



# Demystifying the Promotion Process

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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

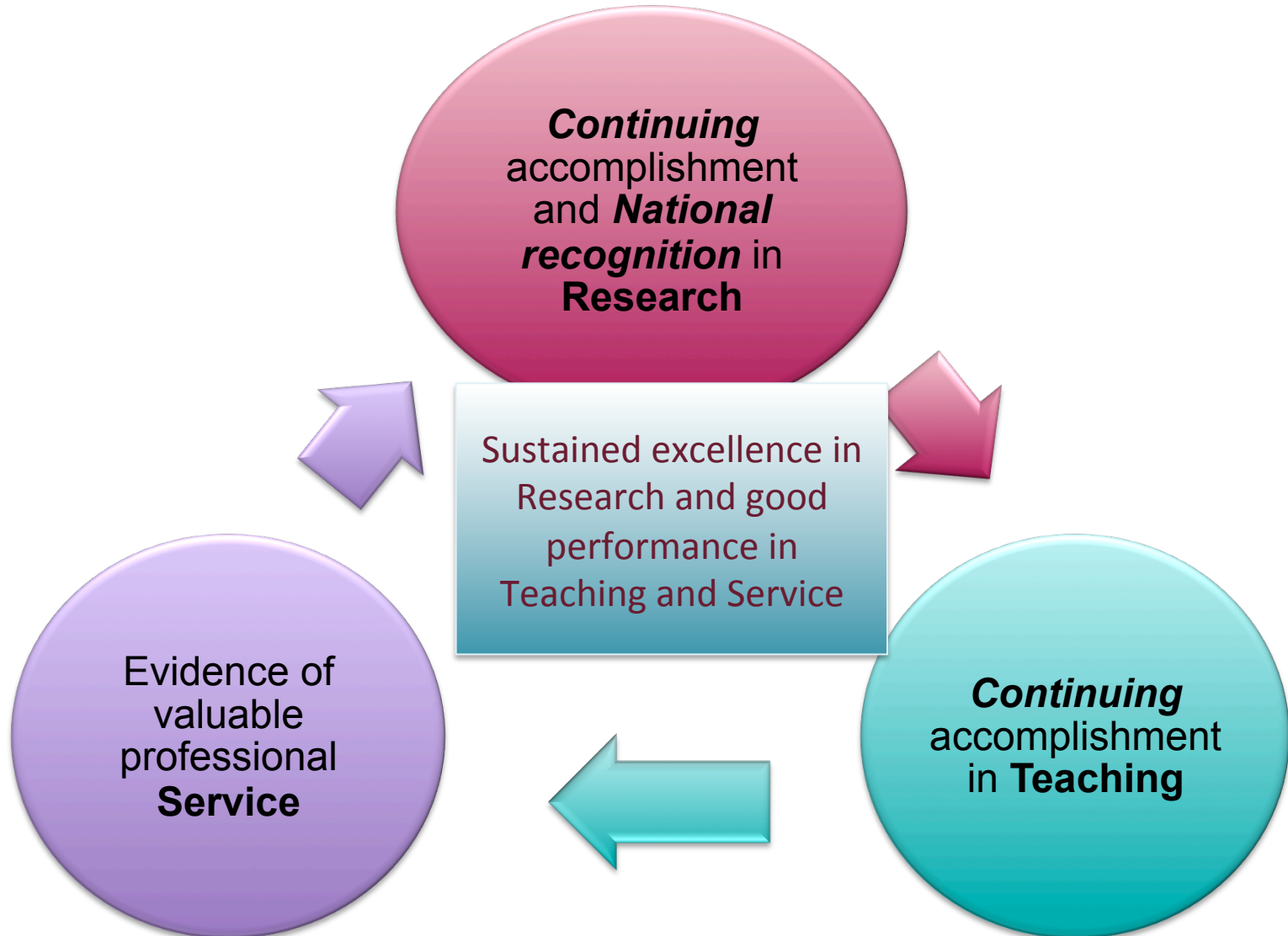
Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University

**Associate  
Professor**

An area of specialization germane to the programs of Texas A&M.

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

# Associate to Full Professor



# Promotion to Full:



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## There is **no clock** – but time may matter

*Sustained excellence in Research, with National and/or International recognition*

- Following T&P, there is inertia you can use to keep the 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

# The process



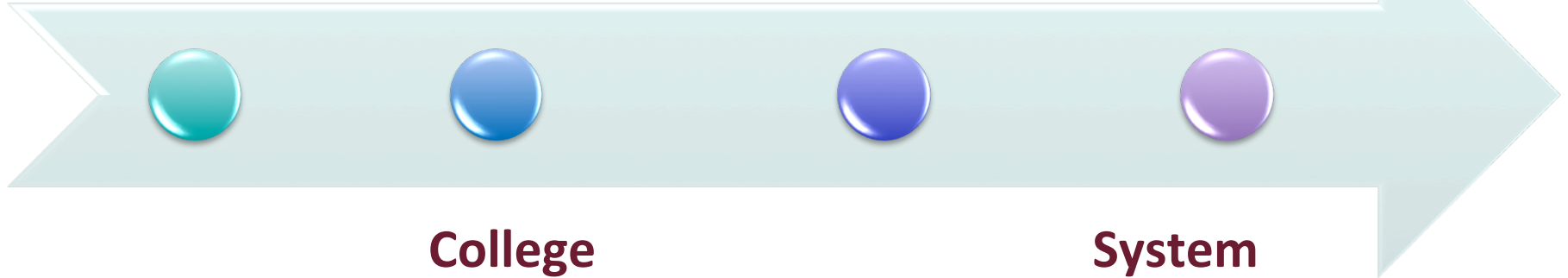
## Department

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

## University

- Provost/CEO HSC
- President
- **Early Spring**

**September 1**



**Late Spring**

## College

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

## System

- Chancellor (promotion)
- Board (tenure)
- **Late Spring**

# Teaching

- Classroom and laboratory instruction
- *Development of new courses*, laboratories, and teaching methods
- Publication of instructional materials, including textbooks
- Supervision of graduate students



# Teaching

Be efficient with your time and effort

Become capable but don't strive for perfect

Great teaching is not enough to earn you tenure

Bad teaching is enough to lose you tenure



# Teaching

## Graduate education

- They aren't all superstars
- It is still education and not research

# Teaching

- **Demonstrate Impact**
  - High impact learning experiences
  - Novel pedagogical approaches
  - Teaching awards or grants
  - Undergraduate research
  - Curriculum redesign

# Research / Scholarship

**Creation and dissemination of new knowledge or other creative activities:**

- **Publications:**
  - Books
  - Articles
  - Conferences
- **Grants**
- **Evidence of National and/or International recognition**
- **Interdisciplinary research**

# Research / Scholarship

Figure out the expectations

- Ask colleagues and **and DH**
- Publications, grants, graduate students



# Research / Scholarship

Use set aside time for scholarship

Write every day – if only one hour

# Research / Scholarship

- **Demonstrate Impact**
  - citations
  - h-index
  - invitations to speak
  - grants panels
  - editorships

Provide context for your discipline

# 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

- Take on tasks of interest to you

Department

College

University

Community/Extension

Professional

- Build your network



# 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!**

# How do I know I'm ready?

- Seek feedback
- Seek constructive feedback
- Seek constructive accurate feedback
- Seek constructive accurate feedback from various sources
- Identify gaps and develop a plan to achieve goals

# How subjective is the process?

- Achieving “normal” level of productivity does not assure promotion
  - Moving target
  - Interpretation
  - Collegiality (service to institution) matters
- Sustainability, Independence, Quality, Impact, Quantity, Funding, National and/or International recognition—external reputation matters
- Teaching matters:
  - Graduate students relations and success
  - Performance at the undergraduate level



# Candidate Dossier

# You have control of your dossier

- Make your own best case and
- State your own impact
- Do not assume your case is obvious
- Address clearly any negative issues
  - Make your own arguments, don't rely on others

# Take control of your dossier!

## Statement

- Research, teaching, service
- Philosophy + past/present/future

## CV

- Clear, organized, precise
- Refereed, student coauthors
- Grants: role & \$ (total/your share)

## Reviewers

- Arm's length—institution and individual
- Peer institutions
- Network

# Take control of your dossier!

## Statement

- Research, teaching, service
- Philosophy + past/present/future

**IMPACT!**

## CV

- Clear, organized, precise
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- Grants: role & \$ (total/your share)

## Reviewers

- Arm's length—institution and individual
- Peer institutions
- 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
- Keep jargon free and readable
- Three typed pages (maximum)



# CV

- The curriculum vitae 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 so labeled.
- Items that have been submitted but not yet accepted should not be shown unless clearly separated and marked as such.
- Clearly designate your undergraduate or graduate students
- Be accurate about reviewing duties/service duties etc

# External Letters

- Minimum 3; Recommended 5-7
- External letters from peer institutions
- Equal letters from candidate and dept list
- Respect “Do not contact” list
- Don’t ask if they would be awarded tenure at their institution
- Include ALL letters and list all from whom a letter was requested

# Notifying Candidates Withdrawals

- Candidate should be 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
- Interdisciplinary program chairs should submit a letter

# Documents Submitted By Candidate

- A. Candidate's statements on teaching, research and/or other scholarly, creative activities and service
- B. Candidate's CV
- C. Grants summary chart
- D. Verification of contents statement
- E. Faculty biography
- F. Faculty summary data



# Faculty Biography Table

| <u>Name</u>  | <u>Department</u>   | <u>Present Rank</u>  | <u>Effective Date</u> |
|--|---|--|-----------------------|
| <b>Dr./Mr./Ms. First Last</b>  | <b>Department</b> (full name<br>no abbreviations)   | <b>Present Faculty Rank</b>  | <b>9/1/2014</b>       |
| <b>Terminal Degree (Year)</b>  | <b>Institution</b>  |  |                       |
| <b>Experience evaluated towards tenure.</b> Dates (Include semester and year beginning and ending) (See section <b>c.</b> below for explanation and example) | <b>Institution</b> (Include previous and current institution) (See section <b>c.</b> below for explanation and example) | <b>Title</b> (Include “Tenured” and “Year” if tenure was awarded at other institution) (See section <b>c.</b> below for explanation and example) |                       |
| <b>Accomplishments</b> (See section <b>d.</b> below for explanation)   |   |  |                       |
| <b>Statement on Teaching</b> (See section <b>e.</b> below for explanation)   |   |  |                       |
| <b>Justification for Early Tenure, if Applicable</b> (See section <b>f.</b> below for explanation)   |   |  |                       |
| <b>TO BE FILLED OUT BY DEPARTMENT AND/OR COLLEGE (if applicable)</b>   |   |  |                       |

# Faculty Biography Table

| Name   | Department   | Present Rank   | Effective Date |
|--|--|--|----------------|
| Dr. Joseph Batch   | Chemistry  | Associate Professor  | 09/01/13       |
| Ph.D. (2005)   | University of California at Santa Barbara                            |  |                |
| Fa 2005-Sp 2010<br>Fa 2010-Su 2011<br>Fa 2011  | University of Alaska<br>University of Alaska<br>Texas A&M University | Assistant Professor<br>Associate Professor (Tenured 2010)<br>Associate Professor |                |
| <p>Dr. Batch's area is organic chemistry with a specialty in polymer chemistry, transition metal catalysis polymer synthesis, asymmetric organic synthesis, and organometallic chemistry. He has authored three publications on efforts to combine the physiochemical properties of a polymer with the reactivity of a low molecular weight compound. This work involves fundamental research both in synthesis and catalysis. He has received grants of \$750,000 from NSF.</p> |  |  |                |
| <p>Dr. Batch teaches first year organic chemistry and one advanced organic chemistry course for undergraduates as well as two graduate level organic chemistry courses. He has received outstanding student evaluations each year and has chaired four graduate student committees and served on four others.</p>  |  |  |                |
| <p><b>Dr. Batch is being recommended for early tenure because.....</b></p>   |  |  |                |

# Biography

- 250 words or less
- Written by the candidate
- Submitted as word document
  - Focus areas for teaching
    - Optional: notable accomplishments related to teaching (2 sentence max.)
    - Optional: Teaching awards or honors (if applicable)
  - Focus areas for research/scholarship
    - Optional: notable accomplishments related to research, scholarship, and creative activity (2 sentence max.)
    - Optional: research awards or honors (if applicable)



|   |   |
|---|---|
| <i>Teaching philosophy</i>  | <ul style="list-style-type: none"> <li>Includes as much hands-on learning in the courses as possible, with the overarching goal of creating a link between the textbook and the real world.</li> <li>Constantly updating his course material, homework assignments, problem sets, exams, design projects, and notes, to ensure that his course reflects the changes in the field</li> </ul> |
| <i>Courses Frequently Taught</i>                                  | <ul style="list-style-type: none"> <li>BAEN 387</li> </ul>  |
| <i>Number of Graduate Students Chaired or Co-Chaired</i>          | <ul style="list-style-type: none"> <li>MS 7</li> <li>PhD 3</li> </ul>   |
| <i>Other Teaching Accomplishments</i>                             | <ul style="list-style-type: none"> <li>Developed 2 new undergraduate courses</li> <li>NFS grant has allowed him to recruit and mentor a large number of students from underrepresented groups</li> </ul>  |
| <i>Teaching Recognitions and Awards</i>                           | <ul style="list-style-type: none"> <li>Biological and Agricultural Engineering Department Excellence in Teaching Award, 2008</li> <li>Montague Teaching Scholar in the Texas A&amp;M University Center for Teaching Excellence, 2009</li> </ul>   |
| <i>Peer-reviewed Journal Articles</i>                             | <ul style="list-style-type: none"> <li>13</li> </ul>  |
| <i>Peer-reviewed Proceedings</i>                                  | <ul style="list-style-type: none"> <li>7</li> </ul>   |
| <i>Books/Monographs</i>   | <ul style="list-style-type: none"> <li>1</li> </ul>   |
| <i>Book chapters</i>  | <ul style="list-style-type: none"> <li>2</li> </ul>   |
| <i>Conference Presentations</i>                                   | <ul style="list-style-type: none"> <li>Invited: 2</li> <li>National: 26</li> <li>International: 9</li> </ul>  |
| <i>External Research Funding (Entire career)</i>                  | <ul style="list-style-type: none"> <li>Total awards: \$1.5M</li> <li>Awards to candidate: \$600K</li> </ul>   |
| <i>Other Research, Scholarship, or Creativity Accomplishments</i> | <ul style="list-style-type: none"> <li>Patents awarded: 1</li> <li>Patents applied for (pending): 3</li> <li>Associate editor of the Transactions of ASABE</li> </ul>   |
| <i>Research/Scholarship/Creativity Recognitions and Award</i>     | <ul style="list-style-type: none"> <li>Presidential Early Career Award in Science and Engineering, 2007</li> </ul>  |



# Faculty Summary Table

## Career totals



# Recommendations

- Read the DOF guidelines
- Remember “Impact”
- See [dof.tamu.edu](http://dof.tamu.edu) for forms and templates

# Things To Watch



- Inconsistencies in College Chart and Candidate Dossier Cover Sheet
- Do not include votes in individual area reports (teaching, research and service)
- Promotion and Tenure are one vote

# 2014-2015 P&T



| Action being considered | TAMU                 | HSC                | TAMUQ            | Total                |
|-------------------------|----------------------|--------------------|------------------|----------------------|
| Tenure and Promotion    | 60/66 (91%)          | 3/3 (100%)         | 2/3 (67%)*       | 65/72 (90%)          |
| Tenure Only             | 7/7 (100%)           | 1/1 (100%)         | 3/3 (100%)**     | 11/11 (100%)         |
| Promotion (TT)          | 48/50 (96%)          | 2/2 (100%)         | 1/1 (100%)       | 51/53 (96%)          |
| Promotion (NTT)         | 26/26 (100%)         | 9/10 (90%)         | 2/2 (100%)       | 37/38 (97%)          |
| <b>TOTAL</b>            | <b>141/149 (95%)</b> | <b>15/16 (94%)</b> | <b>8/9 (89%)</b> | <b>164/174 (94%)</b> |

\* Rolling contract and promotion

\*\* Rolling contract only

# 2014-2015 P&T



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|                  | TAMU          | HSC          | TAMUQ      | Total         |
|------------------|---------------|--------------|------------|---------------|
| Males            | 97/101 (96%)  | 11/12 (92%)  | 5/6 (83%)  | 113/119 (95%) |
| Females          | 44/48 (92%)   | 4/4 (100%)   | 3/3 (100%) | 51/55 (93%)   |
| White            | 102/107 (95%) | 10/10 (100%) | 6/7 (86%)  | 118/124 (95%) |
| Hispanic         | 16/17 (94%)   | 0            | 0          | 16/17 (94%)   |
| Asian            | 21/22 (95%)   | 5/6 (83%)    | 2/2 (100%) | 28/30 (93%)   |
| African American | 2/3 (67%)     | 0            | 0          | 2/3 (67%)     |

# P&T cohort data



| Fiscal Year<br>Hired   | Total<br>Assistant<br>Professors | Tenured    | No longer at A&M |                       |               |
|------------------------|----------------------------------|------------|------------------|-----------------------|---------------|
|                        |                                  |            | Tenured          | Left before<br>Tenure | Denied Tenure |
| <b>2003</b><br>2010-11 | 79                               | 44 (55.7%) | 12 (15.2%)       | 34 (43.0%)            | 0 (0.0%)      |
| <b>2004</b><br>2011-12 | 78                               | 53 (68.0%) | 10 (12.8%)       | 21 (26.9%)            | 2 (2.6%)      |
| <b>2005</b><br>2012-13 | 97                               | 63 (65.0%) | 16 (16.5%)       | 31 (32.0%)            | 2 (2.1%)      |
| <b>2006</b><br>2013-14 | 109                              | 72 (66.1%) | 7 (6.4%)         | 28 (25.7%)            | 4 (3.7%)      |
| <b>2007</b><br>2014-15 | 105                              | 75 (71.4%) | 6 (5.7%)         | 25 (23.8%)            | 2 (1.9%)      |