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, below.

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, 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) 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

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.
xi) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
xii) 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 and 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 an emerging 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 and 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.


C. Lecturers

Promotion from Lecturer to Senior Lecturer

Promotion to the rank of senior lecturer is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments. The candidate is required to show a record that is excellent in teaching and satisfactory in service.

In demonstrating teaching excellence, candidates 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. There are many activities and achievements that are not required by the division for a successful promotion case, but which, if properly documented can enhance a case for excellence in teaching. These may include, but are not limited to: important contributions to the curriculum of the program, division, or campus; notable contributions in advising and mentoring; pedagogical or disciplinary research or creative activity and its publication, presentation, or application; effective pedagogical innovations, including the effective use of technology; leadership in teaching; the success of former students; participation in teaching workshops, panels, and conferences; the securing of, or participation in, grants for teaching-related projects; contribution to the success and retention of first-year students; outreach and impact on K-12 education; outreach to adult learners; and contributions to the documentation of student learning.

In demonstrating satisfactory service, the candidate must show convincing evidence that the candidate’s 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.
Indiana University-Purdue University Columbus (IUPUC)
Expectations for Promotion and/or Tenure
Division of Education
Version 1/15/2014

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 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... 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, 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, 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 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. Some of the activities listed in item D 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. 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.
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 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. 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.
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 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.
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. Promotion to clinical associate professor is accompanied by awarding of five-year rolling contracts. 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. 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

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, task forces, 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.

Promotion from Lecturer to Senior Lecturer

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.
   • 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
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.
Indiana University-Purdue University Columbus (IUPUC)
Expectations for Promotion and/or Tenure
Division of Science
Approved 4/18/14

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 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 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

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:

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 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,

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:

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

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:

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
Promotion from Associate Professor to Professor¹:

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.

¹ 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:

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 emerging 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 national) recognition of outstanding teaching practice grounded in sophisticated knowledge of pedagogical theory through high course evaluations, peer reviews, student testimonials, and teaching awards,

b) provide evidence of a sustained independent program of scholarly activity related to teaching,

c) demonstrate sustained regional and/or national recognition of his/her contribution to teaching by publishing at least four peer reviewed papers in reputable teaching journals while in rank,

d) submit his/her most significant publications on the scholarship of teaching. If any of these publications is a book on pedagogy, a textbook, workbook, software, or other instructional materials, evidence of its significant impact of the field, and/or national recognition of its quality must be provided,

e) disseminate effective instructional and curricular products, as well as teaching methodologies 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 teaching (as appropriate to his/her discipline) at rank.
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 as reproduced below:

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

With service as declared area of excellence:

a) demonstrate sustained 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 a sustained independent program of scholarly activity related to service,

c) demonstrate sustained 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:

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

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
C. Lecturers

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.

Promotion from Lecturer to Senior Lecturer

1. 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.
   - 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; 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
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.
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
Indiana University School of Nursing (IUSON) at Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Nursing
Version 4/29/2015

A. Introduction

Promotion and tenure decisions are critical to the future of IUSON at IUPUC, 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 of IUSON at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. The Division head 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 his/her performance for 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 overall 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 the 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 Indiana 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 of IUSON at IUPUC. Because dissemination of peer-reviewed work is required for advancement,

---

IUSON at IUPUC Division of Nursing Criteria for Promotion and/or Tenure

Page 2
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 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 of IUPUC, 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, 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 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. Peer-reviewed research publications examples include: book, published manuscript, writing or revising chapters within a book, white papers, research briefs and published manuscript for online peer-reviewed journal.

   B. A record of peer reviewed research presentations at regional, national and/or international conferences while in rank. Typically four 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 and can compensate for fewer than three research presentations.

- 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 review grant applications
- Invitations to serve on editorial boards, etc.
- Invitations to serve as a chair or discussant of a research-paper session at a conference
- Participation as Primary Investigator or Co-Investigator on multi-site grant, shared grant, or interdisciplinary grant.
- Participation in campus, regional, national, or international research education activities.
- 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 above 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, four 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 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, software, professional internet education modules, organizational education video, continuing education modules and online continuing education activities related to credentialing for competencies for the nursing profession.
- 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
- Invitations to review grant applications
- 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 at 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. Some of the activities listed in item D 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. 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:
  o command and application of relevant knowledge, skills, and technological expertise;
  o contributions to a body of knowledge;
  o imagination, creativity and innovation;
  o application of ethical standards;
  o achievement of intentional outcomes; and
  o 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. Participation in leadership/administrative responsibility for a health related board of directors.

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, four 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 four) 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.
  o Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
  o A major role in student recruiting, retention, or advising initiatives
  o 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/administration of clinical 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 four 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.

*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. Peer-reviewed research publications examples include: book, published manuscript, writing or revising chapters within a book, white papers, research briefs and published manuscript for online peer-reviewed journal.

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 grant applications
- Participation as Primary Investigator or Co-Investigator on multi-site grant, shared grant, or interdisciplinary grant.
- Participation in campus, regional, national, or international research education activities.
- 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, four 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 four) 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, software, professional internet education modules, organizational education video, continuing education modules and online continuing education activities related to credentialing for competencies for the nursing profession.
- 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
• Invitations to review grant applications
• 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 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. 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.

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 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:
  o command and application of relevant knowledge, skills, and technological expertise;
  o contributions to a body of knowledge;
  o imagination, creativity and innovation;
  o application of ethical standards;
  o achievement of intentional outcomes; and
  o 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. Participation in leadership/administrative responsibility for a health related board...
of directors.

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, four 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 four) 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/administration of clinical 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 six 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.

**C. Clinical Faculty/Lecturers**

Promotion to clinical assistant professor or clinical associate 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 is accompanied by awarding of five-year rolling contracts. 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. 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*

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, task forces, 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.

*Promotion from Lecturer to Senior Lecturer*

To receive a rating of excellent performance in teaching, the candidate must meet criteria

IUSON at IUPUC Division of Nursing Criteria for Promotion and/or Tenure
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.
   • 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

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.
Indiana University-Purdue University Columbus (IUPUC)
Expectations for Promotion and/or Tenure
Division of Mechanical Engineering
Approved 2/19/16

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 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 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

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:

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 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:

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

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:

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

b) 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
Promotion from Associate Professor to Professor¹:

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.

¹ 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:

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 emerging 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 national) recognition of outstanding teaching practice grounded in sophisticated knowledge of pedagogical theory through high course evaluations, peer reviews, student testimonials, and teaching awards,

b) provide evidence of a sustained independent program of scholarly activity related to teaching,

c) demonstrate sustained regional and/or national recognition of his/her contribution to teaching by publishing at least four peer reviewed papers in reputable teaching journals while in rank,

d) submit his/her most significant publications on the scholarship of teaching. If any of these publications is a book on pedagogy, a textbook, workbook, software, or other instructional materials, evidence of its significant impact of the field, and/or national recognition of its quality must be provided,

e) disseminate effective instructional and curricular products, as well as teaching methodologies 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 teaching (as appropriate to his/her discipline) at rank.
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 as reproduced below:

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

With service as declared area of excellence:

a) demonstrate sustained 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 a sustained independent program of scholarly activity related to service,

c) demonstrate sustained 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:

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

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
C. Lecturers

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.

**Promotion from Lecturer to Senior Lecturer**

1. **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.
   - 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; 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
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.
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
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.*
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

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 papers in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Typically, four or more peer reviewed research publications (or three peer-reviewed 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, 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 papers 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 peer-reviewed 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 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 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.

[The rest of this page is intentionally left blank]
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 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 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, 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 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. 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 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 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.

[The rest of this page is intentionally left blank]
C. Lecturers and Clinical Faculty

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. 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. Promotion to clinical associate 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. Because this is a new policy at IUPUC, faculty holding lecturer or clinical faculty rank before the enactment of this policy will have until the end of the third year from its enactment to submit a personal statement to the division head.

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. 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, collegiate textbooks, 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. 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

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

2. 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 papers 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 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. 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.