

**Indiana University School of Education IUPUI
Long-Term Contract and Promotion Criteria for Clinical Faculty**

This document outlines the IUPUI School of Education’s Position Statement on Scholarly Values, criteria for clinical faculty long-term (multiyear) contracts and promotion within the clinical ranks, and promotion timeline information. For guidance on teaching and service expectations and dossier preparation, candidates should refer to *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers*. For guidance on the terms and procedures for Long-term Contracts, candidates should refer to the *School of Education procedure guiding long-term contracts for Clinical faculty and Lecturers*.

**Position statement on scholarly values concerning teaching and service
of Clinical faculty in the IU School of Education at IUPUI**

We, the IUPUI School of Education faculty, centering ourselves in an urban context, assert a strong commitment to equity and justice in our teaching (inclusive of teaching-related scholarship), and service; as well as to community engaged scholarship, teaching, and service; and to the value of doing this work within multiple venues and contexts, such as, from teaching in public community forums to “publishing” scholarship in alternative media. We specifically note that, as a younger and forward-looking urban university, IUPUI has articulated a distinctive urban mission oriented by twelve foundational value emphases: (1) *civic engagement*; (2) *collaboration*; (3) *diversity, equity, and inclusion*; (4) *economic development of Indiana*; (5) *entrepreneurial work and innovation*; (6) *interdisciplinary work and publication*; (7) *international work and publication*; (8) *principles of undergraduate learning (PULs)*; (9) *research and creative activity in the urban environment*; (10) *service*; (11) *translational research¹*; and (12) *undergraduate research, international, service learning and work-related experiential learning (or RISE)*. Furthermore, we note that the University states in the *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers*. that additional care is demanded to assess scholarship, teaching, and service that advances its distinctive mission. To offer guidance in the preparation and review of candidate records, the School of Education at IUPUI has developed this statement of values for guiding our scholarship, teaching, and service contributions to the public mission of the University and to the School’s equity and justice commitment in all of our work.

Teaching: Teaching (including teaching-related scholarship) and service of faculty in the School of Education at IUPUI rests on the shared premise that an academy situated in a state institution within a democracy must always seek to balance the individual interests of faculty to teach, produce scholarship, and offer service in their respective fields with the public interest state institutions are charged to serve. Our intention for this document, therefore, is to formalize our shared commitment to this founding premise in support of our faculty as they pursue annual performance review, promotion, and long-term contract. Accordingly, our public mission of advocacy, activism, discovery, dialogue, and critical examination of education and its context in

¹ Denotes research that can be translated and applied to the needs of the local and global community.

our urban community calls for teaching, teaching-related scholarship, and service that may extend beyond academic journals and books to multiple alternate venues. In other words, we honor multiple forms of dissemination of teaching, teaching-related scholarship, and service.

Thus, in the area of Teaching, depending on our purposes, we may, for example, choose to:

- disseminate teaching-related scholarship consistent with principles outlined below;
- use traditional classroom pedagogies or develop innovative teaching methods;
- develop innovative ways to evaluate the impact of our teaching on our students;
- develop innovative curriculum materials;
- highlight equity and justice in our pedagogies and curricula; or
- teach in non-traditional formats and forums.

We recognize that teaching is typically seen as occurring in traditional classrooms, but we seek to expand our vision of possible teaching work to online forums, neighborhood and grassroots meetings, citywide forums, K-12 educational organizations, and art-based venues. As with our work generally, we affirm our commitment to equity and justice-oriented outcomes.

Teaching-related Scholarship: We recognize that important scholarly contributions may challenge traditional hierarchies of writing formats or journals. For this reason, we take care in assessing scholarly products based on their alignment with the scholar's purpose and on the ways that the scholar seeks to balance individual and public interests. Our responsibility as scholars is to a) use our academic freedom to articulate a rationale for the scholarly work we do; b) articulate and choose appropriate forms of expression to achieve our vision; and c) document the impact of our work on the publics we serve. Our choice of dissemination venues is in part justified by how our purposes fit our shared commitment to a community of scholars with public responsibilities to equity and justice.

Thus, in the area of Teaching-related Scholarship, we may choose to:

- report the results of studies in traditional formats;
- disseminate scholarship that seeks to understand and interpret experience;
- propose theoretical models or conceptual frameworks;
- develop creative work that supports equity and justice;
- create new inquiry methodologies or epistemologies;
- develop or critique specific ideas, assumptions, theories, or methodologies.

Likewise, we may choose to disseminate our scholarship to:

- those living and working within communities in which we live and work;
- colleagues in our respective specializations and professions;
- scholars in other fields who might be inspired by our work;
- practitioners, scholars, intellectuals, and others who live in communities throughout the world.

Service: We recognize that University and Professional Service is typically internally focused, such as within the university from the program level to the university-wide level, or within national and international professional organizations, and scholarly and professional conferences. We continue to value that work. However, consistent with IUPUI's valuing of civic engagement we also recognize that our service can occur in K-12 schools and postsecondary institutions, as well as within community organizations and structured forums. Furthermore, we embrace a broad conceptualization of service. In this spirit, we value community engaged service and activism that is consistent with the scholar's aim of moving towards equity and justice through service.

Thus, in the area of University, professional and community service, depending on our purposes, we may, for example, choose to:

- disseminate service-related scholarship consistent with principles outlined above;
- perform conventional service at all levels within academic programs, departments, schools, and university, as well as within professional organizations and scholarly conferences;
- perform community service within a range of many different contexts in a variety of geographical areas;
- serve as community activists critiquing and acting against inequitable and unjust organizations, circumstances, and contexts in a variety of geographical areas.

Evaluating contributions

In evaluating the quality of our work in teaching, teaching-related scholarship, and service, we are guided by a broad range of criteria rather than a narrow set of standards. In our work, we value:

- *A commitment to equity and justice:* A strong, persistent commitment to addressing inequities and injustices, inclusive of but not limited to racism, sexism, heterosexism, classism, ableism, language biases, xenophobia, biases toward particular cultures, and immigration status prejudice;
- *Community assets and strengths:* Robust support for, and valuing of, various histories and communities, such as by race, ethnicity, sexuality, languages, religion, culture, immigration status, etc.;
- *An urban focus:* The primary location of our work within the urban context;
- *Integrity:* Clarity of purpose and methods; trustworthiness of process, findings, and conclusions;
- *Ability to promote change:* Inspiration of positive change or new conceptions, as well as organizational and community-based activism for equity and justice;
- *Ethical conduct:* Fair and respectful treatment of participants and collaborators and reciprocity of benefit;
- *Reflective critique:* Self-examination of work and our own positionalities;
- *Transferability:* Rich description of conditions of scholarship and results to enable readers to judge applicability to a given situation;
- *Utility:* Work that can be (or is) applied to specific settings to inform those working in them;
- *Collaboration:* Joint collaborative work among scholars, practitioners, and inter-institutional partnerships;
- *Breadth of reach and impact:* Work that can affect and be read (or otherwise accessed) and

appreciated by many diverse audiences, both academic and non-academic.

Promotion Timelines

Clinical faculty members are eligible for a renewable long-term contract after six years of employment in the clinical ranks (See *School of Education procedure guiding long-term contracts for Clinical faculty and Lecturers*). However, in exceptional cases, the department chairperson can recommend that a long-term contract be considered before the sixth year. It should be noted that clinical faculty may apply for a long-term contract later than the sixth year of employment or may elect not to seek a long-term contract. However, clinical faculty will only be eligible for short-term contracts (normally a one-year renewable contract) until they have submitted a dossier and have received a positive recommendation. A decision to delay or forgo application for a long-term contract should be made only after careful consideration and consultation with the department chairperson and other mentors or advisors.

Promotion in the clinical ranks may include promotion from Clinical Assistant Professor to Clinical Associate Professor or from Clinical Associate Professor to Clinical Professor. Promotion from Assistant to Clinical Associate Professor is normally considered after a period of six years at the Clinical Assistant Professor rank and at the same time the candidate is considered for the awarding of a long-term contract. Promotion to Clinical Professor may be sought at any time by a Clinical Associate Professor; however, this promotion is typically recommended after a period of five or more years at the Clinical Associate Professor rank.

As detailed in the *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers*, Clinical Faculty seeking a positive recommendation for long-term contract and/or promotion, may present: *a single area case for excellence (teaching or service)*; *a balanced-binned case (teaching and service)*; *a balanced-integrative-DEI case*; or, *a balanced-integrative-thematic case*. Any defined additional criteria must also be met. Please note: research is not a category for evaluation of clinical faculty performance. However, scholarly contributions may be used to support the categories of teaching and service where appropriate.

Cases and Performance Criteria for Promotion to Clinical Associate Professor and/or Long-Term Contract

Candidates may seek promotion to Clinical Associate Professor based on a number of cases approved by IUPUI and outlined in the *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers*. provided by the Office of Academic Affairs.

Promotion based on Excellence in Teaching or Service:

- To be awarded a long-term contract and/or promotion to Clinical Associate Professor, the candidate must be judged as excellent in teaching or service and at least satisfactory in the other category.
- The criteria for excellent and satisfactory performance in teaching and service are presented below. A third category of highly satisfactory is defined as appreciably better than satisfactory, but less than excellent.

Promotion based on balanced cases: Indiana University uses the term balanced case to refer to

cases judged to be of equivalent value across categories to those traditional cases of excellence in a single category. Candidates for Clinical Associate Professor may seek:

- promotion based on a balanced-binned case;
- promotion based on a balanced-integrative-DEI case;
- promotion based on a balanced-integrative-thematic case.

Candidates should refer to the *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers* for specification of each of these cases and related expectations.

Performance Criteria: Teaching

The teaching category includes all forms of university-level instructional activity on or off campus. It includes preparation for and teaching of a variety of types of courses, seminars, and other academic learning experiences. It also includes, for example, non-credit workshops and informal instructional activities involved in working with in-service teachers or community groups. Further, it includes those instructional activities conducted to develop competencies of practitioners that extend beyond the university campus, such as supervising student teachers, guiding field-based practice in counseling and school psychology, and the like. This category includes course and program development, academic counseling, supervision of student research and service on graduate student program and advising and dissertation committees. It also includes the improvement of instructional techniques and techniques for evaluating student outcomes and the production of course materials, textbooks, and digital tools for learning (online videos, podcasts, webinars, e-newsletters, social networks, and online communities, etc.). Advising and mentoring undergraduate, graduate, and early career faculty also constitute teaching. Teaching also encompasses contributions to an academic community of scholars through scholarly dissemination including, but not limited to: presentations of successful instructional innovations, insights, or experiences with teaching; publications that disseminate scholarly discourse about teaching, or otherwise communicate pedagogical strategies; and award and/or contributions to externally funded projects.

If a candidate for promotion and long-term contract seeks to demonstrate excellence or very good/highly satisfactory performance in teaching, the candidate must make a case for scholarship in teaching and learning that includes peer-reviewed publications relevant to teaching. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

Teaching is a complex process that encompasses *multiple components, and multiple forms of evidence are needed to assess teaching effectiveness comprehensively*. Appropriate teaching materials may include evidence from the *instructor* (e.g., philosophy of teaching, teaching goals, syllabi, instructional materials, reflections on efforts to evaluate and improve teaching, presentations and articles on one's teaching), evidence from *others* (e.g., colleague evaluations of student outcomes, observations by colleagues trained to evaluate teaching, invitations to share one's teaching expertise), and evidence from *students* (e.g., formal end-of-course student evaluations, solicited and unsolicited feedback from students, course-related student products, evidence of student achievement, student-selected teaching awards). These categories of evidence may be interrelated. For example, a colleague may write an evaluation of the links among an

instructor's philosophy, goals, course design, instructional strategies, and outcomes based on direct observation, instructor-provided documents, and student products and evaluations.

Excellent Performance in Teaching. Documentation of excellent performance in teaching for promotion to associate professor should include outstanding performance in classroom teaching, advising, and mentoring, as well as evidence of more widespread impact of scholarship about teaching. Evidence relating to outstanding performance as a classroom teacher should come from a variety of the areas mentioned under Teaching (section B:1). Evidence of movement toward national and/or international visibility in teaching should include documentation of an active role in communicating instructional efforts and innovations at state, regional (beyond the state), national and international levels. This documentation should include scholarly publications about teaching. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the candidate (e.g., textbooks, videos, web pages, publications, conference presentations). Teaching awards may also provide evidence of teaching excellence.

Highly Satisfactory Performance in Teaching. Highly satisfactory is defined as appreciably better than satisfactory performance, but less than excellent.

Satisfactory Performance in Teaching. Evidence of satisfactory teaching should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence, regardless of immediate outcomes.

Performance Criteria: Service

This category includes all forms of professional service performed for the benefit of the University, the profession, and the public. The faculty of the School of Education recognizes a continuous obligation to provide service to the University, the profession and the community through its talent, its technical competence, and its professional skills. Indeed, it is the case that increasingly greater demands for service are being made on the school as society's educational needs become ever more complex.

If a candidate for promotion and long-term contract seeks to demonstrate excellence or very good/highly satisfactory performance in service, the candidate normally makes a case for scholarship in service that includes peer-reviewed publications relevant to service. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

In general, a faculty member's service can be classified as internal or external to the University and can take a variety of forms and directions. It includes, for example, all of the following: administration, at any level, within the University, and administrative service to learned or professional organizations; service on or for departmental, School, or University committees and faculty governance boards, commissions, task forces, and councils; Service to student organizations or groups; consultative or other service to any level of public or private educational institutions or professional organizations; efforts to promote partnerships and engagement with public schools and

communities; consultative or other service to government or public interest groups; and publications and other materials developed as part of professional service activities.

Service should be evaluated along the following dimensions:

- the level of professional competence or expertise required for its performance;
- the effectiveness of the service;
- the significance of the service to the welfare of the University, the profession or the public;
- its effect on the development of the individual;
- quality of scholarship.

A distinction should be drawn between citizenship activities and service projects that relate to scholarship itself. Citizenship activities involve the kind of committee and administrative service expected of all faculty members in the School of Education, as well as community service activities. Service as scholarship should be tied directly to one's field of knowledge and relate to this professional activity.

Excellent Performance in Service. Evidence of more than a routine amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service at state, regional (beyond the state), national, or international level should be presented. As mentioned earlier, a distinction should be drawn between routine service, or citizenship, and service projects that relate to scholarship. To be considered excellent, service activities should be tied directly to one's field of knowledge and relate this knowledge to professional activity for the betterment of the field of education. Examples might include shaping public policy, serving clients in counseling psychology in some exceptional way, working with public schools to bring about substantial and significant change; in all of these instances, practice and theory should inform each other. Scholarly service both applies and contributes to human knowledge.

Highly Satisfactory Performance in Service. Highly satisfactory is defined as appreciably better than satisfactory performance, but less than excellent.

Satisfactory Performance in Service. A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, some participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of the School of Education to its various constituencies.

Additional Criteria related to Long-term Contract

In addition to consideration of teaching and service activities, long-term contract recommendations should be based on a prognosis of the candidate's future achievements, as determined by dependability, growth, originality, potential, and versatility of the candidate's work in relation to the mission of the School of Education at IUPUI and of the particular unit within the School to which the faculty member is assigned. That is, careful consideration should be given to the individual faculty member's potential contribution to the unit and School missions. For guidance on the terms and procedures for Long-term Contracts, candidates should refer to the *School of Education procedure guiding long-term contracts for*

Clinical faculty and Lecturers.

Cases and Performance Criteria for Promotion to Clinical Professor

Promotion based on a single area of excellence: To be awarded promotion to Clinical Professor based on a single area of excellence, the candidate must be judged as **excellent in teaching or service and at least satisfactory in the other area**. The criteria for excellent and satisfactory performance in teaching and service are presented below. A third category of highly satisfactory is defined as appreciably better than satisfactory, but less than excellent.

Promotion based on balanced cases: Indiana University uses the term balanced case to refer to cases judged to be of equivalent value across categories to those traditional cases of excellence in a single category. Candidates for Clinical Professor may seek:

- promotion based on a balanced-binned case;
- promotion based on a balanced-integrative-DEI case;
- promotion based on a balanced-integrative-thematic case;

Candidates should refer to the *IUPUI Guidelines for Preparing Promotion & Tenure Dossiers*. for specification of each of these cases and related expectations.

Performance Criteria: Teaching

Excellent Performance in Teaching. To earn a rating of excellence in teaching for promotion to Clinical Professor candidates must attain visibility at the state and/or regional (beyond the state) level. Appropriate evidence should include dissemination of scholarly publications about teaching. Other forms of evidence sustained over a period of years may include:–

- versatility, that is, excellence in teaching at more than one level (undergraduate, masters, advanced graduate) and in more than one form (e.g., lecturing to large groups, conducting discussion groups and seminars, directing laboratory or clinical experiences, guiding independent study or research/scholarship);–
- excellence in course or program development;–
- exemplary and unique student achievement;–
- state and/or regional (beyond the state) level impact of scholarship on teaching, including published materials, conference presentations, and related activities (e.g., textbooks, videos, podcasts, webinars, e-newsletters, social networks, and online communities, etc.);–
- widespread reputation for excellence in teaching (e.g., testimony from former students and colleagues, from client groups, data on various awards or other recognition relevant to this category);–
- concerted effort to engage colleagues, locally and nationally, in conversations about teaching and learning (e.g., organizing or leading teaching workshops, teaching-related conference presentations); and exceptional advising, mentoring, and nurturing of students and early career faculty.

Highly Satisfactory Performance in Teaching: Highly satisfactory is defined as appreciably better than satisfactory performance, but less than excellent.

Satisfactory Performance in Teaching. Evidence should include an assessment on each of the

teaching dimensions emphasized under promotion to associate professor indicating that there are no uncorrected serious faults or deficiencies. Evidence of continuing growth as a teacher beyond the level attained upon promotion to associate professor should be provided.

Performance Criteria: Service

Excellent Performance in Service. The candidate must document outstanding performance over a period of years and of a state, regional (beyond the state), national or international reputation for scholarship, leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond the routine expectations of professional educators.

Highly Satisfactory Performance in Service: Highly satisfactory is defined as appreciably better than satisfactory performance, but less than excellent.

Satisfactory Performance in Service. A record of a greater range of service than is considered satisfactory for promotion to associate professor. The evidence shall also include an assessment of the quality of service.

This is a revision of Policy 06.43

Revisions approved by Faculty & Budgetary Affairs, 3/20/2023

Approved by School of Education Policy Council, 3/24/2023