

## IU School of Informatics Expectations for Declared Area of Excellence for Promotion and Tenure\*\*

Shorter version of complete document – see  
<http://informatics.iupui.edu/faculty/allinformatics.php> - Approved Policies

### Promotion to Associate Professor and Tenure

Tenure is based on the clear promise, evident in the record to date, that the faculty member has or will achieve (1) a national or international reputation as a first-class productive scholar and/or (2) a record of excellence as a teacher and/or (3) excellence in service.

Promotion from assistant to associate professor is based on excellence in the quality of teaching, research and service during the period as an assistant professor and evidence that the faculty member is (1) achieving a national reputation as a first-class productive scholar and/or (2) developing a record of excellence as a teacher and/or (3) developing a record of excellence in service.

### Promotion to Professor

Promotion to full professor is based on (1) a national or international reputation as a first-class productive scholar and/or (2) a sustained record of excellence in teaching and/or (3) a sustained record of excellence in service.

### **Expectations for Teaching** (applies to tenure-track faculty, clinical rank faculty and lecturers):

The *Indiana University School of Informatics Promotion and Tenure Guidelines* define excellence in teaching:

The evidence demonstrates that the candidate has carried a reasonable teaching load (considering the number of courses taught, the size and nature of the classes, and the number of different preparations) and establishes strong performance across the three dimensions of teaching: instruction, mentoring and advising, and contributions to pedagogy. Student evaluations, in both the quantitative and open-ended responses, support the conclusion that the instructor is well above average and students are generally very positive about course organization and teaching effectiveness. Unsolicited student letters, as well as peer evaluations, attest to teaching effectiveness. The candidate makes a strong contribution to student advising and demonstrates exceptional mentoring. He/she also has made exceptional contributions to course and/or curriculum development and/or to pedagogy recognized beyond the campus. In the case of pedagogical contributions, peer assessment confirms the excellence of the contributions.

### **Expectations for Research:**

The *Indiana University School of Informatics Promotion and Tenure Guidelines* define excellence in research:

The faculty member should have established a record of high quality work, with a number of published works, appropriate to the campus and discipline, in high quality sources or venues. The faculty member should have a clearly established independent research agenda and should show promise of continued development as a scholar. Where appropriate to the discipline, the faculty member has demonstrated

the ability to compete favorably for grant and/or contract support for the research. Outside reviewers are generally very positive about the quality of the research.

**Expectations for Service** (applies to tenure-track faculty and clinical rank faculty – service will not be a commonly used as an area of excellence for dossiers from the IU School of Informatics)

The *Indiana University School of Informatics Promotion and Tenure Guidelines* define excellence in service:

The evidence demonstrates that the faculty member is making an outstanding contribution to the mission of the School through his/her service activities (including particularly his/her professional service), provides effective leadership on significant activities and has made a significant impact in highly visible or important areas. Colleagues and other knowledgeable observers/evaluators of the service activities assess the service in highly favorable terms and confirm its impact. The faculty member has received external awards, honors or other recognition for some of the service. Where appropriate the faculty member has demonstrated the ability to obtain grant or contract support or to develop other financial or community support for service activities. The faculty member's activities contribute beyond the norm to the reputation of the school, campus and university. Typically, excellence in service must be premised on more than outstanding service to the school, campus, university and professional organizations and must include significant professional service. It is important to note that basic institutional or community service will not be enough to establish a case for a rating of excellence in service.

\*\*Because we have had only two promotions to Professor, one promotion to Clinical Associate Professor and one tenure case, it is difficult to determine current departmental expectations or established norms.