

PROPOSAL—Integrative Clinical DEI Case

A current ‘binned balanced’ case exists for clinical faculty—balanced between teaching and service.

I. Background: Why undertake this revision?

A. Consistency with IUPUI values

In P&T Guidelines, Values section:

Diversity, Equity, and Inclusion

- IUPUI is committed to providing, nurturing and enhancing a diverse community of learners and scholars in an environment of equity and inclusion.
- Faculty work that contributes to the diversity of learners and scholars at IUPUI and that enhances our environment of equity and inclusion is highly valued and should be acknowledged and rewarded in the review process.

B. Consistent with the importance of clinical faculty to IUPUI’s mission, especially in their role connecting with local communities (patients, clients, organizations, professionals.). Not including School of Medicine, student credit hours taught by faculty type, fall 2020:

Adjuncts	23%
Clinical	13%
Lecturer	22%
Tenure-track	34%
Other	8%

II. 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 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.

[Candidates whose endeavors in excellence are solely focused within teaching OR service should continue to use the one-area-of-excellence case type.]

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

Diversity, Equity and Inclusion	The candidate articulates a philosophy ¹ 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.
Integrated Activity <i>Also see below</i>	The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching and service which demonstrably support and advance their unit's mission with respect to diversity, equity and inclusion.
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.
Peer-reviewed Dissemination	<ul style="list-style-type: none"> • For clinical associate professor candidates,² peer³-reviewed dissemination at the local or regional level is required. • For full clinical professor candidates, peer-reviewed dissemination at the national or international level is required.
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.
Future Plans	Increasing development over time. A candidate's statement should describe plans for the future. <ul style="list-style-type: none"> • For clinical full professor, sustained excellence over time is expected.

Integration:

- The candidate may discuss their activities and accomplishments without reliance on the categories of 'teaching' and 'service,⁴' but as parts of the whole.

¹ This wording allows the teaching philosophy and DEI philosophy to be presented more or less coordinated, as the candidate sees fit.

² The requirement for dissemination currently exists for both ranks for clinical faculty.

³ Professional-peer review is acceptable as well as academic peer review (For example, a professional refereed conference constitutes professional-peer review; a traditional journal would provide academic-peer-review.)

⁴ Several lecturers have expressed frustration that they cannot present cases for excellence on 'service.' This wording remains within IU policy but allows more flexibility while encouraging candidates and reviewers to consider a wider range of activities as supporting 'the teaching mission' of the university than just classroom performance.

- Scholarship broadly considered is acceptable as part of the case, and should be tied to teaching and service goals.
- Signature activities should advance DEI with respect to IUPUI, but need not be classified or be based within traditional teaching or service categories, thus *any* of these would be acceptable and the list is not exhaustive:
 - Inclusive classroom practices.
 - Recruitment of and support for the educational path of diverse students, for example from high school to IUPUI, from Ivy Tech to IUPUI, from IUPUI undergraduate to graduate level study.
 - Advising and mentoring for student success at IUPUI.
 - Coordinated with one's own department⁵, work with pre-college students that supports the educational pursuits of diverse students, e.g. work with science fairs, with college prep, Upward Bound, etc.
 - Applied work by faculty or by students guided by faculty, within the community that advances equity and other DEI goals, e.g. clinics of various sorts for under-served populations.
 - Design of study-abroad programs / internationalization of curricula that enhance cultural literacy.
 - Professional services directed at improvements for marginalized populations.
 - Community engagement in partnership with diverse and marginalized groups.
 - Publicly or community-engaged scholarship with diverse, marginalized or underrepresented groups and issues.
 - Significant unit service work related to DEI e.g. chairing committees and developing or providing DEI programming.
 - National service related to DEI
 - Policy work related to DEI
- It is up to the candidate to articulate the 'excellence' of their activities in terms of aggregate innovation, scope, quality, and outcomes. The absolute number of activities will vary from person to person: one might have a variety of smaller-scale items, another person may have a particular large-scale item; one may tackle a small but very difficult problem; another may address a series of important but less challenging areas.
- A candidate for promotion in the Integrative DEI case would be expected to go well beyond the inclusive practices expected of all IUPUI successful faculty.

Dec. 2020: DEI subcommittee on DEI activities [examples](#) (for all faculty types).

III. Documentation of Activities in the Dossier

⁵ This is added for the idea that an IUPUI promotion is based on work that is understood to be part of one's 'job' at IUPUI. So, for example, if someone volunteers at their children's private school, on their own time and without coordination with IUPUI, that work would not 'count' for promotion. If one represents IUPUI as a judge at a local science fair, that would 'count.'

The basic format for constructing the dossier to reflect the integrative clinical case is listed below:

1. Candidate Statement

- Presents a philosophy of diversity, equity and inclusion as well as a teaching philosophy that are reflected in activities and achievements.
- Articulates how the candidate's activities and achievements are interrelated; shows that the candidate's work is intentional and coherent.
- Ties work to the unit, campus, or university mission and to the clinical faculty member's specific responsibilities.
- Highlights key accomplishments in DEI work.
- Establishes both independence and initiative—articulates the candidate's own role in multi-person endeavors and shows where the candidate fits in initial conception, execution, and/or expansion.

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 in respect to DEI work.

School and unit criteria, mission statements, and plans are expected to provide more specific guidance on how excellence can be determined within the context of disciplines, program and unit mission, and strategic goals.

Dossier evidence: *Material in the dossier's main sections exists to provide details, context, and confirmation of assertions in the candidate's statement.*

The dossier provides substantiation of the statements in the candidate statement, including the following:

- Description of teaching and service (including professional clinical duties and any administrative roles) load throughout the time in rank.
- Discussion of teaching - Reflection on the following sources of evidence to demonstrate continual growth:
 - Peer evaluations
 - Student evaluations; for mentoring or other non-course teaching, the chair or program director should arrange for anonymous feedback
 - Evidence of student learning
 - Professional development activities related to teaching
- Contributions of academic-peer-reviewed dissemination.
 - Discussion of 3-5 key publications, presentations, creative works, etc.

- Attestation of individual role in multi-author works (with confirmation from co-PIs, co-authors, etc.)
- Evidence supporting local impact (in department, school, campus, university, region or community)
 - Description of relevant unit specific initiatives, strategic goals, or mission statements.
 - Summary of available contextual quantitative metrics
 - Evaluation of quality and impact, e.g. input from collaborators, recipients; program/outcomes evaluation.

Overall, readers should be able to see evidence of teaching and service, and evidence supporting a case for excellence.

Curriculum Vitae: The integrative CV has the following format.

- Administrative roles are listed
- All grants and fellowships are combined in one section
- All awards are combined in one section
- All publications and presentations are combined; publications and presentations may be sub-divided according to disciplinary or professional norms; clearly indicate which are peer-reviewed.
- Candidates use a hashtag symbol (#) to indicate diversity-centered items.

The following sections must be included:

Education

Appointments [IU, auto-loaded]

Administrative roles [at IUPUI, if not already auto-loaded]

Past appointments

Licensure, Certification, Specialty Board Status

Professional Organization Memberships

Professional Development

[Librarian Performance]

Teaching Assignments [Auto-loaded]

Mentoring

Other teaching [includes curriculum development]

Grants [Auto-loaded for IU, added if not]

Awards

Service activities [roles].

Presentations and Publications [dissemination] [NOT divided by area]

Refereed - *Chronologically ordered and by format (e.g., articles vs. books)*

Non-refereed - *Chronologically ordered and by format*

For promotion to full clinical, all items *in rank* should be noted.

A CV includes all academic-related appointments and activities, whether at IUPUI or prior.

One's case for excellence is based on IUPUI-related accomplishments.