Plan Now for Success
November 4, 2014

Melissa Lavitt, Senior Associate Vice Chancellor for Academic Affairs
and
Gail Williamson, Director of Faculty Enhancement, Academic Affairs
Welcome & introductions

Agenda

• Welcome and Lunch
• Annual & Three-year Reviews
• P&T Excellence Criteria
• Panel Discussion
• Overview of P&T Process
• Evaluation & Adjournment
Review Processes

Annual Review
Three-Year Review
Appointment and FAR

Policies Governing reappointment

Notice of terms of initial appointment
- Advises in writing of the dates of initial appointment, review for reappointment, and review for tenure
- Agreed to in writing by appointee

Faculty Annual Review (FAR)
- University mandated review
- Faculty completes on line report form with all relevant activities and achievements during the year
- Used by chair or dean for annual review of performance, for salary and reappointment decisions
- Onestart login [https://onestart.iu.edu/my2-prd/portal](https://onestart.iu.edu/my2-prd/portal)
  - Services→ Faculty Systems→ Faculty Annual Report
Three-Year Review

Purpose
- Provide tenure-probationary faculty with a formative review of 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
  - Chair, primary committee and school committee, school Dean provide a formative review with recommendations
Preparation Tips

Read University, School, Department Documents
– IUPUI Campus Promotion and Tenure Guidelines
  http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines
– School documents regarding standards/review process
– Indiana University Academic Handbook
– IUPUI Supplement to Indiana University Academic Handbook, "A Guide for IUPUI Faculty"

Academic Affairs website
– Online Foundational programs
– Dossier samples
Candidate’s Statement

Candidate’s Statement

• 7 pages
• Reflective assessment of your accomplishments and prospects for continued development in each area of evaluation
• Focus on your area of excellence
  – Clearly articulate your goals and aspirations
  – Discuss academic accomplishments and contributions
  – Describe area of endeavor, expertise, inquiry
  – Development of an emerging national reputation
  – Significance & impact of disseminated peer-reviewed scholarship
Curriculum Vitae Tips

Download CV format
http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

Follow guidelines
– Use the headings and subheadings
– Record information in proper sequence

Make sure it is complete
– List amounts for grants, all authors on publications (identify role in co-authored works)
– Should correlate well with candidate’s statement
Three-Year Review Overview

Candidate
- A copy of each review report, whether by the committees, the chair, or the dean, must be communicated to the faculty member under review within three days of the time it is completed.

Office of Academic Affairs
- Dean of each school is responsible for submitting copies of the complete three year report on all tenure-probationary faculty members to the Office of the Dean of the Faculties

A fourth-year review can be requested
Three-Year Review

What you should receive (and/or request)

From the Guidelines:
“You will receive feedback on your three year review from your primary committee, your chair, and your dean.

Incorporate that advice into a plan to present a compelling case for promotion and/or tenure in your sixth year....

If there are significant issues identified in the three-year review, ask for a fourth-year review for further guidance.”
A Good Three-year Review: Summative & Formative

Summative:
How am I doing - overall and in my selected area of excellence?

Formative:
What do I need to be doing – overall and in my area of excellence?

Specific feedback on area of excellence and alignment of unit criteria, work plan and resources. How to make the case for excellence?
More time?
Criteria for Extensions

Extensions are requested and formally approved for significant circumstances that are outside of the faculty’s control i.e. medical, childbirth, unavoidable delays in building a lab, etc.

Request goes to chair, dean and SAVCAA.

Approved extensions should not result in higher expectations for faculty.
RANK EXPECTATIONS

TENURE VS. PROMOTION

Tenure-track Faculty
Librarian Faculty
Clinical-track Faculty
Research-track Faculty
Lecturer Faculty
Rank Expectations Tenure-track

• Excellence in one area
  • Teaching, Research/Creative Activity, or Service
  • Satisfactory in other areas

• Balanced Case
  • Excellent overall performance
  • Equivalent to excellence in one area and satisfactory in others
  • Highly satisfactory in all three areas
  • Scholarship in all three areas required

• Associate Rank with Tenure
  • Emerging national reputation

• Full Rank
  • Sustained national/international reputation
Rank Expectations Librarians

• Associate Librarian Rank and Tenure
  • Excellence in performance
  • Beyond satisfactory in either Professional Development, Research and/or Creativity or Service and satisfactory in other area

• Librarian
  • Record of exceptional achievements in performance; distinguished contributions in secondary area of excellence with state, regional or national recognition
  • Excellence in either Professional Development, Research and/or Creativity or Service and at least satisfactory in other area
Rank Expectations
Non-tenure Track

• Clinical Faculty
  • Excellence in either teaching or service
  • Satisfactory in the other area
  • Associate and Full Rank

• Lecturers
  • Excellence in teaching
  • Satisfactory in service
  • Promotion to Senior Lecturer

• Research Professors, Scientists, Scholars
  • Excellence in research
  • Service expectations as articulated by unit
  • Associate and Senior Rank
Tenure vs. Promotion

Tenure

- Tenure acknowledges documented achievement in light of its promise for the future. The candidate’s entire academic record is considered for tenure.
- Faculty/librarians who achieve tenure are expected to contribute to the continued development of IUPUI as an academic community.

Promotion

- Promotion is recognition of achievement in rank.
- Both tenured and non-tenure track faculty may seek promotion in rank when their achievements warrant this recognition.
- For tenure-track faculty going from assistant to associate rank, promotion and tenure are sought simultaneously.
EXCELLENCE CRITERIA

Common Themes
Teaching
Performance
Research/Creative Activity
Service
Common Themes

- **FOCUS**
  Development of a body of focused work that extends or advances knowledge and brings recognition.

- **SCHOLARLY DISSEMINATION**
  Dissemination of peer-reviewed scholarship through publication, presentation or other media.

- **REPUTATION**
  Emergent national reputation in field/expertise.

- **IMPACTFUL OUTCOMES**
  Create products, generate outcomes that are innovative and impactful.
Common Themes

• **INTEGRATION**
  Evidence of integration/alignment of all areas of endeavor

• **REFLECTION**
  Approach is reflective, considered, systematic and purposeful

• **HIGH QUALITY**
  Evidence of quality work and significant achievement

• **FUNDING**
  Supports innovations or research in area of excellence
Excellence in Teaching

• Sophisticated teaching philosophy - reflective, innovative, evolved over time
  • Discussion of approach, methodology, goals and their achievement
  • Teaching innovation, curricular development, incorporation of new technology
• Record of nationally and/or internationally disseminated, peer-reviewed scholarship
• Documented by peer/student evaluation over time
• Evidence of impact on student performance and learning outcomes
• Teaching awards or significant funding for teaching projects
Excellence in Performance

• Based on achievement of position description
  • Excellence demonstrated in the full range of position responsibilities with significant achievement
  • Professional development area encompasses all librarian scholarship

• Examples of evidence
  • Record of grants, materials prepared, involvement with technology, increased access to titles/services
  • Evidence of quality or impact on patrons, faculty or other recipients of librarian performance.
  • Evaluative statements by review committees, external reviewers, evaluative letters from library users, colleagues
Excellence in Research/Creative Activity

- Evidence of dissemination of high quality scholarly work: peer-reviewed presentations, publications in top tier journals
- Significant contributions to the knowledge base that improved or extends the work of others
- National/international recognition of expertise and the quality of the research
- Acquisition of external grant funding from competitive, valued sources
- Evidence of independent focused ongoing program of research
- Awards and recognition of research excellence
Excellence in Service

- Evidence of dissemination of high-quality scholarly work including peer-reviewed presentations, publications in service
- Awards and recognition that acknowledge the significance, quality and leadership in service
- Evidence of significant impact and outcomes of service
  - Establishment of best practices, standards protocols, policies, procedures
  - Longitudinal outcome data normed against national measures; patient outcomes data
  - Grant awards to support service activities; endorsement of service program
PANEL DISCUSSION

Preparation
Two Perspectives
Department Chair
Successful Candidate
PANELISTS

Successful P&T Candidate:
Dr. Jennifer Bute, Tenured Associate Professor of Communication Studies, IU School of Liberal Arts

Department Chair:
Dr. Edward Berbari, Chancellor’s Professor of Biomedical Engineering, Chairman of Biomedical Engineering, Purdue School of Science
P&T PROCESS OVERVIEW

Timeline
Dossier Format
External Review
School Level
Campus Level
Executive Vice Chancellor
Executive Review
Board of Trustees
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate prepares dossier</td>
<td>Winter prior to dossier year</td>
</tr>
<tr>
<td>Chair sends dossier for external review</td>
<td>Based on school process</td>
</tr>
<tr>
<td>Dossier submitted for school level reviews</td>
<td>Based on school process</td>
</tr>
<tr>
<td>School submits dossier to FAA</td>
<td>End of October</td>
</tr>
<tr>
<td>Campus Committee reviews and evaluates all dossiers</td>
<td>December, January, February, sometimes early March</td>
</tr>
<tr>
<td>Campus Committee recommendations are forwarded to Chief Academic Officer</td>
<td>Immediately following campus committee reviews; early March</td>
</tr>
<tr>
<td>Chief Academic Officer completes an independent review and forwards</td>
<td>Mid-March</td>
</tr>
<tr>
<td>recommendations to Chancellor</td>
<td></td>
</tr>
<tr>
<td>Chancellor reviews cases, confers with IU &amp; PU Presidents on joint</td>
<td>Late March</td>
</tr>
<tr>
<td>recommendations which are forwarded to the respective BOTs</td>
<td></td>
</tr>
<tr>
<td>Action by Board of Trustees</td>
<td>Mid-April</td>
</tr>
<tr>
<td>Promotion takes effect</td>
<td>July 1 (12 month faculty) or August 1 (10 month faculty) start of academic</td>
</tr>
<tr>
<td>Tenure takes effect</td>
<td>July 1 of the following academic year</td>
</tr>
</tbody>
</table>
Tenure-track Timeline

3 Year/5 Year Review
Fall: Notified review dossier must be prepared
Winter: Dossier due to Office of Academic Administration (OAA)
Spring: IUSM Committee evaluates progress; IUSM Committee provides feedback to faculty member & department chair

July: Appointment

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8 Year 9 Year 10

Tenure and Promotion Review Year
Summer: Dossier submitted to OAA
Fall: IUSM Committee evaluation; Dean’s evaluation
Winter: IUPUI Committee evaluation; IUPUI Dean of Faculties evaluation; IUPUI Chancellor evaluation
Spring: Vice President’s Office (Bloomington) Trustees

Tenure and Promotion Submission Year
Winter: Prepare CV and dossier
Spring: Notified that dossier must be prepared; Letters of evaluation sought
June: Primary committee review; Department Chair review; Regional Center director review (if applicable)

Promotion Effective
July

Tenure Effective
July

Available for all tenure track appointees
Available for those hired after July 2011
DOSSIER FORMAT

50 page limit EXCLUDING Administrative additions 01-05, CV, Appendices

• Section 01: Transaction Forms
• Section 02: Review Level Two (Unit/School)
• Section 03: Review Level One (Primary/Department)
• Section 04: External Assessments
• Section 05: Reference Letters (Not Required)

PREPARED BY CANDIDATE

• Section 06: Candidate’s Statement (7 pages or 5/2)
• Section 07: Teaching (For Librarians: 07 Performance)
• Section 08: Research and Creative Activity (For Librarians: 08 Professional Development)
• Section 09: Professional and University Service (For Librarians: 09 Service)
• Section 10: Curriculum Vitae
• Section 11: Appendices
EXTERNAL REVIEW

PURPOSE
Objective Evaluation
• national reputation
• accomplishments in area of excellence
• significance of scholarship
• stature of dissemination outlets
• contributions to professional organizations
• professional standing and expertise

CANDIDATE’S ROLE
May
• provide a list of experts or leaders in their field
• 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, collaborators or persons who have a stake in the candidate’s success

Minimum of 6 arms-length letters of external review required.
SCHOOL LEVEL

- Primary Committee or Department Level
- Department Chair
- Unit Committee or School Level
- School Dean
CAMPUS COMMITTEE

Non-controversial Cases with no Divided Votes at any Level

- Two reviewers (primary and secondary) each read dossier and complete an evaluation form
- Evaluation forms distributed to committee
- Reviewers present case to committee
- School representative asked to comment if appropriate
- Committee has minimal discussion on case
- Members vote and submit ballot
Controversial Cases or All Read Cases with Divided Votes at any Level

- All committee members read the dossier
- Two reviewers (primary and secondary) each read dossier and complete an evaluation form
- Evaluation forms distributed to committee
- Reviewers present case to committee
- School representative asked to comment as needed to clarify information
- Committee discusses case
- Members vote and submit ballot
LATER LEVELS OF REVIEW

• Executive Vice Chancellor/Chief Academic Officer
  • Reviews case and completes an independent review
  • Forwards recommendations to the Chancellor

• Executive Review
  • IUPUI Chancellor reviews cases and confers with the IU and Purdue Presidents on joint recommendations
  • Forward recommendations to the respective Board of Trustees

• Board of Trustees
  • Promotion takes effect July 1 for 12-month faculty/
    August 1 for 10-month faculty
  • Tenure takes effect July 1 the following year
Notification and Additions

Candidates should

• Be informed in writing of the recommendation at each stage
• Be informed when materials are added or changes made to their dossier
• Be provided an opportunity to comment on or respond to changes
• Know that all reviews are confidential
• Know that contact with any committee member at any level is NOT permitted
Questions

Answers
Campus Resources

Useful URLs
ACADEMIC AFFAIRS WEBSITE

Chief Academic Officer’s Guidelines for Promotion and Tenure
http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

Dossiers
http://academicaffairs.iupui.edu/PromotionTenure/Dossier-Samples

Resources
http://academicaffairs.iupui.edu/PromotionTenure/Resources

Adobe Presenter Online Foundational Programs
http://academicaffairs.iupui.edu/PromotionTenure/Online-Foundational-Programs
CAMPUS RESOURCES

- Faculty Colloquium on Excellence in Teaching (FACET) [https://facet.indiana.edu/](https://facet.indiana.edu/)
- Office of Research Development [http://research.iupui.edu/](http://research.iupui.edu/)
- OVCR - Office of the Vice Chancellor for Research [http://research.iupui.edu/ovcr/](http://research.iupui.edu/ovcr/)
- Center for Teaching and Learning (CTL) [http://ctl.iupui.edu/](http://ctl.iupui.edu/)
- Center for Research and Learning (CRL) [http://www.crl.iupui.edu/](http://www.crl.iupui.edu/)
- Center for Service and Learning (CSL) [http://csl.iupui.edu/](http://csl.iupui.edu/)
- Office for Women [http://ofw.iupui.edu/](http://ofw.iupui.edu/)
Evaluation and Adjournment

• Complete the program evaluation – your feedback and ideas are important to us!
• We hope you found this information useful.
• Let us know how we can help you.
• Best wishes for success!
ADVICE REGARDING PREPARING FOR PROMOTION AND/OR TENURE

Preparation for promotion and/or tenure begins in the first year at IUPUI. Consult both the IUPUI Chief Academic Officer’s Guidelines http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines as well as those for your department and/or school. Candidates, chairs, deans, the Chief Academic Officer, and FAA all have distinct and significant roles and responsibilities in the promotion and/or tenure process.

Faculty Responsibilities and Recommended Timeline

This timeline is based on the most common cycle of preparing dossiers for a promotion and tenure review in the sixth year, and may be modified following Indiana University policies and individual candidates’ circumstances.

Year 1 and 2:

- Create a collection system for evidence of activities in teaching (performance in the case of librarians), research and creative activity, and service. Collect and organize everything, ranging from syllabi to grant applications (whether successful or not) to results of committee work. In addition to being useful for annual reports, these early materials provide a basis for analysis of improvement.
- Preferably with the advice of the chair, identify a mentor who can guide you through the processes leading to P&T, and orient you to departmental expectations. Ideally, this person should be at the rank of associate or full professor.
- You are strongly encouraged to identify an area of excellence at this time. Bear in mind that for promotion and/or tenure reviews you must also document at least satisfactory progress in the other areas and that each department/unit has defined its expectations about an appropriate area of excellence. For more details, consult Summary of Areas of Excellence and Expectations for Various Faculty Categories in the Appendices.
- Collect, summarize, and analyze student evaluations every year. Areas where students indicate a problem provide excellent opportunities to document improvement from one semester to the next.
- Arrange peer reviews of your teaching. Problems that are identified in the review process provide excellent opportunities to document improvement from one peer review to the next.
- Be sure you know the expectations of your department and school related to grant/contract funding and make sure that your work falls within those guidelines. The Office of Research Development provides helpful workshops and other research support for faculty. These resources can be found at http://research.iupui.edu/.
- Scholarly dissemination of your work is required. Be sure you know the expectations of your department and school related to scholarly productivity and make sure that your work falls within those guidelines. Continue to systematically work on your scholarship output.
- In consultation with your mentor, become familiar with campus resources available in the Center for Teaching and Learning http://ctl.iupui.edu/, the Center for Research and Learning http://crl.iupui.edu/, and the Center for Service and Learning http://csl.iupui.edu/. Take full advantage of the wide range of support available to faculty.
- Become familiar with the University, campus, unit/school, and primary/department guidelines for promotion and/or tenure. Attend primary/department and/or unit/school promotion and/or tenure workshops. Attend Promotion and Tenure workshops offered by Faculty Appointments and Advancement (FAA). http://academicaffairs.iupui.edu/PromotionTenure/Promotion--Tenure-Workshops
• Be responsive to advice given in your annual reviews, paying special attention to progress in scholarship for your area of excellence. Satisfactory performance in your areas of responsibility, teaching and service (and research for tenure-track faculty), is required for continued probationary reappointments.
• Prepare for the three-year review.

Year 3:

• The three-year review provides an opportunity for faculty, primary/departments, and units/schools to take stock of a tenure-probationary candidate’s progress toward promotion and tenure.
• Continue all the above activities while you begin to analyze and document progress on your work in terms of improvement and achievement in relation to primary/department criteria/school criteria. University criteria and the Dean of the Faculties’ Guidelines.
• Your personal statement for the three-year review also provides an opportunity to reflect not only on your work, but also on the focus that is emerging in your work. This focus will provide the coherence to your work that should shape your efforts between now and the time of your candidacy for P&T.
• By this time, you need to have a well-defined area of excellence which you are actively developing. Distribute evidence of your scholarship under your area of excellence (if other than research) rather than putting all such evidence under “research” in your curriculum vitae. You may only place each item in one area of the CV.
• Analyze teaching evaluations to identify key themes and how they point to teaching achievements or areas for further attention. If data are available, present your performance in relation to peer average scores.
• Analyze peer reviews to determine again how you might improve student learning in your classes.
• Analyze your grant and scholarly dissemination record in relation to department norms and expectations.
• You will receive feedback on your three-year review from your primary committee, your chair, and your dean. Incorporate that advice into a plan to present a compelling case for promotion and/or tenure in your sixth year. Follow the advice you are given. Work closely with your mentor and your chair, and seek out appropriate supports at the campus level in developing your plan.
• If there are significant issues identified in the three-year review, ask for a fourth-year review for further guidance and to update your plan.
• Be responsive to advice given in your annual reviews, paying special attention to progress in scholarship for your area of excellence. Satisfactory performance in your areas of responsibility, teaching and service (and research for tenure-track faculty), is required for continued probationary reappointments.
POLICY ON THREE-YEAR FORMATIVE REVIEW
OF TENURE-PROBATIONARY FACULTY AND LIBRARIANS

IUPUI faculty and librarians (hereinafter referred to collectively as “the faculty” or “the faculty member(s)”) represent our campus’s most valuable resource. The University makes a substantial long-term investment in its faculty. Our tenure-probationary faculty’s success must be among the highest priorities for all campus administrative officers.

While IUPUI has in place an annual review policy mandating that all faculty members be provided with a yearly written evaluation of their work in the areas of teaching, research, and service (or, in the case of librarians, the equivalent areas of performance, professional development, and service), these annual reviews are frequently conducted by the department chair or the school dean alone, without the participation of a peer review committee.

The Policy

To ensure that all tenure-probationary faculty members benefit from helpful and meaningful assessments of their progress toward promotion and tenure near the mid-point of their probationary period, a THREE-YEAR FORMATIVE REVIEW [hereinafter referred to as the “REVIEW”] shall be conducted on all such faculty members during the spring semester of the third year of their appointments in accordance with the following guidelines.

Applicability

This policy applies to all tenure-probationary faculty members at IUPUI, with the exceptions noted immediately below. The term “third year” refers to the third full academic year of the tenure-probationary faculty member’s appointment. However, faculty members who enter with one year of credit toward tenure are in their “third year” during their second full academic year of appointment, and those who enter with two years of credit are in their “third year” during their first full academic year of appointment. Those who enter either with tenure or with more than two years of credit toward tenure are exempt from the REVIEW.

Procedures

In schools or units where faculty-approved policies or guidelines for conducting the REVIEW already exist, those policies or guidelines should be followed to the extent that they do not seriously conflict with the general procedures set forth below. If there is conflict, especially regarding due dates and required documentation, such schools or units ought to resolve it by either revising their policies or guidelines accordingly, or negotiating special arrangements with the Office of the Dean of the Faculties.

In schools or units where such policies or guidelines have not yet been formulated or approved by the faculty, the REVIEW shall in the interim be conducted in adherence with the following general considerations.

1. The chief purpose of the REVIEW is to provide tenure-probationary faculty members with feedback from the school or unit level review committees regarding their cumulative progress toward promotion and tenure. Hence, other than the department chair or school dean, involvement by the department’s Primary Committee (where applicable) and/or the school’s Unit Committee (where applicable) in the REVIEW is essential.
2. The order of review and deliberation involving the department chair or school dean and the Primary and Unit Committees should generally follow the sequence and procedure used by each school in handling ordinary tenure and promotion cases.

3. The faculty member being reviewed should submit only[^1] a candidate’s statement together with an up-to-date vita (preferably in accordance with the “Dean of the Faculties’ Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers”). The statement (not to exceed 5 pages) should be similar in organization to the statement the faculty member would expect to write at the time of making a case for promotion and tenure. In particular, it should clearly state the anticipated area(s) of excellence or the intention to request consideration on the basis of a balanced case.

4. The department chair or school dean and the Primary and Unit Committees (where applicable) must each provide the faculty member with a written assessment that includes evaluation of progress toward promotion and tenure, using normal and appropriate metrics that will eventually be employed in a tenure decision. If the chair, the dean, or the Committees identify any problems, their assessment must include specific suggestions for remedy aimed at helping the faculty member and the faculty member’s department or unit in their efforts to rectify the problems.

**Documentation and Reporting**

A copy of each review report, whether by the Committees, the chair, or the dean, shall be communicated to the faculty member under review within three days of the time it is completed.

To ensure that the REVIEW is properly conducted for all applicable tenure-probationary faculty members, the dean of each school shall be responsible for submitting copies of the chair’s (if applicable), the dean’s and the Committees’ reports on all tenure-probationary faculty members who have been reviewed to the Chief Academic Officer through Faculty Appointments and Advancement by May 1 each year. One searchable PDF file for each tenure-probationary faculty member should be sent electronically to ofaa@iupui.edu.

**Limitation on the Use of the REVIEW**

The thrust of the REVIEW shall be to help the tenure-probationary faculty member to succeed. The REVIEW and its findings shall NOT be used by the department chair or the school dean, or the Office of the Dean of the Faculties, as the basis for a tenure decision, a pre-tenure decision, a reappointment or non-reappointment decision, or any personnel action of like kind. The tenure-probationary faculty member is not limited in the use of the REVIEW.

[^1]: Some schools require far more than this (e.g., list of potential reviewers, summary of pre-IU professional activities, previous annual reviews, letters from students, or even a dossier “that is identical in substance and format to that which they will submit for the actual review two years later”). The present policy does not encourage premature requisites or burdensome requirements.
<table>
<thead>
<tr>
<th>New Faculty Promotion Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks to Accomplish to Prepare for P&amp;T</strong></td>
</tr>
<tr>
<td>Become Familiar with Department, School and Campus P&amp;T Expectations</td>
</tr>
<tr>
<td>Develop Collection System for Teaching, Research, Service Activities</td>
</tr>
<tr>
<td>Identify a Mentor to Provide Guidance and Assistance; Determine Needs</td>
</tr>
<tr>
<td>Identify Your Area of Excellence and Outline Goals and Objectives</td>
</tr>
<tr>
<td>Collect, Summarize and Analyze Student Evaluations of Teaching</td>
</tr>
<tr>
<td>Arrange and Analyze Peer Reviews of Your Teaching; Demonstrate Improvements</td>
</tr>
<tr>
<td>Develop Research Focus, Identify Potential Funding Sources, Write Proposals</td>
</tr>
<tr>
<td>Tasks to Accomplish to Prepare for P&amp;T</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Determine Service Focus and Activities</td>
</tr>
<tr>
<td>Develop Presentations, Research Projects that Result in Peer-reviewed Publications</td>
</tr>
<tr>
<td>Begin to Develop National Reputation</td>
</tr>
<tr>
<td>Develop Ways and Means to Disseminate Scholarship</td>
</tr>
<tr>
<td>Organize Curriculum Vitae into P&amp;T Format; Keep Current</td>
</tr>
<tr>
<td>Maintain Focus in Area of Excellence and Integrate Other Two Areas</td>
</tr>
<tr>
<td>Manage Time Effectively Balance Work and Life</td>
</tr>
</tbody>
</table>