



BMES
BIOMEDICAL ENGINEERING SOCIETY™

Tenure Promotion Process

September 15, 2015
3:00 PM ET

Moderator

- ▶ **Kyle Allen, PhD**



Assistant Professor
J. Crayton Pruitt Family Department of
Biomedical Engineering
University of Florida

Announcements

- ▶ The archived recording, presentation slides and resources will be available a few days after the webinar at:
<http://bmes.org/elearning>
- ▶ You may submit questions throughout the webinar by using the online chat function. Your questions will be addressed after the featured speaker presentation.
- ▶ Please take a few minutes to complete the brief survey following the webinar to provide us with your feedback.



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Speaker

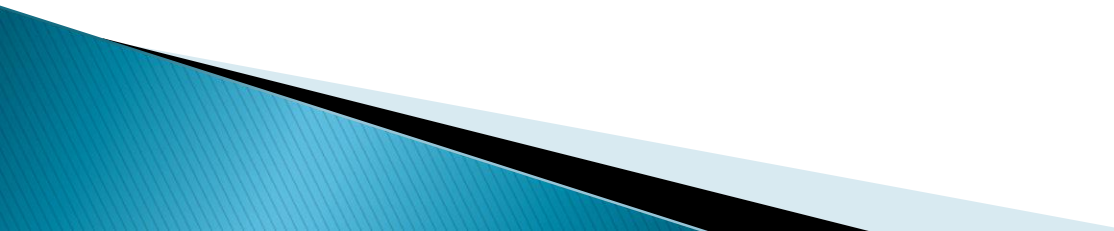
- ▶ **Martine LaBerge, PhD**



Professor and Chair of Bioengineering
Clemson University

BMES Membership Committee Chair

Outline

- I. Tenure – historical perspective, definition, timeline
 - II. Tenure process at a public higher education institution – Clemson University
 - III. Expectations (scholarly work, teaching, research, service from BME perspective); To do list
 - IV. Independence and responsibilities
 - V. Take Home Message
- 

AAUP

- ▶ 1913: Arthur Lovejoy (philosophy, Hopkins) + 600 professors at 9 universities
- ▶ Founding statement
 - Tenure principles
 - Investigation and adjudication
- ▶ 1915 General Declaration
 - rationale for tenure as a substitute for wealth
- ▶ 1940 Statement of Principles on Academic Freedom and Tenure

<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

AAUP's 1940 Statement of Principles on Academic Freedom and Tenure

“Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.”

“Tenure is a means to certain ends:

- 1) Freedom of teaching and research and of extramural activities.
- 2) A sufficient degree of economic security to make the profession attractive to men and women of ability.”

Tenure – Modern Concept

- ▶ Faculty tenure serves two primary purposes
 - the protection of academic freedom and the provision of economic security. The 1940 AAUP Statement provides: "Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society."

Tenure as a contract

- ▶ Appointment for an *indefinite term*
- ▶ Termination only for *reasons* and in accordance with specified *procedures*

<http://chronicle.com/blognetwork/tenuredradical/2011/02/following-our-discovery-that-brown/>



"Today, class, I'm proud to announce my tenure."

- NOT guarantee of lifetime employment
- Contractually enforceable institutional promises cannot be modified unilaterally by institution
- If breached, possible pecuniary damage claims

<http://www.aaup.org/issues/tenure/tenure-perspectives-and-challenges-2002>

Career Progression

PhD Candidate

Graduate with publications as first author (peer-reviewed);
Secure fellowship (NSF GRF; NIH F31; AHA; etc)

Post-Doc Fellow

Secure Post-Doctoral Fellowship (Burroughs; NIH K99, DoD, etc.);
Get post-doc position with mentoring in field of interest (career milestone)

Faculty Member

Secure a tenure-track position - Work toward independence for tenure and promotion

Assist Prof
(non-tenured)

Assoc Prof
(tenured)

Full Prof
(tenured)

Post-Tenure Review

7 years

5-7 years

7 years

(Extended tenure clock - special cases)

Post-Tenure Review

THE TENURE-TRACK TIMELINE

EAGER
BEAVER
NEW PROF



THE FORLORN FIRST-YEAR
LOOK "OMG...THIS JOB IS
NOTHING LIKE I THOUGHT
IT WOULD BE...WHAT HAVE
I DONE?!"



"THE FRESHPROF IS"
GAIN A POUND PER
SUBMITTED PROPOSAL

HEAR YOUR STUDENTS PRESENT
AT A CONFERENCE, REALIZE THEY
SOUND LIKE REAL SCIENTISTS,
BEAM
WITH
PRIDE

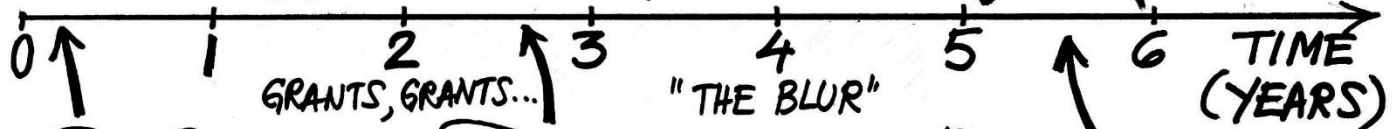


CONGRATS!!
YOU GOT TENURE!
ONLY IT'S VERY ANTICLIMACTIC
NO WORRIES, YOU'LL BE
HUMAN AGAIN.
SOME DAY.

TURN IN DOSTIER



TENURE!
TENURE!
TENURE!



MIDWAY THROUGH
FIRST SEMESTER, REALIZE
TEACHING TAKES UP ALL
YOUR TIME, PANIC



YESS! YOU LAND
YOUR FIRST BIG
GRANT!



XYKADEMIQZ 2014



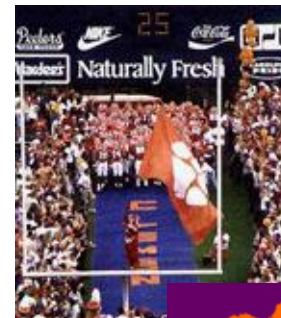
BITE OFF HEAD OF
ANYONE WHO SAYS TO
RELAX... OR ASKS YOU ABOUT
TENURE... OR ANYTHING
ELSE

Clemson University

- ▶ Since 1889
- ▶ Land-Grant University of SC
- ▶ >21,000 students (undergraduates and graduates)
- ▶ 5 Colleges
 - College of Engineering & Science (~8,000 students)
 - Department of Bioengineering
 - BS, MS, PhD in Bioengineering
 - MEng in Biomedical Engineering
 - MD/PhD, DMD/PhD

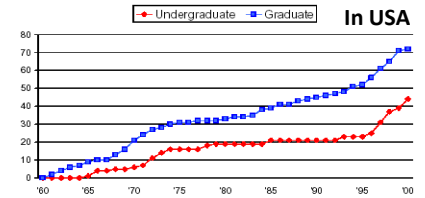


Maps are not to scale.



Clemson Bioengineering

Cumulative number of BME programs In USA



Clemson Biomaterials Symposia 1960's

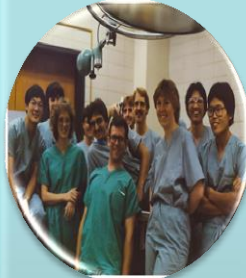
Pioneering the field of medical devices

(Charnley, DeBakey, Hall, Hulbert, Black, Lemons, et al.)



First PhD in Bioengineering Degree Awarded

1963



First MS in Bioengineering Degree Awarded

1968



CU-MUSC Bioengineering Program

2003



BS in Bioengineering 2006

First Degree Awarded in 2009



Inauguration of Clemson University Biomedical Engineering Innovation Campus

2011



M.Eng. In Biomedical Engineering

2014



Public Higher Education Institution

- ▶ The mission of a public higher Education Institution comprises three components:
 - **teaching, research, and public service.**
- ▶ A primary role of the faculty is to seek and communicate knowledge.
- ▶ Faculty are given a workload and develop annual goals to meet the mission of the department and institution.
- ▶ The work of faculty members is evaluated on the basis of dedication to and effectiveness in scholarship, that is, the discovery, synthesis, dissemination and application of knowledge.
- ▶ Criteria for tenure and promotion (institution, college/school, department)
 - **Weight of each criteria**
 - **Supporting evidence**

Level 1 – Teaching and Scholarship

Effective teaching that demonstrates ability and commitment

- ▶ Development: courses, curricula, pedagogical methods, materials.
- ▶ Evaluations: course evaluations, exit interviews, peer evaluations, classroom visits, alumni evaluations.
- ▶ Honors and awards based on teaching.
- ▶ Student mentoring.

Scholarship (refereed/peer-reviewed scholarly work is weighed much more heavily)

- ▶ Publications in journals.
- ▶ Publications in conference proceedings.
- ▶ Books and book chapters.
- ▶ Patents awarded.
- ▶ Presentations at national and international conferences.
- ▶ Honors and awards based on scholarly achievement.
- ▶ Impact of scholarship (literature citations, keynote addresses, etc.)

Level II – Funding and Research

Research funding

- ▶ **Funding from competitive peer-reviewed federal**, corporate or state sources.
- ▶ Student support generated.

Research direction:

- ▶ Master's thesis, PhD dissertation as major advisor.
- ▶ PhD graduates, papers authored solely by those students.
- ▶ Master's graduates, papers authored solely by those students.
- ▶ Undergraduate research students advised.
- ▶ Postdoctoral research students and visiting scholars advised.

Interdisciplinary Collaboration

- ▶ Joint research contracts and grants
- ▶ Joint research and grant proposals
- ▶ Jointly taught courses
- ▶ Co-authored scientific and technical papers

Level III – Service

Professional service activities and accomplishments (weighed more heavily after tenure has been awarded).

- ▶ Elected and appointed leadership positions (officer, **committees**, boards, etc.) (implies membership in professional societies)
- ▶ Service as editor or on editorial boards of professional journals or monographs.
- ▶ Organization of meetings (sessions, programs, proceedings editor).
- ▶ Reviewer for funding agencies or for technical papers/manuscripts.
- ▶ Service to governmental agencies on policy issues, etc.
- ▶ Professional registration (P.E.)

Service to the University and to the public and private sectors.

- ▶ University, College, and Departmental committee service. Advisor to student organizations.
- ▶ Academic advising of undergraduate and graduate students

Evaluation of Criteria

Reappointment to a tenure-track position will require demonstrable progress toward meeting the criteria of Levels I and II.

Promotion to Associate Professor and/or the award of tenure will require consistent and continuous success in meeting, the criteria of Levels I and II, and a reputation outside the University for scholarship. Also required will be a high likelihood of continued success in meeting the criteria of Levels I and II and the expectation of attaining independence, national recognition and prominence for scholarship.

IMPACT OF COLLEGIALLY FOR TENURE



To Do List

- ▶ Get acquainted with the rules and regulations
- ▶ Know expectations and deliverables
- ▶ Develop goals (short and long term)
- ▶ Get to know people
- ▶ Understand the expectations of the department for your position (annual review for reappointment; tenure process)
- ▶ Find a Mentor (mentoring team) (assigned or self-found)
- ▶ Network – BMES Membership
- ▶ Be involved (e.g. teaching, advising, grant proposal review)
- ▶ Be aware of your weaknesses and correct them
- ▶ **Work toward achieving independence**

A University is a Community of Scholars



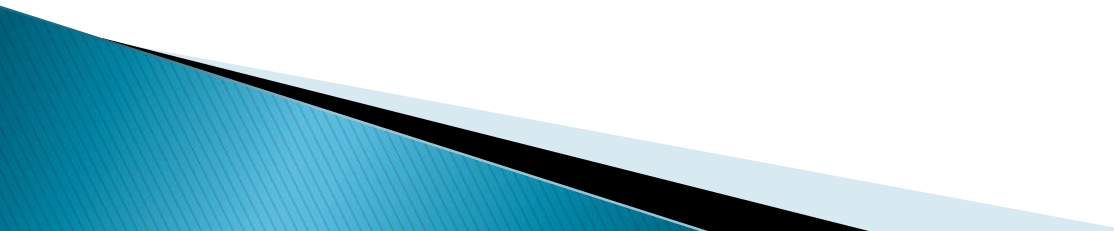
Toward Independence

- ▶ “Independence” is a measure of success
 - Senior PI on grants
 - Maintain a solid funded research program
 - Manage a research group
 - Occupy a unique niche – expert (be cited by others)
 - Serve as corresponding author on publications
 - Organize symposium/workshops at BMES
 - Add value – skills set to the profession, field, research community

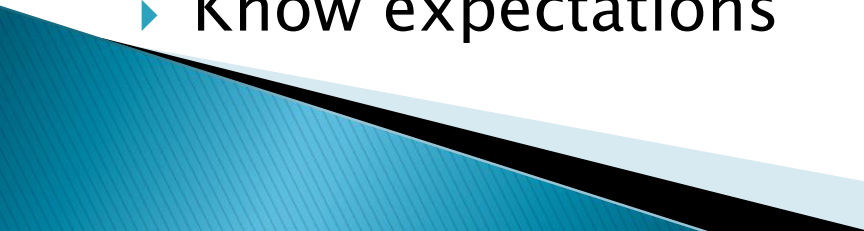
Academic Leadership



Building your Scholarship

- ▶ Quality vs Quantity
 - ▶ Role in publication/collaboration
 - ▶ Building national/international reputation
 - ▶ Graduate students role
 - ▶ Maintaining steady stream pipeline
 - ▶ Focus/networking within discipline
 - ▶ Toward leadership in your field
- 

Successful Research Program

- ▶ Know the funding source/agency
 - ▶ Know your program officer
 - ▶ Serve as a grant proposal reviewer
 - ▶ Collaboration
 - ▶ Mentor
 - ▶ What reviewers look for
 - ▶ Demonstration of individual and team readiness
 - ▶ Department/college support for reviewing proposals
 - ▶ Incremental vs transformational research proposals
 - ▶ Know expectations
- 

Managing Employees – Life Cycle

- Graduate students: 4-6 years
- Post-doctoral research fellows: 2-4 years
- Technicians / Research assistants: 2-3 years

“In response to open-ended questions on our survey, many respondents said that they did not want lifestyles like those of their advisers or other faculty in their departments.”

From: **Why Graduate Students Reject the Fast Track**

A study of thousands of doctoral students shows that they want balanced lives.

By M.A. Mason, M. Goulden, and K. Frasch. *Academe* 1:11-16, 2009.

Freely available online at: <http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/maso.htm>

Balancing Responsibilities

Postdoctoral Fellow Responsibilities

- Research
- Family Life

New Faculty Responsibilities

- Research
- Teaching
- Mentoring
- Departmental / University Service
- Professional Service
- Family life

Time Management and Prioritization



Take Home Message

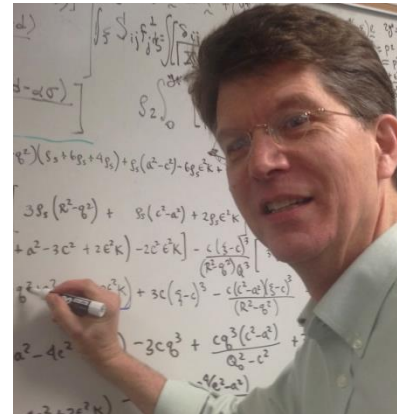
Tenure is a lifelong commitment to education, research and service.

#BMES4SUCCESS



Speaker

▶ Donald Gaver, PhD



Alden J. “Doc” Laborde Professor and Chair
Department of Biomedical Engineering
Tulane University

BMES Education Committee Chair

Rule #1

- ▶ Know your university and department and work with it to mutual success.



Tulane University



- ▶ Tulane University is a private institution in New Orleans, Louisiana. Founded in 1834.
- ▶ The Department of Biomedical Engineering is in the School of Science and Engineering.
- ▶ Total Undergraduate: 8,353; Total Graduate and Professional: 5,178
- ▶ 7,632 females and 5,899 males

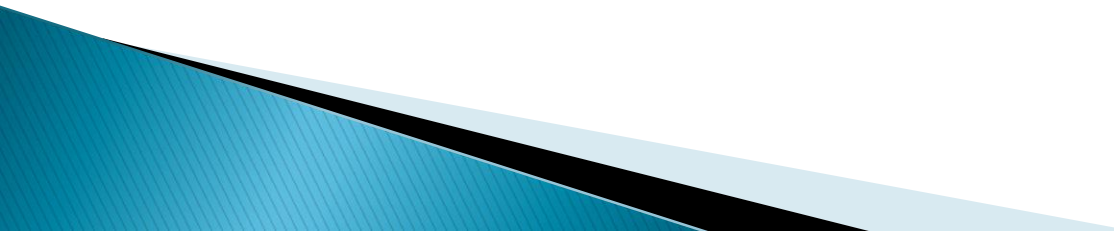
GEOGRAPHIC DISTRIBUTION

Incoming Students Fall 2014


- ▶ Pacific West 12.81%
- ▶ Mountain West 2.98%
- ▶ Midwest 11.48%
- ▶ South Central 10.38%
- ▶ Louisiana 12.45%
- ▶ South Atlantic 13.78%
- ▶ Northeast 34.12%
- ▶ Territories/International 1.58%
- ▶ U.S. Citizens Living Abroad 0.42%



Levels of Evaluation

- ▶ **Annual Review** – Conducted by Chair
 - ▶ **3rd Year Review** – Conducted by Department, SSE, Dean and Provost. Conducted after two full years of service.
 - ▶ **Tenure** – Conducted by Department, SSE, Dean and Provost. Includes external letters of evaluation. Generally conducted after six years of service
 - ▶ **Full Professor** – Conducted by Department, SSE, Dean and Provost. Includes external letters of evaluation.
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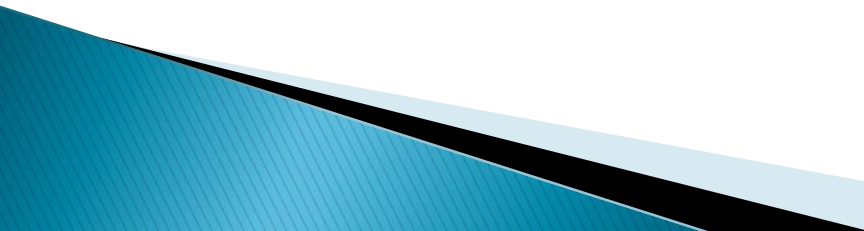
Third-Year Review

- ▶ The Third Year Review provides a “mid-course” judgment on the candidate’s progress toward tenure. It is a rigorous review of published material, work in progress, a five-year research plan, and teaching performance.
 - ▶ The Third Year Review takes place in the candidate’s third year in a tenure-track appointment. If the “tenure clock” has been stopped for an appropriate reason, the review will take place after completion of two years of full-time teaching and research.
 - ▶ The department report will focus upon scholarship and teaching. No university service activity is expected of faculty members at this stage of their careers beyond normal departmental service.
 - ▶ In some cases, the department and/or the Committee may find that the evidence does not indicate that the candidate is likely to develop a scholarly record or teaching strength deserving of tenure at the end of the probationary period, and will recommend termination.
- 

Awarding of Tenure

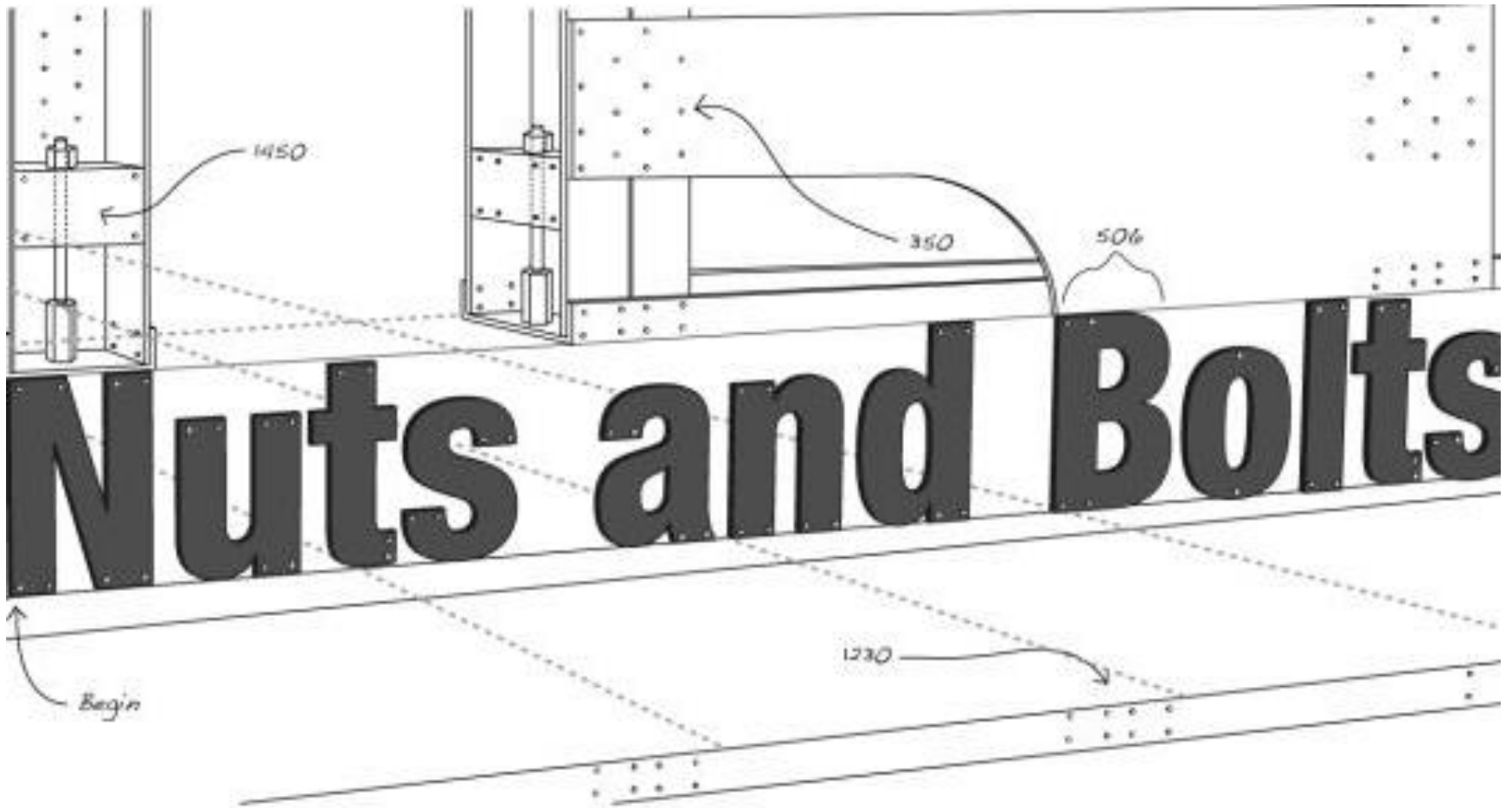
- ▶ The tenure review is a very rigorous review of the candidate's scholarly output, teaching, and citizenship.
- ▶ For an Assistant Professor, awarding of tenure is coupled to promotion to Associate Professor. The tenure decision will normally be made in the candidate's sixth year, allowing for a "grace year" if the decision is negative.
- ▶ The candidate will be expected to have shown a high level of scholarly productivity. This judgment will be based on published work appropriate to the discipline and on letters from external reviewers solicited separately by the candidate's department and by the Committee.

Awarding of Tenure (cont'd)

- ▶ The candidate and the department will also be expected to provide convincing evidence of effective teaching and of citizenship through involvement in departmental and university committee work and in professional organizations.
 - ▶ The Candidate's Five-Year Plan provided by the candidate will be used to make a judgment on the likelihood that the candidate will continue to be a productive scholar after tenure is granted.
 - ▶ For promotion and tenure, the departmental report will focus upon scholarship, teaching, and service to the university and the discipline.
- 

Promotion to Full Professor (think ahead)

- ▶ Review will proceed as in cases of tenure, and will consider the candidate's scholarly output, teaching performance, and citizenship.
- ▶ In each of these areas the expectation of demonstrable excellence will be much higher.
- ▶ The departmental letter and external letters solicited by the department and by the Committee will be expected to show national or international visibility and leadership in the candidate's scholarly field.



Nuts and Bolts



Tulane Process Overview*

- ▶ Faculty status, including the granting of tenure, is primarily a faculty responsibility.
- ▶ Candidate Contribution
- ▶ Departmental Contribution
- ▶ Departmental Evaluation
- ▶ School Evaluation
- ▶ Dean Evaluation
- ▶ Provost Determination

**University processes differ. Understand your university, but don't belabor this.*

The Candidate's Dossier

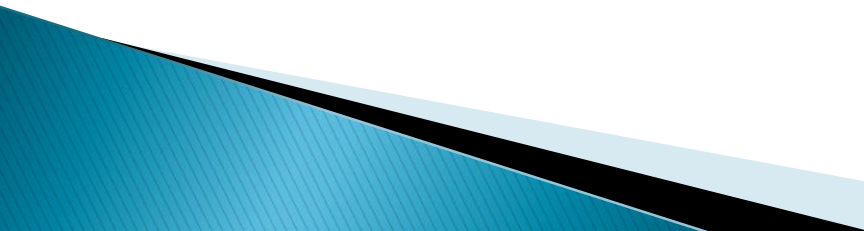
- ▶ The dossier consists of the following sections and is provided in on-line format (Interfolio):
 - ▶ Letters
 - Letter of nomination from the department
 - Brief biography of each external evaluator and reason for selection (not required for third-year review or Senior Professor of Practice)
 - External letters of evaluation (not required for third-year review)
 - For tenure cases, third-year review letters from the Department and the SSE P&T Committee as well as the Dean's summary letter to the candidate, provided by the Office of the Dean.
 - Curriculum Vitae
 - ▶ Research Description
 - Research activities since last P&T action
 - Candidate's statement about past research accomplishments, including a description of ongoing research and publications in progress, and a five-year plan for professional research and scholarship
 - ▶ Reprints
 - No more than 5, selected by the candidate

The Candidate's Dossier (cont'd)

- ▶ The dossier consists of the following sections and is provided in an on-line format (Interfolio):
- ▶ Teaching
 - Teaching activities since last P&T action
 - Candidate's statement about teaching, including personal philosophy of teaching, teaching responsibilities, teaching methods and strategies, methods to assess and evaluate students' learning, assessment and evaluation of teaching effectiveness, course and curriculum development, and innovations in teaching.
 - Teaching evaluations since last P&T action
- ▶ Professional and Public Service
 - Professional and public service activities since last P&T action
 - Institutional Service
 - Institutional service activities since last P&T action
 - Discussion of responsibilities assumed for all institutional committee assignments

Note: Don't overwhelm with information. A clean presentation is more likely to be read.

External Letters of Evaluation

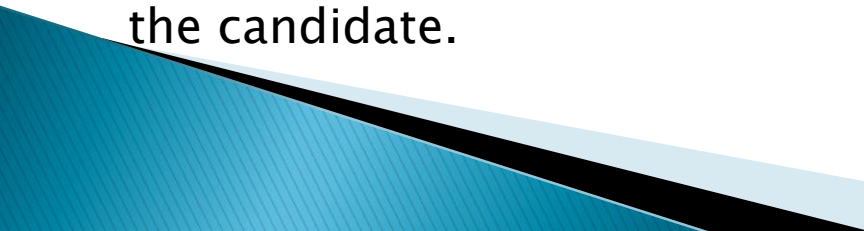
- ▶ The candidate suggests four names to the department, but the department will not rely on this list. The candidate should identify the directors of her/his doctoral and postdoctoral work. Under no circumstances can a dissertation adviser, former professor, postdoctoral mentor, or close collaborative colleague serve as an evaluator for a candidate's case.
 - ▶ The candidate may provide a short list of scholars supposed not able to provide a fair evaluation of the scholarly work presented.
 - ▶ The home department and the P&T Committee will each seek four external evaluators. These evaluators are selected based on expertise in the candidate's area of research, quality of scholarship and productivity. External evaluators are chosen from senior faculty at prominent research universities.
- 

External Letters of Evaluation

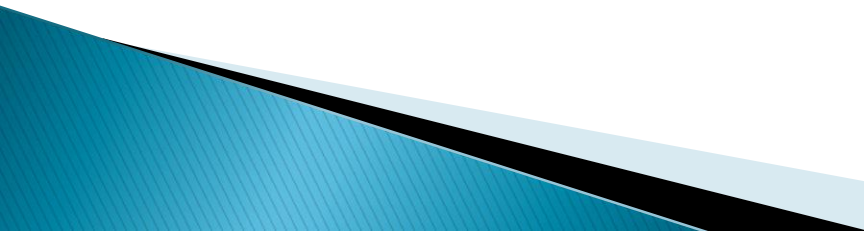
- ▶ The identities of all outside evaluators are confidential information to all but those voting on the recommendation. When P&T Committee must assure the evaluator that his/her letter will not be seen by the candidate under any circumstance.
- ▶ To assure confidentiality, outside evaluations solicited by the P&T Committee will not be shown to members of the department or to the candidate. The Committee will, however, provide the department with a summary of key points from the external letters if the Committee recommendation differs from that of the department.

Note: It is critical for you to be known through publications, presentations, etc. GET OUT and ABOUT. You will learn from others and improve your visibility.

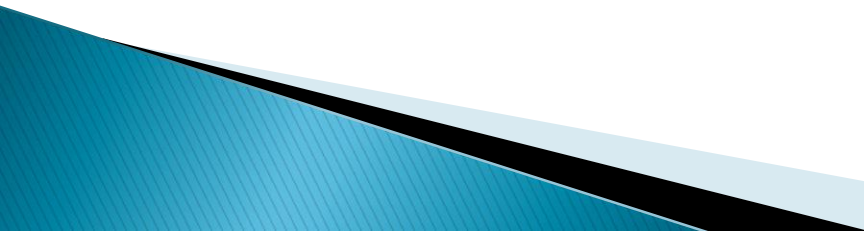
Department Evaluation

- ▶ All Department members with regular appointments at or above the rank for which a candidate is being considered are eligible to vote on the review.
 - ▶ Departmental voting shall be by secret ballot. Confidentiality is important.
 - ▶ A letter of nomination from the department shall contain a summary of the discussion, including the reasons for any negative vote(s) and shall indicate the number of faculty supporting the recommendation, the number opposing, and the number abstaining (or unable to vote for reasons of absence, etc.).
 - ▶ In cases of promotion and/or tenure, the letter from the department should highlight the candidate's achievements in scholarship, teaching, and service. In third year review cases, the letter should address scholarship and teaching, and it may discuss service.
 - ▶ The Department may seek additional information from collaborators of the candidate.
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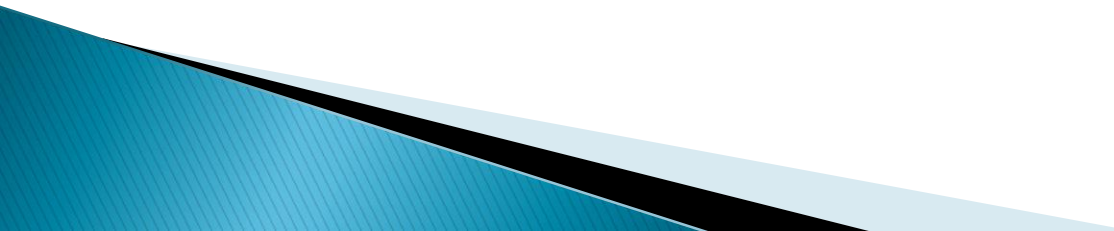
The School Promotion and Tenure Committee

- ▶ The P&T Committee acts on cases forwarded to it by the department in which the candidate's appointment resides.
 - ▶ The School of Science and Engineering (SSE) Promotion and Tenure (P&T) Committee represents the SSE faculty in matters of evaluation of cases of Third Year Review, promotion to the rank of Associate Professor or Professor, and tenure.
 - ▶ The Dean of the SSE is not a member of the committee, but provides the provost with independent recommendations.
 - ▶ Following the review and vote of the Committee, the dean forwards the committee's decision, his/her own comments and recommendation, the department's letter of nomination, and the dossier to the provost for a final decision on the case.
- 

The School Promotion and Tenure Committee

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- 

Metrics?

- ▶ Rule: there are no firm metrics.
 - ▶ Research productivity is very important – it demonstrates the ‘capital’ that will lead to future investments from external sources.
 - ▶ Funding is important – it demonstrates peer-reviewed investment and your capacity to manage.
 - ▶ Citations of research is only one measure – beware of relying on ‘high-impact’ journals that may not be relevant to one’s field.
 - ▶ H-index?
- 

Advice*

- ▶ Demonstrate that you have developed your laboratory and an ability to sustain its existence.
- ▶ Consider the goals of the department/institution.
- ▶ Not all paths are the same – you can contribute differently than others (and likely should) and be valuable.
- ▶ Collegiality is important. Work to improve and advocate for your department.
- ▶ Follow your own lead, but maintain focus.
- ▶ Life balance is necessary for sustainability.
- ▶ Nobody is perfect.

**Free of charge; you get what you pay for.*



BMES

BIOMEDICAL ENGINEERING SOCIETY™

QUESTIONS?

BMES Activities and Events

- ▶ **2015 Professional Development Webinars**

<http://bmes.org/elearning>

- ▶ **2015 BMES Annual Meeting**

<http://bmes.org/annualmeeting>

- **Oct 7–10, 2015** in Tampa, FL

- ▶ **2015 BMES Regional Events**

- Southeast BME Regional Conference

- Oct 23, 2015 (Raleigh, NC)**

- Midwest BME Regional Conference:

- Nov 6, 2015 (Akron, OH)**