

July 14, 2020



Office of Academic Affairs

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Administrators' Update on the Promotion and Tenure Process

Agenda

Part I: Overview of P&T – campus and school

Part II: What is NEW

- Covid
- Changes to P&T Guidelines
- Committee membership

Part III: Third year review feedback

Part IV: Upcoming issues

Part V: Programming for 2020-2021

Part VI: Council of Associate Deans for Faculty Affairs



Part I: Overview of Cases--Types

1. 2019-2020
2. 2020-2021



2019-2020 by the numbers

122 cases completed

2017-2018: 115

2018-2019: 142

42 cases involved tenure (*61 last year*)

- 37 to associate professor + tenure

- 2 to full professor + tenure

- 2 tenure-only professor

- 1 tenure only librarian

25 tenure track promotion-only cases (promotion to full) (*32 last year*)

55 non-tenure track promotion cases (*49 last year*):

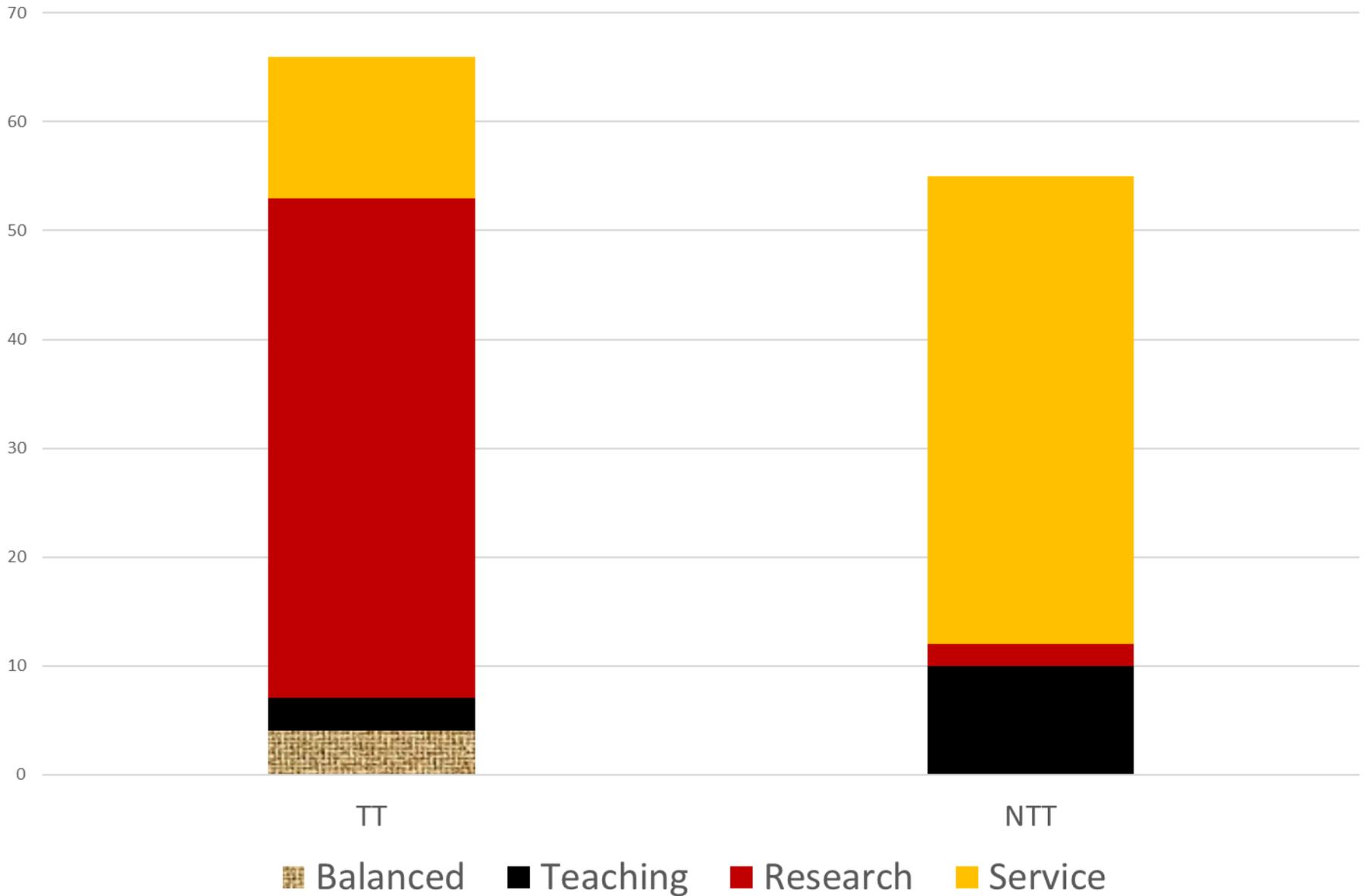
- 49 clinical (37 to associate, 12 to full)

- 4 senior lecturer

- 2 research (to associate)



Area of Excellence



Out of all tenure track cases (67)

All faculty:

46 research cases (27 to associate, 17 to full, 2 tenure-only)

13 service cases (8 to associate, 5 to full)

3 teaching cases (1 to associate, 2 to full)

4 balanced cases (1 to associate, 3 to full)

1 performance case

Non-IUSM:

32 research cases (20 to associate, 11 to full; 1 tenure-only)

2 teaching cases (1 to associate, 1 to full)

4 balanced cases (1 to associate, 3 to full)

IUSM:

14 research cases (7 to associate, 6 to full, 1 tenure only)

13 service cases (8 to associate, 5 to full)

Balanced cases are NOT available for:

- Purdue (Science, ENGT)
- Library (must be excellent in 'performance') and
- School of Medicine



Out of all NTT cases

Research scientists: 2 to associate ←both from IUSM

Clinical: 43 for service (32 associate, 11 full) ←all from IUSM
4 for teaching (3 associate, 1 full) ←2 from IUSM

Senior Lecturer: 4 cases ←none from IUSM

No non-Medicine NTT had 'service' as an area of excellence



Out of all cases

Service is an exclusively Medicine area of excellence

Medicine tenure-track faculty tend to divide half-half: service / research

Non-Medicine tenure-track faculty are almost exclusively **research** with a few balanced cases (and occasional teaching cases).

Non-medicine clinical faculty are exclusively **teaching** cases

For the future:

- *Revisit the definition of 'service' in non-medical schools?*
- *Revisit distinctions between clinical and lecturer faculty (given that both currently focus on teaching)*



2020-2021 *so far as is known*

148-ish!!!!

Tenure-track cases:

- 41 Tenure + promotion to associate (faculty or librarian (5))
 - 6 Tenure + promotion to full (faculty or librarian (1))
 - 2 Tenure only
- = 49 tenure cases
- 34 Promotion to full (faculty or librarian (1))

Clinical cases:

- 31 To clinical associate
- 5 To clinical full

Research cases:

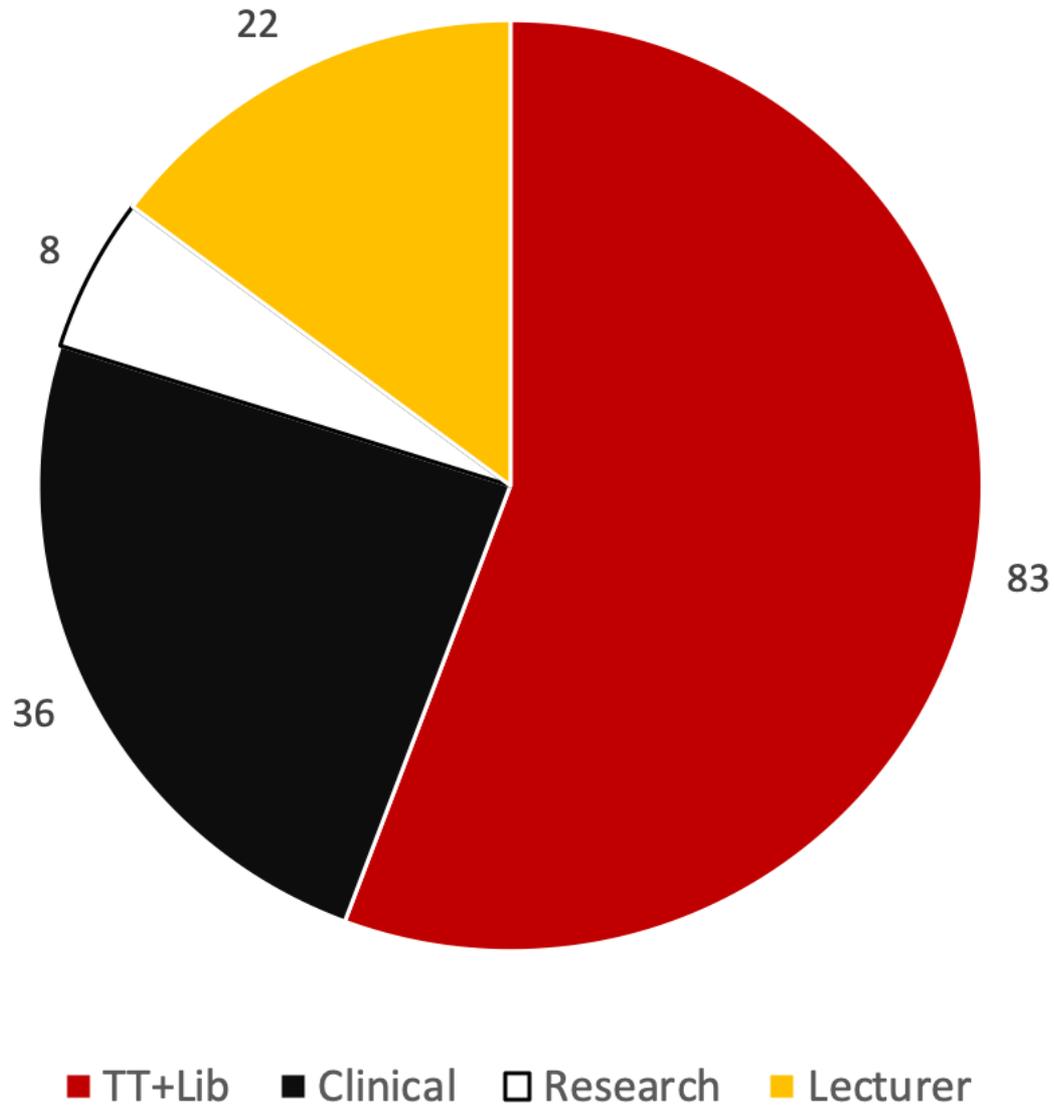
- 5 To research associate
- 3 To research full

Lecturer cases:

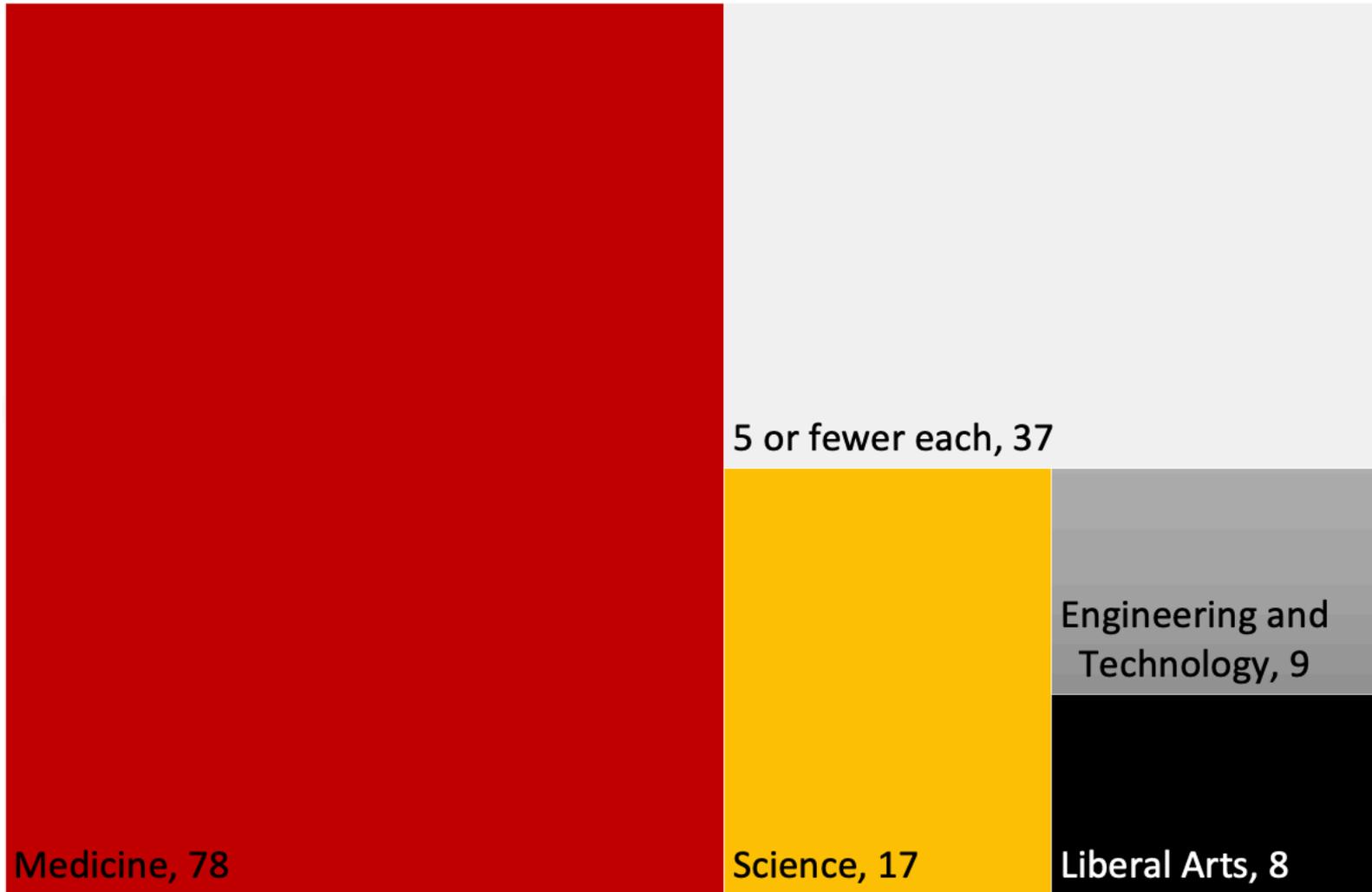
- 5 To senior lecturer
- 17 To teaching professor



Cases by Faculty Classification



Cases by School



Why so many cases?

Continued large volume from School of Medicine

Lecturer cases: 17 to teaching professor

5 to senior lecturer: past years, 5-10 per year

Full professors:

20-21: 34 19-20: 25, 18-19: 32



No real reduction for COVID yet:

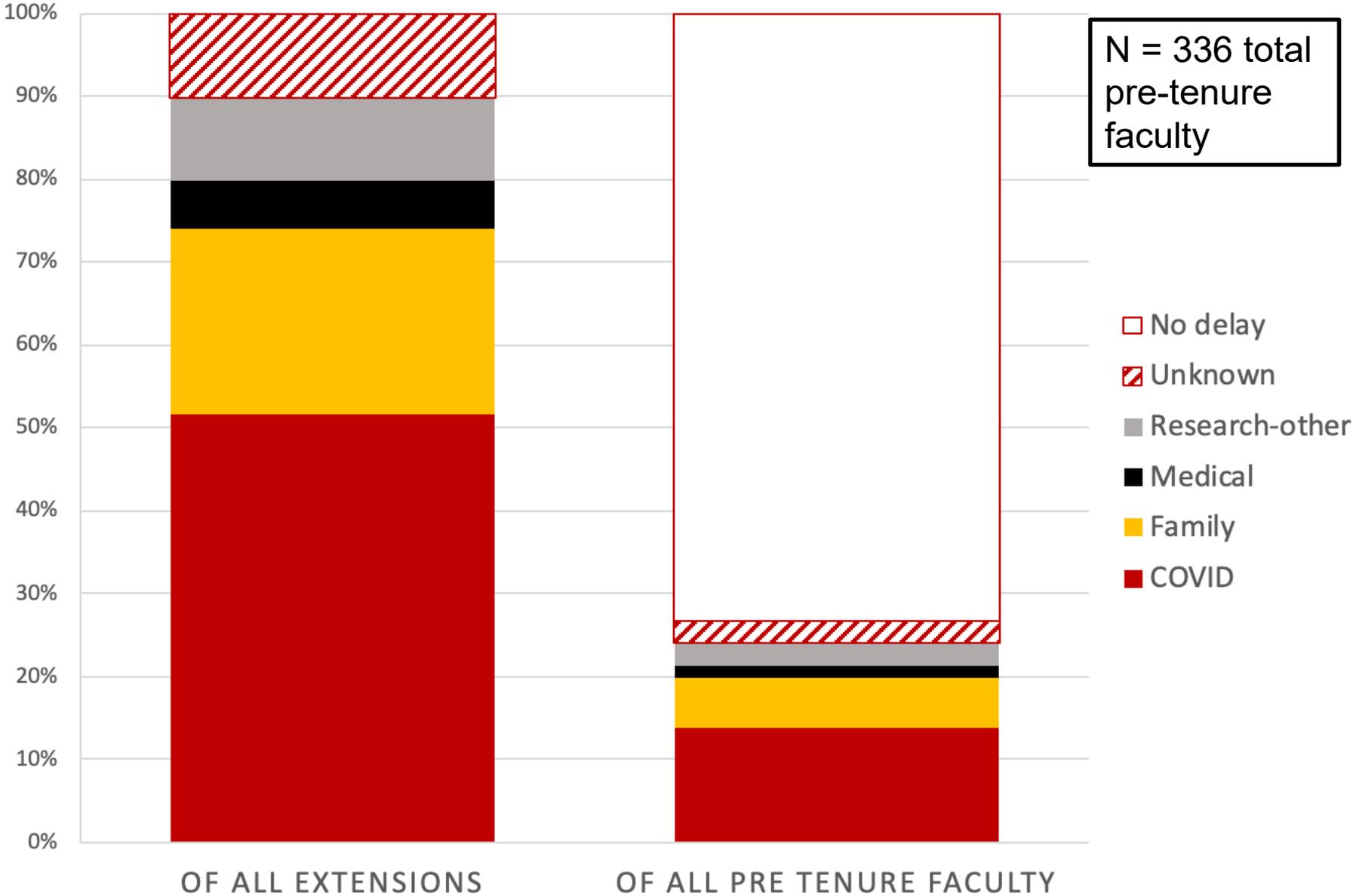
- Only **three** delays for this-year's cycle.

Overall :

- 46 Covid extensions; 89 total



TENURE EXTENSIONS



Part II: What's new in 2020-2021

1. COVID-related changes
2. Changes to P&T Guidelines
3. Department and School Committee membership definition



COVID-related Changes

You do not need to "document" this in the dossier: keep your own records (email trail) in case of questions but we (campus) will trust that you did it thoroughly

- Reviewer letter signatures:
 - Do not need a 'wet' signature OR letterhead, if the review comes from a legitimate institutional email address.
- STILL NEED six external reviewers
 - Contact OAA if you are having difficulty (have ready list of those already contacted)
- Committee meetings:
 - Can (and should) use Zoom: do not exclude anybody simply because they cannot come to a physical meeting [SEE NEXT SLIDE]
 - Have all participants ensure confidentiality on their end
 - Do NOT record
 - Do not need 'wet' signatures on the report

More about Zoom P&T meetings

- Have participants ensure confidentiality at their end (close the door...)
- Have a meeting **password** and **lock the room** after it starts.
- Voting? *Karen Lee is researching this.*
 - *In-meeting zoom polling: it would be non-anonymous to the moderator.*
 - *Qualtrics: can be semi-anonymous.*

Stay tuned!



Campus level committee

- Campus P&T committee **proposal**:
 - Asynchronous review of and voting on non-controversial cases
 - Live / synchronous sessions to discuss all-reads—**by zoom**
 - Definition of “all-read:”
 - P&T Guidelines: *where fewer than 75% of votes are positive*
 - Any chair “no” vote
 - Any dean “no” vote
 - Department or school separately or together: fewer than 75% positive
 - Any request by a campus member to have live discussion. ← see next slide
 - Any recommendation by campus reviewer to vote “no” ←see next slide

For your unit representatives:

Same amount of reading and writing of reports

Much reduced synchronous meeting time

No snacks



Campus level committee, more

How to ensure there is discussion when appropriate?

Will probably have a strict timeline:

- December: reviewers assigned their reviews; first group of 'all-reads' identified.
- Date 1: when reviewers must complete their reviews (two reviews per case): maybe, mid-January
- Date 2: when other committee members must complete their examination of all non-controversial cases and ask (if they want) for it to be all-read. Maybe: end-January
- Date 3: if no request for all-read, **vote**. Maybe: 1st week in February
- Dates 4-5-6: Synchronous meeting dates for all-reads. Maybe: end of January, beginning of February; at least 1 meeting past the vote deadline.



Changes to Guidelines

Summary: [Important Changes to 2020-2021 Guidelines](#)

- Teaching professor:
 - After this year, will require *six external letters: only 2 may be from IU or PU campuses other than IUPUI*
 - Until 2023, 'time in rank' will have special handling
 - Rank-of-reviewer requirements **to be determined**
- Chairs need not specially justify “online” publications
- Tenure extension explanation (for external referees and for chair letters):
 - “Dr./Professor X received a one-year [*or two, one-year extensions, as needed*] extension of the tenure probationary period, consistent with IU policy.”
- Use of student evaluations
 - Candidate’s **reflection on their use in improving teaching is required**
 - Comparative numerical usage is discouraged
 - Candidates *may* include numeric scores but cannot *solely provide* scores without reflection.



Reformatted guidelines document

- Organizes **criteria** by **rank** and **faculty type**
- Provides more guidance on e-dossier sections/documentation
- Separates administrative responsibilities from candidate responsibilities
- Candidate *advice* is at the end
- Sample external evaluator letters available for:
 - Tenure-track
 - Librarian
 - Clinical
 - Teaching professor
 - Balanced case



“Organizes criteria by rank and faculty type”

Please double-check your department and school criteria:

Do they discuss “excellence in teaching” specifically for
tenure-track
teaching professor
clinical

Is “excellence in research” the same for *research* faculty as for *tenure-track*?



Determining department/school committee membership

For those units which have an “all eligible faculty” membership vs. an elected membership

Members must be *able and willing to*:

- Review all dossiers
- Meet at the appointed time for discussion
- Abstain ONLY in cases of:
 - Conflict of interest
 - Voting at another level
 - (and emergency last-minute unanticipated absences)

Only those faculty who affirm all these should be made members of the committee and added to e-dossier



Why restrict committee 'membership'?

- To allow the established P&T guideline on 'all-read' cases to be meaningful:
 "less than 75% positive" means:
if 10 vote yes, nobody votes no, and 10 abstain, the positive level is only 50%
- To support confidentiality of the P&T process: full dossiers should be accessed only by those who are able and willing to fully participate
- To avoid selective participation: voting only in certain cases



More on committee membership:

What if people have to abstain because of voting at another level, or not being of the right rank?

- First, remember you **always have to have four actual votes** (yes or no, not counting abstain) for every case.
- Take a rough count of abstainers: do they number more than 25% of the whole? If so,
 - Add members OR
 - Delete the known-abstainers from the silos / voting committee for those candidates.

We are MAINLY trying to avoid situations where *half the large committee simply doesn't vote*.



More:

Question: what if on a committee of 6, 2 do not vote. Is that < 75% positive?

Answer: technically, yes. However, last year what I did was combine votes at the dept and school level to see if we could achieve > 75% positive votes.

Also, think about why people are not voting. Are they serving on the school committee and voting there? Then consider having them not participate at the department level.

Do they have conflicts of interest with the candidate? Again, consider removing them from the committee, for that particular candidate.



Part III: Third Year Reviews

1. [See document](#) in FA Box



Progress towards tenure

Do not combine **progress** (towards tenure) with **achievement** (in a specific year.).

Do not combine the **annual review** with the **third year review**.

Excellent
=
Raise!

Well
maybe
someday

Excellent
=
You should be
tenured already

Question: how to phrase/frame 'excellence'

When you compare annual review to three-year review?

Someone may do truly excellent work in, say, internal service, but that will not count as 'excellence' for tenure.

- Label the reviews very distinctly; do not combine the annual review with the three-year review.
- Consider using a **different set of adjectives**. For annual reviews, for example, 'high' 'acceptable' and 'low' vs. "excellent" "satisfactory" and "unsatisfactory."
- In the Annual Review: wording should consistently refer to *this year/ this calendar year* and focus on *activities* and *accomplishments*.
- In the Three Year Review: wording should consistently refer to *trajectory* and *development* and can talk about *plans* and *progress*.



Clarity? Trajectory?

For these areas:

- Their specialty / focus
- Their independence from co-authors and mentors
- Their original contribution to scholarship

Are these sufficiently clear?

Is the trajectory promising?

Does it need to be improved in *quantity or quality*?

Pace: if it continues, they will be okay
or, needs to be stepped up



Accomplishments in rank

Ensure that all levels understand and agree on what will be counted formally as done “in rank.”

ALL work contributes to one’s ‘emerging national reputation.’ However, work done at IUPUI and/or during the specific probationary period, is most important in establishing productivity, quality, and trajectory.

Examples:

- When years of credit towards tenure are given, those years count as ‘in rank.’
- Time spent in a visiting position generally does NOT count as ‘in rank.’
- In some fields, work derived from a dissertation is not valued as independent work.
- For librarians, all work done prior to tenure is counted as ‘in rank.’



More about accomplishments in rank

About half of all faculty at IUPUI come to us with some form of prior experience YET almost nobody has any formal grant of years' credit towards tenure.

Different disciplines will have different opinions on work done in industry, as a graduate student, as a post-doc, or at a non-research university.

The third year review is where all levels should come to a common and defensible understanding. *Campus is not dictating exactly what that understanding should be*, as long as you are reasonably consistent and clear in implementing it.

Generally:

- **all** work done **anywhere** contributes to an “emerging national reputation”
- work done **recently** and **at IUPUI** leads reviewers to have confidence in the *future* which is a key element of *tenure*.



Teaching (when it's not the area of excellence)

All teaching faculty are expected to:

- *Have peer reviews*
- *Reflect on student input*
- *Continually work to improve teaching*

Be specific:

- Someone is doing satisfactory and is expected to do satisfactory *if they continue as they have been doing.*
- Someone is not yet satisfactory, *needs to improve* (but you see signs of progress)
- Someone is not yet satisfactory, there is little evidence of effort, and they are in danger of not achieving satisfactory

Also note when faculty **do more than others.**

Some faculty do more advising, student coaching, peer coaching and curriculum development than others. Having the chair describe this puts their whole faculty case into context.



Formatting and presentation

Ideally: *require the correct P&T CV and candidate statement **before submission** to the department committee.*

Committees should emphasize in their feedback:

- Where the candidate is unclear about their focus/topic
- Where the candidate does not make their own unique contribution apparent

Chairs and mentors should emphasize:

- Statements which will need documentation in the full dossier (e.g. co-authors, co-PIs).
- How to describe non-areas of excellence (what is sufficient for satisfactory?)

Part III: Upcoming issues

1. Procedural
2. Substantive



Issues for fall

Procedural issues:

- Defining “rank” requirements for NTT cases
 - *Will reviewers of Teaching Professor cases be required to have ‘full’ rank (clinical full, tenured full, teaching professor)*
- Dossier and CV format: simplification?



Issues for fall

Intense, diversity-focused attention to:

- Community engaged scholarship: defining, supporting
- Balanced or 'integrative' case: re-defining
- Accounting for service loads
- Use of student evaluations

IFC and OAA will constitute special very focused task forces to make real and important changes here.

Past two years: the Ad Hoc Committee to Review P&T worked on many issues. This coming year, that committee will only work on the procedural issues; more-specific groups will be formed for these intense issues.



Questions from the registration form

Q: Key words in annual or third year reviews

A: [FA Box-PT-Feedback For Administrators from 2020 Third Year Reviews](#)

Q: All things Teaching Professor

A: [FA-Box-PT-Chair Guidance for Teaching Professor](#). (also, new guidelines)

Q: What does “peer” institution mean?

A: [FA-Box-PT-Peer Institutions for External Evaluators](#)

Q: How to track faculty who have COVID-extensions

A: I can supply schools with lists by **original** and **extended** dates



More Q-A:

Q: When will a third-year review happen for those who receive a COVID extension?

A: Whenever the candidate and the department think is best. They can hold it at the regular time, or, wait a year. EACH year Rachel will tell departments who can have one, with or without extensions.

Early three-year reviews are also possible for anyone who is exceptionally ready to proceed to the full review.

Q: Is there any reason NOT to request a COVID extension?

A: It is very flexible: even if you get the extension, you can still go forward at the original time. People who are in the 2021-2022 cycle may not want to bother, if they feel their trajectory will be complete.

December 31st: Deadline for streamlined COVID extension

Extensions can be requested after that for the usual set of reasons: family, personal medical, or interruptions to research conditions.



Part IV: Programming for 2020-2021



Programming

IUSM faculty are encouraged to make use of FAPDD (IUSM) workshops and assistance first.

All-campus sessions will be Zoom-only

There will be more and more-targeted sessions:

- excellence in research/teaching/service by tenure/lecturer/clinical
- community-engaged, balanced
- promotion to full tenure-track
- conversations for women and for other groups
- continue select evening sessions (research, dossier)

Greater coordination with CTL (teaching documentation), OVCR (research support) and University Library (researchmetrics.iupui.edu)

Diversity training to be made available

I can visit with your faculty/school/department! Meet with junior faculty, with chairs or mentors, with this or that department....



Development for P&T Reviewers

Chairs, P&T committee chairs, deans, and associate deans:

Spend some time thinking about and considering how to address:

- Small group dynamics
- Bias in student evaluations
- Implicit bias
- Explicit bias favoring measures that entrench cumulative privilege



*From: Inside
Higher Ed*

Study after **study** shows that student evaluations of teaching contain bias against women and people of color. Yet it is common practice at many colleges and universities to use such biased instruments as an important element in major personnel decisions, including those involving hiring, reappointments, promotions, salaries and tenure.

Part V: Council of Associate Deans for Faculty Affairs



CADFA

Box of chocolate or other treat delivered to your home or office if you can come up with a better name*.

Deadline for entries: August 30

What: Monthly meetings. <not during UAC, GAC, or CAD meetings>
Email list

Who: For **each** school, at least one individual

If there is no “associate dean for faculty affairs” then:

- The dean
- A chair selected by the dean (who will communicate to the dean and to other chairs)
- All chairs in the school

*Npt sure that “KOAT-PT”
[Knowers of All Things] counts,
William....



Thank you!

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Some on-campus
time this fall and
spring

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IUPUI

FULFILLING *the* PROMISE