New Faculty
Plan Now for Success

Office of Academic Affairs
Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs
This, even in ‘normal times’

This is a picture of Exit 210 on I-69 northeast of Indy. Look carefully—the lanes are on the wrong side of the bridge.

It’s insane. But it somehow works.
Your building blocks

1. Energy aka time management

2. Enthusiasm  Why do you do what you do?

3. Expertise  How to...teach, research, serve
                 How to...build your case and your dossier
Not on this agenda:

How to actually

DO RESEARCH
BE A GOOD TEACHER
PROVIDE SERVICE
Agenda

- Getting Feedback:
  - Informal: Effective Communication
  - Formal: Annual and Third-Year Reviews

- The Goal: Promotion and Tenure Expectations

- Planning Your TIME

- 9:30--The COVID [Real] CV

- 9:45--Panel:
  - Josh Prado, Eileen Misluk, Aaron Ganci

- Next steps
Getting Feedback
Effective communication: Informal

Mentoring, talking with your chair, talking with senior and junior faculty

An effective inter-cultural communication framework pays attention to who YOU are, and who the person you’re talking to is.

- Personal situation (enthusiasm, motivation, challenges, skills, experiences)
- The spoken and unspoken
  - What does your mentor expect to hear?
  - What does your mentor know about what you already know, or do not know?
I want to do this because I want to improve .......

Being authentic, Not taking too many risks

Just the science
More about intercultural communication

There are many traditions in academia which have grown out of White, Euro-centric and male customs.

The presumption that people ought to talk about…ONLY…'the science' is part of this. It is 'color-blind,' but color-blindness is NOT simply neutral. Instead, it is color-avoidant and color-suppressive.

Everybody in academia has a ‘backstory’ and these are part of our authentic selves.

As a junior faculty member:
- Well-meaning senior faculty members may not realize that individual motivations and life histories ARE part of the science. (Just look at what topics people choose to see how diverse these are, and how conditioned they are by our own backgrounds!)
- Find some place where you can feel comfortable sharing what YOU want to share, even if you don’t want to risk alienating senior faculty members or your chair.
- We at OAA and others are trying to change communication patterns so that those holistic perspectives become part of how we can talk to and understand each other.

References: Ebony Omotola McGee, Black, Brown and Bruised…Racialized STEM Education US boarding school review prompts calls for trauma support
Formal: 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
You may have been hired to do something *new and different* in your department. That means your *chair* needs educating in what your goals are and your accomplishments.
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

Don’t wait until the last minute.

[Intro video](#)

[Page of resources](#)
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)

You can import citations (ask a librarian)
Annual Review

First-time users:

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

DMAI is an IU-wide mandated system. I checked and it is not up for replacement anytime soon.

Resources
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
IUPUI P&T Curriculum Vitae

- 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.

For more information, consult the Dossier Prep workshops
The Goal: Promotion / Tenure
# 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><strong>Associate Professor</strong></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-Binned</td>
<td>Highly satisfactory in all three areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative DEI</td>
<td>Overall excellence, unbinned</td>
<td>Scholarly AND Local impact</td>
<td></td>
</tr>
<tr>
<td><strong>Associate Librarian</strong></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

<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>Clinical Associate Professor</td>
<td>Teaching or Service or</td>
<td>Satisfactory other area</td>
<td>Some national exposure</td>
<td>Record of publically disseminated peer-reviewed scholarship</td>
</tr>
<tr>
<td></td>
<td>Balanced case</td>
<td>Balanced case: Highly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>satisfactory in both</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Teaching</td>
<td>Satisfactory in service</td>
<td>Leadership activity</td>
<td>Instructional excellence as well as leadership</td>
</tr>
<tr>
<td>Associate Research Professor, Scientist or Scholar</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>
</tbody>
</table>
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

Annual review, Third-year review, Meetings with mentors, Dialogue with chair
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....%&%&^%
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!)

Meetings

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

Bullet journal

Organize: Somehow

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

Timelines:
* Five years is the approximate minimum time between ranks.

One major grant or major article or book chapter is the approximate effort needed on constructing a dossier.

Get your school’s timeline!
Pre-session questions

1. How is this process different from a regional campus? *Not much different—smaller circles of colleagues and mentors.*

2. Do the names submitted for peer review have to come from the same type of college, or from your research area? *Covered in Dossier Prep workshop*

3. High level overview of clinical track criteria? *See section in Guidelines. Also, school guidelines are critical.*

4. Want to know how to get started (hope we did this!)

5. Advice for physicians? *Connect with FAPDD/IUSM. Arrange for peer review. Protect research/scholarship time.*
The COVID CV

Rachel Wheeler
Assoc Prof Religious Studies (and chair)

Aaron Ganci
Assoc Prof Visual Comm Design (and chair)
COVID CV
Documenting the Impact of COVID on Academic Lives
stresses at home. It’s well documented that the impact of the pandemic is not equally distributed, often...
Are women publishing less during the pandemic? Here’s what the data say

Early analyses suggest that female academics are posting fewer preprints and starting fewer research projects than their male peers.

Giuliana Vigione

Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?

Cassandra M. Guarino & Victor M. H. Borden

Research in Higher Education 58, 672–694 (2017) | Cite this article

Maids of Academe: African American Women Faculty at Predominately White Institutions

Debra A. Harley

Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity

How Support of Early Career Researchers Can Reset Science in the Post-COVID19 World

Preventing a Secondary Epidemic of Lost Early Career Scientists: Effects of COVID-19 Pandemic on Women with Children

Michelle I. Cardel, PhD, MS, RD¹, Natalie Dean, PhD², Diana Montoya-Williams, MD³
The COVID CV Project

What is it?
• App generated color-coded, graphically designed CV of whole life during COVID

Why is it?
• COVID CV documents the impact of loss of childcare, closing of labs, additional work for pivot to online, care-work for students

Building the COVID CV App
• Convening an interdisciplinary team
• Grant funding:
  • VPR COVID funds $23K
  • IAHI Faculty Academy $15K
• Beta testing in January 2021
COVID CV TEAM

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Assoc. Prof. of Religious Studies

Rajeev Raje
Prof. of Computer Science

Aaron Ganci
Assoc. Prof. of Visual Design

Nahida Chowdhury
Graduate Student

Umesh Raja
Graduate Student

Jane Williams
Assoc. Prof. Psychology
User Interface
By Aaron Ganci
This week, I feel like my time went to...

The week of 16–22 November 2020

HOME LIFE
- Essential Work at Home
- Quality with Family or Friends
- Me Time
- Service to My Community
- Commuting

WORK LIFE
- Dedicated time on Research/Scholarship
- Service Work
- Course Prep and Grading
- Synchronous Teaching
- Addressing Student Needs
- Emails and Meetings
- Leadership or Administrative Work
- Professional Development
The Ask

What you can do:

• Experiment with COVID CV 1.0
  https://covidcv.iupui.edu:5681/#/signup

• Keep an eye out for emails from Faculty Affairs for updates, including opportunities to help design and test new features.

• Contact info:
  • Rachel Wheeler: wheeler@iu.edu
  • Aaron Ganci: aganci@iu.edu
References


Acknowledgements

IU OVPR – COVID-19 Initiative
IAHI – Summer Faculty Academy

In The News


https://www.insidehighered.com/blogs/university-venus/covid-cv

Questions?

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Aaron Ganci: aganci@iu.edu

Jane Williams: jwillim@iupui.edu

Rajeev Raje: raje@iupui.edu

https://realcv.iupui.edu

https://covidcv.iupui.edu
New Faculty Panel

Josh Prada
Assistant Professor
Spanish Applied Linguistics

Eileen Misluk
Assistant Professor
Art Therapy
Questions and Answers
Upcoming Programs

- **Promotion in the Lecturer Ranks**
  - Tuesday Sept. 21, 2:00-3:30 pm (zoom and in person)

- **Candidate Statement—Structure and Preparation**
  - Thursday Sept. 23 Zoom (and recorded) 12:00-1:00 pm

- **Third-Year Reviews**
  - Tuesday, Oct. 26, 1:00-2:30 pm (zoom and in-person)

- **Dossier Preparation**
  - Tuesday, Sept. 7, 9:00-10:30 am IN-PERSON, WAITLISTED OR
  - Thursday, Oct. 7, 5:30-7:00 pm Zoom OR
  - Thursday Jan. 24, 9:00-10:30 am
Thank you!

Office of Academic Affairs

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