***b. Promotion & Tenure based on Teaching***

***(see OAA P&T Resources http://www.ipfw.edu/dotAsset/8e91f4f1-f47c-4ad5-aaaa-7c4c28652fa7.pdf)***

**Teaching**: It is important that the candidate's teaching be assessed by examining a variety of evidence. Such evidence should be drawn from among the following: syllabi, assignments, examinations, and other classroom materials; student evaluations (administered in class or subsequently); evidence of student learning; classroom assessment techniques and their outcomes; contributions to curriculum development; creation or development of teaching materials; pedagogical publications, including textbooks; new course preparations and a record of experimentation in instruction or assessment; contributions to teaching and learning with faculty across campus; scholarship of teaching and learning work; peer review(s) of teaching; and attendance and presentations on teaching at conferences and workshops. All peer reviews and student evaluations should be conducted and their results assembled according to Department guidelines and practice. Encouraged for competence or excellence, but not required, are formative peer reviews conducted by any full-time faculty, including reciprocal peer reviews. Also encouraged are summative reviews from outside the department and/or university.

The rationale for the qualitative and quantitative criteria below meet or exceed criteria for promotion and tenure from the following: criteria for teaching competence and excellence at peer institutions, criteria for teaching competence and excellence in other departments in the IPFW College of Arts and Sciences, recommendations from IPFW Office of Academic Affairs guidelines on documenting teaching, best practices of Indiana University’s Faculty Colloquium on Excellence in Teaching (FACET), and input from faculty and committees in the IPFW Department of English and Linguistics.

**Promotion from Assistant Professor to Associate Professor**

**COMPETENCE**

Competence in teaching means effective teaching. Competent teachers thus continue to study their subject matter and the pedagogy appropriate to it. Cases demonstrating competency must include input from outside the Department, on or beyond campus. While the ultimate measure of any teaching is what students learn and what they are inspired to go on to learn, effective teaching also includes reflective and continual effort toward improvement. Evidence of competent teaching should include the following:

* Carefully prepared classroom materials
* At least two summative peer reviews that include a thorough review of selected course materials, pre-observation discussion, classroom observation, and post-observation discussion and are conducted by tenured faculty or faculty trained in peer review procedures]
* Acceptable student evaluations administered as per departmental guidelines

In addition, the following materials (list not exhaustive) may be included:

* Results of various means of teaching assessment
* Pedagogical publications and presentations (pedagogical publications involving research may also be counted for research)
* Results of curricular development or other attempts to enrich student learning
* Formative peer reviews, including reciprocal peer reviews

**EXCELLENCE**

Excellence in teaching means communicating with and inspiring students markedly beyond the standards of competence. Cases based on excellence in teaching must include input from outside IPFW. Cases based on excellence in teaching should require, **in addition to requirements for competency**:

* Course and/or curriculum design, redesign, and consistent improvement of course materials
* Productive reflections on student feedback
* Three summative peer reviews (inclusive of the peer reviews for competency), at least one of which must be a multi- semester longitudinal review
* Fostering teaching with other faculty within and beyond the department
* Participation in organizations promoting the scholarship of teaching
* Presentations and/or workshops on teaching at local, regional and national conferences

Evidence of excellence (list not exhaustive) in teaching might also include:

* Evidence of outstanding student learning
* Significant pedagogically related publications
* Exceptional and original classroom materials
* Recognized student achievements
* Internal and/or external recognition and/or awards for teaching
* Former student letters and/or surveys attesting to teaching effectiveness
* Mentoring of colleagues and students

**Promotion from Associate to Full Professor**

As a criterion for cases of promotion to professor based on teaching, excellence in teaching should have been demonstrated over an extended period and include recognition for teaching and pedagogical work outside IPFW appropriate to a faculty member at a regional comprehensive campus.

**COMPETENCE**

Competence in teaching means effective teaching. Competent teachers thus continue to study their subject matter and the teaching methods appropriate to it. Cases demonstrating competency must include input from outside the Department, on or beyond campus. While the ultimate measure of any teaching is what students learn and what they are inspired to go on to learn, more tangible evidence of competent teaching should include the following:

* Carefully prepared classroom materials
* At least two summative peer reviews that include a thorough review of selected course materials, pre-observation discussion, classroom observation, and post-observation discussion and are conducted by tenured faculty or faculty trained in peer review procedures]
* Acceptable student evaluations administered as per departmental guidelines

In addition, the following materials (list not exhaustive) may be included:

* Results of various means of teaching assessment
* Pedagogical publications and presentations (pedagogical publications involving research may also be counted for research)
* Results of curricular development or other attempts to enrich student learning
* Formative peer reviews, including reciprocal peer reviews

**EXCELLENCE**

Excellence in teaching means communicating with and inspiring students markedly beyond the standards of competence. Cases based on excellence in teaching must include input from outside IPFW. Cases based on excellence in teaching should require, **in addition to requirements for competency**:

* Course and/or curriculum design, redesign and consistent improvement of course material
* Productive reflections on student feedback
* Three summative peer reviews performed by internal reviewers (inclusive of the peer reviews for competency), at least one of which must be a multi- semester longitudinal review
* Fostering teaching with other faculty within and beyond the department
* Participation in organizations promoting the scholarship of teaching
* Presentations and/or workshops on teaching at local, regional and national conferences

Evidence of excellence in teaching (list not exhaustive) might also include:

* Evidence of outstanding student learning
* Significant pedagogically related publications
* Exceptional and original classroom materials
* Recognized student achievements
* Internal and/or external recognition and/or awards for teaching
* Former student letters and/or surveys attesting to teaching effectiveness
* Mentoring of colleagues and students