Teaching, research, creative work, and service are the primary benchmarks used in the promotion process by Indiana University Northwest. A candidate for promotion or and/or tenure should excel in at least one of these categories and be at least satisfactory in the others. In exceptional situations, a candidate may build a balanced case by showing that they are good in all three categories listed above or that their strengths . . . .promise excellent overall performance of comparable benefit to the university” (IU Academic Handbook, 2008:78). According to the IU Academic Handbook, “Promotion to any rank is a recognition of past achievements and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.” (2008:78). The following sections address making a case for excellence in research, teaching, or service.

RESEARCH AND CREATIVE ACTIVITIES

Candidates for promotion need to demonstrate a sustained and ongoing research effort that will bring national or international recognition to the department and to IU Northwest. While both the quantity and quality of one’s scholarship will be evaluated, “Quality of production is considered more important than mere quantity” (IU Academic Handbook: 2008:78). High-quality publications are those that are peer-reviewed, in top-tiered journals, in journals with low acceptance rates, and in academic presses. High quality presentations include those that are peer-reviewed, given at national and international conferences, and/or are invited. While emphasis is put on the quality of scholarship, candidates need to regularly submit and have their work accepted for presentation and publication. For tenure and promotion to associate professor, one’s research needs to have moved beyond the dissertation. If the candidate plans to claim research as her or his primary area of excellence, he or she “. . . should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar” (IU Academic Handbook, 2008:78). For promotion to full professor, there needs to be evidence that the candidate has contributed “substantively” (through national and international venues) to the scholarship in her or his field. As stated in the IU Northwest Promotion and Tenure Guidelines, “Excellence” for research for the higher rank implies having an established, ongoing, nationally recognized body of scholarship; there should be clear evidence of substantial contributions. Parallel evidences apply to teaching and service for demonstrating an “excellent” or “satisfactory” level of achievement in the three areas (April 15, 2011:4).

Evidence of scholarly contributions includes, but is not limited to:

- Publications in peer-reviewed journals (including the scholarship of teaching)
- Monographs
- Grants (especially external ones)
- Serving as an editor for an anthology
- Contributing a chapter to an anthology
- Textbooks and readers
- Presentations at professional meetings, colloquia, and symposiums
- Scholarship used to develop public policy or serve the community (applied research)
- Museum Exhibitions
• Pedagogical Research
• Scholarship of Teaching and Learning
• Research Awards
• Involving students in research and scholarship

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other related areas. In general, and as may be appropriate for each candidate, the department wishes to see a continuous record of refereed publications, presentations, awards, and/or the pursuit of external grants and financial aid in support of scholarship.

TEACHING

According to the IU Academic Handbook, “The prime requisites of any effective teacher are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and, above all, the ability to stimulate their intellectual interest and enthusiasm” (2008:78). If a candidate seeking promotion to associate professor claims teaching as her or his area of excellence, the candidate needs to provide evidence that his or her teaching is “. . . distinctively superior to that of effective teachers at this and other major institutions” (IU Academic Handbook, 2008:78). If a candidate seeking promotion to associate professor claims teaching as her or his area of excellence, the candidate must make a contribution beyond the bounds of classroom and campus. Candidates for full professor claiming teaching excellence 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” (IU Academic Handbook, 2008:78). When reviewing for promotion to the rank of professor the department seeks evidence that the candidate has achieved a record of excellence, leadership, scholarship of teaching, and innovation, sustained over a period of years garnering a national and/or international reputation.

Evidence of teaching contributions includes, but is not limited to:

• Awards (local, university-wide, regional, or national)
• Development of instructional approaches that engage students outside of the classroom (e.g., service learning, study abroad, field schools, internships)
• Consistently favorable student evaluations on both the prose comments and numerical scores
• Pedagogically-oriented publications in refereed journals and other scholarly publications
• Peer evaluations of classroom instruction
• Participation in student conferences
• Pedagogical presentations at professional meetings
• Participation in panels or workshops on teaching at professional conferences
• Peer-reviewed textbooks
• Grants intended to improve teaching and learning
• Scholarship of teaching and learning
When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these and other areas related to teaching effectiveness with contributions on and beyond the campus.

**SERVICE**

Faculty are expected to advise their share of majors, recruit new majors and minors, participate in department meetings, and share the load of committee assignments in the department. Faculty should also serve on and chair committees at the college and university levels. Service to one’s profession is expected as well, which could include journal editorships, serving on editorial boards, holding office in professional organizations, and serving as a peer reviewer for book manuscripts, journal articles, and grants. Work in the community is another important aspect of service, and may include participation in government entities, advisory boards, and social movement organizations. Community service also includes public relations activities, such as presentations to civic and community organizations and public outreach through the media. Service contributions will be evaluated in terms of the candidate’s level of involvement as well as the benefits accrued to the recipients of his or her service (students, the university, the community, etc.). Candidate must make a contribution beyond the bounds of classroom and campus. When reviewing for the promotion to the rank of professor, the department seeks evidence that the candidate exhibits a record of excellence, responsibility, and leadership in COAS, the campus, the university, the community his or her discipline sustained over a period of years to effectively garner a national and/or international reputation. Candidates should be aware that a claim of excellence in service has not generally been used for tenure or promotion to associate faculty rank, but has occasionally been used with success for the promotion to the rank of professor.

Evidence of service contributions includes, but is not limited to:

- Scholarship of Engagement
- Service to the profession
- Roles in reviewing departments or units in other colleges or universities
- Service Awards (local, university-wide, regional, national).
- Organizing major campus events
- Participation in faculty governance (Officers of Faculty Organization, members of the Executive Committee, Board of Review etc.)
- Service to the community, public lectures and presentations
- Roles in national and regional professional organizations, such as elected positions on boards
- Grants for service projects
- Service to the campus and the university: on committees, as a representative or liaison

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishments in these or other areas related to service.

Note: These Promotion and Tenure Guidelines are consistent with the IU Academic Handbook (August, 2008) and the IU Northwest Promotion and Tenure Guidelines (April 15, 2011)