

TEXAS A&M AGRILIFE RESEARCH
SUPPLEMENT TO THE GUIDANCE FOR USE IN THE PROMOTION PROCESS –
BEST PRACTICES RECOMMENDATIONS

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TEXAS A&M AGRILIFE RESEARCH - LUBBOCK

SUPPLEMENT TO THE GUIDANCE FOR USE IN THE TEXAS A&M AGRILIFE RESEARCH FACULTY PROMOTION PROCESS – BEST PRACTICE RECOMMENDATIONS.

Best practice recommendations for use in the Texas A&M AgriLife Research Faculty Promotion Process. For consideration by faculty, administrators (department heads and center directors), P&T peer evaluation committees (chairs and members), and mentors. The suggested **timeline of activity is in bold**, and suggested practices and recommendations follow.

At Hire and Annually Thereafter

Keep abreast of updates to guidance documents on the promotion process. Promotion guidance documents, calendars, workshops, and other resources and links are posted at the AGLS Faculty Affairs website (<https://faculty.aglifesciences.tamu.edu/promotion-tenure/>) (last access September 2021).

Soon after hire (typically within first month to six months after hire) (faculty member, Center Director, and Department Head):

Joint meeting of faculty member, Center Director, and Department Head. Suggested agenda:

- Review AgriLife Research guidance document, department guidance documents, and other documentation available about the promotion process posted at the AGLS Faculty Affairs website. Note: TAMU DOF guidance may be relevant with respect to flow and format of documents and evaluation process but focus primarily on AgriLife Research and Department expectations.
- Establish a timeline to first review (mid-term) and first promotion. Include when dossier should be submitted (for example, spring of [year]). This timeline should remain stable; special circumstance revisions need approval. These timelines should be in the offer of employment letter sent to you by the Center Director.
- Discuss the appointment of a mentor/mentoring committee, its role, and expectations.
- Discuss a job description that includes allocation of effort across Research, Teaching (inclusive of student/post-doc mentoring), Service, and Outreach/Extension (complementing research if expected).
- Discuss expectations of graduate student mentoring. Include opportunities, limitations, and expectations in participating and leading (Chairing) student committees at TAMU College Station, sister TAMU campuses, and other academic institutions. Discuss the process to be listed as a ‘Graduate Faculty’ member that enables you to mentor graduate students, and how a new AgriLife Research faculty member joins the Graduate Faculty.
- Discuss terminology as related to promotion and expectations. Examples - What do ‘Teaching’, ‘Outreach’, and ‘Service’ mean for AgriLife Research faculty? Discuss indicators of success in Research, Teaching (inclusive of student mentoring), Service, and Outreach/Extension (complementing research if expected).
- Discuss what expectations overlap in the Annual Review and Promotion Process and what differences in emphasis occur. Foster consensus agreement between administrators on what constitutes contributions to Research, Teaching, Outreach, and Service.

Follow-up During the First Year

Follow-up (within first year and before first annual evaluation) (for faculty member, Center Director, and Department Head, mentoring committee if formed)

- The Center Director in consultation with the Department Head and the faculty member drafts job description that includes allocation of effort across Research, Teaching (~10%; inclusive of student mentoring), and Extension/Outreach/Service (~10%; complementing research if expected). The faculty member agrees to the job description which can be modified at every annual review.
- Mentoring Committee meets with faculty member.
 - *Example activities:* Faculty member discusses with mentors the definitions of leadership and impact, how you demonstrate leadership and impact.
 - *Example activities:* Faculty member discusses with members about best timeline for first publication(s) coming from AgriLife Research effort, service activities, and teaching in the form of graduate student and post-doc mentoring expectations.
- Department Head nominates faculty member to Graduate Faculty per work expectations (note: as of September 2021, a blanket exception allows AgriLife faculty to join in role as Chair without need of prior service).
- *Faculty member example activities to foster interaction and information flow:*
 - Request department information on graduate student applications.
 - Establish interactions across Centers, Departments, and externally across region, nationally, and internationally in keeping with expectations.
 - Volunteer to serve on Department and Center committees, professional society committees, editorial boards, and grower and state-level committees.

Mid-term Review and First Promotion

As mid-term review approaches and continuing through first promotion (for faculty member and mentoring committee)

- Faculty member attends (virtually and/or in-person) promotion process meetings. COALS/AgriLife calendar is commonly set in spring, visit AGLS Faculty Affairs website.
- Faculty member may request through P&T Chair if there is a possibility to access CV and professional statement guidance and examples from colleagues recently promoted for review. The P&T Chair must obtain permission from the recently promoted colleague(s) prior to sharing such documents.
- Leading up to mid-term review, faculty member drafts main components of promotion dossier: 3-page professional statement, annotated CV, and grants list. Seek out advice from mentoring committee and P&T chair on revisions.
- Faculty member develops list of potential arms-length external evaluators for promotion evaluation (not required for mid-term review). All external evaluators should be full professors. Only rarely would an Associate Professor be asked to comment on an Assistant Professor dossier.
- *Faculty member example activities to foster interaction and information flow:*
 - Check with department seminar committee and mentoring committee if it is advisable to present a seminar within academic unit that handles promotion process.

- Giving guest lectures in department classes and other academic units.
- Continue to build network of project stakeholders, include offering to provide program updates and other services.

Continuing After First Promotion

Ongoing after first promotion in anticipation of second promotion (for faculty member)

- Faculty member establishes and refines indicators of success across Research, Teaching (inclusive of student mentoring), and Outreach/Service (complementing research if expected). Establish and refine leadership approach as applied to research program.
- Faculty member periodically reviews updates to promotion process documentation and attends promotion process meetings (policies and procedures may update periodically).
- Faculty member continues to engage academic department, professional societies, and network of stakeholders. Transition to leadership roles in these interactions.