Demystifying the Promotion and Tenure Process

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T&P is a race

It is a race against time (5 Years)

It is not a race against others in your department

Make a plan of what you need to accomplish to get to the finish line
Assistant to associate professor

An exemplary level of accomplishment as measured against the contributions of others in the field

An area of specialization germane to the programs of Texas A&M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority

Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University

Evidence of a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member

Tenured Associate Professor

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure and Promotion
Promotion criteria

- Although prior works can be taken into account, Tenure and Promotion to Associate Professor is based on productivity during the period under review and promise of more (future sustainability)
- Credit can be given for service at a previous institution
- Accomplishments/expectations are defined locally, based on discipline
What do you need to accomplish?
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
• **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
Myths

• Large number of publications is enough to achieve tenure
  • Quality of venue, citations, impact of work
• Large grants are needed to be awarded tenure
  • Discipline specific, continuous funding, sufficient to support program
• You will not be successful if you do interdisciplinary research
  • Need to demonstrate independence and leadership
### Teaching

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Classroom, laboratory and clinical instruction</td>
</tr>
<tr>
<td>Development of new courses, laboratories, and teaching methods</td>
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<tr>
<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, but do not strive for perfection
  • Great teaching is not enough to earn you tenure
  • Bad teaching is enough to lose you tenure
• Take advantage of resources to improve your teaching
• Keep track of your efforts as you go, for easier dossier preparation
• Graduate education
  • They are not all superstars
  • Not all have interest in becoming academics
  • It is still education and not research
Teaching

• Not only number of courses taught and student evaluations
• Also evaluated are:
  • Course syllabi
  • Course materials
  • Examples of exams and assignments
  • In classroom observation
  • Students’ performance (DFQ)
Identifying and Describing Teaching Impact

Teaching

What are your teaching goals?
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 things are you doing to enhance your teaching?
What are next steps?
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
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

- Clock Extension?
- 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
Planning and self-assessment

• 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.
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12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure and Promotion
Planning and self-assessment

• It is important that you understand your own department’s interpretation of what is required to meet the university’s tenure and promotion standard.

• Conversations with your department head, mentor/s and senior colleagues in your department are essential.
Planning and self-assessment

• 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

Late Spring 2022

**System**
- Board (tenure)

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
• 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)
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
1. How well and in which capacity do you know the candidate?

2. What is your critical assessment (both strengths and areas needing improvement) of the originality, quality, and impact of the candidate’s scholarship? To facilitate your evaluation of the work in detail, I am enclosing some of the candidate’s scholarly work as well as a CV and personal statement.
3. Which, if any, of the candidate’s scholarly publications or works do you consider to be outstanding?

4. Please describe the impact the candidate’s scholarly contributions has had and/or is likely to have on the discipline

5. What is your assessment of the candidate’s trajectory? Is this faculty member likely to become one of the leading figures in the discipline?
6. What is your overall assessment of the candidate’s standing in relation to others in their peer group who are working in the same field?

7. Do you have any other comments that would be relevant to our deliberations, including observations about the candidate’s teaching and/or mentorship, leadership, or service?
Joint appointments

• If a true split appointment both units must review
• If member of interdisciplinary program/s, program chairs should submit a letter. Remind your Department Head that such letter needs to be requested and for which program
Notifying candidates, withdrawals

- Candidates are notified at EACH step of the process
- Candidate may withdraw but must submit resignation (if mandatory review)
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.
Enhancing Your Digital Identity

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

Institutional Repository

An Open Access Policy at Texas A&M University

Open access scholarship literature is “digital, online, free-of-charge, and free of most copyright and licensing restrictions”. An Open Access Policy reserves Open access policies directly support the mission of land grant universities by making publicly supported research openly available. Universities around the world have created Open access policies to share their research so that society has equitable access to published scholarship. These policies generally allow authors to archive a copy of their publication in an institutional repository or published in an open access journal, in work that help address both the price barriers and the permission barriers that undermine global access to the products of a university’s scholarly and creative work. Over six hundred universities and research institutions worldwide, including more than half of our peer institutions (as defined by Webometrics 2023), have an open access policy. The Faculty Senate Research sub-committee recommends that TAMU adopt an Open Access Policy. An open access policy at TAMU would be managed by the TAMU Libraries, who would provide the support to TAMU authors so they can archive an open access copy of their publication in our institutional repository so that the burden on the authors would be minimal. We are proposing the Faculty Senate as a vote on a resolution to recommend that the President’s office implement such a policy.

UNI
http://chil.handles.net/11895/1/118871

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

https://oaktrust.library.tamu.edu/

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