

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Liberal Arts

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 *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 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 *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 papers, books and book chapters, 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 or creative activity

With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is contributing to important conversations in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank.
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.

With teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in research** by meeting criteria a, b, and c, below.

- 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 following activities:
 - i) A record of continued development as an independent researcher
 - ii) Research grants
 - iii) Proposals for research grants
 - iv) Mentoring undergraduate and/or graduate research
 - v) Honors or awards for research
 - vi) Citations of research publications
 - vii) Invitations to review submissions for professional journals or conferences
 - viii) Invitations to serve on editorial boards, etc.

- ix) Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

2) Criteria for teaching

With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation for outstanding teaching practice and scholarship grounded in sophisticated knowledge of pedagogical theory and documented contributions to student learning. Evidence should be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank
- b) submit his/her most significant publications in rank within the scholarship of teaching and learning. Whether the teaching and learning related publication is a scholarly book, an edited volume, a book chapter, journal article, or grant, evidence of significant contribution to teaching and learning, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly pedagogy journals and academic presses, particularly those that are peer reviewed;
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning.
- d) document extensive work beyond the classroom with students, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided:

With research as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d, below.

- 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) A reasonable teaching load that represents a fair share of the division's teaching responsibility to meet student and program needs.

- d) Some of the activities on the following list:
 - i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
 - ii) A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
 - iii) Demonstrated measurable student learning outcomes
 - iv) Incorporation of high impact practices in teaching
 - v) Teaching grants
 - vi) Proposals for teaching grants
 - vii) Honors or awards for teaching
 - viii) Significant mentoring of students, including directing student research, internships, etc.
 - ix) Effective student advising
 - x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
 - xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
 - xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

3) Criteria for service

Service is not typically pursued in this division as an area of advancement from assistant to associate professor.

With research or teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in service** by meeting 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 following list:
 - i) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - ii) A major role in student recruiting, retention, or advising initiatives
 - iii) Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - iv) Awards and honors for service
 - v) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - vi) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
 - vii) Service grants

- viii) Proposals for service grants
- ix) Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- x) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- xi) Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide (a) evidence of research or creative activity that has made “a significant contribution to a substantial field,” (b) evidence of teaching that has made “an important contribution” inside and outside of the school, and (c) evidence of service that has made “a significant impact on the division/campus and/or the discipline.”

Candidates should have **a minimum of four peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least five presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

For promotion from associate professor to full professor:

1) With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important contributions in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have a minimum of **four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate’s discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor);
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses,

- particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.
 - d) provide leadership within the scholarship in the field as indicated by editorial and advisory board appointments to important journals; election to offices and/or significant service contributions to committees within professional organizations; and/or organizing sessions at regional, national, or international professional conferences.

With teaching or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor (see above).

2) With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation for contribution in the practice and scholarship of teaching and learning. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor). Evidence should also be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. Impact on the field and recognition of the quality of the work should be demonstrated;
- b) show contributions to relevant conversations in teaching and learning such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences in their field while in rank.
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations related to teaching and learning** at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning,

- and/or by offices/committee service in professional organizations focused on the scholarship of teaching and learning;
- d) document extensive work beyond the classroom with students accomplished while in rank, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided.

With research or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in teaching for promotion from Assistant to Associate Professor (see above).

3) With service as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field or the profession through ongoing and exceptional service or service activity, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important professional service contributions in the field. Examples of such accomplishments include service as an academic journal editor or as a member of the editorial board, elected offices in professional associations, significant accomplishments as a committee chair for a professional association, and significant civic engagement through roles on community boards and in offices.
- b) While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to service in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, grants, etc.) in rank (after promotion to associate professor). Impact on the field and recognition of the quality of the work should be provided;
- c) show contributions to relevant conversations related to professional service such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. Candidates are expected to make **at least five presentations** related to professional service at regional, national, and/or international scholarly conferences in their field while in rank.

With research or teaching as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in service for promotion from Assistant to Associate Professor (see above).

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

demonstrate “an overall contribution” to the division, school, university, and/or discipline in all three areas of teaching, research and service that is “comparable in excellence to that of a candidate with a single primary area,” peer reviewed, nationally recognized, and accomplished in rank.

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide:

- a) evidence of research or creative activity that has made “a significant contribution to a substantial field,”
- b) evidence of teaching that has made “an important contribution” inside and outside of the school, and
- c) evidence of service that has made “a significant impact on the school and/or the discipline.”

Candidates should have a **minimum of six peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least six presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

C. Lecturers

Promotion from Lecturer to Senior Lecturer

Promotion to the rank of senior lecturer is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments. The candidate is required to show a record that is excellent in teaching and satisfactory in service.

In demonstrating teaching excellence, candidates must show convincing evidence that their performance in the classroom has been of high quality, as judged by divisional standards, and that they have made important contributions to student learning. There are many activities and achievements that are not required by the division for a successful promotion case, but which, if properly documented can enhance a case for excellence in teaching. These may include, but are not limited to: important contributions to the curriculum of the program, division, or campus; notable contributions in advising and mentoring; pedagogical or disciplinary research or creative activity and its publication, presentation, or application; effective pedagogical innovations, including the effective use of technology; leadership in teaching; the success of former students; participation in teaching workshops, panels, and conferences; the securing of, or participation in, grants for teaching-related projects; contribution to the success and retention of first-year students; outreach and impact on K-12 education; outreach to adult learners; and contributions to the documentation of student learning.

In demonstrating satisfactory service, the candidate must show convincing evidence that the candidate's service has been satisfactory in quality as well as in quantity. Service may include, but is not limited to, professional and university service, including advising, committee membership, and community work directly related to the candidate's disciplinary expertise.