

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Business

Approved by Division Faculty 12/06/16
Section C, parts 1 and 2, revised and approved by Division Faculty 01/19/21
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A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the *IU Policies* states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *IU Policies* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical....Tenure will generally not be conferred unless the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including articles, books and book chapters, cases, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Promotion from Assistant Professor to Associate Professor (with tenure):

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A and B.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Typically, four or more peer reviewed research publications (or three peerreviewed research publications and one peer-reviewed teaching publication) will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.
- B. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed research presentations at regional, national and/or international conferences
 - Research grants and the application for research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Review of submissions for professional journals or conferences
 - Service on editorial boards, etc.
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field
 - Invitations to lecture
 - Contributions to research or scholarly efforts of professional bodies or associations.

To receive a rating of satisfactory performance in research, the candidate must meet criteria A and B.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications.
- B. A minimum of three of the activities listed in item 1 B for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. A record of peer-reviewed teaching publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, four or more peer reviewed teaching publications (or three peerreviewed teaching publications and one peer-reviewed research publication) will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- B. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed teaching presentations at regional, national and/or international conferences while in rank.
 - Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants and the application for teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, etc.

- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence that of an emerging regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

- A. Student satisfaction measures that are consistently favorable or have improved over time.
- B. A record of continuing peer evaluation that indicates satisfactory teaching.
- C. At least three of the activities listed in item 2 C for excellence in teaching.

3. Criteria for Service

Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate professor based on excellence in service. A possible exception could be made for a faculty member who is assigned a specific, major service activity that persists through all or most of the probationary period, such as starting a new academic degree program.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, and C.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. A record of peer-reviewed service publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants and the application for service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
- A service load that contributes significantly to the division's service responsibility to meet division, campus, and university needs.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. At least three of the activities listed in item 3 C for excellence in service.

4. Criteria for balanced case:

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed research publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by one peer-reviewed teaching publications, consistently strong peer and student evaluations, and several other activities and accomplishments from the criteria for excellence in teaching.

- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by numerous activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer-reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

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Promotion from Associate Professor to Professor:

1. Criteria for Research

To receive a rating of excellent performance in research, the candidate must meet criteria A and B.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Typically, four or more peer reviewed research publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship.
- B. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed research presentations at regional, national and/or international conferences
 - Research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Invitations to review submissions for professional journals or conferences
 - Invitations to serve on editorial boards, etc.
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field
 - Invitations to lecture
 - Contributions to research or scholarly efforts of professional bodies or associations.

To receive a rating of satisfactory performance in research, the candidate must meet criteria A and B.

- A. An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications.
- B. A minimum of three of the activities listed in item 1 B for excellence in research.

2. Criteria for Teaching

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. A record of peer-reviewed teaching publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. Teaching publications include direct contributions to the scholarship of teaching and learning and other scholarly publications that are demonstrated to enhance or be informed by the candidate's teaching. Typically, three or more peer reviewed teaching publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in teaching must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- B. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - Peer reviewed teaching presentations at regional, national and/or international conferences while in rank.
 - Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
 - A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - Demonstrated measurable student learning outcomes
 - Incorporation of high impact practices in teaching
 - Teaching grants
 - Honors or awards for teaching
 - Significant mentoring of students, including directing student research, etc.
 - Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - Other evidence that of an emerging regional or national recognition for outstanding teaching practice

To receive a rating of satisfactory performance in teaching, the candidate must meet criteria A, B, and C.

- A. Student satisfaction measures that are consistently favorable or have improved over time.
- B. A record of continuing peer evaluation that indicates satisfactory teaching.
- C. At least three of the activities listed in item 2 C for excellence in teaching.

3. Criteria for Service

Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate professor based on excellence in service. A possible exception could be made for a faculty member who is assigned a specific, major service activity that persists through all or most of the probationary period, such as starting a new academic degree program.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, and C.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. A record of peer-reviewed service publications in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications. Typically, three or more peer reviewed service publications will support a case for excellence, but quality is more important than quantity and a smaller number of high quality works may be judged more significant than a larger number of lower quality works. It is important for candidates to provide information that addresses the quality and impact of their scholarship. Note that faculty making a case for excellence in service must have at least one peer reviewed research publication to achieve a satisfactory rating in research.
- C. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review

- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- B. At least three of the activities listed in item 3 C for excellence in service.

4. Criteria for balanced case:

To be promoted based on a balanced case, the faculty member must demonstrate highly satisfactory performance in teaching, research, and service. This may be the most subjective evaluation, requiring ratings closer to excellent than to satisfactory.

- Highly satisfactory in research would typically require three peer-reviewed research publications and several other activities and accomplishments from the criteria for excellence in research.
- Highly satisfactory in teaching would typically require a significant contribution to the teaching mission of the campus as evidenced by two peer-reviewed teaching publications, consistently strong peer and student evaluations, and several other activities and accomplishments from the criteria for excellence in teaching.
- Highly satisfactory in service would typically require a significant service contribution to the campus or University as evidenced by numerous activities and accomplishments from the criteria for excellence in service.
- A list of at least four peer-reviewed presentations related to teaching, research, and/or service at regional, national or international conferences while in rank.

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C. Lecturers and Clinical Faculty

Promotion from lecturer to senior lecturer and from senior lecturer to teaching professor requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer and teaching professor is accompanied by awarding of three - year rolling contracts. Promotion from clinical assistant to clinical associate and from clinical associate to clinical full professor requires excellent performance in teaching or professional service and at least satisfactory performance in the other area and in University service. Promotion to clinical associate professor and clinical professor is accompanied by awarding of five-year rolling contracts.

Lecturers and clinical faculty will have an initial probationary period of three years. In March of the third year of appointment, lecturers and clinical faculty are expected to submit a personal statement that provides an opportunity to reflect not only on their work, but also on the focus that is emerging in their work. This focus will provide the coherence to their work that should shape their efforts between the third year and the time of their candidacy for promotion. If the individual is continued in rank past the third year, they are expected to prepare and submit a personal statement every five years subsequent to the initial three year appointment period. Lecturers and clinical faculty are not obligated to pursue promotion.

1. *Promotion from Lecturer to Senior Lecturer*

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, and C.

- A. Documented student learning as demonstrated by student learning outcomes (e.g., at course, program levels), student input into teaching (e.g., student evaluations), and peer evaluations of teaching. At least three peer evaluations across time are required.
- B. Distinct teaching philosophy as demonstrated by a teaching philosophy statement, and reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- C. Excellent achievement in instruction and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - i. Excellent achievement in instruction as demonstrated by documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.
 - ii. Achievement of excellence in a teaching-related domain (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.

- Course or curricular development includes the production of effective course and curricular products, and evidence of having disseminated ideas locally or internally through administration, mentoring, publication, presentation, or other means.
- Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.
- Service in Support of Teaching and Learning is demonstrated through course coordination, training of other faculty, support of student learning experiences, or support of community in area of expertise, etc.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.

- B. A minimum of three of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for satisfactory. The list below is meant to be illustrative not exhaustive.
 - A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
 - Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - A major role in student recruiting, retention, or advising initiatives
 - Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - Awards and honors for service
 - Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - Service grants
 - Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
 - Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
 - Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

2. Promotion from Senior Lecturer to Teaching Professor

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. Record of publicly disseminated and peer reviewed scholarship in teaching
- B. Documented student learning as demonstrated by student learning outcomes (e.g., at course, program levels), student input into teaching (e.g., student evaluations), and peer evaluations of teaching. At least three peer evaluations across time are required.
- C. Distinct teaching philosophy as demonstrated by a teaching philosophy statement, and reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- D. Excellent achievement in instruction and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - i. Excellent achievement in instruction as demonstrated by documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.
 - ii. Achievement of excellence in a teaching-related domain (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.
 - Course or curricular development includes the production of effective course and curricular products, and evidence of having disseminated ideas within the profession or generally through administration, mentoring, publication, presentation, or other means.
 - Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.
 - Service in Support of Teaching and Learning is demonstrated through course coordination, training of other faculty, support of student learning experiences, or support of community in area of expertise, etc.

To receive a rating of satisfactory performance in service, the candidate must meet criteria A and B.

- A. Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.

B. A minimum of three of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for satisfactory. The list below is meant to be illustrative not exhaustive.

- A record of peer reviewed service presentations at regional, national and/or international conferences while in rank.
- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Service grants
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

3. Promotion from Clinical Assistant Professor to Clinical Associate Professor or Clinical Associate Professor to Clinical Professor

To receive a rating of excellent performance in teaching, the candidate must meet criteria A, B, C, and D.

- A. Scholarly activity resulting in publication of at least one peer-reviewed publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, teaching cases, or other equivalent publications. This scholarship may be in teaching or an area of disciplinary research, but if the latter, the candidate must describe how that scholarship contributes to his or her excellence as an instructor.
- B. A record of peer-reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically four or more peer-reviewed teaching presentations will support a case for excellence, but extra peer-reviewed teaching publications can compensate for fewer peer-reviewed teaching presentations.
- C. Evidence of excellent teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.

D. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.

- Other published materials pertaining to teaching, such as cases, manuals or innovative curricular materials
- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- Demonstrated measurable student learning outcomes
- Incorporation of high impact practices in teaching
- Teaching grants and the application for teaching grants
- Honors or awards for teaching
- Significant mentoring of students, including directing student research, internships, etc.
- Effective student advising
- Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- Other evidence that of an emerging regional or national recognition for outstanding teaching practice

Criteria for satisfactory service are the same as listed above for tenure track faculty.

To receive a rating of excellent performance in service, the candidate must meet criteria A, B, C, and D.

- A. Responsibility for a major service activity, such as leadership/administrative responsibility for developing a new degree program.
- B. Scholarly activity resulting in publication of at least one peer-reviewed service publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, cases, or other equivalent publications.
- C. A record of peer-reviewed service presentations at regional, national and/or international conferences while in rank. Typically four or more peer-reviewed service presentations will support a case for excellence, but extra peer-reviewed service publications can compensate for fewer peer-reviewed service presentations.
- D. A minimum of five of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence. The list below is meant to be illustrative not exhaustive.

- Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
- A major role in student recruiting, retention, or advising initiatives
- Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
- Awards and honors for service
- Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
- Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
- Service grants
- Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

Criteria for satisfactory teaching are the same as listed above for tenure track faculty.

D. Diversity, Equity, and Inclusion (DEI)

As of May 3, 2022 at the IUPUC Center of IUPUI, the concept of Diversity, Equity, and Inclusion (DEI) is now considered a framework and pathway for faculty to earn promotion and tenure (P&T) for all ranks. This section (D) provides information and criteria for faculty to advance their careers – and become promoted and/or tenured - using the framework and pathway of DEI, explicated in this section (Section D).¹

Diversity, Equity, and Inclusion (DEI) is a concept that is now applied to the presentation of academic portfolios and dossiers by faculty members throughout Indiana University, when they seek promotion and/or tenure. This document describes how a faculty member of the Indiana University Division of Business at the IUPUC campus center in Columbus, Indiana may approach a case for tenure and/or promotion using the *DEI Integrative Case* for consideration.

The elements in this document derive from resources adopted by Indiana University and by IUPUI. Please see APPENDIX 1: *APPENDIX 1: References and Resources* at the end of this document.

¹ As of May 3, 2022 the Division of Business has not yet developed criteria for Lecturers to become promoted. The Indiana University Division of Business at IUPUC plans to address these criteria in the 2022-2023 Academic Year.

Prior to this document, faculty members were advised that they may select one of four frameworks to present their cases for promotion and tenure (P&T). The most recent four (4) frameworks for promotion and tenure in the Columbus Division of Business can be seen in APPENDIX 2: **Error! Reference source not found..**

Those four (4) prior P&T frameworks include:

Prior Promotion and Tenure Frameworks

1. Research
2. Teaching
3. Service
4. A Balanced Case

Now, faculty members at Indiana University have an option to present their dossiers as one of five (5) P&T frameworks, which includes the P&T framework for the DEI Integrative case. The updated list of five (5) P&T frameworks are thus:

Updated Promotion and Tenure Frameworks (as of April 4, 2022)

1. DEI Integrative Case
2. Research
3. Teaching
4. Service
5. A Balanced Case

- I. Defining the DEI Integrative Case in the Division of Business (department) of the IUPUC center (unit) of IUPUI (campus) of IU (university)

For this, we will adopt the definition directly and verbatim from the *IUPUC Framework for DEI Integrative Tenure Track* document, remaining consistent with our academic unit:

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI” has been added. For IU routing, all Integrative cases will be labelled as Balanced.

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

II. Six Domains of Excellence

For this, we will adopt the definition predominantly, with only minor adjustments to typography, from the *IUPUC Framework for DEI Integrative Tenure Track* document: 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 university.” All of the following should be evident, using multiple sources of information:

| | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Diversity, Equity and Inclusion | The candidate articulates a philosophy 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 disseminations; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu or by other reasonable means to justify or validate scholarly impact. |
| 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, strengthening community relationships with diverse groups, etc.). |
| Future Plans | A candidate's statement should describe plans for future development. |

III. Scope for Ranks

Promotion to Associate Professor with Tenure

At the **Associate Professor level** the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination of scholarly works is also expected as a reflection of the quality of the work. The candidate, while in rank as an Assistant Professor, is expected to be on their way to earning a national reputation for DEI expertise.

Promotion to Full Professor

At the **Full Professor** level the candidate, while in rank as an Associate Professor should be seen as a local leader and also have achieved a national or international reputation through their work in DEI.

IV. DEI Minimum Standards, Excellence, and Examples in Practice

Minimum Standards for Satisfactory in DEI

In addition to the elements presented in this section, the candidate must meet Satisfactory (at least) on their other areas of responsibility of Teaching, Research, and Service for Tenure Track.

Publications/Dissemination

1. Conference presentations and/or invited speaking engagements (e.g., workshops, guest lectures); community-based, national, and/or international

Mentorship

1. Advising underrepresented and/or international students (undergrad, graduate, professional students)

Teaching

1. Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)

Service

1. Service on department, school, and/or campus committee pertaining to DEI work

2. DEI professional development (e.g., trainings, workshops, certification, reading groups)

Standards for Excellence in DEI

The candidate must meet Satisfactory in DEI (above) plus the following elements to achieve Excellence in DEI. Also, the candidate must meet Satisfactory (at least) on their other areas of responsibility of Teaching, Research, and Service for Tenure Track. Publications/Dissemination

1. At least one (1) keynote address on a DEI topic at a regional or national conference.

Grants

1. At least one (1) grant related to DEI:
 - a. A major grant related to DEI,
 - b. A grant serving communities of color or other marginalized communities in the United States and internationally,
 - c. A grant that includes rationale related to DEI in the work/research to be conducted,
 - d. An internal grant (received from within the Indiana University System) awarded for DEI work.

Mentorship

1. Mentoring underrepresented and/or international students (undergrad, graduate, professional students).

Teaching

1. Curriculum development and/or revision related to DEI

Research/Discovery/Creative Activity

1. Research agenda pertaining to DEI (e.g., health disparities, employment disparities, education disparities, fair housing, etc.)

Service

1. Chairing the department/school/unit diversity committee,
2. National service to the discipline related to DEI (e.g., elected position in national organization),
3. Policy works and impacts related to DEI,
4. Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff).

Community Engagement

1. Community engaged research.

Awards

1. The candidate must have earned at least one (1) award from:
 - a. National, international, local (campus), and/or community-based awards and/or recognitions for DEI work,
 - b. FACET award based on DEI work.

Examples of (additional) Scholarly Activities in Practice for DEI

The candidate may receive credit to their dossier for these additional Examples in Practice of activities in DEI.

Publications/Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories ([ScholarWorks](#) and [DataWorks](#)) to support knowledge equity
- Policy work and impacts related to DEI

Grants

- Major grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted
- Internal grants awarded for DEI work

Mentorship

- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Teaching

- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI.

Research/Discovery/Creative Activity

- Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Recruitment and/or retention of diverse research teams/personnel

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Advancing programs or structurally added departments or divisions that lead to improved DEI metrics
- Leading/delivering DEI professional development programming
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Creation of academic opportunities that lead diverse students to the college with increased frequency
- Active recruitment of diverse students

Awards

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET award based on DEI work

APPENDIX 1: References and Resources

For general information see: <https://academicaffairs.iupui.edu/Faculty-Affairs/PromotionTenure/ptreviewupdate/>

[Background and Description: Integrative DEI Case \(4-12-21\)](#)

[Promotion and Tenure Guidelines Language: Integrative DEI Case Type \(4-12-21\)](#)

[Promotion and Tenure Guideline With Revisions \(Including Integrative DEI Case\) \(4-12-21\)](#)

Final version with revisions accepted for 2021-22:

<https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/ptguidelines-current-year-final.pdf>

PowerPoint “Division Guidance...” created by Stephanie as Faculty Affairs Chair presented at February Division Heads and Directors meeting:

https://docs.google.com/presentation/d/1aCM-JGfgMBgUIAU22rllGhAM46D1GgyI/edit#slide=id.g111773f3fa7_o_16

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