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Promotion to Full Professor

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UNIVERSITY OF
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Overview

- ❖ Process and Timetable
- ❖ Candidate's Responsibilities
- ❖ Department Responsibilities
- ❖ Factors That Influence the Review of a Case File
- ❖ Q & A



Collective Bargaining Agreement

❖ Article 20, Section 21

❖ “Process and timelines ... same as those for promotion to associate professor and tenure,” with two notable exceptions

❖ Unsuccessful consideration does not lead to terminal notice

❖ Election of criteria under which to be reviewed limited to preceding 6 years



Election of Criteria

If there has been a change in the written criteria for promotion within the preceding 6 years, the candidate may choose (and should establish in writing) which criteria document will apply.



Collective Bargaining Agreement

- ❖ Decision to undergo review not addressed (cf required notification of tenure candidates)
- ❖ Department/unit criteria expected to cover this promotion
- ❖ Service expectation specifically addressed
 - ❖ “Significant service demonstrating leadership and commitment both within and outside ... unit”
- ❖ Faculty who are not members of the bargaining unit - Intention is for all to undergo the same review process



Promotion Process and Timetable

Winter/Spring
of previous year

⚡ Preliminary Work

- ⚡ Decision to proceed with promotion review
- ⚡ Candidate's contributions to the process
- ⚡ Identification and solicitation of external reviewers

⚡ Department Review


Early Fall

- ⚡ Personnel Committee: usually report and vote
- ⚡ Vote by voting faculty (signed, secret ballot)
- ⚡ Department Head: report and recommendation



P&T Process and Timetable (cont'd)

Fall/Winter School/College Review

 Personnel or Advisory Committee (elected): report and vote

 Dean: report and recommendation

Winter / Spring University Review

 Faculty Personnel Committee (elected): report and vote

 Provost: review and decision

May 1



Expectations for Promotion

- ❖ A record of concrete achievement in research or creative practice, teaching, and service ...
- ❖ ... demonstrating a convincing likelihood of a continuing long-term career of academic excellence

Expectations for Promotion (Cont'd)

🔮 Scholarship TRAJECTORY

🔮 Activity vs. accomplishment

- 🔮 Completed vs. ongoing

- 🔮 Peer review and kinds of adjudication

- 🔮 Clarity in vita and statements

🔮 New discovery/creation vs. interpretive, teaching, and/or service contributions

🔮 Peer evaluation

🔮 (Inter)national reputation appropriate for AAU/R1 institution and your discipline



Expectations for Promotion (Cont'd)

- ❖ Clearly meet/exceed criteria for research / creative practice
 - ❖ Quality and impact of work
 - ❖ Extent of publication or other refereed accomplishment
- ❖ Clearly meet/exceed criteria for teaching
- ❖ Clearly meet/exceed criteria for service
 - ❖ Significant, demonstrating leadership and commitment within and outside department or unit
- ❖ Contributions to institutional equity & inclusion



Timing

- ❖ Unsuccessful consideration does not lead to terminal notice
- ❖ Clearly deficient research / creative practice, teaching, or service will result in denial of promotion
- ❖ Cultural “Norms” / “Readiness”

Time and Productivity Issues

- ❖ Early promotion vs. “timely” cases
 - ❖ “Standard” review is for promotion following sixth year as Associate Professor
 - ❖ Credit for prior service
 - ❖ Expectations for early cases
 - ❖ Outside offers not a basis for early decision (but could suggest a viable case for early evaluation)
 - ❖ Historically, merely reaching minimal expectations not an effective basis for early promotion
 - ❖ Recommend focus on “on-time” promotion





Time and Productivity Issues

⊠ Time vs. productivity parameters

⊠ Total record does not always equal relevant record

⊠ Materials for review should cover entire post-tenure period

⊠ However, evaluation is not simply an “integration” of this period

⊠ Time since last promotion

⊠ Time since hire (credit for prior service)

⊠ Last six years

⊠ Longer-term Associates (10+ years)



Candidate's Responsibilities

- ❖ Waiver / non-waiver letter
- ❖ Curriculum Vitae (signed and dated)
- ❖ Candidate's statement (signed and dated)
- ❖ Suggestions regarding external reviewers

Candidate's Responsibilities (cont'd)

❖ Supplemental material

❖ Scholarship portfolio

❖ All publications or other professional or creative accomplishments (returned after case is completed)

❖ Documentation of publications in press (or professional equivalent)

❖ Teaching portfolio

❖ Service portfolio



Waiver / Non-Waiver

Options

- Entirely closed
- Closed except for internal letters
- Open except for external letters
- Entirely open (default)

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Waiver / Non-Waiver (cont'd)

- ⚡ Your decision – you should feel no pressure on this
- ⚡ A letter is required in all cases – department will prepare for you from an available template after your decision
- ⚡ Timing: waiver/non-waiver letter must be signed before external letters are solicited
- ⚡ New sentence in waiver letter – aware of opportunity to suggest external reviewers



Vitae

- ❖ Full profile (including teaching and service)
- ❖ Education: Include graduation dates, mentor's names
- ❖ Distinguish peer-reviewed publications from other research or writing activity
 - ❖ Present the complete bibliographic citation in the style appropriate to your field's principal journal(s)
 - ❖ Provide full lists of co-authors in the published order

Vitae (cont'd)

- ⚡ Appropriately sort work in areas other than conventional publication (e.g., performances, exhibitions, etc.)
- ⚡ Recommended: reverse chronological order


Vitae (cont'd)

❖ Manuscript/accomplishment status

- ❖ In press: galleys + commitment to publish (volume or date?)
- ❖ Accepted: all revisions complete, but not yet in press
- ❖ Accepted with revisions: revision + editorial decision required
- ❖ Revise and resubmit: additional review anticipated
- ❖ Submitted: no review yet completed

Vitae (cont'd)

“The Book”

-  Signed contract, manuscript complete and accepted, with no further revision (copy edit/galley proof can be pending)

Go	<ul style="list-style-type: none">Between the covers before external reviewers are contactedIn press with galleys that can be circulated and contract for publication in hand
	<ul style="list-style-type: none">Completed ms plus contract
Wait	<ul style="list-style-type: none">Complete ms but no contractPartial ms with or without contract

Vitae (cont'd)

- ❖ Conferences and other appearances
 - ❖ Event, date, location
 - ❖ Distinguish peer-reviewed
 - ❖ Distinguish international
 - ❖ Recommend reverse chronological order
 - ❖ Consider placement of local contributions (e.g., guest lectures – teaching or service section?)

Candidate's Statement

- ❖ Short: perhaps 5-6 pages
- ❖ General vs. professional readership
 - ❖ Balance; display your ability to teach
- ❖ Accomplishments, current activities, and future plans for research, teaching, and service
- ❖ Evidence of contributions to institutional equity and inclusion

<http://inclusion.uoregon.edu/node/264>



Candidate's Statement (cont'd)

- ❖ Significant focus on research and teaching; somewhat less so on service
- ❖ Consider using the statement to help the reader understand anything “unusual” in your record
 - ❖ Co-authorship contribution, author order
 - ❖ Gaps

Suggested External Reviewers

- ❖ Guidance document available from Academic Affairs website
- ❖ Candidate suggests / Department selects
- ❖ Independent preparation of suggestions
 - ❖ If appears on both lists, *not* marked as suggested by candidate
- ❖ Recommendation to candidate: suggest well-qualified reviewers unlikely to be identified by your colleagues



Teaching – Department Responsibilities

- ❖ List of courses taught
- ❖ Summary table – quantitative evaluations (including class size, percent response)
- ❖ Departmental comparison data
- ❖ List of teaching awards
- ❖ Sample evaluation form
- ❖ Copies of all quantitative summaries
- ❖ Copies of all signed qualitative comments
- ❖ Peer evaluations
 - ❖ At least one every other year since tenure




Teaching – Candidate's Responsibilities

- ❖ List of supervised students, sorted by kind and including dates and role (e.g., chair, advisor, committee member)
 - ❖ Postdoc, doctoral dissertation, masters thesis, honors thesis
- ❖ Teaching portfolio
 - ❖ Syllabi, innovative materials (including electronic), etc.
 - ❖ Illustrative, not exhaustive



Service – Candidate's Responsibilities

Service Portfolio

-  Evidence of service contributions to department (center, institute), school or college, university, profession, and the community

<http://academicaffairs.uoregon.edu/promotion-tenure>



Factors That Influence the Review of a Case File

⚡ Timing

⚡ Early cases

⚡ Focus on “on time” or “right time” nature of review

⚡ Parental leave or leave without pay

⚡ Stops the clock for one year

⚡ Does not preclude coming up as originally scheduled



Factors That Influence the Review of a Case File (cont'd)

- ⊠ Time since last promotion
- ⊠ Time since hire/credit for prior service
 - ⊠ New Appointments with Promotions
- ⊠ **TRAJECTORY** – especially the last six years
- ⊠ Publications that contributed to tenure and promotion should not be considered again in the next promotion
- ⊠ Urge no 11th hour book status



Department Head's Role in Minimizing Complications

- ❖ Ensure department criteria explicit, transparent, and communicated
- ❖ Ensure regular input and evaluation
- ❖ Ensure regular and substantive peer review of teaching
- ❖ Advise delay if appropriate
- ❖ Advise evaluation if appropriate

Department Head's Role in Minimizing Complications

- ❖ Select strong and appropriate set of external reviewers
- ❖ Focus on record, not on person
- ❖ Prepare detached and analytical department head's report and recommendation
- ❖ Address time course of work, not just sum of work
- ❖ Ensure that confidentiality is respected
- ❖ Be timely



Q&A

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