DEMYSTIFYING THE PROMOTION & TENURE PROCESS

ANN Q. GATES
CHAIR OF COMPUTER SCIENCE
THE UNIVERSITY OF TEXAS AT EL PASO
NATURE AND STRUCTURE OF THE PORTFOLIO

- Research
  - Funding
  - Publications (including those with students)
  - Graduate students mentored and their career paths
  - Collaborations
  - Integration of research and teaching (university and community)
- Teaching
  - Courses taught and summary of evaluations (students and outside review)
  - Development of new curricula
  - Publications in educational journals and conferences
  - Integration of research and teaching
- Service
  - University (role and contributions)
  - College (role and contributions)
  - Department (role and contributions)
  - Community (role and contributions)

- What is the balance?

Align your efforts with the mission of the university, college, and department.
ANNUAL REVIEWS

• Approach
  • Yearly performance evaluations
  • Third-year review with T&P feedback

• Role in tenure process
  • Performance evaluation included in packet
  • Feedback addressed
COMMON PITFALLS

• Not establishing a research group in your first year
  • Lack of grantsmanship skills
  • Lack of mentors
• Spreading yourself thin
• Lack of knowledge of how your department, college, and university value interdisciplinary, collaborative research

• Can there be an over-concern on getting tenure that inhibits the ability to be successful?
ADVICE

• University expectations change
  • Understand the guidelines, policies, and understanding of the mission and culture at the university
  • Align your goals with those of the university, college, and department
  • Revisit when the administration changes

• Evidence is important
  • Decision Informed by clear and objective demonstration that accomplishments merit tenure and promotion
  • Articulate how your contributions benefit the university

• Networking is essential
  • Contributions to your research community
  • Recognition for efforts by your research community