Is This the Right Time?
Promotion to Full Professor

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Professor of Veterinary Pathobiology
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?
Associate to full professor

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

**Sustained excellence in Research and good performance in Teaching and Service**

**Evidence of valuable professional Service**

**Continuing accomplishment in Teaching**
There is **no clock** – but time may matter

*Sustained excellence in Research, 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
- It is difficult to shake off reputations
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
## Teaching

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<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>
</tr>
<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
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
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**
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 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
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:
  - Graduate students relations and success
  - Performance at the undergraduate level
- Service
  - Leadership role
The process

Early Fall 2018
Department
• P&T Committee
• Head

Late Fall 2018
College
• P&T Committee
• Dean

Late Spring 2018

Early Spring 2019
University
• Provost
• President

September 1, 2019
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
- Opportunity to:
  - Clarify any uncertainties in your CV
  - Write your own letters of evaluation
  - Demonstrate your ability to teach
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
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 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
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

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Thank you!