Promotion and Tenure @ IUSM
Teaching

Sharon Andreoli, MD
Professor, Department of Pediatrics

Megan Palmer, PhD
Assistant Dean, Faculty Affairs and Professional Development
By the end of this session, you

<table>
<thead>
<tr>
<th>will</th>
<th>will not</th>
</tr>
</thead>
<tbody>
<tr>
<td>be aware of the <strong>specific</strong> P&amp;T guidelines related to <strong>excellence in teaching</strong></td>
<td>necessarily be more aware of the overall/general P&amp;T guidelines</td>
</tr>
<tr>
<td>learn <strong>tips</strong> and strategies <strong>to document your teaching</strong></td>
<td>necessarily learn overall tips and strategies for dossier preparation</td>
</tr>
<tr>
<td><strong>discover resources</strong> available to help you as you prepare for P&amp;T</td>
<td>be exposed to examples related to excellence in research or service</td>
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</table>
ABOUT THE TRACKS
<table>
<thead>
<tr>
<th>Tenure</th>
</tr>
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<tbody>
<tr>
<td>Excellence in service, research or teaching</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Excellence in service or teaching</td>
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<table>
<thead>
<tr>
<th>Research</th>
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<tbody>
<tr>
<td>Excellence in research</td>
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Differences and Similarities Between Tracks

**Differences**
- Options for declared area of excellence
- Timeline
- Associated risks and opportunities

**Similarities**
- Scholarship in area of excellence
- Evidence of impact
CRITERIA FOR PROMOTION
Promotion Criteria – Excellence in Teaching
Assistant to Associate

• Curriculum development and assessment
• Educational administration
• Teaching or curriculum grants
• Teaching awards
• Peer reviewed scholarship of teaching
• Emerging national reputation
Satisfactory Research
Assistant to Associate

• Seeking publications
• Grants – do not need to be PI
• Participation in multicenter trials, collaborative research – do not need to be PI
• Research publications that are INDEPENDENT from scholarship of service or teaching
Satisfactory Service
Assistant to Associate

• Service to:
  – Patients
  – Profession
    • Leadership in societies/boards
    • Journal reviewer
  – Community
    • Volunteer work RELATED to your work at IUSM
  – Institution
    • Committee work
Promotion Criteria
Associate to Full Professor

• Continued activity, development in your area of expertise
• Outstanding scholarship
• Sustained and sustainable national and/or international reputation
# IUSM

Tenure by Area of Excellence

<table>
<thead>
<tr>
<th>Review Year</th>
<th>Teaching Submitted/Approved</th>
<th>Research Submitted/Approved</th>
<th>Service Submitted/Approved</th>
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<tr>
<td>2007-2008</td>
<td>1/1</td>
<td>13/12</td>
<td>15/15</td>
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<tr>
<td>2008-2009</td>
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<td>18/18</td>
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<td>2009-2010</td>
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<td>9/8</td>
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<tr>
<td>2010-2011</td>
<td>1/1</td>
<td>15/15</td>
<td>5/5</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1/1</td>
<td>15/15</td>
<td>7/7</td>
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DOSSIER PREPARATION
Dossier Components

Prepared by department

• Section 1: Checklist/Routing Form
• Section 2: Review Level Two (Unit/School)
• Section 3: Review Level One (Primary/Department)
• Section 4: External Assessments
• Section 5: Reference Letters

Prepared by candidate, no more than 50 pages excluding appendices

• Section 6: Candidate’s Statement
• Section 7: Teaching
• Section 8: Research and Creative Activity
• Section 9: Professional and University Service
• Section 10: Standardized IUPUI CV (new 2012-2013)
• Section 11: Appendices/Supporting documentation
General Tips for Dossier Preparation

- Start early
- Know department, school, and campus deadlines
- Document everything
- Become familiar with school and campus guidelines
- Meet with your department chair, primary committee chair, mentor
- Review sample dossiers
- Attend school and campus-wide P&T programs
- Review document outlining how IUSM reviews dossiers
Steps in Dossier Review

**Department Committee**
- Department chair

**IUSM Committee**
- Review by Non-dept member
- Dean

**IUPUI Committee**
- Review by Non-SoM member

**IUPUI Dean of Faculties**

**IUPUI Chancellor**

**IU Board of Trustees**
Candidate’s Statement (Section 6 of Dossier)

• Maximum of 5 pages
• Narrative of your accomplishments
• Unique to you
• Establishes context
• Bold, accurate
• Sections on each area (majority spent on area of excellence)
Candidate’s Statement (Section 6 of Dossier)

• What is the focus of my career?
• What problem, issue, or challenge am I addressing?
• How am I doing it (methods/strategies)?
• What outcomes show the impact of my work?
• What do I plan to accomplish in the future?
• What is the overall plan for my career?
Teaching as Area of Excellence (Section 7 of Dossier)

1. Statement of teaching (maximum of 2 single spaced pages)
2. Evidence of the quality of teaching and advising as evaluated by peers
3. Evidence of quality of teaching, advising, or mentoring as evaluated by students
4. Information on teaching load
5. Evidence that courses taught contribute to student learning outcomes
6. Using technology, problem-based learning or other new techniques and tools
   Interdisciplinary work
7. Evidence of the nature and quality of course and curriculum development
8. Evidence of undergraduate or graduate research mentoring
9. Number of student graduate committees
10. Evidence of scholarly dissemination
11. Teaching, advising or mentoring awards
12. Teaching or advising grants
13. Leadership roles in professional associations
14. Presenting papers at conferences related to teaching, advising or mentoring
Statement of Teaching

• A description of how you teach and rationale for why you teach in a particular way

• Five key components
  1. Conceptualization of learning
  2. Conceptualization of teaching
  3. Goals for students
  4. Implementation of the philosophy
  5. Professional growth plan

Teaching Statements Resources

- What is a Philosophy of Teaching Statement?: IU School of Medicine, Office of Faculty Affairs and Professional Development
- Teaching Strategies: Teaching Philosophies from the University of Michigan
- Sample Statements from Different Disciplines at The Ohio State University
Instruction

**Satisfactory**

Quantity (teaching load)

Quality (as determined by peers and learners)

**Excellence**

Sophisticated and enacted philosophy of teaching statement

Engagement with the education community

Extraordinarily successful teaching and learning outcomes

Innovative learner-centered pedagogies
Example of Teaching Load

Teaching Load:

Residents

Attending physician 1 week every month for 12 months per year for the IUSM OB/GYN Residency Program. Responsible for resident physician and medical student supervision in clinic, operating room, and Labor and Delivery, multiple days per week. Direct contact teaching in clinical setting when not the Attending physician of the week is approximately 3 days per week.

Teach OB/GYN Grand Rounds approximately 1 hour per year. Also teach a clinical session in the OB/GYN Surgical GYN Conference each year.

Medical Students

Course Director
IUSM Course 93G0730: Research in OB/GYN
Mentor and guide several 4th year students in a clinical research elective

Staff Attending
IUSM Course 93G0690: Obstetrics and Gynecology Clerkship. Supervise 3rd year and 4th year medical students on service at Wishard Hospital and University Hospital.

Fellowship

Lecture to Clinical Pharmacology Fellows and Department 1-2 times per year

David Hass, IU School of Medicine
http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample11.pdf
Example of Teaching Load

SECTION III

Teaching and Performance

Teaching Load Information

The teaching load for tenure-track faculty is five three-credit hour courses a year. My teaching assignment has been 2 courses in fall semesters and 3 courses in spring semesters. I have taught one or two additional courses every summer since 2004.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Students Enrolled</th>
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</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>TCEM 231, Tourism and Hospitality Marketing, Live Section</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>TCEM 231, Tourism and Hospitality Marketing, Web Section</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>TCEM 231, Tourism and Hospitality Marketing, Web Section</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>TCEM 231, Tourism and Hospitality Marketing, Live Section</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>TCEM 231, Tourism and Hospitality Marketing, Web Section</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>TCEM 272, The Tourism System, Live Section</td>
<td>3</td>
<td>13</td>
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</table>

Yao-Yi Fu, School of Physical Education and Tourism Management
http://faa.iupui.edu/newFaa/resources/SamplesPT/PTprof2assoc-sample6.pdf
Example of Peer Evaluation

Peer Evaluation of Teaching

My teaching has been evaluated annually by my department chair, Dr. Sotiris Hji-Avgoustis. Each time after he visited my class, he wrote down his comments about my teaching. Samples of his comments are in Appendix B. He commented that I was able to address specific needs of different groups of students in class. I was well prepared and had total control of the classes. My presentations were clear, and I regularly encouraged my students to share their thoughts and experiences. I also used numerous examples and personal examples that helped students to understand the concepts I presented. The quantity and quality of class discussions were good. My students were kept interested and alert. The evaluations also mention that I used a variety of materials, such as videos, web sites, pictures, and PowerPoint slides to enhance my presentations. The assignments I gave in class were very meaningful and stimulated students’ thinking and discussions.

My teaching was also evaluated annually by the Promotion and Tenure Committee members of my school, including Dr. Rafael Bahamonde, Dr. Linda Brothers, Dr. Allen Mikesky and Dr. Jeffery Vessely. Each year there is one announced and one unannounced observation from the committee. The evaluation form used by the committee can be found in the Appendix C.
Learner Evaluations

• Summarized assessments
• Demonstrate improvement over time
• Provide evidence of impact, innovation
• Include student comments about teaching performance
• Normed with peers in program, school/unit, campus or discipline for comparison
Example of Trend Table

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>served as a role model of the doctor-patient relationship</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>maintained a positive learning environment</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>considered diverse perspectives</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>offered learners suggestions for improvement</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>gave feedback frequently</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>encouraged learners to do outside reading</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>evaluated learners' knowledge of factual medical information</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>evaluated learners' ability to analyze or synthesize medical knowledge</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
</tr>
<tr>
<td>evaluated learners' ability to apply medical knowledge to specific patients</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
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</table>
### Example of Summary Table

#### Medical Student Faculty Evaluations 2005-2010

<table>
<thead>
<tr>
<th>Key</th>
<th>2005 Mean</th>
<th>2006 Mean</th>
<th>2007 Mean</th>
<th>2008 Mean</th>
<th>2009 Mean</th>
<th>2010 Mean</th>
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<tbody>
<tr>
<td>1.</td>
<td>4.80</td>
<td>4.82</td>
<td>4.76</td>
<td>4.80</td>
<td>4.82</td>
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<td>2.</td>
<td>4.90</td>
<td>4.95</td>
<td>4.93</td>
<td>4.97</td>
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<td>3.</td>
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<td>4.82</td>
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<td>4.32</td>
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<td>4.92</td>
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<td>6.</td>
<td>4.75</td>
<td>4.78</td>
<td>4.70</td>
<td>4.68</td>
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<tr>
<td>7.</td>
<td>4.75</td>
<td>4.78</td>
<td>4.70</td>
<td>4.68</td>
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<td>8.</td>
<td>4.75</td>
<td>4.78</td>
<td>4.70</td>
<td>4.68</td>
<td>4.70</td>
<td>4.68</td>
</tr>
</tbody>
</table>

#### Comments:

**2005**
- Dr. Haas was a patient physician and very approachable

**2006**
- Dr. Haas was extremely helpful in encouraging outside learning.
- Excellent professor. Interested in students. Actually teaches and rounds with students.
- Dr. Haas was great teacher and very good at explaining concepts
- Dr. Haas was the primary staff for my group throughout the rotation. He allowed the residents to play a central role in the training and would interrupt when he felt it was necessary.
- Very good teacher, very patient and willing to teach.
- Dr. Haas is an excellent teacher and a compassionate, competent physician. He provided appropriate amounts of both constructive criticism and praise and made this rotation a delightful experience.

David Hass, IU School of Medicine

[http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample11.pdf](http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample11.pdf)
The instructor clearly explains concepts. The instructor uses effective teaching methods that enhance my learning. The instructor uses technology effectively to advance my learning. I have learned a lot in this class. This class has increased my interest in this field of study. Overall, the instructor has been an effective teacher. Overall, this course has been effective in advancing my learning.

<table>
<thead>
<tr>
<th></th>
<th>Palmer</th>
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<th>IUPUI</th>
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<tr>
<td>The instructor clearly explains concepts.</td>
<td>4.3</td>
<td>4.2</td>
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<td>The instructor uses effective teaching methods that enhance my learning.</td>
<td>4.8</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>The instructor uses technology effectively to advance my learning.</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>I have learned a lot in this class.</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>This class has increased my interest in this field of study.</td>
<td>4</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>Overall, the instructor has been an effective teacher.</td>
<td>4.5</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Overall, this course has been effective in advancing my learning.</td>
<td>4.3</td>
<td>3.9</td>
<td>3.85</td>
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Example of Learning Outcomes

NBME Shelf Examination Scores
IUSM - Northwest Campus

Instructor - Talarico

- Anatomy
- Anatomy & Embryology

*Anatomy only Subject Exam was taken in Year 2009.

Mean NBME Score

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>560</td>
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<td>2006</td>
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<td>2009</td>
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<td>2010</td>
<td>530</td>
<td>540</td>
<td>550</td>
<td>560</td>
<td>570</td>
<td>580</td>
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IUSM-Northwest Class

Academic Year

Ernest Talarico Jr., IU School of Medicine
http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample19.pdf
Curricular Development

**Satisfactory**
- Course information
- Quality

**Excellence**
- Dissemination of products
- Creation of products
- Adoption of curricular products
- Quality of products
Example of Course Descriptions

**TCEM 231 Tourism and Hospitality Marketing**
This course discusses development, use, and evaluation of effective merchandising, advertising, and public relations techniques in the tourism and hospitality industries.

**TCEM 272 The Tourism System**
The course discusses management, trends, and issues of different business segments in the tourism industry. Topics such as tourism marketing, tourism planning, and tourism impacts are also introduced.

**TCEM 312 Human Resources Management for the Service Industry**
This course covers the concepts of management of people for effective operation of institutions involving supervisory development and communications, the pretesting, training, and evaluating of employees, and the development of attitudes and morale of people working together.

**TCEM 352 Promotional Communications**
This course provides information on the field of personal and public relations. It explores effective public relations methods and focuses on the relationship-oriented decisions a public relations professional must make based upon different circumstances that arise within an organization.
Mentoring & Advising

**Satisfactory**

- Quantity
- Quality

**Excellence**

- Extraordinary outcomes
- Quality
Example of Mentoring/Advising

4) Student Service:
   a) Graduate Student Advisory/Research/Dissertation Committees:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Student’s Name</th>
<th>Department</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>2003-2007</td>
<td>Guiandre Joseph</td>
<td>M.D./Ph.D. in Microbiology &amp; Immunology, defended thesis June 2007</td>
<td>Member</td>
</tr>
<tr>
<td>2004-present</td>
<td>Erin Goldblatt</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Chair</td>
</tr>
<tr>
<td>2005-2006;</td>
<td>Anuradha Ramamoorthy</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Advisory Chair; Member</td>
</tr>
<tr>
<td>2008-present</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2005-present</td>
<td>Holly Martin</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Member</td>
</tr>
<tr>
<td>2005-present</td>
<td>Tabitha Hardy</td>
<td>Ph.D. in Microbiology &amp; Immunology</td>
<td>Member</td>
</tr>
<tr>
<td>2005-present</td>
<td>Catherine Steding</td>
<td>Ph.D. in Microbiology &amp; Immunology</td>
<td>Member</td>
</tr>
<tr>
<td>2008-present</td>
<td>Bill Ranahan</td>
<td>Ph.D. in Biochemistry and Molecular Biology</td>
<td>Member</td>
</tr>
<tr>
<td>2007-present</td>
<td>Carla Mangum</td>
<td>M.S. Jackson State University (NIH R25 Bridges to Doctorate Program with IUSM)</td>
<td>Member</td>
</tr>
</tbody>
</table>

   b) Predoctoral Students Supervised (research):

   - 2005-present  Erin Goldblatt, Medical and Molecular Genetics (Ph.D.)
   - 2007-present  Carla Mangum, IUSM/Jackson State Bridges to Doctorate Program (M.S.)
   - 2008         Christina B. Smith, G594 course mentor, IU Medical Sciences Program (M.S.)
Scholarships & Awards

**Satisfactory**
- Local dissemination

**Excellence**
- Quality
- Dissemination
- Leadership
Scholarship

- Peer reviewed journal articles
- Textbooks and book chapters
- Presentations
- Development of best practices
- CD ROMs, Audio/Visual materials
- Curricular materials published on educational databases
Example of Publications Listing

Department Evaluation of the Stature of Journals/Presses Where Candidate’s Articles Appear

All articles in these journals/presses undergo rigorous peer-review based on initial editor screening and anonymous refereeing by at least two independent referees.

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>Impact Factor</th>
<th>Accept Rate</th>
<th>Times Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>AIDS Care</em>. Taylor &amp; Francis Publishing. An interdisciplinary journal publishing articles on the psychological and socio-medical aspects of AIDS/HIV. The Journal ranks #17 of 70 Public Health journals.</td>
<td>1.83</td>
<td>54%</td>
<td>N/A</td>
</tr>
<tr>
<td><em>American Journal of Public Health</em>. First published in 1911, it is the official journal of the American Public Health Association. Articles address original work in the public health field. It ranks #2 of 70 Public Health journals.</td>
<td>3.61</td>
<td>20%</td>
<td>14</td>
</tr>
<tr>
<td><em>Journal of Acquired Immune Deficiency Syndrome</em>. Lippincott Williams &amp; Wilkins Publisher. An interdisciplinary journal that provides a synthesis of information on HIV and AIDS from all relevant clinical and basic sciences.</td>
<td>4.41</td>
<td>43%</td>
<td>0</td>
</tr>
<tr>
<td><em>Sociology of Health and Illness</em>. Blackwell Publishing. This is an international journal that publishes sociological articles on all aspects of health, illness, and health care. It ranks #6 of 96 titles in Sociology.</td>
<td>1.75</td>
<td>14-25%</td>
<td>22</td>
</tr>
</tbody>
</table>
Example of Summary of Scholarly Activity

Table 2. Research-related full-length publications since appointment.

<table>
<thead>
<tr>
<th>Publication type</th>
<th>Published</th>
<th>In press</th>
<th>Submitted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed research</td>
<td>25</td>
<td>1</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Peer-reviewed review</td>
<td>4</td>
<td>2</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Invited review</td>
<td>8</td>
<td>1</td>
<td>—</td>
<td>9</td>
</tr>
<tr>
<td>Invited editorial</td>
<td>2</td>
<td>2</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Case report</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Letter</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Book chapter</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>7</strong></td>
<td><strong>5</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>
Professional Development

Satisfactory

Quantity

Excellence

Dissemination

Record of experimentation & reflection

Quality of contributions (peer review)
10. Poorly organized or incomplete CV
9. Personal statement poorly written
8. Dossier does not reflect candidate’s declared area of excellence
7. Inadequate scholarship
6. Candidate achieves excellence in declared area but falls short elsewhere
5. Candidate has fragmented focus
4. Lack of awareness of department expectations for promotion
3. Misunderstanding of the timeline
2. Lack of mentoring
1. Misalignment between candidate interests/skills and track
Resources for Teaching Excellence

• **Peer Review**
• **Academy of Teaching Scholars**
• Coursework
• Discipline meetings and trainings

• **IUSM Standards of Excellence**
• **IUPUI Grid on Teaching Excellence** (p. 36 & 37)
Q & A
ADDITIONAL RESOURCES
Traditional Tenure Track Timeline

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

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**

Year 1
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
</table>

July: Appointment

Appointment

July:
**3 Year/6 Year Review**

**Fall:** Notified review dossier must be prepared

**Winter:** Dossier due to Office of Academic Administration (OAA)

**Spring:** IUSM committee evaluates progress, provides feedback to faculty member & department chair

---

**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)

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**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

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**Promotion Effective**

**July**

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**Tenure Effective**

**July**

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**Available for all tenure track appointees**

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**Available for those hired after July 2011**

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Non-Tenure Clinical Track Timeline

Long Term Contract
Required in the 5th Year

Year 6
Summer: Dossier submitted to Office of Academic Administration (OAA)
Fall: Review by Executive Associate Dean (EAD) for Faculty Affairs and Professional Development; Review by Dean and all other EADs

Year 5
Spring: Prepare personal statement and CV; Letters sought from clinical service chief and/or division director
June: Department Chair Review

Year 7
July: Contract effective

Promotion
Can be sought in any year

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

Submission Year
Winter: Prepare CV and dossier
Spring: Letters of evaluation sought
June: Primary committee review; Department Chair review; Regional Center director review (if applicable)

Promotion Effective
July
Scientist/Research Professor Non-tenure Track

• Assistant rank: Normally on one-year, renewable appointment subject to annual review by chair/director and assurance of funding

• Associate and senior ranks: May be appointed for up to 3 years depending on nature of research missions to which they are assigned, responsibilities, and funding prospects
Information on stopping the tenure clock

- IUSM Family Leave Policy
- IUPUI Supplement to the Academic Handbook
- Consultation with your Chair, OFAPD, IUSM Academic Administration, and/or IUPUI Academic Affairs