P&T on Balanced Case for Tenure-Track Faculty
Special thanks to

Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs
1. Campus definition of the binned-balanced case
2. Thinking and talking about balance
3. Managing balanced cases
4. Discussion
5. Panel
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.”

IUPUI P&T Guidelines: p. 18
“The candidate must demonstrate that their work constitutes “highly satisfactory” which is clearly more than satisfactory accomplishment in all three areas, with convincing evidence of significant peer-evaluated impact and quality. In the research and teaching areas, highly satisfactory includes peer-reviewed dissemination.”
Levels of Achievement

Satisfactory: internally focused for teaching and service; some dissemination for research

Highly satisfactory: at least some peer-reviewed dissemination

Excellent (for tenure track): emerging (associate) or established (full) national reputation
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## Exceptions

<table>
<thead>
<tr>
<th>School of Engineering and Technology</th>
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<tbody>
<tr>
<td>School of Science</td>
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<tr>
<td>Library</td>
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<td>School of Medicine</td>
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For tenure-track faculty

<table>
<thead>
<tr>
<th>Type of case</th>
<th>Dissemination Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Teaching</td>
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<tr>
<td>Excellence in</td>
<td></td>
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<tr>
<td>Teaching</td>
<td>X</td>
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<tr>
<td>Research</td>
<td>--</td>
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<tr>
<td>Service</td>
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<tr>
<td>Balanced case-binned</td>
<td>X</td>
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<tr>
<td>Balanced-Integrative</td>
<td>peer-reviewed scholarship required, need not be binned</td>
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Binning: for grants, presentations, and publications, each one is designated with one “area” in teaching, research, or service.
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 in the categories: teaching and research/creative activity.

In service, a candidate may have dissemination that has not gone through a peer-review process.
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.**
**Service *new-ish* change**

Peer-reviewed dissemination is not required, but candidates must present evidence of the quality and impact of their activities, that demonstrates achievement at a highly satisfactory level.

- Accompanied by independent testimony of value of work (university service)
- Accompanied by independent evidence of success, impact (service to discipline, community, government)
- Played a major role in initiatives over a period of time that contributed to campus/unit/discipline/organizational goals, with independent evidence of significance, role, impact, and effective communication to others.
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)
Thinking and talking about balance
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
Binning Items: Your Decision

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

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

Life does not equal work products.

One integrated endeavor may have distinct and different work products.
This grid was created by Elizabeth Kryder-Reid to document her balanced case. It shows very clearly how she has addressed each area.

### Evidence of Scholarly Record since 2003

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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<tbody>
<tr>
<td><strong>Publications</strong></td>
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<td></td>
<td>* Elizabeth Kryder-Reid, (2010) “Writing the Landscape: Text as Representations of and Sources for American Landscape Design History,” In <em>Keywords in</em></td>
<td></td>
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<tr>
<td>Publications</td>
<td>Teaching</td>
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<td>* Elizabeth Kryder-Reid, (online: 2006-present) Principal Investigator, Shaping Outcomes, an on-line course in outcomes based planning and evaluation (developed 2005-2007).</td>
<td>* = documented in dossier</td>
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<td><a href="http://www.shapingoutcomes.org">www.shapingoutcomes.org</a></td>
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When Rachel Applegate worked on this project (shapingoutcomes.org), she characterized her 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.
Conceiving a case: Version 1

Who am I?
• Explain yourself in 5 minutes to:
  • Your non-academic parent
  • Your dissertation chair or academic advisor, 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?
Conceiving a case: Version 2

Look at your CV. Color-code it for potential bins

• If going for full, mark in-rank item
• 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
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 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
Do you do community engaged work?

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

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

Upcoming Workshop: P&T for Community/Publicly Engaged Work on October 4th at 9am.
Super useful:

**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)
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
Discussion and Panel

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