Academic Professional Track
Faculty Promotion

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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
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.
What do you need to accomplish?

- Patient Care
- Service
- Teaching/Librarianship
- Research/Scholarship/Creative work
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
• 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
• **Demonstrate Impact**
  • Novelty, quality, future impact
  • How work laid the conceptual foundation for understanding specific questions in discipline
  • How work may be pioneer in the research approach
  • How work is moving discipline forward
  • Development of models/frameworks/tests that are impacting/changing the discipline/used by others
  • Invitations to speak/task forces/panels
  • Ad hoc reviewer or grant panel member/Ad hoc reviewer or editorship
• **Demonstrate Impact**
  • Societal impact
  • Patents, technology commercialization, entrepreneurship
  • Training of next generation teachers/researchers/academics
  • Quantitative methods:
    • Citations, h-index, acceptance rate, impact factors
    • Provide context to discipline!
  • Book reviews
  • Venues for exhibitions
  • Venues for plays
  • Awards
<table>
<thead>
<tr>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, laboratory and clinical instruction</td>
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<tr>
<td>Development of new courses, laboratories, and teaching methods</td>
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<td>Curriculum redesign</td>
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<tr>
<td>Publication of instructional materials, including textbooks</td>
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<tr>
<td>Supervision of undergraduate and graduate students, and post-docs</td>
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<td>Academic advising</td>
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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
### Teaching

<table>
<thead>
<tr>
<th>Research and/or Other Scholarly or Creative Work</th>
<th>Teaching</th>
<th>Service</th>
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<tbody>
<tr>
<td>Quality Publications</td>
<td>Feedback from teaching observations</td>
<td>Officer in a (inter)national professional organization</td>
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<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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<td>Major research or fellowship awards</td>
<td>Student satisfaction</td>
<td>Governmental commission</td>
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<td>Citation of publications</td>
<td>Student outcomes</td>
<td>TAMU administrative role</td>
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<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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<td>Juried works of creative activities</td>
<td>Essential course development</td>
<td>Reviewer journals and grants</td>
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<td>Review panel service</td>
<td>Teaching awards</td>
<td>Officer on Faculty Senate</td>
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<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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<td>Invited international presentations</td>
<td>Invited teaching at peer or aspirant institution</td>
<td>Evidence of professional service to local community or public, including clinical work and extension service</td>
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<td>Significant external peer-reviewed research funding</td>
<td>Student professional development and mentoring</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>
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<td>Public activity in performing or diverse arts</td>
<td>Teaching grants</td>
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<tr>
<td>Patents or commercialization of research, where applicable</td>
<td>Service as a course coordinator</td>
<td>Advising a student organization</td>
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<td>Member of graduate committees</td>
<td>Department, college or university service</td>
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<td>Graduate student publications</td>
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<td>Graduate student placement in industry or academia</td>
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<td>Significant self-development activities, such as intensive workshops or Faculty Development Leave that improve research effectiveness</td>
<td>Significant self-development activities that led to demonstrated enhanced teaching effectiveness</td>
<td>Significant self-development activities that lead to enhanced service effectiveness</td>
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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 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?

Identifying and Describing Teaching Impact
Teaching

• Demonstrate **Impact**
  • Transformational/High impact learning experiences
  • Novel pedagogical approaches
  • Teaching awards or grants
  • Undergraduate research
  • Graduate students/post-doc mentoring
  • Curriculum redesign
  • Academic advising
  • Analysis of student performance vs. course improvements
  • 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
Teaching

*Synthetic analysis of student evaluations of teaching*: Complete longitudinal summaries (chronological and in tabular form) of the student evaluations must be presented, with numerical data set in the context of departmental standards and norms. (A department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.) The department must provide these data to the candidates (candidates do not have access to departmental data) to allow them to address the trends within their personal statement. The discussion of the data in the teaching report should include addressing the candidate perspective. At a minimum, a table including the following information should be provided to the candidates and must be included and analyzed in the teaching report:

<table>
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<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Section</th>
<th>Credits</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Candidate Rating Question 1*</th>
<th>Appropriate Average for Question 1*</th>
<th>Candidate Rating Question 2*</th>
<th>Appropriate Average for Question 2*</th>
</tr>
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*Departments decide which question(s) for the student course evaluations will be considered. These questions should be the same for all faculty within the unit. The department and the candidate should work together to determine the appropriate comparison for the candidate ratings.* It makes no sense to compare the candidate ratings to all courses taught at all levels in the department. Rather, it makes the most sense to compare the candidate ratings to similar courses in the department or the college. For example, if the candidate teaches a 200 level core curriculum course to meet the Life and Physical Sciences requirement, which serves both students in the department and students from many other majors, the best comparison might be the average of all 200 level core curriculum Life and Physical Sciences courses offered in the college.
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 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
• Although the university standard is uniform and applies to all faculty, the precise criteria and requirements vary by department and discipline

• What constitutes tenure and promotion-worthy work in one department/discipline will look very different from a successful tenure and promotion file in another
Planning and self-assessment

- It is important that you understand your own department’s interpretation of what is required to meet the university’s promotion standard
- Conversations with your department head, mentor/s and senior colleagues in your department are essential
To be successful:

- You will need to develop a **plan**
- Good mentoring is the best means to assure that you are making effective progress
- You bear ultimate responsibility for ensuring you are making good progress
  - You must ask questions, search for information, and negotiate for what you need
- Network with colleagues in your department, college, university, and discipline
Planning and self-assessment

- Take time to recognize and reflect on your accomplishments regularly
- Share your achievements with your department head, review committee, and mentors
- Don’t forget, you have a life:
  - Develop a plan which allows time for **YOURSELF**, family, and friends
- Remember to celebrate your successes!
The process

Early Fall 2021
- Department
  - P&T Committee
  - Head

Late Fall 2021
- College
  - P&T Committee
  - Dean

Early Spring 2022
- University
  - Provost
  - President

Early/Late Spring 2021

September 1, 2022
Candidate’s Dossier
You have control of your dossier

- Make your own best case
- State your own **IMPACT**
- Do not assume your case is obvious
- Clearly address 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
• Written by the candidate
• Describes your productivity over time and the quality, and **impact** of your work within each of your areas of responsibility
• Each of the three areas should be individually addressed
• Past, present and future
• Keep jargon free and readable
• Three pages (maximum)
Curriculum vitae

- The CV should be concise, and padding should be avoided
- List education/degrees, including Institution and year granted
- 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
- For grants: clearly indicate the type of grant (e.g. R01, R21); funding agency; role in grant (e.g. PI, Co-PI, Co-I, Consultant...); grant’s dates (e.g. 2019-2023); grant number; describe contributions to grant if not PI
Curriculum vitae

• It may be important to list grants submitted and not funded, and their scores
• Describe authorship protocols within your discipline, especially 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 contributions to collaborations and interdisciplinary work and service activities
Curriculum vitae

• Clearly designate your undergraduate and graduate students, and post-docs who are co-authors (internal and external reviewers often comment on this as an important contribution!)

• Clearly indicate courses taught and how often (e.g. every Fall semester)

• Clearly indicate your role in mentoring of graduate students: chair, co-chair, committee member...

• Clearly separate your awards from those of your students

• Clearly differentiate awards and honors (teaching or research award) from service activities (serving as grant reviewer in study sessions)
Letters

- Varies by:
  - Department
  - College
  - Title
- Some require external letters
- Others require internal letters
- **IMPORTANT**: University requires letter for Research Faculty
External reviewers’ letters

• Minimum-5; Recommended-7
• You will be asked to provide a list of potential external reviewers (number depends by department)
• External letters from peer institutions (AAU institutions), peer programs or leaders in the discipline
• You cannot contact/ask potential reviewers
• Reviewers must be at arm’s length
• Letters from non-academic institutions are OK but should be limited
• You can submit a “Do not contact” list
• About equal letters from candidate and department lists
• Candidates are notified at EACH step of the process
• Candidate may withdraw any time throughout the process
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
• **Others as required by department**: teaching portfolio, publications, etc.
Recommendations

• **READ** your department/college guidelines
• **READ** the DOF submission guidelines
• Have your mentor/s, department head, P&T committee chair review your documents prior to submission
• Remember to focus on the **IMPACT** of your work
• See [dof.tamu.edu](http://dof.tamu.edu) for this year’s forms and templates
Strategies to enhance your reputation

- Craft Your Scholarly or Creative Narrative
- Build Your Digital Identity
- Make your work accessible
- Justify your narratives with metrics

The Libraries supports these strategies through research-based strategies, tools, and consultations/workshops.

To request a personal consultation, email Bruce Herbert (beherbert@tamu.edu)
Multidimensional impact metrics: Thinking beyond citations

• **Field citation ratios** (Dimensions.ai): a normalized citation rate where citations are compared to the mean of citations of publications in the same discipline

• **Alternative metrics** (Altmetric Explorer): societal engagement with research on social media, newspapers, Wikipedia, and government reports that show impact on policy

• **Library purchases** of monographs (WorldCat)

• Are you reaching the next generation? **Citations on syllabi** collected from US institutions identified through the Open Syllabus Project
Scholars@TAMU

Enhancing Your Digital Identity

http://scholars.tamu.edu
“Publish” documents through institutional repository

**Institutional Repository**

**Scholars@TAMU**

- Preprints
- Reports
- White papers
- Teaching materials
- Student learning Reports
- Research syntheses

Documents “published” through the IR are automatically added to Scholars@TAMU profiles and metrics are collected

https://oaktrust.library.tamu.edu/
Thank you!