

For posting. Notes from live presentation included.



Office of Academic Affairs

Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Integrative DEI Case for Tenure Track Faculty Dec. 10 2021

Agenda

- Welcome—Where we are
 - Tenure track case types
 - Criteria
- Key definitions
 - Diversity, philosophy, excellence, integrative, “local”
- Flexibility and Variety
 - Areas of responsibility
 - Special emphasis on DEI
- Documentation
 - Impact and Quality



Welcome....Where are We?

Who are you?

This presentation is intended for
both candidates/mentors
AND reviewers.

Welcome: what is not new

1. Tenure track faculty members have activities and accomplishments related to three areas:
 - Research/creative activity
 - Teaching
 - Service, including internal administration, external outreach, and organizational work. (“Services which may be administrative, professional, or public are long-standing University promotion criteria” [ACA-38](#))
2. Not all IU / IUPUI faculty specialize in research
 - “If **teaching** is the primary criterion, it should be **distinctly superior** to that of effective teachers at this and other major institutions. **If research** or other creative work is the primary criterion, the candidate should have demonstrated a broad grasp of his or her own and related fields and should be establishing a **national reputation as a scholar**. A definite and comprehensive plan of future research covering a number of years and a beginning thereon which extends well beyond the limits of the doctoral dissertation should be evident. If **service** to the University, profession, or community is the primary criterion, it should be **discharged with merit** and should reflect favorably on the University and on the individual’s academic status.”
 - “a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university.
3. Excellence is the goal



Current case type distribution (2021-2022)

*Tenure track only, excluding **service cases** (Which currently are exclusively Medicine MDs.)*

20% non-research

18% of associate

21% of full

More are balanced (7) than teaching (5)



New: Integrative DEI Criteria

campus level

- Diversity, Equity, and Inclusion philosophy
- Integrated activity (interrelated activities)
- Independence, innovation, initiative
- Scholarly impact
- Local impact
- Development over time



NOT New: Integrative DEI Criteria *campus level*

- Diversity, Equity, and Inclusion philosophy
- Integrated activity (interrelated activities)
- Independence, innovation, initiative
- Scholarly impact
- Local impact
- Development over time

We always want to know YOUR part

If you are tenure-track, you are always publishing

You aren't going to just stop, right?



New: Integrative DEI Criteria *campus level*

- Diversity, Equity, and Inclusion philosophy
- Integrated activity (interrelated activities)
- Independence, innovation, initiative
- Scholarly impact
- Local impact
- Development over time

Similar to teaching philosophy

Wow!



Wow!



New: Integrative DEI Criteria

campus level

Similar to teaching philosophy

- Diversity, Equity, and Inclusion philosophy

More later.

The 'philosophy' need not be very complicated or elaborate. Most teaching-case faculty have a fairly brief (2 sentences to 2 paragraphs) naming of a particular philosophy or group of philosophies, and spend more time in the candidate statement showing how that philosophy is applied to, or generates, the type of teaching they do.

One key element of the DEI philosophy is to spell out for the reader just what aspect of DEI this particular candidate is focusing on.



New: Integrative DEI Criteria

campus level

Similar to teaching philosophy

- Integrated activity (interrelated activities)

Later, there is a slide which illustrates the idea that not every candidate will provide significant activity in ALL three areas. Someone whose *research* is very DEI-focused may concentrate on DEI in research and teaching, but not so much in service.

Even when someone's specific research topics are not (at all, visibly) DEI-related, their DEI work in teaching and service are informed by and strengthened by their research. Someone who is a good researcher by that fact can inspire students (teaching) to pursue careers in that field or assist colleagues (service) to be mindful of DEI.

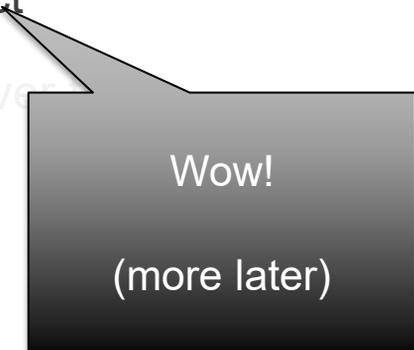
"integrative" is *new for IUPUI* because of our historic focus on binning. It is not that new for others!



New: Integrative DEI Criteria

campus level

- Diversity, Equity, and Inclusion philosophy
- Integrated activity (interrelated activities)
- Independence, innovation, initiative
- Scholarly impact
- **Localized** impact
- Development over time



Wow!

(more later)



Key definitions

Diversity (equity, inclusion)

“Perceived human differences...promotion of access, opportunity...’equity’ recognizes the distinct needs of individuals and groups, ‘ensur[ing] that...all individuals are valued...”

DEI is contextual, specific, and *specified by the candidate*.

Because the DEI case **advances** DEI, it would apply to work that **remedies** situations where members of a group are marginalized/ under-represented / disadvantaged.



Philosophy

1. The DEI case candidate must present a **philosophy** of DEI.
2. This will typically be a starting point within the candidate statement: the candidate does what they do *because of* a particular philosophy (“inclusion is important”) and *in a particular setting/with a particular focus*.
3. This is where the candidate applies the general idea of DEI to their own particular area/focus/specialty.

Definition
Clarification
Justification
Motivation



Example

1. My DEI philosophy is grounded in the conviction that civil society only functions when individuals are full participants, and that full participation in civil society is predicated on education, access to information, and mechanisms to make one's perspective known. When full inclusion is achieved, then (and only then) will society at large reach its highest potential.
2. My specific area of focus is on recent-immigrant factory workers documented and undocumented, and their connections to educational institutions, from K through college. These “connections” include both formal participation (enrollment, retention, completion) as well as effective communication e.g. between parents and teachers, community leaders and institutional leaders about community needs, etc.
 - Recent-immigrants are over-represented in low-wage, low-stability occupations, and in industrial / factory settings, have a high rate of on-the-job injury/disability, a low rate of promotion to managerial roles, and high levels of family stress [citing numbers.]



Excellence

Why is an Integrative Balanced Case acceptable to Purdue and a traditional Balanced [Binned] case not? It's not "balanced" that's the problem, it's "binned." In the traditional binned case, performance is described as **highly satisfactory**. In the Integrative Case, the overall performance is **excellent**. Purdue requires "excellence."

In a **balanced** case, excellence is defined as "overall benefit" to the university.

Excellence consists of *high quality with distinct impact*.

Campus has never defined excellence for any type of case:

- with numerical quotas
- in any specific form or format for dissemination

What about "national reputation"? *Only for research cases!*

Upcoming appendix to P&T Guidelines: Quality and Impact Metrics



Integrative

For a **person**, refers to how their scholarship, teaching, and service are interconnected, with reciprocal and reinforcing relationships. **One** academic person, whose activities encompass many areas.

IUPUI P&T: “The Candidate’s Statement should address the interrelated aspects of a whole, integrated career. Few candidates make sharp distinctions among the various aspects of their work as they do it, and the statement should indicate how the candidate views the integration of these aspects, even while assessing achievements in each.”

For **individual items** (activities and accomplishments), refers to an item addressing more than one area, e.g. a service project involving students which publishes original findings. Items are not *listed twice* but can *address multiple areas*.



Local, means, **Localized**, not geographically limited.

Candidates must present both **scholarly** and **local** impact.

“Local” is a technical term that means **making a difference directly for someone/a community**.

“Scholarly” items typically make a direct impact only on other scholars and only indirectly on real people: an idea is published, someone reads it, someone applies it.

“Local” thus means *localized to individuals/communities*. Those individuals / communities can be in Indianapolis or international.



Example



INFORMATICS DIVERSITY-
ENHANCED WORKFORCE

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The next generation in tech is here ... in Indiana

A diverse community of innovators will power our tech economy. iDEW is helping them get started.

[Learn how to get involved](#)

2,500

STUDENTS HAVE COMPLETED
THE PROGRAM (2015-2021)

86%

UNDERREPRESENTED MINORITY

77%

COLLEGE BOUND & PURSUING A
STEM DEGREE



IUPUI

Examples (summarized from [DEI Work Metrics](#))

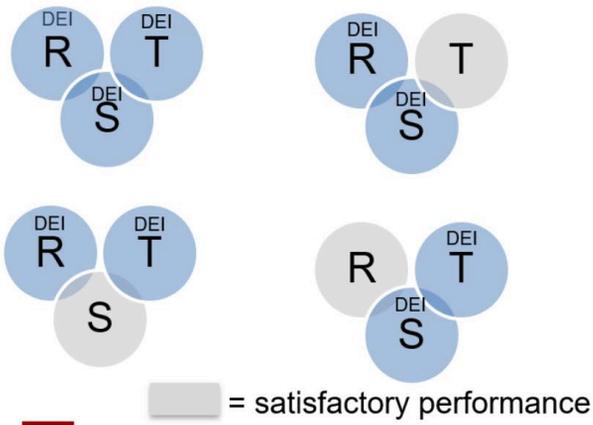
1. Mentoring underrepresented students, graduate students, or colleagues
2. Curriculum development (revision) related to DEI
3. Diverse research team development
4. Securing grants to support diverse students
5. National service to a discipline related to DEI
6. Policy work for governments or organizations



Flexibility and Variety

Each candidate will be unique

Possible DEI Cases



Blue: focused integrative activities adding up to excellence

Opportunity, needs, accomplishments

Different disciplines, professions, and educational settings will have different diversity, equity, and inclusion needs.

School and department guidelines can provide *non-exhaustive examples* of particularly appropriate needs and responses.

Avoid too-great specificity to avoid guidelines becoming outdated quickly.



Documentation

Simultaneously address:

Being a satisfactory
tenure-track faculty
member

Being excellent, in/through DEI



All of this needs to be evident in the CV / discussed at least briefly in the candidate statement.

Here goes the checklist....

All tenure track faculty:

- Are engaged in research/creative activity: they publish / present / exhibit in appropriate peer-reviewed venues.
- Teach: use subject knowledge, peer reviews, and student input to continually improve their students' learning.
- Do service: contribute to the overall well being of their units and disciplines/professions.



Candidate statement organization

A typical research-excellence case statement is organized:

Introduction

Research section:

Research themes, including scientific achievements, support (funding), dissemination, and evidence of reputation.

Teaching and service sections:

Brief mention of usual teaching responsibilities and the use of input to improve teaching
Brief mention of key service activities

Summary of excellence (often defaults to numerical recitation)

Plans for the future



Integrative Candidate statement organization--A

Introduction: philosophy and particular area of focus

2-3 themes or areas

Activities; description of scope; description of personal role

Accomplishments; description of outcomes

Discussion of indicators of quality and impact

Research dissemination, teaching activities, and key service activities would be related within each theme

Summary: candidate summarizes evidence from signature / distinctive accomplishments as demonstrating excellence benefit to IUPUI

Plans for the future

[Sample candidate statement](#)

This example is edited (by permission) from Jennifer Thorington-Springer's balanced-binned case in 2020. It includes local impact that would have been considered irrelevant to the balanced-binned case.



Integrative Candidate statement organization--B

Introduction: philosophy and particular area of focus

Major DEI activity

Description including how it involves teaching, research, service

Indicators of quality and impact

Specifics about individual role

Summary of other activity (“while doing this I also did *normal faculty stuff.*”)

Summary: candidate summarizes evidence from signature / distinctive accomplishments as demonstrating excellence benefit to IUPUI

Plans for the future



Impact and Quality = Excellence

Some **combination** of **some** of these:

- Scope: number of persons, events, tasks, time lines
- Difficulty/challenge: known problems, unknown solutions
- Innovation/creativity: new ideas/solutions
- Success/outcomes: known results of the program/practice/innovation
- Adoption by others



Example A: Mentoring This alone would not serve for as the entire excellence argument—it would be one of several threads or themes.

1. Scope: Mentees: Average per year over last 3 years: 10 direct mentee relationships (consistent, ongoing supervision), 150-200 indirect meetings (groups, drop-ins, consultations)
2. Difficulty/challenge: Mentees' demographic/academic group has historically had < 35% 4-year graduation rates and < 60% year to year retention rate. Most are working 30+ hours per week (creates scheduling and other challenges.)
3. Innovation/creativity: None: used an existing culturally-grounded mentoring framework (provide citations).
4. Success/outcomes: year to year retention of direct mentees: 95%; four year graduation rate for direct mentees, 69%; see documentation for letters of support from groups and faculty colleagues/indirect mentoring.
5. Adoption by others: Two departmental and 7 school colleagues have trained with me on culturally responsive mentoring and IUPUI-specific background; presentation to School faculty council; presentation at the Coaching and Mentoring Coalition monthly meeting.



Example B: iDEW This might serve as the major excellence argument

1. Scope: Mentees: Average per year over last 3 years: Four schools in IPS, 2 full time SOIC faculty with 30% assignment to iDEW; 20 High school teachers; 800 students.
2. Difficulty/challenge: Average college-attendance at the participating high schools is 56%. Minority representation in computer-related fields nationally is 8.4% for Blacks and 7.5% for Hispanics.
3. Innovation/creativity: Expanded and adapted the framework of Upward Bound to a computer-science related context.
4. Success/outcomes: for iDew participants, college-attendance averages 77% (81% for Black participants, 71% for Hispanic) (of which, 34% attend IUPUI, 42% attend Ivy Tech, and 25% other.)
5. Adoption by others: Increase in local community supporters from 3 firms/organizations to 8; presentations at Lumina conferences and others.



Hi! I'm Peeta the Program Evaluator!



Lean on colleagues
with program
evaluation
experience to
identify ways to
demonstrate
outputs and
outcomes



Program evaluation

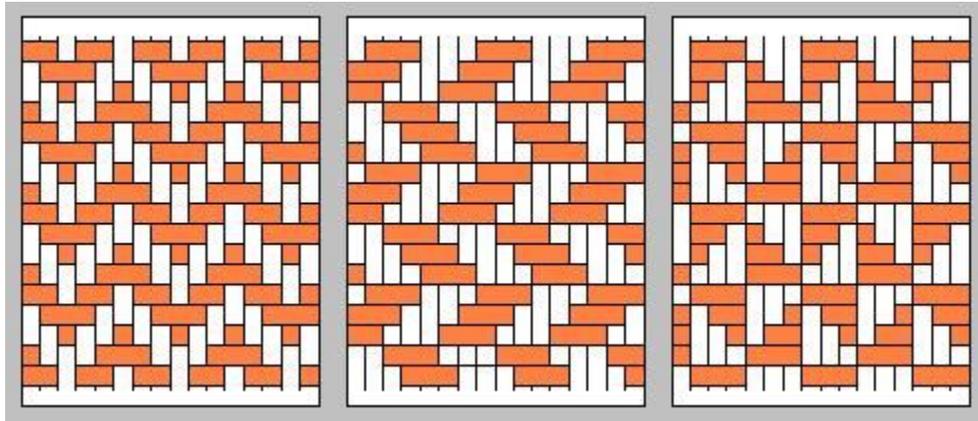
Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency.

[Wikipedia](#)



Program evaluation is very common in education and social services.

Weave in teaching, scholarship, service



Super-briefly

1. Candidate statement:

- Includes: philosophy; interrelatedness; tie to unit mission; highlights key accomplishments including both scholarly and local impact; establishes independence; provides plans for the future.

2. CV:

- **Like** other IUPUI P&T CVs includes course listings and professional development.
- **Not like** other P&T CVs, lists all grants, presentations, and publications in a unified listing per type of item; signature DEI-focused work is indicated with a #. “T” “R” and “S” may be used when an individual item is particularly relevant to that area.

3. Rest of dossier:

- Includes additional detail for key accomplishments, substantiation of quality-impact claims, and awards/recognition details.
- Describes teaching, research, and service expectations/loads throughout time in rank; documents peer and student evaluations of teaching; provides co-author substantiation of individual contributions to collaborative work.



Upcoming Programs

Primarily for traditional cases

Dossier Prep, Jan. 24

Promotion on Teaching for Clinical Jan. 26

Excellence in Research

Feb. 4, March 1 evening

Excellence in Teaching TT, Feb. 22

Hands-on Candidate Statement

Feb. 17

P&T consultations:

Rachel Applegate
rapplega@iupui.edu

Gina Gibau
gsanchez@iupui.edu





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