



Is This the Right Time? Promotion to Full Professor

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Promotion criteria



- Tenure and Promotion to Associate
 - Based on productivity and promise of more
- Promotion to Full
 - Based on demonstrated and continuing accomplishment
- “Accomplishment” is defined locally

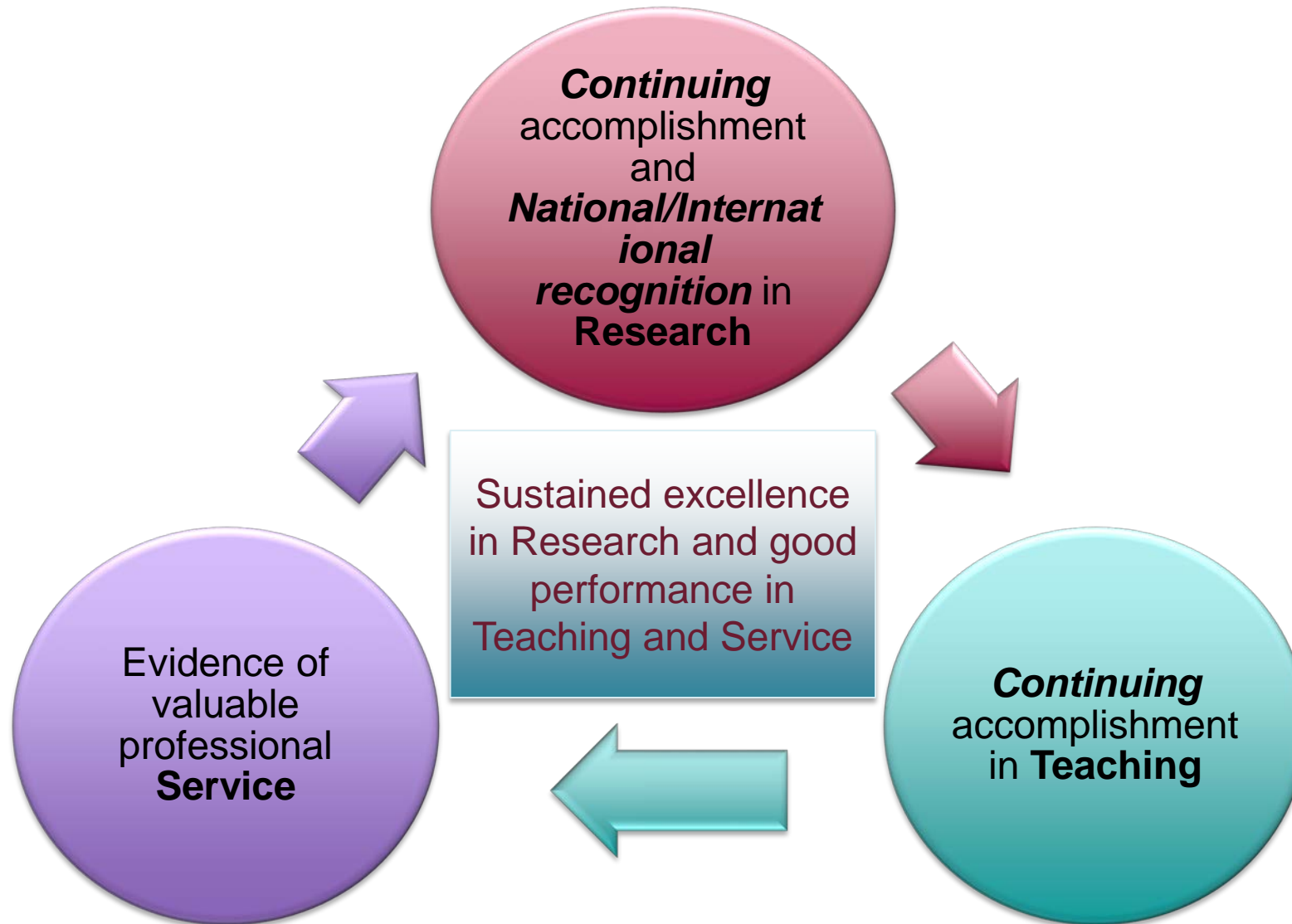
What do you need to accomplish?



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Associate to full professor



There is no clock – but time may matter



Sustained excellence in Research, with National and/or International recognition

- Following P&T, keep your momentum
- External reviewers and peers look at rate of productivity: output/years
 - Too short time since last promotion
 - Too long time since last promotion
- The longer the wait the easier the assessment of **IMPACT**
- Being opportunistic is part of the game
- It is difficult to shake off reputations

Research/Scholarship/Creative



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Work: what counts?

Creation and dissemination of new knowledge or other creative activities:

- **Publications**
 - Books
 - Peer reviewed articles
 - Peer reviewed Conference Proceedings
 - Book chapters/Review articles
- **Creative work**
 - Music composition
 - Play, poetry, novel
 - Painting, sculpture
 - Design
- **Conference presentations**
- **Grants**
- **Interdisciplinary research**
- **Collaborations**

Research / Scholarship/Creative work



- Figure out the expectations
 - Ask colleagues and DH
 - Publications, grants, graduate students
- Use set aside time for scholarship
- Write every day – if only one hour



Research / Scholarship/Creative Work

- Demonstrate **Impact**
 - Invitations to speak/task forces/panels
 - Grant panels
 - Editorships
 - Patents/Technology commercialization
 - Exhibitions
 - Book reviews
 - Plays
 - Citations/h-index
 - National/International recognition
- Provide context for your discipline

Teaching



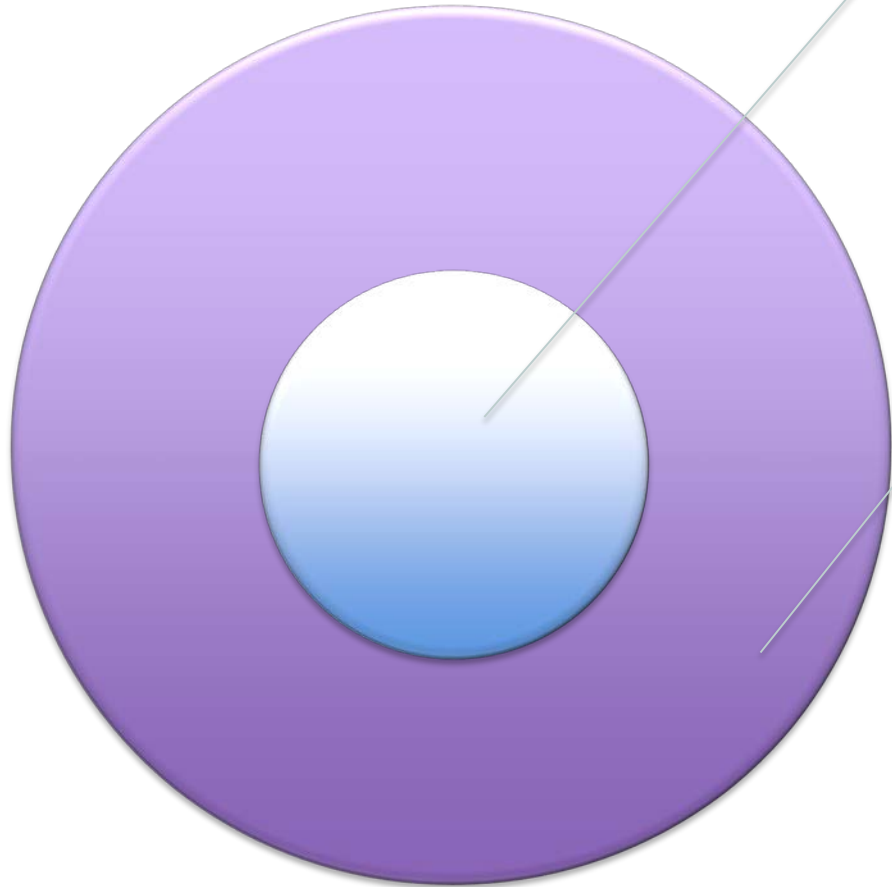
- Good time to try new things
- Be efficient with your time and effort
 - Good teaching is not enough to guarantee promotion
 - Bad teaching is enough to lose you promotion
- Graduate education
 - They aren't all superstars
 - It is still education and not research

Teaching



- Not only number of courses taught and student evaluations
- Materials to be reviewed:
 - Class syllabi
 - Class materials
 - Examples of exams and assignments
 - In classroom peer evaluation
- Demonstrate **Impact**
 - Transformational/High impact learning experiences
 - Novel pedagogical approaches
 - Teaching awards or grants
 - Undergraduate research
 - Curriculum redesign

Teaching, Research, Service



Service to the institution, to students, colleagues, department, college, and the university:

Leadership role: internal recognition/collegiality

Professional societies, research organizations, editorial boards, review panels, governmental agencies, the local community, and the public at large:

Leadership role: national/international recognition

Service



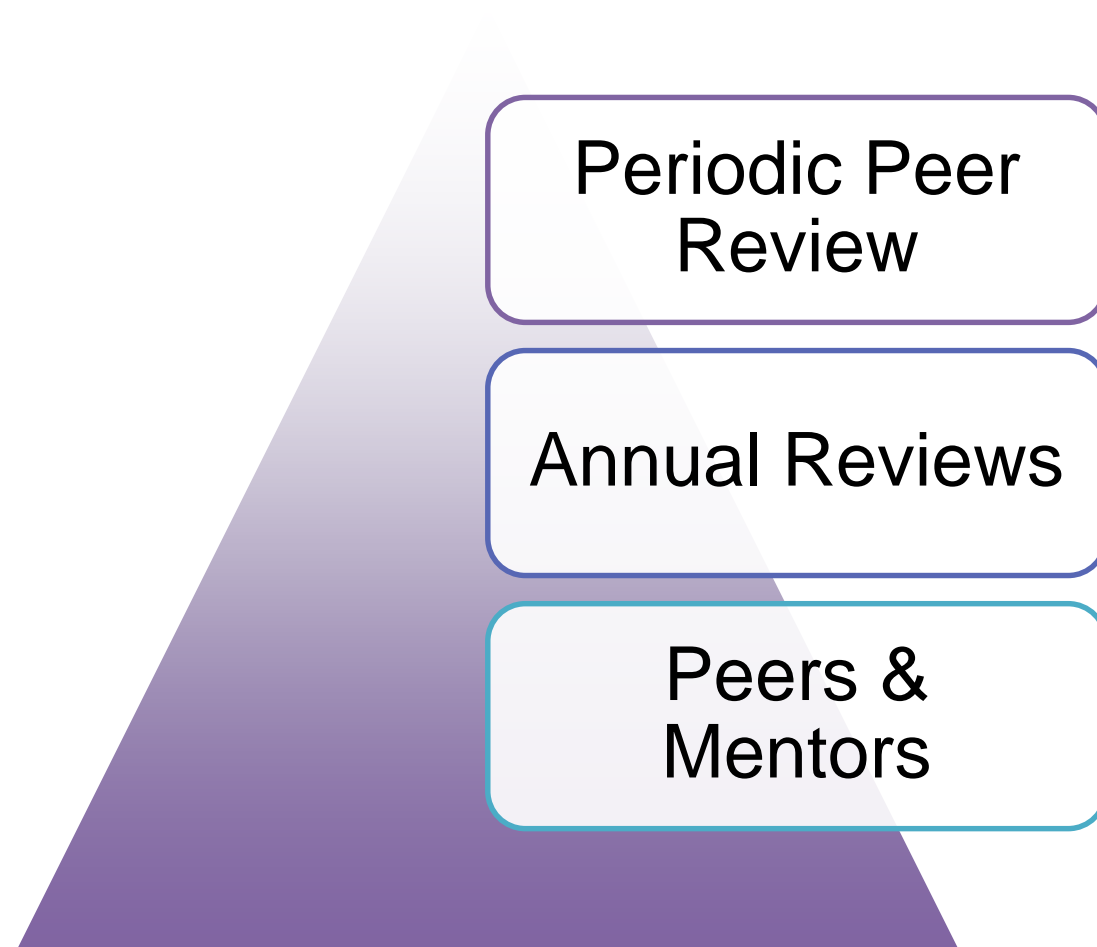
- Service helps **YOU** build a career
- Take on tasks of interest to you
 - Department
 - College
 - University
 - Community/Extension
 - Professional
 - Build your network
 - Demonstrate the **IMPACT**

Exceptions



- Exceptions to the normal requirements for tenure and promotion may sometimes be warranted. Examples would include
 - (a) *gifted and productive master teachers who are abreast of their field* but who have not contributed extensively to the development of new knowledge but rather to pedagogy
 - (b) *exceptionally outstanding researchers* whose teaching and service are merely acceptable
 - (c) tenured faculty *whose sustained service to the University is unselfish, distinctive and outstanding*, but whose teaching and research are only acceptable
- Few faculty will possess qualities such as these, but those who do deserve recognition and advancement – **make your case!**

Feedback is important



How do I know I'm ready?



- Seek feedback
- Seek constructive feedback
- Seek constructive accurate feedback
- Seek constructive accurate feedback from various sources
- Identify gaps and develop a plan to achieve goals

How subjective is the process?



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- ✓ Achieving “normal” level of productivity does not assure promotion
 - ✓ Moving target
 - ✓ Interpretation
 - ✓ Collegiality (service to institution) matters
- ✓ Sustainability, Independence, Quality/Quantity, Impact, Funding, National and/or International recognition—external reputation matters
- ✓ Teaching matters:
 - ✓ Graduate students relations and success
 - ✓ Performance at the undergraduate level

The process



**Early Fall
2017**

Department

- P&T Committee
- Head

**Early Spring 2018
University**

- Provost
- President



**Late
Spring
2017**

**Late Fall 2017
College**

- P&T Committee
- Dean

September 1, 2018

You have control of your dossier



- Make your own best case
- State your own **IMPACT**
- Do not assume your case is obvious
- Address clearly any negative issues
- Make your own arguments, do not rely on others

Take control of your dossier!



- Research, teaching, service
- Past/present/future
- **Impact**



- Clear, organized, **precise**
- Refereed articles, student coauthors
- Grants: role & \$ (total/your share)
- Service activities and contributions



- Arm's length—institution and individual
- Peer/Aspiring institutions (AAU)
- Network

Statement



- Written by the candidate
- Explain the quality, and **impact** of your teaching, research/scholarly work and service accomplishments
- Each of the three areas should be individually addressed
- Keep jargon free and readable
- Three typed pages (maximum)

Curriculum vitae



- The curriculum vitae should be concise and padding should be avoided
- List refereed publications separate from not refereed
- Items that have been accepted but not yet published should be properly labeled
- Items that have been submitted but not yet accepted should not be shown unless clearly separated and marked as such

Curriculum vitae



- Clearly designate your undergraduate or graduate students that are co-authors
- Provide detailed information of teaching accomplishments
- Be accurate about reviewing duties and service duties, etc

External letters



- Minimum-5; recommended-7
- External letters from peer institutions
- About equal letters from candidate and department lists
- Respect “Do not contact” list
- Include ALL letters and list all from whom a letter was requested

Notifying candidates withdrawals



- Candidate are notified at **EACH** step
- Candidate may withdraw anytime

Joint appointments



- If a true split appointment both units must review
- If member of and interdisciplinary program/s, program chairs should submit a letter

Documents submitted by candidate



- Candidate's statements on teaching, research and/or other scholarly, creative activities and service
- Candidate's CV
- Grants summary chart
- Verification of contents statement
- Faculty biography Faculty summary data table (must be reviewed by department for accuracy)
- Others as determined by department/college (e.g. teaching portfolio)

Biography



- 200 words or less
- Written by the candidate
- Submitted as word document
 - Focus areas for teaching
 - Notable accomplishments related to teaching (2 sentence max.)
 - Teaching awards or honors (if applicable)
 - Focus areas for research/scholarship
 - Notable accomplishments related to research, scholarship, and creative activity
 - Research awards and honors (if applicable)
 - Patents/technology commercialization



Courses Frequently Taught	<ul style="list-style-type: none">• BIMS 101, CHEM 237/238
Number of Graduate Students Chaired or Co-Chaired	<ul style="list-style-type: none">• Masters (Completed/In Progress): 5/2• Ph.D. (Completed/In Progress): 1/7
Peer-reviewed Journal Articles	<ul style="list-style-type: none">• 20
Peer-reviewed Proceedings	<ul style="list-style-type: none">• 5
Books/Monographs	<ul style="list-style-type: none">• 2
Book Chapters	<ul style="list-style-type: none">• 1
Conference Presentations	<ul style="list-style-type: none">• 22
Keynote/Invited Presentations	<ul style="list-style-type: none">• 6
Patents	<ul style="list-style-type: none">• 1
External Research Funding (Entire Career)	<ul style="list-style-type: none">• Total Awards: \$5.1million• Awards Attributable to Candidate: \$2.3 million
Internal Research Funding (Entire Career)	<ul style="list-style-type: none">• Total Awards: \$1.2 million• Awards Attributable to Candidate: \$500,000.00
Awards Received	<ul style="list-style-type: none">• CAREER Award (2007)
Teaching Accomplishments	<ul style="list-style-type: none">• Biological and Agricultural Engineering Department Excellence in Teaching Award, 2008• Montague Teaching Scholar in the Texas A&M University Center for Teaching Excellence, 2009
Other Research, Scholarships, or Service Accomplishments	<ul style="list-style-type: none">• Associate editor of the Transactions of ASABE

Faculty
data
table

Career
totals



Recommendations



- Become familiar with department college and university (DOF) guidelines
- Remember “**IMPACT**”
- See dof.tamu.edu for forms and templates

2016-2017 P&T



	TAMU	TAMUQ	Total	%
ALL Candidates	155	5	160	93%
<i>Yes/No</i>	143/12	5	148/12	
ALL Tenure Candidates	52	3	55	87%
<i>Yes/No</i>	45/7	3	48/7	
T&P	43	0	43	86%
<i>Yes/No</i>	37/6	0	37/6	
Tenure Only	9	3	12	92%
<i>Yes/No</i>	8/1	3	11/1	
Promotion Only (TT)	63	0	63	92%
<i>Yes/No</i>	58/5	0	58/5	
Promotion Only (NTT)	40	2	42	100%
<i>Yes</i>	40	2	42	

2016-2017 P&T



	TAMU	TAMUQ	Total	%
Males	100	3	103	91%
<i>Yes/No</i>	91/9	3	94/9	
Females	55	2	57	95%
<i>Yes/No</i>	52/3	2	54/3	
White	97	5	102	92%
<i>Yes/No</i>	89/8	5	94/8	
Hispanic	10	0	10	100%
<i>Yes</i>	10	0	10	
Asian	38	0	38	95%
<i>Yes/No</i>	36/2	0	36/2	
African American	8	0	8	88%
<i>Yes/No</i>	7/1	0	7/1	
American Indian	2	0	2	50%
<i>Yes/No</i>	1/1	0	1/1	

Thank you!



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