

IUPUI 2022-2023 PT Guidelines
Quick Reference
Balanced-Integrative DEI Case: Clinical Faculty

Key evidence (provided by candidate):

- A CV. *Items reflecting ‘direct impact’ activities can be listed in the style of a business resume—name the activity, describe its goals, provide evidence of outcomes.*
- Candidate statement
 - Within this, the candidate needs to identify 3-5 signature accomplishments.
- The rest of the dossier:
 - More details (where details would disrupt the flow of the candidate statement)
 - External evidence of quality and impact (letters from constituencies service, metrics, reports; copies of awards)
 - External confirmation of the candidate’s individual role in joint projects
 - For teaching: (at least) evidence from and reflection on student evaluations, peer evaluations, and evidence of student learning.

Elements that are like any other case:

- Independence and initiative. Regardless of any author-order conventions, readers must be able to understand the candidate’s personal and unique contribution to work. This is described in the candidate statement and should be confirmed, for at least the signature items, by co-worker statements.
- Future plans.
- Scholarly impact. All clinical faculty need peer-reviewed (professional or academic) dissemination. At the associate level this can be local or regional; at the full rank this should be national/international.

Innovative elements

- Philosophy of diversity, equity, and inclusion. Readers do not judge the philosophy itself, but rather use it to understand the candidate’s work. *IUPUI readers: this is very similar to an expectation that a research-excellence candidate will have a guiding ‘focus’ to their work or that teaching-excellence people have a distinct teaching philosophy.*
- Integrative work. This has two manifestations: the candidate shows how their most important work is interrelated (and philosophy-driven), and, individual items may blend aspects of teaching and service.
- Impact: “Direct” impact items are those where individuals or groups are identifiably benefitted. The candidate should outline goals, activities, and relevant outcomes.
 - This type of measurement is sometimes called “program” evaluation, often reported in terms of inputs, outputs, and outcomes.
 - Scope, difficulty, creativity, success, and adoption by others can all be considered.

External reviewers:

A reviewer should provide an **overall** assessment of the candidate's value to IUPUI as a clinical faculty member. Per IU policy, clinical faculty engage in teaching and in service. Service may be internal to the unit, patient/client care, or work with external organizations. In the balanced-integrative case, many activities will involve both service and learning.

External reviewers are encouraged to comment where they have expertise in how clinical faculty in that area/discipline contribute to the success of programs/universities. They should not worry about IU definitions of what "service" and "teaching" include or exclude, but focus on the overall value and quality of the work.

Internal reviewers:

Internal reviewers should be able to determine quickly from the CV and statement that the candidate performs *at least satisfactorily* in:

- Teaching
- Service

All dissemination should be linked to either or both of teaching or service.

The next steps:

- Determine that the candidate has provided evidence of philosophy/integration, independence, scholarly impact and direct impact, and a reasonable plan for the future.
- Considering all activity, particularly those items identified as signature accomplishments, assess whether the candidate's total contribution is overall 'excellent' (of 'comparable worth' as a single-area-of-excellence candidate.)

FOR EXAMPLE:

Teaching excellence, clinical candidate

- 4 journal articles, 6 conference presentations, examining a pedagogical technique.
- 2 internal grants for curriculum development.
- For full: securing a national-level grant proposal for student support.
- Member of department curriculum committee; attends school council; is on conference committee for the Plater Institute.
- Teaches regular load.

Integrative DEI clinical candidate: (associate level):

- 2 articles on community topics with student-coauthors; 6 invited presentations at other universities on innovations in internships; 6 regional conference presentations.
- 1 internal grant for curricular development for internships for underrepresented undergraduates (tuition, coaching);
 - 45 students completed the program overall, with underrepresented student participation rising from 5% to 30% of the whole; all underrepresented student participants completed successfully and 85% had job offers subsequently.
- Co-chaired campus committee on internships in Marion County.