Navigating Promotion and Tenure: the Case for Underrepresented Faculty
Topics

1. IUPUI Data
2. Common issues from national research and local surveys
3. IUPUI Changes
4. The IUPUI experience
Data
IUPUI
Including Columbus and Fort Wayne

Including Medicine

Source: IRDS
Faculty Dashboard
IUPUI
Including Columbus and Fort Wayne
Excluding Medicine

Source: IRDS
Faculty Dashboard
Including Columbus and Fort Wayne
Excluding Medicine

Source: IRDS
IUPUI
Including Columbus and Fort Wayne
*But not Medicine*
IUPUI
Including Columbus and Fort Wayne
But not Medicine
Nationally

R2 Public Research Institutions: 2020

Of all students:

Male  43%
Female  56%

White  58%
Black  13%
Hispanic  16%
Asian  5%
2 or more  4%
International  4%
Other  1%

The pool from which future faculty come… eventually

IUPUI Tenure Track
Non-Medicine 2022

Male  59%
Female  41%

White  68%
Black  6%
Latino  4%
Asian  18%
2 or more  1%
International  3%
Unknown  .67%
2018 IUPUI 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.
Faculty Survey continued

- Among tenured/tenure-frack 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.

- Among tenured/tenure-frack 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
               42% 2019
               42% 2020

2018 IUPUI Campus Climate Survey:
Religion: Non-Christian Religious: 11%; no religious affiliation 38%
Politics: Conservative: 14%; Moderate: 33%
LGBTQ: 8%
Disability: With a disability: 4%.
Challenges and Changes
Challenges that people often cite

• First generation: of college graduates, of professors
  • Explaining academic worklife (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

• Community engagement

• 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

Ebony Omotola McGee, Black, Brown, Bruised: How Racialized STEM Education Stifles Innovation
Presumed Incompetent I, and II
### Working Time: Gender/Rank

**Gender, Work Time, and Care Responsibilities Among Faculty**

<table>
<thead>
<tr>
<th>Position</th>
<th>Research</th>
<th>Teaching</th>
<th>Mentoring</th>
<th>Service</th>
<th>Housework</th>
<th>Carework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women Lecturers</strong></td>
<td>11.5</td>
<td>29.2</td>
<td>8.5</td>
<td>9.3</td>
<td>15.6</td>
<td>18.5</td>
</tr>
<tr>
<td><strong>Men Lecturers</strong></td>
<td>13.1</td>
<td>24.1</td>
<td>8.6</td>
<td>13.3</td>
<td>10.6</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>Women Assistants</strong></td>
<td>22.8</td>
<td>22.7</td>
<td>7.4</td>
<td>12.2</td>
<td>12.1</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Men Assistants</strong></td>
<td>24.6</td>
<td>21.7</td>
<td>6.7</td>
<td>11.7</td>
<td>9.6</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Women Associates</strong></td>
<td>16.0</td>
<td>19.7</td>
<td>11.1</td>
<td>17.1</td>
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<td>23.4</td>
</tr>
<tr>
<td><strong>Men Associates</strong></td>
<td>23.6</td>
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<td>9.0</td>
<td>12.4</td>
<td>12.1</td>
<td>12.4</td>
</tr>
<tr>
<td><strong>Women Full</strong></td>
<td>20.2</td>
<td>18.8</td>
<td>11.0</td>
<td>19.5</td>
<td>12.1</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Men Full</strong></td>
<td>20.3</td>
<td>19.5</td>
<td>8.8</td>
<td>17.5</td>
<td>11.6</td>
<td>6.9</td>
</tr>
</tbody>
</table>

**Fig. 1.** Reported weekly hours spent on research, teaching, mentoring, service, housework, and care, by gender and rank.

Working Time: Gender/Race


Microaggressions

“...people continually assume that I am a student, that I am a secretary, that I’m a helper, that I am this, that I am that. If I do not want to have awkward interactions I have to introduce myself as, ‘Hi, I’m Jess, I’m faculty in blah blah, blah, cause they don’t assume that faculty look like me. And that’s from literally the mail man to the Provost.”

-Award-winning Associate Professor

Microaggressions

“you have to be prepared for this, no matter how much you accomplish you still are not going to be respected, and you might be respected, but you won’t be a member.”

- Associate Professor “Camille”

Changes at IUPUI

- Strategic planning theme: the students and university of the future will be diverse

- The Integrative DEI case: explicitly rewards “local” accomplishments (e.g. work with students, colleagues); considers this work of equal value as a research-only case

- DEI as part of annual reviews: inclusivity as an expectation

- Policy review, faculty training: identify and address systemic features that inhibit success of diverse faculty
  - Greater awareness of the damage race-blindness causes; greater acceptance of people as ‘whole persons.’
  - Emphasis on ‘slow-thinking,’ undoing implicit bias by explicit attention to criteria
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
Panelists

**NiCole Keith**  
Professor and Associate Dean of the School of Health & Human Sciences

**Cullen Merritt**  
Associate Professor, O’Neill School of Public & Environmental Affairs

**Jennifer Thorington-Springer**  
Professor and Associate Dean, School of Liberal Arts

**Teresa Sosa**  
Associate Professor, School of Education
Advice

1. Find a mentor, find many mentors. Cluster mentorship is productive. Get specific mentors for specific areas. Get specific mentoring on saying “no”, because you will receive a lot of requests.

2. Work/life integration. Work/life balance can be a myth for some, so consider work/life integration. Be intention on engaging family/relationships and leaning on your partner if available when needed.

3. Work/life harmony. Imagining our whole being connected to the work we do. In finding a mentor, start first with what you need. Consider, how do we show our whole selves in our work. Many of us arrive to our institutions with harm, and we need our institutions to help us heal and thrive. How do we build community across campus?

4. Do not conform your network to your dept or school. Cold email faculty outside of you dept who might be a mentor. Develop a personal mission statement and reflect on it annually. Do not compare yourself to others. There is more than one path to P&T. Make the P&T standards align to you. Manage your energy, not just your time.
Resources

1. National Center for Faculty Development and Diversity
2. EMPOWER Grant Program
3. Next Generation 2.0
4. LIFT Mentoring Program
Thank You!