

Circular: Integrative DEI Case Type - Changes to the P&T Guidelines

Please see the “Background-Description Integrative Case” document for background. Below is the exact proposed language to guide creation of the Balanced-Integrative DEI case type. (A revised version of the IUPUI Promotion and Tenure Guidelines, including changes involving the review of Teaching Professor cases, is linked [HERE](#) with changes appearing in blue.)

The section, Balanced Case, is subdivided into two:

Balanced-Binned-Highly Satisfactory Case

The existing IUPUI balanced case

Balanced-Integrative Excellence in DEI Case

Criteria for the Balanced-Integrative Excellence in Diversity, Equity and Inclusion Case (Tenure Track)

An integrative case presents a holistic argument for excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. For the holistic argument, activities and achievements are not divided into areas¹.

- Promotion to associate professor: 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. National or international dissemination is also expected as a reflection of the quality of the work.
- Promotion to full professor: The candidate will be seen as a local leader and will also have achieved a national or international reputation through their work.

Integrative Excellence in Diversity, Equity and Inclusion

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the institution” (ACA-38). All of the following should be evident, using

¹ “In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university.” (ACA-38 Faculty and Librarian Promotions).

multiple sources of information.

- Diversity, equity, and inclusion: the candidate articulates a philosophy² 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 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 dissemination³; 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.

Curriculum Vita(e):

- The balanced-integrative DEI CV has a special format.
- The CV is not part of the 50-page limit.
- The following distinctive markings may be used:
 - * to indicate work in rank *or use a grey font for not-in-rank work.*
 - † < dagger, Unicode 2020 > to indicate student/mentee co-authors

² Similar to the requirement for a teaching philosophy in teaching-excellence cases (which is incorporated into the candidate statement or presented separately.)

³ Peer-reviewed dissemination is the standard language already used in the IUPUI guidelines, broad enough to cover the wide range of research and creative activities pursued by IUPUI faculty across all schools.

- # to indicate diversity, equity and inclusion items
- Except in the Balanced-Integrative Case type, candidates must determine and list each grant, presentation and publication under one appropriate category: teaching, research, service as appropriate for their appointment.
- In the Balanced-Integrative Case type, items are organized in the following categories:
 - Education
 - Appointments [IU, auto-loaded]
 - Administrative roles [at IUPUI, if not already auto-loaded]
 - Past appointments
 - Licensure, Certification, Specialty Board Status
 - Professional Organization Memberships
 - Professional Development
 - Teaching Assignments [Auto-loaded]
 - Mentoring
 - Other teaching [includes curriculum development]
 - Grants [Auto-loaded for IU, added if not]
 - Awards
 - Service activities [roles].
 - Presentations
 - Refereed
 - Invited
 - Other
 - Publications [includes the Digital Measures categories of Artistic and Professional Performances and Exhibits; Publications/Scholarship of Discovery; Intellectual Property (copyright, patents)]
 - Refereed
 - Invited
 - Other
 - Projects [includes the Digital Measures categories of Scholarship of Application/Engagement, Digital Scholarship]

Order and sub-division depends on disciplinary conventions (chronological, type of venue, etc.)

Candidate Statement: Candidates who do *not* choose the Integrative DEI Case type have the option to include a discussion of diversity, equity and inclusion, according to department or

school requirements, as an addition⁴ to the candidate statement itself. This should be part of the same file (pdf) but clearly marked as separate and does not count as part of the 5 or 7 page limit, though it does count toward the overall 50 page limit for the dossier. If a separate statement is presented, a more condensed version may also be included in the candidate statement itself.

Candidates using the Integrative Case Type will include a philosophy of diversity, equity and inclusion that is evidenced through related activities and achievements in addition to (or incorporated within) the regular 5-7 page candidate statement.

All other candidate statement directions in the Guidelines are consistent with an Integrative Case presentation—the directions are generic across all types of faculty and all areas of excellence.

Dossier Main Section

NOTE: ALL SUPPORTING MATERIALS FOR THE INTEGRATIVE CASE WILL BE PLACED IN THE FIRST FOLDER IN THE FIRST [RESEARCH] SECTION. THIS IS REQUIRED BY THE ARCHITECTURE OF THE IU E-DOSSIER SYSTEM AND DOES NOT IMPLY THAT ALL ITEMS ARE 'RESEARCH.' SEE BELOW FOR GUIDANCE.

....

Main section: Research (For Balanced-Integrative DEI Case⁵)

Combine the following into two pdfs: main section and appendices. Each should have a table of contents indicating the sections. Upload the main section into the first folder in Research and the appendices into the first folder in Appendices-Research.

- ✓ Diversity, Equity and Inclusion Philosophy (unless included in a 7-page Candidate Statement).
 - The case for excellence is grounded in a sophisticated diversity, equity and inclusion philosophy. The candidate may highlight aspects of DEI that are a particular focus of their work.

⁴ We are currently unable to change the overall e-dossier structure, so this is a temporary approach to finding a place for such a statement.

⁵ Until the e-dossier folder structure can be changed, the "Research" folder is arbitrarily designated to hold these materials.

- ✓ Description of teaching, research/creative activity, and service load/expectations throughout time in rank.
 - Includes, as applicable, teaching responsibilities including number of sections and courses per semester or year, assigned mentoring or advising loads, percent of time allocated to research/creative activity (whether funded or not), and any administrative responsibilities. Service on committees should be briefly summarized—do not simply copy the CV listings.
- ✓ Discussion of 3-5 most significant accomplishments
 - “Accomplishments” is inclusive of local, regional, national or international work. Make evident the intentionality between and among efforts. Initiatives may be at various stages of development at the time of promotion or tenure. Activities may span teaching, research, service and administration. Do not repeat lists, but identify select key, signature activities.
- ✓ Evidence of quality and impact of DEI activities
 - Quality indicators include but are not limited to traditional metrics such as publication and consequent citations; receipt of internal or external funding; competitive or invited presentations.
 - Qualitative and quantitative input from local constituencies is an essential element of demonstrating impact.
 - Other evidence includes program evaluation reporting generated for funders and other organizations; awards; descriptions of policy or other changes made as a result of efforts.
- ✓ Documentation of individual contributions to collaborative work
 - The candidate must provide a clear explanation of their own role within collaborative work. Confirmation from co-workers is essential for at least the signature activities.
 - The candidate’s role must be unique and essential to the success of the endeavor.
- ✓ Teaching evidence: summaries of student evaluations, peer evaluations, professional

development and reflection on teaching responsibilities

- The candidate is expected to engage in regular efforts to obtain and use feedback from learners and peers in order to continually improve their teaching. Numerical comparisons are neither required nor advised. Candidates may include direct measures of learning here or may include it within the evidence of impact or the signature activities section.
- ✓ DEI Recognition – Grants, Awards, Honors, Fellowships
 - The candidate should describe and provide context for all awards, so that readers understand the scope and the audience of those awarding the recognition, especially since these may not be obvious to all readers.
- ✓ Plans for future work
 - A brief plan of action is included in the candidate statement. In this section, provide additional detail and description.
- ✓ Appendix – DEI. *Raw materials, copies of publications, letters and other materials not included in the regular 50-page limit.*

Note: for all types of faculty, candidates must ensure that their dossiers document that they fulfill expectations. These expectations apply to balanced/integrative cases, as well as teaching, research, and service cases for tenure-track faculty, and as appropriate, clinical and lecturer faculty.

- All candidates with teaching responsibilities (all tenure track, all lecturer, and all clinical) must include information on teaching assignments (in the CV) as well as reflection on effectiveness indicators (student evaluations, peer evaluations, and outcomes information).
- All candidates with research responsibilities (all tenure track, all research scientists) must engage in peer-reviewed dissemination.
- All candidates with service responsibilities (all tenure track, all clinical, all lecturer; research scientists if specified by unit) must engage in department, school and/or

external service.

Documentation of Integrative Activities Aligned with Diversity, Equity and Inclusion:

Evidence Required	Potential Locations				
	Section I: Chair's Letter, Dean's Letter, Primary and Unit Committee Reports	Section I: CV	Section II: Candidate's Statement	Section III: Main dossier folders	Peer Review (may be part of Sections I, Dean, Chair or III, internal and external peers)
Diversity, Equity and Inclusion Philosophy			May be here or referred to briefly and presented more fully in the main dossier.	May contain a more thorough discussion of philosophy, including any particular focus	
Evaluation of stature of dissemination venues and external impact of the work	Provided by department or school. Committee reports and letters from dean and chair may also provide evidence of stature	May be indicated in CV (refereed v. non-refereed, name of publisher, age of journal title)	Candidate may comment on a venue's appropriateness in the Candidate's Statement, especially when the significance is not self-evident	In "three to five" most significant accomplishments may provide fuller discussion of venues—quality, audience, and intent.	External assessment letters may also provide guidance on the stature of venues.
Local impact of DEI activities; awards	Confirms link to unit goals and missions.	List of activities including partnerships; externally-managed grants may be included	Candidate should clearly articulate impact of local activities, including program evaluation metrics, goals, and lessons learned.	Include qualitative, quantitative, and local reviewer assessments.	External assessment letters may review impact data as provided to them.
Description of teaching, research and service loads and expectations throughout time in rank.	A letter confirms the expectations and may point out unusual circumstances related to work load	List of courses List of service roles	Candidate statement will demonstrate how teaching, research and service are mutually reinforcing.	Descriptions, including any changes over time in rank. Evidence of effective teaching (evaluations, professional	Comment on fit with IUPUI and department/school goals and quantity of effort

				development, and reflection.)	
DEI goals, past and future.	Letters from chair and dean may comment, as may committee reports (important for tenure, as the university is projecting candidate's future contributions and productivity)		Description of future plans	May include a more thorough discussion of projects in progress and/or future plans	Interpretation of candidate's research or creative activities progress and future potential in external assessment letters

Summary of areas of excellence and expectations for various faculty categories:

Advancement to:	Area of Excellence	Other Areas of Performance	Expectation for External Peer Review of Case	Standard for Excellence (over and above record of quantity, quality, and impact of internal work)
Associate Professor Tenure Track	Teaching, Research and Creative Activity, or Professional Service For balanced case: Highly satisfactory in all three areas For integrative case: Excellence in combined and integrated activities	Satisfactory in areas not chosen for excellence as well as University Service as specified by the school For integrative case:	Letters from independent ⁶ , arm's length reviewers peers, preferably in higher rank, at peer or higher institution	Record of nationally and/or internationally disseminated and peer reviewed scholarship Emerging national reputation For Integrative DEI Case: Leadership including Peer-review dissemination

⁶ "Independent" is defined in the Guideline section about external assessment.

		Threshold performance in teaching, research/creative activity and service		Evidence of local impact
Professor Tenure Track	As above: Single area Balanced, Integrative	As above	Letters from independent, arm's length reviewers ⁵ , preferably in higher rank, at peer or higher institution	Record of nationally and/or internationally disseminated and peer reviewed scholarship. A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank. For Integrative case: national visibility and sustained significant local impact.

SAMPLE LETTER TO REQUEST AN EXTERNAL EVALUATION FOR Integrative DEI Case TENURE-TRACK FACULTY

Professor _____ is being considered for (*promotion and/or tenure*) at the rank of ____ in the Department of _____ within the School of ____ at Indiana University-Purdue University Indianapolis (IUPUI). Professor _____'s case is based on the demonstration of excellence across an array of integrated activities aligned with diversity, equity and inclusion. Work in these areas is highly valued at IUPUI and is expected to be evident across scholarship, teaching and service. Both external dissemination (publications, presentations, and other) and demonstrated local impact are essential to this type of case. We provide you with a CV, candidate statement, links to disseminated materials and key impact evidence for local work.

Please comment on Professor _____'s research as well as other scholarly work. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. Comments on Professor _____'s innovation, impact, and quality in local accomplishments are welcome. We would also appreciate any comments you might care to make concerning Professor _____'s contributions to professional organizations or to (*his/her*) discipline through professional service activities or publications.