

PROPOSAL—Editorial Changes
Guidelines for Promotion and Tenure

The following are in *addition* to the separately-presented proposals and will be incorporated where applicable.

- Consistently use “area of responsibility” and “area of excellence.”
- Ensure that the criteria include expectations that each faculty member be at least satisfactory in all of their relevant “areas of responsibility” no matter what their case for promotion is based on (a single area of excellence or a balanced-type case.)
 - Tenure track: research/creative activity, teaching, and service.
 - Clinical faculty and lecturers: teaching and service.
 - Librarians: performance, professional development, and service.
 - Research scientists: research; service if stipulated by unit.
- Add a temporary note about language for internal and external reviewers re COVID (IFC endorsement, Dec. 2021). Add a note for the candidate statement directing candidates to be specific about any COVID impacts.
- Add a note that tenure standards at the time of hire must be preserved for use by tenure-track faculty.
- In Teaching Professor criteria add note that excellence is *sustained* over time.
- Direct schools to establish a consistent and explicit policy on what materials are sent to external reviewers, that may vary by type of case, but not by individual candidate, except that that policy may direct candidates to create their own unique mini-dossier of key materials.
- Add an appendix on potential measures of Impact and Quality. Not an exhaustive nor required list, but suggestions for candidates and reviewers. Incorporates DEI indicators developed in 2020-2021. Includes traditional scholarly metrics, non-traditional, and non-scholarly.

EXACT GUIDELINE LANGUAGE CHANGES:

New language is in blue; deleted language has strike-throughs; red highlights exact spots of changes.

The IFC is asked to endorse the concept of the edits listed above. There may be further wording and formatting changes in the Guidelines once all proposals have been reviewed.

In section, Promotion

- For probationary tenure-track candidates, promotion to the associate level is normally sought toward the end of the probationary period in conjunction with the tenure decision.
 - In general, promotion standards are those in effect at the time of application for promotion; tenure standards are those in effect at the time of hire. **EDIT-procedural.** Units must keep copies of the standards in effect upon hire (the acceptance of an offer letter) for each pre-tenure faculty or librarian. Individual faculty or librarians may choose standards developed later if they wish. Decisions about tenure and promotion to associate rank should in most cases be parallel and consistent.
 - All promotions to full, and all promotions in the non-tenure-track ranks, are based on standards in effect at the time of application.
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In section, Teaching Professor criteria [for some reason ‘sustained’ was not included here].

- For teaching professor:
 - **EDIT-NTT Scholarship.** The above, **EDIT-Procedural** on a sustained level of excellence, plus academic or professionally peer reviewed dissemination of scholarship that supports relevant to teaching and learning
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In section, Candidate Statement

- **EDIT—Procedural.** Candidates whose scholarship, teaching, or service have been affected by the COVID pandemic should be specific about the effects and their adaptations.
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In section, External Evaluation

- **EDIT-Procedural.** Schools should maintain consistency in what is sent to external evaluators. This may vary by type of case, but not by candidate.
 - For cases based on excellence in research, a typical package consists of an IUPUI P&T CV, a disciplinary CV, the candidate’s statement, and links to or copies of signature research items (or, links embedded in the CV).
 - For teaching, service, or balanced cases, each candidate should be asked to create a mini-dossier, containing the CVs and candidate statement, plus select and critical information supporting their case. Candidates should be cautioned that referees do not have unlimited time and attention.

6. Quality and Impact Details

EDIT-Quality and Impact

At end: new Appendix

Appendix: Quality and Impact

Candidates should provide evidence of the quality of their work and its impact for any kind of case. The following measures are intended to be illustrative rather than exhaustive.

- Departments are encouraged to consider discipline-specific examples and measures and incorporate them into their guidelines.
- Any individual promotion or tenure case may have a combination of initiatives and metrics. The candidate must clearly articulate how their aggregated accomplishments are deserving of a finding of ‘excellence.’ Review committees should look for persuasive arguments with compelling evidence, simultaneously being open to non-traditional methods of assessment.

The following are elements that add to the strength of the case:

- Scope: the number of people, events, tasks, and other elements involved: more is better.
- Difficulty/challenge: initiatives addressing issues that are both important and have proven difficult to improve: more difficulty the better.
- Innovation/creativity: initiatives where the candidate provides unique and creative ideas, rather than applying known examples: the more innovative, the better.
- Success/outcomes: achievement of planned or secondary objectives—the more successful the better.
- Adoption by others: e.g. citations, use in courses, use in other communities or organizations: the more wide-spread beyond IUPUI, the better.

None of these are necessary or individually sufficient. For example, a very creative approach to a very difficult problem may have a small scope and limited (initial) outcomes, but also be inspiring to other organizations. A broader application of a known good model (from outside IUPUI, at IUPUI), may have a large scope and more consistent success, but be less innovative.

Examples of activities with impact with examples for the DEI case (see also DEI examples [here](#)):

- Policy work: work that supports adoption of DEI-enhancing governmental or organizational policies and practices.
- Grants: securing grants for IU/IUPUI/unit programs for DEI, e.g. funding diverse junior researchers, pipeline initiatives; internal or external.
- Grants-assistive work: work that assists either IU/IUPUI-units or community organizations to secure grants to support DEI goals.
- Mentorship/advising: designing a mentoring program; serving as a mentor—could be junior colleagues, graduate students, undergraduate students, or pre-college individuals, with impact on diversity, equity, and inclusion; advising groups or individuals.
- Inclusive teaching practices
- Innovative DEI-related curriculum design and delivery
- Providing professional development related to DEI