This is specifically about the current ‘binned-balanced’ case. There is a separate workshop on the Integrative DEI case.
While there may be changes in the future on the Balanced Case, what follows is the current structure and requirements.
Wait:

- School of Engineering and Technology
- School of Science

*Purdue University controls promotions* and does not recognize balanced case; they do recognize the *Integrative DEI case.*

- Library

*IUPUI P&T standards require excellence in performance for librarians*

- School of Medicine

*The Dean does not allow balanced cases*
Topics

1. Campus definition of the binned-balanced case
2. Thinking and talking about balance
3. Managing balanced cases
4. Discussion
Defining Balanced Case
Defining Balanced Case

IU Policy: ACA-38 Faculty and Librarian Promotions
“In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university.”

IUPUI P&T Guidelines: p. 19
“**Binned Balanced case:** Faculty presenting a balanced case must present achievement in each of the three areas that is “highly satisfactory” and includes, in all areas, peer-reviewed dissemination.”
Satisfactory – Highly Satisfactory - Excellent

- Satisfactory $\leftarrow$ internally focused (for teaching and service; some dissemination for research)

- Highly satisfactory $\leftarrow$ at least: some peer-reviewed dissemination

- Excellent $\leftarrow$ for tenure-track: emerging (associate) or established (full) national reputation
The point of dissemination is:

If you are doing a good job, **share it.**

If you have a good idea, **share it.**

Let others build upon your work.

Appropriate methods of dissemination are very field or context-specific.

For non-traditional forms of dissemination (everything besides journal articles with citation indexes):

Ask the University Library!
They will show you how to preserve it for future retrieval (**scholarworks**)  
They will help you document impact (**Researchmetrics**)
For **tenure-track** faculty: Binning* on the CV

<table>
<thead>
<tr>
<th>Types of cases</th>
<th>Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>Excellence in</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>X</td>
</tr>
<tr>
<td>Research</td>
<td>--</td>
</tr>
<tr>
<td>Service</td>
<td>--</td>
</tr>
<tr>
<td>Balanced case</td>
<td>X</td>
</tr>
</tbody>
</table>

*Binning: for grants, presentations, and publications, each one is designated with one “area:” teaching, research or service
The peer-reviewed dissemination requirement

“Peer-reviewed” means, not just the participants in an activity, or recipients of services, but scholarly/academic peers.

”Dissemination” varies by type of activity and also by discipline: conference presentations, websites/resources, books, articles.

Candidates must have at least some peer-reviewed dissemination in each of the categories: teaching, research/creative activity, and service.
Thinking and talking about balance
Some ways of discussing balance

...not so good...

I can describe stuff I’ve done....
Is there a theme?

My elevator pitch is 30 minutes long.

I’m an administrator so I don’t have time for as much research as other people do. I’ll call my administration “service” work.

Seems like I’ve divided my time between teaching and research. I can’t say I focus on either.
Wait, what does it mean to have dissemination in service?

I’ve done a little bit of everything; I like teaching, and research, and being part of committees (that’s service, right?)

I don’t think I have a national reputation in anything, so I’ll go for a balanced (‘highly satisfactory’) case
Better ways....

Who I am is so powerful it spills over into everything

What I do is so integrated that it shows up in my research, my teaching, and my service

Where is your frustration?

Telling a coherent, energetic, and passionate story

Shoving things into the research/teaching/service boxes
Strong balanced cases include:

- Scholarly products in each area
- Visibly more than merely satisfactory
- A coherent integration across areas
- Intentionality
- Overall benefit to the University, tied to the unit’s mission

Sharing your ideas, findings, and solutions with others in a peer-reviewed venue
Scholarship of service

Peer-reviewed dissemination is required in *all three areas* for a balanced case.

What is service?
- *The application of disciplinary expertise and professional knowledge*  
  - It does NOT include university or disciplinary citizenship
- “academic work, which has significant results that have been communicated or disseminated in such a manner as to be reviewed by peers.”
- “contributions to a body of knowledge”
- “evidence of impact”

More than application:

Contribution to a body of knowledge

Service varies by discipline and profession

Administration is not ‘service’ unless it results in published models for *others*
Binning items → Your decision

Your **Candidate Statement** tells the tale of your integrated life as a faculty member.

Your **CV** inventories your **work products** into different bins (categories).

*Life does not equal work products*.

One **integrated** endeavor can have **distinct and different** work products.
Enthusiasm  
Coherence  
Accomplishments

This grid was created by Elizabeth Kryder-Reid to document her balanced case. It shows very clearly how she has addressed each area.

<table>
<thead>
<tr>
<th>Evidence of Scholarly Record since 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td>* = documented in dossier</td>
</tr>
<tr>
<td><strong>Publications</strong></td>
</tr>
</tbody>
</table>
| * Elizabeth Kryder-Reid, (online: 2006-
  present) Principal Investigator, Shaping 
  Outcomes, an on-line course in outcomes
  based planning and evaluation (developed 
| * Elizabeth Kryder-Reid, (2014) "Marking 
  Time in San Gabriel Mission Garden" 
  Studies in the History of Gardens 
  & Designed Landscapes: An International
| Elizabeth Kryder-Reid, Course Designer 
  and Participant in "Renewing the 
  Undergraduate Archaeology Curriculum,"
  (aka MATRIX), an on-line curriculum 
  project funded by the National Science 
  Foundation with the Society for 
  American Archaeology. Anne Pyburn, 
  Director. Developed course materials for
  "Museum Methods" and "Landscape 
  Archaeology" (developed 2001-2004, 
  available online 2005-2013).         |
| * Elizabeth Kryder-Reid (2013) "The 
  Physical Evidence of the American 
  Garden" In Sourcebook for Garden 
  Archaeology: Methods, Techniques, 
  Interpretations and Field Examples, 
  edited by Amina-Aicha Malek, pp.475- 
  491. (Berlin: Peter Lang).            |
| *Elizabeth Kryder-Reid, (2013) "Interpreting 
  the American Garden" In Sourcebook 
  for Garden Archaeology: Methods, 
  Techniques, Interpretations and Field 
  Examples, edited by Amina-Aicha 
  Malek, pp.499-512. (Berlin: Peter 
  Lang).                                 |
| * Elizabeth Kryder-Reid, (2010) "Writing 
  the Landscape: Text as Representations 
  of and Sources for American Landscape 
  Design History," In Keywords in       |
| **Research**                           |
| * = documented in dossier              |
| **Publications**                       |
| * Modupe Labode, Elizabeth Kryder-
  Reid, and Laura Holzman, (2013) "Hybrid 
  Discourse: Exploring Art, Race, 
  and Space in Indianapolis" Public: A 
  Journal of Imagining America, vol.1, 
  no.1-2. Online http://public.imaginingamerica.org/bio 
  /article/hybrid-discourse-exploring-art-
  race-and-space-in-indianapolis/        |
| * L. Holzman, E. Wood, H. Cusack-
  McVeigh, E. Kryder-Reid, M. Labode, 
  and L. Zimmerman, "A Random Walk to 
  Public Scholarship? Exploring our 
  convergent paths," Public: A Journal 
  of Imagining America (forthcoming)    |
| **Service**                            |
| * = documented in dossier              |
| **Publications**                       |
| * = documented in dossier              |
| **Publications**                       |
Enthusiasm  
Coherence  
Accomplishments

This grid was created by Elizabeth Kryder-Reid to document her balanced case. It shows very clearly how she has addressed each area.

I personally worked on this project (shapingoutcomes.org). I would characterize my work as ‘service’ because it was for the benefit of the professional community. Liz used it primarily for her classes/program = teaching.

Binning is judgmental and individual
Side trip: Community-Engaged Scholarship

Balanced Case

Not involved in public work

Everything you do, you do with the community

Public/Community-Engaged Scholarship

Your research/creative activities and your teaching are heavily integrated

You may involve students in your work....do you contribute to the scholarship of teaching?

Your service and your research may be entwined
Back to basics: version 1

Who am I?

Explain yourself in 5 minutes to:
Your non-academic dad
Your dissertation chair, meeting at a conference 10 years after graduating

Why do I do what I do?

What did you spend your last summer on? Why?
Where did you publish last? Why? To whom were you talking?
Back to basics: version 2

• Look at your CV. **Color-code** it as to potential bins
  – If going for **full**, mark in-rank items
  – Note all student co-authors
  – Mark *multiple potential bins*

• Is it consistent with **who you are** and **how you spend your time?**
  – I do this, because that, which advances my program/unit

• Where are there gaps?
  – Next steps in strengthening your CV and/or your statement/case
Managing balanced cases

Balanced cases are unusual and unique. We (OAA, your school) are more than happy to give you individual advice.
Tenure-track case types

IUPUI 2019-2020

67 cases

Excellent in:
Research: 46
Service: 13 (all IUSM)
Teaching: 3 (1 assoc., 2 full)

Balanced: 4 (1 assoc., 3 full)

IUPUI 2020-2021

76 cases

Excellent in:
Research: 45
Service: 13 (all IUSM)
Teaching: 5 [2, promotion to full]

Balanced: 3 [2 associate, 1 full]

6 librarian (performance)
The Unusual Case

Balanced case is *not discouraged by the campus*

Balanced case is treated carefully—as all are—by the campus committee

Balanced case is not automatically an “all-read” (problem) case

**Most of your readers**

*have most of their experience*

*with research cases*

**Educate, explain, enthuse...**
External reviewers
and other people to provide input

External reviewers must be:
• Academics. One or two might be non-academics, but the chair needs to make a strong specific case for their expertise in evaluating scholarly value.
• At the desired or higher rank; at a comparable or higher institution
• **Not co-authors, co-PIs, or mentors**
• Able to review and evaluate the candidate’s work; they do not need to be experts in all aspects.
Margie Ferguson and Rachel Applegate can help chairs brainstorm reviewers

**Chairs can solicit** other letters:
These letters go into a special non-candidate folder. They are more valuable than candidate-solicited letters, but less than external reviewers.
• Especially valuable for service (and sometimes teaching) where there are limited formal publication products
• Clients and partners in projects can provide their perspectives
• Especially appropriate for experts who are not academics
Are you community engaged?

There is a special *voluntary* additional review committee, initially for third year reviews, eventually for tenure reviews.

This committee will write an additional evaluation, that will place the candidate’s work in the context of community-engaged scholarship.

CONTACT ME: rapplega@iupui.edu
Super useful:

**Greg Hull**, Herron School of Art and Design. [Dossier](#). (now dean)

**Elizabeth Kryder-Reid**, School of Liberal Arts [Evidence Grid](#). (now on sabbatical)

**Cullen Merritt**, O’Neill School of Public and Environmental Affairs [Dossier](#) (now on sabbatical)

**Jennifer Thorington-Springer**, School of Liberal Arts [Dossier](#) (now helping with DEI integrative case)

Dossiers are behind a CAS login
Discussion

The following slides are from Cristina Santamaria Graff.

Her dossier is available on our examples page.

Cristina Santamaria Graff, School of Education
Balanced Case: My Process

Cristina Santamaría Graff, Ph.D.
School of Education
Gathering Materials

11.53 IPUI
Promotion and Tenure Criteria for the School of Education

Indiana University School of Education, a professional school with a national and international reputation for excellence in teaching and research, is committed to providing high-quality education and training for educators at all levels. The School of Education supports the university’s mission of promoting excellence in education, research, and service by providing leadership in the preparation, professional development, and evaluation of educational leaders and practitioners.

The promotion and tenure criteria for faculty members are designed to ensure that they meet the standards established by the School of Education. These criteria are intended to encourage faculty members to engage in scholarly research, creative activities, and professional development that contribute to the advancement of knowledge in their fields and the improvement of education and society. They are also designed to recognize and reward exceptional contributions to the education and professional development of students.

In this document, you will find criteria and guidelines for promotion and tenure for faculty members in the School of Education. These criteria are designed to be consistent with the university’s promotion and tenure policies and procedures. Faculty members are encouraged to review these criteria carefully and to consult with their department chair and the dean prior to submission of a promotion or tenure application.

11.53 IPUI
Guidelines for Preparing and Submitting Promotion and Tenure Applications

Office of Academic Affairs

Page 1 of 12

Cristina C. Santamaria Graff
Assistant Professor of Special Education
Indiana University School of Education, Indianapolis
Indiana University-Purdue University, Indianapolis, IN 46221
E-mail: csanta@iu.edu
Phone: 317.278.5412

EDUCATION
University of Arizona, Tucson, AZ
1999 Ph.D. Learning Disabilities with an emphasis in Multicultural Special Education

ACADEMIC APPOINTMENTS
Indiana University School of Education, Indianapolis
Beginning Fall 2013
Assistant Professor, Special Education

SELECTED NON-ACADEMIC POSITIONS
Spring 2014
Adjunct Faculty Member, Special Education

Cristina C. Santamaria Graff
“Scholarly Identity Mapping”

Dr. Mary Price, Center For Service and Learning (CSL)

- **The Warm-up:**
  - Review Figure 1.
  - Using a piece of scratch paper, list current and/recent activities you participate in as a faculty member AND which, you consider community engaged.
  - As you craft your list, consider which of the domains (teaching, research, service) the activity spans in relation to community. For example, community-based teaching resides in the overlap on the Venn diagram between community and teaching but not service and research. Remember that community engagement is fundamentally about crossing and integrating across boundaries.

- **Move select activities to your map. Use pencil so you can revise as you go along.**
  - Use the blank Venn diagram [refer end of document] or draw one of your own on a blank piece of paper.
  - Size the circles based on their relative significance of that domain of practice to your work as an academic [larger circles more significant/smaller circles less significant].
  - Associate significant projects/activities on your map based on their associations with teaching, research, service and community.
  - Provide a descriptive label for each activity/project.
    - For the purposes of this activity shoot for somewhere between 3-5 activities. You are welcome but not required to identify more.
    - In selecting a specific project or activity from your broader list, consider what makes this work particularly significant to you as a scholar.
    - Remember, the labels you use should be concise yet specific enough to move beyond a general category of practice. To illustrate, instead of writing "I use SL" try "Using SL as a means to integrate my TLC [Themed Learning Community]."
Your Map [feel free to redraw and resize the circles in ways that make sense to you. If you are interested in reviewing examples, see the attached PPT.]
Mapping My Scholarship
Making Sense of and Unpacking Ways that I Described Myself in Relation to IUPUI SoE Scholarly Values

Figure 1
This scholarship is centered around my academic self-identity: a community-engaged, social justice scholar/practitioner (Figure 1). This identity has been shaped by my understandings of IUPUI’s Institutional Values, in alignment with the School of Education’s (SOE) Statement of Scholarly Values. Specific to this identity are values of civic engagement; collaboration; diversity, equity, and inclusion; and public scholarship. Civic Engagement (CE) is a committed relationship to the local, state, and global community valuing service-learning projects, mentored internships and non-traditional dissemination outlets. Collaboration (C) emphasizes joint work (teaching, research, creative activity), especially in new or interdisciplinary areas where expertise and experience of more than one colleague may be required. Diversity, Equity, and Inclusion (DEI) focuses on nurturing and enhancing a diverse community of learners and environments that sustain this value. Public Scholarship (PS) embraces unique relationships between faculty and community and is often conducted in partnership with community stakeholders.
Anchoring this language and weaving it through my candidate statement and Dossier

**Family as Faculty.** Since my dissertation (2009) – where I used Participatory Action Research (PAR) to learn from and create action plans with Mexican mothers of children with disabilities – I have focused my research on working with diverse, Spanish-speaking families challenged by a lack of equitable practices leading to greater exclusion of their children in school settings (Value: DEI). At IUPUI I discovered Family as Faculty (FAF). This is a model initially used in the healthcare field and later adapted for special education teacher education programs. FAF centers families’ experiences as assets; families of children with disabilities are valued as experts of their children, are positioned as teachers, and share knowledge for the purpose of positively influencing future special education teachers who may hold limited preconceived notions of families. I have expanded upon the FAF model to explicitly locate Spanish-speaking and other minoritized families as both co-educators and co-researchers in research projects embedded in under/graduate special education courses on families (Value: DEI). As leaders of FAF, families shape what and whose knowledge is valued in teacher preparation courses.
Going through Vita and Determining Categories of Research, Teaching, and Service – and utilizing hyperlinks within the e-Dossier system to my advantage

### RESEARCH DOCUMENTATION – Table of Contents

<table>
<thead>
<tr>
<th>CATEGORY OF RESEARCH</th>
<th>PAGE/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Creative Activity <strong>Statement</strong> (and Table of Contents)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Research load, expectation, goals</strong></td>
<td>2-3</td>
</tr>
<tr>
<td><strong>Discussion of 3 – 5 most significant publications/exhibitions</strong></td>
<td>4-7</td>
</tr>
<tr>
<td><strong>Significance of grants and awards</strong></td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Significance and impact of research presentations/exhibitions</strong></td>
<td>10-11</td>
</tr>
<tr>
<td><strong>Documentation of individual contributions</strong> to collaborative/interdisciplinary work</td>
<td>12-15</td>
</tr>
<tr>
<td><strong>Future plans for ongoing program of research</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Research recognition</strong> – Awards, Honors, Fellowships</td>
<td>17-18</td>
</tr>
</tbody>
</table>

### APPENDICES

R1. Research or creative publications/works [Link 1, Link 2]
R2. Grant related materials (please use embedded links)
R3. Additional evidence (please use embedded links)
Signaling to the audience the intersectional essence of my scholarship

value. Public Scholarship (PS) embraces unique relationships between faculty and community and is often conducted in partnership with community stakeholders to address their needs and concerns. This type of scholarship tends to be highly collaborative and engenders mutually beneficial university-community, sustainable relationships. A community-engaged, social justice scholar/practitioner is one whose scholarship across teaching, research and service is committed to dismantling inequitable and oppressive practices fueled by uneven power relations that disproportionately impact historically marginalized and/or minoritized populations. Focused on praxis (the interrelationship between critical reflection and action), this type of scholar/practitioner must walk a path that aligns her values with her actions. In other words, her values should reflect what she researches, how she teaches and to whom she dedicates service.
Thank you!