Academic Professional Track
Faculty Promotion Workshop

Blanca Lupiani
Dean of Faculties and Associate Provost

Heather H. Wilkinson
Associate Dean of Faculties for Faculty Development
Academic professional track titles

- Lecturer/Senior Lecturer
- Instructional Assistant/Associate/Full Professor
- Clinical Assistant/Associate/Full Professor
- Research Assistant/Associate/Full Professor
- Executive Assistant/Associate/Full Professor
- Assistant/Associate/Full Professor of the Practice
What do you need to accomplish?
How do you know the expectations for promotion?

- Understand/know guidelines for your specific track
- Guidelines are college and/or department specific
  - Some departments have time limits (clock) others don’t
  - Some departments have mid-term reviews other don’t
- During annual evaluation discuss with your department head where you stand in your progress towards promotion
How do you know the expectations for promotion?

- If you want to be considered for promotion your dossier must be put forward
- It is recommended that you discuss your promotion first with department head and other senior faculty members
Teaching

- Classroom, laboratory and clinical instruction
- Development of new courses, laboratories, and teaching methods
- Curriculum redesign
- Publication of instructional materials, including textbooks
- Supervision of undergraduate and graduate students, and post-docs
- Academic advising
Teaching

• Be efficient with your time and effort
• Seek to continuously improve
• Take advantage of resources to improve your teaching
• Keep track of your efforts as you go, for easier dossier preparation
<table>
<thead>
<tr>
<th>Research or Scholarly Work</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Publications</td>
<td>Peer-evaluation</td>
<td>Officer in a (inter)national professional organization</td>
</tr>
<tr>
<td>Editing a scholarly book</td>
<td>Narrative of significant continuous improvement</td>
<td>Serving as a program chair at a (inter)national meeting</td>
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<tr>
<td>Major research or fellowship awards</td>
<td>Student Satisfaction</td>
<td>Governmental commission</td>
</tr>
<tr>
<td>Citation of publications</td>
<td>Student Outcomes</td>
<td>TAMU administrative role</td>
</tr>
<tr>
<td>Research or Scholarship Awards</td>
<td>Publication of Instructional Materials</td>
<td>Editor or member of editorial board for a major journal</td>
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<tr>
<td>Juried works of creative activities</td>
<td>Essential Course Development</td>
<td>Reviewer journals and grants</td>
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<tr>
<td>Review panel service</td>
<td>Teaching awards</td>
<td>Officer on Faculty Senate</td>
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<tr>
<td>Invited national presentations</td>
<td>Direction of Graduate Students</td>
<td>Chairing a major standing or ad hoc TAMU committee</td>
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<tr>
<td>Invited international presentations</td>
<td>Invited teaching at peer or better institution</td>
<td>Evidence of professional service to local community or public, including clinical work and extension service</td>
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<tr>
<td>Significant external peer-reviewed research funding</td>
<td>Student professional development and mentoring</td>
<td>Committee chair in (inter)national professional organization</td>
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<tr>
<td>Publications with teaching focus in leading journals</td>
<td>Significant service as an advisor</td>
<td>Committee chair in (inter)national professional organization</td>
</tr>
<tr>
<td>Public activity in performing or diverse arts</td>
<td>Teaching grants</td>
<td>Committee chair in (inter)national professional organization</td>
</tr>
<tr>
<td>Significant self-development activities, such as Intensive Workshops or Faculty Development Leave that improve research effectiveness</td>
<td>Service as a course coordinator</td>
<td>Advising a student organization</td>
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<td></td>
<td>Member of graduate committees</td>
<td>Departmental service</td>
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<td></td>
<td>Graduate student publications</td>
<td>Departmental service</td>
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<tr>
<td></td>
<td>Graduate student placement in industry or academia</td>
<td>Departmental service</td>
</tr>
<tr>
<td></td>
<td>Significant self development activities that lead to enhanced teaching effectiveness</td>
<td>Departmental service</td>
</tr>
</tbody>
</table>
Teaching

- Not only number of courses taught and student evaluations
- Also evaluated are:
  - Class syllabi
  - Class materials
  - Examples of exams and assignments
  - In classroom peer evaluation
  - Students performance

Do you know what materials your department expects you to provide?
What are your teaching goals?

What things are you doing to enhance your teaching?

What are you learning about teaching?

What changes are you making to your teaching and why?

How are changes in your teaching adding value to your course?

How can you use the results of course changes to describe teaching impact?

What are next steps?

START HERE
What are your teaching goals?

See new handout from CTE “Demonstrating Impact in Teaching”
Teaching

• Demonstrate **Impact**
  • Transformational/High impact learning experiences
  • Novel pedagogical approaches
  • Teaching awards or grants
  • Undergraduate research
  • Graduate students mentoring
  • Curriculum redesign
  • Academic advising
  • Analysis of student performance vs. course improvements
  • Student course evaluations as impacted by continuous improvement
  • Students success

• Provide context to your data:
  • e.g. If your section performs less well consistently, but that makes sense based on the fact that the majority of students in that section are re-taking the course, then you may, in fact, be showing a much better performance for those students, than others had

See new handout from CTE “Demonstrating Impact in Teaching”
<table>
<thead>
<tr>
<th>Impact Indicators</th>
<th>Intervention Examples</th>
<th>Methods/Strategies</th>
<th>Potential Impacts</th>
<th>Impact Statement Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance student interest</td>
<td>Encouraging class attendance</td>
<td>Frequent use of low-stakes assessment strategies for learning to drive classroom activities and emphasize &quot;relevance&quot; or &quot;value-added&quot; of class attendance</td>
<td>Increase in student attendance leads to increase in student success in course</td>
<td>Describe the difference in academic performance for students who attend class regularly versus those who do not.</td>
</tr>
<tr>
<td>Motivate student achievement</td>
<td>Regular use of active learning and low-stakes assessment strategies for learning with associated participation points</td>
<td>Ability to address misconceptions early in response to formative assessment leads to better outcomes on high-stakes evaluative assessment</td>
<td>Higher A/B/C &amp; Lower D/F/M/Q rates</td>
<td>Describe interventions used to increase attendance and indications of positive changes in performance on learning outcomes.</td>
</tr>
<tr>
<td>Expand student confidence</td>
<td></td>
<td></td>
<td></td>
<td>Compare outcomes for class before interventions and class after interventions</td>
</tr>
<tr>
<td>Increase student competency/mastery of critical content applicable to major</td>
<td></td>
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<tr>
<td>Increase student performance in next course in sequence</td>
<td>Motivating student preparation for class</td>
<td>Accountability for pre-class preparation through pre or in class assessment opportunities.</td>
<td>Increase in student participation</td>
<td>Describe quality of student preparation and performance before and after changes designed to motivate student preparation.</td>
</tr>
<tr>
<td>Increase student performance in major/program</td>
<td>In class engagement opportunities for individuals, pairs, groups, or teams to use and practice critical content based on preparation outside of class.</td>
<td>Improvement in quality of student questions</td>
<td></td>
<td>Describe overall student performance in course following changes.</td>
</tr>
<tr>
<td>Increase timely completion of courses in sequence</td>
<td>Facilitating student engagement in the classroom or online</td>
<td>Regular use of active engagement techniques to explore level of student competency with use of critical content.</td>
<td>Identification of misconceptions or misunderstanding for prompt intervention</td>
<td>Describe impact of increased engagement on effectively addressing misconceptions.</td>
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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/Fellowships**
- **Interdisciplinary research**
- **Collaborations**
Research /Scholarship/ Creative work

- Know the expectations:
  - Familiarize yourself with department/college guidelines and criteria
  - Ask mentors, colleagues and DH
  - Publications, grants, graduate students, second project
- Set aside time for scholarship
- Write every day – if only one hour
Research /Scholarship/ Creative Work

• Demonstrate **Impact**
  • Invitations to speak/task forces/panels
  • *Ad hoc* reviewer or grant panel member
  • *Ad hoc* reviewer or editorship
  • Patents/Technology commercialization
  • Exhibitions
  • Book reviews
  • Plays
  • Citations
  • h-index

• Provide context for your discipline
Service

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

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

• Service helps **YOU** build a career (network)
• Take on tasks of interest to you
  • Department
  • College
  • University
  • Community/Extension
  • Professional
  • Build your network
• Be selective, choose before being asked
• Demonstrate the **IMPACT**
Feedback is important

- Midterm Review
- Annual Reviews
- Peers & Mentors
How do I know I’m ready?

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

Early Fall 2019
Department
• P&T Committee
• Head

Late Spring 2019

Early Fall 2019
College
• P&T Committee
• Dean

Late Fall 2019
University
• Provost
• President

Late Spring 2020
System
• Board (tenure)

September 1, 2020
Candidate Dossier
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!

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

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

- **Reviewers**
  - 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, as per assigned duties
• Each of the three areas should be individually addressed
• Keep jargon free and readable
• Three typed pages (maximum)
Curriculum vitae

• The CV 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 be clearly separated and marked as such to demonstrate what is on the pipeline
• It may be important to list grants submitted and not funded, and their scores
Curriculum vitae

- Clearly designate your undergraduate and graduate students, and post-docs who are co-authors
- Describe authorship protocols within your discipline, specially the order of authors, and your contribution as co-author if you are not the lead author
- Be accurate about reviewing duties and service duties, etc.
- Annotate your CV, as needed, to highlight impact of your work, and your contribution
Curriculum vitae

• Teaching
  • High impact/transformational teaching
    • Writing/communication intensive courses
    • Study abroad
    • Undergraduate research
    • Use of innovative pedagogical approaches
  • Student evaluations
  • Text books/teaching materials
  • Curriculum design/re-design
Letters

- Varies by:
  - Department
  - College
  - Title
- Some require external letters
- Others require internal letters
Notifying candidates and withdrawals

- Candidate are notified at EACH step
- You can withdraw anytime, if not, goes all the way to the president who makes final decision
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)
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
Recommendations

• Be familiar with your department/college guidelines
• Be familiar with the DOF submission guidelines
• Remember “IMPACT”
• See dof.tamu.edu for forms and templates
Scholarly and Creative Impact: What is it and How Do We Measure It

Scholarly and creative impact is one of the central outcomes of a successful research career for a faculty member. Scholarly impact is central to developing reputation throughout a faculty member’s career. Scholarly impact is a complex concept; one that can look different for faculty doing different kinds of works or in different disciplines. Since we use scholarly and creative impact as a key indicator for tenure & promotion, it is important to understand the concept so we can identify authentic quantitative and qualitative indicators of impact. This workshop will explore the concept of scholarly or creative impact and the different research-based means of characterizing impact. In addition, we will spend some time exploring different systems that provides metrics of impact (Web of Science, Scopus, Google Scholar, Altmetric).

Crafting Your Candidate’s Statement on Teaching, Research and/or Other Scholarly, Creative Activities and Service

The 3 page statement on your research, teaching and service serves as a central document in a Tenure & Promotion dossier. The statement provides a faculty member the chance to characterize the quality, productivity overtime, and impact of their teaching, research/scholarly work and service accomplishments. In this workshop, we will explore different quantitative and qualitative ways that a candidate for P&T can characterize the impact of their work. We will spend time exploring different systems that provides metrics of impact (Web of Science, Scopus, Google Scholar, Altmetric) and using these metrics to justify statements of the impact of research, teaching and service.
Thank you!
Indicators of outstanding merit in Teaching

- Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
- Outstanding direction of graduate research or creative activity that is validated by peers and communicated
- Selection for a University or professional society outstanding teacher award
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Publication of widely adopted or acclaimed instructional materials
- Developing a new course that fills an identified need in the curriculum
- Chair of doctoral research committees
- Receiving external grant support for teaching/learning projects
- Invitation to teach at domestic or international institution of recognized excellence
- Receipt of awards for research or academic performance by the faculty member's students
- Placement of graduate students or post-doctoral fellows into significant academic, scholarly or professional positions
- Significantly contributing to the professional development of students (e.g. working with the University Honors program)
- Outstanding performance as a departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate)
Indicators of merit in Teaching

• Effective teaching performance, as evidenced by peer evaluation, student satisfaction and student outcomes
• Effective direction of graduate research or creative activity, as evidenced by student satisfaction and student outcomes
• Selection for a college or departmental outstanding teacher award
• Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction and student outcomes
• Development of new courses or major revision of existing courses
• Receiving competitive internal grant support for teaching/learning projects
• Reflective critique and continuous improvement of teaching, as evidenced by self-evaluation
• Direction of graduate student thesis or dissertation research
• Member of graduate student advisory committees
• Evidence of high quality in class preparation, interaction, and accomplishments
• Effectively coordinating a multi-section course
• Service as departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate)
• Significant self-development activities leading to enhanced teaching effectiveness
• Receiving on a competitive basis internal funding for teaching
• Participation in University Honors and/or other programs for mentoring the professional development of students
Indicators of outstanding merit in Research/ Scholarship/Creative Work

• Publications in leading refereed journals
• Receiving major fellowship or research award
• Frequent citation of publications
• Publication of scholarly book(s) by reputable publisher(s)
• Awards for, or publication of, peer reviewed creative activities
• Juried works in creative activities
• Serving as a member of review panel for national research organization
• Presentation of invited papers at international and national meetings
• Receiving significant external peer-reviewed funding for research
• Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
• Publications with teaching focus in leading refereed journals
• Evidence of creative professional practice
Indicators of merit in Research/Scholarship/Creative Work

• Publication of scholarly book(s)
• Publications in refereed journals
• Publication of a chapter in a scholarly book
• Editing a scholarly book
• Presentation of papers at national or international meetings of appropriate disciplines
• Publications in non-refereed but widely recognized journals
• Continued public activity in plastic, performing or diverse arts
• Significant self-development activities that lead to increased research and publication effectiveness
• Publications in refereed journals resulting from collaborative efforts with researchers in other fields
• Publications with teaching focus in refereed journals
Indicators of outstanding merit in Service

- Serving as editor or member of editorial board of a major journal (This activity *per se* is considered service; however, being selected as editor or member of an editorial board can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
- Being an officer in a national or international professional organization
- Serving on a major governmental commission, task force, or board
- Serving an administrative leadership role at Texas A&M University
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer in the Faculty Senate
- Chairing a major standing or ad hoc Texas A&M University committee
- Evidence of excellence in professional service to the local community and public at large, including required clinical work or extension service
Indicators of merit in Service

- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations (This activity *per se* is considered service; however, being asked to serve as reviewer can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
- Being a committee chair in national or international professional organization
- Being an officer in regional or state professional organization
- Serving as program chair or similar position for regional or state professional organizational meeting
- Serving as an active member of the Faculty Senate
- Serving on University, college, and department committees and task forces
- Serving as consultant
- Being an advisor to student organizations
- Serving in administrative roles within the department
- Evidence of professional service to the local community and public at large, including required clinical work or extension service
- Significant self-development activities that lead to enhanced service effectiveness