



PennState
Faculty Affairs

Welcome!
The session will begin shortly.

Transitioning from Associate to Full in a Tenured Faculty Position

PROMOTION AND TENURE WORKSHOP SERIES

Transitioning from Associate to Full in a Tenured Faculty Position



Promotion and Tenure Workshop Series

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Presentation Overview

Why seek promotion to Full Professor?

Criteria and expectations for seeking promotion.

The review process.

Why seek promotion to
full professor?

WHAT WE THINK LIFE AFTER TENURE WILL FEEL LIKE



WHAT LIFE AFTER TENURE ACTUALLY FEELS LIKE



THE REWARDS FOR EARNING TENURE

New projects and topics

Stability of a secured position

Acknowledgement of expertise by peers

Increased professional stature

Greater ability to voice your opinions

Increased opportunities within the university and beyond

Salary increase

THE 'REWARDS' FOR EARNING TENURE

Teaching protections, if any, are lifted

Course load may diversify

Service load increases

Asked to serve in leadership roles

Mentoring changes

Grants may become larger or more competitive

Family life may change

New chair/dean moves the goalposts to full

Unclear path to promotion

*All the above x2 for women, faculty of color**

* Source: Baker, et. al (2018). *Success After Tenure: Lessons in Engaging Mid-Career Faculty*. Collaborative on Academic Careers in Higher Education. Harvard Graduate School.
<https://coache.gse.harvard.edu/blog/success-after-tenure-lessons-engaging-mid-career-faculty>



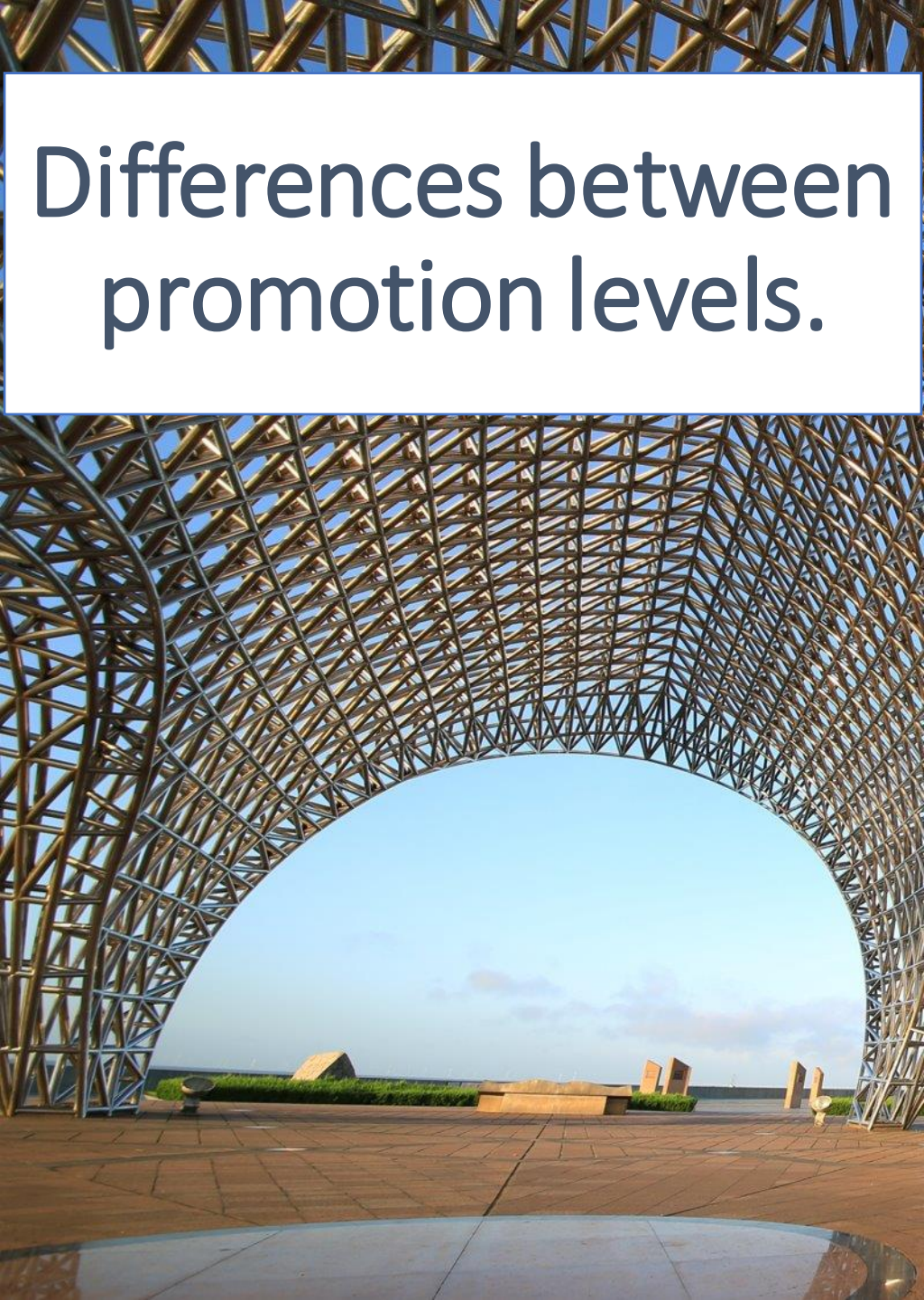
What is promotion?

Promotion seeks to recognize and reward excellence.

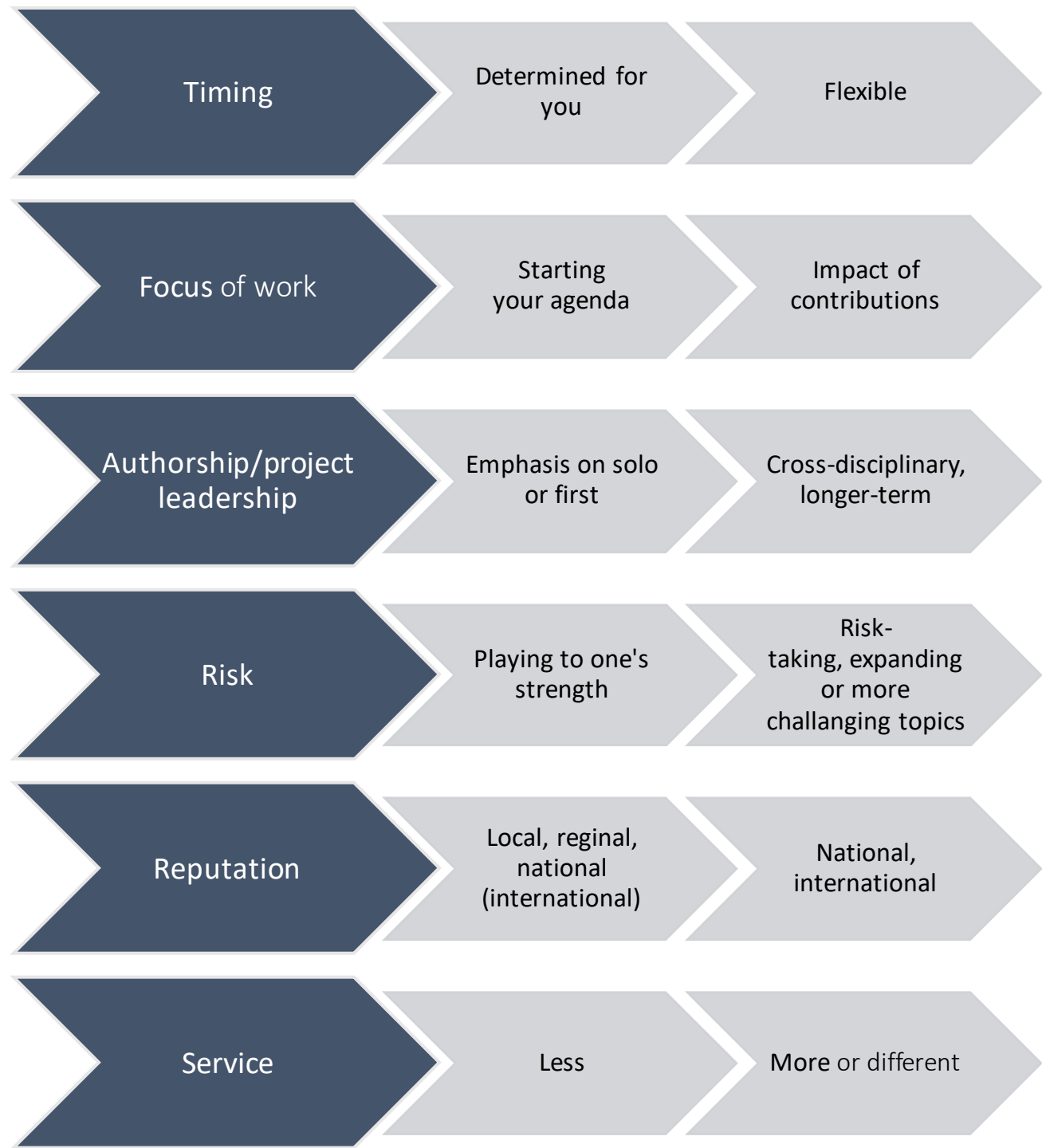
In general, excellence is defined in terms of contributions to one's profession through teaching, research or creative accomplishment, and service.

Excellence is evaluated in a variety of ways.





Differences between promotion levels.



Promotion to Full

Why consider promotion to Full Professor?

Status and prestige in your field.

May opens new opportunities within your field and within the university.

Potential increase in influence within your unit and beyond.

May contributes positively to the recruitment of quality students.

May strengthen your ability to secure grants and funding.

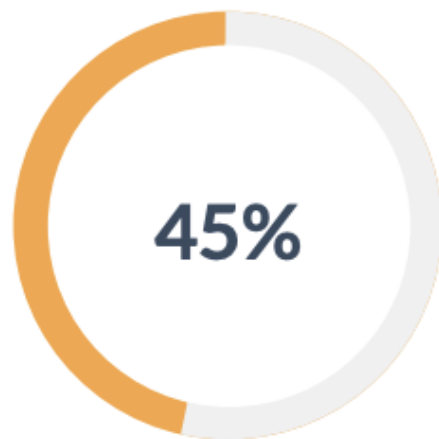
Not just individual success, but institution rankings and community perceptions.

Increased freedom to work on new projects, topics, or areas of interest.

Increase in salary.

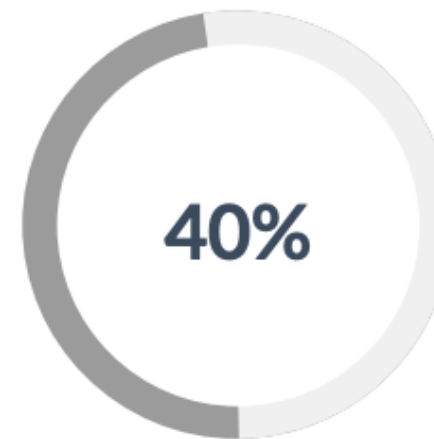
COACHE DATA

The following data represent the opinions of over 5,000 Associate Professors in the rank for 6+ years



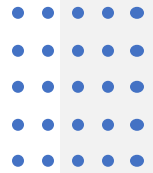
Somewhat or Strongly Disagree

With the statement
"My department has a culture where
associate professors are encouraged to work
towards promotion to full."



Have No Plans...

... to submit their dossier for promotion to full
professor



Common Barriers to Seeking Promotion

Exhaustion after
tenure

Overwhelmed by the
context or
environment at
home or work

Insufficient research
and/or creative
accomplishment or
productivity





A fear of failure

Workload paralysis

Inertia

Myths about promotion to Full....

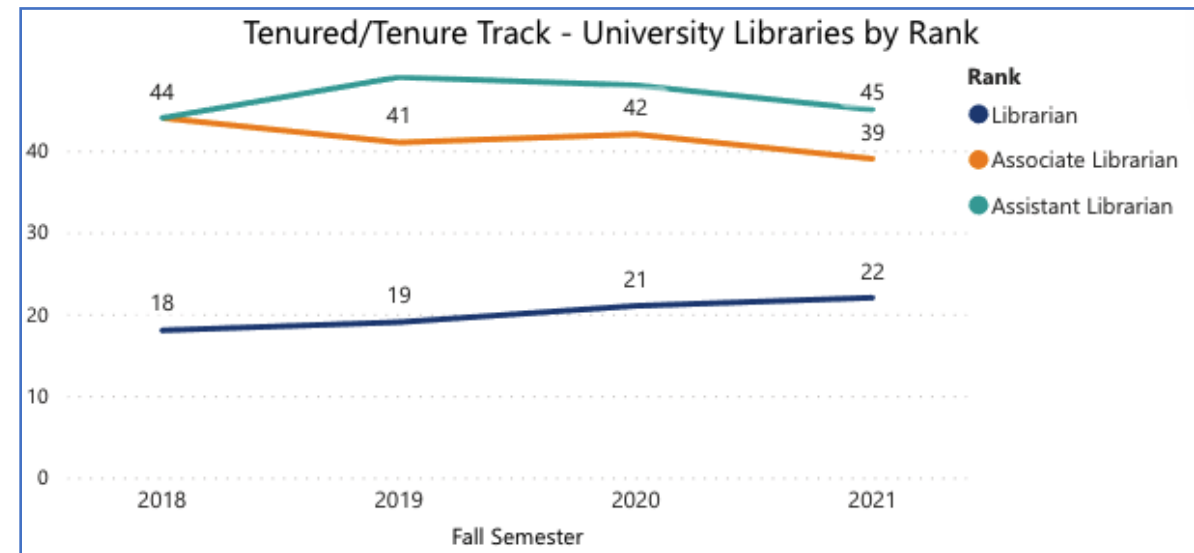
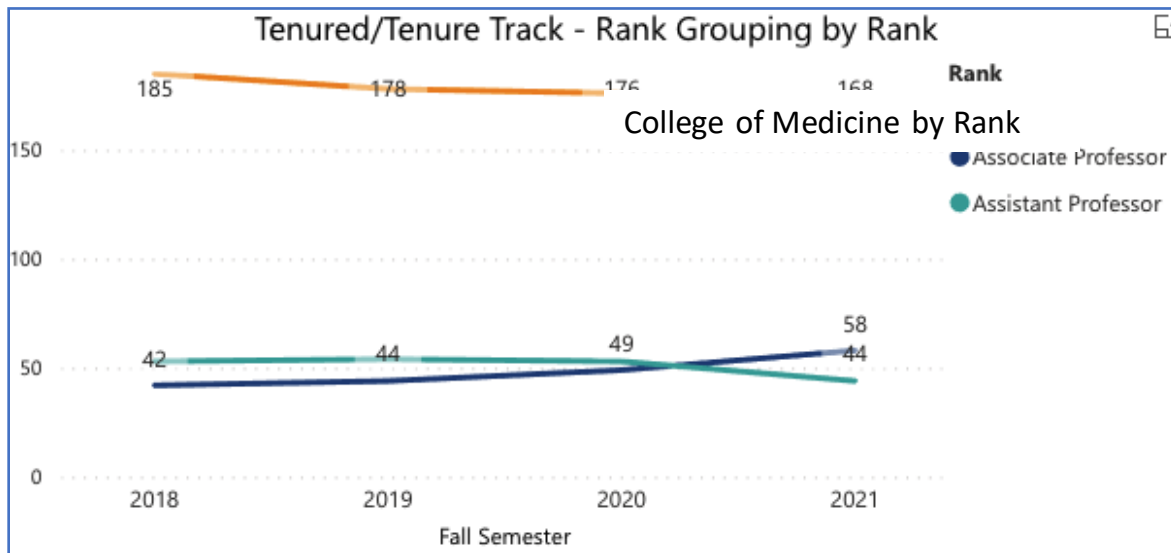
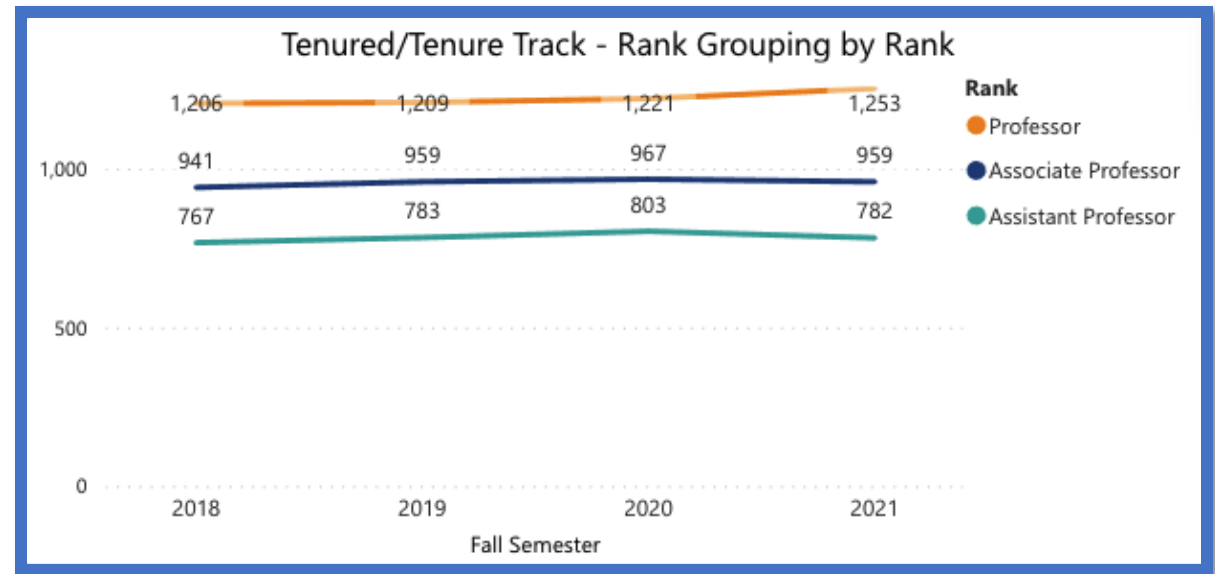
MYTHS
BUSTED

-  You decide when time is right for your promotion review.
-  After gaining tenure and being promoted to associate professor, a certain number of years of service are required before you can be nominated for a promotion review.
-  If you are unsuccessful at being promoted to Full you must wait for a certain amount of time before being nominated for review again.
-  There is a university-wide formula for what excellence in teaching, research, and service are.



Penn State Rank Data

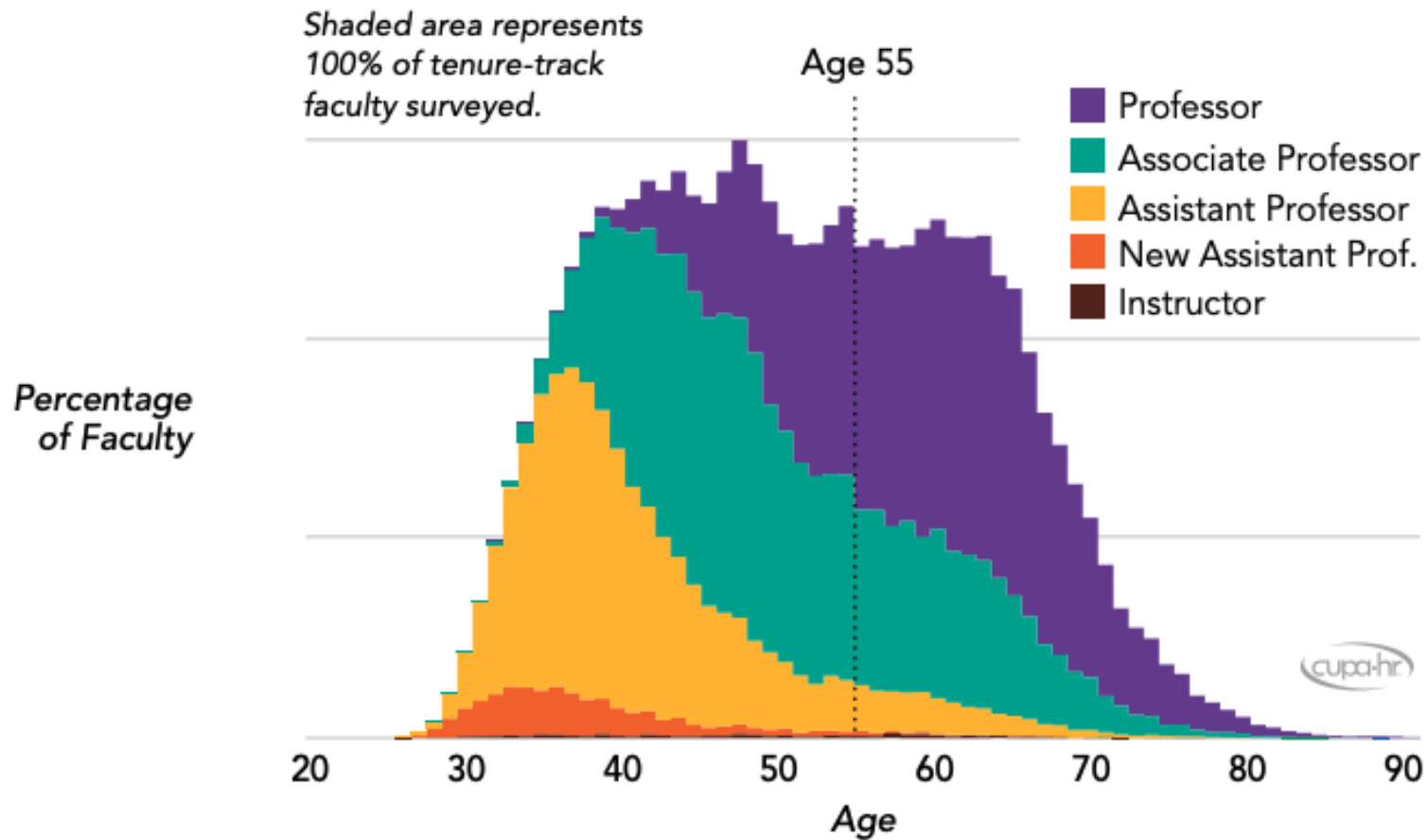
(Number of faculty by rank in fall semesters, 2018-2021)



When should I consider going up?

FACULTY IN HIGHER EDUCATION SURVEY 2018

Tenure-Track Faculty Rank and Age Distribution



What if there aren't enough full professors...?

Concerns about the health of a program

Potential lack of faculty leadership

Critical representation

- Certain committees (such as university-wide promotion committees) require that their members be full professors
- Too few can amount to an overburdening of those able to serve

Criteria and Expectations for Seeking Promotion



Definition of Rank at Penn State (AC 21)

Assistant Professor

The assistant professor should possess a **terminal degree or its equivalent** in organized research or professional practice; must have **demonstrated ability as a teacher or research worker**; and must have **shown definite evidence of growth in scholarly, artistic, or professional achievement**.

Associate Professor

The associate professor should possess the same qualifications as the assistant professor but **must also provide evidence of an established reputation in scholarly, artistic, or professional achievement**.

Professor

The professor should possess the same qualifications as the associate professor but **must also provide evidence of a substantial record of advanced research and/or creative work, and of leadership in their field of specialization**. This rank should be reserved for persons of **proven stature in teaching and/or research**.

Specific criteria and expectations for successful promotion reside within the units.

Speak with academic unit leaders.

Speak with recently promoted faculty members.

“Shop around” your materials and ask for advice.

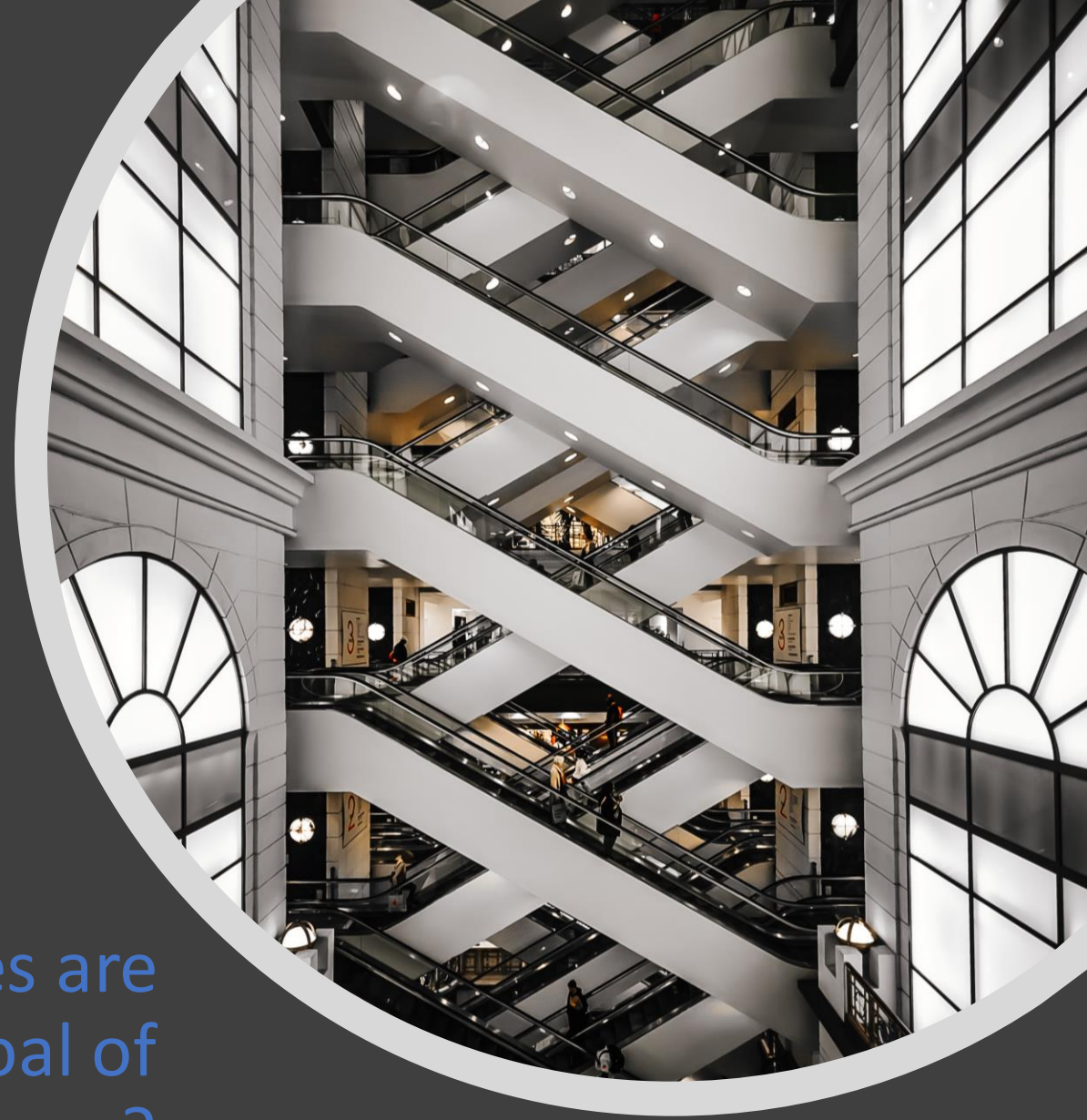
Take the feedback you receive in annual reviews seriously.

Ensure your academic unit leader knows you are interested in promotion.

Goal: Full Professor

What do you spend the majority of your day doing?

Which of those activities are getting you to the goal of being a Full Professor?



A close-up, shallow depth-of-field photograph of a map with several blue pushpins. The map is spread out on a light-colored surface, and the pushpins are scattered across it, with some in sharp focus and others blurred. The text is overlaid on the map.

Map out your time.

Choose commitments carefully.

The Review Process

What is tenure at Penn State? (AC 23)

AC23 Promotion and Tenure Procedures and Regulations (HR23)

- **Academic quality** will be the basis for academic personnel decisions.
- **General and broad guidelines** permit:
 - Judgments by faculty and academic administrators in their interpretation.
 - Each academic unit may develop its own specific expectations and standards as the operational basis for tenure and promotion recommendations.
- **Academic Excellence:**
 - teaching and scholarly activity, both understood in their broadest sense.



Where to find information on promotion ...

- Website of the Vice Provost of Faculty Affairs
 - <https://www.vpfa.psu.edu/promotion-and-tenure/>
 - Policies AC 21 and AC 23
 - Administrative Guidelines (includes timeline)
 - P&T FAQs
- College or Campus Specific Guidelines
 - Guidelines
 - P&T Annual Timeline (unit specific)
- Unit Websites

Need help navigating through all of this – ASK!

Department Head,
Division Head,
School Director, or DAA
P&T Committee Member
Mentor

Nomination Process for Promotion

Nominated by an
appropriate academic
administrator

OR

Nominated by the campus
review committee (if
appropriate) or by the
department review
committee after
consultation with the
appropriate academic
administrator.

* For faculty whose tenure is outside of the college of residence, local committees or administrators should not begin the promotion process without consultation with the department head.

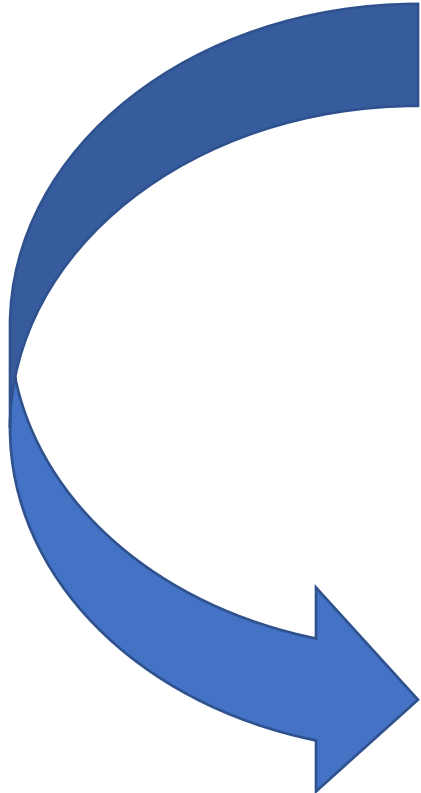
* Unless the department head, the department committee, or the dean support a recommendation to begin a promotion review, the process should not be initiated.

* It is also be assumed that for faculty at non-University Park colleges, department heads would consult with campus or college administrators in the college of residence before initiating the promotion process.

Years Reviewed and Materials

Required materials
are the same for
promotion to full.

(Content is
different.)



Tenure

Dossier (T, R/CA, S & Narrative Statement)
CV - List of External Reviewers

Every 5 years after tenure

Unit Specific

Promotion to full on recommendation

Dossier (T, R/CA, S & Narrative Statement)
CV – List of External Reviewers

FREQUENTLY ASKED QUESTIONS ABOUT
PROMOTION AND TENURE

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P&T FAQs

Great supplement to the policy.

Example 1

Most Colleges are now using Activity Insight (Faculty Success by Watermark, formerly Digital Measures) to generate dossiers. How does the use of Activity Insight impact the dossier and review process?

Activity Insight is a tool for generating the dossier. The output is consistent with the expectations outlined in the dividers as well as with the Administrative Guidelines.

Example 2

Who is responsible for the preparation of the dossier?

That responsibility is assigned to the department head (or director of academic affairs or division head), and the faculty member must cooperate by assembling whatever materials are in their possession by the timeline given by the department head. If the unit is using Activity Insight to generate the dossier, faculty members are responsible for ensuring their information is entered into Activity Insight in accordance with the timeline specified. (Page 7, III.B.4.; page 12, III.E.1)

Activity Insight at Penn State

Did you know...

- Activity Insight (AI) has a support page for all your needs?
<https://activityinsight.psu.edu>
- You can reach support Monday-Friday 8:00am-5:00pm by email:
AI-Support@psu.edu
- "AI" is customized for each College; however, it falls under one main PSU umbrella.
- The University Dossier report in "AI" is customized by the Faculty Affairs office and will put your data in the format recommended by the guidelines.
- Faculty going up for Full professorship can seek help with entering back data.

Activity Insight at Penn State

What does the FAMS Team do for you?

- Import credited course data from LionPath into the List of Credit Courses Taught. Data is automatically entered the 4th week of classes and updated at the end of the semester.
- Import SRTE data from the Schreyer Institute for Teaching Excellence. Data is entered after Final Grade reporting.
- Import Contracts, Grants, Fellowships, Sponsored Research from SIMS. This data is imported bi-weekly on Monday.
- Offer classes on Activity Insight, typically the 2nd week of each semester. Contact your college AI representative for a college level training session.
- Work with other Institutions and Universities that use the "AI" system to make suggested improvements to the Watermark team.



COVID-19 Teaching Impact

No SRTEs, peer teaching evaluations, or alternative documentation of teaching activities from spring 2020 can be used to penalize candidates.

One alternative assessments for each academic year.

**No longer
than 2,000
words**

Provide the faculty member with the opportunity to place their work and activities in the context of their overall goals (e.g., what's important to the discipline, how will your goals benefit students).

An opportunity to draw attention to your most prominent accomplishments.

COVID explanation: This word limit has been increased from the typical 1600 words to allow for an explanation of ways in which your teaching, research/creative accomplishment/service may have been impacted by COVID.

The production of the narrative has a different timeline than the production of the full Dossier. It will be due prior to the submission of other materials in order to be sent to external reviewers.

Narrative Statement



Teaching and Advising

- Transitioning courses to remote or hybrid learning
- Creating instructional innovations
- Change in teaching and advising load
- Encountering challenges with technology
- And more....

Research and Creative Accomplishments

- Change in access to studios, performance spaces, laboratories, or other spaces
- Funded research opportunities/complexities
- Encountering travel and field restrictions
- And more....

Service

- Transitioning service activities to online formats
- Changes in access to community service sites
- Disruptions to professional organizations
- And more....

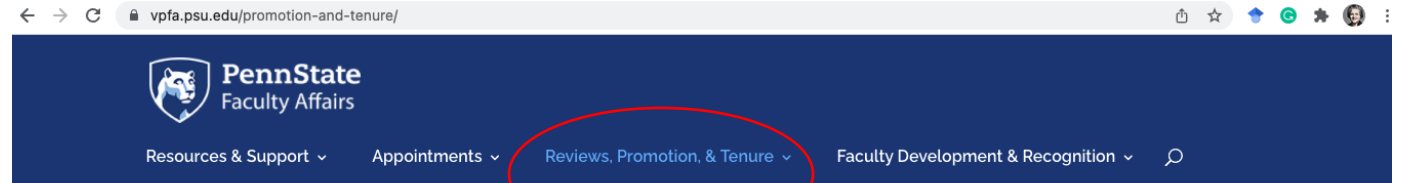
Librarianship

- Changes to in-person services
- Changes to the use of physical spaces
- Managing access to and provisions of materials
- And more....

Patient care

- Additional responsibilities directly related to the care of COVID-19 patients
- Decreasing patient care workload related to the pandemic (e.g. the cancelation or delay in elective surgical procedures)
- Increasing need for continuing education to maintain competency in the rapidly changing treatments for COVID-19
- And more....

COVID-19 Narrative Statement



Promotion and Tenure

COVID-Related Guidance

Considerations for Non-Tenure Line Promotions in the Time of COVID-19 (Updated April 23, 2021) – [DOCX](#) [PDF](#)

For tenure-line faculty in their probationary period in Calendar Year 2020:

- Guidance regarding a one-year extension due to COVID-19 – [DOCX](#) [PDF](#)
- FAQs Pertaining to the Guidance (Updated July 1, 2021) – [DOCX](#) [PDF](#)

Guidance for Administrators and Members of P&T Committees for 2021-2022 (Updated July 21, 2021) – [DOCX](#) [PDF](#)

[Guidance for Promotion and Tenure Narratives for 2021-2022 – DOCX PDF](#)

Tenure-Line Policies, FAQs, and Guidelines

[University Policy AC23 \(formerly HR23\): Promotion and Tenure Procedures and Regulations](#)

2021-2022 Administrative Guidelines for Policy AC23 (formerly HR23): Promotion and Tenure Procedures and Regulations – [DOCX](#) [PDF](#)

2021-2022 Promotion and Tenure FAQs – [DOCX](#) [PDF](#)

2021-2022 Summary of Revisions to the Administrative Guidelines and FAQs for Policy AC23 – [DOCX](#) [PDF](#)

2021-2022 Guidelines for Immediate Tenure Reviews – [PDF](#)

2021-2022 Guidelines for Staying of the Provisional Tenure Period – [PDF](#)

[Early Tenure Review Guidelines](#)

Update regularly

Ask advice

Consult the dividers

Proofread carefully

P&T committee's
role

Meet all deadlines

Review and act on
advice in previous
reviews

Ask if sample dossier
and narrative
statements are
available in your unit

Maintain and update
your curriculum vita
on a regular basis

SRTEs

Dossier Tips...

Thank you!

Questions?

Joins us for...

*Tips for Writing a Narrative
Statement*

Thursday, March 24 2:00 PM – 3:00 PM



Promotion and Tenure Workshop Series

Ann Clements, Ph.D. Assistant Vice Provost of faculty Affairs – Faculty Development

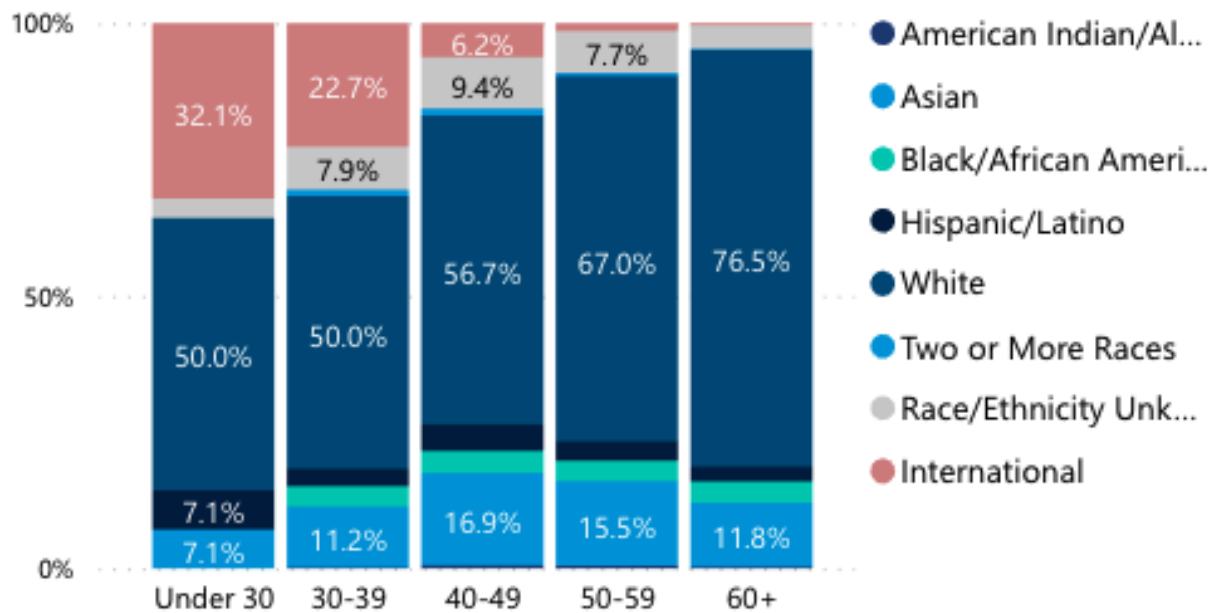
Kathy Bieschke, Ph.D., Vice Provost of Faculty Affairs

Abby Diehl, Ph.D. Assistant Vice Provost of Faculty Affairs

Fall 2021

Age by Race/Ethnicity & Age by Gender

Percentage, Fall 2021



Percentage, Fall 2021

