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
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

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
- Continuing accomplishment in Teaching
- Sustained excellence in Research Teaching and Service
- Evidence of valuable professional Service (Leadership)
What do you need to accomplish?
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 game
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
  - Music composition
  - Play, poetry, novel
  - Painting, sculpture
  - Design
- Creative work
- 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
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
Research /Scholarship/ Creative Work

- **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
  - Document major and independent contribution to the impact of interdisciplinary research and team science
Research /Scholarship/ Creative Work

- Demonstrate **Impact**
  - *Ad hoc* reviewer or grant panel member/*Ad hoc* reviewer or editorship
  - Technology commercialization
  - Book reviews: where?
  - Exhibitions: where? how many visitors?
  - Plays: where?
  - Training of next generation teachers/researchers/academics
  - Awards: internal? External?
  - Citations, h-index, acceptance rate
- Provide context to discipline!
Myths

• Large number of publications is enough to be promoted
  • Quality of venue, citations, impact of work
• Large grants are needed to be promoted
  • Discipline specific, constant funding, sufficient to support program
• You will not be successful if you do interdisciplinary or team science
  • 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>
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<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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<tr>
<td>Academic advising</td>
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Teaching

• Good time to try new things
• Seek to continuously improve
  • Good teaching is not enough to guarantee promotion
  • Bad teaching is enough to lose you promotion
• 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
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
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?
START HERE
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?

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
  • 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”
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 (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**
Service

• Service helps YOU build a career (network)
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  • Department
  • College
  • University
  • Community/Extension
  • Professional
    • Build your network
• Be selective, choose before being asked
• Demonstrate the IMPACT
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
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 standard is uniform and applies 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 dossier 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 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 mean to assure that you are making effective progress

• You bear ultimate responsibility for assuring that 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
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 relations and success
  • Performance at the undergraduate level
• Service
  • Leadership role
The process

- **Early Fall 2019**
  - Department
    - P&T Committee
    - Head

- **Late Fall 2019**
  - College
    - P&T Committee
    - Dean

- **Early Spring 2020**
  - University
    - Provost
    - President

- **September 1, 2020**
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
• 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
• Each of the three areas should be individually addressed
• Three typed pages (maximum)
Statement

- Balance technical vs. accessible
- Keep jargon free and readable
- Only one part of your P&T file, but.....
- ...your best chance to make your best case
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 refereed publications separate from not refereed publications
• 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, specially your contribution to interdisciplinary and team science publications and grants
External 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)
• 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
External letters

• University of Texas Austin
• University of California Berkeley

• University of Michigan
• University of North Carolina Chapel Hill
• University of California Los Angeles
• University of California San Diego
• University of Wisconsin Madison

• University of Florida
• Georgia Institute of Technology
• University of Illinois Urbana
• University of Minnesota
• Ohio State University
• Pennsylvania State University
• Purdue University
• University of California Davis
External letters

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
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
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
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!