

We will take
questions using the
chat function.



IUPUI Office of Academic Affairs

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Third Year Review

Agenda

Welcome

Overview of the third year review

Documentation:

- Ongoing

- For the third year review

Discussions:

- Area of excellence

- Products, venues, resources

What happens next



Third Year Review: Overview

Who?

All pre-tenure, tenure-track
faculty and librarians
CLINICAL if unit chooses

Spring of their third year
towards tenure
OR BEFORE

Required before applying for
tenure

Deadline: May 1st

What?

Candidate materials

Department (“primary”) P&T
committee

Chair

School (“unit”) P&T committee

Dean

Copy submitted to campus
NO RESPONSE to candidate



Figure out what you are doing

Choose where you are going

Make sure all your responsibilities are covered

Document as you go along

Create a mini-dossier

Get feedback

Make adjustments

Be successful!

Documentation

Basic documentation for
ALL tenure-track faculty

And librarians

Teaching

Performance (Librarians)

Service

Service-excellence (IUSM)

Research/creative activity

Professional development
(Librarians)

Teaching documentation

Required of all:

- Student input (student evaluations)
- Peer review of teaching
- Where available, student learning outcomes data

Also keep:

- Syllabi
- Key assignment directions
- Internal grants (CEG, etc.)
- Dissertations, masters' theses / projects, capstone projects
- Student co-authors
- Formal and informal student or student-group advising/support



Library and Medicine

Librarians: Performance:

- All position descriptions (review/revise each year)
- Quantitative measures of performance metrics

Medicine:

- Peer evaluations—can be done for bedside, small group, one-on-one (FAPDD)
- Per-lecture student evaluations
- Conference workshops: keep participant evaluations



Service documentation

Required of all:

- University citizenship: committees, task forces, searches
- Disciplinary citizenship: article reviews, committees, conferences

For *service excellence* (IUSM):

- Metrics showing service is more than routine in quantity and quality
- Leadership
- Dissemination



Librarians: Publications =
Professional Development
Medicine/Service: Some research is
required

Research/Creative Activity documentation

More later

Required of all:

- Peer-reviewed dissemination
 - Venue names, sponsors, competitiveness, persistent URL (doi)
 - Stage: in progress, submitted, in revision, in press, published
- Lists of co-authors
 - CANNOT be external reviewers! Be strategic!
- Grant applications—funded or not
 - Internal or external
 - Your own specific role
 - Ratings or reviews

Not required by campus for final review,
but very important for third year



Mini-dossier

CV in IUPUI P&T format

Candidate Statement

Other materials *as your school/department specifies*



CV in IUPUI P&T Format

Name, degrees,
appointments

All courses at
IUPUI

Professional
development

Mentorship

Teaching grants,
presentations,
awards

Research grants,
presentations,
awards

Service grants,
presentations,
awards

Publications

- Teaching
- Research
- Service

*Marks: in-rank,
student co-authors,
DEI*



3 Ways to Create an IUPUI P&T Formatted CV



Use DMAI to generate a Rapid Report, “Vita-IUPUI PT CV format”



[CV Formatter](#)

Courses report from DMAI

Listing of your grants from DMAI or GMT

Updated disciplinary CV



Use a template in a [table format](#) or a [tabbed format](#)

CV Fine-tuning for Integrative Cases

- Add any notations that are useful for items: *for in-rank, # for DEI-related items, and dagger for student co-authors. If you use other notations, explain them for the reader. You may, but do not need to, indicate if some items are particularly relevant to teaching (T), research (R/CA), or service (S).
- Include items that are projects rather than publications—find an appropriate place and describe them the way they would appear in a work resume (brief description with succinct metrics).
- Check the grants listing: this will auto-load with any IU-managed grants. Add any if needed.
- Delete any extra wording or instructions.
- Include links to sites/electronic materials if available.

Candidate statement: 5 - 7 pages

Introduction: your area of excellence, your area of focus

Section 1 (your area of excellence):

Describe the scientific area and your own particular specialty

Describe key works (completed, in progress, anticipated)

Where applicable, describe grant development

Section 2 (the non-areas of excellence):

How are you at least satisfactory in those areas?

Section 3: Conclusion

Plans for the next 2 years

Plans for long-term



Other materials required by unit

On the one hand:

- What evidence will demonstrate satisfactory progress?
- What evidence will provide confidence in the future?
- How will the candidate know what is needed eventually?

On the other hand:

- Campus discourages burdensome requirements on the candidate
- Campus does not require (nor advises) external reviews





Key Issues

Area of excellence

Options for tenure-track faculty

Research as area of excellence

- Teaching and service, satisfactory ←no dissemination required

Teaching as area of excellence

- Research satisfactory ←includes dissemination
- Service, satisfactory ←no dissemination

Service as area of excellence

- Research satisfactory ←includes dissemination
- Service, satisfactory ←no dissemination

Librarians: Performance must be excellent



Options for tenure-track faculty

Balanced - Integrative DEI Case

- Overall excellence
- Research (disseminated), teaching, and service at least satisfactory
- Local impact

Balanced - Binned Case

- Dissemination in research AND teaching AND service

Librarians: Performance must be excellent



Choosing a case type

Beginning of third year review

Your own ideas
Feedback from committees

End of third year review



Dissemination and Grants

Products

Vary by overall discipline and particular research niche

Where are you in your progress from activity to dissemination?

Campus requirements:

“3-5 key items” ←during time in rank

Single-area: Emerging national reputation

Balanced/Binned/Integrative: Distinctive contribution to scholarship

For tenure:

Confidence in the future

Body of work?



Venues

Peer-reviewed

Appropriate to the discipline

Appropriate to your own particular niche

Emerging?

Inter-disciplinary?

YOU \leftrightarrow YOUR CHAIR



Resources *aka grant funding*

Two overall reasons:

- External affirmation of the idea being worked on (=quality)
- Essential fiscal support for the work

Questions to ask in your department:

- PI, co-PI, key personnel ←required role?
- Amount overall; percent [of YOUR] effort
- Particular funders
 - Internal?
 - External?

50% effort means:

50% of your salary is covered by the grant.

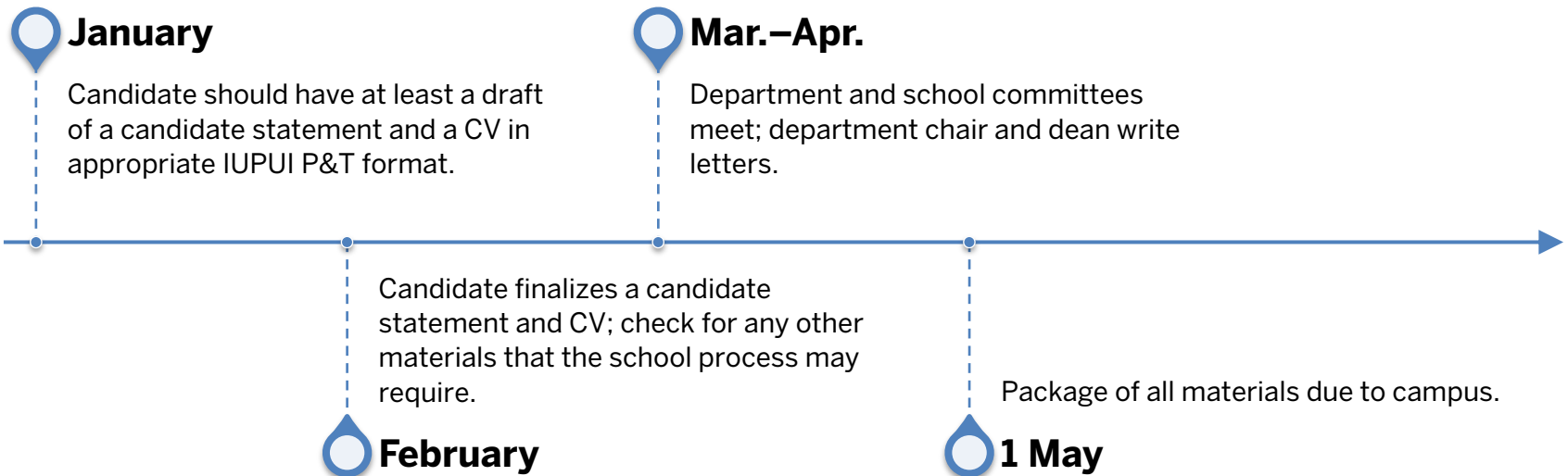
NOT that you did 50% of the work for the grant.





What happens next

Typical Third Year Review Timeline



Candidate will be provided copies of all review letters.
Schools and departments may or may not take formal votes.

You will receive 1-4 letters:

department committee, chair, school committee, dean

Check for:

- Do they agree with your area of excellence?
- Are there any gaps in how you are satisfactory in your other areas?

What do they say about **how you presented** yourself?

What do they say about what you **need to do** next?



STRESS



Schedule a follow-up with your chair



Share the results with your mentor or friends

Panel

Panelists

Feng Li

Chair, Computer Information and Graphic
Technology

School of Engineering and Technology



Rachel Applegate

Assistant Vice Chancellor for Faculty Affairs
School of Informatics and Computing



Thank you!

