

Questions for Discussion

1. When will you go up for full?

Many studies have found that once they are tenured, associate professors often do not get much career guidance, and service expectations often increase. Associate professors also tend to get little advice on managing the increased demands of their time, including service duties that cut into their research. The suggestions on the second page draw on this research.

Questions for discussion:

- When are you planning to go up for promotion to full?
- Will you be submitting your promotion dossier in the spring?
- Have you reviewed the [Guide to the Promotion Process](#)?
- What do you find most confusing about the process?
- What challenges do you anticipate with creating your dossier?

The following quotes from associate professors are taken from a survey of faculty reported in "[Removing the Barriers to Full Professor.](#)" *Change: The Magazine of Higher Learning* (2011).

"After receiving tenure, I was working just as hard, and making good contributions, but I wasn't thinking strategically about my career."

2. With whom are you consulting on the process?

In the *Change* survey, most associate professors reported that they were not getting guidance from a mentor or administrator on their path to full professor. This lack of mentoring is also evident in the results from the COACHE survey of UA professors. 80% of associate professor respondents reported that they had not received formal feedback on their progress towards promotion, and less than a quarter of tenured professors felt their departments effectively mentored of associate professors. **Questions for discussion:**

- Have you gotten feedback on your progress with going up for full?
- If so, who gave it, and was it useful?
- How could you get more helpful feedback?

"Although I have been asked (repeatedly) to serve as a mentor for junior faculty, I have never been asked if I could use a mentor myself."

3. How can you clarify expectations?

Fox and Colatrella (2006) found that while most faculty members could identify the expectations for tenure, fewer could identify the expectations for promotion to full. Lack of clarity in promotion criteria is a common finding in research on associate professors (see Gardner and Blackstone 2013). Timing is often unclear as well. Many faculty don't know when to go up for full, and what the benchmarks are (Gardner and Blackstone 2013). **Questions for discussion:**

- How clear are the criteria for promotion in your department & college?
- What unstated expectations have you heard about from colleagues?
- What are the profiles of faculty who have been promoted to full?

"Unclear criteria. ... You only find out what you are missing when you are denied. More importantly, you find that even though you have been busy doing what they asked of you, and doing it well, it suddenly doesn't count."

4. How can you use your service and administrative duties to demonstrate leadership and impact?

Research shows that differences in service commitments can contribute to delays in promotion, especially for women. For example, Misra et al. (2011) found male and female associate professors work the same hours but spend them differently. Men spend 7.5 hours more per week on research, while women spend an hour more on teaching, two more on mentoring, and five more on service. Men and women also differ on *when* they took on administrative roles. Among associate professors, 75% of women had served in such roles compared to 50% of men. Significantly more women had served in the undervalued position of undergraduate directors, rather than in prestigious roles such as department head. Despite these differences, both men and women expressed a preference for research and saw service as impinging on their time. Other studies have found comparable results (Mitchell and Hesli 2013). **Questions for discussion:**

- Have you taken on service and administrative roles?
- How do these roles demonstrate your leadership?
- How can you demonstrate the impact of your innovations?

"My choice was to do the work that needs to be done to have the department run efficiently, but that will probably not lead to promotion."

Tips for Following Up

1. When will you go up for full?

- **Develop your own schedule.** If you wish to advance to full, you need to set and meet your goals. A map of the planning process is included at the end of this handout.
- **Consider your options strategically.** “Teaching, research, and service all will need your attention to develop your case for promotion.” An administrative appointment, professional opportunity, or extra teaching “can be worthwhile and necessary choices. . . that . . . will enhance your promotion packet.” (McCracken-Flesher 2010, p. 12).
- **Carve out time for research and writing.** Research shows that more productive scholars schedule writing sessions in their calendar and treat them as obligatory as teaching commitments. Shorter writing sessions (e.g., one hour or less) scheduled daily or almost daily increase productivity, efficiency, and enjoyment of writing (Boice 2000; see also [How to Write a Lot](#) by Paul Silvia 2007).
- **Join a writing group or research circle** (Friend and Gonzalez 2002). Writing support groups improve publication rates, work-life balance, retention, and promotion (Dankoski et al. 2012; Davis et al. 2011). Dr. [Laura Hunter](#) offers such [writing groups here at UA](#).
- **Prioritize high profile work.** For example, participate in international conferences and invited presentations because they are often required for full professor (ADVANCE).

2. With whom are you consulting on the process?

- **Request specific feedback from your head and senior colleagues** within your department elsewhere. Be direct: “Given my record thus far, what do you think I need to be considered for promotion?” (ADVANCE)
- **Enlist a full professor to serve as a [mentor](#).** Meet with your senior mentor regularly to get feedback on your progress towards promotion.
- **Form [peer mentoring groups](#) of associate professors** (within or across departments). Consider forming a mentoring group of peers planning to go up for promotion to discuss promotion issues (e.g., documenting impact of work) and trade feedback (e.g., candidate statements). Research shows that peer mentoring can be an effective resource for mid-career faculty (Rees and Shaw 2014). Dr. [Laura Hunter](#) offers [peer mentoring groups for women and minority faculty](#).

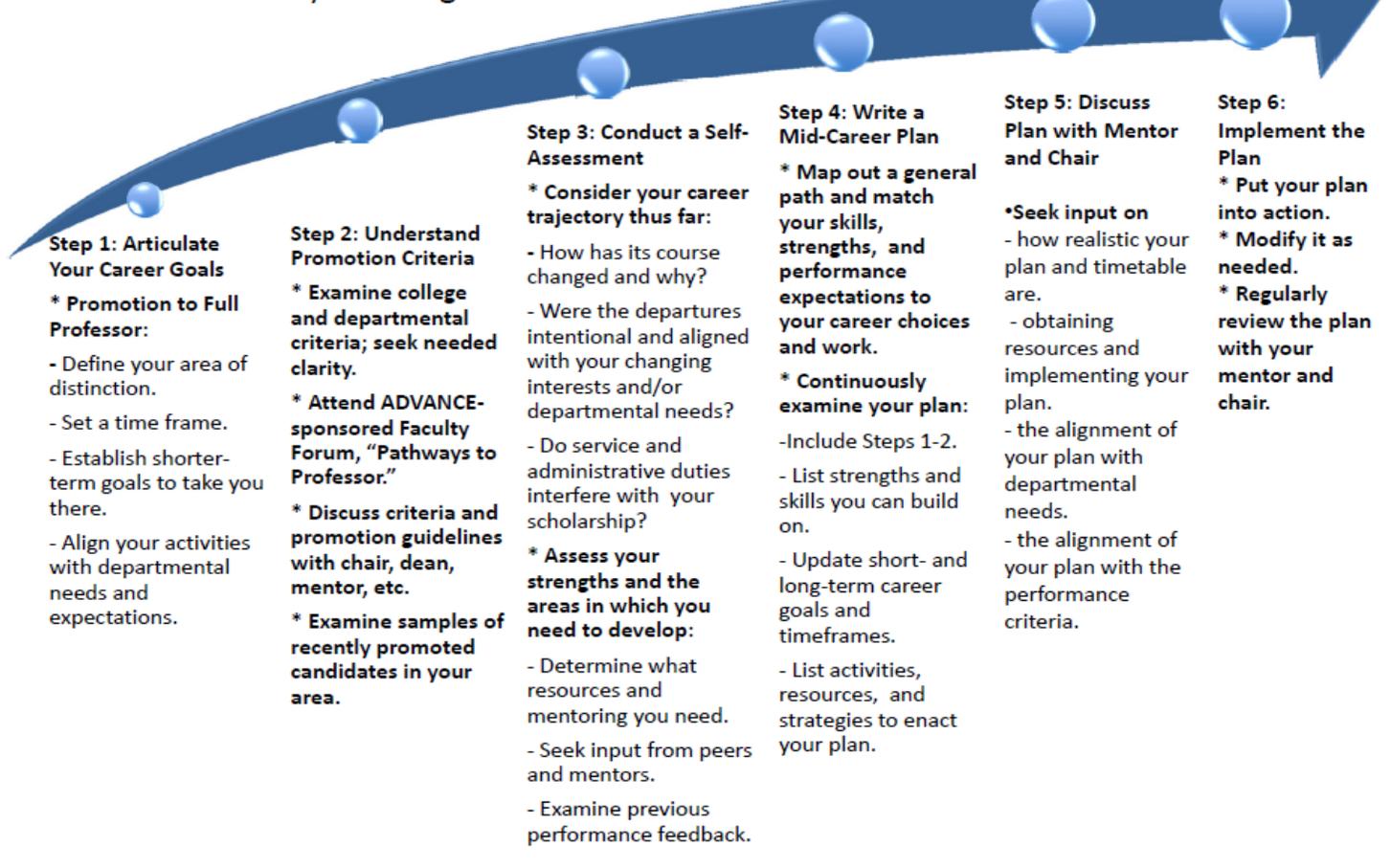
3. How can you clarify expectations?

- **Enlist mentors with recent P&T experience to help clarify criteria.** Buch et al. (2011) found that when associate professors (male or female) reported having a mentor, they were significantly more likely to perceive that the promotion criteria were clear and that were incentives in place for seeking promotion.
- **Speak regularly with faculty in your department about your research.** A study found that faculty with the highest frequency of speaking with other faculty in their department about research projects and interests had significantly higher clarity of promotion criteria (Fox 2014).
- **Don’t wait to be tapped on the shoulder and told, “It’s time.”** Regularly evaluate your contributions against full professors, and seek out advice from senior faculty and your head. When your accomplishments are comparable to those in full professor rank, request consideration for a promotion (ADVANCE).
- **Go up when you have reached your goals.** You should generally request promotion when others perceive you to be ready. However, if your colleagues are unfamiliar with the strengths of your qualifications, you may need to let others know about them well in advance of submitting your promotion materials (ADVANCE). Repeated requests can exhaust outside evaluators and internal committees.

4. How can you use your service and administrative duties to demonstrate leadership and impact?

- **Choose your service obligations wisely and strategically.**
- **[Learn to say “no” effectively](#)** so that you can time major service roles around your promotion to full.
- **Help your department distribute service more equitably.** All faculty should play a role in service to avoid overburdening individual faculty. Seek out a strategic time to speak to your head if you believe service has been unfairly distributed, and enlist the support of other faculty as needed if service patterns seem to be distributed along gender lines.
- **[Attend workshops on teaching and service portfolios and preparing your candidate statement.](#)**

Mid-Career Faculty Planning Process



Source: Buch et al. [2011] "[Removing the Barriers to Full Professor.](#)" *Change: The Magazine of Higher Learning*, p. 43.

Citations

- ADVANCE [2009] "[Advancing from Associate Professor to Full Professor Status.](#)"
- Boice [2000] [Advice for New Faculty Members.](#)
- Dankoski et al. [2012] "[Academic Writing: Supporting Faculty in a Critical Competency for Success.](#)"
- Davis et al. [2011] "[Writing Groups for Work-Life Balance: Faculty Writing Group Leaders Share their Stories.](#)"
- Fox [2014] "[Gender and Clarity of Evaluation among Academic Scientists in Research Universities.](#)"
- Fox & Colatrella [2006] "[Participation, Performance, and Advancement of Women in Academic Science and Engineering: What is at Issue and Why.](#)"
- Friend & González [2009] "[Get Together to Write.](#)"
- Gardner & Blackstone [2013] "[Putting in Your Time: Faculty Experiences in the Process of Promotion to Professor.](#)"
- McCracken-Flesher [2010] "[Best Practices for Promotion to Full Professor: Philosophy, Standards, Strategies, and Best Practices for Candidates.](#)"
- Misra et al. [2011] "[The Ivory Ceiling of Service Work.](#)"
- Mitchell & Hesli [2013] "[Women Don't Ask? Women Don't Say No? Bargaining and Service in the Political Science Profession.](#)"
- Rees & Shaw [2014] "[Peer Mentoring Communities of Practice for Early and Mid-Career Faculty: Broad Benefits from a Research-Oriented Female Peer Mentoring Group.](#)"

This handout is available on line at http://tmiller.faculty.arizona.edu/faculty_development_materials