

# Indiana University-Purdue University Columbus (IUPUC)

## Expectations for Promotion and/or Tenure

### Division of Science

Approved by IUPUC Faculty Senate, April 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 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 professor is based on either a single area of excellence or a balanced integrative thematic case or, in particular, a balanced integrative case based on excellence across an array of activities aligned with diversity, equity, and inclusion (DEI). The single area of excellence case requires excellent performance in at least one of the areas of teaching or research and at least satisfactory performance in the other area and in service. Promotion to full professor requires either the balanced integrative thematic case or the balanced integrative case based on DEI activities, or 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.

### **Defining the Balanced-Integrative DEI 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 “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI”) has been added. For IU routing, all Integrative cases will be labeled as Balanced.

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

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

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

**Inclusion:** An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and

considered. While “diversity” ensures adequate representation of human difference, “inclusion” solicits and centers diverse contributions.

### **Balanced-Integrative DEI Case: 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.” All of the following should be evident, using multiple sources of information:

<b>Diversity, Equity and Inclusion</b>	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
<b>Integrated Activity</b>	The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
<b>Independence, Innovation and Initiative</b>	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.
<b>Scholarly impact</b>	Often but not exclusively facilitated by peer-reviewed dissemination <sup>1</sup> ; a variety of venues for dissemination are accepted; metrics can be developed using <a href="http://researchmetrics.iupui.edu">researchmetrics.iupui.edu</a> .
<b>Direct Impact</b>	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.).
<b>Future Plans</b>	A candidate’s statement should describe plans for future development.

### **Defining the Balanced-Integrative Thematic Case**

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

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<sup>1</sup> 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.

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)
  - 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.”

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

### **1) Criteria for research**

#### **With research as declared area of excellence:**

- a) demonstrate regional and/or national recognition of his/her contribution to the field of scholarship by publishing at least four peer reviewed papers in reputable journals while in rank,
- b) provide evidence of establishment of an independent research program,
- c) submit his/her most significant publications reflecting major research

accomplishments. If any of these publications is a scholarly book, a monograph, a textbook, or book-length translation, evidence of its significant contribution to the field, and/or national recognition of its quality must be provided,

- d) present at least four peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- e) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her research program (as appropriate to his/her discipline) at rank.

**With teaching as the declared area of excellence, or for a balanced-integrative DEI or thematic case:**

The candidate must receive a rating of **satisfactory performance in research** by meeting criteria a and b below:

- a) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
  
- b) Meet two criteria from the following list:
  - i) A record of continued development as an independent researcher
  - ii) A peer reviewed *research* (non-teaching) publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
  - iii) Research grants
  - iv) Proposals for research grants
  - v) Mentoring undergraduate and/or graduate research.
  - vi) Honors or awards for research
  - vii) Citations of research publications
  - viii) Reviewing submissions for professional journals or conferences.
  - ix) Serving on editorial boards, etc.
  - x) 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 declared area of excellence:**

- a) demonstrate internal and external (regional and/or national) recognition of outstanding teaching practice grounded in sophisticated knowledge of pedagogical theory through high course evaluations, a consistently positive or constantly improving record of peer reviews, student testimonials, and teaching awards, student testimonials, and teaching awards,
- b) provide evidence of establishment of an independent program of scholarly activity related to teaching,
- c) demonstrate regional and/or national recognition of his/her contribution to teaching by publishing at least four peer reviewed papers in reputable teaching journals,
- d) submit his/her most significant peer reviewed publications on the scholarship of teaching. If any of these publications is a book on pedagogy, a textbook, workbook, software, or other instructional materials not subject to explicit peer review, evidence of its significant impact of the field, and/or national recognition of its quality must be provided, and
- e) disseminate effective instructional and curricular products, as well as teaching methodologies through at least four peer reviewed conference papers at regional, national and/or international conferences.
- f) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her teaching (as appropriate to his/her discipline) at rank.



**With research as the declared area of excellence, or for a balanced-integrative DEI or thematic case:**

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) Consistently perform their teaching responsibilities as reflected by their contractual obligations and division needs.
- d) At least one 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 goes above and beyond the contractual obligations to meet the teaching needs of the division.
  - 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**

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.

*Service is not typically pursued in this division as an area of excellence for advancement from assistant to associate professor.* However, the criteria for excellence in service are:

#### **With service as declared area of excellence:**

- a) demonstrate emerging regional, national and international recognition for his/her contributions to the field or the profession through exceptional Service or Service Activity as evaluated by peer reviewers while in rank,
- b) provide evidence of an independent program of scholarly activity related to service,
- c) demonstrate emerging regional and/or national recognition of his/her contribution to service by publishing at least four peer reviewed, papers in reputable journals or other avenues of dissemination devoted to service while in rank,
- d) submit all relevant scholarly accomplishments that demonstrate service contributions to the profession and their regional, national and/or international recognition,
- e) disseminate products related to service through at least six peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- f) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her service (as appropriate to his/her discipline) at rank

**With research or teaching as the declared area of excellence, or for a balanced-integrative DEI or thematic case:**

The candidate must receive a rating of **satisfactory performance in service** by meeting criteria a in addition to b or c in the following list:

- a) Engaging in service to the university by *consistently* meeting at least one of the following criteria:
  - i) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
  - ii) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
  - iii) A major role in student recruiting, retention, or advising initiatives
  - iv) Awards and honors for service
  
- b) Engaging in service to the discipline by meeting at least one of the following criteria:
  - i) Grant review
  - ii) Awards and honors for service
  - iii) Proposal of or attainment of service grants
  - iv) Service to professional societies with leadership roles.
  - v) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
  - vi) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
  
- c) Engaging in service to the community by meeting at least one of the following criteria:
  - i) Service to county, state, and/or national governmental offices or agencies, or other public organizations/institutions.
  - ii) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
  - iii) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
  - iv) Awards and honors for service
  - v) Proposal of or attainment of service grants

#### 4) Criteria for Balanced-Integrative DEI or Thematic Cases

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion (DEI) or other theme. The candidate must meet **Satisfactory** at least on their other areas of responsibility of teaching, research, and service.

For promotion to Associate Professor, the candidate will 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 work.

The following are examples of activities that may be used in the candidate's case for excellence. This list is not exhaustive, and there are no requirements for number of activities.

- a) Publications/Dissemination
  - i) Publications about DEI, or the selected theme, in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
  - ii) Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
  - iii) Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
  - iv) Policy work and impacts related to DEI, or the theme of choice
- b) Grants
  - i) Major external grants related to DEI, or the theme of choice
  - ii) Grants serving communities of color or other marginalized communities in the United States and internationally
  - iii) Grants that include rationale related to DEI, or the theme of choice, in the work/research to be conducted
  - iv) Internal grants awarded for DEI work, or the theme of choice
- c) Mentorship
  - i) Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
  - ii) Serving as an advisor to a student organization related to marginalized/minoritized groups
  - iii) Mentoring faculty/staff from underrepresented groups
  - iv) Mentoring faculty engaged in community-based research
  - v) Program development and leadership targeting underrepresented high school students
  - vi) Similar or other mentorship in the theme of choice
- d) Teaching
  - i) Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
  - ii) Curriculum development and/or revision related to DEI, or the theme of choice
  - iii) Lead study abroad programs that explore marginalized populations and global

injustices and/or that are specifically designed for underrepresented student populations.

e) Research

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

f) Service

- i) Community board service linked to DEI, or the theme of choice
- ii) Chairing a DEI-based board, or a board related to the theme of choice
- iii) Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- iv) Consulting work (paid or unpaid) related to DEI, or the theme of choice
- v) Any efforts to increase the presence of underrepresented groups and communities in open platforms
- vi) Service on department, school, and/or campus committee pertaining to DEI work, or the theme of choice
- vii) Leading/delivering professional development programming pertaining to DEI or the theme of choice
- viii) Chairing the department/school/unit committee, related to DEI or the theme of choice
- ix) National service to the discipline related to DEI, or the theme of choice (e.g., elected position in national organization)
- x) professional development (e.g., trainings, workshops, certification, reading groups) related to DEI or the theme of choice
- xi) Policy work and impacts related to DEI, or the theme of choice
- xii) Creating and/or leading programs related to DEI or the theme of choice, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- xiii) Serving on search committees when diverse membership is requested
- xiv) Providing exposure to the research produced by underrepresented groups in open knowledge environments

g) Community Engagement

- i) Community engaged research
- ii) Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- iii) Policy work and impacts related to DEI or the theme of choice
- iv) Scholarship creation and/or management

- v) Active recruitment of diverse students
- h) Awards
  - i) National, international, local (campus), and/or community-based awards and/or recognitions for work related to DEI or the theme of choice
  - ii) FACET membership based on work in DEI or the theme of choice

## **Promotion from Associate Professor to Professor<sup>2</sup>:**

### **1) Criteria for research**

#### **With research as declared area of excellence:**

- a) demonstrate sustained regional and/or national recognition of his/her contribution to the field of scholarship by publishing at least four peer reviewed papers in reputable journals while in rank,
- b) provide evidence of a sustained independent research program,
- c) submit his/her most significant publications reflecting major research accomplishments. If any of these publications is a scholarly book, a monograph, a textbook, or book-length translation, evidence of its significant contribution to the field, and/or national recognition of its quality must be provided,
- d) present at least six peer reviewed conference papers at regional, national and/or international conferences while in rank, and
- e) provide evidence of solicitation of and/or procurement of internal and/or external funding related to his/her research program (as appropriate to his/her discipline) at rank.

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<sup>2</sup> Criteria for advancement to professor are more stringent than those for advancement to associate professor. Evidence of sustained regional, national and/or international prominence will be necessary for advancement.

**With teaching or service as the declared area of excellence, or for the balanced-integrative DEI or thematic case:**

The candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor as reproduced below:

The candidate must receive a rating of **satisfactory performance in research** by meeting criteria a and b below:

- a) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- b) Meet two criteria from the following list:
  - i) A record of continued development as an independent researcher
  - ii) A peer reviewed *research* (non-teaching) publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
  - iii) Research grants
  - iv) Proposals for research grants
  - v) Mentoring undergraduate and/or graduate research.
  - vi) Honors or awards for research
  - vii) Citations of research publications
  - viii) Reviewing submissions for professional journals or conferences.
  - ix) Serving on editorial boards, etc.
  - x) Other evidence that a research program has achieved sustained national recognition for its contributions to a field.



## **2) Criteria for Balanced-Integrative DEI or thematic Case**

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion, or the theme of choice. The candidate must meet **Satisfactory** at least on their other areas of responsibility of teaching, research, and service.

For promotion to Professor, the candidate will be seen as a direct and/or local leader and will also have achieved a national or international reputation through their work.

For a non-exhaustive list of examples of activities that may be used in the candidate's case for excellence, see subsection B4.

## C. Lecturers

### Criteria for teaching

**Promotion of Senior Lecturer:** *Lecturer's responsibilities are divided entirely between teaching and service. Promotion from Lecturer to Senior Lecturer requires excellent performance in teaching and satisfactory performance in service. Promotion to senior lecturer is accompanied by awarding of three-year rolling contracts. There is not a minimum nor a maximum required length of service prior to promotion to Senior Lecturer, however, approximately five years of service as a Lecturer is typical of candidates for promotion to Senior Lecturer.*

**Promotion to Teaching Professor:** *Lecturers and Senior Lecturers' responsibilities are divided entirely between teaching and service. Promotion from Senior Lecturer to Teaching Professor requires continued excellent performance in teaching and satisfactory performance in service. There is not a minimum nor a maximum required length of service prior to promotion to Teaching Professor, however, approximately 10 years of service in the lecturer ranks is typical of candidates for promotion to Teaching Professor.*

In some instances, promotion based on an integrative DEI case may be possible.

**I. Excellence in Teaching:** To receive a **rating of excellent performance in teaching**, the candidate must provide appropriate evidence of classroom teaching and scholarly activities from the following categories. The expectations while in rank for promotion as dictated by IUPUI are below.

*Candidates must meet criteria 1, 2, and 3 for both promotion to Senior Lecturer and promotion to Teaching Professor:*

- 1) Demonstrate achievement of excellence in instruction by  
Documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy. Examples of activities that may provide evidence of achievement of excellence in instruction include but are not limited to:
  - a) Incorporating effective pedagogical innovations such as classroom manipulatives or lab equipment
  - b) Implementing the effective use of technology designed to enhance the curriculum or course
  - c) Leadership in teaching, for example teaching-related initiative
  - d) Incorporation of innovations and/or high impact practices in teaching (Kuh, 2008; Association of American Colleges and Universities)
  - e) Honors or awards for teaching
  - f) Incorporating a RISE component – research, international experience, service learning, experiential learning – in courses

- g) Contributing to the success and retention of first-year students
  - h) Contributing to course level or programmatic assessment of learning
  - i) Mapping course learning outcomes onto program and university learning outcomes, especially for the first time or for multiple courses
  - j) Mapping course goals and outcomes onto national standards and relevant scholarship, especially for the first time or for multiple courses
- 2) Demonstrate impact of student learning outcomes on instruction (e.g. at course, program levels)
- a) Student input informs teaching practice (e.g. evidence of informed course changes based on student evaluations)
  - b) Documented student learning to inform teaching practice
- 3) Demonstrate a distinct teaching philosophy
- a) Include a teaching philosophy statement
  - b) Reflection on input from student learning outcomes, student evaluations, and peer evaluations. Examples include, but are not limited to:
    - i) Receiving peer evaluations demonstrating teaching excellence in more than one course over multiple semesters
    - ii) Receiving ratings on student evaluation measures that are predominantly, and consistently good (e.g., 4 out of 5 or higher)

*Candidates for promotion to Teaching Professor must meet criterion 4.*

- 4) Record of publicly disseminated and peer reviewed scholarship that supports teaching. Examples of activities that may provide evidence of dissemination and scholarship include but are not limited to:
- a) Presentation in teaching workshops, panels, and conferences in state, regional, national and/or international conferences
  - b) Securing or participating in internally or externally funded grants, other funding, or significant material donations for teaching-related projects, including but not limited to those that support educational initiatives, improvements to infrastructure or equipment, course improvements, or student development.
  - c) Scholarly activity resulting in 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 in an area of disciplinary research applicable to the candidate's teaching.
  - d) Other published material(s) pertaining to teaching, such as a manual or innovative curricular material

*Candidates for Senior Lecturer and Teaching Professor must also meet one of the following criteria (5, 6, or 7):*

- 5) Excellent achievement in course or curricular development. In addition to producing effective course and curricular products, the candidate shows evidence of having disseminated ideas locally or internally (for senior lecturer), or within the profession or generally (for teaching professor) through administration, mentoring, publication, presentation, or other means. Examples include, but are not limited to:
  - a) Redesign of current departmental curriculum
  - b) Creation of substantial departmental assessment to include but not limited to homework or final exams
  - c) Delivering presentations or workshops on teaching or participating in panel discussions on teaching
  - d) Teaching a course that the candidate has not previously taught or that the program has not previously offered,
  - e) Teaching a course implementing a new course content delivery system,
  - f) Using research-supported teaching practices to promote student learning,
  - g) Major role in a grant-funded teaching-related project (e.g., as principle investigator or co-principle investigator, or senior personnel),
  - h) Developing an academic program (e.g., development of a formal program proposal, further development of existing programs in the spirit of continuous improvement; examples of programs include, but are not limited to, degree programs, programs for student retention, programs for student success, and other initiatives),
  - i) Authoring peer-reviewed research that supports teaching and learning including textbooks and pedagogical articles.
  
- 6) Excellent achievement in mentoring and advising. Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented [locally or internally (for senior lecturer)//within the profession or generally (for teaching professor)]. Examples include, but are not limited to:
  - a) Notable contributions in advising / mentoring of students. Mentoring may include any of the following: honors students, capstone projects, independent research, and senior theses.
  - b) Students' awards or presentations related to work mentored by the candidate,
  - c) Advising or sponsoring a student club or a co-curricular activity,

- d) Supervising service learning, independent study projects, internships, or student research
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- 7) Excellent achievement in service in support of teaching and learning. Course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc. Scholarly and reflective approach to service in support of teaching and mentoring and advising is documented [locally or internally (for senior lecturer); within the profession or generally (for teaching professor)]. Examples include, but are not limited to:
    - a) Participating and/or leading professional development of teaching workshops or academic conferences/meetings at the state level or above
    - b) Documented, significant mentoring of colleagues (e.g., peer-teaching evaluations)
    - c) Active participation (such as presenting or facilitating) and/or contributions (such as planning) to programs that enhance the success and retention of students in the first-year experience (such as the Early Start program, Summer Success or first-year experience courses)
    - d) Outreach and impact on K-12 education and adult learners
    - e) Educational consultation services to include but not limited to: Evaluations of teaching, sharing of content expertise or teaching, and learning process
    - f) Contributions to course and/or program level assessment or other significant contributions to teaching and learning outside of the classroom.

**II. Service:** 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 engage in service to the university (1). In addition, the candidate must either engage in service to the discipline (2) **or** engage in service to the community (3).

- 1) Engaging in **service to the university** by *consistently* meeting at least one of the criteria:
  - a) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
  - b) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance.
  - c) A role in student recruiting, retention, or advising initiatives
  - d) Awards and honors for service (*related to the university*)
  
- 2) Engaging in **service to the discipline** by meeting at least one of the following criteria:
  - a) Grant review
  - b) Awards and honors for service (*related to the discipline*)
  - c) Proposal of or attainment of service grants
  - d) Service to professional societies with leadership roles.
  - e) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal or editing of books or book chapters
  - f) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
  
- 3) Engaging in **service to the community** by meeting at least one of the following criteria:
  - a) Service to county, state and/or national governmental offices or agencies or other public organizations/institutions.
  - b) Initiative and leadership in public service to the community, and evident of the influence of these activities on community programs and policies
  - c) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
  - d) Awards and honors for service (*related to community service*)
  - e) Proposal of or attainment of service grants

## Criteria for the Integrative Lecturer 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 senior lecturer and teaching professor criteria. Key elements are consistent with current senior lecturer and teaching 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 teaching mission of the program, department, school, campus and/or university.

The case for excellence must include each of these elements [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*

The candidate articulates a philosophy of diversity, equity and inclusion, including as appropriate defining the exact nature of the population/s targeted. This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy, which is also required.

2. *Integrated Activity*

The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance the teaching 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.

- For senior lecturers, a leadership role is expected.
- For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.

4. *Peer-reviewed dissemination*

- For senior lecturers, external dissemination is not required.
- For teaching professors, some peer-reviewed dissemination is expected.

5. *Local Impact*

Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus, or university) missions strengthens the importance of the impact.

6. *Future Plans*

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

- For teaching professor, sustained excellence over time is expected.

See Appendix A for DEI examples in practice.



#### **D. Clinical Faculty**

At appointment, clinical assistant professors are given rolling three-year contracts for a probationary period of not more than seven years. At the completion of this probationary period, clinical assistant professors shall be given long-term contracts of not less than five years or some equivalent.

Clinical assistant professors are encouraged to seek promotion to clinical associate professor during or after the probationary period. Their preparation for promotion is to be supported with faculty development resources and opportunities. Promotion to clinical associate professor is accompanied by the awarding of five-year rolling contracts. Promotion to clinical full professor is accompanied by the awarding of rolling seven-year contracts. 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 an integrative DEI case may be possible.

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

In addition to the criteria listed below, the candidate must maintain licensures and/or certifications appropriate to the discipline.

### **1) Criteria for teaching**

**With teaching as the declared area of excellence:**

**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, state, national and/or international conferences while in rank. Typically four or more peer reviewed teaching presentations will support a case for excellence, but each additional peer reviewed teaching publication may substitute for three 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 including synchronous and asynchronous online delivery of course content
  - 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 an emerging regional or national recognition for outstanding teaching practice

**With service as the declared area of excellence:**

Criteria for satisfactory teaching are the same as listed above for tenure track faculty; namely the following:

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) Consistently perform their teaching responsibilities as reflected by their contractual obligations and division needs.
- d) At least one 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 goes above and beyond the contractual obligations to meet the teaching needs of the division.
  - 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

## 2) Criteria for service

### With service as the declared area of excellence:

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

- A. Leading contribution to a major service activity, such as developing a new degree program, administering a clinical program, program assessment, or program accreditation.
- 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, state, national and/or international conferences while in rank. Typically four or more peer reviewed service presentations will support a case for excellence, but each additional peer reviewed service publication may substitute for three 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
  - Service activities required for maintenance of professional licensure
  - Service to pre-professional student organizations in field
  - Administering field-based programs for students

**With teaching as the declared area of excellence:**

Criteria for satisfactory service are the same as listed above for tenure track faculty; namely the following:

The candidate must receive a rating of **satisfactory performance in service** by meeting criteria a in addition to b or c in the following list:

- a) Engaging in service to the university by *consistently* meeting at least one of the following criteria:
  - i) Consistently performing one's service responsibilities to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
  - ii) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
  - iii) A major role in student recruiting, retention, or advising initiatives
  - iv) Awards and honors for service
  
- b) Engaging in service to the discipline by meeting at least one of the following criteria:
  - i) Grant review
  - ii) Awards and honors for service
  - iii) Proposal of or attainment of service grants
  - iv) Service to professional societies with leadership roles.
  - v) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
  - vi) Service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences
  
- c) Engaging in service to the community by meeting at least one of the following criteria:
  - i) Service to county, state, and/or national governmental offices or agencies, or other public organizations/institutions.
  - ii) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
  - iii) Active service relationships with business and industry, including consulting, economic development, and the initiation and administration of partnerships
  - iv) Awards and honors for service
  - v) Proposal of or attainment of service grants

### 3) 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 clinical 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.

The case for excellence must include each of these elements [rank notes are incorporated within]:

1. *Diversity, Equity, and Inclusion*

The candidate articulates a philosophy 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 candidates, peer-reviewed dissemination at the local or regional level is required.
- For clinical full 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 candidates, sustained excellence over time is expected.

See Appendix A for DEI examples in practice.

## Appendix A: Examples of DEI in Practice

The following are examples of activities that may be used in the candidate's case for excellence. This list is not exhaustive, and there are no requirements for number of activities.

- a) Publications/Dissemination
  - i) 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)
  - ii) Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
  - iii) Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
  - iv) Policy work and impacts related to DEI
- b) Grants
  - i) Major external grants related to DEI
  - ii) Grants serving communities of color or other marginalized communities in the United States and internationally
  - iii) Grants that include rationale related to DEI in the work/research to be conducted
  - iv) Internal grants awarded for DEI work
- c) Mentorship
  - i) Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
  - ii) Serving as an advisor to a student organization related to marginalized/minoritized groups
  - iii) Mentoring faculty/staff from underrepresented groups
  - iv) Mentoring faculty engaged in community-based research
  - v) Program development and leadership targeting underrepresented high school students
- d) Teaching
  - i) Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
  - ii) Curriculum development and/or revision related to DEI
  - iii) Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- e) Research
  - i) Research agenda pertaining to DEI (e.g., health disparities)
  - ii) Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
  - iii) Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
  - iv) Scholarship/research/creative activity focused on minoritized and diverse



- communities (e.g., community engaged research) in the United States or internationally
    - v) Recruitment and/or retention of diverse research teams/personnel
- f) Service
  - i) Community board service linked to DEI
  - ii) Chairing a DEI-based board
  - iii) Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
  - iv) Consulting work (paid or unpaid) related to DEI
  - v) Any efforts to increase the presence of underrepresented groups and communities in open platforms
  - vi) Service on department, school, and/or campus committee pertaining to DEI work
  - vii) Leading/delivering DEI professional development programming
  - viii) Chairing the department/school/unit diversity committee
  - ix) National service to the discipline related to DEI (e.g., elected position in national organization)
  - x) DEI professional development (e.g., trainings, workshops, certification, reading groups)
  - xi) Policy work and impacts related to DEI
  - xii) Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
  - xiii) Serving on search committees when diverse membership is requested
  - xiv) Providing exposure to the research produced by underrepresented groups in open knowledge environments
- g) Community Engagement
  - i) Community engaged research
  - ii) Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
  - iii) Policy work and impacts related to DEI
  - iv) Scholarship creation and/or management
  - v) Active recruitment of diverse students
- h) Awards
  - i) National, international, local (campus), and/or community-based awards and/or recognitions for DEI work
  - ii) FACET membership based on DEI work