II. Promotion and Tenure Guidelines for Teaching
- III. Report on 1999-2000 Promotion and Tenure Candidates
- IV. Office of Professional Development Quarterly Report
- V. Office of Professional Development Spring Program