Office of Academic Affairs
Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Plan Now for Success
This, even in ‘normal times’
Agenda

- Welcome & Introductions
- Planning Your TIME
- Getting Feedback: Annual and Third-Year Reviews
- The Goal: Promotion and Tenure Expectations
- Shepherd Panel: Q & A
- Next steps
Not on this agenda:

How to actually

DO RESEARCH

BE A GOOD TEACHER

PROVIDE SERVICE
Time
Time, and focus

“Had we but world enough, and time...

But at my back I always hear
Time’s wing’d chariot hurrying near”

(Andrew Marvell, To His Coy Mistress).

Are you spending your time on things
That you value?
That others value?
That are adequately documented?
## Autonomy: YOU must decide

### You must say YES to a lot
- Teaching (courses, advising, curriculum design)
- Departmental needs
- Professional development
- Developing relationships
- Service

### You cannot say YES to too much
- How many students want you as a mentor?
- What committees/service seem interesting?
- Your program would be better if...(and you know just what that is!)
- Important faculty member asks you to....CvV
Stressors for the first year (or so....)

- Not knowing how long X will take to accomplish
  - Course prep, proposal A writing; proposal A.2 writing; revision; articles; waiting for responses from partners

- Having too many ideas
  - Which of these will be most fruitful? Successful? Distinctive?

- Having too few ideas
  - What if this one thing that I know, turns out to be a dead end?

- Explaining yourself to:
  - Non-academics (what do you mean? You have it made....)
  - Successful academics (I’m more nervous/less qualified than you!)
Seeds of peace and prosperity

- Sharing yourself with those who appreciate your concerns, stresses, and goals
- Building community
- Thinking about future collaborations

Giant time sucks

- What is this meeting for?
- Who are those people?
- Am I learning people, places, and ideas?

Cannot be eliminated. Must be managed.
Joblist paper on methodologies

- establish extent of representativeness of ALA Joblist.
  - lit review
  - ‘director’ over time and geography: quant only

- comparisons:
  - ‘director’ in public vs. academic

Organize: Somehow

- Bullet journal
- iOS Notes
- Trello
Linked documents: Methods of Tracking Effort

**OMEN**: key elements of: Organization, Mentoring, Excellence, National Reputation

**Idea Tracker**: what ideas do you have in process? How are they doing?

**Scholarship grid**: how would you group your presentations, publications and grants?
Planning: What works for you?

Success does not just happen

Success:

- organizing your time and effort
- keeping documentation
- not being distracted
Getting Feedback
What do reviews, review?

Why do reviews exist?

Annual salary adjustment: based on a calendar year: activities and accomplishments ONLY in that one year (sometimes averaged over multiple years)

Progress towards your goals:

being satisfactory → achieving excellence
I made a script to write from the UFR SQL function to a log table I created for the DB so I can find the parameter errors.

I'm giving you this status update while the script is running, so I'm accomplishing two things now.

How do I know you really did that thing you just said?

I guess now I'm doing your job too.
Annual Review

- Annual Review: Digital Measures – **Activity Insight** (DMAI)
  Platform available at One.IU [https://one.iu.edu/](https://one.iu.edu/)
- University mandated review system for all faculty
- Chair uses it in **February**
- Faculty member can add items at any time

- Later: used for P&T CV
Annual Review

First-time users:

It will fill in FOR YOU:

IU Appointment Data
Courses (including enrollment; can be edited)
Contracts, Grants (managed by IU)
Information about annual and third-year reviews is in the Faculty Affairs website under “Reviews” not P&T.

Annual Review

**First-time** users:

Publications:
- import citations (ask your subject librarian)
- import CV (very clumsy)

How-to: **overall** new users
Caution: imported items need details

<table>
<thead>
<tr>
<th>Contribution Type</th>
<th>Journal Article</th>
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</thead>
<tbody>
<tr>
<td>Area</td>
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<tr>
<td>Current Status</td>
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<td>viewed/refereed?</td>
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<tr>
<td>Was this Invited?</td>
<td></td>
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<tr>
<td>Publicly available?</td>
<td></td>
</tr>
<tr>
<td>Funded by Grant</td>
<td></td>
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</table>

Title of Larger Work (e.g., a Book): Educating Assessors: Preparing Librarians with Micro and...
Caution: imported items need details

Original Source: BibTeX
Created: August 30, 2016
Last Saved: November 28, 2017

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General advice for tracking scholarly work

If you haven’t already done this:

• Essential: Establish an ORCID profile.
  • Ask your unit’s librarian liaison
  • You control links and contents
  • Takes care of name duplications and name changes
  • Works with many other systems: eases exports and imports
  • Required for some NIH grants; possibly will expand to others

• Optional: Establish a Google Scholar profile
  • IU has accounts with Google (use “iu.edu” in your email) or use your own
  • Allows for easy tracking of conventional scholarly metrics

• Worth your time:
  • Deposit work in IUPUI Scholarworks (again, ask your subject librarian)
DMAI also records

Works in progress

Curriculum development

Professional development—courses you attend
Third-Year Review

• Purpose
  – Provide tenure-probationary faculty with a formative review of their cumulative progress toward promotion and tenure.

• Procedures
  – Process varies among schools:
    • Candidate submits at least a candidate's statement and current vitae to department chair; other materials may be required.
    • Chair, primary (department) committee, school (unit) committee, school dean or levels as appropriate for the school, provide a formative review with recommendations.
Third-Year Formative Review

• Procedures
  – A copy of the report must be communicated to the candidate within three days of its completion.
  – Dean of each school is responsible for submitting a copy of the review to the Office of Academic Affairs by May 1 each year.
  – Fourth-year review can be requested by the candidate if the three-year review revealed significant issues.
  • Some schools and departments do this for all faculty.
What is a Candidate’s Statement?

It’s Your Unique Story

- Narrative that addresses one’s work (5-7 pages).
  - Option to split 5/2 with area of excellence
- Describes your journey and key accomplishments in each area of evaluation.
- Discusses the outcomes, impact and significance of your work.
- Presents your present and future focus.
- Should be well-organized with headings/subheadings.
  - Understandable outside of discipline
  - Reflective, explanatory, well-written
- Quick guide
- Samples

Needed for Third Year Review for TT
Also eventually needed for **any type for** promotion
A copy of the candidate's current curriculum vitae prepared in accordance with the standard P&T format.

Use DMAI to generate (Rapid Reports, Vita-IUPUI) and then correct, add, and edit.
EXTERNAL REVIEW

Used by *some* schools for third year review.

Used by *campus/all* for tenure.

For senior lecturer cases, “external” can be external to school.

For TT, teaching professor, and clinical, “external” means external to IU.

**Candidate’s Role**

**Can**
- Provide a list of experts or leaders in their field that meet rank and arms-length criteria.
- Provide names of persons not to contact.

**Cannot**
- Provide the summary of reviewers.
- Know the final list of reviewers.
- List mentors, close personal friends, co-authors, and collaborators for external review.
All Ranks – Tenure-Track and Non-tenure Tracks

Rank Expectations-super brief
# Tenure-Track Faculty (initial goal)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Area of Excellence</th>
<th>Satisfactory Performance</th>
<th>Reputation</th>
<th>Excellence Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Teaching, Research, Service</td>
<td>Secondary areas</td>
<td>Emerging national reputation</td>
<td>Record of nationally, internationally disseminated peer-reviewed scholarship</td>
</tr>
<tr>
<td></td>
<td>Balanced Case</td>
<td>Highly satisfactory in all three areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Librarian</td>
<td>Performance</td>
<td>Beyond satisfactory in professional development/ research OR service and satisfactory in the other area</td>
<td></td>
<td>(check LibFac guidelines)</td>
</tr>
</tbody>
</table>
## Non-Tenure Track Faculty

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<th>Satisfactory Performance</th>
<th>Reputation Standard</th>
<th>Excellence Standard</th>
</tr>
</thead>
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<tr>
<td><strong>Clinical Associate Professor</strong></td>
<td>Teaching or Service or</td>
<td>Satisfactory other area</td>
<td>Some national</td>
<td>Record of publically disseminated peer-reviewed scholarship</td>
</tr>
<tr>
<td></td>
<td>Balanced case</td>
<td><strong>Balanced case: Highly satisfactory in both areas</strong></td>
<td>exposure</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Lecturer</strong></td>
<td>Teaching</td>
<td>Satisfactory in service</td>
<td>Leadership activity</td>
<td>Instructional excellence as well as leadership</td>
</tr>
<tr>
<td><strong>Associate Research Professor, Scientist or Scholar</strong></td>
<td>Research</td>
<td>Service expectations, if any, as set by school</td>
<td>Attainment of state, regional, or national recognition</td>
<td>Record of nationally or internationally disseminated peer-reviewed scholarship and/or grants in research; substantial research contributions to field</td>
</tr>
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Key Things to Do in Years 1 & 2

• Create a system for collecting evidence that documents activities and impact in teaching, research and creative activity, and service or as appropriate for your appointment.
• With the advice of your chair, identify a mentor(s) who can guide you through the processes leading to promotion and/or tenure.
• Arrange for peer reviews of your teaching and collect, summarize, and analyze student evaluations.
• Discuss your strengths with others, identify your area of excellence, and consider possible opportunities or venues for networking to build your national reputation.
• Become familiar with the school and campus P&T guidelines and attend P&T workshops.
• Identify and make contact with school and campus resources that can help guide and support your academic work.
At your:

Think about:
Your efforts, how you describe your interests and expertise, what are the markers of your quality → leading to

• Funding
• Dissemination

Talk about:
• Your focus
• What you need to achieve
• Your outcomes/dissemination
Strategies for Success
Panel Discussion
Shepherds....

Andrea Copeland  
School of Informatics

Robert Weissbach  
School of Engineering and Technology

Diane Von Ah  
School of Nursing
Questions and Answers
Upcoming Programs

• **Promotion in the Lecturer Ranks**
  - Thursday Sept. 10, 9-10:30 am

• **Promotion and Tenure on the Balanced Case**
  - Tuesday, Sept. 15, 9-10:30 am

• **Promotion-Tenure and Community Engaged Work**
  - Tuesday Oct. 13, 9-10:30 am

• **Promotion for Women [all ranks, types]**
  - Thursday Oct. 1, 9-10:30 am OR
  - Friday Dec. 4, 9-10:30 am

• **Dossier Preparation**
  - Tuesday, Sept. 8, 9-10:30 am OR
  - Thursday, Oct. 15, 5:30-7:00 pm OR
  - Thursday Dec. 10, 9-10:30 am OR

In spring:
Excellence in Research
Excellence in Teaching
Accessing programming and assistance

- All programs are **zoomed** ← join via a computer and we can take your questions via chat and you can see the slides
- All programs (except Promotion for Women) are **recorded** and **posted** approximately 1 week later: both the recording and **full slides**

Your **school or unit or group** can request specific programming

You can email me to set up an in-person or phone conversation (have your CV ready!): rapplega@iupui.edu
Thank you!

Office of Academic Affairs

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