

PROMOTION AND TENURE WORKSHOP FOR CEHD FACULTY

FALL 2020



AGENDA

- P&T Review Resources
- Faculty Titles
- Midterm Review and P&T Timelines for 2020-2021
- Clarity in Roles and Expectations as per DOF Policies
- STaR Mentoring Program for Assistant Professors (TT), and Clinical Assistant Professors (APT) Faculty
- Faculty Success Program offered by the National Center for Faculty Development and Diversity (NCFDD)

MAJOR DISCUSSION AREAS

1. BEING SUCCESSFUL DURING THE PROMOTION PROCESS: AN OVERVIEW FOR A FACULTY MEMBER IN YEAR 4
2. THE PEER DOSSIER REVIEW PROCESS: AN OVERVIEW FOR THE PROMOTION AND TENURE COMMITTEE MEMBER
3. MENTORING FOR MID-CAREER FACULTY

AS A REMINDER: P&T REVIEW RESOURCES



- **UNIVERSITY**

- [University role on academic freedom, responsibility, tenure, and promotion](#)
- 2020-2021 <http://dof.tamu.edu/dof/media/PITO-DOF/Tenure%20and%20Promotion/TAMU-Guidelines-P-T-2020-21.pdf>

- **COLLEGE**

- [2020-2021 Midterm Review Timeline - https://mycehd.tamu.edu/wp-content/uploads/2019/06/CEHD-2019-20-PT-Midterm-Timeline-20190521.pdf](https://mycehd.tamu.edu/wp-content/uploads/2019/06/CEHD-2019-20-PT-Midterm-Timeline-20190521.pdf)
- [Guidelines for Promotion and Tenure File Assembly Guidelines - https://mycehd.tamu.edu/wp-content/uploads/2019/06/PT-File-Assembly-Guidelines.pdf](https://mycehd.tamu.edu/wp-content/uploads/2019/06/PT-File-Assembly-Guidelines.pdf)
- [CEHD T&P Guidelines: Tenure-Track - http://mycehd.tamu.edu/wp-content/uploads/2016/05/CEHD-TP-Guidelines-10-3-2017.doc.pdf](http://mycehd.tamu.edu/wp-content/uploads/2016/05/CEHD-TP-Guidelines-10-3-2017.doc.pdf)
- [Clinical Faculty Guidelines](#)
- [Instructional Faculty Guidelines](#)

- **DEPARTMENT**

- [EAHR, FOR TENURE TRACK FACULTY](#)
- [EAHR, FOR ACADEMIC PROFESSIONAL TRACK \(APT\) FACULTY](#)
- [EPSY, HLKN, TLAC](#)
- Ensure alignment of Department Guidelines, College Guidelines and University Guidelines
- Outstanding recent P&T Packages are available in respective departments and CEHD

CEHD FACULTY TITLES

Tenure Track/Tenured

Assistant Professor

Associate Professor

Professor

Academic Professional Track Faculty (APT)

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor
- Instructional Assistant
- Instructional Associate Professor
- Instructional Professor

CLARITY IN ROLES AND EXPECTATIONS: PER DEAN OF FACULTIES' POLICIES

TENURE TRACK FACULTY

- RESPONSIBILITIES IN ALL THREE AREAS OF FACULTY DUTY
 - RESEARCH
 - TEACHING
 - SERVICE
- TYPICAL LOAD IN CEHD IS 40% TEACHING; 10-20% SERVICE; 40-50% RESEARCH
- One course release for first 3 years (until Midterm Review)
- CANNOT GO TO 0% IN ANY OF THE THREE CATEGORIES
- DEPARTMENTS HEADS CAN NEGOTIATE WORKLOAD ADJUSTMENTS IF REVENUE NEUTRAL AND DEEMED EQUITABLE AND REASONABLE (e.g., A ONE COURSE RELEASE FOR LEADING A PROGRAM)

CLINICAL FACULTY

- RESPONSIBILITIES IN ALL THREE AREAS OF FACULTY DUTY
 - RESEARCH
 - TEACHING
 - SERVICE
 - PLUS COMMITMENT TO PROFESSIONAL DEVELOPMENT
- TYPICAL LOAD IN CEHD IS 80% TEACHING; 10% SERVICE; 10% RESEARCH
- CANNOT GO TO 0% IN ANY OF THE THREE CATEGORIES
- DEPARTMENTS HEADS CAN NEGOTIATE WORKLOAD ADJUSTMENTS IF REVENUE NEUTRAL AND DEEMED EQUITABLE AND REASONABLE (e.g., A ONE COURSE RELEASE FOR LEADING A PROGRAM)

INSTRUCTIONAL FACULTY

- RESPONSIBILITIES IN TWO OF THE AREAS OF FACULTY DUTY
 - TEACHING
 - SERVICE
 - PLUS COMMITMENT TO PROFESSIONAL DEVELOPMENT
- TYPICAL LOAD IN CEHD IS 90% TEACHING; 10% SERVICE
- CANNOT GO TO 0% IN EITHER OF THE TWO CATEGORIES
- DEPARTMENTS HEADS CAN NEGOTIATE WORKLOAD ADJUSTMENTS IF REVENUE NEUTRAL AND DEEMED EQUITABLE AND REASONABLE (e.g., A ONE COURSE RELEASE FOR LEADING A PROGRAM)

TIMELINE

- Associate Dean for Faculty Affairs Office will send timelines to departments
- Please pay attention to all deadlines
- Department and College level review are required in the third year of appointment for tenure track and APT faculty
- Timeline is the same
 - Tenure Track Faculty are normally considered to go up for promotion after five years in rank
 - APT faculty are normally considered for promotion to Associate Professor after five years in rank



BEING SUCCESSFUL DURING THE PROMOTION PROCESS

AN OVERVIEW FOR THE FACULTY MEMBER



FOR BOTH TT AND APT FACULTY CV ACCURACY ISSUES TO CONSIDER



- CV should reflect experiences and development in the candidate's career as a teacher and scholar
- Should be concise and padding should be avoided
- Accuracy – Appointment dates and years
- Roles on extramural or internal funding
 - Contributions to collaborative grant activities should be clearly delineated; for example, what was your role as Co-PI, evaluator, consultant, etc? What is your area of research responsibility? What role did you play in the teaching grant or service activities?
- Indicate the Impact Factor, # of citations if available (Google Scholar, Scopus)
- Indicate whether published with your students – highly encouraged
- Indicate whether funding was for teaching or service or research
- Have a full listing of your teaching assignments and evaluations in the dossier (gaps make unintended questions arise)
- Format Guidelines – Check with your program, division and department

CANDIDATE'S STATEMENT

- Should capture a theme that ties it all together
- Show explicit impact of your research, teaching and service
- Show work trajectory – growth in teaching, consistency in research and service
- Teaching philosophy and evidence – peer teaching reviews, EIFIS, PICA scores, syllabi, examinations, handouts, presentations, learning activities, teaching activities
- Editing of the statement (Seek input – allowed and appropriate)

DOSSIERS SHOULD STAND ON THEIR OWN THROUGH THE EVIDENCE PROVIDED



- Use your statement to tie your work to
 - Core mission of TAMU – Teaching, Research and Service (see appendix I-12.01.99.M2)
 - Transformative Education, Discovery and Innovation, Impact and Influence (CEHD areas of impact)
- Make sure you address
 - Quality of work – Teaching, Research, Service
 - Quantity of work – Teaching, Research, Service
 - Career trajectory
 - Impact of work – Publication outlets, impact factor, citations, public good
- Consider multiple ways of addressing quality of research and your scholarly reputation
- Teaching is more than just teaching evaluations from students, be expansive in how you discuss data to support the quality of your teaching
- Service is more than just being busy – what changed because of the time you spent in service, what benefits accrued and to whom

FOR TENURE TRACK FACULTY: CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

- An **exemplary** level of accomplishment as measured against the contributions of others in the field in the core areas of teaching, research and service
 - Originality
 - Quality
 - Example of outstanding publications and why
 - Trajectory – Is this faculty member likely to become one of the leading figures in the discipline? Potential to impact the field
 - Overall assessment of standing in relation to others in their peer group who are working in the same 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 indicating a **commitment to maintaining** the level of competence in teaching and research expected of a tenured faculty member (university rule 12.01.99.M2, p. 14).

ASSOCIATE PROFESSOR: EXAMPLES OF HOW TO SHOW RESEARCH ORIGINALITY, ACHIEVEMENT, IMPACT

- Evidence of publications/creative work which represent a cohesive body of work building toward a unique expertise
- Publication record congruent with a productive and independent research program for associate professor level
- The number of publications, the quality of the journal, publishers and the citation indexes
- The contribution, and the degree of complexity of the work, the quality and impact of the research
- For scholarship of teaching evidence that the work advances understanding of the primary discipline
- Grantsmanship of the candidate aligned with departmental and college expectations
- Candidate has been actively involved in seeking external funding through submission of grant proposals
- Potential to secure external funding
- Evidence for broader significance of the work, either now or in the near future
- Scholarship contributes to the vision, mission, and strategic initiatives for the unit, college, and university.

ASSOCIATE PROFESSOR: EXAMPLES OF HOW TO SHOW ORIGINALITY, ACHIEVEMENT, IMPACT OF TEACHING

- Evidence for courses taught successfully and the course load over a period under consideration (P&T)
- Quality of the sample course syllabi
- Sample of assignments and examinations, exams compare with the best practices in the field
- Evidence that grading methods facilitate learning
- Peer evaluations and frequency of peer evaluations
- Evidence of continuous course and teaching improvement
- Evidence that graduate students supervised are progressing in a timely manner
- Evidence of mentoring students
- Evidence of participation in curriculum and course development
- Evidence that courses are current and employ best practices
- Awards or recognitions for distinguished teaching
- Engaging in professional development
- Participation in student professional development
- Engagement in reflection and continuous improvement of student experiences

ASSOCIATE PROFESSOR: EXAMPLES OF HOW TO SHOW ORIGINALITY, ACHIEVEMENT, IMPACT OF SERVICE

Formal service roles including:

- Membership in standing committees
- Leadership of standing committees
- Participation in or leadership of a temporary subcommittee or task force
- Liaison activities with donors or industry partners

Informal service roles such as:

- Mentoring or peer-review of colleagues,
- Providing expertise for a department need
- Service at program, department, college, university, community, nation and international levels
- Service to professional organizations as editor, reviewer, judge, conference program chair, elected official
- Mentoring of research staff such as postdoctoral research scientists or project staff

TENURE TRACK FACULTY: CRITERIA FOR PROMOTION TO FULL PROFESSOR

- Continuing accomplishment and some measure of **national or international recognition** in research or another form of creative activity
- Evidence of valuable professional service
- Faculty member's record in relation to departmental, college and university performance criteria in teaching, research and service
- The scholarly or artistic work which is perceived as outstanding in the field
- A strong reputation in the candidate's field of study
- Candidate's service record indicate they are recognized in their field of scholarship

FULL PROFESSOR: EXAMPLES OF HOW TO SHOW ORIGINALITY, ACHIEVEMENT, IMPACT

- Candidate has received honors or awards in recognition of their scholarship
- Funding record consistent with the capacity necessary to support students and personnel for a productive research program
- Grantsmanship of the candidate aligned with departmental and college expectations
- Extramural funding has improved the recognition of the candidate in the field
- Candidate has been successful garnering grants and grant renewals
- Evidence for broader significance of the work
- Scholarship contributes to the vision, mission, and strategic initiatives for the department, college, and university
- Based on the candidate's overall research scholarship or creative activities the candidate has distinguished themselves as leaders or influencer within the discipline, department, college or university and based on management of their research program and collaborations
- Evidence of invitations for speaking, consulting, appearances, or participation in committees, taskforces, or advisory bodies which indicate the candidate is recognized in their field of scholarship
- The candidate has distinguished themselves as a leader or influencer within the discipline, department, college and university.

APT PROMOTION THROUGH THE RANKS: CRITERIA FOR PROMOTION TO CLINICAL OR INSTRUCTIONAL ASSOCIATE PROFESSOR

Demonstrate Meritorious Teaching in a variety of ways:

- Consistent evidence of excellence in teaching
- Effective and impactful teaching with technology or face-to-face
- High impact teaching and learning activities
- Strong and impactful teaching performance, as evidenced by student satisfaction, peer evaluation, and student learning outcomes
- Evidence of very high quality of student engagement in learning activities
- Design and successful delivery of new courses or major revisions of existing courses
- Engagement in continuing education and management of training grants to fund students and involvement in grants and contracts in support of teaching or scholarly activities
- Evidence of participation in professional development activities
- Competitive funding for teaching and curricular improvement activities

APT PROMOTION THROUGH THE RANKS: MANY WAYS TO DEMONSTRATE MERITOROUS SERVICE

- Active service on department, college and university committees and task forces
- Significant professional development activities that lead to enhanced service provision
- Serving as an active member of the Faculty Senate
- Serving as an advisor to student organizations
- Serving in an administrative role within the department or college
- Serving as a member of a curricular review committee or accreditation review panel
- Chair or membership on department, college, and university committees
- Leadership in professional organizations
- Member on editorial boards of journals in your discipline
- Planning and delivering workshops and other learning opportunities
- Involvement in creative works and performances, program/curriculum reviewer, membership on journal review boards
- Leading program-relevant programming for outreach to the community

CLINICAL FACULTY PROMOTION TO ASSOCIATE: MERITORIOUS RESEARCH AS EVIDENCED BY A COMINATION OF THE FOLLOWING

- Research or Scholarship can be demonstrated through a combination of ways
 - Presentations at professional conferences, workshops, invited presentations or keynote
 - Reviewer for professional publications and conferences
 - Performing and creative activities
 - Peer-reviewed research and scholarly writings
 - Grant and contract funding activities
- The judgments of peer review professionals in the faculty member's field provide the best and most reliable basis for making sound decisions about the quality of research
 - This allows the level of accomplishment and potential to be viewed relative to disciplinary norms and standards as judged by peers.
 - Peer reviewers are notified of a faculty member's workload devoted to research and asked to rate the quality relative to the appropriate field and workload
- NOTE: The application for Graduate Faculty Status at TAMU requires that an individual has a peer-reviewed research publication. Clinical faculty members should expect to apply for this status.

APT: PROMOTION TO CLINICAL OR INSTRUCTIONAL FULL PROFESSOR: TEACHING



- Outstanding accomplishment in teaching;
- Provide key leadership of program and curriculum development efforts, study abroad, service learning
- Evidence of innovation in teaching and learning, designing new courses, advising
- Receiving a grant for support of learning or teaching
- Prestigious placement of graduate students
- Receiving a college, university or national award for teaching
- Publication of a major textbook used in the field

APT PROMOTION TO CLINICAL OR INSTRUCTIONAL FULL PROFESSOR: SERVICE

- Evidence of service leadership within the department, college, university, or profession
- Key leadership positions in state or national organizations
- Evidence of impactful service to schools or other organizations
- Evidence of leadership in program/curricular review for other universities
- Editorial board leadership; professional panel reviews
- Serving as an officer of the faculty senate or university grievance committee
- Faculty member's record in relation to departmental, college and university performance criteria in teaching, research and service (12.01.99.M2)
- Refer to Department and College Guidelines

PROMOTION TO CLINICAL FULL PROFESSOR: RESEARCH

Must demonstrate EXCELLENCE and impact by a combination of some of the following:

- Presentations at professional conferences or workshops
- Conduct Action or basic research aimed at advancing teaching and learning
- Peer-reviewed publications in scholarly journals
- Meaningful contributions to an ongoing research team
- Editor of a book, journal, or guest editor of a special issue of a journal or book
- External grant funding (not teaching or service focused)
- Research grant
- Creative performances
- Public activity in the performing arts
- The judgments of professionals in the faculty member's field provide the best and most reliable basis for making sound decisions about the quality of research
- This allows the level of accomplishment and potential to be viewed relative to disciplinary norms and standards as judged by peers.

FOR CLINICAL AND TENURE TRACK EXTERNAL REVIEWERS



- Selected by the Department Head in consultation with the RTP Committee Members and/or program area head
- Candidate is requested to provide some names for those to be contacted and those not to be contacted if any
- Letters
 - Clinical Faculty - a minimum of 2 letters from external reviewers (Aim for 3-4 letters)
 - TT Faculty – a minimum of 5 letters from external reviewers (Aim for 6 – 7 letters)
 - Instructional Faculty do not require external reviewers because research is not an area of responsibility

HOW TO CHOOSE EXTERNAL REVIEWERS

- External reviewers should hold a rank equal to or above that of the rank being sought by the candidate, and come from a peer or aspiring institution or well known in the field for their scholarly contributions
- External reviewers who are tenured can review tenure-track and APT candidates
- External Reviewers who are Academic Professional Track can only review APT candidates
- Candidate should not contact potential external reviewers directly
- List all external reviewers who were contacted for pre-screening, even if they did not eventually receive the dossier
- Justify choice of institution of referee when it is not one of TAMU's peer institutions
- External reviewers' letters should include at least one nominated by the candidate and two by the RTP Committee or program faculty in collaboration with the Head

IMPORTANT CAVEATS FOR CHOOSING EXTERNAL REVIEWERS

Should be at arm's length from the candidate with no conflict of interest:

- Ideally 5-10 years from last collaboration or co-authorship
- Not from the same institution where the candidate worked previously
- Not from where the candidate earned terminal degree
- Not from a previous advisor, mentor or committee member
- Not from students in the same lab
- Do not include more than one letter from the same institution if possible
- Letters to external reviewers should clearly indicate the load of percentage of effort in teaching, research and service (DOF and Provost)
- *(If in doubt about potential for conflict of interest, discuss with Associate Dean)



THE PEER DOSSIER REVIEW PROCESS

AN OVERVIEW FOR THE PROMOTION AND TENURE COMMITTEE MEMBER



RTP COMMITTEE PARTICIPATION: A CIVIC DUTY

The Importance of Academic Citizenship at TAMU

- Participation by all members is important. This is the most important role a faculty member can take on at this university.
- Full participation *involves careful review of the dossier and pre-preparation including reading of included articles*
 - Participation is *not advocacy*, it is *constructive evaluation and analysis of documented performance*
 - *All cases have strengths and weaknesses, should be pointed out*
- The number of absentees or abstentions in some department or college committee deliberations were inappropriately high (DOF and Provost feedback on 2017-2018 cycle)
- Abstention as a category has been eliminated (only have **Yes, No and Recuse** voting options)
 - One can only recuse themselves if there is a conflict of interest (spouse, voting on another committee)
 - In recording voting results, do not confuse absence with recusal

RTP COMMITTEE MEMBER VOTING

- Committee deliberates according to the guidelines of the **department, college and the university**
- Review the faculty member's materials and the external reviewers' letters
- In order to vote, a RTP committee member has to have examined the candidate's record with the examination logged by a staff member, and each member has to sign the following: "I have reviewed the entire dossier."
- Those who are thus qualified will be the only faculty allowed to vote. It is expected that all eligible members will vote, having prepared thoroughly.
- When there has been sufficient time for discussion, the committee chair will initiate an anonymous ballot of all committee members in attendance; votes should be accompanied by justification for the vote (no).
- Deliberations of the P&T Committee are supposed to be confidential
- **Note: An emphasis will be placed on a professionally oriented vote on the issues in the record and not on personal attitudes or feelings or behaviors irrelevant to the criteria. Critiquing the candidate for any reason not related to "professional performance" is not appropriate (12.01.99.M2)**

RTP COMMITTEE REPORTS AT DEPARTMENT LEVEL

Reports should be a well-substantiated analysis of the scope and impact of a candidate's performance. Each report should contextualize the work, state strengths and weaknesses of the case, and state whether the record in that area is appropriate to a successful review. At minimum, reports should:

1. Include a review of presented publications.
2. In multi-authored publications and multi-PI grants, address the candidate's contributions (and authorship ranking; help educate readers - remember fields value **first** and **last** authorship differently).
3. For research reports, clearly address the contributions of the candidate's work to the department's objectives and directions and its impact on the candidate's discipline.
4. For teaching reports, go beyond restating the results of student evaluations. Provide an overall assessment, **explaining** student evaluations and other indicators, such as course syllabi, course materials, handouts and peer evaluations.
5. For service reports, go beyond restating the activities listed by the candidate. Explain **involvement and contributions**.
6. In evaluating the candidate's performance, make clear connections to specific departmental expectations and criteria. Avoid discrepancies between votes and description of performance. Reports should clearly contextualize negative comments seen in the dossier.

REPORTS AND FEEDBACK PROCESS

- At every stage of reporting (committees and administrative levels) need an evaluation of productivity and impact in the dossier
- At Departmental level, more emphasis on careful analysis of the impact and scope of candidate's work in their field
- Provide a review of selected papers (quality, citations, impact)
- College level reports should provide an analysis of how the candidate is contributing to the overall goals and mission of the college (College perspective)
- There should always be alignment between the evidence of performance in the dossier and the vote of committee members
- At any point in the process, a candidate may elect to withdraw his or her name from further consideration. This must be a written request
- Department head communicates with the candidate regarding decisions at every level (Dept. Committee, Heads, College Committee, Dean, Provost, President)

PROMOTION DOES NOT STOP AT TENURE: MENTORING OF MID-CAREER FACULTY MATTERS

- Responsibility for creating the appropriate work climate for encouraging and supporting associate professors
- Identify a mentor or mentors within the department (or outside the department, as appropriate) based on the mentor's experience, knowledge, skills, and background relative to that of the mid-career faculty, as well as the interpersonal compatibility between the mentor and the faculty.
- CEHD Faculty Affairs Office provides samples of dossiers, professional development workshops
- Encourage mid-career faculty to attend meetings and workshops. These forums provide insight into the criteria used by college-level committees and deans in making promotion decisions. Success at the department level does not guarantee success at the college level and university levels.
- Providing faculty development leave and/or a special research assignment.

MENTORING OF MID-CAREER FACULTY

- Require a clearly articulated faculty development plan that is approved both at the department and college levels
- Consider a short-term course reassignment (especially to reduce new course preparations) to mid-career faculty seeking to increase their research productivity
- Meet with the faculty member on a regular basis to discuss progress toward promotion to full professor
- Annual review by the Head and Peer Review Committee require that the faculty is informed of the progress being made towards promotion to full professor
- The mentoring of mid-career faculty should be an important duty of the department head/division chair/program chairs and senior faculty
- There is no one template for setting up productive mentoring relationships. What's important is that the relationship works for both the mentee and mentor

NOTIFICATION PROCEDURE

Level of Review	Notification Procedure
<i>Department Committee</i>	Department head notifies candidate upon receipt of committee recommendation
<i>Department Head</i>	Department head notifies candidate upon submission of recommendation to the dean
<i>College Committee</i>	Dean notifies department head upon receipt of the committee's recommendation; the department head notifies candidate
<i>Dean</i>	Dean notifies department head upon submission of recommendation to the provost (through the dean of faculties); the department head notifies candidate
<i>Provost</i>	Dean of faculties notifies dean, who notifies department head, who notifies candidate
<i>President</i>	President notifies provost who notifies the dean of faculties who notifies dean, who notifies department head, who notifies candidate