

PROPOSAL—Scholarship by Clinical and Lecturer Faculty  
Guidelines for Promotion and Tenure

**Background:** IU policy on the responsibilities of clinical and lecturer faculty ([ACA-18](#)) state that clinical and lecturer faculty may not be evaluated on research.

It states that for clinical faculty: “continued appointment and advancement in rank must be based on performance in teaching and service” and for lecturers, “assigned responsibilities may include research and service only in support of teaching.”

Some faculty and administrators have assumed that excellence in *teaching*—the most common case type for non-Medicine clinical faculty—means scholarship ought to be confined to scholarship of teaching and learning.

Other faculty and administrators have recognized many ways in which scholarship on disciplinary and professional topics can support teaching. For example, carrying a geology research project through from conception to publication with a team of students, would not be scholarship *about* the learning process itself, but would be scholarship used in support of those students’ learning.

**Clarification/change:** Lecturer and clinical faculty may present products of scholarly activity as part of a case for excellence in teaching\*, on condition that they discuss and demonstrate how those activities support teaching. No product may be labelled as “research” (per IU policy) but they may be listed in the ‘teaching’ section of a IUPUI P&T CV.

\*Clinical faculty whose scholarship supports their service are likely to use service as an area of excellence.

**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 change listed above. There may be further wording and formatting changes in the Guidelines once all proposals have been reviewed.*

In section, Clinical Faculty (criteria)

- Clinical faculty may not present “research” as a case for promotion. **EDIT-NTT Scholarship.** Disseminated scholarship is a requirement; the candidate would demonstrate how their scholarship supports their teaching, their service, or both.

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In this section, Clinical Faculty, service-area-of-excellence

- **EDIT-NTT Scholarship.** Some disseminated scholarship is required for excellence in service. The candidate must address how their scholarship advances their service and documents their excellence. Precise distinctions between “research” scholarship and “service” scholarship are not necessary for clinical faculty as long as their disseminated scholarship supports their accomplishments. Per IU policy, scholarship labelled as research may not be presented as evidence of excellence for a non-tenure track faculty member.
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In this section, Clinical faculty, teaching-area-of-excellence

- Some level of national peer-reviewed dissemination of scholarship is required to document excellence [in teaching] for clinical and tenure-track faculty.
    - **EDIT-NTT Scholarship.** Clinical faculty must have disseminated scholarship. This scholarship need not address pedagogical theory or techniques. The candidate must demonstrate how the scholarship supports their teaching and their case for teaching excellence.
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In section, criteria for Teaching Professor:

- For teaching professor:
    - Record of publicly disseminated and peer reviewed scholarship **EDIT-NTT Scholarship which supports in teaching**
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In the section, Dossier folders, Teaching

- **EDIT: NTT Scholarship.** Evidence of **the use of scholarship to support teaching.** ~~effective teaching through scholarly dissemination of knowledge about teaching, especially in peer-reviewed media.~~ Dissemination is required for documenting teaching at the level of excellence for tenure-track and clinical faculty, and for the rank of teaching professor. Such activities, while listed on the curriculum vitae, should also be documented and discussed in this section.
- Tenure-track faculty seeking advancement based on excellence in teaching should have peer-reviewed publications that document student accomplishment or contribute to the theoretical base of knowledge about curriculum or effective teaching and learning.

- Clinical faculty using teaching as an area of excellence and lecturer faculty may use different forms of scholarship, not limited to contributions to scholarship of teaching and learning, in so far as those works of scholarship demonstrably advance their teaching.