

# PROMOTION TO PROFESSOR WORKSHOP

The University of Iowa  
Office of the Provost

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Associate Provost for Faculty  
April 30, 2019

# WORKSHOP AGENDA

- **The process for promotion to (Full) Professor: Viewpoint of the Office of the Provost**
  - review and promotion procedures
  - qualifications for professor
  - evaluation criteria
- **General tips regarding promotion**
- **Associate Professor survey data**

# QUALIFICATIONS FOR FULL PROFESSOR

- Relevant sections of the Operations Manual
  - *III.10.4c*: Qualifications for Specific Rank
  - *III.10.5*: Review and Promotion Procedures

# REVIEW AND PROMOTION PROCEDURES

## ■ III.10.5a

The question of **promotion** of faculty may be brought up at any time deemed appropriate, but if not considered earlier, it should be brought up for formal consideration between the dean and the DEO as follows: ..... **associate professors no later than the seventh year after promotion to that rank.**

Promotion may take place earlier if the qualifications and promise of the individual concerned warrant such action.

Individual faculty members may request review for **promotion**, tenure, or both, **at any time**, and shall be afforded such review by the applicable department or non-departmentalized college.

# REVIEW AND PROMOTION PROCEDURES

## ■ III.10.5b


A candidate for .....promotion ..... shall be evaluated under the relevant, **clearly defined standards** of the faculty member's **academic unit(s)** that were:

1. in effect at the time of the faculty member's initial appointment or promotion to the rank currently held;
2. any such standards in effect since that time; or
3. any such standards in effect at the time of the evaluation, whichever of these the candidate elects.

The candidate shall make an election under this section **no later than the end of the academic year** prior to the academic year in which the candidate is considered for tenure and/or promotion or reappointment.

# QUALIFICATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR

## III.10.4b. Associate Professor

- (1) Convincing evidence that the candidate is an **effective teacher** of, as appropriate, undergraduate, graduate, postdoctoral, and professional students.
  - (2) Demonstration of **artistic or scholarly achievement** supported by substantial publications or equivalent artistic creations or performances, of high quality, as appropriate to the discipline(s).
  - (3) Departmental, collegiate, and/or University **service** and, if appropriate, professional service will be expected at an appropriate level.
  - (4) The quality and quantity of teaching, scholarship/artistic accomplishment, and service should *give **unmistakable promise of promotion to full professor.***
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# QUALIFICATIONS FOR FULL PROFESSOR

## III.10.4c

1. Consistent record of **high-quality teaching** at all appropriate instructional levels, including successful guidance of doctoral **graduate students** to the completion of their degree programs, where applicable.

# QUALIFICATIONS FOR FULL PROFESSOR

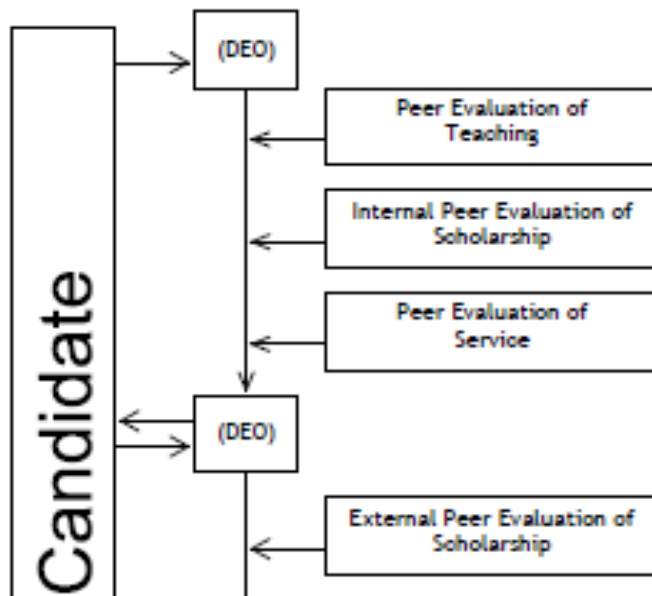
2. Continued artistic or scholarly achievement of high quality, accompanied by unmistakable evidence that the candidate is a **nationally** and, where applicable, **internationally recognized** scholar or creative artist in the chosen field.



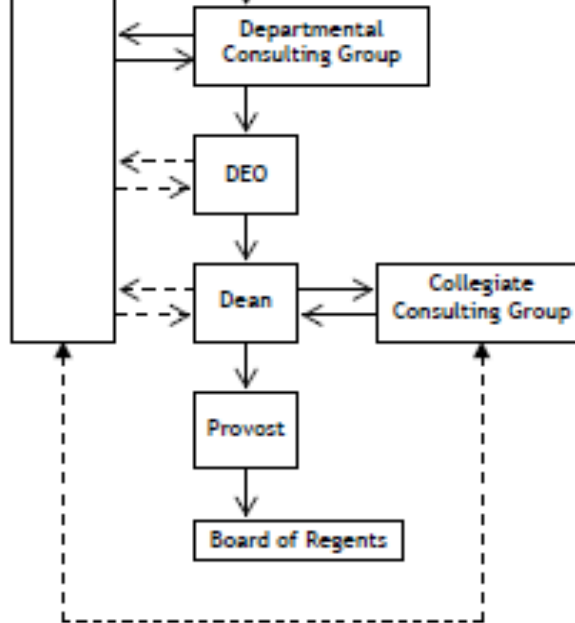
# QUALIFICATIONS FOR FULL PROFESSOR

3. The candidate should have a record of **significant and effective service** to the department, college, and/or the University and, if appropriate, to the profession.

**PHASE I**  
Dossier  
developed



**PHASE II**  
Dossier  
assessed



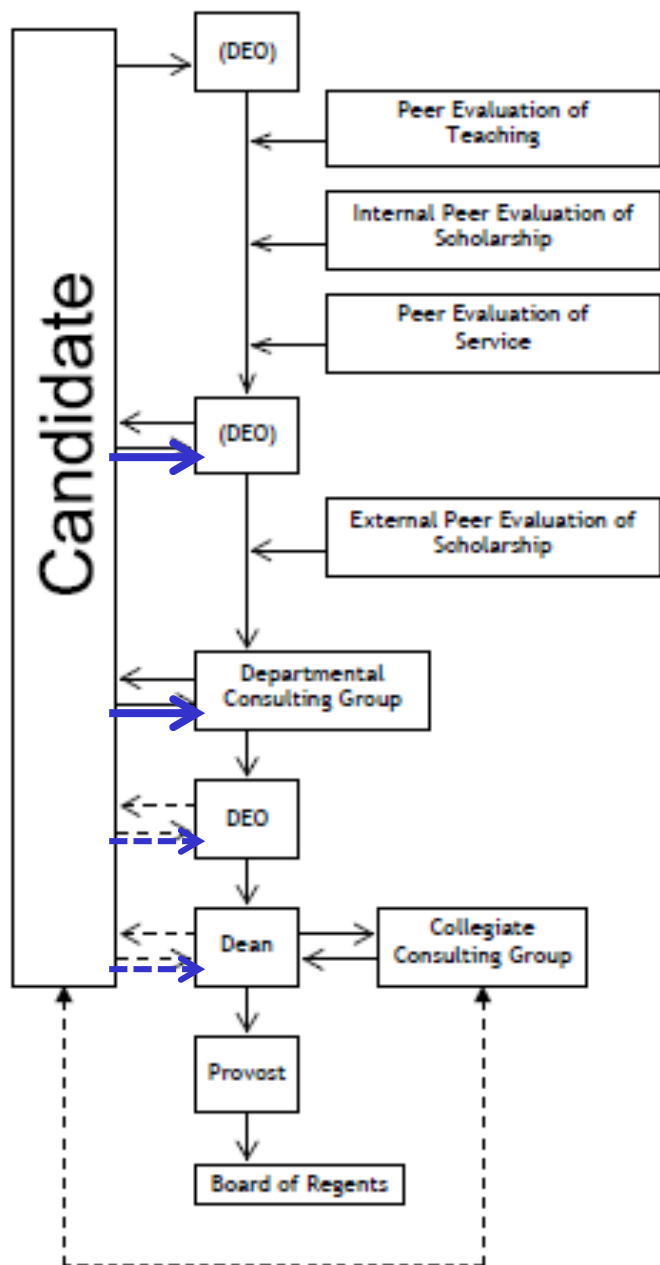
**Sequential Development of Promotion Record through Decision-Makers:**

1. Candidate and DEO compile dossier
2. Peer evaluation of teaching
3. Internal peer evaluation of scholarship
4. Peer evaluation of service
5. Candidate's opportunity to respond
6. External peer evaluation of scholarship
7. Departmental Consulting Group's vote and report
8. Candidate's opportunity to respond
9. DEO's letter to Dean
10. Candidate's opportunity to respond, if DEO's recommendation is negative
11. Collegiate Consulting Group's vote and summary report, if any\*
12. Candidate's opportunity to respond\*
13. Dean's letter to Provost
14. Candidate's opportunity to respond, if Dean's recommendation is negative
15. Provost's recommendation to the Board of Regents

\*if recommendation is negative and contrary to DEO or DCG recommendation

# PROMOTION PROCESS CHARACTERISTICS

- **Fair**
- **Transparent**
- **Thorough**
- **Methodical**
- **Accessible**



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\*if recommendation is negative and contrary to DEO or DCG recommendation

# EVALUATION CRITERIA

**Research/Professional  
Productivity**

**Teaching**

**Service**

# GENERAL MESSAGE - **TENURE**



**Research/  
Professional Productivity**

**Teaching**

**Service**

# GENERAL MESSAGE - PROMOTION

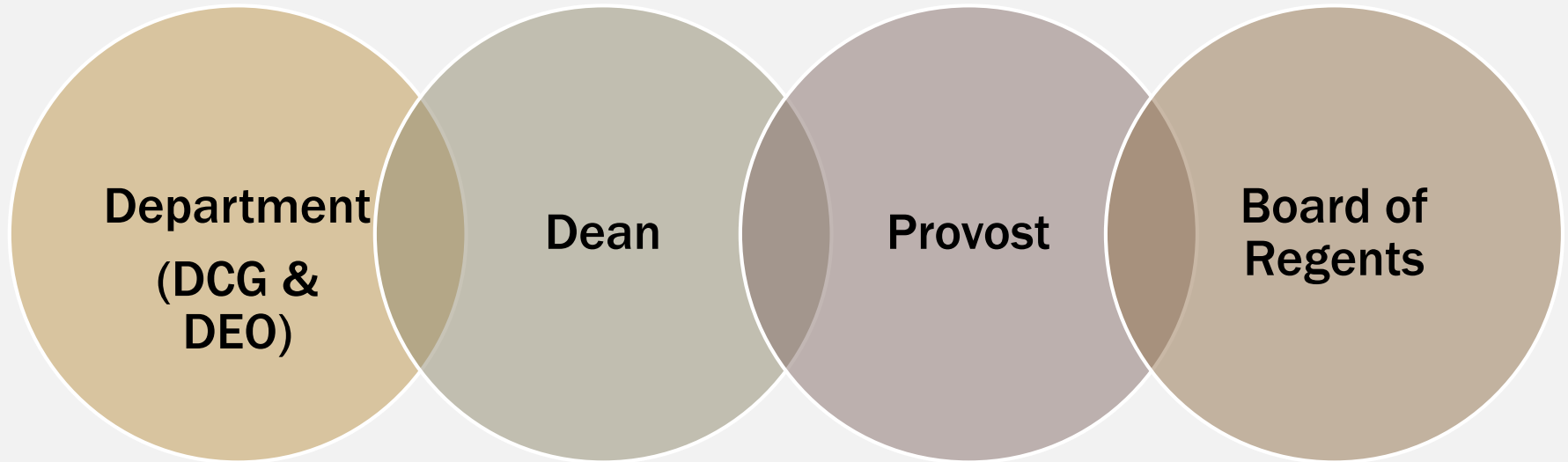


**Research/  
Professional Productivity**

**Teaching**

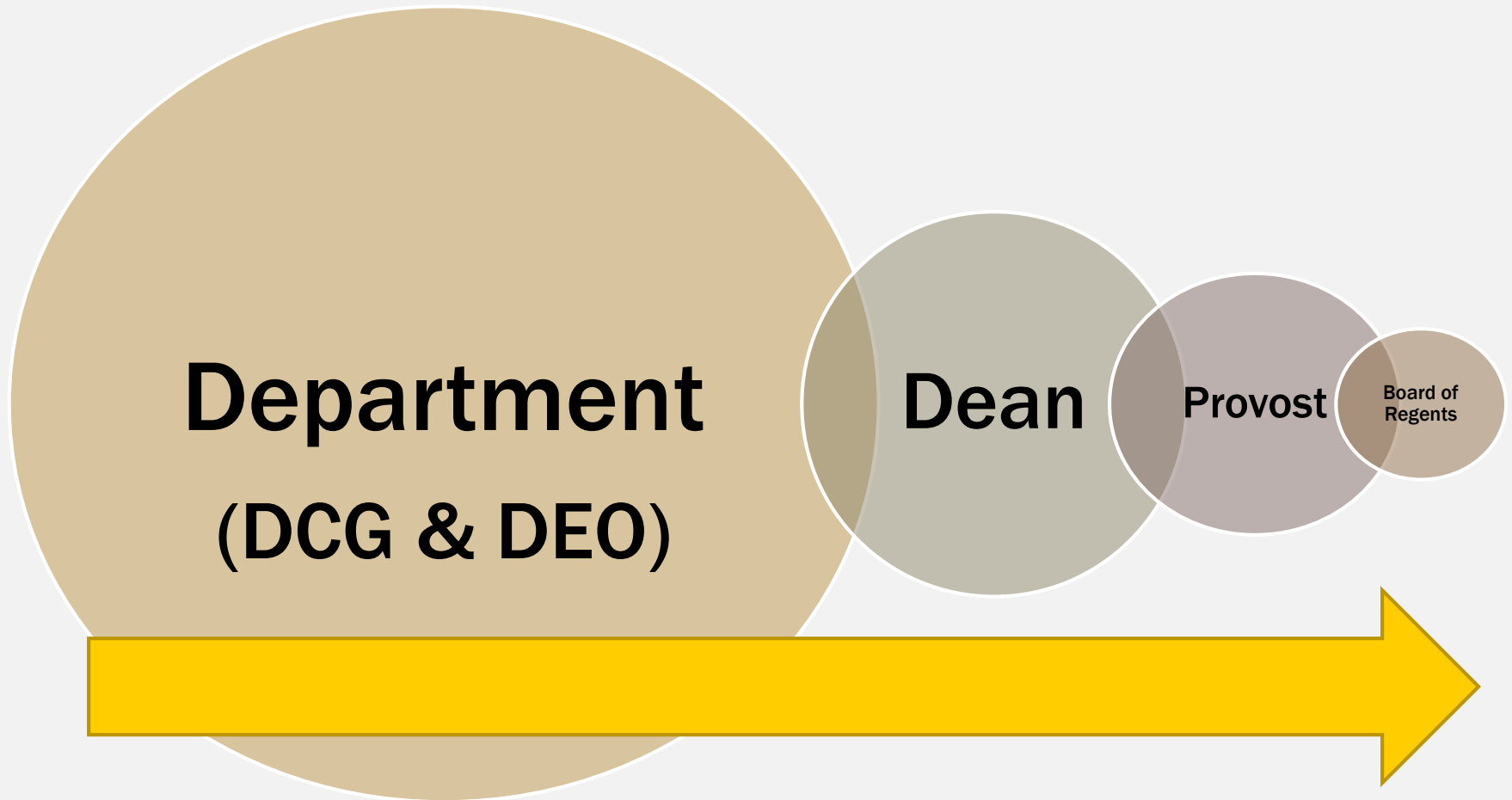
**Service**

# APPROVAL PROCESS





# RELATIVE IMPACT ON PROMOTION DECISION



# GENERAL RECOMMENDATIONS

- Do good research/scholarship
- Be prolific and steady
- Be technically sound (quality may be hard to judge)
- Make an impact in the field
- Obtain grant funding

# GENERAL RECOMMENDATIONS

- Friends (in the department) are good
- Don't dabble
- Cultivate contacts for letters
- Know department/college standards
- Ask for feedback during annual review process
- Show up at meetings and social functions

# RESOURCES

## Office of the Executive Vice President & Provost

[About the Office](#) [Strategic Plan](#) [For Students](#) [For Faculty](#) [Faculty HR Admin](#) [Policies & Procedures](#) [Centers & Institutes](#) [Data & Reports](#)



[Home](#) » [For Faculty](#) » [Faculty Development](#) » General Faculty Programs

### Faculty Development: General Faculty Programs

Have a question about the campus or community? **Contact us at** [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

#### Programs

- [National Center for Faculty Development and Diversity \(NCFDD\)](#)
- [View the UI Campuswide Faculty Development Calendar](#)

#### Resources

- [Faculty Support & Safety Guidance](#)
- [Writing Resources](#)
- [Working at a Public University](#)
- [Office of Teaching, Learning and Technology](#)
- [Faculty Engagement Corps](#)

- ▶ [Faculty Handbook](#)
- ▼ [Faculty Development](#)
  - [Faculty Campus Opportunities](#)
  - [For New and Early Career Faculty](#)
  - [General Faculty Programs](#)
  - [Faculty Development Awards Program](#)
  - [Leadership Resources for DEOs](#)
- ▶ [Faculty Awards](#)
- [Faculty Organizations](#)
- [Collegiate Faculty HR Contacts](#)
- [College Web Sites](#)



# DISCUSSION...



# LITERATURE ON ASSOCIATE PROFESSORS & CHALLENGES TO PROMOTION

- **Low morale among associate professors compared to other ranks**
- **Lack of institutional and departmental attention to associate professors relative to pre-tenure faculty**
- **Lack of mentoring and career planning for associate professors**
- **Lack of transparency and clarity regarding promotion criteria**

# LITERATURE ON ASSOCIATE PROFESSORS & CHALLENGES TO PROMOTION

- **Disproportionate service demands and administrative duties for associates that interfere with progress toward promotion, especially for minority faculty**
- **Need for more flexible and inclusive “paths to professor” that recognize a broader range of contributions**

# UI ASSOCIATE PROFESSOR SURVEY RESULTS

## ■ Survey of Associate Professors

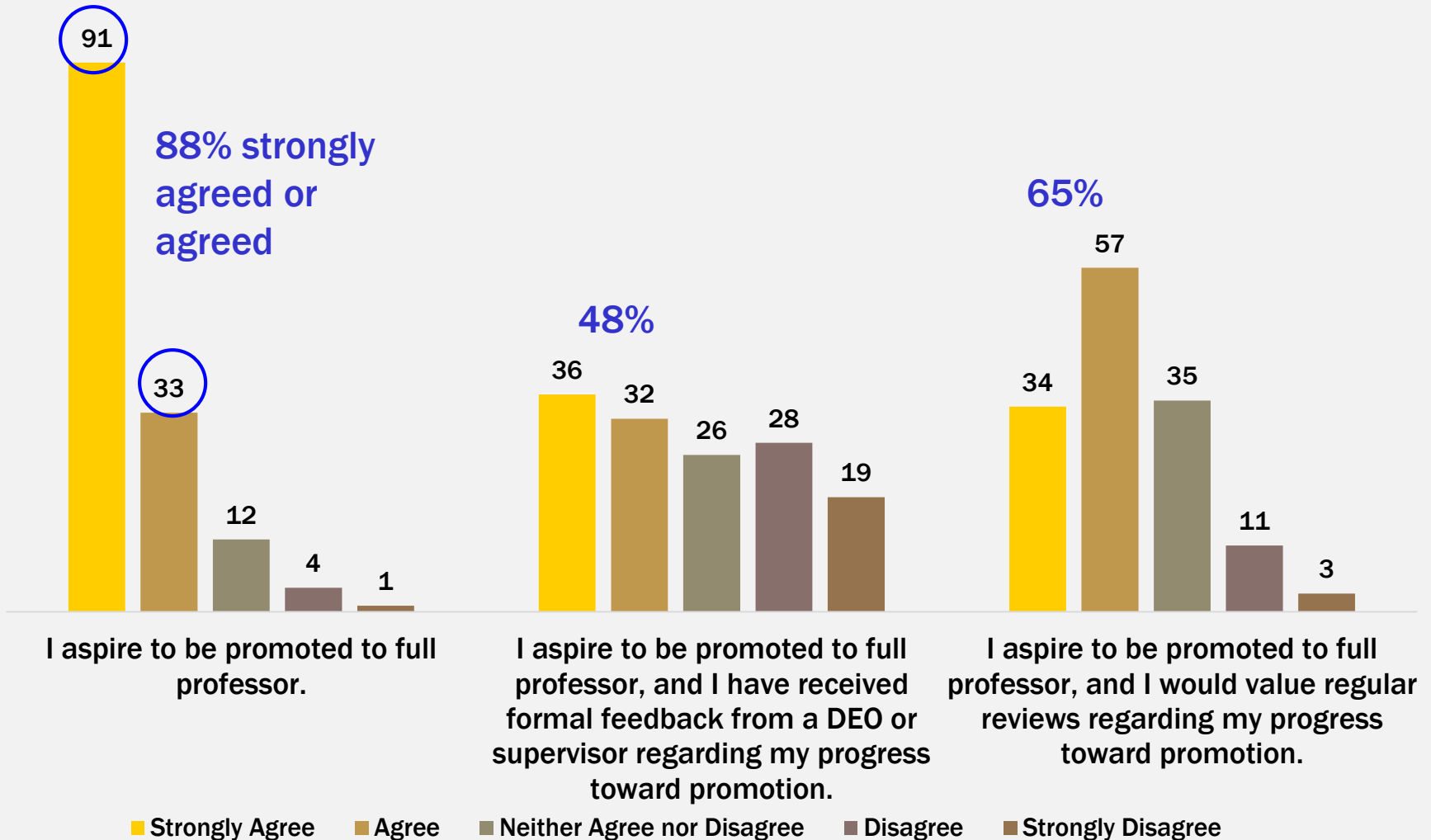
- Sent to approximately 200 UI associate professors in May 2017
- 141 responses (70% response rate)

## ■ Focus Groups (in collaboration with Faculty Senate and HR)

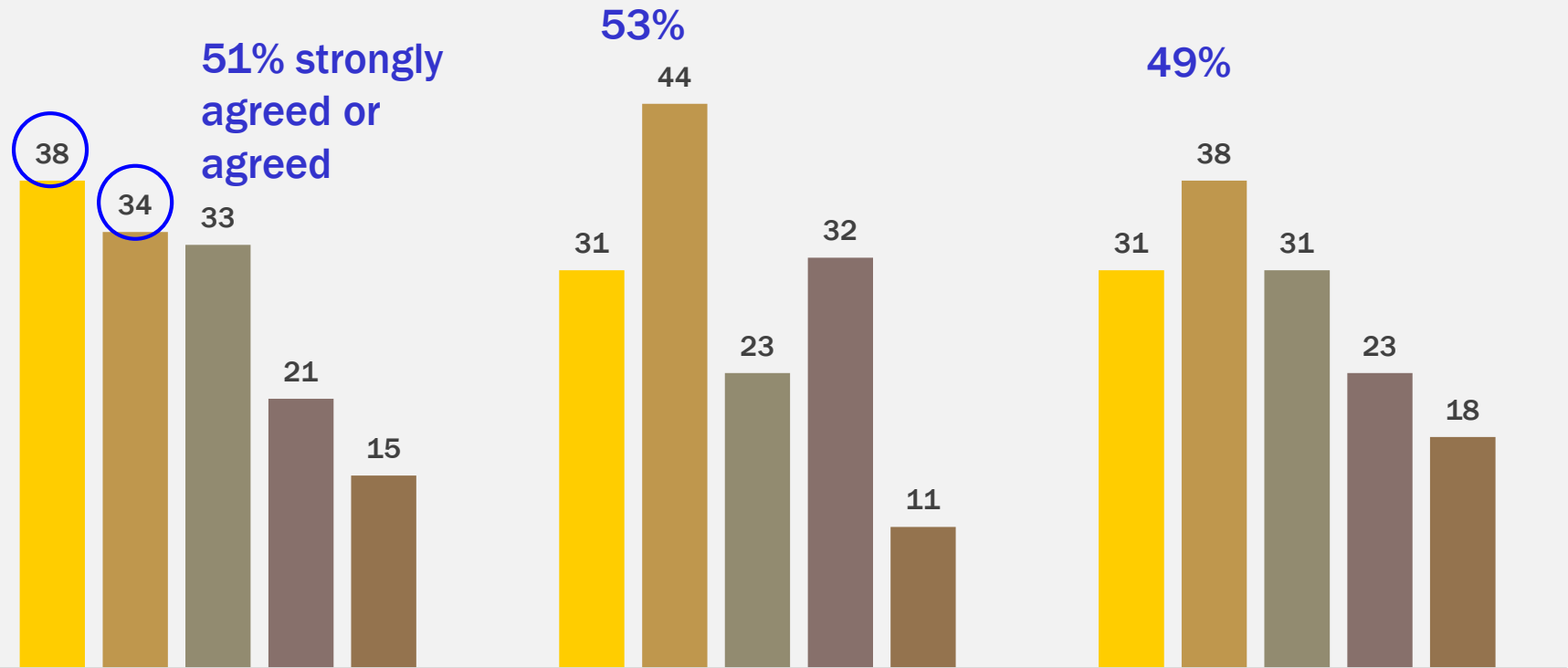
- Conducted three focus group sessions in Fall 2017
- Approximately 70 participants across all colleges



# ASPIRATIONS TO BE PROMOTED



# SUPPORT FOR MID-CAREER FACULTY



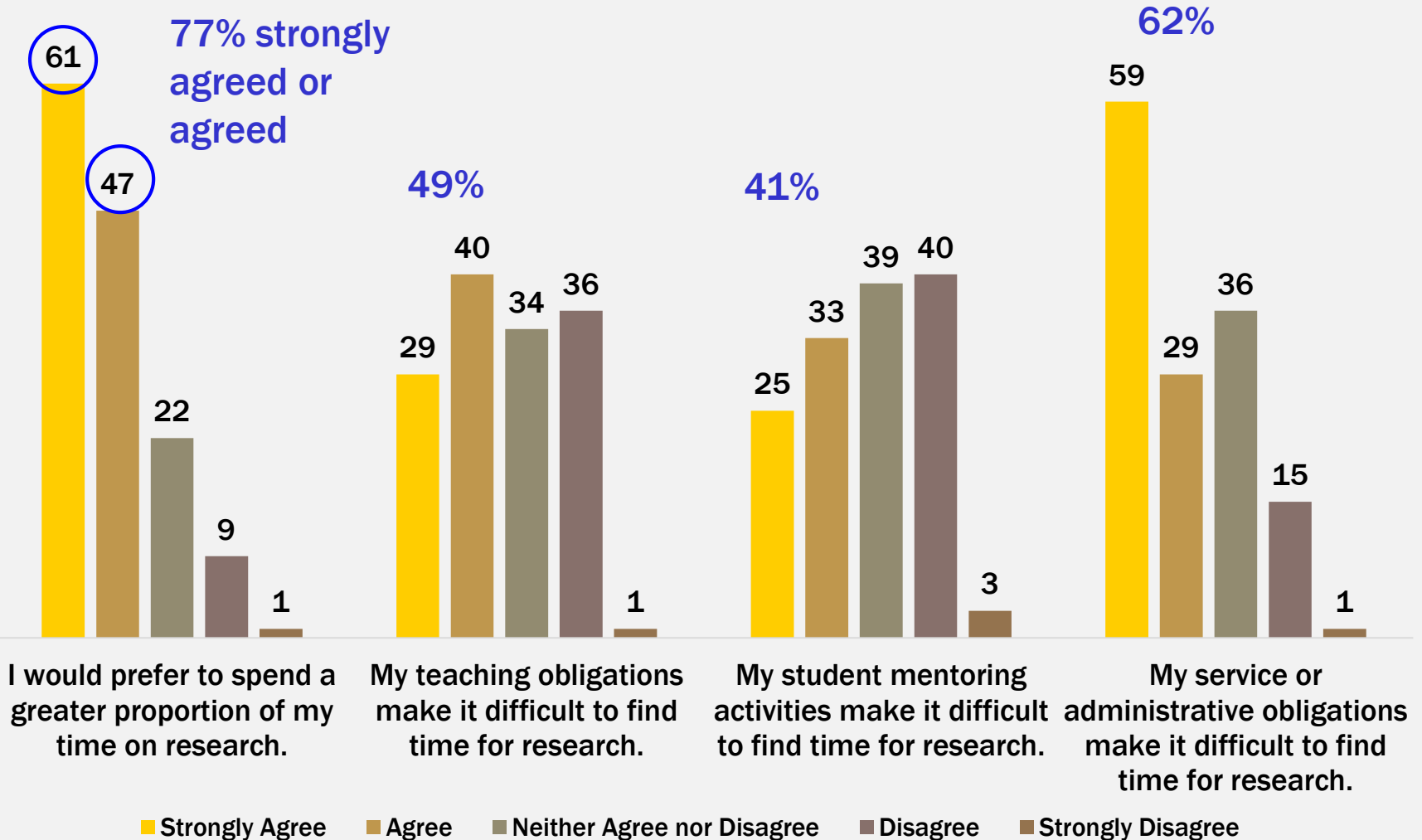
My department has a culture in which associate professors are encouraged to work toward promotion to full professor.

I understand the expectations and what one needs to accomplish in order to be promoted to full professor.

My DEO/Associate Dean provides me with adequate support and guidance to advance my career goals.

■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

# RESEARCH/SCHOLARSHIP EFFORTS



# CONSIDERATIONS

- **Balancing institutional teaching and service needs with individual faculty need to focus on research for promotion**
- **Include progress toward promotion in annual departmental review**
- **Consider peer advisement on enhancing or modifying research program**
- **Allow reasonable time for adjustment (retooling?) and monitor progress frequently**
- **Conduct peer review three years after tenure to assess progress toward promotion?**

# RESOURCES

- **Essay on how faculty members can chart a meaningful post-tenure career (K. Rockquemore, 2012)**
- **The Uncertain Path to Full Professor (A.W. June, 2016)**
- **NCFDD Mentoring Map**