

## Promotion and Tenure Criteria for the IUPUI School of Education

### POSITION STATEMENT ON SCHOLARLY VALUES CONCERNING RESEARCH, TEACHING, AND SERVICE OF FACULTY IN THE SCHOOL OF EDUCATION at IUPUI

We, the IUPUI School of Education (SoE) faculty, centering ourselves in an urban context, assert a strong commitment to equity and justice in our research (inclusive of creative activity), teaching, and service; as well as to community engaged scholarship, teaching, and service; and to the value of doing this work within multiple venues and contexts, such as, from teaching in public community forums to “publishing” scholarship in alternative media. We specifically note that, as a younger and forward-looking urban university, IUPUI has articulated a distinctive urban mission oriented by the following institutional values: (1) *civic engagement*; (2) *collaboration*; (3) *diversity, equity, and inclusion*; (4) *economic development of Indiana*; (5) *entrepreneurial work and innovation*; (6) *honors college*; (7) *interdisciplinary work and publication*; (8) *international work and publication*; (9) *interprofessional education*; (10) *open access*; (11) *peer review*; (12) *profiles of learning for undergraduate success*; (13) *public scholars/public scholarship*; (14) *research and creative activity in the urban environment*; (15) *rise to the IUPUI challenge*; (16) *translational research (research that can be translated and applied to the needs of the local and global community)*; (17) *university college*. Furthermore, we note that the University states in its promotion and tenure guidelines that additional care is demanded to assess scholarship, teaching, and service that advances its distinctive mission. However, to offer guidance in the preparation and review of candidate records, the School of Education at IUPUI has developed this statement of values for guiding our scholarship, teaching, and service contributions to the public mission of the University and to the SoE’s equity and justice commitment in all of our work.

Research and creative activity, teaching, and service of faculty in the School of Education at IUPUI rests on the shared premise that an academy situated in a state institution within a democracy must always seek to balance the individual interests of faculty to produce research (including creative activity), teaching, and service in their respective fields with the public interest state institutions are charged to serve. Our intention for this document, therefore, is to formalize our shared commitment to this founding premise in support of our faculty as they pursue annual performance review, promotion, and tenure. Accordingly, our public mission of advocacy, activism, discovery, dialogue, and critical examination of education and its context in our urban community calls for research and creative activity, teaching, and service that may extend beyond academic journals and books to multiple alternate venues. In other words, we honor multiple forms of dissemination of research and creative activity, teaching, and service.

For example, in the area of Research and Creative Activity, we may choose to:

- report the results of research studies in traditional formats
- disseminate scholarship that seeks to understand and interpret experience

- propose theoretical models or conceptual frameworks
- develop creative work that supports equity and justice
- create new research methodologies or epistemologies
- develop or critique specific ideas, assumptions, theories, or methodologies

Likewise, we may choose to disseminate our scholarship to:

- those living and working within communities in which we live and work;
- colleagues in our respective specializations and professions;
- scholars in other fields who might be inspired by our work;
- practitioners, scholars, intellectuals, and others who live in communities throughout the world.

We recognize that important scholarly contributions may challenge traditional hierarchies of writing formats or journals. For this reason, we take care in assessing scholarly products based on their alignment with the scholar's purpose and how that scholar is seeking to balance individual and public interests. Our responsibility as scholars is to a) use our academic freedom to articulate a rationale for the scholarly work we do; b) articulate and choose appropriate forms of expression to achieve our vision; and c) document the impact of our work on the publics we serve. Our choice of dissemination venues is in part justified by how our purposes fit our shared commitment to a community of scholars with public responsibilities to equity and justice.

Similarly, in the area of Teaching, depending on our purposes, we may, for example, choose to:

- disseminate teaching-related scholarship consistent with principles outlined above;
- use traditional classroom pedagogies or develop innovative teaching methods;
- develop innovative ways to evaluate the impact of our teaching on our students;
- develop innovative curriculum materials;
- highlight equity and justice in our pedagogies and curricula; or
- teach in non-traditional formats and forums.

We recognize that teaching is typically seen as occurring in traditional classrooms, but we seek to expand our vision of possible teaching work to online forums, neighborhood and grassroots meetings, citywide forums, K-12 educational organizations, and art-based venues. As with our research, we affirm our commitment to equity and justice-oriented outcomes.

Likewise, in the area of University and Professional Service, depending on our purposes, we may, for example, choose to:

- disseminate service-related scholarship consistent with principles outlined above;
- perform conventional service at all levels within academic programs, departments, schools, and university, as well as within professional organizations and research conferences;
- perform community service within a range of many different contexts in a variety of geographical areas;
- serve as community activists critiquing and acting against inequitable and unjust organizations, circumstances, and contexts in a variety of geographical areas.

We recognize that University and Professional Service is typically internally focused, such as within the university from the program level to the university-wide level, or within national and international professional organizations and research conferences. We continue to value that work. However, consistent with IUPUI's valuing of civic engagement we also recognize that our service can occur in K-12 schools and postsecondary institutions, as well as within community organizations and structured forums. Furthermore, we embrace a broad conceptualization of service. In this spirit, we value community engaged service and activism that is consistent with the scholar's aim of moving towards equity and justice through service.

### **Evaluating contributions**

In evaluating the quality of our work in research (including creative activity), teaching, and research, we are guided by a broad range of criteria rather than a narrow set of standards. In our work, we value:

- A commitment to equity and justice: A strong, persistent commitment to addressing inequities and injustices, inclusive of but not limited to racism, sexism, heterosexism, classism, ableism, language biases, xenophobia, biases toward particular cultures, and immigration status prejudice.
- Community assets and strengths: Robust support for, and valuing of, various histories and communities, such as by race, ethnicity, sexuality, languages, religion, culture, immigration status, etc.
- An urban focus: The primary location of our work within the urban context.
- Integrity: Clarity of purpose and methods; trustworthiness of process, findings, and conclusions.
- Ability to promote change: Inspiration of positive change or new conceptions, as well as organizational and community-based activism for equity and justice
- Ethical conduct: Fair and respectful treatment of participants and collaborators and reciprocity of benefit.
- Reflective critique: Serious self-examination of work and our own positionalities
- Transferability: Rich description of conditions of research and results to enable readers to judge applicability to a given situation.

- Utility: Work that can be (or is) applied to specific settings to inform those working in them.
- Collaboration: Joint collaborative work among scholars, practitioners, and inter-institutional partnerships.
- Breadth of reach and impact: Work that can affect and be read (or otherwise accessed) and appreciated by many diverse audiences, both academic and non-academic.

## **Promotion and Tenure Criteria: Overview**

Indiana University – Indianapolis (IUPUI) School of Education (SoE) is located in a major urban area and has a strong, central focus on equity and social justice specifically within the urban context. This equity and social justice focus is applied within six areas: teacher education (elementary and secondary), educational leadership, educational policy, special education, professional counseling, and urban education studies.

SoE faculty prepares students for many kinds of professional roles in educational institutions that serve all ages and segments of the population. Through its scholarship, teaching, service, and community engagement, the faculty constantly endeavors to enhance society's understanding of equity and social justice in education and the ways that educational equity and social justice can be increased.

Within the promotion and tenure process, a faculty member's work is to be judged based on the intellectual resources utilized in the faculty member's specialty area and the way those resources are applied to making significant improvements in education. A variety of activities may be undertaken, but the level at which the faculty member performs and contributes to his/her field is considered vital.

Routine competence in any type of work, by itself, even when accompanied by conscientiousness and zeal, is therefore insufficient grounds for tenure and promotion. Thus, while the profile of activities may differ for each individual, and the emphasis on teaching, research, service, and/or community engagement may vary, the common denominator in judging all of them is the quality of the work brought to bear on the area.

According to the statement on "Faculty and Librarian Promotions," (University policy ACA-38), "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 mission. 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.” (<https://policies.iu.edu/policies/aca-38-faculty-librarian-promotion/index.html>)

However, it is important to note that the criteria for promotion and for tenure depend on campus and program missions. For tenure the criteria must reflect the different missions and contexts of specific academic units while adhering to the institution’s promotion and tenure policy. It also needs to be noted that while each faculty member must achieve the requirements of the promotion and tenure criteria, they may do so in many different ways.

The typical candidate for promotion to associate professor with tenure submits a dossier after completing five years in the rank of assistant professor. In exceptional cases a candidate may submit a promotion dossier in fewer than five years. The typical candidate for promotion to professor has at least 5 or more years in the rank of associate professor. In exceptional cases a candidate may submit a dossier in fewer years. In all cases the same criteria for tenure and promotion apply.

## **A: UNIVERSITY POLICIES, CASE TYPES, AND CATEGORIES**

The School of Education criteria for promotion and tenure are guided by the IUPUI Tenure and Promotion Policies and Procedures located within THE GUIDE FOR IUPUI FACULTY. These tenure and promotion policies may be found in University Policy ACA-37 “Faculty and Librarian Tenure” (<https://policies.iu.edu/policies/aca-38-faculty-librarian-promotion/index.html>) and University Policy ACA-38 “Faculty and Librarian Promotions” (<https://policies.iu.edu/policies/aca-37-faculty-librarian-tenure/index.html>) and associated documents.

After the appropriate probationary period, tenure shall be granted to those faculty members and librarians 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. (See above for Reappointment and Non-Reappointment during the Probationary Appointment Period.)

Each campus on which tenure is held (and other units as appropriate, e.g., school, college, department) shall have a document that states with reasonable specificity the standards that will be used to evaluate whether candidates meet the criteria for tenure. The document(s) must comply with the standards of the University and should make their application more specific. The chief academic officer on each campus is charged with the responsibilities of (a) reviewing such documents with respect to whether they are consistent with such documents at higher levels, and (b) maintaining a current file of such documents. Each campus (or other unit) shall provide each probationary faculty member with a copy of the document at the beginning of the probationary service.

If the document changes during the faculty member or librarian’s probationary period, the faculty member or librarian may choose to be evaluated for tenure under the written standards in effect at the time of appointment. Tenure considerations must recognize the diversity of the missions and the contexts of the campuses of the University and must not ignore the mission of the particular unit as defined in its statement of criteria and procedures and the individual’s

contribution to that mission. Tenure will generally not be conferred unless the faculty member or librarian achieves, or gives strong promise of achieving, promotion in rank within the University. (ACA-37) A brief review of these statements appears below.

### **A: 1: Case Types for Tenure & Promotion**

#### ***Cases based on excellence in one category***

Excellence in teaching, research and creative work, and services which may be administrative, professional, or public are long-standing categories for University promotion. A candidate for promotion [or tenure] must excel in at least one of the above categories and be at least satisfactory in the others.

#### ***Cases based on excellence through balanced strengths across categories***

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.

#### ***Cases based on excellence through balanced-integrative strengths in diversity, equity, and inclusion***

The candidate may demonstrate excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion that promise excellent overall performance of comparable benefit to the university.

### **A: 2: Definitions of Categories**

Definitions of the three categories are provided below:

#### ***Teaching***

The prime requisites of successful teachers are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry that leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a strong commitment to teaching and working with students, the ability to stimulate their intellectual interest and enthusiasm, a deep understanding of equity and social justice in education, and the ability to insightfully assist students in understanding equity and social justice in education.

#### ***Research and Creative Activities***

In the School of Education, publications in media of quality and public reach are expected as evidence of scholarly work, whether pursued individually or collaboratively. In addition, an original contribution of a creative nature is as significant and as deserving as the publication of a scholarly book or article, as is the insightful use of new media, including social media. Furthermore, the quality of the research and creative activities is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting one to three focused programs of worthwhile research. Furthermore, research work done in deep collaboration with urban schools, and community-based groups and organizations is highly valued.

### *Service*

Educated talent, technical competence, professional skills, and a commitment to equity and social justice are indispensable in coping with the complexity of urban contexts. Because most technical assistance is carried on by professional persons, and a high proportion of them have university connection, the University must provide people to fill this need. The performance of services for the University or for external organizations may decrease accumulation of evidence for proficiency in research or teaching even while contributing to the value of an individual as a member of the University community. In such cases service should be given the same consideration in determining promotion as proficiency in teaching or research. The evaluation of the service should be in terms of the skill with which the service is performed, its relation to the general welfare of the University and the urban context, its effects on the development of the individual, and its impact on equity and social justice in education. Furthermore, service provided by the School of Education faculty strongly values engagement with urban communities, particularly in terms of equity and social justice in urban education.

## **B: SCHOOL OF EDUCATION CATEGORY AND CASE DEFINITIONS, EXPECTATIONS, AND FORMS OF EVIDENCE**

In the following paragraphs the criterion areas are characterized generally as they relate to the overall mission of the School of Education. If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in teaching, research and creative activities, or service; balanced integration across the three areas, or a balanced integrative DEI case, the candidate must make a case for quality of scholarship as indicated by the candidate's publications or disseminated products. Whether one chooses the balanced-highly satisfactory case, a balanced-integrative DEI case, or a case based on excellence in a single domain, the primary criterion for attaining tenure or promotion is that the candidate provides evidence of his or her intellectual engagement in his or her chosen fields of study, and that this engagement has resulted in the production of scholarship that has been recognized by his or her peers (e.g., scholarly papers, articles, and other manuscripts).

### **B: 1: Teaching**

The teaching category includes all forms of university-level instructional activity on or off campus. It includes preparation for and teaching of a variety of types of courses, seminars, and other academic learning experiences. It also includes, for example, non-credit workshops and informal instructional activities involved in working with in-service teachers or community groups. Further, it includes those instructional activities conducted to develop competencies of practitioners that extend beyond the university campus, such as supervising student teachers, guiding field-based practice in counseling and school psychology, and the like. This category includes course and program development, academic counseling, supervision of student research and service on graduate student program and research committees. It also includes the improvement of instructional techniques and techniques for evaluating student outcomes and the production of course materials, textbooks, and digital tools for learning (online videos, podcasts, webinars, e-newsletters, social networks, and online communities, etc.). Advising and mentoring undergraduate, graduate, and early career faculty also constitute teaching. Teaching also encompasses contributions to an academic community of scholars through the presentation of successful instructional innovations, insights, or experiences with teaching. Publications that

disseminate scholarly discourse about teaching or otherwise communicate pedagogical strategies are included in this category of teaching activity.

*If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in teaching, the candidate must make a case for scholarship in teaching and learning that includes peer-reviewed publications relevant to teaching. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.*

Teaching is a complex process that encompasses *multiple components, and multiple forms of evidence are needed to assess teaching effectiveness comprehensively*. Appropriate teaching materials may include evidence from the *instructor* (e.g., philosophy of teaching, teaching goals, syllabi, instructional materials, reflections on efforts to evaluate and improve teaching, presentations and articles on one's teaching), evidence from *others* (e.g., colleague evaluations of student outcomes, observations by colleagues trained to evaluate teaching, invitations to share one's teaching expertise), and evidence from *students* (e.g., formal end-of-course student evaluations, solicited and unsolicited feedback from students, course-related student products, evidence of student achievement, student-selected teaching awards). These categories of evidence may be interrelated. For example, a colleague may write an evaluation of the links among an instructor's philosophy, goals, course design, instructional strategies, and outcomes based on direct observation, instructor-provided documents, and student products and evaluations. *Evidence of excellence in teaching may include electronic publications that are of high quality and subject to external review.*

## **B: 2: Research, Development, and Creative Activities**

This category is broadly construed to include all original inquiry, systematic analyses of problems (both practical and theoretical) that result in original writings or other products, and systematic instructional development work. In general, this category involves the question of what, through scholarship and creative efforts, the faculty member is contributing to the field of education.

*If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in research and creative activities, the candidate must make a case for scholarship in research and creative activities that includes peer-reviewed publications relevant to research and creative activities. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.*

Faculty members of the School of Education make original contributions in research, scholarship, and development in a variety of ways and in many forms. Publications in scholarly or professional journals may be one form. Specialized monographs or books may be another. Presentations at professional meetings may be a form of contribution, although normally this would not be the sole means of dissemination and would be accompanied by publication. The dissemination of original products, such as instructional materials or tests, or demonstrations at other educational sites may be the form of original contributions of faculty members engaged in instructional development work. Evidence of excellence in research and creative activities may

include electronic publications that are of high quality and subject to external review.

Writing successful proposals to obtain externally funded research-and-development projects is *one* indicator of recognition and respect among peers and is encouraged. Candidates should document their roles in funded projects and may also list unfunded proposals as examples of effort to build a coherent program of research-and-development projects. The contribution that projects make to a particular field should be included in the dossier (e.g., written reports). The importance of unfunded research will be interpreted within the context of funds available in the individual's field.

Criteria in the major sub-types of scholarly productivity—research and/or development—are discussed in the following sections:

### **B: 2: a: Research**

Since the advancement of education calls for various kinds of research, it is natural that many forms of research are to be found among the faculty. Each specialized form requires somewhat different criteria for judging the significance and soundness of the faculty member's work. In fields such as history or philosophy of education or comparative education, original inquiry may entail methods of description, logical analysis, evaluation, and synthesis. In other areas of education, research is heavily empirical and analytic, drawing from a variety of methodological traditions in the natural and behavioral sciences. In some areas, the approaches may draw upon naturalistic or ethnographic paradigms. In some instances, critical reviews of a subfield such as those found in the *Review of Educational Research* make substantial contributions (although it is evident that the mere rehashing of ideas does not constitute research). In some areas of education faculty members contribute through applied or decision-oriented inquiry as opposed to conclusion-oriented inquiry; examples may be found in the systematic evaluation of teaching, curriculum development, or administrative procedures. The development and evaluation of policy is another important form of inquiry in education.

### **B: 2: b: Development**

In contrast to research that aims to further knowledge of education, *development* is disciplined inquiry that results in the creation of an original artifact or designed experience that is used beyond the candidate's department and institution. This artifact could be a new or substantially improved educational product, process, method, test, or other invention that is original. An example of a designed experience is a workshop with materials and activities that others beyond Indiana University use, such as one that helps teachers to integrate technology in their classrooms. Such a designed experience should be replicable by others.

For development to be disciplined inquiry, it requires 1) evidence of following a rigorously justified design process. Examples of *justified* design processes might be the ADDIE model (analysis, design, development, implementation and evaluation) that has been established within the candidate's discipline or the Agile or Collaborative Design models that are well established in related disciplines, and 2) indicators of the instrumental value of the unique artifact or designed experience. The developed artifact or designed experience should have undergone rigorous *summative evaluation* that provides evidence of its instrumental value. For example,

evidence could be provided on how it influences the activities of the target audience, user satisfaction, impact on the user's organization, or comprehensive peer review that establishes its utility as design knowledge in its own right—that is as a recognized exemplar for demonstration of innovative approaches to designing. Evaluation may also include evidence of use or adoption of the artifact, such as reviews by users and experts in the discipline, statistics on the volume of sales, and tallies of Web accesses.

## **B: 2: c: Creative Activities**

Creative activity is the sustained production of art forms (including new media art), artistic performance, or other creative effort undertaken to explore the medium of such forms, performances, or efforts. Creative activity involves intellectual and scholarly contributions that enrich cultural landscapes, engage diverse publics, and foster dialogue among and across domains of inquiry, discourse, practice, and social imagination. Creative activity that integrates various applications (including professional media arts) into improved practices is often as essential or as valuable as theoretical research. Professional contributions of faculty specializing in creative activity should be expected to be in one or more categories of creative production, sustained over time, and result in diverse forms of publicly disseminated creative scholarship. Creative scholarship is a demonstrable outcome of creative activity and may include design, production, exhibition, and distribution whether in physical, digital, or some newly created form. Creative activity engages scholars, artists, designers, conveners, and organizers to imagine, study, and enact change in order to broaden understanding, challenge and push boundaries, explore existing/create new imaginaries, subjectivities, and thoughtforms. Creative activity may involve individual, collaborative, inter- and multidisciplinary pursuits that take the form of symposia, workshops, research collaborations, public presentations, visual and performing arts, exhibitions, and other forms. Creative activity strengthens and promotes collaboration, community engagement, translational research, and public scholarship while simultaneously inspiring originality, collective imagination, innovation, knowledge-making, and breadth of vision.

Examples of creative activity might include:

- publishing and/or disseminating creative works (e.g., poems, stories, novels, music, performances) in various outlets (e.g., social media, television, radio, film);
- publishing textbooks;
- presenting at invitational off-campus artistic exhibits in major galleries or museums;
- publishing artistic works in state, regional, national, or international publications;
- publishing monographs or artistic work;
- participating in nationally recognized art workshops in which there is a screening, recommendation, and/or invitational process for participants.

The creative activity should have undergone rigorous summative evaluation that provides evidence of its value. For example, evidence could be provided on how it influences the activities of the target audience, user satisfaction, and impact on the user's organization. Evidence could also be provided through independent peer review that establishes its value as creative scholarship in its own right. Evaluation may also include evidence of use or adoption of the creative activity, such as reviews by users and experts within and outside of the discipline and statistics on the volume of sales or viewership.

### **B: 3: Service**

This category includes all forms of professional service performed for the benefit of the University, the profession, and the public. The faculty of the School of Education recognizes a continuous obligation to provide service to the University, the profession and the community through its talent, its technical competence, and its professional skills. Indeed, it is the case that increasingly greater demands for service are being made on the school as society's educational needs become ever more complex.

*If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in service, the candidate normally makes a case for scholarship in service that includes peer-reviewed publications relevant to service. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.*

In general, a faculty member's service can be classified as internal or external to the University and can take a variety of forms and directions. It includes, for example, all of the following: Administration, at any level, within the University, and administrative service to learned or professional organizations; Service on or for Departmental, School, or University committees and faculty governance boards, commissions, task forces, and councils; Service to student organizations or groups; Consultative or other service to any level of public or private educational institutions or professional organizations; Efforts to promote partnerships and engagement with public schools and communities; Consultative or other service to government or public interest groups and; Publications and other materials developed as part of professional service activities.

Service should be evaluated along the following dimensions:

- the level of professional competence or expertise required for its performance;
- the effectiveness of the service;
- the significance of the service to the welfare of the University, the profession or the public;
- its effect on the development of the individual;
- quality of scholarship.

A distinction should be drawn between citizenship activities and service projects that relate to scholarship itself. Citizenship activities involve the kind of committee and administrative service expected of all faculty members in the School of Education, as well as community service activities. Service as scholarship should be tied directly to one's field of knowledge and relate to this professional activity.

#### **B: 4: Balanced Cases**

##### **B: 4: a: Balanced Case-Highly Satisfactory in All Three Categories**

A balanced case requires at least very good/highly satisfactory performance in each of the three categories of teaching, research, and service. Very good/highly satisfactory is defined as appreciably better than satisfactory but less than excellent performance. In the balanced case, it is expected that there would be thoughtful and purposeful integration among the candidate's teaching, research, and service activities. A candidate must present evidence of balanced strengths that demonstrate excellent overall performance of benefit to the university and profession that is comparable to excellence in a single category. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review.

##### **B: 4: b: Balanced-Integrative DEI Case**

The Balanced-Integrative DEI case is a type of balanced case. The case must present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity, and inclusion. There are two ways to do this. One is to evidence integration of all three categories (research, teaching, and service), and the other is to evidence integration of any two areas. If integration of two areas is chosen, candidates must demonstrate at least satisfactory performance in the third area. The Balanced-Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university.

*It is important to note that Balanced-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.*

The main point of Balanced-Integrative DEI case is to provide a promotion and tenure pathway for those whose work is primarily focused on diversity, equity, and inclusion; whose DEI work is not best represented as separable in three areas of research, teaching, and service or two of those areas; whose DEI work is often disseminated in alternate venues; and/or whose DEI work is often directed in its impact on various public audiences that are not necessarily academic.

#### **C: CRITERIA RELATED TO TENURE AND/OR PROMOTION**

The criteria for each level of promotion and for tenure are presented below, along with criteria for differentiating ratings of satisfactory, very good/highly satisfactory, and excellent in each category. A rating of unsatisfactory indicates the failure to achieve the level of satisfactory performance.

## C: 1: Criteria for Promotion to Associate Professor

### C: 1: a: Teaching

<b>Satisfactory</b>	Evidence of satisfactory teaching should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence, regardless of immediate outcomes.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Documentation of excellent performance in teaching for promotion to associate professor should include outstanding performance in classroom teaching, advising, and mentoring, as well as evidence of more widespread impact of scholarship about teaching. Evidence relating to outstanding performance as a classroom teacher should come from a variety of the areas mentioned under Teaching (section B:1). Evidence of movement toward national and/or international visibility in teaching should include documentation of an active role in communicating instructional efforts and innovations nationally and internationally. This documentation should include scholarly publications about teaching. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the candidate (e.g., textbooks, videos, web pages, publications, conference presentations). Teaching awards may also provide evidence of teaching excellence.

### C: 1: b: Research, Development, and Creative Activity

#### C: 1: b: 1: Research

<b>Satisfactory</b>	Evidence that the faculty member is developing a program of research in a specific field and is contributing to that field either some original inquiry, or unique interpretations or syntheses that are contributions to the dissemination of new knowledge. Progress beyond the doctoral dissertation should be evident.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Evidence that the faculty member is beginning to establish a national

	<p>and/or international reputation as an original contributor through research. The faculty member's work should suggest that there is a well-defined domain of inquiry being established with continuity and connectedness between individual projects. There should be evidence that the candidate is contributing to an area in at least one of the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Methodological originality</i> – developing research methods that break new ground or offer new solutions to problems encountered in the field.</li> <li>• <i>Substantive illumination</i> – adding new critical insights to a subject so that others working in the field now view the subject with greater clarity or with new perspectives.</li> <li>• <i>Integration and synthesis</i> – placing large amounts of knowledge or empirical data or technique in a new, usually more comprehensive, framework so as to clarify how elements of knowledge, data, or technique relate to one another.</li> <li>• <i>Conceptual and theoretical innovation</i> – generating new ways of thinking about existing topics or problems through new concepts, uses of logic, or schemata.</li> </ul>
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**C: 1: b: 2: Development**

<b>Satisfactory</b>	Evidence that the candidate has followed a systematic development procedure in addressing an educational problem and that the solutions have been recognized by the affected clientele as successful.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Evidence that the candidate has embarked on a line of work that has resulted in professional recognition of excellence for a development project that shows promise of extension beyond a single problem and beyond the local level.

**C: 1: b: 3: Creative Activity**

<b>Satisfactory</b>	Evidence that the faculty member is developing a line of creative activity with a specific focus or theme involves intellectual and scholarly contributions that enrich cultural landscapes, engage diverse publics, and foster dialogue among and across domains of inquiry, discourse, practice, and social imagination.
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<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	<p>Evidence that the faculty member is beginning to establish a national and/or international reputation as an original contributor through creative activity. The faculty member's work should suggest that there is a well-defined domain of creative activity being established with continuity and connectedness between individual projects. There should be evidence that the candidate is contributing to an area in at least one of the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Methodological and/or aesthetic originality</i> – developing research methods that break new ground or offer new solutions to problems encountered in the field.</li> <li>• <i>Substantive illumination</i> – adding new critical insights to a subject so that others working in the field now view the subject with greater clarity or with new perspectives.</li> <li>• <i>Integration and synthesis</i> – placing large amounts of knowledge or empirical data or technique in a new, usually more comprehensive, framework so as to clarify how elements of knowledge, data, or technique relate to one another.</li> <li>• <i>Conceptual and theoretical innovation</i> – generating new ways of thinking about existing topics or problems through new concepts, uses of logic, or schemata.</li> </ul>

**C: 1: c: Service**

<b>Satisfactory</b>	A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, some participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of the School of Education to its various constituencies.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Evidence of more than a routine amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service beyond the local level should be presented. As mentioned earlier, a distinction should be drawn between routine service, or citizenship, and service projects that relate to scholarship. To be considered excellent, service activities should be tied directly to one's field of knowledge and relate this knowledge to professional activity for the betterment of the

	<p>field of education. Examples might include shaping public policy, serving clients in counseling psychology in some exceptional way, working with public schools to bring about substantial and significant change; in all of these instances practice and theory should inform each other. Scholarly service both applies and contributes to human knowledge.</p>
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**C: 1: d: Criteria for Promotion to Associate Professor Balanced Case-Highly Satisfactory in All Three Categories**

The case for promotion to associate professor must include evidence that the faculty member has an emerging national and/or international reputation as an original contributor evidenced through the body of work. As defined above, the balanced case requires at least very good/highly satisfactory performance in each of the three categories of teaching, research, and service. Very good/highly satisfactory is defined as appreciably better than satisfactory but less than excellent performance. In the balanced case, it is expected that there would be thoughtful and purposeful integration among the candidate’s teaching, research, and service activities. A candidate must present evidence of balanced strengths that demonstrate excellent overall performance of benefit to the university and profession that is comparable to excellence in a single category. In all cases, the candidate’s total record should be assessed by comprehensive and rigorous peer review.

**C: 1: e: Criteria for Promotion to Associate Professor based on Balanced-Integrative DEI Case**

As defined above, successful Balanced-Integrative DEI cases must present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity, and inclusion. There are two ways to do this. One is to integrate all three (research, teaching, and service), and the other is integration of any two areas. If integration of two areas is chosen, candidates must demonstrate at least satisfactory performance in the third area. Through the integration, the candidate achieves “excellent overall performance of comparable benefit to the university” (IU Policy ACA-38). All of the following should be evident, using multiple sources of information.<sup>1</sup>

The case for promotion to associate professor must include evidence that the faculty member has an emerging national and/or international reputation as an original contributor through integrated work advancing diversity, equity, and inclusion. Such evidence may include, but is not limited to, integrating the principles of diversity, equity, and inclusion into their classroom teaching and curriculum development, research, grant writing, institutional and community service activities, and overall philosophy. This integration across the candidate’s teaching, research, and service (or two of the three) must present continuity and connectedness among the candidate’s work and activities.

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<sup>1</sup> Not every item on a candidate’s CV would be 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 with respect to DEI work.

At the *associate professor* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination is also expected as a reflection of the quality of the work.

<b>Required Elements of a Balanced-Integrated DEI Case</b>	
<b>Diversity, Equity and Inclusion</b>	The candidate articulates a philosophy <sup>2</sup> 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 or two of these that 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, a variety of venues for dissemination are accepted; metrics can be developed using research metrics.iupui.edu among other sources.
<b>Local 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 to local 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.

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<sup>2</sup> Similar to the requirement for a teaching philosophy in teaching-excellence cases (which is incorporated into the candidate statement or presented separately). Presents a philosophy of diversity, equity and inclusion that is evidenced through related activities and achievements. This should include a framework that integrates theory, literature, and practice. A condensed version of this philosophy of diversity, equity and inclusion statement may be included in the candidate statement itself.

## C: 2: Criteria for Tenure

In consideration for tenure, the individual should have met the teaching, research, and service criteria for promotion to associate professor. (See section C: 1). In addition to consideration of teaching, research, and service activities, tenure recommendations should be based on a prognosis of the candidate's future achievements, as determined by dependability, growth, originality, potential and versatility of the candidate's work in relation to the mission of the School of Education and of the particular unit within the School to which the faculty member is assigned. That is, careful consideration should be given to the individual faculty member's potential contribution to the unit and School mission.

## C: 3: Criteria for Promotion to Professor

### C: 3: a: Teaching

<b>Satisfactory</b>	Evidence should include an assessment on each of the teaching dimensions emphasized under promotion to associate professor indicating that there are no uncorrected serious faults or deficiencies. Evidence of continuing growth as a teacher beyond the level attained upon promotion to associate professor should be provided.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	National and/or international visibility for contributions to teaching should have been attained in order to earn a rating of excellence in teaching for promotion to professor. Appropriate evidence should include dissemination of scholarly publications about teaching. Other forms of evidence sustained over a period of years may include: <ul style="list-style-type: none"><li>• versatility, that is, excellence in teaching at more than one level (undergraduate, masters, advanced graduate) and in more than one form (e.g., lecturing to large groups, conducting discussion groups and seminars, directing laboratory or clinical experiences, guiding independent study or research);</li><li>• excellence in course or program development;</li><li>• exemplary and unique student achievement;</li><li>• international impact of scholarship on teaching, including published materials, conference presentations, and related activities (e.g., textbooks, videos, podcasts, webinars, e-newsletters, social networks, and online communities, etc.);</li><li>• widespread reputation for excellence in teaching (e.g., testimony from former students and colleagues, from client groups, data on various awards or other recognition relevant to this category);</li></ul>

	<ul style="list-style-type: none"> <li>• concerted effort to engage colleagues, locally and nationally, in conversations about teaching and learning (e.g., organizing or leading teaching workshops, teaching-related conference presentations); and</li> <li>• exceptional advising, mentoring, and nurturing of students and early career faculty</li> </ul>
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### C: 3: b: 1: Research

<b>Satisfactory</b>	Evidence that the candidate has continued to grow in those aspects of research that relate to his/her area of excellence (teaching or service), either by original inquiries or by interpretation, synthesis, or evaluation of the work of others. Evidence of such growth in scholarship may be found in scholarly publication or in publications on teaching and/or service that indicate scholarly qualities.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Evidence of having a national and/or international reputation for research contributions at the time of the case for promotion is considered. In addition to publication in refereed journals, citations by other authors and public acknowledgment of the importance of the faculty member's contributions are common forms of evidence of national and/or international prominence in research. Contributions may include both methodological and substantive or theoretical contributions.

### C: 3: b: 2: Development

<b>Satisfactory</b>	Evidence of sustained efforts in development while in rank as associate professor with some product development beyond a single prototype.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Published evidence that the candidate has made major accomplishments in inventiveness/innovation (his/her solutions to operating problems are characterized as novel or as "major breakthroughs") and/or in methodological development (improved processes or techniques of development have been created by the candidate, such as new evaluation methods or new uses of media or other technology). Evidence of recognition for this work at a national

	and/or international level should be presented.
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**C: 3: c: Service**

<b>Satisfactory</b>	A record of a greater range of service than is considered satisfactory for promotion to associate professor. The evidence shall also include an assessment of the quality of service.
<b>Very Good/Highly Satisfactory</b>	Indicates performance that is appreciably better than Satisfactory but less than Excellent.
<b>Excellent</b>	Evidence of outstanding performance over a period of years and of a national and/or international reputation for leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond routine expectations of professional educators.

**C: 3: d: Criteria for Promotion to Professor Balanced Case-Highly Satisfactory in All Three Categories**

There is evidence that the faculty member has established a national and/or international reputation as an original contributor evidenced through the body work. As defined above, the common balanced case requires at least very good/highly satisfactory performance in each of the three categories of teaching, research, and service. Very good/highly satisfactory is defined as appreciably better than satisfactory but less than excellent performance. In the common balanced case, it is expected that there would be thoughtful and purposeful integration among the candidate’s teaching, research, and service activities. A candidate must present evidence of balanced strengths that demonstrate excellent overall performance of benefit to the university and profession that is comparable to excellence in a single category. In all cases, the candidate’s total record should be assessed by comprehensive and rigorous peer review.

**C: 3: e: Criteria for Promotion to Professor based on Balanced-Integrative DEI Case**

There is evidence that the faculty member is seen as a local leader and has established a national and/or international reputation as an original contributor through work advancing diversity, equity, and inclusion integrated across the candidate’s teaching, research, and service (or two of these areas) that presents continuity and connectedness among the candidate’s integrated work and activities. Such evidence may include, but is not limited to, integrating principles of diversity, equity, and inclusion into classroom teaching and/or curriculum development, research, grant writing, institutional and community service activities, and overall philosophy. For further consideration of how “Excellence” has been defined, see section **C: 1: e**.

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