Model P&T Document

## Model [Minimal] P&T Document

Preamble:

Statement of Values for the School

In Our School, faculty affirm the importance of teaching, research and service. We owe students effective teaching that allows them to attain their goals. We advance knowledge through our research, particularly in Our Disciplines. Service is our way of making our school, university and campus stronger, connecting to our professional communities, and making an impact on our communities.

Connection to the School constitution

These Promotion and Tenure Standards and Processes are adopted by the School Faculty Council, under provisions of Section A.1 [which described methods of amending them.]

Reference to campus standards

Our School guidelines are consistent with IUPUI Campus standards; see this page for the current version.

Effective date

These standards apply to all promotion cases initiated after *IIIII.* Tenure cases follow the process in this document and the criteria in the standards at the time of hire.

Procedures:

Membership of the school committee; terms of service

Members of Our School P&T Committee are elected for 2 year terms. Each spring, the Faculty Council will elect half of the members who will commence their terms in the fall.

There are six tenure-track members of the School P&T Committee. None may be chairs or associate chairs. At least four must be of full rank; two may be of associate rank. No more than 1 may be from any given department. Lecturers across the school shall elect one senior lecturer/teaching professor to participate in lecturer cases (a two year term); clinical faculty shall elect one full or associate rank faculty member to serve for associate (or full) clinical cases; research faculty shall elect ….

Members of the P&T Committee shall elect a chair and an assistant chair from among the full rank members. The chair shall serve for a two year term.

One member of the School P&T Committee shall serve as the School’s representative at the Campus P&T Committee.

Timelines and duties—Third year review, promotion and tenure cases, and hiring with tenure

Please see separate timeline for submission of materials and meetings dates, for candidate, chair, department committee, school committee, and dean.

The Associate Dean for Faculty manages notifications, review materials, and scheduling. For third year reviews, Box will be used for candidate materials, and review materials will be in a separate Box folder.

Physical attendance at meetings [zoom required for 2020-2021] is mandatory for all School Committee members. In case of a planned absence (e.g. sabbatical), the School Council shall elect a temporary or permanent replacement. In the case of an emergency absence, the Chair of the P&T Committee and the School Executive Committee shall appoint a temporary replacement.

For applicants who are being hired with tenure, a special ad hoc committee consisting of at least four members, with at least 1 member each from the department and the school committees, shall provide an assessment to the dean detailing how the candidate meets school standards. This process shall also be followed if a candidate is hired at the associate or full rank but has not held that rank previously.

Standards:

Statement about school-wide standards

Our School includes many forms of scholarship in different disciplines and in traditional and emerging fields. The School has a common commitment to enriching the scholarly conversation our areas of endeavor, with scholarly products that have been peer-reviewed and have had demonstrable impact. Similarly, Our School takes seriously the educational mission of the university, and all faculty except in the research ranks are expected to contribute meaningfully to the education of students. Service that enables Our School to achieve its goals is an expectation for all full time faculty, and for some, may be an area where the application of professional skills warrants recognition as an excellent contribution to profession or discipline.

It is primarily the responsibility of the department to assess the candidate’s disciplinary work and to describe it for other reviewers in ways that makes clear what is appropriate and exemplary in light of the particular discipline involved.

Workload expectations vary among types of faculty appointments and also among individuals within those types. It is the responsibility of the chair and the candidate to clearly describe the candidate’s responsibilities, expectations, and working conditions. Candidates should organize their evidence around their specific areas of responsibility.

All candidates who have teaching responsibilities[[1]](#footnote-1) and seek to establish “satisfactory” performance in teaching must meet departmental / program-specific expectations and these school expectations:

* Carrying a teaching load appropriate for their type and other responsibilities
* For each class taught, participating in campus expectations for syllabus construction, use of technology, student interaction, and all other policies that apply to all instructors.
* Substantive engagement in department or program activities that support teaching, such as course alignment, assessment activities, and development of new or revised content.
* Appropriate and up to date course content.
* Prompt and responsive student interaction within courses and with advisees.

Non-tenure track faculty

Review for long-term appointment

EITHER:

In Our School, lecturers, clinical assistant professors, and professors of practice, are appointed initially to one year terms.

After 3 years, they may apply for a long-term appointment of 3 years.

Department and school Promotion and Tenure Committees, or a subset thereof, review candidates for long-term appointments and make recommendations to the Dean, who is the deciding officer.

Appointment to a 3 year appointment minimally requires:

* Consistently satisfactory teaching, as defined by the department. Measures used should include student voice, peer evaluation, and indicators of student learning.
* Meaningful participation in department and School service activities.

OR:

In Our School, lecturers and clinical assistant professors are appointed initially to a one year term, annually renewable. Re-appointment depends on satisfactory performance of duties. After the first two years, at least one year’s notice is given for non-reappointment.

When desired, lecturers and clinical assistant professors may apply for promotion to the next rank. If the candidates are promoted to Senior Lecturer or Clinical Associate Professor, they then receive three-year appointments.

[You can include multi-year appointments in your P&T guidelines, but do not include raises, even if those are usual]

Review for promotion: Lecturers to Senior Lecturers: *must focus on excellence in teaching, with distinct evidence of learning outcomes; include standards for satisfactory service*

**Criteria**: In Our School, promotion to senior lecturer recognizes excellence in teaching as a combination of: superior student teaching and leadership in school or department teaching activities. Departments may develop specific guidelines that reflect the character of teaching within the department and its programs.

* Superior student teaching may include: consistently satisfactory student input into their experiences (student evaluations or other forms of evidence); evidence of effective attainment of course or program learning outcomes; incorporation of high impact practices; the achievements of students who have been mentored; achievement of FACET membership is accepted as an overall affirmation of teaching excellence.
* Leadership in school or department teaching activities may include: development of new courses; coordination of multi-instructor courses; mentoring or guidance of adjuncts; development of certificates, minors, or majors; participation or leadership in assessment activities including for programmatic accreditation or PRAC.

Satisfactory service includes at a minimum, engaged attendance at department and program faculty meetings; and, actual attendance and participation in assigned service work. Unexplained failure to attend or do work for assigned service constitutes unsatisfactory performance. *Note that tenure track faculty are usually expected to have some disciplinary service, and a lighter campus service load.*

**Process**: The process follows campus guidelines for edossier construction and school deadlines for submission. Lecturers seeking promotion must inform their chairs **no later than the end of the prior academic year** (ideally, by January of the submission year).

External reviews can come from IUPUI or IU system faculty, outside of the department (ideally, the majority from outside the school).

Review for promotion: Senior Lecturer to Teaching Professor

Promotion to Teaching Professor in our School requires excellence in instruction, sustained over a period of time, as well as dissemination to external audiences. This dissemination may include: publications in appropriate journals or books; development of teaching materials reviewed or adopted outside of the IUPUI department; posting of syllabi or course materials to peer-reviewed and accessible sites such as Quality Matters; presentations at peer-reviewed conferences.

Review for promotion: Clinical Assistant to Clinical Associate Professor; Clinical Associate to Full

**Criteria**: In Our School, clinical faculty may present cases for promotion based on excellence in *teaching* OR in *service.*

*Comment: Some schools have criteria for clinical faculty that reflect expectations of them as similar to tenure-track faculty except removing the requirement for research. Be sure to align expectations to load. Lecturer expectations above reflect the practice of a 4-4 teaching load.*

Criteria for excellence in teaching or service are the same as for tenure-track faculty seeking tenure based on excellence in teaching or service; clinical faculty do not present evidence for excellence in research. All disseminated work (publications, presentations and other) should be tied to their roles as teachers or as providing service.

OR:

For excellence in teaching, see criteria for promotion to Senior Lecturer.

OR [an example]:

For promotion to clinical associate faculty, the criteria for excellence in teaching listed for promotion to Senior Lecturer applies, and in addition:

* Dissemination in national-level peer-reviewed venues is required (national conferences or journals).

Clinical faculty seeking promotion on teaching must have satisfactory service. For satisfactory service *(use language from Lecturer standards. Wording for tenure track is likely to vary)*

For excellence in service

Service is the application of professional skills to community needs (definition from campus P&T standards). Defining service is specific to the program or discipline.

In Our School, each clinical faculty member has an explicit understanding of the definition of service in his or her role within the School and program, either on an individual basis or within departmental guidelines for all clinical faculty in that department.

To be considered for promotion from assistant to associate on the basis of excellence in service, clinical faculty must address their own particular definition of and responsibilities for service. Achievement on an annual and a cumulative basis must be clearly more than satisfactory, and must impact more than the recipients of particular services, with a level of beyond-local dissemination.

For promotion to full clinical professor, achievement should be beyond that achieved for associate level, should be sustained, and should have national-level dissemination.

Clinical faculty seeking promotion on service must have satisfactory teaching as defined above. *Have one section on satisfactory teaching that applies to clinical and TT. (Lecturers will have to achieve ‘excellence’ so ‘satisfactory’ is not applicable to them)*

**Process**: The process follows campus guidelines for edossier construction and school deadlines for submission. Clinical faculty seeking promotion must inform their chairs **no later than the fall of the prior academic year** (ideally, by September 1st of the year prior to submission. *Since at least 4 external must come from outside IU, PU, this allows time to solicit reviewers*).

Two external reviews can come from Purdue or IU system faculty, outside of IUPUI.

IUPUI does not have time requirements for promotion in clinical ranks. Typically Our School expects clinical assistant professors to apply for promotion within 5 to 8 years after beginning academic responsibilities. Promotion to full generally occurs at least five years after promotion to associate; work must reflect sustained effort and excellence after promotion to associate.

Review for promotion: Research Scientists/Scholars

[omitted in this Model P-T, due to the small incidence. Decide if the standards are exactly those for TT faculty in the area of research]

Tenure-track faculty

Criteria: Each department has standards for excellence and satisfactory performance that are specifically designed for the disciplines and academic activities proper to that department. The following are school-wide considerations.

Teaching

Satisfactory: All tenure track faculty at Our School must consistently provide satisfactory teaching. This includes:

* Carrying a teaching load appropriate for their type and other responsibilities
* For each class taught, participating in campus expectations for syllabus construction, use of technology, student interaction, and all other policies that apply to all instructors.
* Substantive engagement in department or program activities that support teaching, such as course alignment, assessment activities, and development of new or revised content.
* Course content is expected to be appropriate and up to date.
* Student interaction within courses and with advisees is expected to be prompt and responsive.

Especially for faculty teaching at the upper undergraduate levels and for graduate or professional programs, this may also include:

* Carrying a capstone, project, thesis, or dissertation load appropriate to junior (or senior, for those applying for promotion to full) faculty.
* Being responsive and responsible mentors to students (and, for promotion to full, junior faculty).

For excellence in teaching:

A faculty member seeking tenure plus promotion to associate on the basis of teaching must, in addition to satisfactory:

* Show evidence of exemplary performance in the classroom / with students as appropriate
* Respond to departmental expectations for excellence on a disciplinary basis
* Have an established record of activities in and dissemination of the scholarship of teaching and learning /discipline-based pedagogy
* Present evidence of an emerging national reputation

For balanced-binned case[[2]](#footnote-2):

A faculty member presenting a balanced-binned case should provide solid evidence: documenting:

* Highly-satisfactory work in teaching, including peer-reviewed dissemination.

For balanced-Integrative DEI case:

A faculty member presenting an Integrative DEI case should provide solid evidence of:

* Scholarly impact
* Community [local] impact

In forms that are appropriate to their discipline/department/school/mission.

Faculty member’s cases will also demonstrate (at least) satisfactory levels of work in teaching, service, and research (as articulated elsewhere). Taken all together, their work will contribute to DEI and constitute an excellent value for the University.

Research:

All tenure-track faculty in Our School are expected to contribute to scholarship in their disciplinary areas. Forms of evidence must be peer-reviewed and include evidence of stature and impact. Forms of dissemination will be appropriate to the type of work being done. While some forms of dissemination may be aimed at a popular audience, there must be a demonstrated impact on scholars in academia.

Satisfactory: Departments will specify as appropriate for their programs and disciplines, elements such as:

* Grant support
* Publication types and expected quantities of products
* Engagement in research with graduate or undergraduate students

Excellence: For excellence in research, tenure track faculty are expected to have an emerging (for associate) or an established (for full) national reputation for their area of endeavor. Departmental committees and chairs should clearly describe why the candidate’s specific publications and venues are appropriate indicators of quality and impact.

All tenure track faculty members asserting excellence in research need to explain and substantiate their *independent* contributions to scholarship.

For a binned-balanced case:

A faculty member presenting a balanced case should provide solid evidence of research that is beyond satisfactory, as well as a description of how research fits into the integral whole of the candidate’s case.

National reputation need not be based on specific research-labelled activities

Service:

All tenure-track faculty in Our School are expected to participate in IUPUI and disciplinary service activities. Service is indispensable to advancing the unit, university, and the discipline.

Satisfactory: For promotion to associate, the following are minimal expectations:

* Participation in program, department, and all-school faculty meetings
* A [level] of institutional committee work [*this will be relevant to size of the unit. For faculty success, try to match service to the faculty member’s areas of interest; make sure assignments are equalized across junior faculty]*
* Some disciplinary service such as reviewing articles or assisting with conferences or professional associations.
  + *Many junior faculty should prioritize disciplinary service over university service, as it will assist them to develop a reputation and make connections for their work.*

The following are minimal expectations for associate professors:

* Participation in program, department and all-school faculty meetings
* Some committee assignments, within the department and at the school or university level. *Generally, associate professors will have more numerous university service assignments than assistant professors.*
* Participation in formal or informal mentorship of junior faculty
* Some disciplinary /professional association work.

After promotion to full, expectations rise for a deeper and higher commitment and leadership is valued, even when service is not the area of excellence:

* Formal mentorship of junior faculty
* Leadership in program or department initiatives
* Representing the department or school at campus / university levels.

Excellence: Faculty presenting a case for promotion or tenure on the basis of excellence in service must document scholarship in the area of service, while maintaining a level of scholarship in research. Forms of scholarship, and appropriate venues for disseminating this work, will vary by discipline and also by type of endeavor. These aspects must be addressed in documentation and evaluation:

* Peer review of work
* Impact—this impact must be beyond direct recipients of particular services.
* Independence (what is the candidate’s personal and individual contribution to or role in an endeavor?)

Departments may adopt expectations for service that are appropriate and common for their program or discipline, or they may rely upon these school criteria and campus standards. *{this is because except for school of medicine, ‘service’ varies widely among individual faculty.}*

Candidates are expected to have an emerging (for associate and tenure) or established (for full) reputation in their area of service, documented by dissemination and impact information.

For a balanced-binned case: A faculty member presenting a balanced case should provide solid evidence documenting:

* All aspects of satisfactory performance as above
* Dissemination of service scholarship
* A description of how service work and accomplishments fit into the integral whole of the candidate’s case.
* National reputation need not be based on specifically-service activities.

**Process**: Tenure and promotion follows campus guidelines for edossier construction and school deadlines for submission.

Tenure-track faculty have a 3rd year review in the spring of their third

* Candidates may request a 4th year review. This does not extend the probationary timeline, but provides additional input.
* Candidates who change their areas of excellence after the 3rd year review must[[3]](#footnote-3) have a 4th (or 5th) year review.

Tenure-track faculty finalize their materials for the tenure review in spring of their fifth year[[4]](#footnote-4).

See XXXX document for timelines for:

* Providing names of potential reviewers (or people to be excluded) to your chair
* Providing materials supporting the case for excellence to external reviewers
* Completing the edossier for submission

Tenure-track faculty members who *either* have 2 or more years of credit towards tenure *or* have completed their third year review may apply early for tenure. Candidates may have only one full tenure review.

Associate-rank tenure track faculty seeking promotion to full must inform their chairs **no later than the fall of the prior academic year, indicating their area of excellence,** to allow time to identify and contact external reviewers.

1. This will mean tenure-track, clinical, professor of practice, and adjunct faculty. Research scientists do not have teaching responsibilities; lecturers seek promotion on ‘excellence.’ [↑](#footnote-ref-1)
2. Not possible for Purdue cases or for IUSM. For Purdue Schools, make a note that balanced cases are not possible. [↑](#footnote-ref-2)
3. This is not a campus rule. I think it is a good idea. By the end of the ‘third year review’ one’s area of excellence should be stabilized. [↑](#footnote-ref-3)
4. Model designed for schools other than IUSM which has a 9 year probationary period; note however that even IUSM faculty are limited to *one* full review. [↑](#footnote-ref-4)