Office of Academic Affairs
Willie Miller, Faculty Advancement and Leadership Development Fellow

Integrative Diversity, Equity, and Inclusion Case
Agenda

1. Campus definition of the balanced-integrative cases
   - Integrative DEI Case
2. DEI Philosophy and Candidate Statement
3. Integrative IUPUI P&T CV
4. Documenting impact
5. Managing balanced cases
6. Discussion
Exceptions

School of Medicine

Research Faculty

Librarians, kind of

© The Walt Disney Company
Defining Balanced Case
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.”
Balanced-Integrative Cases

IUPUI P&T Guidelines: pgs. 20 & 21

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

- The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity, and inclusion ("comparable" to a single-area-of-excellence case)

- To associate: Candidate will have led or been an essential part of endeavors with distinct and demonstrable local outcomes. Local refers to either or both of campus/university and local community.

- To full: The candidate will be seen as a local leader and will also have achieved a national or international reputation through their work.
Excellence in an Integrative DEI Case

The following must be evident, using multiple sources of information:

1. Evidence of at least satisfactory performance in teaching, research/creative activity, and service.
2. A philosophy/statement of diversity, equity, and inclusion, including if appropriate any specifically targeted aspect.
3. Interrelated activities and accomplishments as an IUPUI faculty member in teaching, research, and service which demonstrably support and advance DEI.
4. Independence, innovation, and initiative: Description of the candidate’s personal role as an essential and generative actor within diversity initiatives.
Excellence in an Integrative DEI Case

5. Scholarly impact: Often but not exclusively facilitated by peer-reviewed dissemination; a variety of venues for dissemination are accepted.

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

7. Increasing development over time. A candidate’s statement should describe future plans.
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
DEI Philosophy and Candidate Statement
Candidate statement: states your case

- You present your accomplishments and your future plans

- 5-7 pages (single-spaced; regular margins)
  - 7-pages: Integrate your philosophy/statement on DEI into narrative
  - 5 and 2-pages: Use the 2-pages for your philosophy/statement

- Additional details or explanations go in the rest of the dossier
Based on a True Story: Sample Candidate Statement

Candidate’s Statement

The following is based, with permission, on the original balanced-binned-case candidate statement for promotion to full by Dr. Jennifer Thorton Springer (2020; full original dossier here). It has been edited (by Rachel Applegate, reviewed by Dr. Thorton Springer) to reflect a balanced-Integrative DEI presentation. This primarily involves rearranging material and adding local impact.

I seek promotion to Professor on an Integrative DEI case. My scholarly and university work concentrates on minoritized and underserved communities (particularly the African Diaspora). My DEI work is best understood as focused on two broad themes: (1) understanding and exploring the lived experiences of minoritized and underserved communities, both in literature as well as of students at IUPUI; and (2) advocating for, mentoring and supporting faculty and students of underrepresented groups at IUPUI.

My philosophy of diversity, equity, and inclusion is based on feminist, postcolonial, and cultural exploration of how women struggle for citizenship and humanity within the African diaspora. These women offer new perspectives on how people create radical identities and counter-cultures to resist oppression. This perspective informs all of my work throughout my research, teaching, and service. I have taken these perspectives and used them to inform and energize my campus work that supports the success of marginalized populations at IUPUI. I have significant scholarly products including most recently lead editor and creator of the volume, essays Unraveling Gender, Race, and Diaspora, an article on “Fractured Diasporas,” and “Constructing Radical Subjectivities” (described below). In my role as Associate Dean for Student Services, and in work with xxxxxx I have used these insights to advance the success of…. My leadership is recognized …. In these ways I meet the criteria for promotion to full.

Below, I organize the case for promotion around the two themes, showing interrelated research, teaching, and service.
Sample Candidate Statement

I seek promotion to Professor on an Integrative DEI case. My scholarly and university work concentrates on minoritized and underserved communities (particularly the African Diaspora). My DEI work is best understood as focused on two broad themes: (1) understanding and exploring the lived experiences of minoritized and underserved communities, both in literature as well as of students at IUPUI; and (2) advocating for, mentoring and supporting faculty and students of underrepresented groups at IUPUI.

1. Clarifies the rank sought and case type
2. Identifies the focus of direct impact
3. Organizes the narrative
Sample Candidate Statement

My philosophy of diversity, equity, and inclusion is based on feminist, postcolonial, and cultural exploration of how women struggle for citizenship and humanity within the African diaspora. These women offer new perspectives on how people create radical identities and counter-cultures to resist oppression. This perspective informs all of my work throughout my research, teaching, and service. I have taken these perspectives and used them to inform and energize my campus work that supports the success of marginalized populations at IUPUI. I have significant scholarly products including most recently lead editor and creator of the volume, essays Unraveling Gender, Race, and Diaspora, an article on “Fractured Diasporas,” and “Constructing Radical Subjectivities” (described below). In my role as Associate Dean for Student Services, and in work with xxxxx I have used these insights to advance the success of…. My leadership is recognized …. In these ways I meet the criteria for promotion to full.

1. Two-sentence philosophy that is referred to and expanded upon with the narrative themes
2. Briefly describes approach with DEI work
3. Immediately connects approach to disciplinary engagement (Research) and service to unit (Service)
Sample Candidate Statement

Theme One: Understanding and exploring the lived experiences of minoritized and underserved communities, both in literature as well as of students taking classes at IUPUI

My scholarly articles and edited collections in rank have illuminated the lived experiences of minoritized and underserved communities. Through the examination of representations of primarily women and other minoritized subjects in literature, film, and popular culture, my scholarship has offered new perspectives on ways in which those who exist on the fringes of the margins, often deemed social deviants, create radical identities and counter-subcultures as they resist oppression; I embrace the radical politics that evolve from the conscious acts of resistance performed by those marginalized and discuss the coping mechanisms used to not only survive systematic forms of oppression but also thrive by refusing to accept the status of victim.

1. Opens first theme by expanding DEI philosophy within disciplinary context
2. Highlights focus of DEI-connected scholarship
3. Following paragraphs provide specific examples connected to scholarship, course development, teaching, and professional service
Sample Candidate Statement

**Theme Two: Advocating for, mentoring and supporting faculty and students of underrepresented groups at IUPUI**

My scholarship on multicultural teaching has evolved to include questions of equity and access in **engaged, experiential learning opportunities for students**, and in particular students at IUPUI, specifically focusing on High Impact Practices (HIPs), which have been recognized on college campuses as effective strategies for promoting student learning and success, and in particular for students from underrepresented groups who often do not thrive in lecture-focused classrooms. Because of my leadership as the program chair of the HIPs track at the national IUPUI Assessment Institute, I was invited to write a book chapter on the trends and future of these practices. I am the first author of “**Becoming More HIP: Assessment Trends In High Impact Learning Practices and Student Success**,” forthcoming in *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*. This chapter analyzes systemic and accurate ways of tracking participation of both students and faculty; the fidelity and quality of HIPs; as well as access and equity to improve student learning.

1. Opens second theme highlighting the focus of local DEI work
2. Connects to campus goals on HIPs
3. Shares dissemination of DEI work
4. Following paragraphs provide specific examples connected to administrative service and mentorship
Integrative IUPUI P&T CV
DMAI Method

1. Generate a course/teaching listing using Rapid Reports
2. Generate an Integrative IUPUI P&T CV using Rapid Report
3. Delete the course listing in the Integrative CV and paste in the Courses report
4. Fine tune as needed
Non-DMAI Method

1. Generate a course/teaching listing using Rapid Reports
2. Use other systems to generate lists of:
   - Grants: use DMAI or the IU grants management system. Include PI name, grant name, funder, your status, grant total, your amount (if different), begin and end dates, and percent effort (if applicable)
   - Professional development: Activities you have attended. Presentations you have provided yourself as the instructor are listed either as presentations or as non-course teaching items.
3. Paste courses, grants, and professional development into a disciplinary CV
4. Fine tune as needed
Fine Tuning

• Add any notations that are useful for items: *for in-rank, # for DEI-related items, and dagger for student co-authors. If you use other notations, explain them for the reader. You may, but do not need to, indicate if some items are particularly relevant to teaching (T), research (R/CA), or service (S)
• Include items that are projects rather than publications—find an appropriate place and describe them the way they would appear in a work resume
• Check the grants listing: this will auto-load with any IU-managed grants. Add any if needed
• Delete any extra wording or instructions
• Include links to sites/electronic materials if available
• **Must be uploaded as a PDF within eDossier**
New! **CV Formatter**

Requires 3 things:
1. The Courses report from DMAI
2. Listing of grants from DMAI or GMT
3. Regular, up-to-date disciplinary CV
Documenting Impact
5 Attributes to Show Significance

1. Scope (size)
2. Difficulty/Challenge
3. Innovation/Creativity
4. Success/Outcomes
5. Adoption by others
SOIC Example: Student Engagement Roster

SER and Strategic Retention Initiative

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Student Engagement</td>
<td>Student Engagement</td>
</tr>
<tr>
<td></td>
<td>Roster Compliance</td>
<td>Roster Compliance</td>
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<tr>
<td>Average GPA</td>
<td>3.17</td>
<td>3.21</td>
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<tr>
<td></td>
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<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Average GPA</td>
<td>Average GPA</td>
</tr>
</tbody>
</table>

Source: School of Informatics and Computing / Student Services / Summer 2022

- SOIC consistently the campus leader in Student Engagement Roster usage during the 2021-2022 academic year
- Next highest SER compliance by a school was around 60-70% in spring semester
- Average SER compliance around 35% in spring semester

SOIC Examples of Direct Impact Measurements
Quality and Impact: Evidence

Policy work: work that supports adoption of DEI-enhancing governmental or organizational policies and practices.

Grants: securing grants for IU/IUPUI/unit programs for DEI, e.g., funding diverse junior researchers, pipeline initiatives; internal or external.

Grants-assistive work: work that assists either IU/IUPUI-units or community organizations to secure grants to support DEI goals.
Quality and Impact: Evidence

- Mentorship/advising: designing a mentoring program; serving as a mentor
- Inclusive teaching practices
- Innovative DEI-related curriculum design and delivery
- Providing professional development related to DEI
The dissemination requirement

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

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

• Candidates must have at least some peer-reviewed dissemination, but other forms of dissemination are also acceptable.
For tenure-track faculty

<table>
<thead>
<tr>
<th>Type of case</th>
<th>Dissemination Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>X</td>
</tr>
<tr>
<td>Research</td>
<td>--</td>
</tr>
<tr>
<td>Service</td>
<td>--</td>
</tr>
<tr>
<td>Balanced case-binned</td>
<td>X</td>
</tr>
<tr>
<td>Balanced-Integrative</td>
<td>peer-reviewed scholarship required, need not be binned</td>
</tr>
</tbody>
</table>

Binning: for grants, presentations, and publications, each one is designated with one “area” in teaching, research, or service.
Document Your Impact

• For both traditional and non-traditional forms of dissemination (everything besides journal articles with citation indexes), librarians can help you make it count.

• They will show you how to preserve it for future retrieval and boost citations (ScholarWorks)

• They will help you document impact (Research Metrics)
Balanced cases are unusual and unique. OAA and your school are happy to give you individual advice.

Managing balanced cases
An Unusual Case

1. Balanced case is not discouraged by the campus
2. Balanced cases are treated carefully – as all are – by the campus committee
3. A balanced case is not automatically an “all-read” (problem) case

Most of your readers have most of their experience with research cases.

You must educate, explain, and 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
External reviewers and other people to provide input

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 work when there are limited formal publication products
• Clients and partners in projects can provide their perspectives
• Especially appropriate for experts who are not academics
Balanced Case Success Stories

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

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

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

**Jennifer Thorington-Springer**, School of Liberal Arts. [Dossier](#) (strongly connected to DEI Integrative Case)
Resources

1. Guide to Preparing and Reviewing Integrative Cases
2. Creating a Balanced-Integrative eDossier
3. Sample Integrative DEI Candidate Statement
4. Creating an Integrative IUPUI P&T CV
5. SOIC Example of Direct Impact Measurements
6. CV Formatter
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