

Indiana University-Purdue University Columbus (IUPUC)
Promotion & Tenure Guidelines
2023-2024 academic year

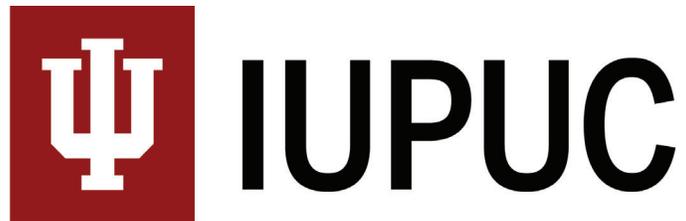


Table of Contents:

1. IUPUC University Library of Columbus	pg 2
2. IUPUC Division of Business	pg 17
3. IUPUC Division of Education	pg 41
4. IUPUC Division of Health Sciences	pg 71
5. IUPUC Division of Liberal Arts	pg 92
6. IUPUC Division of Science	pg 113

Endorsed by IUPUC Library Faculty on 4/29/2022

IUPUI Library Faculty Standards for Evaluating Librarians

Preamble

The quality and integrity of IUPUI libraries depend upon the performance of individual librarians. IUPUI and its librarians have a mutual and reciprocal commitment to ensuring the ongoing success of IUPUI as a whole and librarians as individuals. We as librarians strive for excellence, promote and represent IUPUI in a positive manner, and support the university, campus, unit, and library missions through our performance, professional development, research, or creative activity, and service.

The purpose of this document is to convey our values as academic librarians on the IUPUI campus and to provide context for the evaluative criteria below. The standards should be applied in the context of librarians contributing to the missions of Indiana University, IUPUI, their school, and their individual library unit.

These standards are used by individual librarians in shaping their career path as well as by the committees evaluating a librarian's work.

Guiding Principles

Building on the principles described in the campus guidelines, we affirm that:

- IUPUI librarians promote the teaching, learning, research, and community outreach of IUPUI and its constituents.
- IUPUI librarians contribute to the IUPUI community by fostering equity, diversity, and inclusion.

IUPUI librarians, as stated in the IUPUI Library Faculty bylaws, are governed by the American Library Association's Code of Ethics.

What work is valued?

Librarian practice touches many areas of the campus, the university, and the scholarly ecosystem. This also includes activities that engage and have positive impact on the landscape and composition of communities at all levels from the professional to international and could influence both the scholarly and non-scholarly community. The scholarly products created by librarians are many and varied, including research articles, books, chapters, informational resources, code and software, data, scholarship of teaching and learning (SoTL) including the development and/or assessment of learning resources or curriculum, and new forms that may emerge. The evidence used to demonstrate the significance of these diverse products may differ from more traditional forms of scholarship. All evidence and dissemination outlets should be considered based on the candidate's case.

Though typically thought of as a performance activity, the development of skilled professionals in a variety of fields may occur as part of the candidate's professional development, research, or creative activity or service. This work should be considered based on the candidate's case.

A librarian's research and creative activity are part of professional development, research, or creative activity. However, a librarian may choose to use specific products as evidence in support of their performance and service. Librarians doing so should ensure that they still meet the required criteria for professional development, research, or creative activity. Though a project may result in multiple products, each product can only be used as evidence in one area.

How is work evaluated?

It is the responsibility of the candidate to present the best case possible for tenure and/or promotion through their statements and supporting evidence. Significance and impact may be demonstrated by articulating goal(s) related to the unit and campus mission and providing sufficient evidence that the goal(s) was achieved. Evidence may include, but is not limited to, community evaluation, program evaluation data, citation metrics, alternative metrics, and qualitative evidence such as testimonials and communications indicating use or adoption.

When assessing librarian work, we believe that evaluators should consider the value and impact of all outputs (including datasets, software, digital collections, professional standards, committee reports, etc.) in addition to publications, and consider a broad range of impact measures including qualitative indicators of impact, such as influence on policy and practice. Evaluators should also assess a candidate, in part, on the content of outputs rather than relying solely on journal metrics.

Promotion & Tenure Standards & Dossier

These standards are aligned with The Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, IU Policy ACA 37, and IU Policy ACA 38.

These standards are cumulative for the probationary period in rank until a librarian has been granted tenure and/or promotion. Once a librarian has been promoted to Associate, they must meet the criteria for Librarian while in rank as an Associate Librarian. Seeking promotion to Librarian is not a requirement.

Because these standards are cumulative, they should not be used for annual review purposes. However, annual review criteria should align with these standards in a way that helps librarians achieve promotion and tenure.

Table 1: The requirements for achieving tenure and levels of promotion.

	Tenure	Promotion to Associate Librarian	Promotion to Librarian
Performance	Excellent	Excellent	Excellent
Secondary Area (Professional Development, Research, or Creative Activity or Service)	Satisfactory	Beyond Satisfactory	Excellent
Tertiary Area (Professional Development, Research, or Creative Activity or Service)	Satisfactory	Satisfactory	Satisfactory

Candidates who wish to pursue the balanced integrative DEI case communicate excellence in the three areas of librarianship (performance, professional development, and service) differently than the traditional case. Connections between one or more of the areas of librarianship can be made with annotations in the narrative and CV as necessary.

Performance

- Professional service activities (including administrative responsibilities) prescribed by the candidate’s position description are NOT considered Service, but rather Performance.
- Any scholarship related to Performance is typically considered Professional Development, Research, or Creative Activity, NOT Performance. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development, Research, or Creative Activity.
- For the balanced integrative DEI case, overall DEI excellence is considered to be synonymous with excellence in the area of performance. It is important that the librarian ensure that performance is within acceptable guidelines. (See below for additional details)

For Promotion to Associate Librarian

Type	Unsatisfactory	Satisfactory	Excellent (Associate Librarian)
Performance	Unsatisfactory performance is the failure to meet the standards for Satisfactory performance.	<p>Consistently makes contributions toward the library and/or unit’s mission and/or goals. Satisfactory performance includes:</p> <ul style="list-style-type: none"> • Documentation of the contributions of the individual librarian; and • Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian’s position description <p>Examples of documentation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Instruction evaluations; • Letters from faculty indicating impact on a course; or • Statistics related to the provision of service 	<p>Meets the criteria for satisfactory and demonstrates impact or recognition within the library and/or unit.</p> <p>Examples of contributions that could have documented impact may include, but are not limited to:</p> <ul style="list-style-type: none"> • Increasing either the quality or efficiency of a library service, program, product or project; • Implementing a new service, program, product, or project; or • Mastering important new responsibilities (beyond those assigned at time of appointment)

For Promotion to Librarian

Type	Unsatisfactory	Satisfactory	Excellent (Librarian)
Performance	Unsatisfactory performance is the failure to meet the standards for Satisfactory performance.	<p>Consistently makes contributions toward the library and/or unit’s mission and/or goals. Satisfactory performance includes:</p> <ul style="list-style-type: none"> • Documentation of the contributions of the individual librarian; and • Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian’s position description <p>Examples of documentation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Instruction evaluations; • Letters from faculty indicating impact on a course; or • Statistics related to the provision of service 	<p>Meets the criteria for excellent and demonstrates impact outside the library and/or unit or recognition at the state, regional, or national level.</p> <p>Examples of contributions that could have documented impact outside the library and/or unit may include, but are not limited to:</p> <ul style="list-style-type: none"> • Alteration of school, campus, or university practices; or • Adoption of a service, program, or product by another library, library consortium, or professional organization. <p>Examples of recognition at the state, regional, or national level may include, but are not limited to:</p> <ul style="list-style-type: none"> • Acknowledgement of the impact of a service, program, or product in the professional literature; or • Awards and/or prizes that reflect on the significance and impact of the librarian’s performance

Professional Development, Research, or Creative Activity

- Professional Development, Research, or Creative Activity includes research and creative activity. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development.
- For the balanced integrative DEI case it is important that the librarian ensure that professional development is satisfactory based on the guidelines.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Professional Development	A librarian who fails to meet the criteria outlined under satisfactory.	A librarian must regularly engage in activities that advance the education or knowledge of the candidate as a professional AND engage in at least three activities that disseminate research or expertise, at least two of which must be peer reviewed or appear in a law review.	To show continued improvement beyond the satisfactory level, a librarian must regularly engage in activities that advance the education or knowledge of the candidate as a professional AND demonstrate a significant role in the completion of at least four activities that disseminate research or expertise, at least three of which must be peer reviewed or appear in a law review.	To show excellence, a librarian must have a significant role in the completion of five activities that disseminate research or expertise, at least four of which must be peer reviewed or appear in a law review, and at least one of which must have significant scholarly, professional, or societal impact, in most cases beyond the state level. It is not necessarily required that the significant impact activity be peer reviewed or appear in a law review.
		<p>Examples of activities that advance the education or knowledge of the candidate include, but are not limited to:</p> <ul style="list-style-type: none"> • Attend a professional conference, meeting, institute, continuing education workshop, or training program; or • Take for credit academic courses relevant to the librarian's professional responsibilities; or • Complete a professionally recognized certification <p>Examples of activities that disseminate research or expertise and are typically peer reviewed include, but are not limited to:</p>	<p>For examples of activities that advance the education or knowledge of the candidate, see the Satisfactory criteria.</p> <p>For examples of activities that disseminate research and/or expertise and are typically peer reviewed, see the Satisfactory criteria.</p>	<p>For examples of activities that disseminate research and/or expertise and are typically peer reviewed, see the Satisfactory criteria.</p> <p>Examples of indicators of significant impact include, but are not limited to:</p> <ul style="list-style-type: none"> • Recognition of a particular product or project by a regional or national professional organization; or • Recognition of a Librarian's reputation in the form of an invitation to give a keynote address or develop a continuing education course for the organization; or • Engagement with, use, or adaptation of a particular product, project, or method as reflected by citation, post publication review, or adaptation and reuse in other

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
		<ul style="list-style-type: none"> • Peer reviewed article, book chapter, or book review essay; • Law review article; • Invited book chapter or encyclopedia article; • Invited/peer reviewed presentation at a professional conference; • Favorably reviewed research grant or project grant; or • Co authorship on a systematic review publication <p>Examples of activities that share research and/or expertise and are <u>not</u> typically peer reviewed include, but are not limited to:</p> <ul style="list-style-type: none"> • Newsletter article; • A review of a book, database, or exhibit; • Course presentation development; • For credit course development; • Exhibit preparation and mounting; • Substantial contribution to professional discourse regardless of media; • Co production of a digital Project; • Interviews, invited or otherwise, that highlight emerging professional expertise 		<p>organizations or other professional fields; or</p> <ul style="list-style-type: none"> • Wide popular awareness and engagement (within and outside of librarianship) with a new service, tool, training program, or concept.

Service

- Professional service activities (including administrative responsibilities) prescribed by the candidate's position description are NOT considered Service, but rather as Performance.
- Any scholarship related to Service is typically considered Professional Development, Research, or Creative Activity, NOT Service. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development, Research, or Creative Activity.
- For the balanced integrative DEI case it is important that the librarian ensure that service is satisfactory based on the balanced integrative DEI case guidelines.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Service	A librarian who fails to meet the criteria outlined under satisfactory.	<p>A librarian must regularly engage in activities outside the normal realm of the person's responsibilities that serve the University (library, school, campus, or university), AND activities that serve the Discipline and/or Profession.</p> <p>One comparable community service activity may be substituted for service to the discipline and/or profession if there is an application of professional expertise.</p> <p>Service to the University (see below for examples) must normally consist of three documented contributions tied to the institution's mission. Each year of a multiple year commitment counts as an independent contribution.</p> <p>Service to the Discipline and/or Profession (see below for examples) must normally consist of three documented contributions. Each year of a multiple year commitment counts as an independent contribution.</p>	<p>A librarian must meet the criteria as outlined under satisfactory.</p> <p>In addition, at least two of these six activities must have documented impact, one of which must be service to the Discipline and/or Profession.</p> <p>In order to have documented impact, service to the University must affect faculty, staff, and/or students beyond the IUPUI libraries.</p> <p>In order to have documented impact, service to the Discipline and/or Profession must be at the state level or higher.</p>	<p>A librarian must demonstrate a consistent pattern of service as outlined under beyond satisfactory.</p> <p>The service to the Discipline and/or Profession must have significant impact (see below for examples) on the profession of librarianship or an academic discipline beyond the state level in most cases. Significant impact may also be demonstrated by significant recognition (see below for examples) from outside the university.</p>

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Service to the University (library, school, campus, or university)		<p>Examples of Librarian service to the University include, but are not limited to:</p> <ul style="list-style-type: none"> • Serve on a faculty governance organization at the library, campus, or university level; • Serve on a search and screen committee or system wide task force; • Serve as student organization sponsor; or • Serve as academic adviser, internship supervisor, or thesis/dissertation committee member. 	<p>Examples of activities which demonstrate impact include, but are not limited to:</p> <ul style="list-style-type: none"> • Create or revitalize a student organization; • Teach a college level credit bearing course outside of the librarian's duties with demonstrated positive impact upon the students; • Serve on university wide library committee with impact on user services; or • Serve as a vital member (not necessarily an officer) of a campus committee that makes an important contribution. 	<p>A librarian must demonstrate a consistent pattern of service to the University as outlined under Satisfactory.</p>
Service to the Discipline or Profession		<p>Examples of service to the Discipline or Profession include, but are not limited to:</p> <ul style="list-style-type: none"> • active membership in one or more professional organizations as an officer, candidate for office, committee member, electronic mailing list moderator, mentor in a formal mentoring program, webmaster or some other role that requires professional expertise. 	<p>Examples of activities which demonstrate impact include, but are not limited to:</p> <ul style="list-style-type: none"> • Serve as a vital member (not necessarily an officer) of a professional committee that makes an important contribution; 	<p>Examples of activities which have significant impact include but are not limited to:</p> <ul style="list-style-type: none"> • Influence the adoption/modification of standards of a profession or discipline; • Develop an instrument/method which changes professional practice; • Create or revitalize a significant professional organization; or • Influence the passage of legislation related to the profession or discipline

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
			<ul style="list-style-type: none"> • Make an important contribution to a professional organization while in a leadership role; or • Serve as a peer reviewer or editorial board member for a journal, conference, or other scholarly output. 	<p>Examples of significant recognition include but are not limited to:</p> <ul style="list-style-type: none"> • Awards and/or prizes that reflect on the significance and impact of the librarian's service; • Appointment as editor of a selective scholarly peer reviewed publication or law review; or • Election as an officer or board member of a professional organization of at least 500 members, or the leading organization for a library specialty
<p>Librarian Service to the Community (city, state, nation, or the world)</p> <p>[NOT required for IUPUI librarians]</p>		<p>One community service contribution where there is an application of professional expertise may be substituted for a contribution to the discipline or profession as determined by individual units.</p> <p>Examples of community service include, but are not limited to:</p> <ul style="list-style-type: none"> • providing a library related service to community organization; or • service on board of library related and/or discipline related community organization. 	<p>An example of an activity which demonstrates impact includes, but is not limited to:</p> <ul style="list-style-type: none"> • consulting that produces beneficial change in the organization for which the consultation was done. 	<p>An example of an activity which demonstrates impact includes, but is not limited to:</p> <ul style="list-style-type: none"> • establishing a new library at a community organization

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Balanced Case-Binned Highly Satisfactory Case

A balanced case raises the bar for librarians in that it requires the same level of achievement in both Professional Development, Research, or Creative Activity and Service in addition to the highest level of Performance. For example, a candidate seeking promotion to Librarian with a balanced case would be required to demonstrate Exceptional Achievement in Performance and Excellent in both Professional Development, Research, or Creative Activity and Service. For this reason, the use of a balanced case binned by librarians is not recommended.

Balanced-Integrative DEI Case

IUPUI Supporting Documents

The primary differences between the integrative case and others are the lack of categorization of all items and an increased focus on community and direct impact. While a candidate under review for promotion and/or tenure through an integrative case needs to meet minimal requirements for promotion in the three areas of librarianship (excellent in performance, satisfactory, beyond satisfactory, or excellent in their secondary area as defined above, and satisfactory in their tertiary area), overtly stating the connection between activities and categories is not the focus of their dossier and they would not also be evaluated against these criteria for excellence. Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact. (e.g., contributing to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.)” The balanced integrative DEI candidate must present integrative evidence (further outlined below) that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. Balanced integrative cases should address six major areas: performance, integrated activities; independence, innovation and initiative; scholarly impact; community/direct impact; and future plans.

Rank: Different tracks can be used for different promotion levels. A candidate could achieve associate using the balanced integrative DEI case and full using the traditional track. At the **associate librarian-level** the candidate should have led or been an essential part of endeavors with distinct and demonstrable local, direct outcomes. Local refers to either or both of campus/university and local community. National or international dissemination is also expected as a reflection of the quality of the work. At the **full librarian-level** the candidate should be seen as a local leader and also have achieved a national or international reputation or recognition of their work.

- **Demonstrating Excellence:** The dossier is particularly vital for the balanced integrative DEI case and should substantiate statements, as well as give context and details of activities. The candidate should demonstrate excellence by communicating an array of integrated scholarly activities aligned with diversity, equity and inclusion as well as excellent overall performance of comparable benefit to the university. They articulate a philosophy of diversity, equity and inclusion including, if appropriate, including plans for future developments. They describe their personal role as an essential and generative actor within diversity initiatives. They engage in interrelated activities and accomplishments as an IUPUI librarian in performance, professional development and service which demonstrably support and advance diversity, equity and inclusion. Interdependence and teamwork are valued as well as contributions to group achievements, but the candidate needs to articulate their own roles and responsibilities clearly. They demonstrate distinct, local

outcomes through effective evaluation of diversity, equity and inclusion initiatives. Tying these to unit (program, department, library, campus or university) missions strengthens the importance of the impact (e.g., contributing to local communities using professional expertise, diversifying collections, etc.). They articulate the scholarly and or direct impact and dissemination of their creative outputs through appropriate means, venues, and metrics. In the case of many DEI activities, community response rather than research metrics are used to measure impact. In these cases, an argument for excellence needs to be made based on the scope and context of the activity. For the balanced integrative DEI case it is important that the librarian ensure that their work and DEI case falls within acceptable guidelines. It is up to the candidate to articulate the 'excellence' of their activities in terms of aggregate innovation, scope, quality, and outcomes and support those claims with relevant documentation and evidence. The absolute number of activities will vary from person to person: one might have a variety of smaller scale items, another person may have a particular large scale item.

Documentation of Activities in the Dossier

Candidate Statement:

- Presents a philosophy of diversity, equity and inclusion that are reflected in activities and achievements.
- Articulates how the candidate's activities and achievements are interrelated; shows that the candidate's work is intentional and coherent.
- Ties work to the library, campus or university mission and to the librarian's specific responsibilities.
- Highlights key accomplishments in DEI work.
- Establishes both independence and initiative—articulates the candidate's own role in multi person endeavors and shows where the candidate fits in initial conception, execution, and/or expansion.
- Proves satisfactory activity in the three areas of librarian evaluation as defined above for the level of promotion or tenure desired. Performance is considered to be integral and inextricable from DEI activities and thus excellence in DEI is considered to be synonymous with excellence in the area of performance. Explicit binning of activities into the three areas is not regularly done in the balanced integrative DEI case. When a candidate wants to identify a direct connection with one or more areas of librarianship this can be noted with annotations in the narrative or CV.
- In the candidate's statement, the candidate should identify key accomplishments and endeavors that highlight the candidate's value to the university in respect to DEI work. Not every item on a candidate's CV would be expected to be tied to the DEI /integrative case.
- Candidate's DEI Philosophy: Stated philosophy of diversity, equity, and inclusion is well thought out and of high quality. Candidate's statement provides evidence of DEI focused activity and ties that activity to a cogent narrative of DEI focused philosophy and action.
- Provides a philosophy of the importance of DEI related work that is referred back to throughout ensuing dossier sections.
- Provides a discrete structure and narrative for remainder of dossier.
- Job descriptions are one very useful source of guidance to help outline the candidate's statement.

Integration:

- Clearly demonstrates a cohesive and integrative series of activities and accomplishments as a faculty librarian, the whole of which demonstrates excellence in value to the community and campus in advancing diversity, equity and inclusion.
- The candidate may discuss their activities and accomplishments without reliance on the categories of 'performance', 'professional development' and

'service'

Independence, Innovation and Initiative:

- Articulates their personal role as an essential and generative actor within diversity initiatives. Activities that are essential to the success of the DEI initiatives and generative would be considered of greater impact.
- Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.

Scholarly Impact:

- Dissemination activities align with the stated philosophy of diversity, equity and inclusion.
- Scholarly products are openly accessible from a stable URL, academic journal, or open archive (e.g., Internet Archive, IUPUI ScholarWorks, In the Library with a Lead Pipe, etc.).
- Candidate provides documentation demonstrating the impact of the scholarship as aligned with the stated philosophy of diversity, equity and inclusion. For example, documented evidence might include but is not limited to the following: the scholarship received favorable feedback from community partners, the work was reused by others in subsequent programming, the work was cited or mentioned by other scholars or related professionals, the work contributed to a change in policy, or the work received an award or special recognition.
- For full librarian candidates, dissemination at the national or international level is required.

Direct Impact:

- Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes and explains impact on individuals, communities, etc.
- Activities have demonstrable and transformative direct impact (including on the community) and are tied to specific outcomes outlined in the department, library, campus, and/or university missions.

Further Plans:

- Clearly demonstrates a plan for future development and professional growth that builds on existing successes while also accounting for and seeking out new opportunities for impactful activities.
- For full librarian candidates, sustained excellence over time is expected.

EXAMPLES: The following list outlines examples, primarily DEI based but potentially applicable to any activity. This does not represent an exhaustive list of potential activities, nor does it represent specific expectations for inclusion in a dossier. It is simply a guide to help candidates identify activities and how they might articulate them.

- National, international, local (campus), and/or community based awards and/or recognitions for DEI work
- Policy work and impacts related to DEI – this could take the form of global changes to metadata standards (state, national, etc.) leading to improved resource discoverability
- Grants related to DEI or that serve communities of color or other marginalized communities in the United States and internationally
- Work with pre college students that supports the educational pursuits of diverse students
- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g., Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Program development and leadership targeting underrepresented high school students
- Effectively mentoring faculty/staff from underrepresented groups or engaged in community based research
- Effectively mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Any efforts of "diversifying" library services or materials to be more inclusive and equitable
- Curriculum development and/or revision related to DEI
- Recruitment and/or retention of diverse research teams/personnel
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Scholarship creation and/or management
- Research or professional agenda pertaining to DEI (e.g., health literacy, underrepresented groups in collections)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Conference presentations and/or invited speaking engagements (e.g., workshops, guest lectures); community based, national, and/or international
- Keynote address at a conference or other public venue; community based, national, and/or international
- Community engaged research
- Community engagement in partnership with diverse and marginalized groups
- Community board service linked to DEI
- Chairing a DEI based board
- Community based outreach to minoritized communities (e.g., programming for K 12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming

- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments
- Chairing the department/library/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Acquiring a new donor collection
- Collaboration in data collection, analysis, or depositing on behalf of research recipients

- Major examples of DEI activities as defined by campus include but are not limited to:
 - Mentored individuals who are underrepresented
 - Diversified library collections and/or the scholarly record including the creation or support of a new collection or campus research center
 - Provided direct support to programs which support diverse student populations
 - Provided direct support to programs which foster the success of diverse faculty populations
 - Provided direct support for DEIJ related faculty or student research/creative activity
 - Advanced library DEIJ goals/initiatives
 - Developed tools, guides, or documents which reduce or eliminate inequities and barriers to information to groups that have been historically underserved

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Business

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Section C, parts 1 and 2, revised and approved by Division Faculty 01/19/21
Section D developed and approved by Division Faculty 05/03/2022

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the *IU Policies* states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *IU Policies* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical....Tenure will generally not be conferred unless the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including articles, books and book chapters, cases, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Promotion from Assistant Professor to Associate Professor (with tenure):

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A and B.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Typically, four or more peer reviewed research publications (or three peerreviewed research publications and one peer-reviewed teaching publication) will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.
- B. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed research presentations at regional, national and/or international conferences
 - Research grants and the application for research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Review of submissions for professional journals or conferences
 - Service on editorial boards, etc.
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field
 - Invitations to lecture
 - Contributions to research or scholarly efforts of professional bodies or associations.

To receive a rating of satisfactory performance in research, the candidate must meet criteria A and B.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications.
- B. A minimum of three of the activities listed in item 1 B for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. A record of peer-reviewed teaching publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, four or more peer reviewed teaching publications (or three peerreviewed teaching publications and one peer-reviewed research publication) will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- B. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed teaching presentations at regional, national and/or international conferences while in rank.
 - Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants and the application for teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, etc.

- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence that of an emerging regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

- A. Student satisfaction measures that are consistently favorable or have improved over time.
- B. A record of continuing peer evaluation that indicates satisfactory teaching.
- C. At least three of the activities listed in item 2 C for excellence in teaching.

3. Criteria for Service

Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate professor based on excellence in service. A possible exception could be made for a faculty member who is assigned a specific, major service activity that persists through all or most of the probationary period, such as starting a new academic degree program.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, and C.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. A record of peer-reviewed service publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants and the application for service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
- A service load that contributes significantly to the division's service responsibility to meet division, campus, and university needs.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. At least three of the activities listed in item 3 C for excellence in service.

4. Criteria for balanced case:

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed research publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by one peer-reviewed teaching publications, consistently strong peer and student evaluations, and several other activities and accomplishments from the criteria for excellence in teaching.

- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by numerous activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer-reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

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Promotion from Associate Professor to Professor:

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A and B.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Typically, four or more peer reviewed research publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.
- B. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed research presentations at regional, national and/or international conferences
 - Research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Invitations to review submissions for professional journals or conferences
 - Invitations to serve on editorial boards, etc.
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field
 - Invitations to lecture
 - Contributions to research or scholarly efforts of professional bodies or associations.

To receive a rating of satisfactory performance in research, the candidate must meet criteria A and B.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications.
- B. A minimum of three of the activities listed in item 1 B for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. A record of peer-reviewed teaching publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, three or more peer reviewed teaching publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- B. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed teaching presentations at regional, national and/or international conferences while in rank.
 - Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, etc.
 - Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - Other evidence that of an emerging regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

- A. Student satisfaction measures that are consistently favorable or have improved over time.
- B. A record of continuing peer evaluation that indicates satisfactory teaching.
- C. At least three of the activities listed in item 2 C for excellence in teaching.

3. Criteria for Service

Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate professor based on excellence in service. A possible exception could be made for a faculty member who is assigned a specific, major service activity that persists through all or most of the probationary period, such as starting a new academic degree program.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, and C.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. A record of peer-reviewed service publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review

- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. At least three of the activities listed in item 3 C for excellence in service.

4. Criteria for balanced case:

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed research publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by two peer-reviewed teaching publications, consistently strong peer and student evaluations, and several other activities and accomplishments from the criteria for excellence in teaching.
- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by numerous activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer-reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

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C. Lecturers and Clinical Faculty

Promotion from lecturer to senior lecturer and from senior lecturer to teaching professor requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer and teaching professor is accompanied by awarding of three - year rolling contracts. Promotion from clinical assistant to clinical associate and from clinical associate to clinical full professor requires excellent performance in teaching or professional service and at least satisfactory performance in the other area and in University service. Promotion to clinical associate professor and clinical professor is accompanied by awarding of five-year rolling contracts.

Lecturers and clinical faculty will have an initial probationary period of three years. In March of the third year of appointment, lecturers and clinical faculty are expected to submit a personal statement that provides an opportunity to reflect not only on their work, but also on the focus that is emerging in their work. This focus will provide the coherence to their work that should shape their efforts between the third year and the time of their candidacy for promotion. If the individual is continued in rank past the third year, they are expected to prepare and submit a personal statement every five years subsequent to the initial three year appointment period. Lecturers and clinical faculty are not obligated to pursue promotion.

1. *Promotion from Lecturer to Senior Lecturer*

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. Documented student learning as demonstrated by student learning outcomes (e.g., at course, program levels), student input into teaching (e.g., student evaluations), and peer evaluations of teaching. At least three peer evaluations across time are required.
- B. Distinct teaching philosophy as demonstrated by a teaching philosophy statement, and reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- C. Excellent achievement in instruction and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - i. Excellent achievement in instruction as demonstrated by documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.
 - ii. Achievement of excellence in a teaching-related domain (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.

- Course or curricular development includes the production of effective course and curricular products, and evidence of having disseminated ideas locally or internally through administration, mentoring, publication, presentation, or other means.
- Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.
- Service in Support of Teaching and Learning is demonstrated through course coordination, training of other faculty, support of student learning experiences, or support of community in area of expertise, etc.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.

- B. A minimum of three of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for satisfactory. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - Awards and honors for service
 - Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - Service grants
 - Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
 - Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
 - Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

2. Promotion from Senior Lecturer to Teaching Professor

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. Record of publicly disseminated and peer reviewed scholarship in teaching
- B. Documented student learning as demonstrated by student learning outcomes (e.g., at course, program levels), student input into teaching (e.g., student evaluations), and peer evaluations of teaching. At least three peer evaluations across time are required.
- C. Distinct teaching philosophy as demonstrated by a teaching philosophy statement, and reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- D. Excellent achievement in instruction and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - i. Excellent achievement in instruction as demonstrated by documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.
 - ii. Achievement of excellence in a teaching-related domain (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - Course or curricular development includes the production of effective course and curricular products, and evidence of having disseminated ideas within the profession or generally through administration, mentoring, publication, presentation, or other means.
 - Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.
 - Service in Support of Teaching and Learning is demonstrated through course coordination, training of other faculty, support of student learning experiences, or support of community in area of expertise, etc.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.

B. A minimum of three of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for satisfactory. The list below is meant to be illustrative not exhaustive.

- A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

3. Promotion from Clinical Assistant Professor to Clinical Associate Professor or Clinical Associate Professor to Clinical Professor

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. Scholarly activity resulting in publication of at least one peer-reviewed publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.
- B. A record of peer-reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically four or more peer-reviewed teaching presentations will support a case for excellence, but extra peer-reviewed teaching publications can compensate for fewer peer-reviewed teaching presentations.
- C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.

D. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.

- Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- Demonstrated measurable student learning outcomes
- Incorporation of high impact practices in teaching
- Teaching grants and the application for teaching grants
- Honors or awards for teaching
- Significant mentoring of students, including directing student research, internships, etc.
- Effective student advising
- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence that of an emerging regional or national recognition for outstanding teaching practice

Criteria for satisfactory service are the same as listed above for tenure track faculty.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. Scholarly activity resulting in publication of at least one peer-reviewed service publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications.
- C. A record of peer-reviewed service presentations at regional, national and/or international conferences while in rank. Typically four or more peer-reviewed service presentations will support a case for excellence, but extra peer-reviewed service publications can compensate for fewer peer-reviewed service presentations.
- D. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service grants
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

Criteria for satisfactory teaching are the same as listed above for tenure track faculty.

D. Diversity, Equity, and Inclusion (DEI)

As of May 3, 2022 at the IUPUC Center of IUPUI, the concept of Diversity, Equity, and Inclusion (DEI) is now considered a framework and pathway for faculty to earn promotion and tenure (P&T) for all ranks. This section (D) provides information and criteria for faculty to advance their careers – and become promoted and/or tenured - using the framework and pathway of DEI, explicated in this section (Section D).¹

Diversity, Equity, and Inclusion (DEI) is a concept that is now applied to the presentation of academic portfolios and dossiers by faculty members throughout Indiana University, when they seek promotion and/or tenure. This document describes how a faculty member of the Indiana University Division of Business at the IUPUC campus center in Columbus, Indiana may approach a case for tenure and/or promotion using the *DEI Integrative Case* for consideration.

The elements in this document derive from resources adopted by Indiana University and by IUPUI. Please see APPENDIX 1: *APPENDIX 1: References and Resources* at the end of this document.

¹ As of May 3, 2022 the Division of Business has not yet developed criteria for Lecturers to become promoted. The Indiana University Division of Business at IUPUC plans to address these criteria in the 2022-2023 Academic Year.

Prior to this document, faculty members were advised that they may select one of four frameworks to present their cases for promotion and tenure (P&T). The most recent four (4) frameworks for promotion and tenure in the Columbus Division of Business can be seen in APPENDIX 2: **Error! Reference source not found..**

Those four (4) prior P&T frameworks include:

Prior Promotion and Tenure Frameworks

1. Research
2. Teaching
3. Service
4. A Balanced Case

Now, faculty members at Indiana University have an option to present their dossiers as one of five (5) P&T frameworks, which includes the P&T framework for the DEI Integrative case. The updated list of five (5) P&T frameworks are thus:

Updated Promotion and Tenure Frameworks (as of April 4, 2022)

1. DEI Integrative Case
2. Research
3. Teaching
4. Service
5. A Balanced Case

- I. Defining the DEI Integrative Case in the Division of Business (department) of the IUPUC center (unit) of IUPUI (campus) of IU (university)

For this, we will adopt the definition directly and verbatim from the *IUPUC Framework for DEI Integrative Tenure Track* document, remaining consistent with our academic unit:

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI” has been added. For IU routing, all Integrative cases will be labelled as Balanced.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

II. Six Domains of Excellence

For this, we will adopt the definition predominantly, with only minor adjustments to typography, from the *IUPUC Framework for DEI Integrative Tenure Track* document: The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
Scholarly impact	Often but not exclusively facilitated by peer-reviewed disseminations; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu or by other reasonable means to justify or validate scholarly impact.
Local Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus, or university) missions strengthens the importance of the impact (e.g., contributing to local communities

	using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, strengthening community relationships with diverse groups, etc.).
Future Plans	A candidate's statement should describe plans for future development.

III. Scope for Ranks

Promotion to Associate Professor with Tenure

At the **Associate Professor level** the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination of scholarly works is also expected as a reflection of the quality of the work. The candidate, while in rank as an Assistant Professor, is expected to be on their way to earning a national reputation for DEI expertise.

Promotion to Full Professor

At the **Full Professor** level the candidate, while in rank as an Associate Professor should be seen as a local leader and also have achieved a national or international reputation through their work in DEI.

IV. DEI Minimum Standards, Excellence, and Examples in Practice

Minimum Standards for Satisfactory in DEI

In addition to the elements presented in this section, the candidate must meet Satisfactory (at least) on their other areas of responsibility of Teaching, Research, and Service for Tenure Track.

Publications/Dissemination

1. Conference presentations and/or invited speaking engagements (e.g., workshops, guest lectures); community-based, national, and/or international

Mentorship

1. Advising underrepresented and/or international students (undergrad, graduate, professional students)

Teaching

1. Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)

Service

1. Service on department, school, and/or campus committee pertaining to DEI work

2. DEI professional development (e.g., trainings, workshops, certification, reading groups)

Standards for Excellence in DEI

The candidate must meet Satisfactory in DEI (above) plus the following elements to achieve Excellence in DEI. Also, the candidate must meet Satisfactory (at least) on their other areas of responsibility of Teaching, Research, and Service for Tenure Track. Publications/Dissemination

1. At least one (1) keynote address on a DEI topic at a regional or national conference.

Grants

1. At least one (1) grant related to DEI:
 - a. A major grant related to DEI,
 - b. A grant serving communities of color or other marginalized communities in the United States and internationally,
 - c. A grant that includes rationale related to DEI in the work/research to be conducted,
 - d. An internal grant (received from within the Indiana University System) awarded for DEI work.

Mentorship

1. Mentoring underrepresented and/or international students (undergrad, graduate, professional students).

Teaching

1. Curriculum development and/or revision related to DEI

Research/Discovery/Creative Activity

1. Research agenda pertaining to DEI (e.g., health disparities, employment disparities, education disparities, fair housing, etc.)

Service

1. Chairing the department/school/unit diversity committee,
2. National service to the discipline related to DEI (e.g., elected position in national organization),
3. Policy works and impacts related to DEI,
4. Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff).

Community Engagement

1. Community engaged research.

Awards

1. The candidate must have earned at least one (1) award from:
 - a. National, international, local (campus), and/or community-based awards and/or recognitions for DEI work,
 - b. FACET award based on DEI work.

Examples of (additional) Scholarly Activities in Practice for DEI

The candidate may receive credit to their dossier for these additional Examples in Practice of activities in DEI.

Publications/Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories ([ScholarWorks](#) and [DataWorks](#)) to support knowledge equity
- Policy work and impacts related to DEI

Grants

- Major grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted
- Internal grants awarded for DEI work

Mentorship

- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Teaching

- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI.

Research/Discovery/Creative Activity

- Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Recruitment and/or retention of diverse research teams/personnel

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Advancing programs or structurally added departments or divisions that lead to improved DEI metrics
- Leading/delivering DEI professional development programming
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Creation of academic opportunities that lead diverse students to the college with increased frequency
- Active recruitment of diverse students

Awards

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET award based on DEI work

APPENDIX 1: References and Resources

For general information see: <https://academicaffairs.iupui.edu/Faculty-Affairs/PromotionTenure/ptreviewupdate/>

[Background and Description: Integrative DEI Case \(4-12-21\)](#)

[Promotion and Tenure Guidelines Language: Integrative DEI Case Type \(4-12-21\)](#)

[Promotion and Tenure Guideline With Revisions \(Including Integrative DEI Case\) \(4-12-21\)](#)

Final version with revisions accepted for 2021-22:

<https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/ptguidelines-current-year-final.pdf>

PowerPoint “Division Guidance...” created by Stephanie as Faculty Affairs Chair presented at February Division Heads and Directors meeting:

https://docs.google.com/presentation/d/1aCM-JGfgMBgUIAU22rllGhAM46D1GgyI/edit#slide=id.g111773f3fa7_o_16

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Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Education

March 2023

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member within one month after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of their performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the ***Indiana University Academic Handbook*** states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria... should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories [research/creative activity, teaching, or service] and be at least satisfactory...) or effective.... in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *Handbook* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical....Tenure will generally not be conferred unless

the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously, and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including articles, books and book chapters, and conference proceedings or papers. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, promotion based on a balanced case or a DEI integrative case may be possible. In the balanced case, a rating of highly satisfactory in each area of faculty work is required. In the DEI integrative case, a rating of satisfactory in each area of faculty work is required, along with an "excellent overall performance of comparable benefit to the university" in the six domains of DEI excellence defined later in this document.

Promotion from Assistant Professor to Associate Professor (with tenure)

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A, B, and C.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Typically, four or more peer reviewed research publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.
- B. A record of peer reviewed research presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed research presentations will support a case for excellence, but extra (beyond four) peer reviewed research publications can compensate for fewer peer reviewed research presentations.
- C. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - A record of continued development as an independent researcher
 - Research grants
 - Proposals for research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Invitations to review research-related submissions for professional journals or conferences
 - Invitations to serve on editorial boards, etc.
 - Invitations to serve as a chair or discussant of a research-paper session at a conference
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

To receive a rating of satisfactory performance in research, the candidate must meet criteria A, B, and C.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- B. A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- C. Some of the activities listed in item C for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. A record of peer-reviewed teaching publications in rank, consisting of papers in

reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, three or more peer reviewed teaching publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.

- B. A record of peer reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed teaching presentations will support a case for excellence, but extra (beyond three) peer reviewed teaching publications can compensate for fewer peer reviewed teaching presentations.
- C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, and other equivalent measures.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants
 - Proposals for teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, internships, etc.
 - Effective student advising
 - Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting at or attending workshops on teaching
 - Serving as a reviewer for scholarship of teaching and learning journals for academic presses which publish work on teaching and learning
 - Other evidence that of an emerging regional or national recognition for outstanding teaching practice.

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

- A. Student satisfaction measures that are consistently favorable or have improved over time.
- B. A record of continuing peer evaluation that indicates satisfactory teaching.
- C. Some of the activities listed in item D for excellence in teaching.

3. Criteria for Service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in

disciplinary service which supports and develops the research and professional goals of their discipline. Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate professor based on excellence in service. A possible exception could be made for a faculty member who is assigned a specific, major service activity that persists through all or most of the probationary period. To be the basis for tenure or for advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
- contributions to a body of knowledge;
- imagination, creativity and innovation;
- application of ethical standards;
- achievement of intentional outcomes; and
- evidence of impact.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program or a center or institute.
- B. A record of peer-reviewed service publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- C. A record of peer reviewed service presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed service presentations will support a case for excellence, but extra (beyond three) peer reviewed service publications can compensate for fewer peer reviewed service presentations.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - Awards and honors for service
 - Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - Service grants
 - Proposals for service grants
 - Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of

partnerships

- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. Any additional activities from the list for excellent performance in service.

4. Criteria for Balanced Case

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by consistently strong peer and student evaluations and several other activities and accomplishments from the criteria for excellence in teaching.
- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by several activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

5. Criteria for DEI Integrative Case

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

A. Satisfactory rating in research, teaching and service

The Integrative DEI candidate, along with presenting integrative evidence that amounts to excellence in value to the university must achieve at least a satisfactory rating in all the binned areas of research, teaching, and service.

B. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” The candidate going up for Associate level should have led or been an essential part of endeavors with distinct and demonstrable direct outcomes. National or international dissemination is also expected as a reflection of the quality of the work.

All of the following should be evident, using multiple sources of information:

1. *Diversity, Equity and Inclusion*
The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
2. *Integrated Activity*
The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
3. *Independence, Innovation and Initiative*
The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
4. *Scholarly impact*

Often but not exclusively facilitated by peer-reviewed dissemination¹; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu.

5. *Direct Impact*

Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).

6. *Future Plans*

A candidate's statement should describe plans for future development.

6. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate's activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:

- o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)

- o Civic Engagement

- o Translational Research

- o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

¹ Peer-reviewed dissemination is the standard language already used in the IUPUI guidelines, broad enough to cover the wide range of research and creative activities pursued by IUPUI faculty across all schools.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics:

- Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.

- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.

- o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.

- o Increasing development over time. A candidate's statement should describe plans for the future."

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

Promotion from Associate Professor to Professor

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A, B, and C.

A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Typically, four or more peer reviewed research publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.

B. A record of peer reviewed research presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed research presentations will support a case for excellence, but extra (beyond four) peer reviewed research publications can compensate for fewer peer reviewed research presentations.

C. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- A record of continued development as an independent researcher
- Research grants
- Proposals for research grants
- Mentoring undergraduate and/or graduate research
- Honors or awards for research
- Citations of research publications

- Invitations to review submissions for professional journals or conferences •
Invitations to serve on editorial boards, etc.
- Other evidence that a research program has achieved regional or national recognition for its contributions to a field

To receive a rating of satisfactory performance in research, the candidate must meet criteria A, B, and C.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- B. A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- C. Some of the activities listed in item C for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D

- A. A record of peer-reviewed teaching publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, three or more peer reviewed teaching publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching, must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- B. A record of peer reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed teaching presentations will support a case for excellence, but extra (beyond three) peer reviewed teaching publications can compensate for fewer peer reviewed teaching presentations.
- C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants
 - Proposals for teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, internships, etc.
 - Effective student advising
 - Documented efforts to improve teaching, which may include course or

program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching

- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence that of a sustained regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

A. Student satisfaction measures that are consistently favorable or have improved over time.

B. A record of continuing peer evaluation that indicates satisfactory teaching.

C. Some of the activities listed in item D for excellence in teaching.

3. Criteria for Service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline. Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate clinical professor based on excellence in service. To be the basis for advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
- contributions to a body of knowledge;
- imagination, creativity and innovation;
- application of ethical standards;
- achievement of intentional outcomes; and
- evidence of impact.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program or a center or institute.

B. A record of peer-reviewed service publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high-quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.

C. A record of peer reviewed service presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed service presentations will support a case for excellence, but extra (beyond three)

peer reviewed service publications can compensate for fewer peer reviewed service presentations.

D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service grants
- Proposals for service grants
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. Any additional activities from the list for excellent performance in service.

4. Criteria for Balanced Case

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by consistently strong peer and student evaluations and several other activities and accomplishments from the criteria for excellence in teaching.
- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by several activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

5. Criteria for DEI Integrative Case

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

A. Satisfactory rating in teaching, research and service

The Integrative DEI candidate, along with presenting integrative evidence that amounts to excellence in value to the university must achieve at least a satisfactory rating in all the binned areas of research, teaching, and service.

B. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves "excellent overall performance of comparable benefit to the university." At the **full professor** level the candidate should demonstrate evidence of their work as a local leader and also have achieved a national or international reputation through their work at rank.

All of the following should be evident, using multiple sources of information:

1. *Diversity, Equity and Inclusion*
The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
2. *Integrated Activity*
The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
3. *Independence, Innovation and Initiative*
The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
4. *Scholarly impact*
Often but not exclusively facilitated by peer-reviewed dissemination²; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu.
5. *Direct Impact*
Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
6. *Future Plans*
A candidate's statement should describe plans for future development.

7. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate's activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

² Peer-reviewed dissemination is the standard language already used in the IUPUI guidelines, broad enough to cover the wide range of research and creative activities pursued by IUPUI faculty across all schools.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.

- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.

- o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.

- o Increasing development over time. A candidate’s statement should describe plans for the future.”

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

C. Clinical Faculty and Lecturers

Promotion to clinical associate or clinical full professor requires excellent performance in teaching or professional service and at least satisfactory performance in the other area and in University service. In some instances, promotion based on a DEI integrative case may be possible. Promotion to clinical associate professor is accompanied by awarding of five-year rolling contracts. Promotion from lecturer to senior lecturer or teaching professor requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer is accompanied by awarding of three-year rolling contracts. All assistant clinical faculty and lecturers are strongly encouraged to apply for promotion during or before the sixth year in rank.

During the third year in rank, assistant clinical faculty and lecturers will submit a dossier for review and feedback on their performance as it relates to promotion criteria. After this third-year review, clinical assistant professors and lecturers will be reviewed every five years and provided feedback on their performance as it relates to promotion criteria.

Promotion from Clinical Assistant Professor to Clinical Associate Professor or Clinical Associate Professor to Clinical Professor

A. Criteria for Excellence in Teaching or Service

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

A. Scholarly activity resulting in publication of at least one peer-reviewed publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.

B. A record of peer reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed teaching presentations will support a case for excellence, but extra peer reviewed teaching publications can compensate for fewer peer reviewed teaching presentations.

C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.

D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as manuals or innovative curricular materials
- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- Demonstrated measurable student learning outcomes
- Incorporation of high impact practices in teaching
- Teaching grants
- Proposals for teaching grants
- Honors or awards for teaching
- Significant mentoring of students, including directing student research, internships, etc.
- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence of an emerging regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, taskforces, and councils.

B. Any additional activities from the list for excellent performance in service.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program or.

B. Scholarly activity resulting in publication of at least one peer-reviewed service publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.

C. A record of peer reviewed service presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed service presentations will support a case for excellence, but extra peer reviewed service publications can compensate for fewer peer reviewed service presentations.

D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service grants
- Proposals for service grants
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A and B.

A. Evidence of satisfactory teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.

B. Some of the activities listed in item D for excellence in teaching.

B. Criteria for the Integrative Clinical DEI Case

These criteria are inclusive and complete. That is, a candidate under review for promotion through this specific case is not also evaluated against the non-DEI clinical associate and full professor criteria.

The candidate must demonstrate satisfactory performance in both areas of responsibility: teaching and service.

The candidate statement, the CV, and the supporting documentation establish that the candidate:

- Is a satisfactory teacher.
Evidence includes peer evaluations, student evaluation input from most courses, and a reflection on professional development in teaching over time.

- Participates in appropriate service to the unit and campus.
 Excellence: The candidate demonstrates excellent contributions to the mission of the program, department, school, campus and/or university, evident in both teaching and service. [Candidates whose endeavors in excellence are solely focused within teaching OR service should continue to use the one-area-of-excellence case type.]

The case for excellence must provide multiple pieces of evidence within each of these domains accomplished at rank [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*
 The candidate articulates a philosophy³ of diversity, equity and inclusion, including if appropriate any specifically targeted aspect. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy.
2. *Integrated Activity*
 The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance their unit's mission with respect to diversity, equity and inclusion.
3. *Independence, Innovation and Initiative*
 The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
4. *Peer-reviewed Dissemination*
 - For clinical associate professor candidates⁴, peer-reviewed⁵ dissemination at the local or regional level is required.
 - For full clinical professor candidates, peer-reviewed dissemination at the national or international level is required
5. *Direct Impact*
 Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact.
6. *Future Plans*
 Increasing development over time. A candidate's statement should describe plans for the future.
 - For clinical full professor, sustained excellence over time is expected

³ This wording allows the teaching philosophy and DEI philosophy to be presented more or less coordinated, as the candidate sees fit.

⁴ The requirement for dissemination currently exists for both ranks for clinical faculty.

⁵ Professional-peer review is acceptable as well as academic peer review (For example, a professional refereed conference constitutes professional-peer review; a traditional journal would provide academic-peer-review.)

C. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact;

professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

o A cumulative record that supports an argument for overall excellent contribution to the unit and university.

o Increasing development over time. A candidate's statement should describe plans for the future."

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

**See Appendix C for the basic format for constructing the dossier to reflect the integrative clinical case.*

Promotion from Lecturer to Senior Lecturer

To be promoted from Lecturer to Senior Lecturer, a faculty member in the IUPUC Division of Education must establish **excellence** in teaching, as well as in at least one of three teaching related domains: a) course or curricular development, b) mentoring/advising, and/or c) service in support of teaching/learning). Furthermore, the faculty member must establish **satisfactory** in service.

To establish excellence in teaching, the candidate must meet criteria A or B, as well as C, D, and E.

A. Scholarly activity resulting in the publication of at least one peer reviewed publication in rank, which could be a paper in a reputable journal, a scholarly book, a book chapter, a conference proceeding, or another equivalent publication. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.

B. At least one peer reviewed teaching presentation at a state (local or regional), national, and/or international conference.

C. Evidence of excellent teaching practices as demonstrated by documented student learning that may include one or more of the following:

- Evidence of successfully supporting students with one or more specific course learning outcome(s) through the use of qualitative and/or quantitative evidence.

- Evidence of using student input to improve curricula and/or instruction.
- Evidence of using peer evaluations to improve curricula and/or instruction.

D. An informed teaching philosophy that reflects a value for both student-centered practice as well as inviting/using input from students and peers to improve practice and curricula.

E. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as manuals or innovative curricular materials

- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs

- Incorporation of high impact practices in teaching

- Teaching grants

- Proposals for teaching grants
- Honors or awards for teaching
- Documented efforts to improve teaching, which may include course or program development or curricular changes, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Peer reviews of others' teaching
- Mentoring of faculty in the area of teaching and learning
- Other evidence of a sustained regional or national reputation for outstanding teaching practice

Excellence must be established in one of three other domains (course or curricular development, mentoring/advising, or service in support of teaching/learning) by meeting criteria A, B, or C.

A. To achieve excellence in Course or Curricular Development the candidate must meet both criteria below:

- a. Produce effective course and/or curricular products that have a positive and measurable impact on student learning.
- b. Show evidence of having disseminated impactful ideas related to course or curricular development locally or internally through administration, mentoring, publication, presentation, or other means.

OR

B. To achieve excellence in Mentoring and Advising the candidate must meet both criteria below:

- a. Produce evidence of mentoring and advising of students that is characterized by a scholarly approach. High accomplishments of students mentored or advised must be consistently linked to the influence of the mentoring/advising and impact must be demonstrated.
- b. Document scholarly and reflective approach to mentoring and advising. OR

C. To achieve excellence in Service in Support of Teaching and Learning the candidate must meet all criteria below:

- Conduct peer reviews of others' teaching
- Mentor faculty in the area of teaching and learning
- Actively participate in teaching-related committee work, faculty learning communities, and/or teaching-related societies or organizations

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, taskforces, and councils.

B. Any additional activities from the list below:

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants
- Proposals for service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

Promotion from Senior Lecturer to Teaching Professor

To be promoted from Senior Lecturer to Teaching Professor, a faculty member in the IUPUC Division of Education must establish **excellence** in teaching, as well as in at least one of three teaching-related domains, sustained over time: a) course or curricular development, b) mentoring/advising, and/or c) service in support of teaching/learning). Furthermore, the faculty member must establish **satisfactory** in service.

To establish excellence in teaching, the candidate must meet criteria A or B, as well as C, D, and E.

A. Scholarly activity resulting in the publication of at least one peer reviewed publication in rank, which could be a paper in a reputable journal, a scholarly book, a book chapter, a conference proceeding, or another equivalent publication. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.

B. At least one peer reviewed teaching presentation at a state (local or regional), national, and/or international conference.

C. Evidence of excellent teaching practices as demonstrated by documented student learning that may include one or more of the following:

- Evidence of successfully supporting students with one or more specific course learning outcome(s) through the use of qualitative and/or quantitative evidence.
- Evidence of using student input to improve curricula and/or instruction.
- Evidence of using peer evaluations to improve curricula and/or instruction.

D. An informed teaching philosophy that reflects a value for both student-centered practice as well as inviting/using input from students and peers to improve practice and curricula.

E. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as manuals or innovative curricular materials
- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- Incorporation of high impact practices in teaching
- Teaching grants
- Proposals for teaching grants
- Honors or awards for teaching
- Documented efforts to improve teaching, which may include course or program development or curricular changes, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Peer reviews of others' teaching
- Mentoring of faculty in the area of teaching and learning
- Other evidence of a sustained regional or national reputation for outstanding teaching practice

Excellence must be established in one of three other domains (course or curricular development, mentoring/advising, or service in support of teaching/learning) by meeting criteria A, B, or C.

A. To achieve excellence in Course or Curricular Development the candidate must meet both criteria below and each must be sustained over time:

- A. Produce effective course and/or curricular products that have a positive and measurable impact on student learning.
 - B. Show evidence of having disseminated impactful ideas related to course or curricular development locally or internally through administration, mentoring, publication, presentation, or other means.
- OR

B. To achieve excellence in Mentoring and Advising the candidate must meet both criteria below and each must be sustained over time:

- A. Produce evidence of mentoring and advising of students that is characterized by a scholarly approach. High accomplishments of students mentored or advised must be consistently linked to the influence of the mentoring/advising and impact must be demonstrated.
- B. Document scholarly and reflective approach to mentoring and advising. OR

C. To achieve excellence in Service in Support of Teaching and Learning the candidate must meet all criteria below and all must be sustained over time:

- Conduct peer reviews of others' teaching

- Mentor faculty in the area of teaching and learning
- Actively participate in teaching-related committee work, faculty

learning communities, and/or teaching-related societies or organizations

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, taskforces, and councils.

B. Any additional activities from the list below:

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - Awards and honors for service
 - Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - Service grants
 - Proposals for service grants
 - Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level
 - Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

APPENDIX A

Integration:

- The candidate may discuss their activities and accomplishments without reliance on the categories of ‘teaching’ and “service,” but as parts of the whole.
- Scholarship broadly considered is acceptable as part of the case, and should be tied to teaching and service goals.
- It is up to the candidate to articulate the ‘excellence’ of their activities in terms of aggregate innovation, scope, quality, and outcomes. The absolute number of activities will vary from person to person: one might have a variety of smaller-scale items, another person may have a particular large-scale item; one may tackle a small but very difficult problem; another may address a series of important but less challenging areas.
- A candidate for promotion in the Integrative DEI case would be expected to go well beyond the inclusive practices expected of all IUPUC successful faculty.

APPENDIX B

Possible Examples of DEI in Practice

1. Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
2. Sharing related scholarship in open access journals, open platforms, or IUPUI/C institutional repositories ([ScholarWorks](#) and [DataWorks](#)) to support knowledge equity
3. Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international related to DEI
4. Policy work and impacts related to DEI
5. Major grants related to DEI
6. Grants that include rationale related to DEI that serve communities of color or other marginalized communities in the United States and internationally
7. Grants that include rationale related to DEI in the work/research to be conducted
8. Internal grants awarded for DEI work
9. Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
10. Inclusive classroom practices
11. Recruitment of and support for the educational path of diverse students, for example from high school to IUPUC, from Ivy Tech to IUPUC, from IUPUC undergraduate to graduate level study.
12. Advising and mentoring for student success at IUPUC with emphasis on DEI.
13. Coordinated with one's own Division, work with pre-college students that supports the educational pursuits of diverse students, e.g. work with science fairs, with college prep, Upward Bound, etc.
14. Applied work by faculty or by students guided by faculty, within the community that advances equity and other DEI goals, e.g. clinics of various sorts for underserved populations.
15. Lead study abroad programs that explore marginalized populations and global injustices, enhance cultural and linguistic literacy, and/or that are specifically designed for underrepresented student populations.
16. Professional services directed at improvements for marginalized populations.

17. Community engagement in partnership with diverse and marginalized groups.
18. Publicly or community-engaged scholarship with diverse, marginalized or underrepresented groups and issues.
19. Significant unit service work related to DEI e.g. chairing committees and developing or providing DEI programming.
20. Regional, State, local, national or international service (ex: for a school district) related to DEI
21. Other equivalent activities related to DEI

APPENDIX C

Documentation of Activities in the Dossier

The basic format for constructing the dossier to reflect the integrative clinical case is listed below:

1. Candidate Statement

- Presents a philosophy of diversity, equity and inclusion as well as a teaching philosophy that are reflected in activities and achievements.
- Articulates how the candidate's activities and achievements are interrelated; shows that the candidate's work is intentional and coherent.
- Ties work to the unit, campus, or university mission and to the clinical faculty member's specific responsibilities.
- Highlights key accomplishments in DEI work.
- Establishes both independence and initiative—articulates the candidate's own role in multi-person endeavors and shows where the candidate fits in initial conception, execution, and/or expansion

Note: Not every item on a candidate's CV is expected to be tied to the DEI /integrative case. In the candidate's statement, the candidate should identify key accomplishments and endeavors that highlight the candidate's value to the university in respect to DEI work.

2. School and unit criteria, mission statements, and plans are expected to provide more specific guidance on how excellence can be determined within the context of disciplines, program and unit mission, and strategic goals.

3. Dossier evidence: *Material in the dossier's main sections exists to provide details, context, and confirmation of assertions in the candidate's statement.*

The dossier provides substantiation of the statements in the candidate statement, including the following:

- Description of teaching and service (including professional clinical duties and any administrative roles) load throughout the time in rank.
- Discussion of teaching - Reflection on the following sources of evidence to demonstrate continual growth:
 - Peer evaluations
 - Student evaluations; for mentoring or other non-course teaching, the chair or program director should arrange for anonymous

feedback

- Evidence of student learning
- Professional development activities related to teaching
- Contributions of academic-peer-reviewed dissemination. Discussion of 3-5 key publications, presentations, creative works, etc.
- Attestation of individual role in multi-author works (with confirmation from co-PIs, co-authors, etc.)
- Evidence supporting direct impact (in department, school, campus, university, region or a community) Description of relevant unit specific initiatives, strategic goals, or mission statements.
- Summary of available contextual quantitative metrics
- Evaluation of quality and impact, e.g. input from collaborators, recipients; program/outcomes evaluation.

Overall, readers should be able to see evidence of teaching and service, and evidence supporting a case for excellence.

4. Curriculum Vitae: The integrative CV has the following format.

- Administrative roles are listed
- All grants and fellowships are combined in one section
- All awards are combined in one section
- All publications and presentations are combined; publications and presentations may be subdivided according to disciplinary or professional norms; clearly indicate which are peer-reviewed.
- Candidates use a hashtag symbol (#) to indicate diversity-centered items.

The following sections must be included:

- Education
- Appointments [IU, auto-loaded]
- Administrative roles [at IUPUC, if not already auto-loaded]
- Past appointments
- Licensure, Certification, Specialty Board Status
- Professional Organization Memberships
- Professional Development
- Teaching Assignments [Auto-loaded]
- Mentoring
- Other teaching [includes curriculum development]
- Grants [Auto-loaded for IU, added if not]
- Awards
- Service activities [roles].

- Presentations and Publications [dissemination] [NOT divided by area]
- Refereed - *Chronologically ordered and by format (e.g., articles vs. books)*
- Non-refereed - *Chronologically ordered and by format*

Note: For promotion to full clinical, all items *in rank* should be noted.

A CV includes all academic-related appointments and activities, whether at IUPUC/I or prior. One's case for excellence is based on IUPUC/I-related accomplishments.

**IUPUC**

DIVISION OF HEALTH SCIENCES

**Indiana University-Purdue University Columbus (IUPUC)
Expectations for Promotion and/or Tenure
Division of Health Sciences**

The prior Division of Health Sciences (DHS) Promotion and Tenure criteria have been retired.

On April 13, 2023, as part of the integration of DHS to the Indiana University School of Nursing (IUSON) Core Campuses, the DHS faculty voted to adopt the Promotion and Tenure guidelines of the IUSON Core. Nursing faculty at IUPUC can access this document on One.IU via the following pathway:

One.iu.edu → search for “Nursing” in the search bar → select the “Bylaws, Policies, and Procedures” tile → select the “Faculty Policies” folder → open the “AFS-64 Appointment, Promotion, and Tenure” document.

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Liberal Arts

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the ***Indiana University Academic Handbook*** states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *Handbook* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical ... Tenure will generally not be conferred unless the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including papers, books and book chapters, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Promotion from Assistant Professor to Associate Professor (with tenure):

1) Criteria for research or creative activity

With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is contributing to important conversations in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank.
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.

With teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in research** by meeting criteria a, b, and c.

- a) An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- b) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- c) Some of the following activities:
 - i) A record of continued development as an independent researcher
 - ii) Research grants
 - iii) Proposals for research grants
 - iv) Mentoring undergraduate and/or graduate research
 - v) Honors or awards for research
 - vi) Citations of research publications
 - vii) Invitations to review submissions for professional journals or conferences
 - viii) Invitations to serve on editorial boards, etc.
 - ix) Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

2) Criteria for teaching

With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation for outstanding teaching practice and scholarship grounded in sophisticated knowledge of pedagogical theory and documented contributions to student learning. Evidence should be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank
- b) submit his/her most significant publications in rank within the scholarship of teaching and learning. Whether the teaching and learning related publication is a scholarly book, an edited volume, a book chapter, journal article, or grant, evidence of significant contribution to teaching and learning, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly pedagogy journals and academic presses, particularly those that are peer reviewed;
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning.
- d) document extensive work beyond the classroom with students, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided:

With research as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d.

- a) Student satisfaction measures that are consistently favorable or have improved over time.
- b) A record of continuing peer evaluation that indicates satisfactory teaching.
- c) A reasonable teaching load that represents a fair share of the division's teaching responsibility to meet student and program needs.
- d) Some of the activities on the following list:

- i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
- ii) A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- iii) Demonstrated measurable student learning outcomes
- iv) Incorporation of high impact practices in teaching
- v) Teaching grants
- vi) Proposals for teaching grants
- vii) Honors or awards for teaching
- viii) Significant mentoring of students, including directing student research, internships, etc.
- ix) Effective student advising
- x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

3) Criteria for service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline. Service is not typically pursued in this division as an area of advancement from assistant to associate professor.

With research or teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in service** by meeting criteria a and b.

- a) Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- b) Any additional activities from the following list:
 - i) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - ii) A major role in student recruiting, retention, or advising initiatives
 - iii) Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - iv) Awards and honors for service
 - v) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - vi) Active service relationships with business and industry, including consulting,

- economic development, and the initiation and administration of partnerships
- vii) Service grants
- viii) Proposals for service grants
- ix) Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- x) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- xi) Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide (a) evidence of research or creative activity that has made “a significant contribution to a substantial field,” (b) evidence of teaching that has made “an important contribution” inside and outside of the school, and (c) evidence of service that has made “a significant impact on the division/campus and/or the discipline.”

Candidates should have **a minimum of four peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least five presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

For promotion from associate professor to full professor:

1) With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important contributions in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have a minimum of **four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate’s discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor);
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided.

The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.

- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.
- d) provide leadership within the scholarship in the field as indicated by editorial and advisory board appointments to important journals; election to offices and/or significant service contributions to committees within professional organizations; and/or organizing sessions at regional, national, or international professional conferences.

With teaching or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor (see above).

2) With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation for contribution in the practice and scholarship of teaching and learning. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor). Evidence should also be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. Impact on the field and recognition of the quality of the work should be demonstrated;
- b) show contributions to relevant conversations in teaching and learning such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences in their field while in rank.
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations related to teaching and learning** at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and

- learning journals or academic presses which publish work on teaching and learning, and/or by offices/committee service in professional organizations focused on the scholarship of teaching and learning;
- d) document extensive work beyond the classroom with students accomplished while in rank, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided.

With research or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in teaching for promotion from Assistant to Associate Professor (see above).

3) With service as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field or the profession through ongoing and exceptional service or service activity, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important professional service contributions in the field. Examples of such accomplishments include service as an academic journal editor or as a member of the editorial board, elected offices in professional associations, significant accomplishments as a committee chair for a professional association, and significant civic engagement through roles on community boards and in offices.
- b) While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to service in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, grants, etc.) in rank (after promotion to associate professor). Impact on the field and recognition of the quality of the work should be provided;
- c) show contributions to relevant conversations related to professional service such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. Candidates are expected to make **at least five presentations** related to professional service at regional, national, and/or international scholarly conferences in their field while in rank.

With research or teaching as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in service for promotion from Assistant to Associate Professor (see above).

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

demonstrate "an overall contribution" to the division, school, university, and/or discipline in all three areas of teaching, research and service that is "comparable in excellence to that of a candidate with a single primary area," peer reviewed, nationally recognized, and accomplished in rank.

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide:

- a) evidence of research or creative activity that has made “a significant contribution to a substantial field,”
- b) evidence of teaching that has made “an important contribution” inside and outside of the school, and
- c) evidence of service that has made “a significant impact on the school and/or the discipline.”

Candidates should have a **minimum of six peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least six presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to “bin” activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI” has been added.¹

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that “reel” people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching, research, and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term “equality” recognizes a common humanity, “equity” recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized

¹ For IU routing, all Integrative cases will be labeled as Balanced.

solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

1. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
Scholarly Impact and Creative Activity	Often but not exclusively facilitated by peer-reviewed dissemination; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu .
Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	A candidate’s statement should describe plans for future development.

2. Scope for Ranks:

At the *Associate Professor* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination is also expected as a reflection of the quality of the work. The candidate, while in rank as an Assistant Professor, is expected to be on their way to earning a national reputation for DEI expertise.

At the **Full Professor** level, the candidate, while in rank as an Associate Professor, should be seen as a direct and/or local leader and also have achieved a national or international reputation through their work in DEI.

3. Examples of DEI in practice

Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education.
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI
- Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venues)

Grants

- External and internal grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized/under-represented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Teaching

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Curriculum development and/or revision related to DEI
- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI

Research/Discovery/Creative Activity

- Research agenda pertaining to DEI
- Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Recruitment and/or retention of diverse research teams/personnel

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Community engaged research
- Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education.
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)

- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students

Awards

- Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET awards based on DEI work

The Balanced-Integrative Thematic Case is a variant of the balanced case: The Division of Liberal Arts adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.
- o Increasing development over time. A candidate’s statement should describe plans for the future.”

C. Lecturers and Teaching Professors

Promotion to Senior Lecturer

Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Senior Lecturer is recognition of sustained accomplishment of these responsibilities. Promotion also signals confidence that the candidate is capable of greater achievements in these areas. While there is not a minimum required length of service prior to promotion to Senior Lecturer, at least five years of service as a Lecturer is typical of candidates for promotion to Senior Lecturer.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Senior Lecturer must show convincing evidence that their performance in the classroom has been of high quality, as judged by divisional standards, and that they have made important contributions to student learning. The specific criteria pertaining to teaching excellence are listed below under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Promotion to Teaching Professor

Lecturers and Senior Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Teaching Professor is recognition of sustained accomplishment of the responsibilities assigned to Lecturers and Senior Lecturers. Promotion to Teaching Professor also signals the candidate’s significant contributions to advancing the teaching mission of the division, school, campus, and/or university. While there is not a minimum required length of service prior to promotion to Teaching Professor, at least ten years of service in the Lecturer ranks is typical of candidates for promotion to Teaching Professor.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Teaching Professor must show convincing evidence that they have sustained a high level of classroom performance, as judged by divisional standards, and that they have made important contributions to teaching and learning that extend beyond their classroom to engage their school, campus, university, discipline, and/or regional community. The specific criteria pertaining to teaching excellence are listed below under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor

Candidates for Senior Lecturer must meet criteria 1, 2, and 3. Candidates for Teaching Professor must meet criteria 1, 2, 3, and 4.

- 1) Demonstrate achievement of excellence in instruction by documenting extraordinarily successful teaching and learning outcomes grounded in a sophisticated teaching philosophy. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in instruction:
 - a) incorporating a RISE component – research or artistic work, international experience, service learning, experiential learning - in courses,
 - b) contributing to the success and retention of first-year students,
 - c) contributing to programmatic assessment of learning,
 - d) mapping course learning outcomes onto program and university learning outcomes,
 - e) mapping course goals and outcomes onto national standards and relevant scholarship.
- 2) Demonstrate impact of student learning outcomes on instruction by:
 - a) using student input (e.g., student evaluations) to inform teaching practice,
 - b) using documented student learning outcomes to inform teaching practice,
- 3) Include in their candidate statement a distinct teaching philosophy statement informed by reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- 4) Demonstrate a record of peer reviewed scholarship that supports teaching which is publicly disseminated through presentation or publication (Teaching Professor candidates only).

Candidates for Senior Lecturer and Teaching Professor must also meet one of the following criteria, 5, 6, or 7.

- 5) Excellent achievement in course or curricular development. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) delivering presentations or workshops on teaching or participating in panel discussions on teaching,
 - b) teaching a course that the candidate has not previously taught or that the program has not previously offered,
 - c) teaching a course implementing a new course content delivery system,
 - d) using research-supported teaching practices to promote student learning,
 - e) participating in a grant-funded teaching-related project,
 - f) developing an academic program,
 - g) authoring peer-reviewed research on teaching and learning including textbooks and pedagogical articles.
- 6) Excellent achievement in student mentoring or advising. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) students' awards, presentations, scholarships, graduate school acceptances,
 - b) advising or sponsoring a student club or a co-curricular activity,
 - c) supervising service learning, independent study projects, internships, or student research,

- d) providing recommendations for student scholarships, graduate programs, awards, and employment.
- 7) Excellent achievement in service in support of teaching and learning. Candidates must demonstrate excellence in this performance area through either a) or b) below:
 - a) Campus service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) serving on teaching-related divisional, school, campus, and/or university committees,
 - ii) providing peer evaluations of faculty teaching,
 - iii) mentoring faculty in teaching,
 - iv) coordinating or directing a course, a program, or area.
 - b) Community or disciplinary service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) outreach to adult learners in the community,
 - ii) outreach to K-12 students and teachers in the community,
 - iii) participating in a grant-funded teaching-related community service project,
 - iv) serving on a committee and/or in a leadership role for a teaching-related disciplinary organization,
 - v) serving as a peer reviewer of teaching-related articles, books, or manuals,
 - vi) serving on a teaching-related journal's editorial board.

Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. In demonstrating satisfactory service, candidates for Senior Lecturer and Teaching Professor must show convincing evidence that their service has been satisfactory in quality as well as in quantity. Service may include, but is not limited to, professional and university service, including advising, committee membership, and community work directly related to the candidate's disciplinary expertise.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to "bin" activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in teaching or service) or against the previous balanced case binned structure. The "balanced case-binned-highly satisfactory" case has not been removed; this type of case "balanced-integrative-DEI" has been added.²

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that "reel" people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions

² For IU routing, all Integrative cases will be labeled as Balanced.

among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

4. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including as appropriate defining the exact nature of the population(s) targeted. This philosophy is a part of, or in addition to, or encompasses, the candidate’s teaching philosophy, which is also required.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance the teaching mission with respect to diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities. <ul style="list-style-type: none"> • For senior lecturers, a leadership role is expected. • For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.
Dissemination	<ul style="list-style-type: none"> • For senior lecturers, external dissemination is not required. • For teaching professors, some peer-reviewed dissemination is expected.

Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	Increasing development over time. A candidate's statement should describe plans for the future. <ul style="list-style-type: none"> • For teaching professor, sustained excellence over time is expected.

5. Scope for Ranks:

At the *senior lecturer* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. External dissemination is not required.

At the *teaching professor* level, the candidate should be seen as a direct and/or local leader of endeavors with distinct and demonstrable local outcomes, disseminated peer-reviewed work, and also have achieved a reputation of sustained excellence.

6. Examples of DEI in practice

Teaching

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Curriculum development and/or revision related to DEI
- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI

Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI
- Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venues)

Grants

- External and internal grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized/underrepresented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Serving on search committees when diverse membership is requested

- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Community engaged research
- Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students

Awards

- Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET awards based on DEI work

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Liberal Arts

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the *Indiana University Academic Handbook* states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *Handbook* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical....Tenure will generally not be conferred unless the faculty member... achieves, or gives strong

promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including papers, books and book chapters, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Promotion from Assistant Professor to Associate Professor (with tenure):

1) Criteria for research or creative activity

With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is contributing to important conversations in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank.
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.

With teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in research** by meeting criteria a, b, and c.

- a) An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- b) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- c) Some of the following activities:
 - i) A record of continued development as an independent researcher
 - ii) Research grants
 - iii) Proposals for research grants
 - iv) Mentoring undergraduate and/or graduate research
 - v) Honors or awards for research
 - vi) Citations of research publications
 - vii) Invitations to review submissions for professional journals or conferences
 - viii) Invitations to serve on editorial boards, etc.

- ix) Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

2) Criteria for teaching

With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation for outstanding teaching practice and scholarship grounded in sophisticated knowledge of pedagogical theory and documented contributions to student learning. Evidence should be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank
- b) submit his/her most significant publications in rank within the scholarship of teaching and learning. Whether the teaching and learning related publication is a scholarly book, an edited volume, a book chapter, journal article, or grant, evidence of significant contribution to teaching and learning, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly pedagogy journals and academic presses, particularly those that are peer reviewed;
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning.
- d) document extensive work beyond the classroom with students, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided:

With research as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d.

- a) Student satisfaction measures that are consistently favorable or have improved over time.
- b) A record of continuing peer evaluation that indicates satisfactory teaching.
- c) A reasonable teaching load that represents a fair share of the division's teaching responsibility to meet student and program needs.

- d) Some of the activities on the following list:
 - i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - ii) A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - iii) Demonstrated measurable student learning outcomes
 - iv) Incorporation of high impact practices in teaching
 - v) Teaching grants
 - vi) Proposals for teaching grants
 - vii) Honors or awards for teaching
 - viii) Significant mentoring of students, including directing student research, internships, etc.
 - ix) Effective student advising
 - x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

3) Criteria for service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline. Service is not typically pursued in this division as an area of advancement from assistant to associate professor.

With research or teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in service** by meeting criteria a and b.

- a) Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- b) Any additional activities from the following list:
 - i) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - ii) A major role in student recruiting, retention, or advising initiatives
 - iii) Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - iv) Awards and honors for service
 - v) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies

- vi) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- vii) Service grants
- viii) Proposals for service grants
- ix) Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- x) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- xi) Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide (a) evidence of research or creative activity that has made “a significant contribution to a substantial field,” (b) evidence of teaching that has made “an important contribution” inside and outside of the school, and (c) evidence of service that has made “a significant impact on the division/campus and/or the discipline.”

Candidates should have **a minimum of four peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least five presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

For promotion from associate professor to full professor:

1) With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important contributions in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have a minimum of **four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate’s discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor);
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant

- contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.
 - d) provide leadership within the scholarship in the field as indicated by editorial and advisory board appointments to important journals; election to offices and/or significant service contributions to committees within professional organizations; and/or organizing sessions at regional, national, or international professional conferences.

With teaching or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor (see above).

2) With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation for contribution in the practice and scholarship of teaching and learning. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor). Evidence should also be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. Impact on the field and recognition of the quality of the work should be demonstrated;
- b) show contributions to relevant conversations in teaching and learning such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences in their field while in rank.
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations related to teaching and learning** at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be

- demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning, and/or by offices/committee service in professional organizations focused on the scholarship of teaching and learning;
- d) document extensive work beyond the classroom with students accomplished while in rank, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided.

With research or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in teaching for promotion from Assistant to Associate Professor (see above).

3) With service as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field or the profession through ongoing and exceptional service or service activity, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important professional service contributions in the field. Examples of such accomplishments include service as an academic journal editor or as a member of the editorial board, elected offices in professional associations, significant accomplishments as a committee chair for a professional association, and significant civic engagement through roles on community boards and in offices.
- b) While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to service in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, grants, etc.) in rank (after promotion to associate professor). Impact on the field and recognition of the quality of the work should be provided;
- c) show contributions to relevant conversations related to professional service such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. Candidates are expected to make **at least five presentations** related to professional service at regional, national, and/or international scholarly conferences in their field while in rank.

With research or teaching as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in service for promotion from Assistant to Associate Professor (see above).

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

demonstrate "an overall contribution" to the division, school, university, and/or discipline in all three areas of teaching, research and service that is "comparable in excellence to that of a candidate with a single primary area," peer reviewed, nationally

recognized, and accomplished in rank.

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide:

- a) evidence of research or creative activity that has made “a significant contribution to a substantial field,”
- b) evidence of teaching that has made “an important contribution” inside and outside of the school, and
- c) evidence of service that has made “a significant impact on the school and/or the discipline.”

Candidates should have a **minimum of six peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least six presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to "bin" activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI” has been added.¹

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that "reel" people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching, research, and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

1. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.

¹ For IU routing, all Integrative cases will be labeled as Balanced.

Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
Scholarly Impact and Creative Activity	Often but not exclusively facilitated by peer-reviewed dissemination; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu .
Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	A candidate's statement should describe plans for future development.

2. Scope for Ranks:

At the *Associate Professor* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination is also expected as a reflection of the quality of the work. The candidate, while in rank as an Assistant Professor, is expected to be on their way to earning a national reputation for DEI expertise.

At the *Full Professor* level, the candidate, while in rank as an Associate Professor, should be seen as a direct and/or local leader and also have achieved a national or international reputation through their work in DEI.

3. Examples of DEI in practice

Dissemination

1. Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
2. Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education.
3. Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
4. Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
5. Policy work and impacts related to DEI

6. Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venues)

Grants

1. External and internal grants related to DEI
2. Grants serving communities of color or other marginalized communities in the United States and internationally
3. Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

1. Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
2. Serving as an advisor to a student organization related to marginalized/minoritized/under-represented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
3. Mentoring faculty/staff from underrepresented groups
4. Mentoring faculty engaged in community-based research
5. Program development and leadership targeting underrepresented high school students

Teaching

1. Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
2. Curriculum development and/or revision related to DEI
3. Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
4. Membership in FACET based upon DEI

Research/Discovery/Creative Activity

1. Research agenda pertaining to DEI
2. Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
3. Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
4. Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
5. Recruitment and/or retention of diverse research teams/personnel

Service

1. Community board service linked to DEI
2. Chairing a DEI-based board

3. Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
4. Consulting work (paid or unpaid) related to DEI
5. Any efforts to increase the presence of underrepresented groups and communities in open platforms
6. Service on department, school, and/or campus committee pertaining to DEI work
7. Leading/delivering DEI professional development programming
8. Chairing the department/school/unit diversity committee
9. National service to the discipline related to DEI (e.g., elected position in national organization)
10. DEI professional development (e.g., trainings, workshops, certification, reading groups)
11. Policy work and impacts related to DEI
12. Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
13. Serving on search committees when diverse membership is requested
14. Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

1. Community engaged research
2. Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education.
3. Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
4. Policy work and impacts related to DEI
5. Scholarship creation and/or management
6. Active recruitment of diverse students

Awards

1. Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
2. FACET awards based on DEI work

The Balanced-Integrative Thematic Case is a variant of the balanced case: The Division of Liberal Arts adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may

advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.
 - o A cumulative record that supports an argument for overall excellent contribution to the unit and university.
 - o Increasing development over time. A candidate’s statement should describe plans for the future.”

C. Lecturers and Teaching Professors

Promotion to Senior Lecturer

Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Senior Lecturer is recognition of sustained accomplishment of these responsibilities. Promotion also signals confidence that the candidate is capable of greater achievements in these areas. While there is not a minimum required length of service prior to promotion to Senior Lecturer, at least five years of service as a Lecturer is typical of candidates for promotion to Senior Lecturer.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Senior Lecturer must show convincing evidence that their performance in the classroom has been of high quality, as judged by divisional standards, and that they have made important contributions to student learning. The specific criteria pertaining to teaching excellence are listed below

under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Promotion to Teaching Professor

Lecturers and Senior Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Teaching Professor is recognition of sustained accomplishment of the responsibilities assigned to Lecturers and Senior Lecturers. Promotion to Teaching Professor also signals the candidate’s significant contributions to advancing the teaching mission of the division, school, campus, and/or university. While there is not a minimum required length of service prior to promotion to Teaching Professor, at least ten years of service in the Lecturer ranks is typical of candidates for promotion to Teaching Professor.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Teaching Professor must show convincing evidence that they have sustained a high level of classroom performance, as judged by divisional standards, and that they have made important contributions to teaching and learning that extend beyond their classroom to engage their school, campus, university, discipline, and/or regional community. The specific criteria pertaining to teaching excellence are listed below under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor

Candidates for Senior Lecturer must meet criteria 1, 2, and 3. Candidates for Teaching Professor must meet criteria 1, 2, 3, and 4.

- 1) Demonstrate achievement of excellence in instruction by documenting extraordinarily successful teaching and learning outcomes grounded in a sophisticated teaching philosophy. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in instruction:
 - a) incorporating a RISE component – research or artistic work, international experience, service learning, experiential learning - in courses,
 - b) contributing to the success and retention of first-year students,
 - c) contributing to programmatic assessment of learning,
 - d) mapping course learning outcomes onto program and university learning outcomes,
 - e) mapping course goals and outcomes onto national standards and relevant scholarship.
- 2) Demonstrate impact of student learning outcomes on instruction by:
 - a) using student input (e.g., student evaluations) to inform teaching practice,
 - b) using documented student learning outcomes to inform teaching practice,
- 3) Include in their candidate statement a distinct teaching philosophy statement informed by reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- 4) Demonstrate a record of peer reviewed scholarship that supports teaching which is publicly disseminated through presentation or publication (Teaching Professor candidates only).

Candidates for Senior Lecturer and Teaching Professor must also meet one of the following criteria, 5, 6, or 7.

- 5) Excellent achievement in course or curricular development. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) delivering presentations or workshops on teaching or participating in panel discussions on teaching,
 - b) teaching a course that the candidate has not previously taught or that the program has not previously offered,
 - c) teaching a course implementing a new course content delivery system,
 - d) using research-supported teaching practices to promote student learning,
 - e) participating in a grant-funded teaching-related project,
 - f) developing an academic program,
 - g) authoring peer-reviewed research on teaching and learning including textbooks and pedagogical articles.
- 6) Excellent achievement in student mentoring or advising. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) students' awards, presentations, scholarships, graduate school acceptances,
 - b) advising or sponsoring a student club or a co-curricular activity,

- c) supervising service learning, independent study projects, internships, or student research,
 - d) providing recommendations for student scholarships, graduate programs, awards, and employment.
- 7) Excellent achievement in service in support of teaching and learning. Candidates must demonstrate excellence in this performance area through either a) or b) below:
- a) Campus service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) serving on teaching-related divisional, school, campus, and/or university committees,
 - ii) providing peer evaluations of faculty teaching,
 - iii) mentoring faculty in teaching,
 - iv) coordinating or directing a course, a program, or area.
 - b) Community or disciplinary service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) outreach to adult learners in the community,
 - ii) outreach to K-12 students and teachers in the community,
 - iii) participating in a grant-funded teaching-related community service project,
 - iv) serving on a committee and/or in a leadership role for a teaching-related disciplinary organization,
 - v) serving as a peer reviewer of teaching-related articles, books, or manuals,
 - vi) serving on a teaching-related journal's editorial board.

Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. In demonstrating satisfactory service, candidates for Senior Lecturer and Teaching Professor must show convincing evidence that their service has been satisfactory in quality as well as in quantity. Service may include, but is not limited to, professional and university service, including advising, committee membership, and community work directly related to the candidate's disciplinary expertise.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to "bin" activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in teaching or service) or against the previous balanced case binned structure. The "balanced case-binned-highly satisfactory" case has not been removed; this type of case "balanced-integrative-DEI" has been added.²

² For IU routing, all Integrative cases will be labeled as Balanced.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that "reel" people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

4. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including as appropriate defining the exact nature of the population(s) targeted. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy, which is also required.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance the teaching mission with respect to diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities. <ul style="list-style-type: none"> • For senior lecturers, a leadership role is expected. • For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.
Dissemination	<ul style="list-style-type: none"> • For senior lecturers, external dissemination is not required. • For teaching professors, some peer-reviewed dissemination is expected.
Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	Increasing development over time. A candidate's statement should describe plans for the future. <ul style="list-style-type: none"> • For teaching professor, sustained excellence over time is expected.

5. Scope for Ranks:

At the *senior lecturer* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. External dissemination is not required.

At the *teaching professor* level, the candidate should be seen as a direct and/or local leader of endeavors with distinct and demonstrable local outcomes, disseminated peer-reviewed work, and also have achieved a reputation of sustained excellence.

6. Examples of DEI in practice

Teaching

5. Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
6. Curriculum development and/or revision related to DEI

7. Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
8. Membership in FACET based upon DEI

Dissemination

7. Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
8. Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education
9. Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
10. Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
11. Policy work and impacts related to DEI
12. Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venue)

Grants

4. External and internal grants related to DEI
5. Grants serving communities of color or other marginalized communities in the United States and internationally
6. Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

6. Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
7. Serving as an advisor to a student organization related to marginalized/minoritized/underrepresented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
8. Mentoring faculty/staff from underrepresented groups
9. Mentoring faculty engaged in community-based research
10. Program development and leadership targeting underrepresented high school students

Service

15. Community board service linked to DEI
16. Chairing a DEI-based board
17. Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)

18. Consulting work (paid or unpaid) related to DEI
19. Any efforts to increase the presence of underrepresented groups and communities in open platforms
20. Service on department, school, and/or campus committee pertaining to DEI work
21. Leading/delivering DEI professional development programming
22. Chairing the department/school/unit diversity committee
23. National service to the discipline related to DEI (e.g., elected position in national organization)
24. DEI professional development (e.g., trainings, workshops, certification, reading groups)
25. Policy work and impacts related to DEI
26. Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
27. Serving on search committees when diverse membership is requested
28. Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

7. Community engaged research
8. Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education
9. Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
10. Policy work and impacts related to DEI
11. Scholarship creation and/or management
12. Active recruitment of diverse students

Awards

3. Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
4. FACET awards based on DEI work

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Science

Approved by IUPUC Faculty Senate, April 2023

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three-Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the *Indiana University Academic Handbook* states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *Handbook* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical....Tenure will generally not be conferred unless the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including papers, books and book chapters, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate professor is based on either a single area of excellence or a balanced integrative thematic case or, in particular, a balanced integrative case based on excellence across an array of activities aligned with diversity, equity, and inclusion (DEI). The single area of excellence case requires excellent performance in at least one of the areas of teaching or research and at least satisfactory performance in the other area and in service. Promotion to full professor requires either the balanced integrative thematic case or the balanced integrative case based on DEI activities, or excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Defining the Balanced-Integrative DEI Case

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI”) has been added. For IU routing, all Integrative cases will be labeled as Balanced.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term “equality” recognizes a common humanity, “equity” recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and

considered. While “diversity” ensures adequate representation of human difference, “inclusion” solicits and centers diverse contributions.

Balanced-Integrative DEI Case: Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
Scholarly impact	Often but not exclusively facilitated by peer-reviewed dissemination ¹ ; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu .
Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	A candidate’s statement should describe plans for future development.

Defining the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case: The Division of Science adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may

¹ Peer-reviewed dissemination is the standard language already used in the IUPUI guidelines, broad enough to cover the wide range of research and creative activities pursued by IUPUI faculty across all schools.

advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.
 - o A cumulative record that supports an argument for overall excellent contribution to the unit and university.
 - o Increasing development over time. A candidate’s statement should describe plans for the future.”

Promotion from Assistant Professor to Associate Professor (with tenure):

1) Criteria for research

With research as declared area of excellence:

- a) demonstrate regional and/or national recognition of his/her contribution to the field of scholarship by publishing at least four peer reviewed papers in reputable journals while in rank,
- b) provide evidence of establishment of an independent research program,
- c) submit his/her most significant publications reflecting major research

accomplishments. If any of these publications is a scholarly book, a monograph, a textbook, or book-length translation, evidence of its significant contribution to the field, and/or national recognition of its quality must be provided,

- d) present at least four peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- e) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her research program (as appropriate to his/her discipline) at rank.

With teaching as the declared area of excellence, or for a balanced-integrative DEI or thematic case:

The candidate must receive a rating of **satisfactory performance in research** by meeting criteria a and b below:

- a) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.

- b) Meet two criteria from the following list:
 - i) A record of continued development as an independent researcher
 - ii) A peer reviewed *research* (non-teaching) publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
 - iii) Research grants
 - iv) Proposals for research grants
 - v) Mentoring undergraduate and/or graduate research.
 - vi) Honors or awards for research
 - vii) Citations of research publications
 - viii) Reviewing submissions for professional journals or conferences.
 - ix) Serving on editorial boards, etc.
 - x) Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field.

2) Criteria for teaching

With teaching as declared area of excellence:

- a) demonstrate internal and external (regional and/or national) recognition of outstanding teaching practice grounded in sophisticated knowledge of pedagogical theory through high course evaluations, a consistently positive or constantly improving record of peer reviews, student testimonials, and teaching awards, student testimonials, and teaching awards,
- b) provide evidence of establishment of an independent program of scholarly activity related to teaching,
- c) demonstrate regional and/or national recognition of his/her contribution to teaching by publishing at least four peer reviewed papers in reputable teaching journals,
- d) submit his/her most significant peer reviewed publications on the scholarship of teaching. If any of these publications is a book on pedagogy, a textbook, workbook, software, or other instructional materials not subject to explicit peer review, evidence of its significant impact of the field, and/or national recognition of its quality must be provided, and
- e) disseminate effective instructional and curricular products, as well as teaching methodologies through at least four peer reviewed conference papers at regional, national and/or international conferences.
- f) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her teaching (as appropriate to his/her discipline) at rank.

With research as the declared area of excellence, or for a balanced-integrative DEI or thematic case:

The candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d below:

- a) Student satisfaction measures that are consistently favorable or have improved over time.
- b) A record of continuing peer evaluation that indicates satisfactory teaching.
- c) Consistently perform their teaching responsibilities as reflected by their contractual obligations and division needs.
- d) At least one of the activities on the following list:
 - i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - ii) A teaching load that goes above and beyond the contractual obligations to meet the teaching needs of the division.
 - iii) Demonstrated measurable student learning outcomes
 - iv) Incorporation of high impact practices in teaching
 - v) Teaching grants
 - vi) Proposals for teaching grants
 - vii) Honors or awards for teaching
 - viii) Significant mentoring of students, including directing student research, internships, etc.
 - ix) Effective student advising
 - x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

3) Criteria for service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline.

Service is not typically pursued in this division as an area of excellence for advancement from assistant to associate professor. However, the criteria for excellence in service are:

With service as declared area of excellence:

- a) demonstrate emerging regional, national and international recognition for his/her contributions to the field or the profession through exceptional Service or Service Activity as evaluated by peer reviewers while in rank,
- b) provide evidence of an independent program of scholarly activity related to service,
- c) demonstrate emerging regional and/or national recognition of his/her contribution to service by publishing at least four peer reviewed, papers in reputable journals or other avenues of dissemination devoted to service while in rank,
- d) submit all relevant scholarly accomplishments that demonstrate service contributions to the profession and their regional, national and/or international recognition,
- e) disseminate products related to service through at least six peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- f) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her service (as appropriate to his/her discipline) at rank

With research or teaching as the declared area of excellence, or for a balanced-integrative DEI or thematic case:

The candidate must receive a rating of **satisfactory performance in service** by meeting criteria a in addition to b or c in the following list:

- a) Engaging in service to the university by *consistently* meeting at least one of the following criteria:
 - i) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
 - ii) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - iii) A major role in student recruiting, retention, or advising initiatives
 - iv) Awards and honors for service

- b) Engaging in service to the discipline by meeting at least one of the following criteria:
 - i) Grant review
 - ii) Awards and honors for service
 - iii) Proposal of or attainment of service grants
 - iv) Service to professional societies with leadership roles.
 - v) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
 - vi) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

- c) Engaging in service to the community by meeting at least one of the following criteria:
 - i) Service to county, state, and/or national governmental offices or agencies, or other public organizations/institutions.
 - ii) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - iii) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - iv) Awards and honors for service
 - v) Proposal of or attainment of service grants

4) Criteria for Balanced-Integrative DEI or Thematic Cases

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion (DEI) or other theme. The candidate must meet **Satisfactory** at least on their other areas of responsibility of teaching, research, and service.

For promotion to Associate Professor, the candidate will have led or been an essential part of endeavors with distinct and demonstrable direct outcomes. National or international dissemination is also expected as a reflection of the quality of work.

The following are examples of activities that may be used in the candidate's case for excellence. This list is not exhaustive, and there are no requirements for number of activities.

- a) Publications/Dissemination
 - i) Publications about DEI, or the selected theme, in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
 - ii) Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
 - iii) Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
 - iv) Policy work and impacts related to DEI, or the theme of choice
- b) Grants
 - i) Major external grants related to DEI, or the theme of choice
 - ii) Grants serving communities of color or other marginalized communities in the United States and internationally
 - iii) Grants that include rationale related to DEI, or the theme of choice, in the work/research to be conducted
 - iv) Internal grants awarded for DEI work, or the theme of choice
- c) Mentorship
 - i) Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
 - ii) Serving as an advisor to a student organization related to marginalized/minoritized groups
 - iii) Mentoring faculty/staff from underrepresented groups
 - iv) Mentoring faculty engaged in community-based research
 - v) Program development and leadership targeting underrepresented high school students
 - vi) Similar or other mentorship in the theme of choice
- d) Teaching
 - i) Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
 - ii) Curriculum development and/or revision related to DEI, or the theme of choice
 - iii) Lead study abroad programs that explore marginalized populations and global

injustices and/or that are specifically designed for underrepresented student populations.

e) Research

- i) Research agenda pertaining to DEI (e.g., health disparities), or the theme of choice
- ii) Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- iii) Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- iv) Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- v) Recruitment and/or retention of diverse research teams/personnel

f) Service

- i) Community board service linked to DEI, or the theme of choice
- ii) Chairing a DEI-based board, or a board related to the theme of choice
- iii) Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- iv) Consulting work (paid or unpaid) related to DEI, or the theme of choice
- v) Any efforts to increase the presence of underrepresented groups and communities in open platforms
- vi) Service on department, school, and/or campus committee pertaining to DEI work, or the theme of choice
- vii) Leading/delivering professional development programming pertaining to DEI or the theme of choice
- viii) Chairing the department/school/unit committee, related to DEI or the theme of choice
- ix) National service to the discipline related to DEI, or the theme of choice (e.g., elected position in national organization)
- x) professional development (e.g., trainings, workshops, certification, reading groups) related to DEI or the theme of choice
- xi) Policy work and impacts related to DEI, or the theme of choice
- xii) Creating and/or leading programs related to DEI or the theme of choice, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- xiii) Serving on search committees when diverse membership is requested
- xiv) Providing exposure to the research produced by underrepresented groups in open knowledge environments

g) Community Engagement

- i) Community engaged research
- ii) Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- iii) Policy work and impacts related to DEI or the theme of choice
- iv) Scholarship creation and/or management

- v) Active recruitment of diverse students
- h) Awards
 - i) National, international, local (campus), and/or community-based awards and/or recognitions for work related to DEI or the theme of choice
 - ii) FACET membership based on work in DEI or the theme of choice

Promotion from Associate Professor to Professor²:

1) Criteria for research

With research as declared area of excellence:

- a) demonstrate sustained regional and/or national recognition of his/her contribution to the field of scholarship by publishing at least four peer reviewed papers in reputable journals while in rank,
- b) provide evidence of a sustained independent research program,
- c) submit his/her most significant publications reflecting major research accomplishments. If any of these publications is a scholarly book, a monograph, a textbook, or book-length translation, evidence of its significant contribution to the field, and/or national recognition of its quality must be provided,
- d) present at least six peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- e) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her research program (as appropriate to his/her discipline) at rank.

² Criteria for advancement to professor are more stringent than those for advancement to associate professor. Evidence of sustained regional, national and/or international prominence will be necessary for advancement.

With teaching or service as the declared area of excellence, or for the balanced-integrative DEI or thematic case:

The candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor as reproduced below:

The candidate must receive a rating of **satisfactory performance in research** by meeting criteria a and b below:

- a) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.

- b) Meet two criteria from the following list:
 - i) A record of continued development as an independent researcher
 - ii) A peer reviewed *research* (non-teaching) publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
 - iii) Research grants
 - iv) Proposals for research grants
 - v) Mentoring undergraduate and/or graduate research.
 - vi) Honors or awards for research
 - vii) Citations of research publications
 - viii) Reviewing submissions for professional journals or conferences.
 - ix) Serving on editorial boards, etc.
 - x) Other evidence that a research program has achieved sustained national recognition for its contributions to a field.

2) Criteria for Balanced-Integrative DEI or thematic Case

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion, or the theme of choice. The candidate must meet **Satisfactory** at least on their other areas of responsibility of teaching, research, and service.

For promotion to Professor, the candidate will be seen as a direct and/or local leader and will also have achieved a national or international reputation through their work.

For a non-exhaustive list of examples of activities that may be used in the candidate's case for excellence, see subsection B4.

C. Lecturers

Criteria for teaching

Promotion of Senior Lecturer: *Lecturer's responsibilities are divided entirely between teaching and service. Promotion from Lecturer to Senior Lecturer requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer is accompanied by awarding of three-year rolling contracts. There is not a minimum nor a maximum required length of service prior to promotion to Senior Lecturer, however, approximately five years of service as a Lecturer is typical of candidates for promotion to Senior Lecturer.*

Promotion to Teaching Professor: *Lecturers and Senior Lecturers' responsibilities are divided entirely between teaching and service. Promotion from Senior Lecturer to Teaching Professor requires continued excellent performance in teaching and satisfactory performance in service. There is not a minimum nor a maximum required length of service prior to promotion to Teaching Professor, however, approximately 10 years of service in the lecturer ranks is typical of candidates for promotion to Teaching Professor.*

In some instances, promotion based on an integrative DEI case may be possible.

I. Excellence in Teaching: To receive a **rating of excellent performance in teaching**, the candidate must provide appropriate evidence of classroom teaching and scholarly activities from the following categories. The expectations while in rank for promotion as dictated by IUPUI are below.

Candidates must meet criteria 1, 2, and 3 for both promotion to Senior Lecturer and promotion to Teaching Professor:

- 1) Demonstrate achievement of excellence in instruction by
Documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy. Examples of activities that may provide evidence of achievement of excellence in instruction include but are not limited to:
 - a) Incorporating effective pedagogical innovations such as classroom manipulatives or lab equipment
 - b) Implementing the effective use of technology designed to enhance the curriculum or course
 - c) Leadership in teaching, for example teaching-related initiative
 - d) Incorporation of innovations and/or high impact practices in teaching (Kuh, 2008; Association of American Colleges and Universities)
 - e) Honors or awards for teaching
 - f) Incorporating a RISE component – research, international experience, service learning, experiential learning – in courses

- g) Contributing to the success and retention of first-year students
 - h) Contributing to course level or programmatic assessment of learning
 - i) Mapping course learning outcomes onto program and university learning outcomes, especially for the first time or for multiple courses
 - j) Mapping course goals and outcomes onto national standards and relevant scholarship, especially for the first time or for multiple courses
- 2) Demonstrate impact of student learning outcomes on instruction (e.g. at course, program levels)
- a) Student input informs teaching practice (e.g. evidence of informed course changes based on student evaluations)
 - b) Documented student learning to inform teaching practice
- 3) Demonstrate a distinct teaching philosophy
- a) Include a teaching philosophy statement
 - b) Reflection on input from student learning outcomes, student evaluations, and peer evaluations. Examples include, but are not limited to:
 - i) Receiving peer evaluations demonstrating teaching excellence in more than one course over multiple semesters
 - ii) Receiving ratings on student evaluation measures that are predominantly, and consistently good (e.g., 4 out of 5 or higher)

Candidates for promotion to Teaching Professor must meet criterion 4.

- 4) Record of publicly disseminated and peer reviewed scholarship that supports teaching. Examples of activities that may provide evidence of dissemination and scholarship include but are not limited to:
- a) Presentation in teaching workshops, panels, and conferences in state, regional, national and/or international conferences
 - b) Securing or participating in internally or externally funded grants, other funding, or significant material donations for teaching-related projects, including but not limited to those that support educational initiatives, improvements to infrastructure or equipment, course improvements, or student development.
 - c) Scholarly activity resulting in peer-reviewed publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. This scholarship may be in teaching or in an area of disciplinary research applicable to the candidate's teaching.
 - d) Other published material(s) pertaining to teaching, such as a manual or innovative curricular material

Candidates for Senior Lecturer and Teaching Professor must also meet one of the following criteria (5, 6, or 7):

- 5) Excellent achievement in course or curricular development. In addition to producing effective course and curricular products, the candidate shows evidence of having disseminated ideas locally or internally (for senior lecturer), or within the profession or generally (for teaching professor) through administration, mentoring, publication, presentation, or other means. Examples include, but are not limited to:
 - a) Redesign of current departmental curriculum
 - b) Creation of substantial departmental assessment to include but not limited to homework or final exams
 - c) Delivering presentations or workshops on teaching or participating in panel discussions on teaching
 - d) Teaching a course that the candidate has not previously taught or that the program has not previously offered,
 - e) Teaching a course implementing a new course content delivery system,
 - f) Using research-supported teaching practices to promote student learning,
 - g) Major role in a grant-funded teaching-related project (e.g., as principle investigator or co-principle investigator, or senior personnel),
 - h) Developing an academic program (e.g., development of a formal program proposal, further development of existing programs in the spirit of continuous improvement; examples of programs include, but are not limited to, degree programs, programs for student retention, programs for student success, and other initiatives),
 - i) Authoring peer-reviewed research that supports teaching and learning including textbooks and pedagogical articles.

- 6) Excellent achievement in mentoring and advising. Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented [locally or internally (for senior lecturer)//within the profession or generally (for teaching professor)]. Examples include, but are not limited to:
 - a) Notable contributions in advising / mentoring of students. Mentoring may include any of the following: honors students, capstone projects, independent research, and senior theses.
 - b) Students' awards or presentations related to work mentored by the candidate,
 - c) Advising or sponsoring a student club or a co-curricular activity,

- d) Supervising service learning, independent study projects, internships, or student research
-
- 7) Excellent achievement in service in support of teaching and learning. Course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc. Scholarly and reflective approach to service in support of teaching and mentoring and advising is documented [locally or internally (for senior lecturer); within the profession or generally (for teaching professor)]. Examples include, but are not limited to:
 - a) Participating and/or leading professional development of teaching workshops or academic conferences/meetings at the state level or above
 - b) Documented, significant mentoring of colleagues (e.g., peer-teaching evaluations)
 - c) Active participation (such as presenting or facilitating) and/or contributions (such as planning) to programs that enhance the success and retention of students in the first-year experience (such as the Early Start program, Summer Success or first-year experience courses)
 - d) Outreach and impact on K-12 education and adult learners
 - e) Educational consultation services to include but not limited to: Evaluations of teaching, sharing of content expertise or teaching, and learning process
 - f) Contributions to course and/or program level assessment or other significant contributions to teaching and learning outside of the classroom.

II. Service: All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. To receive a rating of **satisfactory performance in service**, the candidate must engage in service to the university (1). In addition, the candidate must either engage in service to the discipline (2) **or** engage in service to the community (3).

- 1) Engaging in **service to the university** by *consistently* meeting at least one of the criteria:
 - a) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
 - b) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance.
 - c) A role in student recruiting, retention, or advising initiatives
 - d) Awards and honors for service (*related to the university*)

- 2) Engaging in **service to the discipline** by meeting at least one of the following criteria:
 - a) Grant review
 - b) Awards and honors for service (*related to the discipline*)
 - c) Proposal of or attainment of service grants
 - d) Service to professional societies with leadership roles.
 - e) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal or editing of books or book chapters
 - f) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

- 3) Engaging in **service to the community** by meeting at least one of the following criteria:
 - a) Service to county, state and/or national governmental offices or agencies or other public organizations/institutions.
 - b) Initiative and leadership in public service to the community, and evident of the influence of these activities on community programs and policies
 - c) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - d) Awards and honors for service (*related to community service*)
 - e) Proposal of or attainment of service grants

Criteria for the Integrative Lecturer DEI Case

These criteria are inclusive and complete. That is, a candidate under review for promotion through this specific case is not also evaluated against the non-DEI senior lecturer and teaching professor criteria. Key elements are consistent with current senior lecturer and teaching professor criteria.

The candidate must demonstrate **satisfactory** performance in both areas of responsibility: teaching and service. The candidate statement, the CV, and the supporting documentation establish that the candidate:

- Is a satisfactory teacher. Evidence includes peer evaluations, student evaluation input from most courses, and a reflection on professional development in teaching over time.
- Participates in appropriate service to the unit and campus.

Excellence: The candidate demonstrates excellent contributions to the teaching mission of the program, department, school, campus and/or university.

The case for excellence must include each of these elements [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*

The candidate articulates a philosophy of diversity, equity and inclusion, including as appropriate defining the exact nature of the population/s targeted. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy, which is also required.

2. *Integrated Activity*

The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance the teaching mission with respect to diversity, equity and inclusion.

3. *Independence, Innovation and Initiative*

The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.

- For senior lecturers, a leadership role is expected.
- For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.

4. *Peer-reviewed dissemination*

- For senior lecturers, external dissemination is not required.
- For teaching professors, some peer-reviewed dissemination is expected.

5. *Local Impact*

Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus, or university) missions strengthens the importance of the impact.

6. *Future Plans*

Increasing development over time. A candidate's statement should describe plans for the future.

- For teaching professor, sustained excellence over time is expected.

See Appendix A for DEI examples in practice.

D. Clinical Faculty

At appointment, clinical assistant professors are given rolling three-year contracts for a probationary period of not more than seven years. At the completion of this probationary period, clinical assistant professors shall be given long-term contracts of not less than five years or some equivalent.

Clinical assistant professors are encouraged to seek promotion to clinical associate professor during or after the probationary period. Their preparation for promotion is to be supported with faculty development resources and opportunities. Promotion to clinical associate professor is accompanied by the awarding of five-year rolling contracts. Promotion to clinical full professor is accompanied by the awarding of rolling seven-year contracts. Promotion to clinical associate or clinical full professor requires excellent performance in teaching or professional service and at least satisfactory performance in the other area and in University service. In some instances, promotion based on an integrative DEI case may be possible.

Promotion from Clinical Assistant Professor to Clinical Associate Professor or from Clinical Associate Professor to Clinical Professor

In addition to the criteria listed below, the candidate must maintain licensures and/or certifications appropriate to the discipline.

1) Criteria for teaching

With teaching as the declared area of excellence:

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. Scholarly activity resulting in publication of at least one peer-reviewed publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.
- B. A record of peer reviewed teaching presentations at regional, state, national and/or international conferences while in rank. Typically four or more peer reviewed teaching presentations will support a case for excellence, but each additional peer reviewed teaching publication may substitute for three peer reviewed teaching presentations.
- C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching including synchronous and asynchronous online delivery of course content
 - Teaching grants
 - Proposals for teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, internships, etc.
 - Effective student advising
 - Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning

- Other evidence that of an emerging regional or national recognition for outstanding teaching practice

With service as the declared area of excellence:

Criteria for satisfactory teaching are the same as listed above for tenure track faculty; namely the following:

The candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d below:

- a) Student satisfaction measures that are consistently favorable or have improved over time.
- b) A record of continuing peer evaluation that indicates satisfactory teaching.
- c) Consistently perform their teaching responsibilities as reflected by their contractual obligations and division needs.
- d) At least one of the activities on the following list:
 - i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - ii) A teaching load that goes above and beyond the contractual obligations to meet the teaching needs of the division.
 - iii) Demonstrated measurable student learning outcomes
 - iv) Incorporation of high impact practices in teaching
 - v) Teaching grants
 - vi) Proposals for teaching grants
 - vii) Honors or awards for teaching
 - viii) Significant mentoring of students, including directing student research, internships, etc.
 - ix) Effective student advising
 - x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

2) Criteria for service

With service as the declared area of excellence:

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

- A. Leading contribution to a major service activity, such as developing a new degree program, administering a clinical program, program assessment, or program accreditation.
- B. Scholarly activity resulting in publication of at least one peer-reviewed service publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- C. A record of peer reviewed service presentations at regional, state, national and/or international conferences while in rank. Typically four or more peer reviewed service presentations will support a case for excellence, but each additional peer reviewed service publication may substitute for three peer reviewed service presentations.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - Awards and honors for service
 - Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - Service grants
 - Proposals for service grants
 - Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
 - Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
 - Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
 - Service activities required for maintenance of professional licensure
 - Service to pre-professional student organizations in field
 - Administering field-based programs for students

With teaching as the declared area of excellence:

Criteria for satisfactory service are the same as listed above for tenure track faculty; namely the following:

The candidate must receive a rating of **satisfactory performance in service** by meeting criteria a in addition to b or c in the following list:

- a) Engaging in service to the university by *consistently* meeting at least one of the following criteria:
 - i) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
 - ii) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - iii) A major role in student recruiting, retention, or advising initiatives
 - iv) Awards and honors for service

- b) Engaging in service to the discipline by meeting at least one of the following criteria:
 - i) Grant review
 - ii) Awards and honors for service
 - iii) Proposal of or attainment of service grants
 - iv) Service to professional societies with leadership roles.
 - v) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
 - vi) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

- c) Engaging in service to the community by meeting at least one of the following criteria:
 - i) Service to county, state, and/or national governmental offices or agencies, or other public organizations/institutions.
 - ii) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - iii) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - iv) Awards and honors for service
 - v) Proposal of or attainment of service grants

3) Criteria for the Integrative Clinical DEI Case

These criteria are inclusive and complete. That is, a candidate under review for promotion through this specific case is not also evaluated against the non-DEI clinical associate and full clinical professor criteria.

The candidate must demonstrate **satisfactory** performance in both areas of responsibility: teaching and service. The candidate statement, the CV, and the supporting documentation establish that the candidate:

- Is a satisfactory teacher. Evidence includes peer evaluations, student evaluation input from most courses, and a reflection on professional development in teaching over time.
- Participates in appropriate service to the unit and campus.

Excellence: The candidate demonstrates excellent contributions to the mission of the program, department, school, campus and/or university, evident in both teaching and service.

The case for excellence must include each of these elements [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*
The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy.
2. *Integrated Activity*
The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance their unit's mission with respect to diversity, equity and inclusion.
3. *Independence, Innovation and Initiative*
The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
4. *Peer-reviewed Dissemination*
 - For clinical associate professor candidates, peer-reviewed dissemination at the local or regional level is required.
 - For clinical full professor candidates, peer-reviewed dissemination at the national or international level is required.
5. *Direct Impact*
Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact.
6. *Future Plans*
Increasing development over time. A candidate's statement should describe plans for the future.

- For clinical full professor candidates, sustained excellence over time is expected.

See Appendix A for DEI examples in practice.

Appendix A: Examples of DEI in Practice

The following are examples of activities that may be used in the candidate's case for excellence. This list is not exhaustive, and there are no requirements for number of activities.

- a) Publications/Dissemination
 - i) Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
 - ii) Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
 - iii) Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
 - iv) Policy work and impacts related to DEI
- b) Grants
 - i) Major external grants related to DEI
 - ii) Grants serving communities of color or other marginalized communities in the United States and internationally
 - iii) Grants that include rationale related to DEI in the work/research to be conducted
 - iv) Internal grants awarded for DEI work
- c) Mentorship
 - i) Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
 - ii) Serving as an advisor to a student organization related to marginalized/minoritized groups
 - iii) Mentoring faculty/staff from underrepresented groups
 - iv) Mentoring faculty engaged in community-based research
 - v) Program development and leadership targeting underrepresented high school students
- d) Teaching
 - i) Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
 - ii) Curriculum development and/or revision related to DEI
 - iii) Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- e) Research
 - i) Research agenda pertaining to DEI (e.g., health disparities)
 - ii) Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
 - iii) Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
 - iv) Scholarship/research/creative activity focused on minoritized and diverse

