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
Relevant sections of the Operations Manual

- *III.10.4c*: Qualifications for Specific Rank
- *III.10.5*: Review and Promotion Procedures
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.
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.
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.
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.
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 1**
Dossier developed

**PHASE II**
Dossier assessed

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

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3. Internal peer evaluation of scholarship
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5. **Candidate's opportunity to respond**
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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
EVALUATION CRITERIA

- Research/Professional Productivity
- Teaching
- Service
GENERAL MESSAGE - TENURE

Research/
Professional Productivity

Teaching

Service
APPROVAL PROCESS

Department (DCG & DEO) → Dean → Provost → Board of Regents
RELATIVE IMPACT ON PROMOTION DECISION

Department (DCG & DEO)
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.

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...
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
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
I aspire to be promoted to full professor.

88% strongly agreed or agreed

I aspire to be promoted to full professor, and I have received formal feedback from a DEO or supervisor regarding my progress toward promotion.

48%

I aspire to be promoted to full professor, and I would value regular reviews regarding my progress toward promotion.

65%
My department has a culture in which associate professors are encouraged to work toward promotion to full professor. 51% strongly agreed or agreed.

I understand the expectations and what one needs to accomplish in order to be promoted to full professor. 53%

My DEO/Associate Dean provides me with adequate support and guidance to advance my career goals. 49%

Strongly Agree  Agree  Neither Agree nor Disagree  Disagree  Strongly Disagree
I would prefer to spend a greater proportion of my time on research. My teaching obligations make it difficult to find time for research. My student mentoring activities make it difficult to find time for research. My service or administrative obligations make it difficult to find time for research.
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