February 12, 2019

Promotion to Full Rank
Agenda

1. Defining full rank

2. Career Building Blocks- what can help you attain the next stage?

3. Handling promotions to full- policies and procedures

4. Perspectives on promotion
   - Barb Friesth
   - Tom Stucky
   - Amanda Cecil

5. IUSM-specific issues -- Jim McAteer
Defining Full Rank
Professor, Tenure-Track (campus, p. 36):

Record of nationally and/or internationally disseminated and peer reviewed scholarship. A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.

Librarian (campus, p. 36)

Record of superior performance as an associate librarian and attainment of state, regional, or national recognition in the library profession... Record of exceptional achievements in performance and a record of distinguished contributions to the university, profession, or community in the secondary area of excellence... [excellence in performance; excellence in prof-dev (research) or in service; satisfactory in 3rd area].
Also:
Clinical: satisfactory in teaching
Research: only research required

Professor, Clinical (campus, p. 37)

Record of publicly disseminated and peer reviewed scholarship in area of excellence.

Research scientist (scholar, professor) (campus, p. 37)

Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship and/or grants in research; evidence of independent work; evidence of substantial research contributions to the discipline.
School-level standards

Promotion to full is based on \textit{standards in effect at the time of submission of the dossier}.

Guidelines p. 4

“...tenure is based upon the guidelines in effect and agreed to at the time of the appointment. Promotion is based on contemporary guidelines in effect at the time of application for promotion.”

“Each \textit{school} and library must have a document that states with reasonable specificity the standards that will be used to evaluate whether or not candidates meet the criteria for promotion and/or tenure. “In accordance with school policies, departments or divisions should also have such documents.”
We know what it looks like...

<table>
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<th>Substance</th>
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| **Oh, yes** | * Follows IUPUI format  
* Visually calls out work in rank  
* Establishes satisfactory level for other areas |
| Distinct, focused works of scholarship that are recognized as nationally impactful, coherent, confident, and individually-specific statement | |
| **Um, sure** | * Some items out of place or unclear  
* Mis-binning  
* Lack of contextual information |
| Strong items, incoherent presentation; Strange items, strong narrative, and explanation | |
| **Really?** | * Too many errors makes readers search for substantiation;  
* Weak evidence leaves too many questions |
| Individual items are not prestigious; Arc of work is not clear or too diffuse | |
Promotion is....
Career Building Blocks
Career building blocks

When?

Time in rank:

“There is no defined period between associate and full rank, although most candidates seek full rank five to ten years after promotion to the associate rank. Occasionally, the period under consideration may vary due to:
- Prior appointments at other institutions;
- The cumulative nature of some work that may build on earlier accomplishments;
- Leaves that may have extended the probationary period;
- Administrative roles;
- Or earlier than normal consideration.”
Career building blocks

Choosing mentors

Choosing area of excellence (IU) and special focus (national-what you will be known for)

Balancing senior-faculty duties

Balancing administrative duties

Networking, presentations, and national activities
Choosing mentors

Many schools at IUPUI have a lack of senior / full-rank faculty: think outside your school

Co-authors (from other institutions) can be mentors: talk to them about what IU and IUPUI consider important for full rank

Think about different mentors for different aspects of your career project: someone for time management, someone for networking, etc.

Mentors cannot then be external letter-writers.
Choosing an area of excellence

Does NOT have to be the area you gained promotion and tenure in

**Balanced case** is not possible for faculty in: School of Science, School of Engineering and Technology, University Library (any librarians), and IU School of Medicine.

For all other faculty, **balanced case is at least as common** as research, teaching or service.

If you change, redirect your efforts, or take up something new, you must achieve national prominence in that ‘new’ area–something above the level that would earn associate-professor-standing.

For tenure-track faculty, you need to be at least satisfactory in the other areas.
For tenure-track faculty seeking Full

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<th>Types of cases</th>
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<td></td>
<td>Teaching</td>
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<td>Excellence in Teaching</td>
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<td>Service</td>
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<td>Balanced case</td>
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Choosing an area of focus

What will you be nationally-known for?

Note that collaborators, co-PIs and co-authors cannot be external letter writers

If you are not the PI, then...why are YOU, in particular, in a grant? Don’t be the person who is a random “consultant on statistics.” Be Dr. Amazing, who is asked for by name because of what he or she contributes.

Practice your elevator speech. “I study how blow-fly migration patterns affect crime-scene analysis.” If given more time, “This ties into climate change in a very practical way.” Also, “this involves altering basic biological ecosystems.”
Balancing senior-faculty duties

Senior faculty are expected to contribute to campus, program, and disciplinary service work: do not choose to do nothing.

What you choose to do should support your area of excellence

When possible:

• Communicate with your chair / dean about why you are saying ‘yes’ or ‘no.’ Don’t just say ‘no,’ say, ‘No to this, I am focusing on THAT this year.’

• Pro-actively seek senior-faculty duties that are compatible, enriching, and useful. That is, fill your time available with good activities so that you can legitimately refuse the time-wasting activities

Recognize that your path-to-full is not the-rest-of-your-life. If you value activities that don’t contribute to your promotion, you can return to them once promoted.
Balancing administrative duties

Also see “balancing senior faculty duties;” think creatively about how you can tie your administrative duties into your case for full.

The most important point here is to secure at best the conscious and deliberate support of your dean or chair:

• Be explicit about your plans for seeking promotion, including your timeline

If that is not attainable, secure at the least a concrete limit on what your administrative duties are.

• There is a balance between senior-faculty duties and administrative duties. The more you do of one, the less you should do of the other.

Be strategic and selfish. If you are unsure...or are getting mixed signals...about whether you can or should say “no,” that’s a great mentor question.
Networking, presentations, and national activities
For most faculty, an important element is national reputation. The following activities can help:

• See creative opportunities to become known. Interviewing candidates for faculty positions—everyone you do NOT hire goes back to their home institution with an impression of you and your program. Make it a good one.

• Become involved in leadership roles in disciplinary or professional groups. Arranging conferences and programs places you in a connector role.

• Move from being a journal-article-reviewer to being on an editorial board and/or an associate editor. (Note! Being the chief editor is very time-consuming!)

• Invite speakers to your program; casually hint that you would be delighted to speak at other programs.
Success!
Handling Full Cases
Handling full cases

- Committee: department (primary) and school (unit)
  - At least four voting members at full rank

- Chair:
  - If the candidate is the chair
  - If the chair is not at full rank

- External reviewers

- Clarity on standards being applied
  - External letter writers need specific guidance
  - If any changes have happened [promotion standards are contemporary]
  - Differences if any between tenure-track or clinical expectations
  - Disciplinary understandings of national stature

- Re-applying for full
  - Within 3 years (must re-contact original letter-writers)
  - After 3 years
Panel: Perspectives on Promotion
From here to there….

- Barb Friesth, School of Nursing
  - Clinical Professor
  - Assistant Dean for Learning Resources

- Amanda Cecil, School of Health and Human Sciences
  - Professor
  - Director of Graduate Program

- Tom Stucky, School of Public and Environmental Affairs
  - Professor
  - Executive Associate Dean
  - Past Director of Criminal Justice and Public Safety Programs
IU School of Medicine: Specific questions

- Peter McAteer, Assistant Dean for Learning Resources
  - Professor Emeritus of Anatomy and Cell Biology
  - Dean’s Office for Professional Development
  - jmcateer@iupui.edu
Thank you!

From the Office of Academic Affairs