

Resources for Preparing and Reviewing  
Integrative DEI Cases  
As of 6/2022

This document

- is for **candidates, internal reviewers, department chairs, and external reviewers**. Links should be accessible to any IU person. Where there are materials you wish to share outside of IU, download them.
- describes the **integrative DEI case** for tenure-track and for clinical faculty. Materials for the integrative themed case will be developed but will be very similar. Some notes about lecturer-rank cases are included.
- Materials are described as for final review. Candidates preparing for third year review will use this format but more of the candidate statement will be about future plans. For third year review, please consult with your unit about what will be submitted beyond the CV and candidate statement.

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For candidates

**CV**

- In DMAI there is an Integrative DEI CV report option. Clean up any sections that do not apply to you. Check for completeness. Mark items:
  - In rank: an asterix. *For pre-tenure faculty, almost everything counts as ‘in rank.’ Exceptions include work published while a grad student or in a postdoc position.*
  - Indicate student co-authors with a dagger.
  - Indicate **DEI** items with a hashtag #. Not everything would be
  - If you do community-engaged work and wish to indicate community co-authors, create a symbol and explain it at the beginning of the publications or grant section.

- Run a regular Vita IUPUI PT CV. Copy the courses section<sup>1</sup> and put it into the Integrative DEI case CV.
- Create a section called Direct Impact. In this, list projects and endeavors. These are separate from formal ‘service’ roles. Use a style similar to an entry on a concise resume, for example:
  - White Coats for Black Lives/Science<sup>2</sup>. Worked with pre-med students in the School of Science to connect with the School of Medicine group dedicated to racial equity in medicine. Approximately 30 Science students involved; five events organized (separate from main WCBL). Student co-leader received the Top 100 Student award.

Place this section just ahead of the Publications part.

### **Candidate Statement**

The candidate statement follows much of the general guidance on statements: it should state the candidate’s current rank, rank sought (and tenure if applicable), department, school, and type of case.

- A DEI philosophy statement may be presented separately or as part of the whole 7 page statement.
- The DEI philosophy should make it clear to all readers what the candidate’s particular focus is. Each candidate is expected to have a specific area within which they have developed expertise and organized their activities.

Between the candidate statement AND the CV, the following need to be evident:

- For tenure-track, the candidate has peer-reviewed dissemination that contributes to the knowledge base (“research”) or relevant creative activity. For clinical, some peer-reviewed dissemination is also required. [For promotion to senior lecturer, no peer-reviewed dissemination is required.]
- The person has satisfactorily fulfilled teaching expectations for their type of faculty.
- The person has contributed to campus service and (if tenure-track) to disciplinary or other relevant organizations.
- Where there are multi-actor items, the candidate’s own role is clear.

Main points for overall excellence (from [Circular](#)):

- Diversity, equity, and inclusion: the candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
- Integrated activity: The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
- Independence, innovation and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and

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<sup>1</sup> This listing is complex and required programmers to develop it for the IUPUI CV. It is not yet available for the integrative CV format.

<sup>2</sup> This is fictitious.

teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.

- Scholarly impact: often but not exclusively facilitated by peer-reviewed dissemination<sup>3</sup>; a variety of venues for dissemination are accepted.
- Local impact: effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact. (e.g., contributing to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
- Increasing development over time. A candidate's statement should describe plans for the future.

For the LOCAL IMPACT information, it will be useful to describe impact in ways such as (these are examples, not exhaustive):

- Scope or size: how many people involved? How long a time frame? (Where is the project in its development—pilot, small, roll-out?)
- Difficulty of the problem: Clarify for readers why the problem exists and previous or existing mechanisms are not addressing it. Candidates may know that particular types of equity or diversity are long-standing problems in an area, but external readers will not. All candidates that
- Creativity of candidate's approach: What did the candidate contribute that was novel, or innovative?
- Objectives, outcomes: what are the goals of the candidate's activities? What has been achieved and/or planned?
- Adoption by others: how have others learned about the efforts? This includes but is broader than formal dissemination—includes articles and conference presentations but also individual contacts, conversations, and visits.

These items may be organized in different ways:

- Project style: Per project, describe scope, difficulty, creativity, objectives; mention any grants or other support; partners and candidate's individual responsibility; formal (presentations, publications) and informal (personal contacts) dissemination; outcomes.
- Philosophy applied to areas of responsibility *just because this is an 'integrative' does not mean the candidate cannot choose to discuss research, teaching, and service in order.* Describe how the chosen area of DEI manifests itself in scholarship/creative activity, teaching, and service to campus, community, and disciplinary bodies. Yep.

**Rest of dossier:** (for full review):

All candidates that have **teaching** responsibilities:

- Summaries of teaching evaluations/data: student evaluations, peer evaluations, evidence of student learning.

For the rest, provide additional **detail** and **confirmatory information**:

- Teaching expectations through review period. (This varies across departments and types of faculty. It is sometimes hard to discern from the CV, so a clear description here helps readers put accomplishments into perspective.)
- Statements from co-workers about roles in key multi-person collaboration
- Grant details (evidence may include grants received by external organizations, in which the candidate had a role).
- Awards—scope, prestige.
- Information on presentation venues: audience, size.
- Information on community or other external partners.
- Media mentions.

ALL MATERIALS ARE PLACED IN ONE PDF, with a table of contents, and uploaded to the first folder in the Research section. Leave all other folders blank.

#### For internal reviewers:

For final review (promotion or tenure):

- Review the provided statement and evidence against the six elements (diversity, scholarly impact, local/direct impact, independence, innovation, future plans) above.
- The whole should indicate that the person is providing value to your unit, campus, and/or university at a level that is the equivalent to someone pursuing a single area of excellence (teaching, research, or service) (“overall benefit is comparable” ← IU policy).
- Candidates for full rank should exhibit leadership that has attained national recognition.

*Excellence consists of high quality endeavors with distinct impact.*

For third year review/pre-tenure faculty:

- Review both actual accomplishments and plans against the end criteria.
- Be clear about expectations for future CV items (specific publications, presentations, projects, reports, evidence).
- Indicate if there is any confusion or lack of clarity in the DEI philosophy or integrative nature of activities as presented in the statement.
- Review the CV for completeness and clarity. *In a final CV, publications that are “submitted” but not reviewed, or are a work in progress are not included; they may be included in a third year review CV.*

#### For the department chair:

- Select arms’-length academic reviewers who can appreciate the major points of the candidate’s work. Not every reviewer will have expertise on every point.
  - One or two reviewers may be non-academic but the chair must make a specific case for their ability to review the candidate in light not only of their work, but on the expectations of a faculty member of that type and rank.
  - Reviewers must have at least the rank sought. They are generally from peer or higher institutions, but it is allowable to choose someone else who has clearly established expertise in the work being done.

- Collaborators cannot be reviewers, but may provide their perspective in *solicited letters*.
- Check to be sure materials sent to reviewers match what you wish them to review. If they are to focus primarily on published materials, that is what you can link to. If you wish them to comment on internal projects or teaching or other, ask the candidate to create a selective portfolio of documentation.

#### For external letters:

CHOOSE ONE OPTION: Either provide the whole dossier (ONE), or, a selective portfolio addressing key accomplishments (TWO).

#### OPTION ONE:

Ask the reviewer to assess the candidate *against the entire criteria* based on the *packet of materials (CV, candidate statement, and rest of regular dossier)*.

Prof X is seeking promotion and tenure on the basis of excellence in faculty contributions based in diversity, equity and inclusion. These contributions are considered “integrative” in that they form an indivisible whole across teaching, research and service. IU/IUPUI/School / Department criteria for an Integrative DEI case are provided as well as their candidate statement, CV, and key dossier material. Items include links to academic and other types of accomplishments.

Please provide your assessment of candidate in light of these criteria, the information provided, and also how their work advances diversity, equity, and inclusion.

#### OPTION TWO:

Ask the reviewer to address the key criteria for that type of case / in that department focusing on specific signature items.

Prof X is seeking promotion and tenure on the basis of excellence in faculty contributions based in diversity, equity and inclusion. These contributions are considered “integrative” in that they form an indivisible whole across teaching, research, and service. IU/IUPUI/School / Department criteria for an Integrative DEI case are provided as well as their candidate statement, CV, and links to materials about their signature accomplishments. These have been identified by the candidate as most illustrative of their case for excellence.

Please provide your assessment of candidate in light of these criteria, with special attention to externally-disseminated scholarship, and your knowledge of their presence, visibility, or impact nationally or internationally. You do not need to assess on-campus activities and accomplishments in your review.

#### Other resources:

- Workshop on Integrative DEI case
  - [Presentation](#) (ppt in pdf format)
  - [Video](#) recording
- Sample [candidate statement](#)
- P&T guidelines – they include the DEI case for tenure track
- DEI-case specific Circular (passed by IFC) for tenure track
- DEI-case specific Circulars (passed by IFC) for [clinical](#) and [lecturers](#).
- Voting as of April 5:
  - [Thematic balanced cases, balanced case revisions](#)

**How to adopt changes** at the department and school level (this information was presented at the Town Hall on revising P&T guidelines; [ppt](#) and [video](#) of second session).

In large chunks of text, school guidelines often repeat campus guidelines, and then *add* in examples and specifics relevant to their units.

Where school guidelines simply **repeat** campus guidelines, in order for these changes to be adopted at the school / department level, **choose one**:

- Add one temporary statement that says where there is a direct conflict, the campus guidelines override school; give a sunset date; do extensive editing later.
- Edit their own guidelines to incorporate *all* campus guidelines.
- **Choose** sections of the new guidelines to implement immediately, and explicitly leave others untouched for now.
  - Allow other themes than “DEI” for integrative cases, e.g. community engaged work
  - Broaden service definition beyond application of professional skills.
  - Allow ‘highly satisfactory’ in service (binned case) to be achieved without peer-reviewed dissemination.

Schools may already be doing these:

- Accepting disciplinary research as scholarship in service of teaching.
- Accepting professional reviews of dissemination (non-academic)