



Demystifying the Promotion and Tenure Process

Blanca Lupiani

Executive Associate Dean of Faculties
Professor of Veterinary Pathobiology

T&P is a race



It is a race against time (5 Years)

It is not a race against others in your department

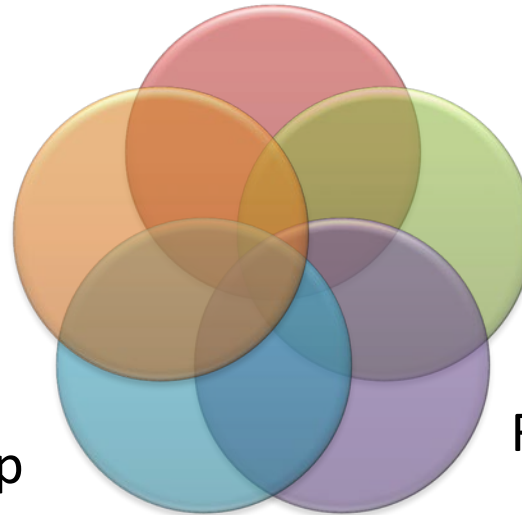
Make a plan of what you need to accomplish to get to the finish line

T&P is a race



You belong

Do not
worry, we
are all
behind

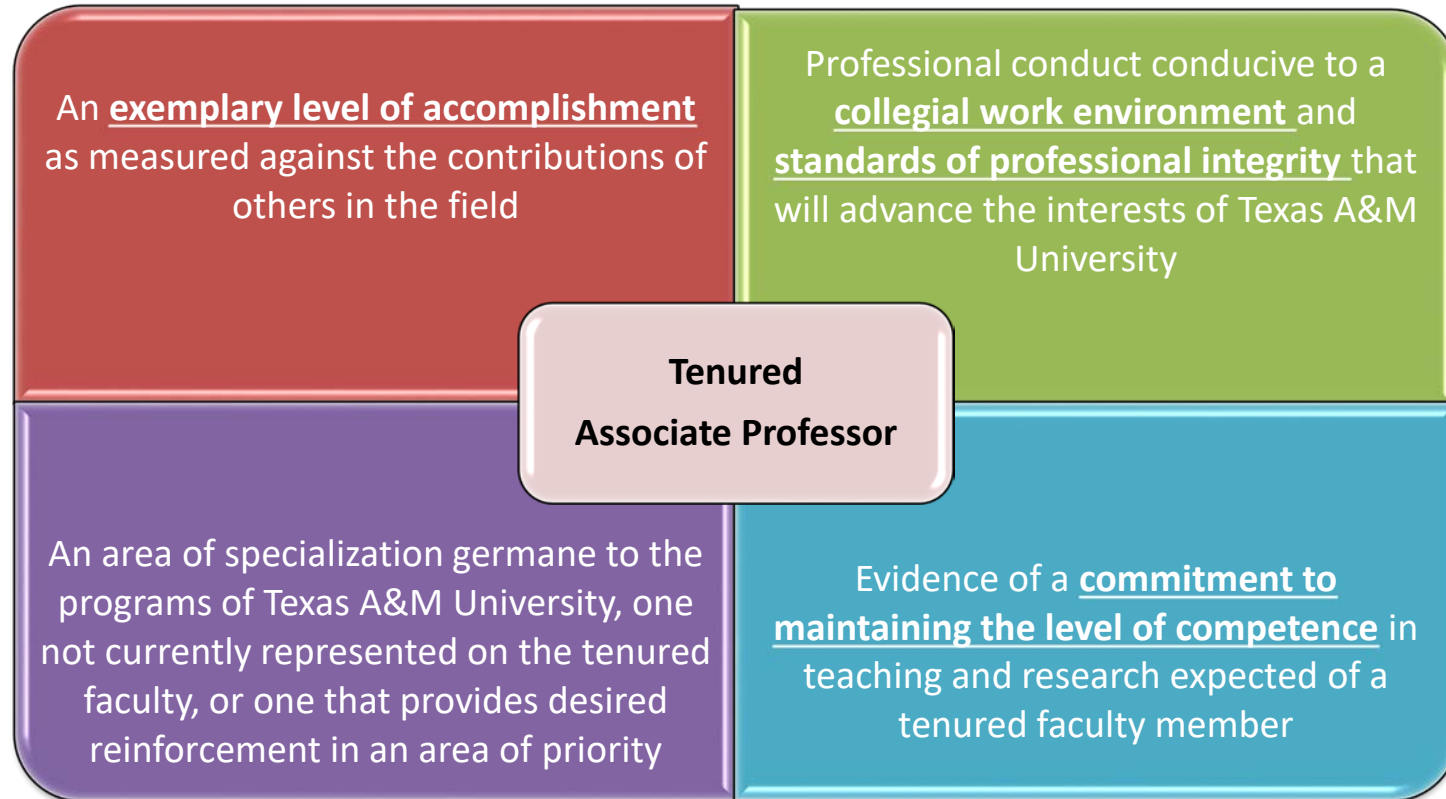


PPP—pause,
prioritize/plan,
persist

Do not stop
living

Find and use
your
mentors

Assistant to associate professor



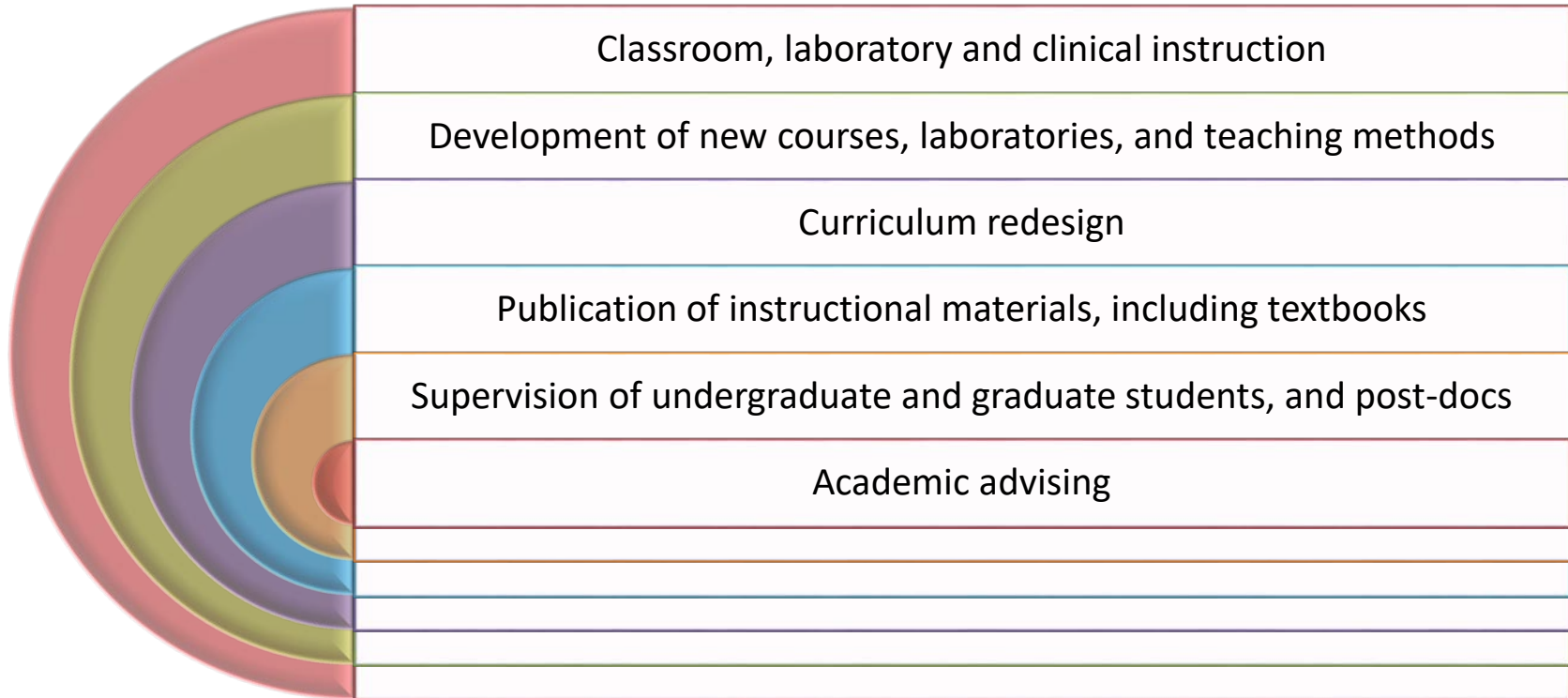
Promotion criteria

- 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

What do you need to accomplish?



Teaching



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

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

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
- 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

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**

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

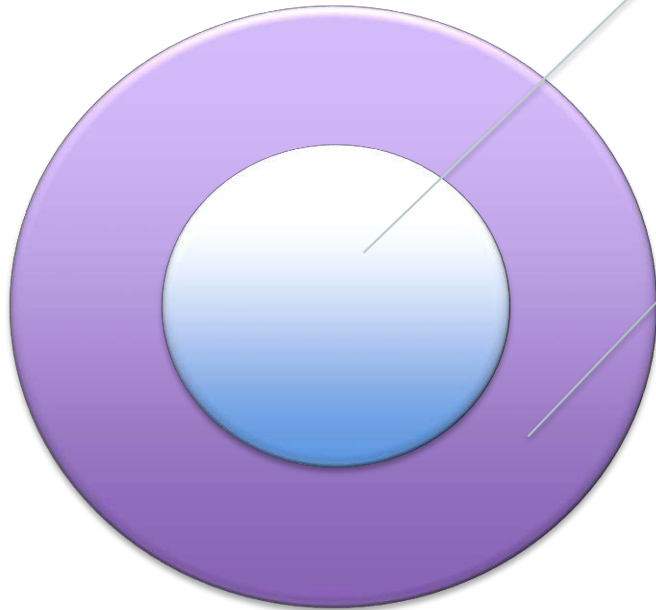
Indicators of merit in Research/ Scholarship/Creative Work

- 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**
 - 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**

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

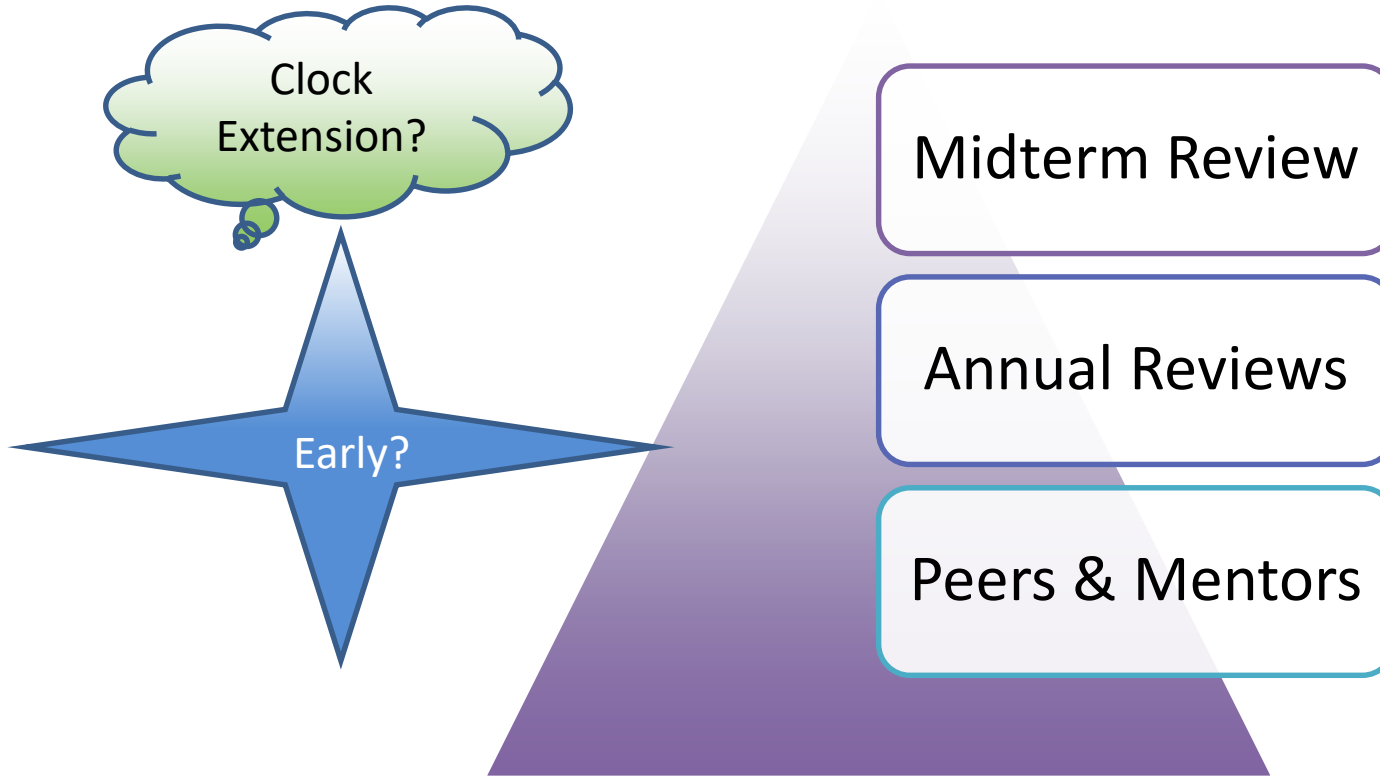
Indicators of merit in Service

- 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

Service

- Service helps **YOU** build a career
- Take on tasks of interest to you
 - Department
 - College
 - University
 - Community/Extension
 - Professional
 - Build your network
 - Demonstrate the **IMPACT**

Feedback is important



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

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 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

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 tenure and promotion
- Sustainability, Independence, Quality/Quantity, **Impact**, Funding, National and/or International recognition—external reputation matters
- Teaching matters

The process

Early Fall
2017

Department

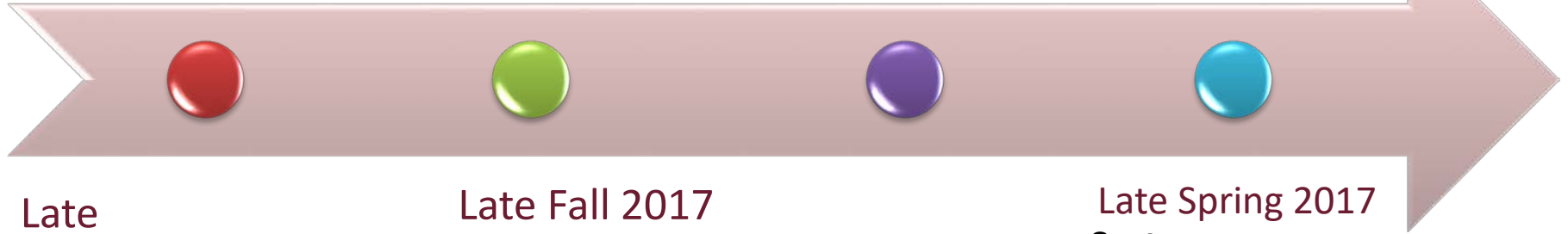
- P&T Committee
- Head

Early Spring
2018

University

- Provost
- President

September 1, 2018



Late
Spring
2017

Late Fall 2017

College

- P&T
Committee
- Dean

Late Spring 2017

System

- Board (tenure)

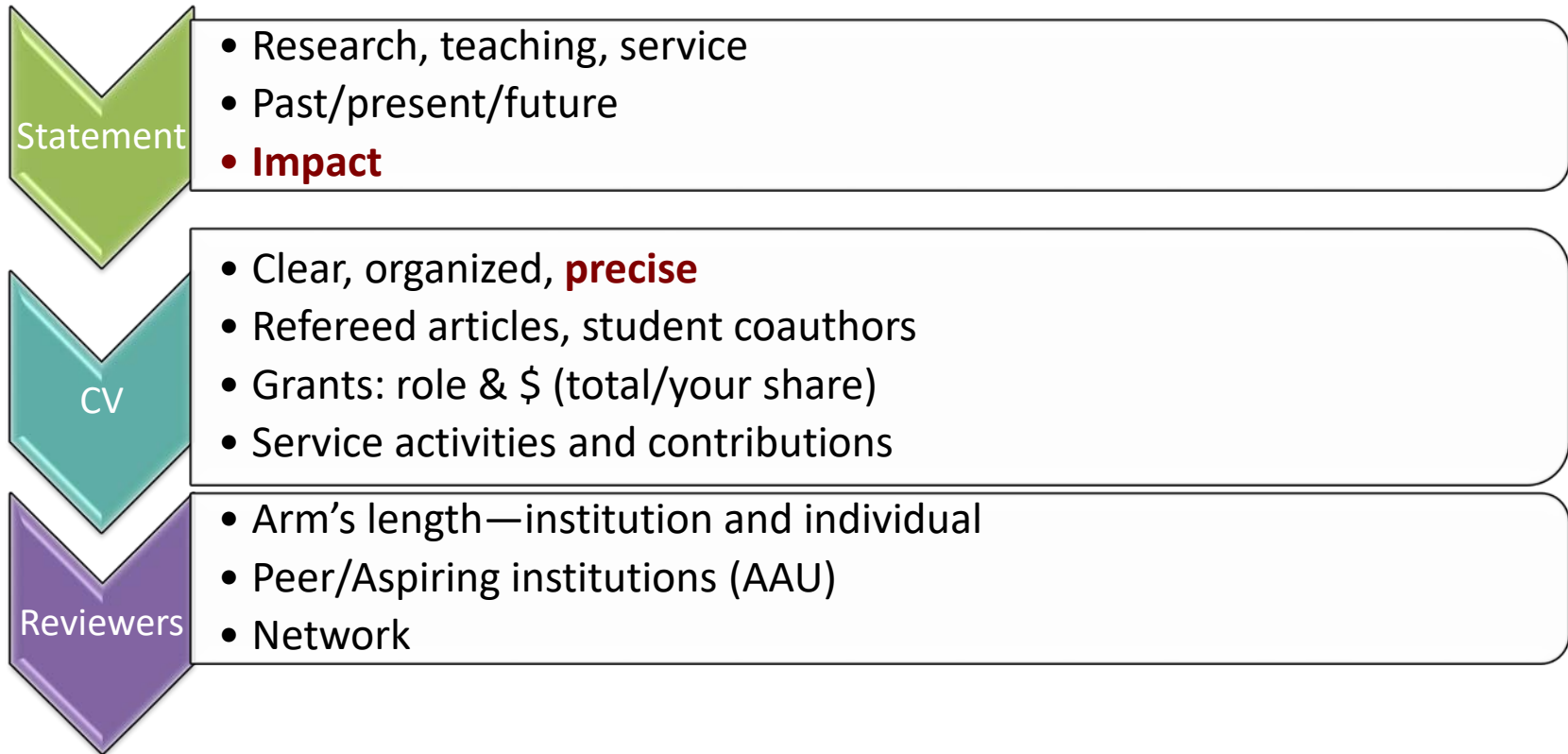


Candidate Dossier

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



- 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
- 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

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

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 but must submit resignation (if mandatory review)

Joint appointments

- If a true split appointment both units must review
- If member of and interdisciplinary program/s, program chairs should submit a letter

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 table (must be reviewed by department for accuracy)
- Faculty biography
- Faculty summary data table (must be reviewed by department for accuracy)

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

2017-18 P&T

	TAMU	TAMUQ	Total	%
ALL Candidates	167	8	175	
Yes	155	8	163	93%
ALL Tenure Candidates	55	3	58	
Yes	52	3	55	95%
T&P	51	3	54	
Yes	48	3	51	94%
Tenure Only	4	0	4	
Yes	4	0	4	100%
Promotion Only (TT)	65	1	66	
Yes	59	1	60	91%
Promotion Only (APT)	47	4	51	
Yes	44	4	48	94%

2017-18 P&T

	TAMU	TAMUQ	Total	%
Men	96	6	102	
Yes	86	6	92	90%
Women	71	2	73	
Yes	69	2	71	97%
White	107	5	112	
Yes	103	5	108	96%
Hispanic	11	0	11	
Yes	9	0	9	82%
Asian	47	3	50	
Yes	41	3	44	88%
African American	2	0	2	
Yes	2	0	2	100%



Thank you!

