

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Education

March 2023

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 within one month 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 their 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 ***Indiana University Academic Handbook*** 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... should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories [research/creative activity, teaching, or service] and be at least satisfactory...) or effective.... 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 *Handbook* 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, and conference proceedings or papers. 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, promotion based on a balanced case or a DEI integrative case may be possible. In the balanced case, a rating of highly satisfactory in each area of faculty work is required. In the DEI integrative case, a rating of satisfactory in each area of faculty work is required, along with an "excellent overall performance of comparable benefit to the university" in the six domains of DEI excellence defined later in this document.

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, B, and C.

- A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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 record of peer reviewed research presentations at regional, national and/or international conferences while in rank. Typically, four or more peer reviewed research presentations will support a case for excellence, but extra (beyond four) peer reviewed research publications can compensate for fewer peer reviewed research presentations.
- C. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - A record of continued development as an independent researcher
 - Research grants
 - Proposals for research grants
 - Mentoring undergraduate and/or graduate research
 - Honors or awards for research
 - Citations of research publications
 - Invitations to review research-related submissions for professional journals or conferences
 - Invitations to serve on editorial boards, etc.
 - Invitations to serve as a chair or discussant of a research-paper session at a conference
 - Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

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

- 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, or other equivalent publications.
- B. A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- C. Some of the activities listed in item C for excellence in research.

2. Criteria for Teaching

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

- A. A record of peer-reviewed teaching publications in rank, consisting of papers in

reputable journals, scholarly books, book chapters, proceedings, 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. 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 (beyond three) 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, and other equivalent measures.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Other published materials pertaining to teaching, such as 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
 - Proposals 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 at or attending workshops on teaching
 - Serving as a reviewer for scholarship of teaching and learning journals for 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. Some of the activities listed in item D for excellence in teaching.

3. Criteria for Service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in

disciplinary service which supports and develops the research and professional goals of their discipline. 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. To be the basis for tenure or for advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
- contributions to a body of knowledge;
- imagination, creativity and innovation;
- application of ethical standards;
- achievement of intentional outcomes; and
- evidence of impact.

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 or a center or institute.
- B. A record of peer-reviewed service publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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 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 (beyond three) peer reviewed service publications can compensate for fewer peer reviewed service presentations.
- D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - 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
 - Proposals 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

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. Any additional activities from the list for excellent performance 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 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 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 several 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.

5. Criteria for DEI Integrative Case

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 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.

A. Satisfactory rating in research, teaching and service

The Integrative DEI candidate, along with presenting integrative evidence that amounts to excellence in value to the university must achieve at least a satisfactory rating in all the binned areas of research, teaching, and service.

B. Six Domains of Excellence

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.” The candidate going up for Associate level should have led or been an essential part of endeavors with distinct and demonstrable direct outcomes. National or international dissemination is also expected as a reflection of the quality of the work.

All of the following should be evident, using multiple sources of information:

1. *Diversity, Equity and Inclusion*
The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
2. *Integrated Activity*
The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
3. *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.
4. *Scholarly impact*

Often but not exclusively facilitated by peer-reviewed dissemination¹; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu.

5. *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 directly to communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).

6. *Future Plans*

A candidate's statement should describe plans for future development.

6. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate's activities and accomplishments are interrelated, around a chosen theme. 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.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:

- o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)

- o Civic Engagement

- o Translational Research

- o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

¹ 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.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- 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 candidates need to describe their own roles and responsibilities.
- o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.
- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.
- o Increasing development over time. A candidate's statement should describe plans for the future."

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

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, B, and C.

A. An active research program leading to a record of peer-reviewed research publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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 record of peer reviewed research presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed research presentations will support a case for excellence, but extra (beyond four) peer reviewed research publications can compensate for fewer peer reviewed research presentations.

C. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- A record of continued development as an independent researcher
- Research grants
- Proposals for 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 regional or national recognition for its contributions to a field

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

- 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, or other equivalent publications.
- B. A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- C. Some of the activities listed in item C for excellence in research.

2. Criteria for Teaching

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

- A. A record of peer-reviewed teaching publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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. A record of peer reviewed teaching presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed teaching presentations will support a case for excellence, but extra (beyond three) 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. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.
 - Other published materials pertaining to teaching, such as 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
 - Proposals 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 a sustained 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. Some of the activities listed in item D for excellence in teaching.

3. Criteria for Service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline. Faculty members provide service to the University, the profession, and the public, but they typically do not seek promotion from assistant to associate clinical professor based on excellence in service. To be the basis for advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
- contributions to a body of knowledge;
- imagination, creativity and innovation;
- application of ethical standards;
- achievement of intentional outcomes; and
- evidence of impact.

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 or a center or institute.

B. A record of peer-reviewed service publications in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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 record of peer reviewed service presentations at regional, national and/or international conferences while in rank. Typically, six or more peer reviewed service presentations will support a case for excellence, but extra (beyond three)

peer reviewed service publications can compensate for fewer peer reviewed service presentations.

D. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- 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
- Proposals for 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

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. Any additional activities from the list for excellent performance 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 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 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 several 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.

5. Criteria for DEI Integrative Case

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 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.

A. Satisfactory rating in teaching, research and service

The Integrative DEI candidate, along with presenting integrative evidence that amounts to excellence in value to the university must achieve at least a satisfactory rating in all the binned areas of research, teaching, and service.

B. Six Domains of Excellence

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." At the **full professor** level the candidate should demonstrate evidence of their work as a local leader and also have achieved a national or international reputation through their work at rank.

All of the following should be evident, using multiple sources of information:

1. *Diversity, Equity and Inclusion*
The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
2. *Integrated Activity*
The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
3. *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.
4. *Scholarly impact*
Often but not exclusively facilitated by peer-reviewed dissemination²; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu.
5. *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 directly to communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
6. *Future Plans*
A candidate's statement should describe plans for future development.

7. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate's activities and accomplishments are interrelated, around a chosen theme. 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.

² 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.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.

- 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 candidates need to describe their own roles and responsibilities.

- o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.

- o Increasing development over time. A candidate’s statement should describe plans for the future.”

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

C. Clinical Faculty and Lecturers

Promotion to clinical associate or clinical full professor requires excellent performance in teaching or professional service and at least satisfactory performance in the other area and in University service. In some instances, promotion based on a DEI integrative case may be possible. Promotion to clinical associate professor is accompanied by awarding of five-year rolling contracts. Promotion from lecturer to senior lecturer or teaching professor requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer is accompanied by awarding of three-year rolling contracts. All assistant clinical faculty and lecturers are strongly encouraged to apply for promotion during or before the sixth year in rank.

During the third year in rank, assistant clinical faculty and lecturers will submit a dossier for review and feedback on their performance as it relates to promotion criteria. After this third-year review, clinical assistant professors and lecturers will be reviewed every five years and provided feedback on their performance as it relates to promotion criteria.

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

A. Criteria for Excellence in Teaching or Service

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 papers in reputable journals, scholarly books, book chapters, proceedings, 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. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as 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
- Proposals for teaching grants
- Honors or awards for teaching
- Significant mentoring of students, including directing student research, internships, 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 of an emerging regional or national recognition for outstanding teaching practice

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, taskforces, and councils.

B. Any additional activities from the list for excellent performance in service.

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 or.

B. Scholarly activity resulting in publication of at least one peer-reviewed service publication in rank, consisting of papers in reputable journals, scholarly books, book chapters, proceedings, 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. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- 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
- Proposals for 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

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

A. Evidence of satisfactory teaching practice as demonstrated by student evaluations, peer evaluations, or other equivalent measures.

B. Some of the activities listed in item D for excellence in teaching.

B. Criteria for the Integrative Clinical DEI Case

These criteria are inclusive and complete. That is, a candidate under review for promotion through this specific case is not also evaluated against the non-DEI clinical associate and full professor criteria.

The candidate must demonstrate satisfactory performance in both areas of responsibility: teaching and service.

The candidate statement, the CV, and the supporting documentation establish that the candidate:

- Is a satisfactory teacher.
Evidence includes peer evaluations, student evaluation input from most courses, and a reflection on professional development in teaching over time.

- Participates in appropriate service to the unit and campus.
 Excellence: The candidate demonstrates excellent contributions to the mission of the program, department, school, campus and/or university, evident in both teaching and service. [Candidates whose endeavors in excellence are solely focused within teaching OR service should continue to use the one-area-of-excellence case type.]

The case for excellence must provide multiple pieces of evidence within each of these domains accomplished at rank [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*
 The candidate articulates a philosophy³ of diversity, equity and inclusion, including if appropriate any specifically targeted aspect. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy.
2. *Integrated Activity*
 The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance their unit's mission with respect to diversity, equity and inclusion.
3. *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.
4. *Peer-reviewed Dissemination*
 - For clinical associate professor candidates⁴, peer-reviewed⁵ dissemination at the local or regional level is required.
 - For full clinical professor candidates, peer-reviewed dissemination at the national or international level is required
5. *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.
6. *Future Plans*
 Increasing development over time. A candidate's statement should describe plans for the future.
 - For clinical full professor, sustained excellence over time is expected

³ This wording allows the teaching philosophy and DEI philosophy to be presented more or less coordinated, as the candidate sees fit.

⁴ The requirement for dissemination currently exists for both ranks for clinical faculty.

⁵ Professional-peer review is acceptable as well as academic peer review (For example, a professional refereed conference constitutes professional-peer review; a traditional journal would provide academic-peer-review.)

C. Criteria for the Balanced-Integrative Thematic Case

The Balanced-Integrative Thematic Case is a variant of the balanced case:

The Division of Education adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. 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.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- 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 candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact;

professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

o A cumulative record that supports an argument for overall excellent contribution to the unit and university.

o Increasing development over time. A candidate's statement should describe plans for the future."

**See Appendix A for detailed information regarding integration*

**See Appendix B for DEI Examples in Practice*

**See Appendix C for the basic format for constructing the dossier to reflect the integrative clinical case.*

Promotion from Lecturer to Senior Lecturer

To be promoted from Lecturer to Senior Lecturer, a faculty member in the IUPUC Division of Education must establish **excellence** in teaching, as well as in at least one of three teaching related domains: a) course or curricular development, b) mentoring/advising, and/or c) service in support of teaching/learning). Furthermore, the faculty member must establish **satisfactory** in service.

To establish excellence in teaching, the candidate must meet criteria A or B, as well as C, D, and E.

A. Scholarly activity resulting in the publication of at least one peer reviewed publication in rank, which could be a paper in a reputable journal, a scholarly book, a book chapter, a conference proceeding, or another equivalent publication. 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. At least one peer reviewed teaching presentation at a state (local or regional), national, and/or international conference.

C. Evidence of excellent teaching practices as demonstrated by documented student learning that may include one or more of the following:

- Evidence of successfully supporting students with one or more specific course learning outcome(s) through the use of qualitative and/or quantitative evidence.

- Evidence of using student input to improve curricula and/or instruction.
- Evidence of using peer evaluations to improve curricula and/or instruction.

D. An informed teaching philosophy that reflects a value for both student-centered practice as well as inviting/using input from students and peers to improve practice and curricula.

E. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as manuals or innovative curricular materials

- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs

- Incorporation of high impact practices in teaching

- Teaching grants

- Proposals for teaching grants
- Honors or awards for teaching
- Documented efforts to improve teaching, which may include course or program development or curricular changes, 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
- Peer reviews of others' teaching
- Mentoring of faculty in the area of teaching and learning
- Other evidence of a sustained regional or national reputation for outstanding teaching practice

Excellence must be established in one of three other domains (course or curricular development, mentoring/advising, or service in support of teaching/learning) by meeting criteria A, B, or C.

A. To achieve excellence in Course or Curricular Development the candidate must meet both criteria below:

- a. Produce effective course and/or curricular products that have a positive and measurable impact on student learning.
- b. Show evidence of having disseminated impactful ideas related to course or curricular development locally or internally through administration, mentoring, publication, presentation, or other means.

OR

B. To achieve excellence in Mentoring and Advising the candidate must meet both criteria below:

- a. Produce evidence of mentoring and advising of students that is characterized by a scholarly approach. High accomplishments of students mentored or advised must be consistently linked to the influence of the mentoring/advising and impact must be demonstrated.
- b. Document scholarly and reflective approach to mentoring and advising. OR

C. To achieve excellence in Service in Support of Teaching and Learning the candidate must meet all criteria below:

- Conduct peer reviews of others' teaching
- Mentor faculty in the area of teaching and learning
- Actively participate in teaching-related committee work, faculty learning communities, and/or teaching-related societies or organizations

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, taskforces, and councils.

B. Any additional activities from the list below:

- 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
- Proposals 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

Promotion from Senior Lecturer to Teaching Professor

To be promoted from Senior Lecturer to Teaching Professor, a faculty member in the IUPUC Division of Education must establish **excellence in teaching**, as well as in at least one of three teaching-related domains, sustained over time: a) course or curricular development, b) mentoring/advising, and/or c) service in support of teaching/learning). Furthermore, the faculty member must establish **satisfactory in service**.

To establish excellence in teaching, the candidate must meet criteria A or B, as well as C, D, and E.

A. Scholarly activity resulting in the publication of at least one peer reviewed publication in rank, which could be a paper in a reputable journal, a scholarly book, a book chapter, a conference proceeding, or another equivalent publication. 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. At least one peer reviewed teaching presentation at a state (local or regional), national, and/or international conference.

C. Evidence of excellent teaching practices as demonstrated by documented student learning that may include one or more of the following:

- Evidence of successfully supporting students with one or more specific course learning outcome(s) through the use of qualitative and/or quantitative evidence.
- Evidence of using student input to improve curricula and/or instruction.
- Evidence of using peer evaluations to improve curricula and/or instruction.

D. An informed teaching philosophy that reflects a value for both student-centered practice as well as inviting/using input from students and peers to improve practice and curricula.

E. Some of the following activities. Although any activity may be accomplished more than once, a range of activities will strengthen the case for excellence.

- Other published materials pertaining to teaching, such as manuals or innovative curricular materials
- A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- Incorporation of high impact practices in teaching
- Teaching grants
- Proposals for teaching grants
- Honors or awards for teaching
- Documented efforts to improve teaching, which may include course or program development or curricular changes, 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
- Peer reviews of others' teaching
- Mentoring of faculty in the area of teaching and learning
- Other evidence of a sustained regional or national reputation for outstanding teaching practice

Excellence must be established in one of three other domains (course or curricular development, mentoring/advising, or service in support of teaching/learning) by meeting criteria A, B, or C.

A. To achieve excellence in Course or Curricular Development the candidate must meet both criteria below and each must be sustained over time:

- A. Produce effective course and/or curricular products that have a positive and measurable impact on student learning.
 - B. Show evidence of having disseminated impactful ideas related to course or curricular development locally or internally through administration, mentoring, publication, presentation, or other means.
- OR

B. To achieve excellence in Mentoring and Advising the candidate must meet both criteria below and each must be sustained over time:

- A. Produce evidence of mentoring and advising of students that is characterized by a scholarly approach. High accomplishments of students mentored or advised must be consistently linked to the influence of the mentoring/advising and impact must be demonstrated.
- B. Document scholarly and reflective approach to mentoring and advising. OR

C. To achieve excellence in Service in Support of Teaching and Learning the candidate must meet all criteria below and all must be sustained over time:

- Conduct peer reviews of others' teaching

- Mentor faculty in the area of teaching and learning
- Actively participate in teaching-related committee work, faculty

learning communities, and/or teaching-related societies or organizations

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. 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, taskforces, and councils.

B. Any additional activities from the list below:

- 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
 - Proposals 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

APPENDIX A

Integration:

- The candidate may discuss their activities and accomplishments without reliance on the categories of ‘teaching’ and “service,” but as parts of the whole.
- Scholarship broadly considered is acceptable as part of the case, and should be tied to teaching and service goals.
- It is up to the candidate to articulate the ‘excellence’ of their activities in terms of aggregate innovation, scope, quality, and outcomes. The absolute number of activities will vary from person to person: one might have a variety of smaller-scale items, another person may have a particular large-scale item; one may tackle a small but very difficult problem; another may address a series of important but less challenging areas.
- A candidate for promotion in the Integrative DEI case would be expected to go well beyond the inclusive practices expected of all IUPUC successful faculty.

APPENDIX B

Possible Examples of DEI in Practice

1. 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)
2. Sharing related scholarship in open access journals, open platforms, or IUPUI/C institutional repositories ([ScholarWorks](#) and [DataWorks](#)) to support knowledge equity
3. Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international related to DEI
4. Policy work and impacts related to DEI
5. Major grants related to DEI
6. Grants that include rationale related to DEI that serve communities of color or other marginalized communities in the United States and internationally
7. Grants that include rationale related to DEI in the work/research to be conducted
8. Internal grants awarded for DEI work
9. Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
10. Inclusive classroom practices
11. Recruitment of and support for the educational path of diverse students, for example from high school to IUPUC, from Ivy Tech to IUPUC, from IUPUC undergraduate to graduate level study.
12. Advising and mentoring for student success at IUPUC with emphasis on DEI.
13. Coordinated with one's own Division, work with pre-college students that supports the educational pursuits of diverse students, e.g. work with science fairs, with college prep, Upward Bound, etc.
14. Applied work by faculty or by students guided by faculty, within the community that advances equity and other DEI goals, e.g. clinics of various sorts for underserved populations.
15. Lead study abroad programs that explore marginalized populations and global injustices, enhance cultural and linguistic literacy, and/or that are specifically designed for underrepresented student populations.
16. Professional services directed at improvements for marginalized populations.

17. Community engagement in partnership with diverse and marginalized groups.
18. Publicly or community-engaged scholarship with diverse, marginalized or underrepresented groups and issues.
19. Significant unit service work related to DEI e.g. chairing committees and developing or providing DEI programming.
20. Regional, State, local, national or international service (ex: for a school district) related to DEI
21. Other equivalent activities related to DEI

APPENDIX C

Documentation of Activities in the Dossier

The basic format for constructing the dossier to reflect the integrative clinical case is listed below:

1. Candidate Statement

- Presents a philosophy of diversity, equity and inclusion as well as a teaching philosophy that are reflected in activities and achievements.
- Articulates how the candidate's activities and achievements are interrelated; shows that the candidate's work is intentional and coherent.
- Ties work to the unit, campus, or university mission and to the clinical faculty member's specific responsibilities.
- Highlights key accomplishments in DEI work.
- Establishes both independence and initiative—articulates the candidate's own role in multi-person endeavors and shows where the candidate fits in initial conception, execution, and/or expansion

Note: Not every item on a candidate's CV is expected to be tied to the DEI /integrative case. In the candidate's statement, the candidate should identify key accomplishments and endeavors that highlight the candidate's value to the university in respect to DEI work.

2. School and unit criteria, mission statements, and plans are expected to provide more specific guidance on how excellence can be determined within the context of disciplines, program and unit mission, and strategic goals.

3. Dossier evidence: *Material in the dossier's main sections exists to provide details, context, and confirmation of assertions in the candidate's statement.*

The dossier provides substantiation of the statements in the candidate statement, including the following:

- Description of teaching and service (including professional clinical duties and any administrative roles) load throughout the time in rank.
- Discussion of teaching - Reflection on the following sources of evidence to demonstrate continual growth:
 - Peer evaluations
 - Student evaluations; for mentoring or other non-course teaching, the chair or program director should arrange for anonymous

feedback

- Evidence of student learning
- Professional development activities related to teaching
- Contributions of academic-peer-reviewed dissemination. Discussion of 3-5 key publications, presentations, creative works, etc.
- Attestation of individual role in multi-author works (with confirmation from co-PIs, co-authors, etc.)
- Evidence supporting direct impact (in department, school, campus, university, region or a community) Description of relevant unit specific initiatives, strategic goals, or mission statements.
- Summary of available contextual quantitative metrics
- Evaluation of quality and impact, e.g. input from collaborators, recipients; program/outcomes evaluation.

Overall, readers should be able to see evidence of teaching and service, and evidence supporting a case for excellence.

4. Curriculum Vitae: The integrative CV has the following format.

- Administrative roles are listed
- All grants and fellowships are combined in one section
- All awards are combined in one section
- All publications and presentations are combined; publications and presentations may be subdivided according to disciplinary or professional norms; clearly indicate which are peer-reviewed.
- Candidates use a hashtag symbol (#) to indicate diversity-centered items.

The following sections must be included:

- Education
- Appointments [IU, auto-loaded]
- Administrative roles [at IUPUC, 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 and Publications [dissemination] [NOT divided by area]
- Refereed - *Chronologically ordered and by format (e.g., articles vs. books)*
- Non-refereed - *Chronologically ordered and by format*

Note: For promotion to full clinical, all items *in rank* should be noted.

A CV includes all academic-related appointments and activities, whether at IUPUC/I or prior. One's case for excellence is based on IUPUC/I-related accomplishments.