

IUPUI
IUPUI Faculty Council (IFC)
Minutes

March 1, 2022 ~ Zoom Virtual Meeting ~ 3-5 p.m.

Faculty and Guests Present: Keith Anliker, Rachel Applegate, Cheryl Armstrong, Rafael Bahamonde, Tina Baich, Emily Beckman, Zina Ben Miled, Kathryn Berlin, Silvia Bigatti, Brenda Blacklock, Janice Blum, Stephen Boehm, Ben Boukai, Nicholas Brehl, Camy Broeker, Angela Bruzzaniti, Christian Buerger, Francesco Cafaro, Kenneth Carow, Christopher Coleman, Tim Corson, Tamara Davis, Jeffrey Dean, Emilee Delbridge, Debbie DeMeester, Cornelis De Waal, John DiTusa, Claire Draucker, Simone Duarte, Christine Eckel, Rob Elliott, Alyson Essex, Sasha Fedorikhin, Margie Ferguson, Stephen Fox, Barb Friesth, Robyn Fuchs, Dominique Galli, Andrew Gavrin, Gina Sanchez Gibau, Philip Goff, Kathy Grove, Richard Gunderman, Michele Hansen, Kelli Herm, Debora Herold, Patricia Snell Herzog, Ann Holmes, Lisa Hubbard, Katrenia Reed Hughes, Greg Hull, Muhammad Idrees, Mark Jaime, Sarath Janga, Nikki Johnson, Steven Jones, Miyeon Jung, Hilary Kahn, Lasana Kazembe, Benjamin Keele, NiCole Keith, Jason Kelly, Andy Klein, Jennifer Klepper, Leonidas Koniaris, Sarah Koskie, Daniella Kostroun, Brian Krohn, Alexey Kuznetsov, Kim Lewis, Jiliang Li, Yujing Li, Amelia Linnemann, Colleen Lofton, Katharine Macy, Weiming Mao, Nadzeva Marozkina, Brendan Maxcy, Willie Miller, Sally Mitchell, Pamela Morris, Gwendolyn Morrison, Miriam Murphy, M. Razi Nalim, Bethany Neal-Beliveau, David Nguyen, Jere Odell, Kristi Palmer, Megan Palmer, Amir Pasic, Tod Perry, Stefan Petranek, Mike Polites, Ted Polley, William Potter, Sherry Queener, Rajeev Raje, Patrick Rooney, David Russomanno, Jim Scheurich, John Schild, Margaret Schwarz, Sheila Segura, Sacha Sharp, Kristy Sheeler, Carol Shieh, Margie Smith-Simmons, Armando Soto, Heather Staggs, Deborah Stiffler, Susan Storey, Jennifer Thorington Springer, Mary Upton, Mark Urtel, Nicole Vanandel, Ruben Vidal, Amy Conrad Warner, Kathy Visovatti Weaver, Crystal Walcott, Chandler Walker, John Watson, Jeffrey Watt, Kim White-Mills, Libba Willcox, Jane Williams, Becky Wood, Robert Yost, Whitney Yu, and Xinna Zhang

Members Absent: Mangilal Agarwal, Fredrik O. Andersson, Lisa Angermeier, Davide Bolchini, Herbert Brant, Karen Bravo, Anna Carmon, Jeremy Carter, Julia Cilleruelo Fernandez Del Moral, Amber Comer, Sarah Delima, Kimberly Donahue, Jerome Dumortier, Tami Eitle, Peter Federman, Pat Fox, Jasmine Graham, Brian Gray, Paul Halverson, Jay Hess, Reinhold Hill, David Hoegberg, Tamra Jackson, Kathy Johnson, Sara Johnson, Linda Kelly, Kathleen King Thorius, Amy Knopf, David Kondrat, Joan Kowolik, Debomoy Lahiri, Lei Li, Gina Londino-Smolar, Gary Maixner, James Marrs, Lindsey Mayo, William Mello, Kathy Miller, Leslie Miller, George Mohler, Carol Anne Murdoch-Kinch, Janet Nes, Robin Newhouse, Thu Suong Thi Nguyen, Mathew Palakal, Padhu Pattabiraman, Celeste Phillips-Salimi, Michael Pitts, Rupa Radhakrishnan, Cory Robinson, Christian Rogers, Jesse Savage, Stuart Schrader, Shariq Siddiqui, Aisha Smiley, John Turchi, Thomas Upton, Joshua Vest, Jennifer Wessel, Pamala Wiepking, Yar Luan Yeap, Constantin Yiannoutsos, and Hiroki Yokota

Agenda Item I: Welcome and Call to Order

IUPUI Faculty Council Vice President Deborah Stiffler called the meeting to order at 3:02 p.m.

Agenda Item II: Adoption of the Agenda as the Order of Business for the Day

The agenda was adopted as the Order of Business for the Day.

Agenda Item III: Updates / Remarks from the Chancellor

Andrew R. Klein, Interim Chancellor, IUPUI

Klein introduced himself having served as interim chancellor less than 24 hours. The search for a chancellor continues, and he will serve as interim as long as needed. He plans to continue to address challenges facing the campus and advance activities that are critical to the mission. With the campus having celebrated 50 years then going through the pandemic, it is time to start building on the next 50 years. He discussed four points for focus:

1. Have a mindset of change to keep moving the mission forward.
2. Put students at the forefront of everything we do. Our greatest challenge is enrollment, and we need to let parents, students, and those with influence in Indiana that IUPUI is the best option for higher education.

3. Advancing IUPUI's efforts related to diversity, equity, and inclusion.
4. Emphasize IUPUI's research mission and community engagement efforts in a way that allow us to be an economic and cultural engine for central Indiana and the entire state.

Keeping these four points in mind, he encouraged using the bridge period between chancellors as a time to concentrate and show the next chancellor that the campus leadership is all on the same page focusing on serving students, supporting external stakeholders through research and service, all while embracing a diverse and inclusive community and minimizing grievances, jealousies, and fear of change. He acknowledged the challenges including budget cuts and faculty, staff, and students who are struggling coming out of the pandemic. He will seek the Faculty Council's guidance and advice during the interim period and looks forward to collaboration.

Agenda Item IV: Updates / Remarks from the IFC President

John Watson, President, IUPUI Faculty Council

Watson thanked everyone who attended the meeting. There has been much work being done by the council and he wished to thank everyone for their hard work.

Agenda Item V: [Information Item] Next Generation 2.0 Update

Kathy Grove, Director, Office for Women

Gina Sanchez Gibau, Associate Vice Chancellor for Faculty Diversity and Inclusion

Gibau noted that the program is in its eighth year. It began in 2015 and is a leadership development program for faculty and staff who identify as women and as people of color. These populations are less represented in our current leadership ranks. Many of the program's participants have been promoted to leadership positions or have expressed the feeling of empowerment. In total, 136 people have benefited from the program over the last seven years. Applications open soon for the next cohort. The members were encouraged to talk to faculty or staff that could benefit from the program. The following presentation was given.

ENGAGEMENT/Impact

"I am meeting people across campus and continue to challenge myself to gain new skills and strengthen the things I feel confident about."

"I am feeling more confident in my role as a leader and in seeking additional growth opportunities."

"I feel much more empowered as a minority to take more risks in my current leadership role."

"The Next Generation 2.0 Program exceeded my expectations... and I was able to learn a lot about the campus, myself, and develop long-term connections."

ACCOMPLISHMENTS*

Cohort	Awards/Honors National	Award/Honors Local	Promotions	Other
2015-16	6	4	13	7
2016-17	2	10	6	7
2017-18	-	-	5	11
2018-19	1	2	1	3
2019-20	-	3	1	2
2020-21	-	3	-	1

*Some individuals received multiple awards and recognitions

CRITERIA

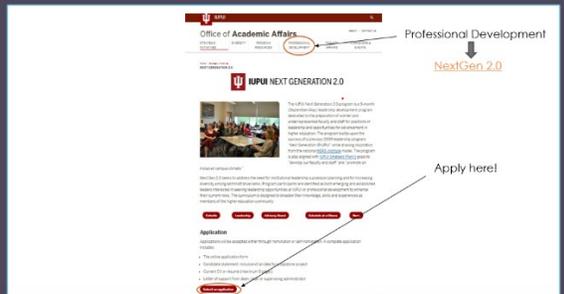
- STAFF CRITERIA:
 - MINIMUM 2 YEARS OF EXPERIENCE AT IUPUI
 - CLASSIFICATION OF "CAREER" OR "OPERATIONAL" LEVEL OR HIGHER
- FACULTY CRITERIA:
 - MINIMUM 2 YEARS OF EXPERIENCE AT IUPUI
 - FULL TIME LECTURERS, CLINICAL, RESEARCH, AND TENURE LINE FACULTY
 - FACULTY EMPLOYED AS "ACADEMIC SPECIALISTS"
- COST:
 - \$1,500, MATCHED



2017-18 Cohort

IMPORTANT DATES

- JANUARY 24, 2022: APPLICATIONS OPEN FOR 2022-23 COHORT
- MARCH 20, 2022: APPLICATIONS CLOSE (@11:59PM)
- WEEK OF APRIL 25TH: NOTIFICATION OF SELECTED PARTICIPANTS
- *MAY 24TH, 2022: CAPSTONE PRESENTATIONS



Office of Academic Affairs

Professional Development

NextGen 2.0

Apply here!

QUESTIONS?

KATHY GROVE
KGROVE@IUPUI.EDU

GINA SANCHEZ GIBAU
GSANCHEZ@IUPUI.EDU

NEXTGEN@IUPUI.EDU

Agenda Item VI: [First Read] Proposals from the Ad Hoc Committee to Review Promotion and Tenure Guidelines

- Rachel Applegate, Chair
- Circular 2022-04: Guidelines for Promotion and Tenure: Editorial Changes
 - Circular 2022-05: Guidelines for Promotion and Tenure: Balanced Case Revision and Reorganization
 - Circular 2022-06: Guidelines for Promotion and Tenure: Scholarship by Clinical and Lecturer Faculty
 - Circular 2022-07: Guidelines for Promotion and Tenure: Service Change to Scope and Definition
 - Circular 2022-08: Guidelines for Promotion and Tenure: Peer Review Changes

Applegate had previously provided this information in draft. The proposals presented today are for a first read and are from the Ad Hoc Committee to Review Promotion and Tenure Guidelines. The following presentation was given. The circulars discussed are appended to the minutes.



First Read: March 1 IFC
Town Hall: March 8, 3-5 pm
Town Hall: March 9, 10:30 -12:30 pm
Vote: April 5 IFC

Ad Hoc Committee to Revise Promotion and Tenure Guidelines

IUPUI

Spring 2022

- Balanced Cases ([Circular 2022-05](#)):
 - Change wording: "local" to "direct" [impact]
 - Balanced-Integrative thematic case added
 - Balanced-Binned Case revisions
- Definition of Service ([Circular 2022-07](#))
- Other:
 - Professional peer review of works where appropriate ([Circular 2022-08](#))
 - Types of scholarship allowed for NTT/teaching cases ([Circular 2022-06](#))
 - Documenting quality and impact ([Circular 2022-04](#))
 - Re-emphasize areas of responsibility ([Circular 2022-04](#))

Proposed changes:

- Are within IU policy guidelines.
- None harm any current case.
- Some involve interpretations already used in many units.
- Most are interpretations that Bloomington already uses, or that are common in other universities who do not employ "binning."

IFC website: [Circulars](#)
2022-04 Editorial Changes
2022-05 Balanced Case
2022-06 Scholarship for Clinical and Lecturer
2022-07 Service Change
2022-08 Peer Review Change



Balanced Cases ([Circular 2022-05](#))

Overview: Case Types

- Single area of excellence (research/creative activity, teaching, service)
- Balanced:
 - Integrative -DEI Existing, one wording change
 - Integrative -thematic New
 - Binned Existing, some change
- Performance (Librarians): excellence plus highly satisfactory in one other area



Balanced-Integrative DEI

Small change: wording of **direct** vs. **local** for impact. (Change to: [Circular 2021-05.1](#))

"• **Direct** 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. (e.g., contributing to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.)."

I come up with an idea, others hear and implement it → indirect impact

*I come up with an idea, implement it: **direct** impact*



Balanced-Integrative (thematic)

1—Philosophy/theme = explanation of the overarching idea/theme/context of the candidate's work. E.g. community-engaged scholarship, translational research.

2—Integrated activity = teaching, research/creative activity, and service activities flow into each other and support the chosen philosophy/theme.

3—Independence, innovation, and initiative = candidate has a personal role as a unique and generative actor.

4—Scholarly impact = peer-reviewed dissemination

5—Direct impact = distinct outcomes for thematic work

6—Development over time



Balanced-Binned

- Highly satisfactory in teaching
 - Includes peer -reviewed dissemination
- Highly satisfactory in research
 - Includes peer -reviewed dissemination
- Highly satisfactory in service
 - **Does not require peer-reviewed dissemination**
 - Does require achievement clearly beyond satisfactory

Activities need not be interwoven. CV will be "binned."

See also: **new scope of Service**



Service: Expand the scope [Circular 2022-07](#)

Service when presented as evidence for excellence can involve any of the following:

- Work with or for individuals as clients or patients. **existing**
- Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners. **new**
- Work advancing a university, campus, or school unit's teaching, research, or service missions. **new**

Current language for client-service is retained.



“professional peer review”
see separate item

Service: [IU Language](#)

Service. Educated talent, technical competence, and professional skills are indispensable in coping with the complexities of modern civilization. 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 retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of the individual as a member of the University community. In such cases effective 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 effectiveness with which the service is performed, its relation to the general welfare of the University and its effect on the development of the individual.

Service: Assessment

“Faculty presenting administrative, committee, or voluntary service as evidence of achievement in service should demonstrate distinctive outcomes and evidence of quality.” IU policy.

Peer-reviewed dissemination is still an important part of the case for **excellence** in service; it may be professionally peerreviewed.

For balanced-binned cases, peer-reviewed dissemination is no longer a requirement for ‘highly satisfactory,’ although it may form part of any case (see balanced case criteria).

In the Guidelines, satisfactory service for all (except research scientists) is defined and discussed separately from service-excellence or service within balanced cases.



Side trip: Reputation

In IU language about “promotions” *national reputation* is ONLY applied to *research cases*. ([ACA-38 Faculty and Librarian Promotions](#).)

[associate] “If **research or other creative work is the primary criterion**, the candidate should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar.” [full] “If research or other creative work is the primary criterion, the candidate should have shown a continued growth in scholarship which has brought a national reputation as a first -class productive scholar.”

For teaching: [associate] “If teaching is the primary criterion, it should be distinctly superior to that of effective teachers at this and other major institutions.” [full] “If teaching is the primary criterion, the candidate must have demonstrated an extraordinary ability to stimulate in students, either undergraduate or graduate, a genuine desire for scholarly work. Wherever feasible he or she should have demonstrated the ability to direct the research of advanced students.”

For service: [associate] “If service to the University, profession, or community is the primary criterion, it should be discharged with merit and should reflect favorably on the University and on the individual’s academic status.” [full] “if administrative, professional, or academic service is the primary criterion, distinguished contributions must be evident.”

Peer review adjustment [Circular 2022-08](#)

Peer review of dissemination is essential.

In many cases, the appropriate “peers” are *academic*.

In others, *professionals* may be just as or even more appropriate

Proposal: Allow units to accept (or not, or to specify when they accept), professional-peer-review of items where applicable. Campus would accept those judgments.

- In effect, is already being used (art being reviewed by art critics or juries; presentations given at professional conferences; journals being edited/peer reviewed by professionals.)
- External peer reviewers of candidates would remain largely academic.

Community experts may be appropriate reviewers but they must be at arms-length (not participants, collaborators, or beneficiaries)



Scholarship for NTT candidates/teaching. [Circular 2022-06](#)

Background: outside of Medicine, the vast majority of clinical, and all lecturer-track, cases present a case for **excellence in teaching**.

Clinical and lecturer-track faculty are not allowed to be *evaluated and promoted on research*.

Question: for *excellence in teaching* must disseminated scholarship be strictly *scholarship of teaching and learning*?

Proposal (recommended by Ad Hoc; used currently in several units):

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 binned P&T CV.

*Clinical faculty whose scholarship supports their service will use service as an area of excellence.

Appendix: [Circular 2022-04](#) Documenting Quality and Impact

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 or combining 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.



Other editorial changes

Consistently use "area of responsibility" and "area of excellence" terminology

Ensure all criteria explain what satisfactory means for each area of responsibility; no candidate can be promoted unless all of their areas of responsibility are at least satisfactory.

Add temporary note about language for external reviewers re COVID (IFC)

Note that tenure standards **at time of hire** must be preserved.

In Teaching Professor criteria, add note that excellence is sustained over time.

Direct schools to develop consistent / explicit policy on what is sent to external reviewers (per type of case).

Process:

Finished:

Ad Hoc Committee, discussion, debate, decisions)
Includes all schools; some IFC Fac Affairs members, some campus P&T members, some IFC Executive Committee members)

Presentation to the IFC Executive Committee

Preview: IFC December 2021

First read: IFC March 1

Town Halls

Depending on debate, will result in no changes or **amendments** to the proposals (the circulars.)

Vote: IFC April 5

One page with all proposals and overview Circulars



Effective date

All candidates in the 2022-2023 cycle may use 2021 -2022 Guidelines

Candidates may choose the 2022-2023 Guidelines (those which incorporate all passed proposals; [draft HERE](#)) as soon as they and their units are ready.

Some of these interpretations are *already in use* or are *easily adopted* by schools.

Schools may also *add or retain their own requirements* ; for example, "dissemination" for "highly satisfactory in service" was not an IU requirement, but an IUPUI one; if a unit decides to define "dissemination" requirements for service they may.

Anything existing stays until removed, e.g. if schools currently have dissemination -in-service requirements, those stay until removed.



In every single case, faculty members are doing faculty work that advances the campus and university.

Overall goals: Remove barriers, reward excellence

Or, What are the problems we are trying to solve?

- "Service" is poorly understood in non-Medicine contexts.
- "Peer-reviewed dissemination" is poorly understood and sometimes inadequate if defined only as "academic" and when applied to non-Medicine service.
- Administrative accomplishments (program building, etc.) have been recognized by Bloomington and allowed by IU language but ignored by IUPUI rules.
- Balanced-integrative vs. balanced-binned: how 'integrative' one's activities are is often a personal or disciplinary perspective and varies a lot. Retaining two different balanced cases allows people to choose the framework that fits their case best.



Ad Hoc Members

- | | |
|------------------------------|------------------------------|
| Columbus: Andrea Valentine | Liberal Arts: Sue Hyatt |
| Dentistry: Gail Williamson | Thom Upton |
| Richard Gregory | Jennifer Thorington Springer |
| Education: Jim Scheurich | Lilly: Patrick Rooney |
| Engineering: Deb Burns | McKinney: George Wright |
| Marj Rush Hovde | Medicine: Megan Palmer |
| FSPH: Paul Halverson | O'Neill: Tom Stucky |
| Constantin Yiannoutsos | Science: Deb Herold |
| Sylvia Bigatti | Jane Williams |
| HHS: Robyn Fuchs | Social Work: Margaret Adamek |
| NiCole Keith | Univ. Library: Willie Miller |
| Keith Avin | OAA: Gina Gibau |
| Herron: William Potter | Margie Ferguson |
| Informatics: Andrea Copeland | Mary Price |
| Kelley: Steve Jones | Convenor: Rachel Applegate |
| Ken Carow | |



The proposals will be discussed further in town halls scheduled for March 8 and 9 and then presented at the April 5 Faculty Council Meeting for a vote.

Agenda Item VII: Question / Answer Period Deb Stiffler

- (Watson) Can we get an update on the Chancellor's search?

- (Stiffler) President Whitten did not choose a candidate from the last group who came for town halls and interviews. She was pleased with the work of the committee and the candidates who were qualified; however, they did not meet the combination of the qualities she is seeking. The search committee will meet again and hopefully bring candidates to campus in early April.
- (Potter) If the tenure and promotion items pass this spring and we have candidates who would benefit from them, will they be able to use the new criteria this cycle?
 - (Applegate) If the proposals pass, they can be used whenever the candidate and the unit are ready. If the unit's ready this spring, then the campus committee will be okay in the fall. Some units are going to be ready.
- (Potter) As a follow-up, like the highly satisfactory definition of service. If that's approved, will it apply this time?
 - (Applegate) Yes.
- (Nalim) Regarding the themed-binned case, would your candidate define their own or are there things departments can create?
 - (Applegate) At the campus level, we won't produce any themes. At the department level, a school or a group, may provide a template and guidance for candidates on that theme. We don't want to restrict something that is very appropriate to their discipline.
- (Applegate) Back to Potter's question about when this would go into effect, if your school rules say for highly satisfactory, many schools copied and pasted from the campus guidelines, and if your school rules say you have to have dissemination in service, you're going to have to strike that. You can't just not do anything. You have to actually affirmatively strike it.
- (Applegate and Nalim) Razi, did I answer your question? I'm not sure completely because there needs to be a discussion at each school and department. I think it would be good to give some guidance as to whether there is openness to leaving the theme to be defined by the individual candidate. Or will certain avenues going to be closed off of candidates who have some interesting themes, but their department or school defines the theme in a way that they can't really respond to? There's so much diversity sometimes even within a school or department that it might be hard to devote to one theme.
 - (Applegate) It's a question of what's been provided at the campus level and what the school and departments feel free to do. There are some schools and individual offers that are very specific about what they expect their candidate to pursue. We're not taking away that ability. We'll continue to discuss this in committee and maybe at the town halls or other venues.

Agenda Item VIII: [Discussion Item] resolution on Early Student Assessment and Evaluation

Silvia Bigatti, Chair, Faculty Affairs Committee

Circular 22-09: Resolution on Early Student Assessment and Evaluation

Bigatti shared the following resolution that was discussed by the Academic Affairs Committee, Student Affairs Committee, and the Faculty Affairs Committee:

To ensure prompt assessment and feedback for beginning students, all instructors teaching 100 and 200 level courses are to submit feedback on each student at least once during the SER by the end of the fifth full week of classes during the fall and spring terms and by the end of the second week during summer terms.

None of the committees supported the proposal. The following feedback was received:

- Academic Affairs Committee
 - It is not necessary
- Student Affairs Committee

- Faculty already provide feedback to students on canvas
- Requiring another system is redundant and cumbersome—takes time away from other course related activities
- Faculty Affairs Committee
 - Excessive burden to faculty who typically teach the greatest number of students and who frequently are adjuncts
 - Not a valuable tool for all programs (ex: radiography) that are small and give a great deal of individual feedback
 - There are technical challenges with the SER system that makes it time-consuming and difficult to manage

The following recommendations were received:

- Academic Affairs Committee
 - Require only for those students struggling and maybe those doing extremely well
 - Focus on the students’ engagement with the class rather than performance on exams and assignment
- Student Affairs Committee
 - Require only for those with attendance issues and/or performing at D or below
 - Provide an integration tool with Canvas visible to advisors that would identify at-risk students
- Faculty Affairs Committee
 - Include student self-assessment as part of the system
 - Let the data tell you which specific courses need SER and then seek instructor feedback to learn whether they are already providing such feedback to students within the course
 - If you do implement it, do not institute sanctions for non-completion
 - UAC should sit with faculty who teach these courses as they complete the SER to learn about user experience and challenges

Summary:

- Across the board, not much support for the resolution
- Recommendations for a more limited approach
- Even then, recommendations for working with faculty who are asked to use the system who struggle with the technological problems of the system and who may have better ideas on how to achieve the same goals
- NOTE: Student Affairs commented that they had already reviewed this issue last year and issued a report in May 2020 with recommendations very similar to the ones here (from May 5, 2020)
 - If use of the Student Engagement Roster is required for the university to have documentation regarding whether enrolled students are attending class, the committee recommends that faculty be required to complete the SER at least once per semester to report attendance
 - Faculty should be allowed to provide feedback to students using their desired method. Feedback can be provided to students individually through the SER, Canvas, written comments or other methods. If faculty provide feedback using a method other than the SER, faculty should have the option to “opt out” of the SER with an explanation of how they provide feedback to students
 - The university should explore ways to integrate the Canvas gradebook with the SER
 - Faculty should be informed of the importance of providing student feedback

The IFC members were disbursed to breakout groups for discussion. Scheurich reminded the members that there are two sides to the discussion—the burden on faculty and catching students early who are struggling

in order to provide them with an intervention. A report of the findings will be shared at an upcoming IFC meeting.

Agenda Item IX: Call for IFC or UFC Standing Committee Reports

Deb Stiffler

Technology Committee

Andy Gavrin, Chair

The committee reported previously that they were working with UITS to hold listening sessions for the faculty to provide them with feedback on their technology needs. He reported that there were nine sessions in early February with about 53 people participating. There were three categories of feedback. The first was Canvas in which there were requests for additional features and requests that the feature request process be smoother. The second was classroom technology, particularly having to do with hybrid class support, better microphones, better cameras, and better support for people to bring their own device and connect to the podium. They also asked for a better system for scheduling classes such that people with particular technology needs could more readily match with classrooms that had those capabilities. The third topic was how UITS communicates with the faculty—both to provide information on new capabilities and technical support for people who are already using a tool or tools but having some difficulty and on providing support for students who may not be familiar with a tool that a faculty member is going to use.

There are follow-up opportunities planned. UITS is already following-up issues discussed during the sessions where something could be done. Webinars and information will be made available on particular issues that are common working with the Center for Teaching and Learning. IUB found out about the information sessions and will be holding them on that campus as well.

Agenda Item X: Unfinished Business

There was no Unfinished Business.

Agenda Item XI: New Business

Holmes requested the following resolution regarding the recent Russian military attack on the Ukraine:

We, the faculty in the IUPUI Faculty Council, the elected representative of all IUPUI faculty, condemn in the strongest terms the Russian military attack on the state of Ukraine. We express our deep concern for the safety and welfare of the people of Ukraine and call on international agencies and surrounding countries to ensure the welfare of those people fleeing the conflict. The unprovoked, unjustified attack on an independent state by the Russian Federation is an affront to international law and jeopardizes the post-World War II international order. We uphold Ukraine's sovereignty and its right to choose its own alliances, and call on Russia and the EU to respect the rights of non-combatant citizens.

The resolution comes from the Russian and Eastern European Institute statement issued last week with revisions by Associate Vice Chancellor Hilary Kahn. Kahn suggested saying “people of Ukraine” instead of “Ukrainian people.” The resolution is mostly symbolic because we do not have a tie to a partner institution in Russia that we can sever ties with, but it is important for our colleagues and the community to know we have serious concerns about the cause and recent actions taken. IUB is exploring whether anything can be done more formally. Since the interim chancellor has only been on the job less than 24 hours, Holmes didn't think it was fair to approach him for the chance to play a similar role. We chose the path of a resolution instead. Klein said he thought the university was going to speak with one voice and that Vice President Hannah Buxbaum is working on something more formal. Kahn has also provided resources for people who

may be more directly impacted by the conflict. Holmes moved the Faculty Council approve the resolution. There was a second and the motion passed unanimously. Hull asked that the members think about students from both Russia and the Ukraine.

Agenda Item XII: Report from the IUPUI Staff Council

Heather Staggs, Interim President

Staggs reported on the following:

- Potential development of a University Staff Council: A meeting has been held with the Bloomington Professional Staff Council. It was agreed to bring the two Executive Committees together to discuss the process and to be sure it is the right move to create a university council. They will be reaching out to the regional campuses as well.
- The spring blood drive resulted in 36 donors with 108 lives saved. Another blood drive is being planned.
- They are discussing a service opportunity with Gleaner's Food Bank.
- The Staff Affairs Committee is working with Human Resources on staff retention issues and a paid leave policy.
- The Sustainability Committee is working on a carbon neutrality policy with other campuses. The resolution has been successfully passed on the IUPUI and IUSE campuses and they are in conversation with IUPUC, IUSB, IUB, and IUK.
- They have requested a presentation by Dr. Eric Williams and Dr. Khalilah Shabazz on the student voices video.

Agenda Item XIII: Final Remarks and Adjournment

With no further business appearing, the meeting was adjourned.

Minutes prepared by Karen Lee, Director of Academic Affairs and Strategic Initiatives
University Hall 5002/274-2215/fcouncil@iupui.edu/<http://www.facultycouncil.iupui.edu>

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.
-

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
-

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.
-

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

PROPOSAL—Balanced Case Revision and Reorganization
Guidelines for Promotion and Tenure

Background: During 2020-2021, the IFC approved a new type of balanced case for tenure-track faculty, with three distinctive new features:

- A focus on diversity, equity, and inclusion: an existing IUPUI value.
- An integrative/holistic appraisal of candidate work, with items and achievements not separately and exclusively assigned to one category or another.
- Valuing non-dissemination work—“local” rather than solely scholarly; making a difference directly for individuals and communities, rather than indirectly through publications.

In fall of 2021, corresponding case types for clinical and lecturer faculty were developed.

Continuing to work within IU policy language allowing faculty to present “balanced strengths... of equal value to the university,” and taking into account the desired changes to the definition and evaluation of ‘service,’ the following are proposed:

No change, but clarification to be added where needed, throughout the Guidelines:

- All faculty must demonstrate that they have addressed all areas of responsibility for their particular faculty type at a satisfactory level, no matter what area of excellence or type of case they present.
 - A satisfactory level of research always includes some form of academic-peer-reviewed dissemination.
 - Satisfactory levels of teaching always include student input, peer input, and reflection on continual growth as a teacher.
 - Satisfactory levels of service always include normal participation in department and school duties.

Update:

- Grouping of case types:
 - Single area of excellence (research/creative activity, teaching, or service.)
 - Balanced:
 - Integrative-DEI
 - Integrative (generic)
 - Binned

All balanced cases present an argument for **excellence**, appraised cumulatively and holistically.

Change:

Change the current Balanced-Binned-Highly Satisfactory case:

- Allow for a greater range of activities to be considered service (see other proposal).
- Each of the three areas must be “highly satisfactory,” but, for service, “highly satisfactory” need not involve peer-reviewed dissemination.

- The three areas may be presented as relatively separate endeavors or groups of endeavors; the candidate need not present a single unifying theme, unless they or their school so determines.

Add a Balanced Integrative (non-specified) case:

- Candidate would present their most important activities and accomplishments as unified.
 - Individual items need not be exclusively identified as being solely teaching or research or service.
 - Clinical and lecturer faculty will explicitly connect items to a combination of teaching and service, or to teaching (lecturer).
 - Unifying themes or values are those which advance IUPUI, university, school, or program goals. Examples include but are not limited to community engagement or translational research.
 - **Diversity Equity and Inclusion** is a specific pathway within this case type.
- The overall record needs to be overall and cumulatively excellent, with distinct evidence of impact and quality. Activities which have local (non-disseminated) impact are to be valued in the overall record.
- For promotion to full rank, excellence should be sustained over time and recognized nationally.
- Balanced Integrative cases will use an integrative CV (as approved for the Balanced DEI case type), without separations of items into research/creative activity, teaching, and service, but with markings that may signal special emphases. *Balanced-binned and single-area-of-excellence cases, will continue to use the current IUPUI P&T CV format.*

Please note: these cases must have the label of “balanced” in order to be consistent with IU policy language.

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, Tenure Track Criteria (case types.). *The Balanced-Integrative Case was not edited at all (it will show in black)—the whole section is included here for clarity and context.*

EDIT-Balanced

At IUPUI, candidates may present a single-area-of-excellence or a balanced case for promotion or tenure. In all balanced cases, the candidate must demonstrate at least satisfactory performance in the areas of responsibility that pertain to their faculty types. The sum total of all of their accomplishments across all areas (“balanced strengths”) adds up to an excellence that is “of comparable benefit to the university” as a single-area case ([ACA-38](#).)

An individual faculty member's career and accomplishments may be more or less integrated across teaching, research and service. Those who primarily see themselves as experts or focused on one of these should choose the single-area case type.

The balanced type of case includes each of these:

Balanced-binned: accomplishments distributed among areas, but not necessarily integrated among themselves.

Balanced-Integrative Diversity, Equity, and Inclusion: an integration among accomplishments and an overall philosophy and achievement towards DEI.

Balanced-Integrative: an integration among accomplishments according to a specified philosophy or focus.

Top-level expectations for all balanced cases¹:

The candidate demonstrates excellence across an array of activities: "In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university." (ACA-38 Faculty and Librarian Promotions)

To associate: Candidate will have led or been an essential part of endeavors with distinct and local outcomes. National or international dissemination is also expected as a reflection of the quality of work.

To full: The candidate will have sustained accomplishments and have achieved a national or international reputation through their work.

Balanced-binned case

In this case type, the candidate's activities and accomplishments are *not* concentrated in one area, but are distributed among all three, although not necessarily to the same degree in each. The candidate must demonstrate that their work constitutes clearly more than satisfactory accomplishment in at least two of the three areas, with convincing evidence of significant peer-evaluated impact and quality. Not all candidates would have all example items in each area as listed. Cases would be expected to show a greater number and quality in at least two of the areas. Candidates must clearly identify their signature accomplishments and areas of emphasis.

~~Balanced case binned highly satisfactory tenure-track~~

- In this type of case, all activities are labelled and discussed as belonging to one of research, teaching, or service ("binned.")
- **In the area of research,** ~~Balanced case highly satisfactory research tenure-track~~
 - The candidate's work has attracted favorable **academic** peer review and commentary notes promise. ~~Some level of national~~ **Significant** peer-reviewed dissemination of scholarship is required.
 - Successful grant and external support have been obtained [as appropriate for scholarship and departmental expectations] and continuing efforts and promise are documented.
 - ~~Regular local and external peer review; regular and significant local dissemination of good practice and dissemination has occurred. [redundant]~~

¹ Adapted from the approved Integrative DEI case

In the area of teaching, ~~Balanced case highly satisfactory teaching tenure track evidence of accomplishment that is clearly beyond satisfactory can include:~~

- Quantitative and qualitative information on teaching and learning outcomes that make the case for **extraordinarily** effective and innovative instruction.
- Nature of course or curricular development clearly reflects an informed knowledge base, clear instructional goals, and assessment of the outcomes.
- **Where applicable**, mentoring and advising **document** important impact and student achievement ~~documented~~.
- Scholarly activities **demonstrate**, ~~including awards:~~
 - Evidence of regular and significant local/regional/**national** peer reviewed dissemination contributing to pedagogy in the discipline or profession. ~~of good practice. Recognition of high quality of teaching.~~
 - Grants, ~~or~~ awards at the department, ~~or~~ campus **or national** level. ~~[Candidates need not have awards, but all balanced binned cases must have peer reviewed dissemination.]~~
 - **Work with national or international bodies on standards, protocols, assessment, accreditation, etc., oriented towards university teaching, may be placed here or in Service.**
- Professional development efforts in teaching:
 - High level of activity in examining practice, seeking new ideas, obtaining feedback, and engaging in dialogue on teaching with campus or disciplinary peers.
 - Indications of substantial positive impact on colleagues. Positive peer assessment of these teaching experiments.
- In the area of service, ~~Balanced case highly satisfactory service tenure track some of these would be evident:~~
 - University (**campus, school, unit**) service:
 - Accompanied by independent testimony of value of work (e.g., letter from the committee chair; acceptance by Faculty Council) “wrote a policy that was approved by committee” “not required or expected.”
 - Played a major role in initiative over a period of time that contributed to campus or unit goals, with independent evidence of significance, role, impact, and effective communication to others.
 - Service to discipline:
 - Accompanied by independent evidence of success, impact (e.g., ratings by participants); “organized a workshop series for conference that was successfully offered”;

- Played a major role in an initiative over a period of time that contributed to discipline’s goals or organization’s mission, with independent evidence of significance, impact, role, and effective communication to others.
- Some level of national peer-reviewed dissemination of scholarship is required.
- Service to community organizations, [governmental bodies](#), etc.:
 - Accompanied by independent evidence of impact. “chaired a committee of a board that accomplished X, Y, and Z”; “played a leadership role in developing the capacity of a community-based organization.”
 - Played a major role in an initiative over a period of time that contributed to community goals, with independent evidence of the significance, role, impact, and effective communication to others.

Balanced-Integrative Case-Diversity, Equity, and Inclusion-Tenure-Track

- Top level expectation: The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity, and inclusion, consistent with IU policy on balanced cases: “In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university.” (ACA-38 Faculty and Librarian Promotions)
 - To associate: Candidate will have led or been an essential part of endeavors with distinct and demonstrable local outcomes. Local refers to either or both of campus/university and local community. National or international dissemination is also expected as a reflection of the quality of work.
 - To full: The candidate will be seen as a local leader and will also have achieved a national or international reputation through their work.
- Integrative Excellence in Diversity, Equity, and Inclusion: The following should be evident, using multiple sources of information.
 - Diversity, equity, and inclusion: The candidate articulates a philosophy² of diversity, equity, and inclusion, including if appropriate any specifically targeted aspect.
 - Integrated activity: The candidate has interrelated activities and accomplishments as an IUPUI faculty member in teaching, research, and service which demonstrably support and advance 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 candidates need to describe their own roles and responsibilities.

² Similar to the requirement for a teaching philosophy in teaching excellence cases (which is incorporated into the candidate statement or presented separately.)

- Scholarly³ impact: Often but not exclusively facilitated by peer-reviewed dissemination⁴; a variety of venues for dissemination are accepted.
- 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 (e.g., contributing to a local community's using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
- Increasing development over time. A candidate's statement should describe plans for the future.

Balanced-Integrative Case-Tenure Track

In this case type, the candidate's activities and accomplishments are interrelated, usually around some theme or philosophy. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines (section I above, "Institutional Values") name five areas with "should have that work acknowledged and rewarded in the review process":
 - Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - Civic Engagement
 - Teaching: Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics:

- Evidence of at least satisfactory performance in teaching, research/creative activity, and service.
- A clearly articulated philosophy of the interrelatedness of their activities across teaching, research/creative activity, and service.

³ In the current guidelines, in the Service area, this is phrased as, the work is *academic in nature*. This is described as "characterized by "command and application of relevant knowledge, skills, and technological expertise; contribution to a body of knowledge; imagination, creativity, and innovation; application of ethical standards; achievement of intentional outcomes; and evidence of impact."

⁴ Peer-reviewed dissemination is the standard language already used in the IUPUI guidelines, broad enough to cover the wide range of research and creative activities pursued by IUPUI faculty across all schools.

- 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 candidates need to describe their own roles and responsibilities.
- Scholarly and local impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators would support assessments of teaching- and service- oriented activities.
- A cumulative record that supports an argument for overall excellent contribution to the unit and university.

In section, Clinical Faculty (introduction):

- Clinical faculty may choose:
 - Excellent in service and satisfactory in teaching
 - Excellent in teaching and satisfactory in service
 - A balanced case, highly satisfactory in service and teaching
 - **EDIT-Proposal DEI NTT** A balanced case, with integrative activities supporting diversity, equity, and inclusion.

[NOTE: THE DEI NTT CLINICAL PROPOSAL IS NOT YET INCORPORATED AND IS NOT INCLUDED HERE. IT WILL BE INCLUDED IF PASSED BY IFC.]

In section, Clinical Faculty Balanced Case

EDIT-Balanced Balanced service and teaching-clinical

- Clinical faculty may present accomplishments and activities which are “highly satisfactory” and achieve the same benefit to the university as excellence in one and satisfactory in another. **EDIT Peer review:** It is understood that **academic or professional** peer-reviewed scholarship is **required to demonstrate overall excellence** ~~for achieving a highly satisfactory rating in each area of performance~~ in a balanced case. (Language adapted from IU policy on balanced cases.)
- **Accomplishments and activities may be highly integrated across teaching and service or may be more separate. The cumulative effect of all activities would reach the level of overall excellence as a clinical faculty member.**

In the section, CV

- **EDIT-Balanced.** Except in the **Balanced-Integrative Case types**, candidates must determine and list each grant, presentation, and publication under one appropriate category: teaching, research, service as appropriate for their appointment.

- **EDIT-Balanced.** In the **Balanced-Integrative Case** types, items are organized in the following categories. No item can be listed more than once; indicators such as T, R, or S or a combination may be used to signal the main goals of each item.

In the section, Dossier Folders

Edit: Balanced

Main Section: Integrative Excellence: **Balanced-Integrative and **Balanced-Integrative-DEI Case**⁵**

- In a **Balanced-Binned Case**, use the folders as described in previous sections.
- In **Balanced-Integrative cases**, combine the following into two PDFs: main section (deposited in the **Research folder**) and appendices. Each should have a table of contents indicating the sections. Upload the main section into the first folder in **Research** and the appendices into the first folder in **Appendices-Research**.
- Provide substantiation of the statements in the candidate statement including:

Dossier Folder Checklist. [further edits only entail removing “DEI” as a qualifier, to encompass other integrative cases.]

- ✓ Include in candidate statement, with additional details here if needed:
 - For the **DEI case**: Diversity, Equity, and Inclusion Philosophy (unless included in a 7-page Candidate Statement). The case for excellence is grounded in a sophisticated diversity, equity, and inclusion philosophy. The candidate may highlight aspects of DEI that are a particular focus of their work.
- ✓ Description of teaching, research/creative activity, and service/load expectations throughout time in rank.
 - Includes, as applicable, teaching responsibilities including number of sections and courses per semester or year, assigned mentoring or advising loads, percent of time allocated to research/creative activity (whether funded or not), and any administrative responsibilities. Service on committees should be briefly summarized—do not simply copy the CV listings.
- ✓ Discussion of three to five most significant accomplishments
 - “Accomplishments” is inclusive of local, regional, national, or international work. Make evident the intentionality between and among efforts. Initiatives may be at various stages of development at the time of promotion or tenure. Activities may span teaching, research, service, and administration. Do not repeat lists, but identify select key, signature activities.
- ✓ Evidence of quality and impact of ~~DEI~~ activities

⁵ Until the eDossier folder structure can be changed, the “Research” folder is arbitrarily designated to hold these materials.

- Quality indicators include but are not limited to traditional metrics such as publication and consequent citations; receipt of internal or external funding; competitive or invited presentations.
- Qualitative and quantitative input from local constituencies is an essential element of demonstrating impact.
- Other evidence includes program evaluation reporting generated for funders and other organizations; awards; descriptions of policy or other changes made as a result of efforts.
- ✓ Documentation of individual contributions to collaborative work
 - The candidate must provide a clear explanation of their own role within collaborative work. Confirmation from co-workers is essential for at least the signature activities.
 - The candidate's role must be unique and essential to the success of the endeavor.
- ✓ Teaching evidence: Summaries of student evaluations, peer evaluations, professional development, and reflection on teaching responsibilities
 - The candidate is expected to engage in regular efforts to obtain and use feedback from learners and peers in order to continually improve their teaching. Numerical comparisons are neither required nor advised. Candidates may include direct measures of learning here or may include it within the evidence of impact or the signature activities section.
- ✓ ~~DEI~~ Recognition: Grants, Awards, Honors, Fellowships
 - The candidate should describe and provide contexts for all awards, so that readers understand the scope and the audience of those awarding the recognition, especially since these may not be obvious to all readers.
- ✓ Plans for future work
 - A brief plan of action is included in the candidate statement. In this section, provide additional detail and description.
- ✓ Appendix: ~~DEI~~
 - *Raw materials, copies of publications, letters, and other materials not included in the regular 50-page limit.*

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.

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.
-

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.
-

In section, criteria for Teaching Professor:

- For teaching professor:
 - Record of publicly disseminated and peer reviewed scholarship **EDIT-NTT Scholarship which supports in teaching**
-

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.

PROPOSAL—Service, Change to Scope and Definition
Guidelines for Promotion and Tenure

Background:

Currently, IUPUI uses a definition and operationalization of service for the purpose of promotion and tenure that is distinctively different from other IU campuses and from other universities. The following changes broaden ‘service’ to include IU/IUPUI administrative work and work with external organizations, agencies, etc. (as well as, as before, individual clients). This makes IUPUI more consistent with other universities as well as providing appropriate recognition for valuable work.

Clarification: All faculty except research scientists have service as an area of responsibility: they are obliged to provide *university service*, and tenure track faculty are expected to provide *disciplinary service*. This does not change. Guideline language already states this, and minor editorial updates will ensure that *university* and *disciplinary service* (as an area of responsibility) are not confused with *service as an area of excellence*.

The following changes *add to* the scope of service; service cases under the previous definition would still qualify,

Change # 1:

Current language stipulates that service is “academic work” that involves the provision of “professional services” to clients. This is currently applicable to Medical School faculty, but to few others.

New definition:

- Service when presented as evidence for excellence can involve any of the following:
 - Work with or for individuals as clients or patients.
 - Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
 - Work advancing a university, campus, or school unit’s teaching, research, or service missions.
- Service must be significant work characterized by the following:
 - Command and application of advanced knowledge, skills, and technological expertise;
 - Imagination, creativity, and innovation;
 - Application of ethical standards;
 - Achievement of intentional outcomes; and
 - Evidence of quality and impact.
 - Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.

...<language for current client-service definition is retained>

- Faculty presenting administrative, committee, or voluntary service as evidence of achievement in service should demonstrate distinctive outcomes and evidence of quality.

Change # 2:

Current language requires peer-reviewed dissemination for service to qualify as highly satisfactory (balanced-binned) case or excellent. In practice, this requirement for peer-reviewed dissemination often substituted assessment of the disseminated item for an examination *of the work itself*.

New language:

- Peer-reviewed dissemination is still an important part of the case for *excellence in service*; it may be *professionally peer-reviewed*.
- For balanced cases, peer-reviewed dissemination is no longer a requirement, although it may form part of any case (see balanced case criteria).

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, Definitions

Service

EDIT-Service

All tenure-track faculty, tenure-track librarians, clinical faculty, and lecturer faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty and librarians, as well as some clinical faculty, also participate in disciplinary service which supports and develops the research and professional goals of their discipline.

- ~~The distinction between professional service and service to the university requires some elaboration.~~
 - ~~Faculty and librarian service to the university through committees and administration is important and required. The community of scholars depends on the mutual responsibility of individuals to support and develop the institution that sustains them.~~
- Satisfactory service means being a contributing member of the campus and disciplinary communities. It must be a factor in promotion and tenure ~~these~~ considerations, because unsatisfactory service to the university may preclude successful application for promotion and/or tenure.

- ~~Administrative service that uses disciplinary expertise for innovative or successful achievements reviewed by peers may be offered as evidence of achievement of excellence in professional service when such work:~~
 - ~~Has been planned and stipulated in advance;~~
 - ~~When it is derived from the mission of the unit;~~
 - ~~when it is disseminated to a broader audience; and~~
 - ~~When it is peer reviewed.~~
- Not all committee service is equal.
 - Some committees, such as an Institutional Review Board, the Committee on Ethics in Research, campus Promotion and Tenure, or a Faculty Board of Review, may require extensive time commitments and may address principles or issues fundamental to the continued effectiveness of the campus. These special features need to be recognized.
- The primary committee, chair, unit committee, and dean are best able to assess the degree of performance of university service.
 - If it is deemed inadequate or unsatisfactory, this fact should be noted, and an evaluation based on the documented record of performance should be included in the dossier when it is forwarded to the campus level for review. The candidate must be informed and be provided an opportunity to respond prior to a final recommendation at the primary and unit levels.
- Service when it contributes to overall excellence (the balanced cases) or as an area of excellence (service-excellence cases) is discussed *elsewhere*.

In section, Tenure Track Faculty Criteria

EDIT-Service Service-excellent-tenure-track

- ~~Significant contributions that clearly demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work; awards and recognition that reflect on the significance and academic nature of the work have been received.~~
- Service when presented as evidence for excellence can involve any of the following:
 - Work with or for individuals as clients or patients.
 - Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
 - Work advancing a university, campus, or school unit’s teaching, research, or service missions.
- Service must be ~~academic~~ significant work characterized by the following:

- Command and application of **advanced relevant** knowledge, skills, and technological expertise;
- ~~• Contributions to a body of knowledge;~~
- Imagination, creativity, and innovation;
- Application of ethical standards;
- Achievement of intentional outcomes; and
- Evidence of **quality and** impact.
 - **Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.**
- If service involves patients or clients, the candidate must document ~~how their work exceeds normative levels of activity and quality and~~ is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. **In all cases Overall, this work must have would demonstrate** impact beyond the direct recipient of the service **through appropriate professional or academic peer-review dissemination activities.**
 - ~~• Be documented through appropriate publications or dissemination activities~~
- Faculty involved in clinical practice should describe the variety and extent of patient or client care. Those activities that are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected as a normal distribution of effort.
- Faculty presenting **administrative**, committee or voluntary service as evidence of achievement in service should demonstrate **distinctive outcomes and evidence of quality.** ~~that it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work.~~
- ~~▪ Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work.~~
- Documenting professional service activities when excellence in professional service is the primary basis for promotion or tenure:
 - External peer evaluation of products or results of professional service, including refereed and non-refereed publications or other means of dissemination.
 - **Appropriate evaluation of ongoing activities may be accomplished by professional or academic peers.** For external evaluators for the

promotion or tenure case, ~~While some peers may come from the practice community,~~ a majority of evaluators should be independent academic peers from institutions with an equal or greater reputation in the area of professional service. ~~These evaluators can assess the entirety of the candidate's case within academic responsibilities and expectations. Special care must be given to assure that the external reviewers are at "arm's length" or independent as described in the section on External Assessment.~~

- Care should be taken in describing the qualifications and relevance of external reviewers, especially when the reviewers are not academically based.
- When professional service is conducted outside the U.S., it is advisable to seek some evaluation by appropriate peers in the relevant countries.
- Client evaluations may not be substituted for peer evaluations.
 - Also: acceptable university service
 - For associate rank: Emerging national reputation
 - For full rank: A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.

In section, Clinical Faculty criteria, this is the entire service-excellence section.

Service-excellent-clinical

- **EDIT-Service**
- ⊖ ~~When service is presented as an area of excellence, it consists of significant contributions that clearly go beyond satisfactory university or organizational service (see Service in Definitions.) demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work; awards and recognition that reflect on the significance and academic nature of the work have been received. Service must be academic work characterized by the following:~~
 - ~~Command and application of relevant knowledge, skills, and technological expertise;~~
 - ~~Contributions to a body of knowledge;~~
 - ~~Imagination, creativity, and innovation;~~
 - ~~Application of ethical standards;~~
 - ~~Achievement of intentional outcomes; and~~
 - ~~Evidence of impact~~
- ~~Service when presented as evidence for excellence can involve any of the following:~~
 - ~~Work with or for individuals as clients or patients.~~

- Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
- Work advancing a university, campus, or school unit’s teaching, research, or service missions. Administrative work primarily concerned with teaching may be presented as “service” or as “teaching” excellence.
- Service must be ~~academic~~ **significant** work characterized by the following:
 - Command and application of **advanced relevant** knowledge, skills, and technological expertise;
 - ~~▪ Contributions to a body of knowledge;~~
 - Imagination, creativity, and innovation;
 - Application of ethical standards;
 - Achievement of intentional outcomes; and
 - Evidence of **quality and** impact.
 - Disseminating their work as a model for other institutions or practitioners is strong support for a case for 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.
- If service involves patients or clients, the candidate must document ~~how their work exceeds normative levels of activity and quality and~~ is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. ~~In all cases~~ **Overall, this work must have would demonstrate** impact beyond the direct recipient of the service **through appropriate professional or academic peer-review dissemination activities.**
 - ~~• Be documented through appropriate publications or dissemination activities~~
- Faculty involved in clinical practice should describe the variety and extent of patient or client care. Those activities that are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected as a normal distribution of effort.

- Faculty presenting **administrative**, committee or voluntary service as evidence of achievement in service should demonstrate **distinctive outcomes and evidence of quality**. ~~that it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work.~~
 - ~~Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work.~~
- Documenting professional service activities when excellence in professional service is the primary basis for promotion or tenure:
 - ~~External peer evaluation of products or results of professional service, including refereed and non-refereed publications or other means of dissemination.~~
 - **Appropriate evaluation of ongoing activities may be accomplished by professional or academic peers.** For external evaluators for promotion, ~~While some peers may come from the practice community,~~ a majority **of evaluators** should be independent academic peers from institutions with an equal or greater reputation in the area of professional service. **These evaluators can assess the entirety of the candidate’s case within academic responsibilities and expectations.** ~~Special care must be given to assure that the external reviewers are at “arm’s length” or independent as described in the section on External Assessment.~~
 - Care should be taken in describing the qualifications and relevance of external reviewers, especially when the reviewers are not academically based.
 - When professional service is conducted outside the U.S., it is advisable to seek some evaluation by appropriate peers in the relevant countries.
 - Client evaluations may not be substituted for peer evaluations.
- Also: acceptable university service
- ~~For associate rank: record of publicly disseminated and peer reviewed scholarship in service~~
- ~~For full rank: record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in service [redundant with above]~~
- NOTE: Particularly for the clinical ranks, publication may not be the most effective or feasible means of disseminating the results of effective teaching practices or pedagogical research. When other forms of disseminating results are more appropriate, this fact should be explained and those evaluating the candidate’s work at the primary, unit, and campus levels should consider this alternative form of dissemination.

- ~~EDIT-Service. Candidates who seek advancement based on excellence in professional service should be able to demonstrate that such service is, in fact, academic work, which has significant results that have been communicated or disseminated in such a manner as to be reviewed by peers. The application of criteria to professional service should be clear, and professional service must be clearly related to the mission of the university, campus, and school/unit. [Delete: no other area of excellence has such a stipulation.]~~

In the section, Dossier Folders

EDIT-Service

- ~~Service as an area of excellence is distinctly different from satisfactory service to the unit, university, and profession.~~ For tenure-track faculty whose area of excellence is research or teaching, satisfactory service is required, for both university and profession or discipline; it may or may not involve the public. For clinical faculty whose area of excellence is teaching, or lecturer-rank faculty, satisfactory service is required, and may take the form of campus and university service; it may or may not involve the public or the profession/discipline.
- ~~When service is presented as an area of excellence, it consists of significant contributions that clearly go beyond satisfactory university or organizational service (see Service in Definitions.)~~
- ~~Service when presented as evidence for excellence can involve any of the following:~~
 - ~~Work with or for individuals as clients or patients.~~
 - ~~Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.~~
 - ~~Work advancing a university, campus, or school unit's teaching, research, or service missions. Administrative work primarily concerned with teaching may be presented as "service" or as "teaching" excellence.~~
- ~~Service must be academic-significant work characterized by the following:~~
 - ~~Command and application of advanced relevant knowledge, skills, and technological expertise;~~
 - ~~Contributions to a body of knowledge;~~
 - ~~Imagination, creativity, and innovation;~~
 - ~~Application of ethical standards;~~
 - ~~Achievement of intentional outcomes; and~~
 - ~~Evidence of quality and impact.~~
 - ~~Disseminating their work as a model for other institutions or practitioners is strong support for a case for 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.

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- ~~Professional service is normally provided to three specific groups:

 - ~~The public (e.g., various local, national, and international communities; clients; and/or patients);~~
 - ~~The profession or discipline; and~~
 - ~~The campus and university~~~~
- ~~Professional service, including professional service in the community and patient or client services, is characterized by those activities conducted on behalf of the university that apply the faculty member’s and librarian’s disciplinary expertise and professional knowledge of interrelated fields to issues in society. [See [Definitions](#) section.] Professional service to clients and patients as well as to the discipline may be local, regional, national, or international.~~
- ~~To be the basis for tenure or for advancement in rank, that is, to be an area of excellence for tenure-track or clinical faculty, university and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

 - ~~Command and application of relevant knowledge, skills, and technological expertise;~~
 - ~~Contribution to a body of knowledge;~~
 - ~~Imagination, creativity and innovation;~~
 - ~~Application of ethical standards;~~
 - ~~Achievement of intentional outcomes; and~~
 - ~~Evidence of impact.~~~~
- Faculty claiming excellence in service, whose professional service consists primarily of patient or client service, must document how their work ~~exceeds normative levels of activity and quality and~~ is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. ~~In all cases, this work must~~ **will demonstrate** impact beyond the direct recipient of the service **through appropriate professional or academic peer-review dissemination activities.;** ~~and~~
 - ~~Be documented through appropriate publications or dissemination activities.~~
- Excellence in professional service ordinarily results in the dissemination of results and findings through appropriate publication, whether in print or electronic media. The journals, books, or web documents in which faculty publish the results of their service activities should be assessed

~~and evaluated by department chairs (or deans) in the same manner as they are for research or teaching publications.~~ Publications, presentations, and grant documentation related to service is included in the dossier in the service section, not in the research section.

- As with research, professional service may span traditional disciplinary boundaries. In such cases, candidates and chairs or deans may wish to develop appropriate procedures (e.g., a specially composed primary committee) to ensure that the nature of interdisciplinary professional service is fully and adequately understood and assessed.

PROPOSAL—Peer Review Changes
Guidelines for Promotion and Tenure

This proposal consists of a variety of *changes* and *clarifications* that address the use of peer-review in the P&T Guidelines.

Peer review is a bedrock principle of academic evaluation and this does not change.

The Guidelines use the term “peer review” in several different ways, collected under two categories:

- External evaluative peer review, of candidates for promotion and tenure
- Ongoing peer review, of particular activities (disseminated items, teaching)

All sections using “peer review” are edited to reflect the following points and remove ambiguities or lack of clarity.

No change:

External peer reviewers of candidates for promotion or tenure will remain *academic, arm’s length, at a rank equal to or higher than the rank sought by the candidate, and from an institution or program equal to or higher than the IUPUI home unit; a minimum of six are required.*

- Academic: Academic peer reviewers are expected to understand general conventions and expectations for academic work, including the combination of responsibilities appropriate to each type of faculty.
 - If a reviewer is “emeritus,” they should have remained engaged in their discipline with up-to-date expertise.
 - Non-academics may be selected as long as they can comment on the relevant area of excellence and a specific case is made for them. These non-academics should be few in number.
- Arm’s length:
 - People who are or have been co-PIs or co-authors during the last five years are not at arm’s length, unless they are involved in very large multi-site projects and have not worked directly with the candidate.
 - Dissertation chairs are always excluded.
 - Co-panelists (conferences, grant review groups) are not excluded.
 - Editor-author relationships should be avoided, unless there were steps that removed direct evaluation of one by the other.
 - Community partners who have worked with or benefitted from the candidate’s work cannot be at arms’ length. Experts in community engagement who are at arms length can be allowed under the ‘non-academic’ exception above.
- At a rank equal to or higher than that sought by the candidate.
 - Reviewers for a candidate for tenure should possess tenure themselves, unless they are at an institution that does not use tenure.
 - Titles for NTT faculty can be expected to vary. Reviewers for NTT candidates can be NTT or tenure-track.

- Until 2023, TT faculty at the associate level can review teaching professor candidates.
- At an institution or unit at the same or higher level as IUPUI/the candidate’s home unit.
 - This may vary by type of case and expertise—reviewers for candidates with a teaching focus may be found from teaching-oriented institutions that do not have the same research ranking as IUPUI.
 - Units may use their own program-specific national or international rankings information to select appropriate reviewers.
 - External reviewers for all ranks and types except senior lecturers are external to IUPUI. Some senior lecturer reviewers may be from IUPUI. ←no change to existing rule.

Peer review:

- Peer review of teaching: “Peers” for this purpose are those who have experience in teaching. This may include non-tenure track faculty, or, staff from the CTL. Peers need not be of a higher academic rank than the candidate. **Minor change/clarification:** *This reflects current practice, although this is not currently specified in the Guidelines.*
- Peer review of disseminated items: Major change: **Stipulate that professional peer review may be an acceptable form of peer review, as well as academic peer review.**
 - **This will be particularly appropriate** for clinical faculty, and for work in the “service” area.
 - Work classified as “research” will most often be reviewed by academic peers.
 - Examples:
 - Some journals, conferences, and professional development are aimed at professional audiences. They have professionals on editorial boards, conference committees, and professional development review mechanisms.
 - Standardized treatment protocols, accreditation standards, technical reports and legislative materials undergo multiple rigorous levels of review, feedback, revision, and adoption: this is professional peer review.
 - Academic peer review is typically conducted by university faculty, who provide blind peer review of articles and review of conference proposals and papers.

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, Institutional Values

Peer Review

- The evaluation by peers of teaching, research and creative activity, and service is the bedrock on which promotion and/or tenure decisions are based.
- This evaluation should occur continuously across the career in the form of regular peer review of teaching, research and creative activity, and service. **EDIT-Peer review**. Professional peer review as well as academic may be appropriate for clinical, lecturer, and parts of tenure-track faculty and librarian work.
- At intervals where candidates seek promotion and/or tenure, an additional level of peer review of the overall record is needed. **EDIT-Peer review**. Review by peers from the academy is required for promotion for faculty members, and for tenure for tenure-track faculty and librarians. One or two external reviewers may be non-academic as long as they are qualified for the subject matter and can assess the faculty member's total record in light of their academic rank and responsibilities.
- These two types of peer review, ongoing review of teaching, research and creative activity, or service, and assessment of the overall record, are both important and subject to different considerations.

In section, Clinical Faculty Balanced Case

- **EDIT Peer review**: It is understood that academic or professional peer-reviewed scholarship is required to demonstrate overall excellence for achieving a highly satisfactory rating in each area of performance in a balanced case. (Language adapted from IU policy on balanced cases.)

In section, Teaching Professor criteria

- 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

Resolution on Early Student Assessment and Evaluation
(Student Engagement Roster)

Proposed Resolution from the Undergraduate Affairs Committee

Resolution on Early Student Assessment and Evaluation
Approved by the Undergraduate Affairs Committee
October 1, 2021

Early assessment and feedback about student progress are valuable to students, faculty, and academic advisors, allowing each to make informed decisions and take actions that support student success. Early feedback is especially valuable for beginning students, as they acclimatize to the university environment. This is a key component of the campus enrollment and student success strategy focused on retention and timely persistence to degree completion. Additionally, this feedback provides information necessary for federal financial aid compliance.

The Student Engagement Roster (the “SER”) is an early feedback tool that allows instructors to communicate with students about how they are doing in a class and make recommendations to improve or deepen their learning. Information shared through the SER is available to academic advisors facilitating early interventions that increase student retention and success.

To ensure prompt assessment and feedback for beginning students, all instructors teaching 100 and 200 level courses are to submit feedback on each student at least once using the SER by the end of the fifth full week of classes during the fall and spring terms and by the end of the second week during summer terms. The ~~method by which an early evaluation is determined is decided by the instructor. evaluation may consist of written observations and recommendations in addition to or in lieu of the assignment of a score or letter grade indicating the student progress as of the evaluation date. The method by which an early evaluation is determined, and the percentage of the final grade which that evaluation represents (if the evaluation is in the form of a letter grade), are decided by the instructor.~~ This evaluation will be accessible to the student and the student’s academic advisor.

Commented [LK1]: Changes suggested by the Academic Affairs Committee.

Recognizing that ongoing evaluation of undergraduate students is important at all stages, the faculty further recommends that all undergraduates receive a written or oral evaluation of their performance in a course as early as compatible with the nature of the course, but not later than after two-thirds of the semester has elapsed.