Is This the Right Time?
Promotion to Full Professor

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Before we get started

• **How to ask questions or discuss information**
  • Feel free to ask questions within the chat, if a question can be answered in the chat then we will, otherwise, we will ask them at the end of the presentation
  • To have your question stand out in the chat box please begin it with “??” and end it with “??”
  • There will also be opportunities at the end the presentation to ask some questions
  • After the event, or for more detailed or personal questions, email facultyevaluation@tamu.edu
Assistant to associate professor

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

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

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

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
Associate to full professor

*Continuing* accomplishment and *National/International recognition* in Research

Sustained excellence in Research Teaching and Service
There is **no** clock – but time may matter

*Sustained excellence in Research, Teaching and Service, 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 process
What do you need to accomplish?
Creation and dissemination of new knowledge or other creative activities:

- Publications
  - Books (monographs)
  - 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 (PI in multi-PI grant?), graduate students, second project
• **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 vs grant panel member
  • Ad hoc reviewer vs 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>Classroom, laboratory and clinical instruction</th>
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<tbody>
<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
Teaching

• Graduate education
  • They are not all superstars
  • Not all have interest in becoming academics
  • It is still education and not research
• 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)
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?

START HERE

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

*Leadership role*: internal recognition

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 (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**
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

- Periodic Peer 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 standards are uniform and apply to all faculty, the precise criteria and requirements vary by department and discipline.

- What constitutes promotion-worthy work in one department/discipline will look very different from a successful 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 standards

• 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!
How subjective is the process?

• Achieving “normal” level of productivity does not assure promotion
• Sustainability, Independence, Quality/Quantity, **Impact**, Funding, Standing as Leader in discipline, National and/or International recognition—external reputation matters
• Teaching matters:
  • Graduate students mentoring and success
  • Teaching performance at the undergraduate level
• Service
  • Leadership role
The process

Early Fall 2021

Department
- P&T Committee
- Head

Late Fall 2021

College
- P&T Committee
- Dean

Early Spring 2022

University
- Provost
- President

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
Statement

• 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
• Only one part of your P&T file, but.....
• ...your best chance to make your best case
• Three pages (maximum)
Statement

• Opportunity to:
  • Clarify any uncertainties in your CV
  • Explain your contribution to interdisciplinary research and/or team science
  • Demonstrate the impact of your work and your standing as a leader in your discipline
  • Provide specific examples where you have advanced your field forward, nationally, and internationally (activity alone is not a sufficient measure of impact)
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
• 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?
• 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
Candidates are notified at EACH step of the process
Candidate may withdraw anytime
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 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
“Publish” documents through institutional repository

Institutional Repository

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
Thank you!