



TEXAS A&M UNIVERSITY
Faculty Affairs

The Tenure Process and Strategies for Preparation of Effective Materials

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Before we get started



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- **Note, this presentation is being recorded**
- **How to ask questions or discuss information**
 - Feel free to ask questions within the chat, if a question can be answered in the chat then we will, otherwise, we will ask them at the end of the presentation
 - To have your question stand out in the chat box please begin it with “??” and end it with “??”
 - There will also be opportunities at the end the presentation to ask some questions
 - After the event, or for more detailed or personal questions, email facultydevelopment@tamu.edu or visit office hours

T&P is a race



It is a race against time (5 Years)

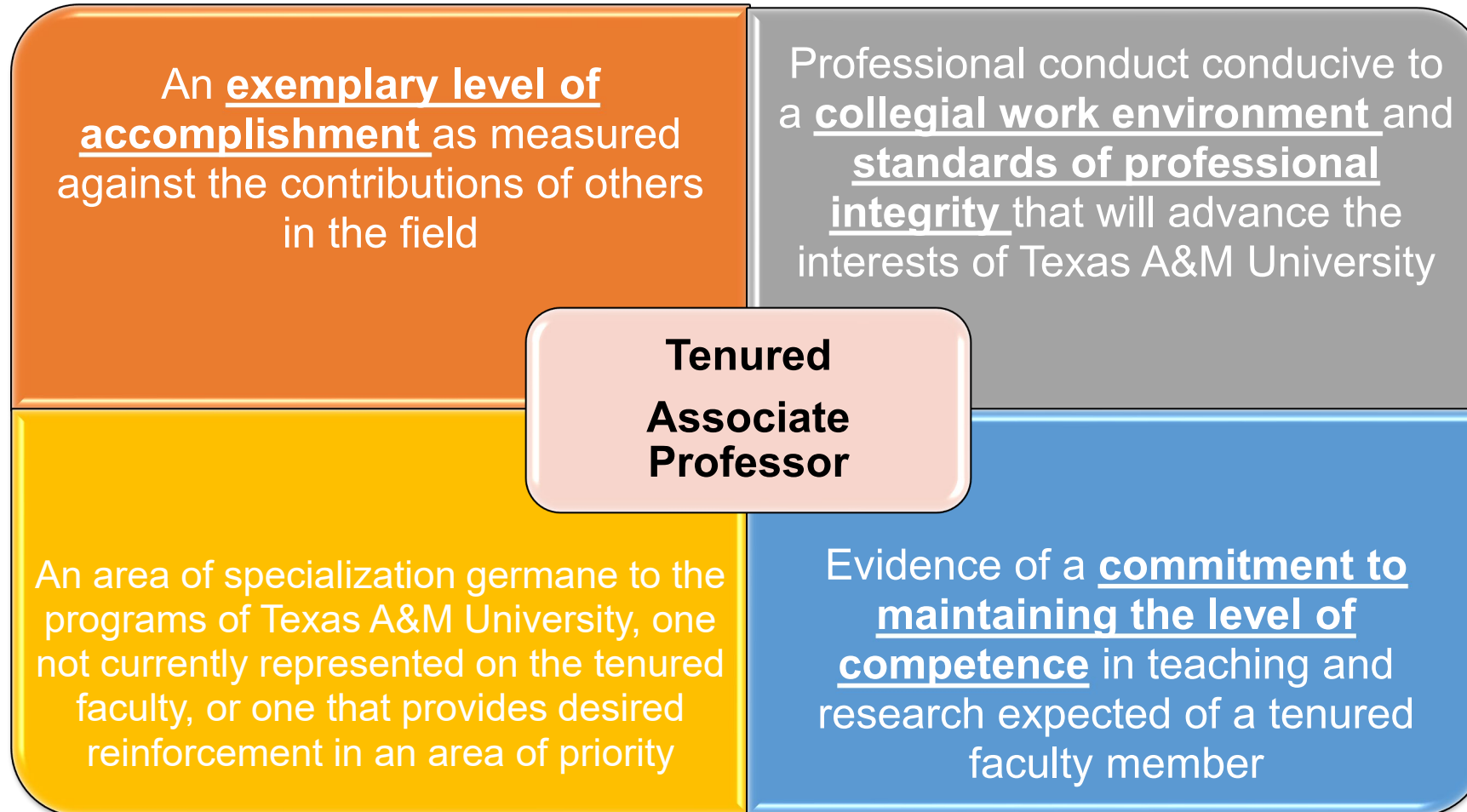
It is not a race against others in your department

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

Assistant to associate professor



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Promotion criteria



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- Although prior work can be taken into account, Tenure and Promotion to Associate Professor is based on productivity during the period under review and the trajectory of performance
- Credit can be given for service at a previous institution
- Accomplishments and expectations are defined in your unit, based on discipline

What do you need to accomplish?



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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

- Know the expectations:
 - Familiarize yourself with department/college guidelines and criteria
 - Ask mentors, colleagues and DH
- Set aside time for scholarship

- Demonstrate **Impact**
 - Novelty, quality, trajectory
 - How work laid the conceptual foundation for understanding specific questions in discipline
 - How work may be pioneering
 - How work is moving discipline forward
 - Development of models/frameworks/tests that are impacting/changing the discipline and used by others
 - Invitations to speak/task forces/panels
 - Reviewer or grant panel membership or editorship

- Demonstrate **Impact**
 - Societal impact
 - Patents, technology commercialization, entrepreneurship
 - Training of next generation teachers/researchers/academics
 - Quantitative methods:
 - Citations, h-index, acceptance rate, impact factors
 - **Provide context to discipline!**
 - Book reviews
 - Venues for exhibitions
 - Venues for plays
 - Awards

Number of publications is enough to achieve tenure

- Quality of venue, citations, impact of work

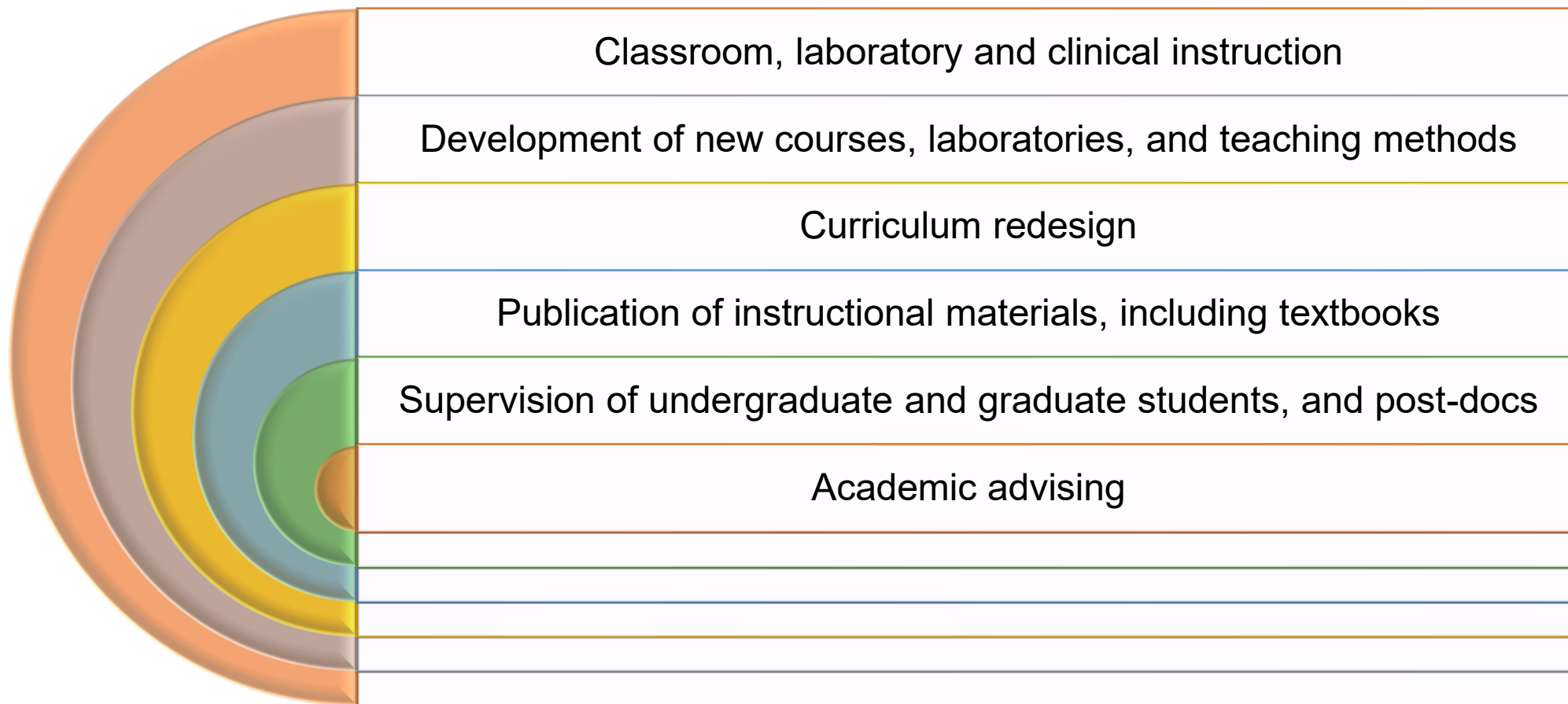
Large grants are needed to be awarded tenure

- Discipline specific

You will not be successful if you do interdisciplinary research

- Need to demonstrate independence and leadership

Teaching



- Be efficient with your time and effort
- Seek to continuously improve
- Take advantage of resources to improve your teaching
- Keep track of your efforts as you go, for easier dossier preparation

- Graduate education
 - They are not all superstars
 - Not all have interest in becoming academics
 - It is still education and not research

Teaching



Research and/or Other Scholarly or Creative Work	Teaching	Service
Quality Publications	Feedback from teaching observations	Officer in a (inter)national professional organization
Editing a scholarly book	Narrative of significant continuous improvement	Serving as a program chair at a (inter)national meeting
Major research or fellowship awards	Student satisfaction	Governmental commission
Citation of publications	Student outcomes	TAMU administrative role
Research or Scholarship Awards	Publication of instructional materials	Editor or member of editorial board for a major journal
Juried works of creative activities	Essential course development	Reviewer journals and grants
Review panel service	Teaching awards	Officer on Faculty Senate
Invited national presentations	Direction of graduate students	Chairing a major standing or ad hoc TAMU committee
Invited international presentations	Invited teaching at peer or aspirant institution	Evidence of professional service to local community or public, including clinical work and extension service
Significant external peer-reviewed research funding	Student professional development and mentoring	
Publications with teaching focus in leading journals	Significant service as an advisor	Committee chair in (inter)national professional organization
Public activity in performing or diverse arts	Teaching grants	
Patents or commercialization of research, where applicable	Service as a course coordinator	Advising a student organization
	Member of graduate committees	Department, college or university service
	Graduate student publications	
	Graduate student placement in industry or academia	
Significant self-development activities, such as intensive workshops or Faculty Development Leave that improve research effectiveness	Significant self-development activities that led to demonstrated enhanced teaching effectiveness	Significant self-development activities that lead to enhanced service effectiveness

Indicators of performance across the major areas of responsibility

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure and Promotion APPENDIX 1

- 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 (DFWQ)

Do you know what materials your department expects you to provide?



Identifying and
Describing
Teaching Impact

- Demonstrate **Impact**
 - Transformational/High impact learning experiences
 - Novel pedagogical approaches
 - Teaching awards or grants
 - Undergraduate research
 - Graduate students/post-doc 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

Teaching



Synthetic analysis of student evaluations of teaching: Complete longitudinal summaries (**chronological and in tabular form**) of the student evaluations must be presented, with numerical data set in the context of departmental standards and norms. (A department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.) **The department must provide these data to the candidates (candidates do not have access to departmental data) to allow them to address the trends within their personal statement.** The discussion of the data in the teaching report should include addressing the candidate perspective. At a minimum, a table including the following information should be provided to the candidates and must be included and analyzed in the teaching report:

Year	Semester	Course Number	Course Section	Credits	Course Title	Enrollment	Candidate Rating Question 1*	Appropriate Average for Question 1*	Candidate Rating Question 2*	Appropriate Average for Question 2*

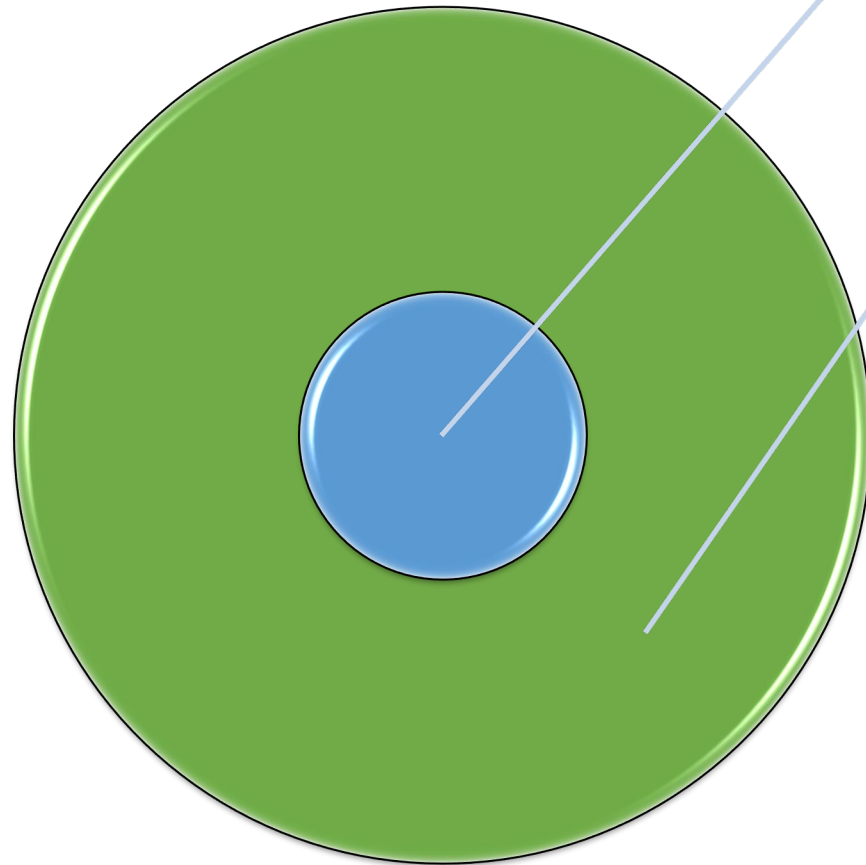
*Departments decide which question(s) for the student course evaluations will be considered. These questions should be the same for all faculty within the unit. **The department and the candidate should work together to determine the appropriate comparison for the candidate ratings.** It makes no sense to compare the candidate ratings to all courses taught at all levels in the department. Rather, it makes the most sense to compare the candidate ratings to similar courses in the department or the college. For example, If the candidate teaches a 200 level core curriculum course to meet the Life and Physical Sciences requirement, which serves both students in the department and students from many other majors, the best comparison might be the average of all 200 level core curriculum Life and Physical Sciences courses offered in the college.

Taken from Texas A&M University Promotion and Tenure Submission Guidelines 2024-2025 version at <https://facultyaffairs.tamu.edu/Career/Promotion-and-Tenure>

Service



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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 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**

Feedback is important



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How do I know I am ready?



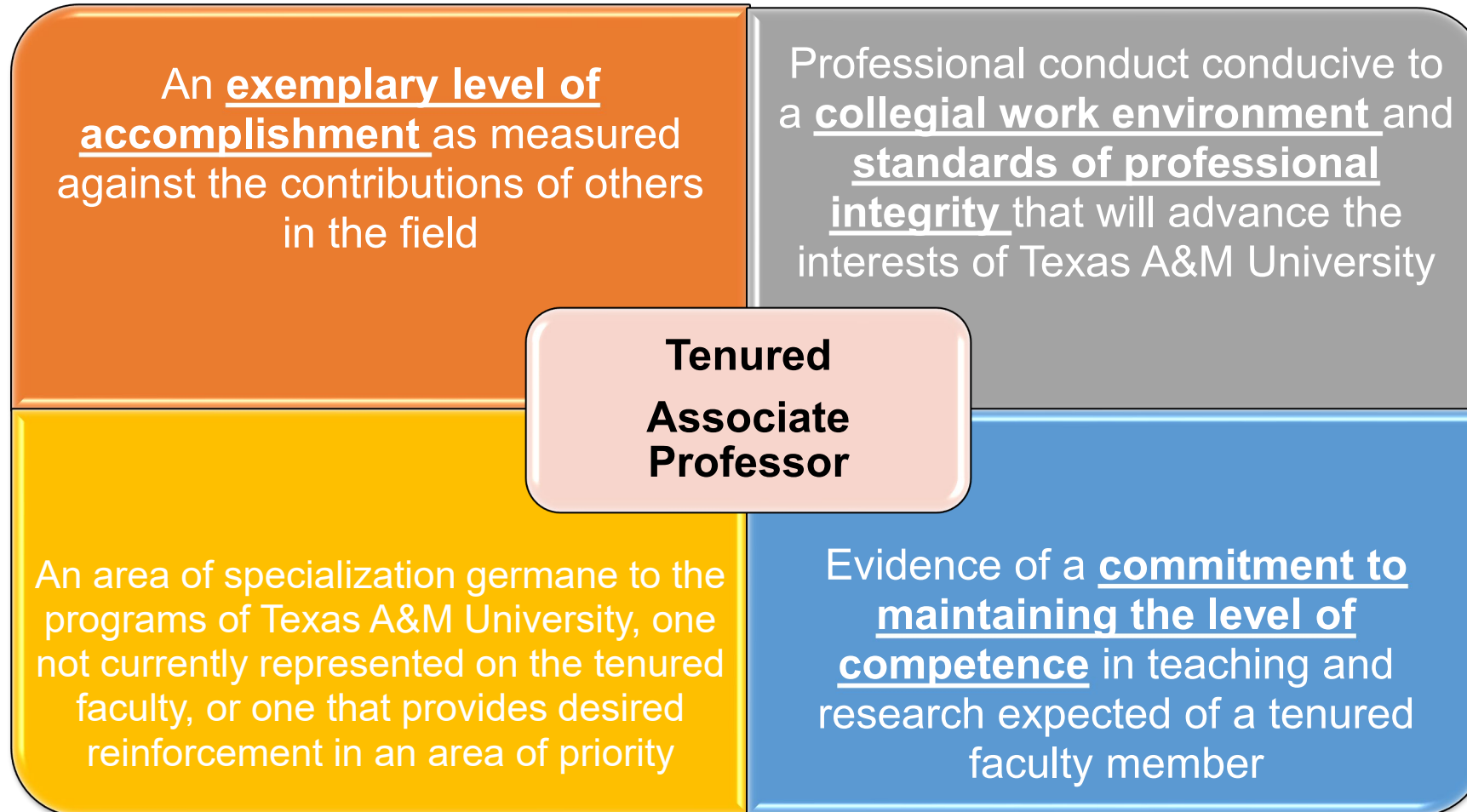
- Seek feedback
- Seek constructive feedback
- Seek constructive accurate feedback from various sources
- Identify gaps and develop a plan to achieve goals

- 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

Assistant to associate professor



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- It is important that you understand your own department's guidelines within the university's promotion standard
- Conversations with your department head, mentor/s and colleagues in your department are essential

- To be successful:
- You will need to develop a **plan**
- Good mentoring is the best means to assure that you are making effective progress
- You have ultimate responsibility for ensuring 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

- 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**:
- Remember to **celebrate** your successes!

The Process



Department

- P&T Committee
- Head

College

- P&T Committee
- Dean

University

- UPTC
- Provost
- President

System

- Board (tenure)



Early/Late
Spring
2024

Early
Fall
2024

Late
Fall
2024

Early
Spring
2025

Late
Spring
2025

September
1st
2025



Candidate's Dossier

What you control in your dossier



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- Make your own best case
- State your own **IMPACT**
- Do not assume your case is obvious
- Clearly address any negative issues
 - Make your own arguments, do not rely on others

What you control in your dossier



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Statement

- Research, teaching, service
- Past/present/future
- Impact

CV

- Follow the template
- 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
- Describes your productivity over time and the quality, and **impact** of your work within each of your areas of responsibility
- Each of the three areas should be individually addressed
- Past, present and future
- Keep jargon free and readable
- Three pages (maximum) – **12 font; inch margins**

Curriculum vitae



- The CV must follow the university template, be concise, and **padding should be avoided**
- List education/degrees, including Institution and year granted
- 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 in the pipeline
- For grants: use the CV template or CV downloaded from F180, indicate type of grant (e.g. R01, R21); agency; role (e.g. PI, Co-PI, Co-I, Consultant); grant's dates (e.g. 2019-2023); grant number; describe contributions to grant if not PI

- It may be important to list grants submitted and not funded, and their scores
- Describe authorship protocols within your discipline, especially 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 contributions to collaborations and interdisciplinary work and service activities

Curriculum vitae



- Clearly designate your undergraduate and graduate students, and post-docs who are co-authors (internal and external reviewers often comment on this as an important contribution!)
- Clearly indicate courses taught and how often (e.g. every Fall semester)
- Clearly indicate your role in mentoring of graduate students: chair, co-chair, committee member...
- Clearly separate your awards from those of your students
- Clearly differentiate awards and honors (teaching or research award) from service activities (serving as grant reviewer in study sessions)

External reviewers' letters



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- Minimum-5; Recommended-7
- You will be asked to provide a list of potential external reviewers (number varies by department)
- External letters from peer institutions (see links in guidelines), peer programs or leaders in the discipline
- You cannot contact or ask potential reviewers
- Reviewers must be at **arm's length**
- Letters from non-academic institutions should be limited
- You can submit a “Do not contact” list
- About equal letters from candidate and department lists

External letters



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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

External letters



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?

External letters



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?
8. Do you agree with the proposed action?

Joint appointments



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- If a funded split appointment both units must review
- Only one set of letters

- If member of interdisciplinary program/s, program chairs should submit a letter

Notifying candidates



- Candidates are notified at **EACH** step of the process
- Candidate may withdraw any time throughout the process, but must submit resignation if this is the mandatory review

- 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
- Faculty summary data table
- **Others as required by department:** teaching portfolio, publications, etc.

Recommendations



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- **READ** your department/college guidelines
- **READ** the University P&T 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 facultyaffairs.tamu.edu for this year's forms and templates



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Promotion & Tenure

This is the official guide for promotion and tenure.

Faculty are the foundation of a university, and are integral to fulfilling the land, sea, and space grant missions of Texas A&M University. The process of promotion and tenure review is intended to support faculty as they move through a career path, and to recognize their growing expertise and contributions in their areas of responsibility. It is imperative for the individual faculty members and for the integrity of the university that each member of the faculty community take the promotion and tenure review process seriously, and carefully follow the established procedures and criteria for these reviews.

[PROMOTION & TENURE FORMS](#)

UNIVERSITY TIMELINE	+
ENTIRE TIMELINE	+
CANDIDATE PROCESS	+
EXTERNAL REVIEWER LETTERS	+
DEPARTMENT PROCESS	+
COLLEGE/SCHOOL PROCESS	+
UNIVERSITY PROMOTION & TENURE COMMITTEES	+

”Roadmap”

Roadmap for a Successful Tenure-Track Academic Career

This program encourages tenure-track faculty, ideally in years one to three, to invest time in reviewing expectations for tenure, in order to identify both the strategies and tactics necessary for success.

May 14 & 15, 2024

Day 1

Focuses on familiarity with the process and materials submitted by the candidate.

Day 2

Includes a menu of workshops reviewing the habits and practices that facilitate success across the various possible responsibilities you have



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Thank you for attending!