IUPUC Promotion and Tenure Guidance
Excellence in Research
Tenure-track faculty

• **Excellence** in teaching, research and/or creativity, or service
  • Satisfactory in other 2 areas

• **Balanced Case**
  • Excellent overall performance, equivalent to excellence in one area and satisfactory in others
  • Highly satisfactory in all three areas
Research is the act of seeking, attaining, analyzing, formulating and communicating NEW knowledge or expertise in a discipline.
Key elements of a research program (on which you will be evaluated)

- **Focus** on a particular **topic** to develop a **cohesive**, thematic research program leading to **expertise**, and **accomplishment**
- **Produce** a **body** of **scholarship** that makes a **significant contribution** to the field – **new** knowledge **published** in **peer-reviewed** outlets
- **External research funding?**
- **Recognition** by **peers** leading to **impact** at the **national** and **international** level
Independent research model

- You make the **case** that you are **advancing** the **field** through your **independent research program**
- You **conceived** and **developed** the research
- You [*try to*] **obtain grant funding** as **PI** to support your research
- You take **full responsibility** for **all aspects** of the **research program**
Collaborative research model

• Two or more researchers bring different skills or expertise to the research project or program

• Allows for integration of distinct disciplines for the greater good of the project

• You must carefully highlight your independent contributions to the research and explain how those contributions were critical to the success of the research
Products of your research

• Major scholarly works **must** be **peer-reviewed**
• Works **must** have **significantly advanced** the state of **knowledge** in the your field
• **Quality** of scholarship is **more important** than a large number of minor scholarly works
• With **time in rank** there should be a **substantial body** of **high-quality** scholarship
• **Reviewers** are **interested** in whether you are the **first** or **corresponding author**
• **Journals** should be high quality
IUPUC criteria for excellence in research
Promotion from assistant professor to associate professor with tenure

A. Active research program leading to a record of peer-reviewed research publications in rank (papers in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications)

   – Typically, four or more peer-reviewed research publications will support a case for excellence, but quality is more important than quantity and fewer high quality works may be judged more significant than a larger number of lower quality works
IUPUC criteria for excellence in research
Promotion from assistant professor to associate professor with tenure

B. A record of peer-reviewed research presentations at regional, national and/or international conferences while in rank

– Typically, four or more peer-reviewed research presentations will support a case for excellence, but extra (beyond four) peer-reviewed research publications can compensate for fewer peer reviewed research presentations
IUPUC criteria for excellence in research
Promotion from assistant professor to associate professor with tenure

C. Some of the following (preferably a range):
   – Research grants, proposals for research grants
   – Mentoring undergraduate and/or graduate research
   – Honors or awards for research
   – Citations of research publications
   – Invitations to review submissions for journals or conferences
IUPUC criteria for excellence in research
Promotion from assistant professor to associate professor with tenure

C. Some of the following (preferably a range):

– Invitations to serve on editorial boards, etc.
– Invitations to serve as a chair or discussant of a research-paper session at a conference
– Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

• BUS combined B and C and requires at least five
IUPUC Criteria for Satisfactory in Teaching

• **Student satisfaction** measures that are consistently *favorable* or have *improved* over time

• A record of *continuing peer evaluation* that indicates *satisfactory* teaching

• **Some** of the **activities** listed in item D for excellence in teaching
  
  – Other *published materials* pertaining to teaching, such as manuals or innovative curricular materials
IUPUC Criteria for Satisfactory in Teaching

- Some of the activities listed in item D for excellence in teaching
  - A teaching load that contributes significantly to the division’s teaching
    Demonstrated measurable student learning outcomes
  - Incorporation of high impact practices in teaching
  - Teaching grants
  - Proposals for teaching grants
  - Honors or awards for teaching
IUPUC Criteria for Satisfactory in Service

• **Consistently** performing one’s *fair share* of *service* to one’s academic program, division, and campus, typically through active service on committees, task forces, and councils.

• Any **additional activities** from the list for excellent performance in service
  – A record of peer-reviewed *service publications*
  – Peer-reviewed *service presentations* at conferences
  – **Leadership roles** on committees and councils
IUPUC Criteria for Satisfactory in Service

• Any additional activities from the list for excellent performance in service
  – A major role in student recruiting, retention, or advising initiatives
  – Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
  – Awards and honors for service
IUPUC criteria for satisfactory in research

A. An active research program resulting in at least one peer-reviewed research publication in rank, (articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications)

B. A record of at least two peer-reviewed research presentations at regional, national and/or international conferences while in rank

C. Some of the activities listed in item C for excellence in research
Making the case for excellence in research: the Candidate’s Statement

• Reflect on research, teaching, and service

• Reviewers will read in detail; be thoughtful and clear

• Explain exactly what your research is all about in a brief paragraph in non-technical language
  — Why you did the research; your approach to gaining new knowledge; obstacles along the way and how you overcame them; describe your journey

• Describe your future research plans
Making the case for excellence in research: the Research Section of the dossier

- **Statement** on research (2-page narrative analyzing the research area)
- Identification and **discussion** of 3-5 most significant peer-reviewed **publications** of candidate's major research accomplishments **in rank**
- **Description** of a continuing **program** of research
- **Discussion** of the **significance** and **impact** of peer-reviewed **presentations**
Any questions?