11.53

Promotion and Tenure Criteria for the School of Education

Indiana University's School of Education, a professional school with a national and international reputation for excellence and a long tradition of leadership in service to education in the State of Indiana, must maintain a faculty with richly diversified, specialized competencies. The School of Education encompasses two campuses and one center with locations in Bloomington, Indianapolis and Columbus, all with distinct school and program missions. The faculty prepares students for many kinds of professional roles in educational institutions that serve all ages and segments of the population. Through its scholarship, the faculty constantly endeavors to enhance society's understanding of education and the capacity to improve it. The faculty also devotes major efforts to the solution of operating problems in education through systematic instructional and development efforts as well as consultative and other services to communities, institutions, and professional organizations.

A faculty member's work is to be judged based on the intellectual resources utilized in the specialty area and the way those resources are applied to making significant differences in education. A variety of activities may be undertaken, but the intellectual level at which the faculty member performs and contributes to his/her field is considered vital. Routine competence in any type of work, by itself, even when accompanied by conscientiousness and zeal, is insufficient grounds for tenure and promotion. Thus, while the profile of activities may differ for each individual, and the emphasis on teaching, research, or service may vary, the common denominator in judging all of them is the quality of scholarship brought to bear on the area.

The Indiana University *Academic Handbook* states that “tenure shall be granted to those faculty whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles” (3.1.2.9). The *Academic Handbook* further states that "the criteria for tenure and the criteria for promotion are similar, but not identical" (3.1.2.9) and that tenure will generally not be conferred unless the faculty member "achieves, or gives strong promise of achieving, promotion in rank within the University" (3.1.2.9). “Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments” (3.2.1.2).

It is important to note that the criteria for promotion and for tenure depend on campus and program missions. For tenure the criteria “must recognize the diversity of the missions and the contexts of the campuses of the University and must not ignore the mission of the particular unit as defined in its statement of criteria and procedures and the individual’s contribution to that mission” (3.1.2.9). Whereas “Promotion considerations must take into account ... differences in mission between campuses, and between schools within some campuses, as well as the individual faculty member's contribution to the school/campus mission. The relative weight attached to the above should and must vary accordingly.” (3.2.1.2).

The typical candidate for promotion to associate professor with tenure submits a dossier after completing five years in the rank of assistant professor. In exceptional cases a candidate may submit a promotion dossier in fewer than five years. The typical candidate for promotion to professor has at least 5 or more years in the rank of associate professor. In exceptional cases a candidate may submit a dossier in fewer years. In all cases the same criteria for tenure and promotion/ apply.

A: UNIVERSITY CRITERIA

The School of Education criteria for promotion and tenure are guided by the general statements on criteria in the *Academic Handbook* (August, 2008), which are the result of various Bloomington or University Faculty Council recommendations and/or Board of Trustee actions. A brief review of these statements appears below.

A: 1: Criteria for Tenure & Promotion

Excellence
The *Academic Handbook* asserts that "Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory in the others" (3.2.1.2).

Balanced Case
"A candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the University. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review" (3.2.1.2).

A: 2: Definitions

Definitions of the three criterion areas are provided in the section of the *Academic Handbook* on promotion:

Teaching.

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 (3.2.1.2).

Research and Creative Activities.

In most of the fields represented in the program of the University, publications in media of quality are expected as evidence of scholarly interest pursued independently of supervision or direction. An original contribution of a creative nature is as significant or as deserving as the publication of a scholarly book or article. Quality of production is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a general program of worthwhile research. The candidate should possess a definite continuing program of studies, investigations, or creative works (3.2.1.2).

Service.

Educated talent, technical competence, and professional skills are indispensable in coping with the complexity 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 an 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 (3.2.1.2).

B: SCHOOL OF EDUCATION CRITERIA

In the following paragraphs the criterion areas are characterized generally as they relate to the overall mission of the School of Education. In addition, the specific missions of the various campuses should be taken into account. For the IUPUI campus, see Appendix A for the Position Statement on Values Concerning Scholarship of Faculty in the IU SoE, IUPUI.

If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in teaching, research and creative activities, or service, or integration across the three areas, the candidate must make a case for quality of scholarship as indicated by the candidate's publications or products. Whether one chooses the balanced case or a case based on excellence in a single domain, the primary criterion for attaining tenure or promotion is that the candidate provides evidence of his or her intellectual engagement in his or her chosen fields of study, and that this engagement has resulted in the production of scholarship that has been recognized by his or her peers (e.g., scholarly papers, articles, and other manuscripts).

B: 1: 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 inservice 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 research 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 the presentation of successful instructional innovations, insights, or experiences with teaching. Publications that disseminate scholarly discourse about teaching or otherwise communicate pedagogical strategies are included in this category of teaching activity.

If a candidate for promotion and tenure 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. *Evidence of excellence in teaching may include electronic publications that are of high quality and subject to external review.*

B: 2: Research and Creative Activities

This category is broadly construed to include all original inquiry, systematic analyses of problems (both practical and theoretical) that result in original writings or other products, and systematic instructional development work. In general, this category involves the question of what, through scholarship and creative efforts, the faculty member is contributing to the field of education.

If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in research and creative activities, the candidate must make a case for scholarship in research and creative activities that includes peer-reviewed publications relevant to research and creative activities. 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.

Faculty members of the School of Education make original contributions in research, scholarship, and development in a variety of ways and in many forms. Publications in scholarly or professional journals may be one form. Specialized monographs or books may be another. Presentations at professional meetings may be a form of contribution, although normally this would not be the sole means of dissemination and would be accompanied by publication. The dissemination of original products, such as instructional materials or tests, or demonstrations at other educational sites may be the form of original contributions of faculty members engaged in instructional development work. Evidence of excellence in research and creative activities may include electronic publications that are of high quality and subject to external review.

Writing successful proposals to obtain externally funded research-and-development projects is *one* indicator of recognition and respect among peers and is encouraged. Candidates should document their roles in funded projects and may also list unfunded proposals as examples of effort to build a coherent program of research-and-development projects. The contribution that projects make to a particular field should be included in the dossier (e.g., written reports). The importance of funded research will be interpreted within the context of funds available in the individual's field.

Criteria in the major sub-types of scholarly productivity—research and/or development—are discussed in the following sections:

B: 2: a: Research.

Since the advancement of education calls for various kinds of research, it is natural that many forms of research are to be found among the faculty. Each specialized form requires somewhat different criteria for judging the significance and soundness of the faculty member's work. In fields such as history or philosophy of education or comparative education, original inquiry may entail methods of description, logical analysis, evaluation, and synthesis. In other areas of education, research is heavily empirical and analytic, drawing from a variety of methodological traditions in the natural and behavioral sciences. In some areas the approaches may draw upon naturalistic or ethnographic paradigms. In some instances critical reviews of a subfield such as those found in the *Review of Educational Research* make substantial contributions (although it is evident that the mere rehashing of ideas does not constitute research). In some areas of education faculty members contribute through applied or decision-oriented inquiry as opposed to conclusion-oriented inquiry; examples may be found in the systematic evaluation of teaching, curriculum development, or administrative procedures. The development and evaluation of policy is another important form of inquiry in education.

B: 2: b: Development.

In contrast to research that aims to further knowledge of education, *development* is disciplined inquiry that results in the creation of an original artifact or designed experience that is used beyond the candidate's department and institution. This artifact could be a new or substantially improved educational product, process, method, test, or other invention that is original. An example of a designed experience is a workshop with materials and activities that others beyond Indiana University use, such as one that helps teachers to integrate technology in their classrooms. Such a designed experience should be replicable by others.

For development to be disciplined inquiry, it requires 1) evidence of following a rigorously justified design process. Examples of *justified* design processes might be the ADDIE model (analysis, design, development, implementation and evaluation) that has been established within the candidate's discipline or the Agile or Collaborative Design models that are well established in related disciplines, and 2) indicators of the instrumental value of the unique artifact or designed experience. The developed artifact or designed experience should have undergone rigorous *summative evaluation* that provides evidence of its instrumental value. For example, evidence could be provided on how it influences the activities of the target audience, user satisfaction, impact on the user's organization, or comprehensive peer review that establishes its utility as design knowledge in its own right—that is as a recognized exemplar for demonstration of innovative approaches to designing. Evaluation may also include evidence of use or adoption of the artifact, such as reviews by users and experts in the discipline, statistics on the volume of sales, and tallies of Web accesses.

B: 3: 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 tenure 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.

B: 4: Balanced Case

A balanced case requires at least very good/highly satisfactory performance in each of the three categories of teaching, research, and service. Very good/highly satisfactory is defined as appreciably better than satisfactory but less than excellent performance. In the balanced case, it is expected that there would be thoughtful and purposeful integration among the candidate's teaching, research, and service activities. A candidate must present evidence of balanced strengths that demonstrate excellent overall performance of benefit to the university and profession that is comparable to excellence in a single category. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review.

C: CRITERIA RELATED TO TENURE AND/OR PROMOTION:

The criteria for each level of promotion and for tenure are presented below, along with criteria for differentiating ratings of satisfactory, very good/highly satisfactory, and excellent in each category. A rating of unsatisfactory indicates the failure to achieve the level of satisfactory performance.

C: 1: Criteria for Promotion to Associate Professor

C: 1: a: Teaching

Satisfactory 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.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent 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 nationally and internationally. 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.

C: 1: b: Research and Development

C: 1: b: 1: Research

Satisfactory Evidence that the faculty member is developing a program of research in a specific field and is contributing to that field either some original inquiry, or unique interpretations or syntheses that are contributions to the dissemination of new knowledge. Progress beyond the doctoral dissertation should be evident.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent Evidence that the faculty member is beginning to establish a national and/or international reputation as an original contributor through research. The faculty member's work should suggest that there is a well-defined domain of inquiry being established with continuity and connectedness between individual projects. There should be evidence that the candidate is contributing to an area in at least one of the following ways:

- Methodological originality--developing research methods that break new ground or offer new solutions to problems encountered in the field.
- Substantive illumination--adding new critical insights to a subject so that others working in the field now view the subject with greater clarity or with new perspectives.

- Integration and synthesis--placing large amounts of knowledge or empirical data or technique in a new, usually more comprehensive, framework so as to clarify how elements of knowledge, data, or technique relate to one another.

- Conceptual and theoretical innovation--generating new ways of thinking about existing topics or problem through new concepts, uses of logic, or schemata.

C: 1: b: 2: Development

Satisfactory Evidence that the candidate has followed a systematic development procedure in addressing an educational problem and that the solutions have been recognized by the affected clientele as successful.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent Evidence that the candidate has embarked on a line of work that has resulted in professional recognition of excellence for a development project that shows promise of extension beyond a single problem and beyond the local level.

C: 1: c: Service

Satisfactory 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.

Very good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent 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 beyond the local 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.

C: 2: Criteria for Tenure

In consideration for tenure, the individual should have met the teaching, research, and service criteria for promotion to associate professor. (See section C: 1:). In addition to consideration of teaching, research, and service activities, tenure 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 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 mission.

C: 3: Criteria for Promotion to Professor

C: 3: a: Teaching

Satisfactory 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.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent National and/or international visibility for contributions to teaching should have been attained in order to earn a rating of excellence in teaching for promotion to professor. 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);

- Excellence in course or program development;

- Exemplary and unique student achievement;

- International 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.

C: 3: b: 1: Research

Satisfactory Evidence that the candidate has continued to grow in those aspects of research that relate to his/her area of excellence (teaching or service), either by original inquiries or by interpretation, synthesis, or evaluation of the work of others. Evidence of such growth in scholarship may be found in scholarly publication or in publications on teaching and/or service that indicate scholarly qualities.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent Evidence of having a national and/or international reputation for research contributions at the time of the case for promotion is considered.. In addition to publication in refereed journals, citations by other authors and public acknowledgment of the importance of the faculty member's contributions are common forms of evidence of national and/or international prominence in research. Contributions may include both methodological and substantive or theoretical contributions.

C: 3: b: 2: Development

Satisfactory Evidence of sustained efforts in development while in rank as associate professor with some product development beyond a single prototype.

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent Published evidence that the candidate has made major accomplishments in inventiveness/innovation (his/her solutions to operating problems are characterized as novel or as "major breakthroughs") and/or in methodological development (improved processes or techniques of development have been created by the candidate, such as new evaluation methods or new uses of media or other technology). Evidence of recognition for this work at a national and/or international level should be presented.

C: 3: c: Service

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

Very Good/Highly Satisfactory indicates performance that is appreciably better than Satisfactory but less than Excellent.

Excellent Evidence of outstanding performance over a period of years and of a national and/or international reputation for leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond routine expectations of professional educators.

APPENDIX A

POSITION STATEMENT ON VALUES CONCERNING SCHOLARSHIP OF FACULTY IN THE IU SOE, IUPUI

As a younger and forward-looking university, IUPUI has articulated a distinctive public 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 research*[1]*; and (12) undergraduate research, international, service learning and work-related experiential learning (or RISE)*. Consistent with scholarly tradition, peer evaluation forms the basis for both ongoing review and assessment of the overall record of research and creative activity. The university states in its promotion and tenure guidelines that additional care is demanded to assess scholarship that advances its distinctive mission. To offer guidance in the preparation and review of candidate dossiers, the IU School of Education at IUPUI developed this statement of values guiding our scholarly contributions to that public mission.

The scholarship of faculty in the IU School of Education at IUPUI rests on the shared premise that an academy situated in a state institution must always seek to balance the individual interests of faculty to produce knowledge and creative activity 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 starting premise in support of our faculty as they pursue merit review, promotion, and tenure. Our public mission of advocacy, discovery, dialogue, and critical examination of education in our urban community and beyond calls for scholarly activity that extends across the boundaries of any one prescribed or privileged form of writing or type of dissemination outlet. We honor multiple kinds of scholarship and dissemination, valuing diversity of thought and knowledge.

Depending on our purposes, we may choose

- To report the results of experimental studies in traditional format
- To disseminate work that seeks to understand and interpret experience
- To propose theoretical models or conceptual frameworks
- To advocate for or critique specific ideals or assumptions

We value journals or dissemination methods that are available to

- Those working within communities in which we live and work
- Colleagues in our respective specializations
- Scholars in other fields who might be inspired by our ideas
- Practitioners, scholars, intellectuals and others who live in communities throughout the world

We recognize that important scholarly contributions may not fit within and may challenge traditional hierarchies of writing formats or journals. For this reason, we take care in assessing scholarly products based on their match with the purpose of the writer and how that writer is seeking 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

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

achieve our vision; and c) document the impact of our work on the publics we serve. Our choice of format and dissemination vehicles may thus be different, but justified in terms of how our purposes fit our shared commitment to a community of scholars with public responsibilities, rather than any pre-established orthodoxy.

In evaluating the quality of our work, we are guided by a broad range of criteria rather than a narrow set of standards. In our work, we value

- Integrity: Clarity of purpose and methods; trustworthiness of process, findings, and conclusions
- Ability to promote change: Inspiration of positive change or new conceptions
- Ethical conduct: Fair and respectful treatment of participants and collaborators and reciprocity of benefit
- Reflective critique: Serious self-examination of work and positionality
- Transferability: Rich description of conditions of research and findings 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 work between 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 from diverse audiences, both academic and practical