The Promotion Process:

Tips from the University-Wide Promotion Committee

General Information Meeting

IUP

Helpful websites and Documents

- **Promotion:**

https://www.iup.edu/academicaffairs/for-faculty/promotion-tenure-sabbatical/promotion.html

- **CBA:**

https://www.apscuf.org/wp-content/uploads/2020/02/FacultyCBA2019-23final.pdf

- **Statement of Promotion, Policies and Procedures (S3P)**

https://www.iup.edu/academicaffairs/files/for_faculty_and_staff/promotion,_tenure,_and_sabbatical/s3pjanuary2016_signed.pdf

Tips:
What to Read?

90% of questions we get are answered in the **S3P.**

READ Promotion Forms and Instructions.

READ The **Statement of Promotion, Policies, and Procedures** (S3P).

PRINT OUT

READ The CBA 16.A.2.

Also recommended

- Review these PowerPoint slides.

- Plan early for deadlines

- Find a mentor.

- Organize supporting information.

- Use a checklist (in *The Promotion Process*)

- **Don't be afraid to ask for help!**

- Ask someone outside your field to read your application. If they get it, then we will get it

IUP

Tips:
What to Do/not?

Do not	Assume that the UWPC know and understands your discipline or area of research
Ask	- Your disciple for technical support - Other people outside your discipline to read your letter
Tell	Your story: Your role Impact/Importance/Significance.

Tips:
What to Do/not?

Do not — Provide links for your work.

Provide — The title page/first page of research.
IF, AR, Peer-reviewed/blinded

Avoid — Overwhelming the pages.
Legible

Tips:
What to Do/not?

Do not

Complete Form 3 **IF** you are a faculty with 9-month contract.

Faculty with a Job Description Form

Do not

Use the same material for multiple areas (T-S-S)

Do

Highlight the related material in your CV, if this is not your first promotion

Sign transmittal forms

Applicants:

- November 1st: Applications are due; no changes can be made after this date

Chair, Department Promotion Committee (DPC) & Dean:

- November 3rd: Access to Applications.

- January 25th: Draft of letters due for candidate to review.

- February 1st: Upload signed letter

Provost

- February 14th: Draft of Provost's recommendation due for candidate to review.

Candidate Rebuttal

- February 15th: Candidate's rebuttal is due to the Chair, DPC, Provost, and UWPC.

No Ready at this Time

- By April 1st

Getting Started

Confirm your eligibility:

Years in rank

Letter of Appointment

Official transcripts

Degree claimed

Promotion Letter, if any

Applying for early promotion

IUP

Getting Started

The Promotion Application

- The Promotion Application consists of three parts:

  - Required Materials;

  - Statement of Promotability (**SP**); and

  - Supporting Documentation **(SD)**.

IUP

Getting Started

Part I. The Required Materials

- The Required Materials are forms that confirm eligibility for promotion along with:

  - A current CV containing only items since date of appointment or date of last successful promotion application (typically Nov. 1st); *Clearly identify items for consideration (e.g., highlighting them in overall CV.)*

  - Teaching report;

  - <u>*All*</u> *SEI summary sheets*

    - Summary sheets <u>*in each class*</u> AND for <u>*the entire semester*</u> for the three most recent semesters in which evaluations were administered.

  - AWE report(s) if needed;

  - Job description;

    - For faculty with formal job descriptions.

  - The candidate's checklist.

Making the Case for Promotion

Part II. Statement of Promotability (SP)

• The intent of the SP is to allow candidates to ***highlight*** their Teaching Effectiveness and Fulfillment of Professional Responsibilities, Continuing Scholarly Growth, and Service. ***TELL YOUR STORY!***

• The SP is the **most important part** of the promotion application, and it is where candidates will describe, rationalize, justify, and support their case for promotion.

Making the Case, continued

The **Statement of Promotability (SP)** is the <u>foundation</u> that will substantiate the Supporting Documentation **(SD)**.

- The SP will reference the supporting documentation.

- The SP is limited to **no more than ten (10)** single-sided pages.

  - *Applications that exceed <u>will not</u> be considered.*

  - Any unused pages ***may not*** be added to the Supporting Documentation

- All candidate-produced documents are to be in at least 12-point font, have one

- (1) inch margins and have no more than six (6) lines per vertical inch.

- It must address all the areas listed—***<u>Teaching</u>***, Scholarship and Service.

Making the Case, continued

- Tell your story. What have you done at IUP that you are most proud of in terms of:

  - Teaching and professional responsibilities.

    ➢ Successful applications communicate a teaching philosophy.

  - Scholarship.

  - Service.

- Practice telling it to someone who does not understand what you do (mentor).

- *For all levels of promotion, effective teaching and professional responsibilities is the faculty member's primary assignment and as such should be addressed.*

IUP

Making the Case, continued

- *Service* **and** *Scholarly Growth* - The candidate's goal should be to help reviewers understand the following in relation to their individual contributions:

  - The candidate's role (what you did)

    - Committee, grant, program, etc.   https://www.scimagojr.com/

  - Importance/Significance/Impact

    - University, department, discipline, community

    - Outcomes

Making the Case, continued

Part III. Supporting Documentation (SD)

- The intent is to document or exhibit, **<u>NOT</u>** to provide further narrative.

- Will include evidence that best illustrates Effective Teaching, Fulfillment of Professional Responsibilities, Continuing Scholarly Growth, and Service.

- Should be tied to the Statement of Promotability (SP).

Supporting Documentation

- **May Include:**

  – Letters of support (may be best…)

  – Examples or excerpts from teaching materials;

  – Documents;

  – Letters;

  – E-mails;

  – Contracts;

  – Committee reports;

  – Conference program; and

  – Table of contents - journals, book title pages.

Making the Case, continued

- **Supporting Documentation (SD) Should:**

- Present the most compelling documents to support your Statement of Promotability (SP).

  - ▸ Carefully consider having letters of recommendations that can replace multiple documents you wish to use that demonstrate the same information.

- **Supporting Documentation Should Not:**

  - ▸ Documentation longer than 40 pages <u>will not</u> be considered.

  - ▸ **Applications that do not conform to the instruction's spacing requirements (SP and SD) will not be considered.**

Making the Case, continued

- Evidence contained in Supporting Documentation (SD) will be tied back to the Statement of Promotability (SP).

  - In presenting this evidence, candidates should follow the same order as that used in the SP.

  - Adding supporting documents not mentioned in the **SP** is discouraged.

- Imagine yourself reading someone else's **SP** and their **SD**.

  – A table of contents or index should be included.

  – Use in-body navigational cues.

  – Electronic versions allow in-document linking.

S3P Criteria for Rank Qualifications

- ✓ **Professor: an earned doctorate or other approved terminal degree; at least seven years of teaching experience**

- ✓ **Associate Professor: minimum of an earned doctorate or other approved terminal degree, or a master's degree plus 40 semester hours of graduate credit, or a total of 70 semester hours of graduate credit including a master's degree, or all course work completed toward a doctorate as certified by the university; at least five years teaching experience**

- ✓ **Assistant Professor: minimum of a master's degree plus 10 semester hours of graduate certification; at least four years of teaching experience**

IUP

Effective Teaching and Fulfillment of Professional Responsibilities

Page 6 of the Statement of Promotion, Policies, and Procedures (S3P):

- *For all ranks, "the universal responsibility of the teaching FACULTY MEMBER is effective teaching (CBA Article 4.A)"; the Fulfillment of Professional Responsibilities is considered by the UWPC to be of equal importance. The effective performance of these two responsibilities is considered **<u>a necessary though not sufficient requirement</u>** for promotion to all ranks*

Effective Teaching

A. Look critically at the Student Evaluations (SEI) data.

- Use your Statement of Promotability to:

  1. Explain any unusual circumstances such as not having the three most recent semesters in which the SEI was given or having a larger sample size than the number enrolled.

  2. Reflect! Address unusual patterns and describe what you have done to improve in the area of student satisfaction.

     - For example: significantly smaller sample size than the number enrolled.

  3. Connect to teaching philosophy.

Student Evaluation (SEI) Data

Items from the SEI that you may want to address:

- Any negative items.

- How are/did you address them and work to improve them?

- Positive items that support your case for teaching effectiveness or teaching philosophy.

- A pattern of growth with respect to the SEI.

- Remember: SEI data should be considered one data point and do not tell the whole story.

- Low student attendance participation during SEI.

Effective Teaching, continued

B. **Effective teaching goes beyond SEI.**

- Other Documentation is Expected.

- This is an important part of the SP and should be thoughtfully written and supported.

- Including a teaching philosophy can be very helpful to the committee and is strongly encouraged.

- Possible Support Documentation:

  - Excerpts from syllabuses.

  - Examples of assignments.

  - Student comments (caution).

  - Student advising

  - Teaching awards.

  - Participation in teaching workshops

  - Peer and Chair observations

    - All tied back to the SP

Job Performance

C. Include position description(s).

1. Explain the work and how you are fulfilling the requirements of your position(s).

2. Provide examples, statistics, and other documentation to show how your position contributes to the functioning of your unit or students.

3. Address unusual patterns or temporary changes to your position resulting in additional responsibilities or teaching obligations.

Continuing Scholarly Growth

B. Demonstrate Effectiveness and Impact.

- You decide what's important by what you choose to highlight in your **SP**.

  1. Document the review process, acceptance rate, percentage of contribution, etc. of your research items.

  2. Obtain independent, external confirmation of claims of quality, prestige, importance, and impact factor.

  3. Letters of support from co–authors, editors, colleagues, etc.

  4. Document what constitutes scholarship: conference presentation/attendance, journal article, performance, workshops, awards, etc.

Quality not just Quantity

Scholarly Growth, continued

B. Create Themes Within Your Narrative.

1. In your SP, how you wish to categorize your scholarship activities are up to you.

    - You may still want to make the case that a research topic or presentation was done, locally, regionally and at your national conference or that a presentation led to a later publication.

2. You can mention as many as you want or as few, but *quality* always outweighs quantity.

    - It is your job to make the case in your SP about what makes this a quality piece.

Scholarly Growth, continued

C.   For your consideration.

1.   **Review the item list of the many different types of activities that encompass Scholarly Growth from the CBA or S3P.**

2.   Scholarship that is incomplete, completed at another institution, or previously counted is inadmissible.

   - "To provide a fuller picture of a scholarly agenda, a candidate may refer to work <u>not yet completed</u>, but should keep in mind that the **current promotion will only take into account <u>work accepted by November 1</u>.**"

   - Work completed between institutions must clearly indicate quantity and quality of work done at IUP (e.g. co-author letter).

       - Across disciplines
       - Across universities
       - Collaboration with the industry/field

3.   Invitations to contribute, present, perform, or show must be clearly personal and not general calls.

Service

A. Demonstrate Effectiveness and Impact.

1. Describe precisely your role, what you have accomplished, and the activities in which you were involved.

2. Document position, length of service, and the time involved.

3. Obtain independent, external confirmation of claims of quality and importance of the service item. (Support letters)

4. Evidence of committed service over a period of time is a characteristic of ***valuable service***.

IUP

Service, continued

B. Supporting Documentation may include:

- Evidence of:

  – Continuous departmental service.

  – Service at the college and university level.

  – Service to the campus and local community (see *THE PROMOTION PROCESS*.)

  – Service to the profession or discipline.

- Development of new courses or programs of study or revision of courses or programs of study;

- <u>Letters of support</u> for only the most *<u>significant service</u>* items;

- A discussion of specific <u>leadership contributions</u> to a particular service activity;

- Examples of products that result from a service activity; and

- Distinguish between service and job requirements

  – Work completed beyond AWE must be demonstrated.

A Reminder

- **Link items between the SP and SD.**

    – You must connect statements in your Statement of Promotability (**SP**) with the Supporting Documentation (**SD**).

    – **SD** should flow in same order as in SP.

General Comments

A. Do address your questions or concerns to the UWPC Chair and not to other members of the committee.

B. Do remember that we were elected. We treat every applicant fairly and with respect.

C. Do familiarize yourself with the process. **Carefully READ the new S3P and the Promotion Forms and Instructions document.**

D. Do seek guidance from and solicit feedback from a mentor.

E. Do <u>check that your personnel materials/file are current</u>. (See "candidate eligibility form" in THE PROMOTION PROCESS and ensure that your file contains the needed documents.)

F. Do use the promotion process constructively. If you happen to be told you are not ready, ask for feedback to improve your application for subsequent attempts.

IUP

General Comments for Chair and DPC

A. In addition to highlighting the candidate's strengths regarding the three domains:

B. Contextualize SEI data, as appropriate (e.g., historically lower SEI data regardless of instructor; heavier work demands for instructor compared to other courses)

- **Each entity should independently evaluate the candidate**
- **Do not summarize the candidate 10-page SP**

C. Contextualize importance of scholarship (e.g., groundbreaking in discipline; improves recruitment of prospective students; relevance of extramural funding or awards)

D. Characterize relevance of non-traditional / non-juried scholarship (e.g., invited presentations; commissions of work; discipline-specific awards)

E. Appraise the quality of discipline- or community-specific and relevant service to persons unfamiliar with the discipline

Website:

https//www.iup.edu/academic affairs/for-faculty/promotion-tenure-sabbatical/index.html

If you have any questions or concerns, please do not hesitate to ask