

PROPOSAL—Lecturer Integrative DEI Case

Note: Per IU language, the case category of ‘balanced’ does not apply to Lecturers; all lecturer evaluation is based on contribution to the teaching mission of the unit.

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 lecturer faculty to IUPUI’s mission. 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 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 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]:

| | |
|---|---|
| Diversity, Equity, and Inclusion | The candidate articulates a philosophy ¹ of diversity, equity and inclusion, including as appropriate defining the exact nature of the population/s targeted ² . This philosophy is a part of, or in addition to, or encompasses, the candidate's teaching philosophy, which is also required. |
| 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 the teaching 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. <ul style="list-style-type: none"> • For senior lecturers, a leadership role is expected. • For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination³. |
| Peer-reviewed Dissemination | <ul style="list-style-type: none"> • For senior lecturers, external dissemination is not required. • For teaching professors, some peer-reviewed dissemination is expected. |
| 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 teaching professor, sustained excellence over time is expected. |

Integration:

¹ Lecturer faculty currently are required to present a teaching philosophy. This wording allows the teaching philosophy and DEI philosophy to be presented more or less coordinated, as the candidate sees fit.

² Populations that benefit from attention to inclusion and equity will differ according to context, and the candidate should make clear their reasons for focus. For example, rural White populations are *politically* over-represented, but *medically* under-served.

³ In current IUPUI campus-level criteria, senior lecturers do not need peer reviewed dissemination, but teaching professors do. For clinical faculty, dissemination is required at both the associate and full rank. "Relevant" indicates work that supports the teaching mission of the unit. It can include scholarship of teaching and learning, scholarly activities that involve students (contributing to their learning) or disciplinary/professional scholarship that is related to their teaching responsibilities.

- The candidate may discuss their activities and accomplishments without reliance on the categories of ‘teaching’ and ‘service,⁴’ but as parts of the whole.
- Signature activities should advance DEI at IUPUI, but need not be classified or be based within traditional teaching categories, thus *any* of these would be acceptable and the list is not exhaustive:
 - Inclusive classroom practices. For senior lecturer, not only work on making one’s own courses inclusive, but some other leadership role is expected, such as building inclusivity into course design (for multi-section course directors) or adjunct preparation (for program directors/those who recruit and supervise adjuncts.)
 - 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.
 - Design of study-abroad programs / internationalization of curricula that enhance cultural literacy.
 - Scholarship that supports the teaching mission⁶ is acceptable.
- A candidate for promotion in the Integrative DEI case would be expected to go well beyond the inclusive practices expected of all successful IUPUI faculty.

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

III. Documentation of Activities in the Dossier

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

1. Candidate Statement

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.

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.’

⁶ Per IU policy, lecturers may not be assigned or assessed on ‘research.’ Scholarship can be broadly conceived—not limited to scholarship of teaching and learning—and tied to support of teaching. For example, taking a group of student researchers through a scientific project from start to publication would qualify as scholarship in support of their learning.

- 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 lecturer'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 criteria, mission statements, and strategic plans are expected to provide guidance on how excellence can be determined within the context of each program.

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 administrative) load and responsibilities 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
- For teaching professors: Contributions of 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.)
 - "Peer" can consist of academic peers (such as in traditional journals) or professional peers (such as in conferences for professionals).

- 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 teaching professor, 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.