

Office of Academic Affairs

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Navigating Promotion and Tenure: the Case for Underrepresented Faculty

Topics

1. Data
2. Common issues from national research and local surveys
3. The IUPUI experience
 - Sharing, brainstorming
 - Panel



Data

Go to these sites for more detail:

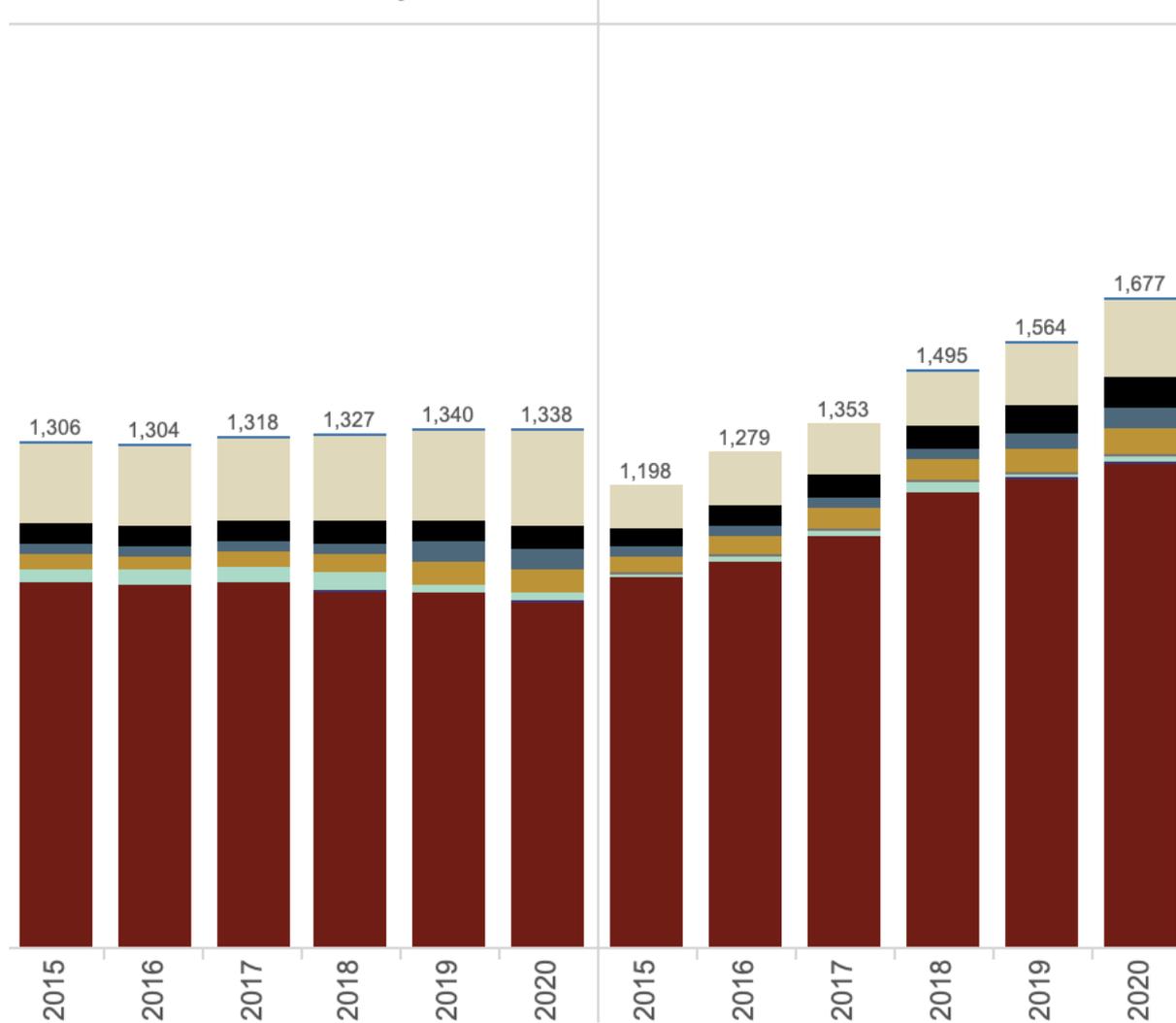
[Campus Climate for Diversity Survey](#) (this page has 2014 and 2018 data)

[Faculty Headcount Dashboard](#)

Office of Academic Affairs, Diversity—[Faculty Data](#) (choose the drop-down for “Resources”)

Tenured Tenure-Track Faculty & Librarians

Clinical/Lecturer/Visitor



All of IUPUI
Includes Columbus,
Fort Wayne, and all
Medicine sites

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- International
- Native Hawaiian/Pacific Islander
- Two or More Races
- Unknown
- White

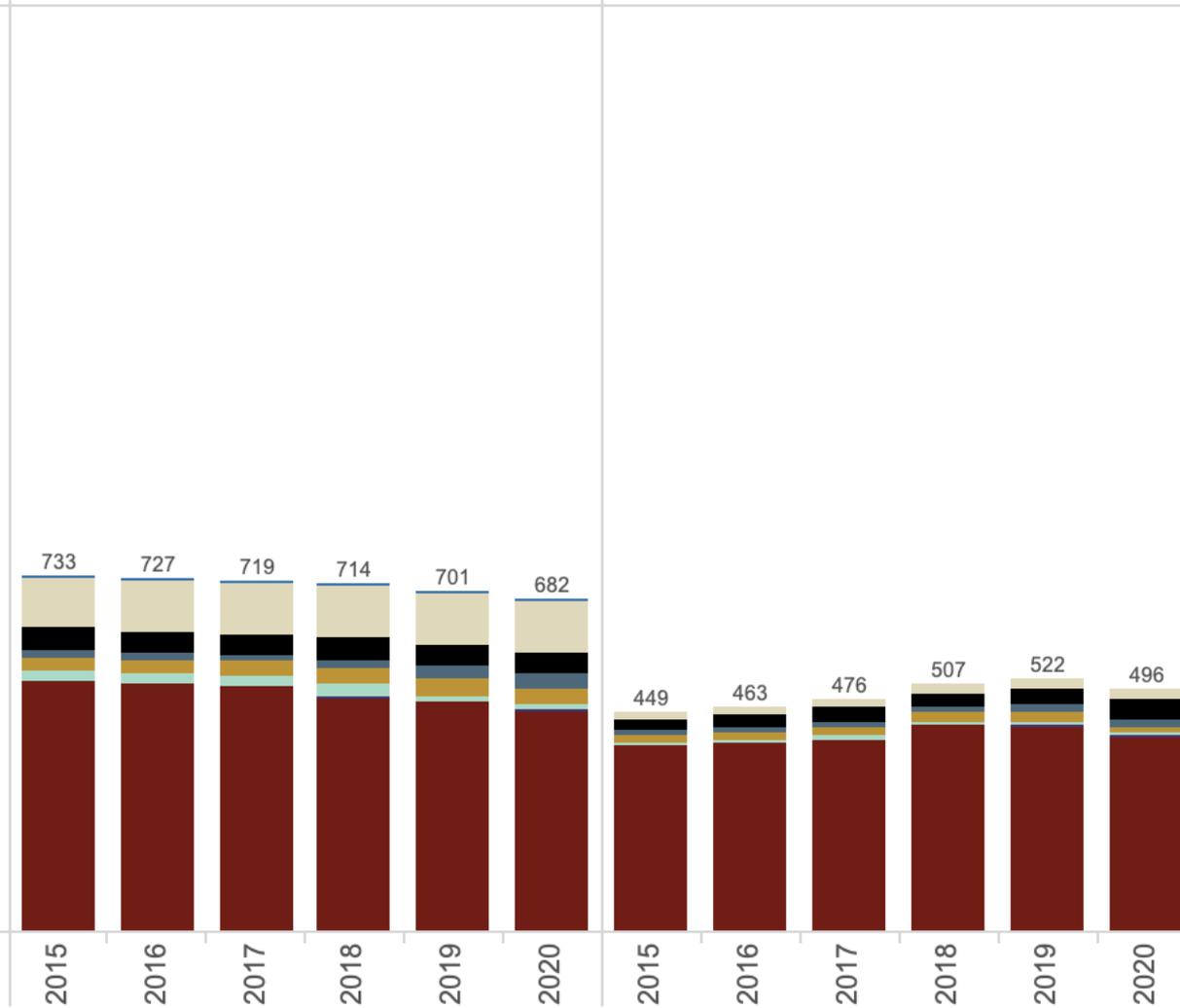


Tenured Tenure-Track Faculty & Librarians

Clinical/Lecturer/Visitor

IUPUI
Includes Columbus,
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But not Medicine



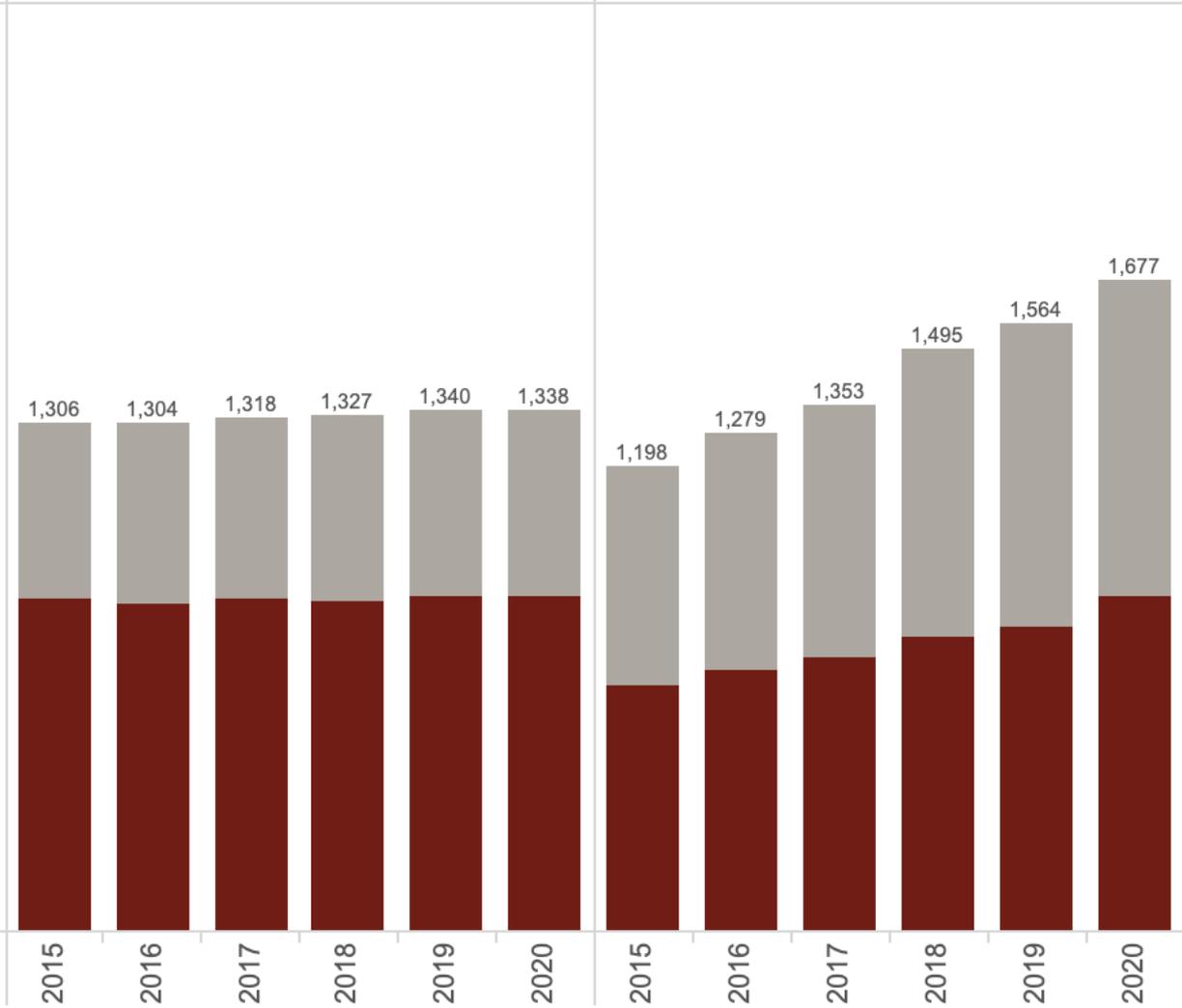
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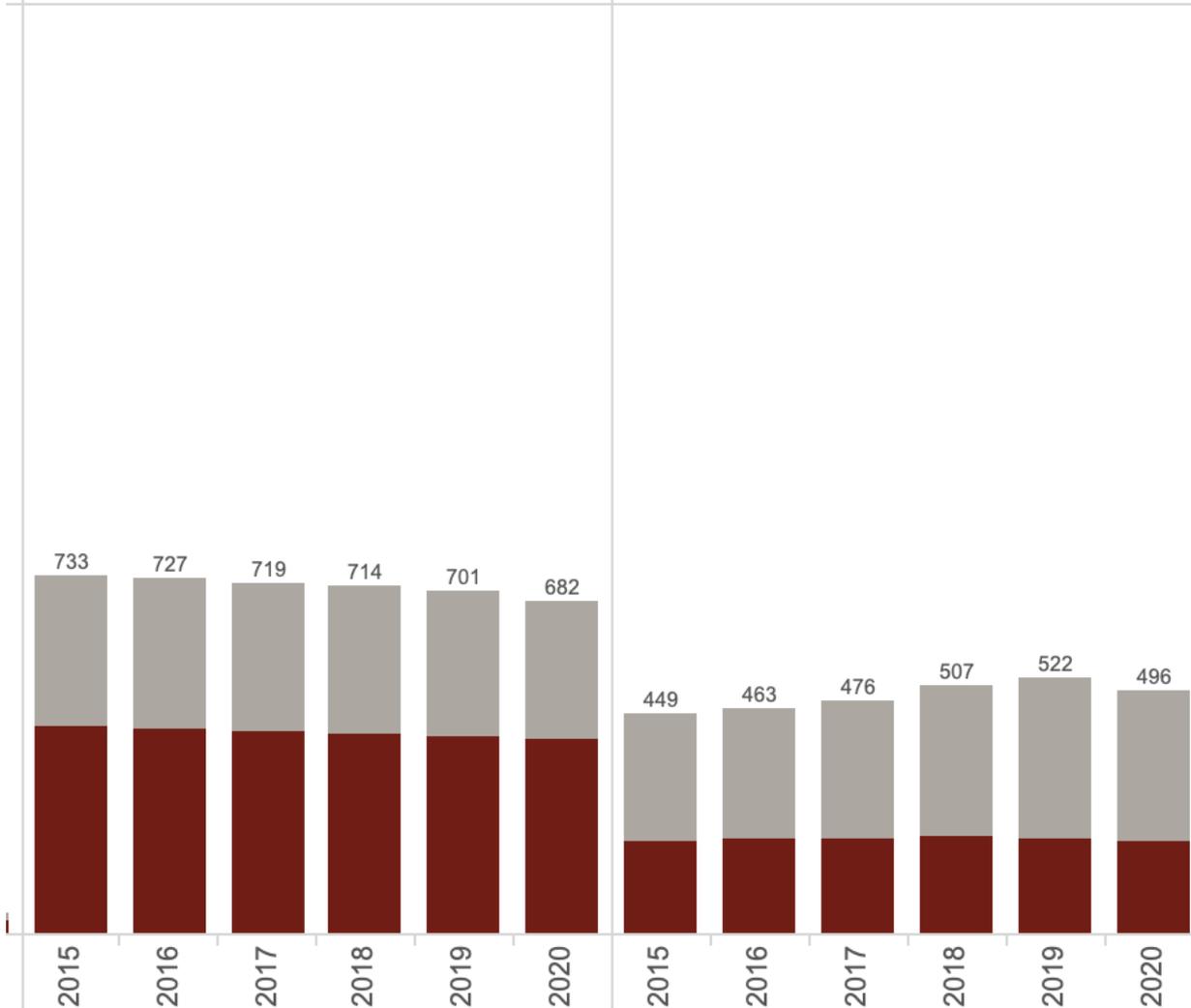
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Tenured Tenure-Track Faculty & Librarians

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Deans: 79% male
84% white
Assoc deans:
60% male
79% white

2018



Nationally

R2 Public Research Institutions: 2018

Of all students:

Male 45%
 Female 55%

White 60%
 Black 11%
 Hispanic 14%
 Asian 5%
 2 or more 4%
 International 5%
 Other 1%

The pool from which
 future faculty come....
 eventually

IUPUI Tenure Track Non-Medicine 2020

White 67%
 Black 7%
 Hispanic 4%
 Asian 15%
 2 or more 1%
 International 5%
 Other 1%



2018 Faculty Survey Report

- Faculty members from underrepresented race/ethnicities (Black/African-American, Latino/a, Two or more races) are significantly more likely to indicate that opportunities for **community engagement** (63% vs 35%) and the **diversity of colleagues** (67% vs 40%) were very/extremely important reasons in making their decision to come to IUPUI compared to non-underrepresented faculty (White, Asian/Asian-American).
- Among Tenured/Tenure-Track faculty members, female respondents (55%) are significantly less likely to report they are satisfied/very satisfied with their **service load** compared to their male peers (65%).
- Male faculty (55%) are more likely than female peers (37%) to say they are “very confident” in going up for promotion and tenure.



1. Among tenured/tenure-track faculty members, women (60%) are more likely than men (36%) to indicate that an improved interpersonal work environment would be a very/extremely important factor if they were to choose to leave IUPUI.
2. Among tenured/tenure-track faculty members, those from underrepresented race/ethnicities (Black/African-American, Latino/Hispanic, Two or more races) are significantly more likely than their non-underrepresented peers (White, Asian/Asian-American) to indicate advancement in position level and job scope (79% vs 65%) and improved work load/life balance (60% vs 37%) to be very/extremely important reasons to potentially leave IUPUI.

Other dimensions of diversity

Economic: *students, Pell Grant recipients*: 32%. 2018

2018 Campus Climate Survey:

Religion: Non-Christian Religious: 11%; no religious affiliation 38%

Politics: Conservative: 14%; Moderate: 33%

LGBTQ: 8%

Disability: With a disability: 4%.

In the graphs, the data is from the HR system. From the Climate Survey, demographic and things like LGBTQ are from *self-report*.



Challenges

Challenges that *people* often cite

See next slide
for more notes

- First generation: of college graduates, of professors
 - Explaining academic work life (non-balance)
 - Academic risks, rewards
- Special service work
 - Informal mentoring
 - Formal requests for 'be the representative'
 - Affinity group work
- Course evaluations
 - Over-reliance on numeric noise
 - Systemic bias
 - IUPUI change in handling [1]
- Community engagement [2]
- Aggressions: Micro, macro
 - "You're the staff, right?"
 - Experienced discrimination based on sex, female faculty 27%%
 - Experienced discrimination based on race/ethnicity, Black faculty, 44%, 17-24% other ethnicities. ← from 2018 faculty/staff survey
 - [3]



A few more details on some points

[1] Handling course evaluations. There is a change in how these should be handled in P&T dossiers:

- do not include numeric summaries in your course listings
- you DO have to include student evaluations BUT
- discuss how YOU use student input (comments, some numeric details, other sources like mid-course check-ins) for continuous improvement
- do NOT compare yourself to anybody else

[2] Community Engagement. There is a new review committee being formed. Initially this will work with tenure-track faculty going through third year review. The idea is to support and affirm faculty who are doing community/publicly-engaged scholarship by giving them good feedback AND providing good descriptions of their work and its importance to department and school committees. For more information contact Margie Ferguson (mferguso@iupui.edu)

[3] Aggressions: It is important for people to know when aggressions exist, because some people seem to think it doesn't exist or is not important. Here is the [OEO link](#) for formal reports. To pass along other concerns feel free to contact Gina Gibau or Rachel Applegate (emails on first slide) so we can accurately say "people are experiencing X"



Life success ← → Promotion and Tenure success

For your life:

Managing personal responsibilities
Adding personal gratification

Pursuing the type of teaching you want;
making a difference for students

Pursuing the type of research you want;
making a mark on IUPUI and the world

Documenting:

How much work is 'enough'?
What kind of work is valued?
What kind of evidence / support
will *skeptics* want to see?

How do I explain my story, my choices,
my impact?

Explaining...without complaining

Describing...without boasting



Discussion

Things to think about....

1. Do you have a mentor? Do you mentor? Is it rewarding?
2. How do you manage service requests?
3. What do you say to students?
4. How do you read your course evaluations, for your own use? How do you talk about them with your chair?
5. Are you able to do the community work that you want to do? How does your leadership view that work?



From the chat session

- Might be useful to have a section in the dossier to briefly mention problems/challenges. *Note, this does not currently exist.*
- An 'integrative' (vs. 'balanced') case would allow for talking about one's career/accomplishments as a whole. *In serious discussion at present. Currently a 'balanced case' is not available in Purdue schools, but this may change soon, if it is presented as an integrative case (thus, overall 'excellence' vs. current balanced-case 'highly satisfactory')*
- What is 'service' (vs. 'research'): example: developing an edited volume in an underserved area: the process of *developing* this is a big deal and is it recognized...as 'service' (thus under-valued) or 'research' (because it contributes to advancing knowledge?)
- How do we 'train' external reviewers? (to get them away from standard "how long is the CV" and "how high are your traditional metrics/h-index")--need directions that are clear and innovative.
- How can we connect with senior faculty who are 'like us'? *Affinity councils are a way to locate people who self-identify in particular areas. E.g. the Out List*
. <https://diversity.iupui.edu/faculty-staff/lgbtq-fsc/outlist.html>



More...

- Faculty Success Program at NFCDD (two per IUPUI per year)
 - <https://www.facultydiversity.org/Institutions/IUPUI>
- EMPOWER
 - <https://research.iu.edu/funding-proposals/funding/opportunities/enhanced-mentoring/index.html>
- Stop the clock for COVID
 - <https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure>



Panelists

Rafael Bahamonde

Dean of the School of Health and Human Sciences, Professor of Kinesiology



NiCole Keith

Associate Dean, School of Health and Human Sciences, Professor of Kinesiology



Jennifer Thorington-Springer*

Associate Dean, School of Liberal Arts, Professor of English



Cullen Merritt*

Associate Professor, O'Neill School of Public and Environmental Affairs

*Dossiers available on the [Samples](#) page



Thank You!

