



Monday, February 10, 2020

Promotion to Full Rank

Agenda

1. Defining full rank

- Key campus criteria
- Building blocks for achievement

2. Documentation: dossiers for full

3. Handling promotions to full-*policies and procedures*

4. Panel: Perspectives on full

- Balanced Teaching Research



Agenda

Achieving Full

1. Defining full rank

- Key campus criteria
- Building blocks for achievement

2. Documentation: dossiers for full

3. Handling promotions to full-*policies and procedures*

4. Panel: Perspectives on full

- Balanced Teaching Research

Applying for Full



Defining Full Rank

Also:

**Tenure-track professor: satisfactory in other two areas
Librarian: excellent in one other area, satisfactory in 3rd**

Professor, Tenure-Track (campus, p. 36):

Record of nationally and/or internationally disseminated and peer reviewed scholarship. A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.

Librarian (campus, p. 36)

Record of superior performance as an associate librarian and attainment of state, regional, or national recognition in the library profession... Record of exceptional achievements in performance and a record of distinguished contributions to the university, profession, or community in the secondary area of excellence... [excellence in performance; excellence in prof-dev (research) or in service; satisfactory in 3rd area].



Also:
Clinical: satisfactory in teaching
Research: only research required

Professor, Clinical (campus, p. 37)*

Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence.

Research scientist (scholar, professor) (campus, p. 37)

Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship and/or grants in research; evidence of **independent work**; evidence of substantial research contributions to the discipline.

*Clinical cases: IUSM—use SoM resources
Non-IUSM: contact IUPUI Faculty Affairs



School-level standards



In school documents:
Tenure-track or NTT
Does *excellence* differ?

Promotion to full is based on *standards in effect at the time of submission of the dossier*

Guidelines p. 4

“...tenure is based upon the guidelines in effect and agreed to at the time of the appointment. Promotion is based on contemporary guidelines in effect at the time of application for promotion.”

“Each **school** and library must have a document that states with reasonable specificity the standards that will be used to evaluate whether or not candidates meet the criteria for promotion and/or tenure.

“In accordance with school policies, departments or divisions should also have such documents.”

We know what it looks like...

	Substance	Style
Oh, yes	Distinct, focused works of scholarship that are recognized as nationally impactful Coherent, confident, and individually-specific statement	<ul style="list-style-type: none">* Follows IUPUI format* Visually calls out work in rank* Establishes satisfactory level for other areas
Um, sure	Strong items; incoherent presentation Strange items; strong narrative and explanation	<ul style="list-style-type: none">* Some items out of place or unclear* Mis-binning* Lack of contextual information
Really?	Individual items are not prestigious; Arc of work unclear	<ul style="list-style-type: none">* Too many errors makes readers search for substantiation;* Weak evidence leaves too many questions



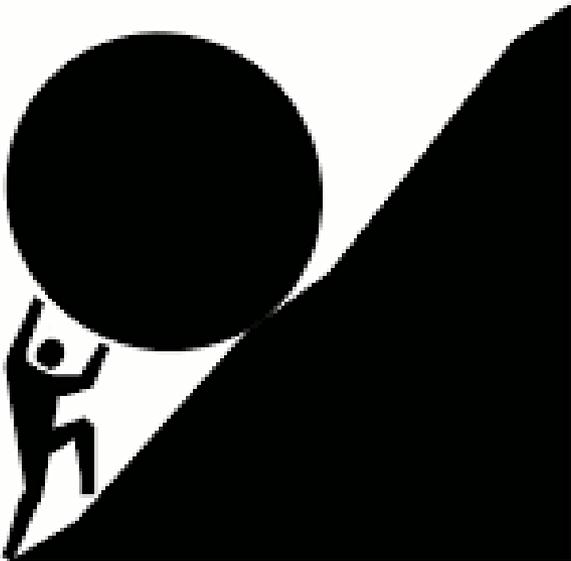
Promotion is....

OPTIONAL



Building Blocks

When? Time in rank....

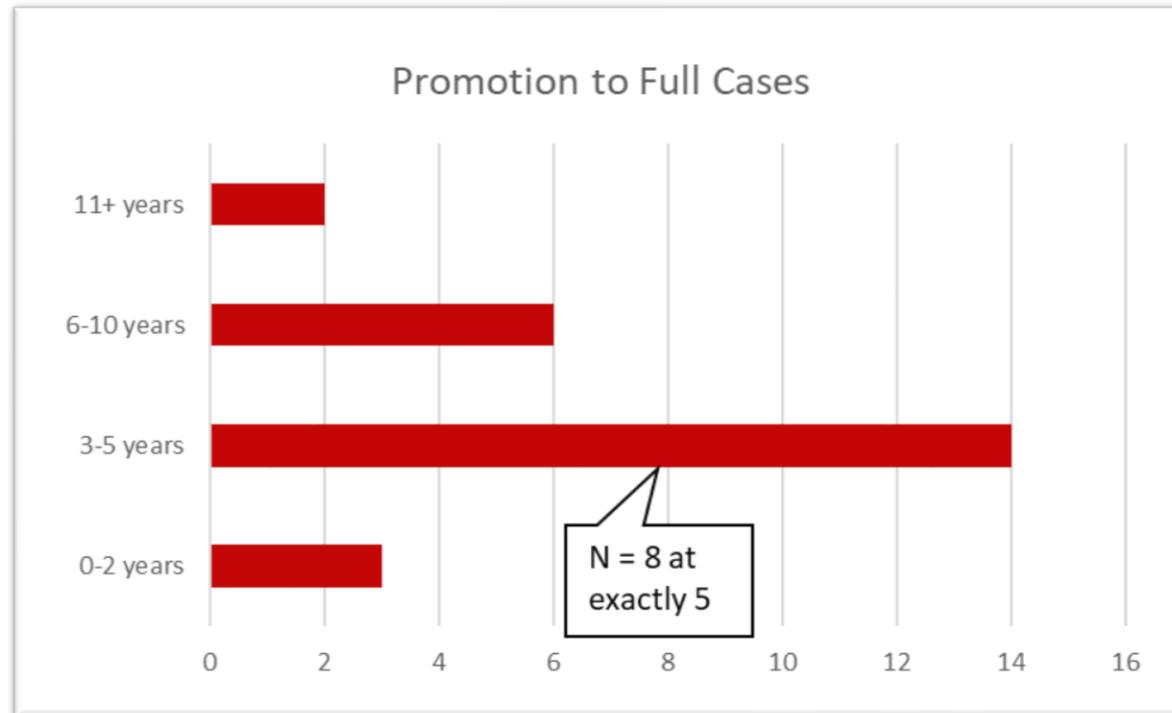
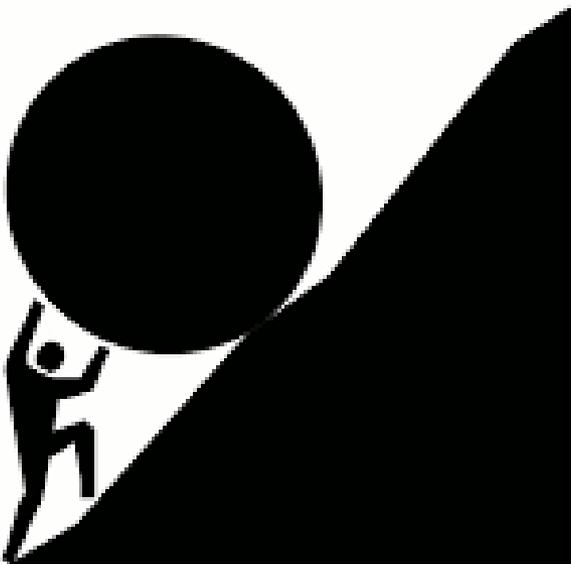


“There is no defined period between associate and full rank, although most candidates seek full rank **five to ten years after promotion** to the associate rank. Occasionally, the period under consideration may vary due to:

- Prior appointments at other institutions;
- The cumulative nature of some work that may build on earlier accomplishments;
- Leaves that may have extended the probationary period;
- Administrative roles;
- Or earlier than normal consideration.”

When? Time in rank....

2019-2020 cycle



Essential elements

Choosing mentors

Choosing area of excellence (IU) and

Choosing an area of focus (national-what you will be known for)

Balancing senior-faculty duties

Balancing administrative duties

Networking, presentations, and national activities



Choosing mentors

Many schools at IUPUI have a lack of senior / full-rank faculty: think outside your school

Co-authors (from other institutions) can be mentors: talk to them about what IU and IUPUI consider important for full rank

Think about different mentors for different aspects of your career project: someone for time management, someone for networking, etc.

Mentors *cannot then be external letter-writers.*



Choosing an area of **excellence**

Does NOT have to be the area you gained promotion and tenure in

Balanced case is not possible for faculty in: School of Science, School of Engineering and Technology, University Library (any librarians), and IU School of Medicine.

For all other faculty, **balanced case is at least as common** as research, teaching or service.

If you change, redirect your efforts, or take up something new, you must achieve national prominence in that 'new' area—something above the level that would earn associate-professor-standing.

For tenure-track faculty, you need to be at least satisfactory in the other areas.



For tenure-track faculty seeking Full

Types of cases	Dissemination		
	Teaching	Research	Service
Excellence in			
Teaching	X	X	--
Research	--	X	--
Service	--	X	X
Balanced case	X	X	X



Choosing an area of **focus**

What will you be nationally-known for?

Note that *collaborators, co-PI s and co-authors cannot be external letter writers*

If you are not the PI, then....why are YOU, in particular, in a grant? Don't be the person who is a random "consultant on statistics." Be Dr. Amazing, who is asked for **by name** because of what he or she contributes.

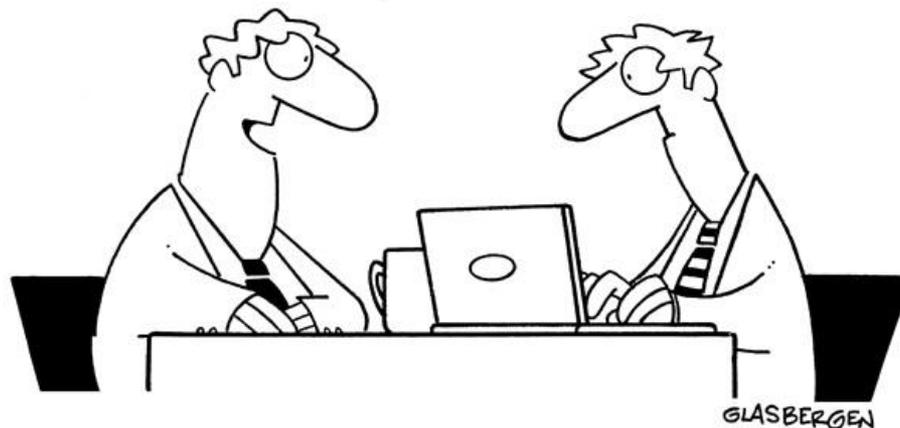
Practice your elevator speech. "I study how blow-fly migration patterns affect crime-scene analysis." If given more time, "This ties into climate change in a very practical way." Also, "this involves altering basic biological ecosystems."



Documenting national stature

1. Your *reputation* can be demonstrated by *non-peer reviewed* activities (e.g. blogs, presentations to general audiences)
2. Be very clear about *invited presentations*.
Avoid predatory conferences
3. Consult with the University Library

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“Some men are born great, some achieve greatness, and some have greatness thrust upon them by a friend who knows how to use Wikipedia.”

Balancing senior-faculty duties

Senior faculty are expected to contribute to campus, program, and disciplinary service work: do not choose to **do nothing**.

What you **choose to do** should support your area of excellence

When possible:

- **Communicate** with your chair / dean about why you are saying 'yes' or 'no.' Don't just say 'no,' say, 'No to this, I am focusing on THAT this year.'
- **Pro-actively** seek senior-faculty duties that are compatible, enriching, and useful. That is, fill your time available with *good* activities so that you can legitimately refuse the *time-wasting* activities

Recognize that your path-to-full is not the-rest-of-your-life. If you value activities that don't contribute to your promotion, you can return to them once promoted.



Balancing administrative duties

Also see “balancing senior faculty duties;” think creatively about how you can tie your administrative duties into your case for full.

The most important point here is to secure *at best* the conscious and deliberate support of your dean or chair:

- Be explicit about your plans for seeking promotion, including your timeline

If that is not attainable, secure *at the least* a concrete limit on what your administrative duties are.

- There is a balance between senior-faculty duties and administrative duties. The more you do of one, the less you should do of the other.

Be **strategic and selfish**. If you are unsure...or are getting mixed signals...about whether you can or should say “no,” that’s a great **mentor** question.



Networking, presentations, and national activities

For most faculty, an important element is **national reputation**. The following activities can help:

- Seek creative opportunities to become known. *Interviewing candidates for faculty positions*—everyone you do NOT hire goes back to their home institution with an impression of you and your program. Make it a good one.
- Become involved in leadership roles in disciplinary or professional groups. Arranging conferences and programs places you in a connector role.
- Move from being a journal-article-reviewer to being on an editorial board and/or an associate editor. (Note! Being the chief editor is very time-consuming!)
- Invite speakers to your program; casually hint that you would be delighted to speak at other programs.



This section was not part of the live presentation but is added based on questions and evaluations

More on documentation

Super-quick dossier overview

Three parts:

- CV: in IUPUI format
 - You can use DMAI to output one in the correct format (and also to generate a 'normal' cv) [DMAI guide](#)
 - The IUPUI P&T CV is a *comprehensive list* which *labels* everything as 'in rank' (or not) and also *bins* things (all presentations, publications, and grants are labelled as teaching, research or service.)
- Candidate statement
 - 7 pages coherently presenting what you are known for, that you are satisfactory in other areas, and your plans for the future.
 - It highlights *what is important* about your career
- Rest of dossier
 - Documentation backing up assertions in the candidate statement: co-author statements, evaluation details, copies of award citations
 - Additional details that would clutter the statement: definitions, context



Dossier resources

- [Dossier guides](#): folder-by-folder descriptions, specific to each type of excellence
- [Dossier samples](#): these contain everything except review letters. There are six full-tenure-track examples, one full-clinical, and one full-research
- Many schools keep their own 'library' of samples. Some formatting has changed over the years; the general requirements for the candidate statement have been stable for years.
- Dossier workshop: [ppt](#) and [zoom](#) recording from this past year



Documenting impact: Library resources

- IUSM: [Ruth Lilly Medical Library](#)
- [Dentistry](#): Sean Stone
- Law: [Ruth Lilly Law Library](#)
- All others (including Columbus and Fort Wayne):
 - University Library [Center for Digital Scholarship](#)
- Also see workshops on Excellence in Teaching, Excellence in Research, and Excellence in Service listed at the [bottom of this page](#)



“In rank” notes:

That in-between year: you turned in your dossier but had to wait a year to see what happened: If you didn't list an item for your promotion to associate, you can list it for full

If you have experience at another university at the same rank (associate), that *generally* counts as in-rank.

Consider including a special explanation of your reasoning in your dossier

Marking in-rank:

Method 1 (most common): put an asterix by items in-rank

Method 2 (best visually): grey out not-in-rank items



Feels like this



A rendering of planned improvements at Exit 210.

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Ends in this



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Handling Full Cases

Handling full cases

- Committee: department (primary) and school (unit)
 - At least four voting members *at full rank*
- Chair:
 - If the candidate is the chair
 - If the chair is not at full rank
- External reviewers
- Clarity on standards being applied
 - *External letter writers need specific guidance*
 - Differences if any between tenure-track or clinical expectations
 - Disciplinary understandings of national stature
- Re-applying for full
 - Within 3 years: must re-contact original letter-writers*
 - After 3 years

Sometimes, outside members are **added** to department (or school) committees.
Sometimes, the department level is **skipped**.
Depends on exact circumstances

*unless you change your area of excellence



Panel: Perspectives on Promotion

From here to there....

Balanced Cases

Jody Sundt, O'Neill SPEA
Cory Robinson, Herron



Teaching Case

Stephen Fox, School of Liberal Arts



Research Cases

Julie Goodspeed-Chadwick, IUPUI-C
Stuart Warden, School of Health and
Human Sciences



