

Promotion to Full Professor Fall Info Session

Promotions Committee
Dean of Faculty office

October 6th 2025

Introductions/acronyms

Promotions Committee (PC) 2025-2026

Erica Wojcik, Psychology (2026)

Mark Youndt, Management & Business (2026)

Kendrah Murphy, Physics (2027; Chair)

Joowon Park, Anthropology (2027)

Mimi Hellman, Art History (2028)

Introductions/acronyms

DOF/VPAA: Dean of Faculty/Vice President for Academic Affairs

Natalie Taylor

ADOF: Associate Dean of Faculty (Faculty Affairs)

Oscar Pérez Hernández

C/PD/PPC: Chair, Program Director, Program Personnel Committee

Why you may be here

Recently tenured and thinking about how to build your career towards promotion to Full

Chairing a department with newly tenured faculty members that you want to support in their next career phase

or

Considering going up for promotion in the next few years, thinking about file preparation

Chairing a department with upcoming promotions cases

Note: May informational meeting

- Will give ***candidates*** the information they need to prepare their files
- Will give ***Cs/PDs/PPCs*** the information they need to support candidates through the promotion process

This meeting: Strategic thinking about you/your department member's career path towards Full Professor

1. Resources
2. Important dates
3. Review of policies in the Faculty Handbook
4. Documenting your work
5. Planning and doing your work
6. Finding mentors

Advice for preparing your file will be discussed during May informational meeting, but we can answer questions today

Resources

On PC's website

- PC [calendar](#)
- PC [Operating Code](#)
- [Assembling Materials for Promotion Guidelines](#)
- [PC Rubrics](#) (also: meeting procedures/norms)

Departmental resources

- Department/Program Personnel Policies
- Your Chair/Program Director

Resources

On the DOF/VPAA website

- [Faculty Handbook](#), Part One, Article VIII
 - Sections A (evaluative criteria for teaching, scholarship, service)
 - Section F (procedures for promotion, what the file must include)
- [Model Personnel Policies](#) from DOF/VPAA website
 - *Suggested* best practice for C/PD/PPCs
- [Guidelines from the DOF/VPPA website](#)
 - Guidelines on assembling materials, writing a teaching statement (for the candidate)
 - Templates for requesting letters and writing the Chair's letter (for the C/PD)

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Important dates

- **May 29th, 2026 - deadline to declare intent to stand for promotion next year**
 - Mid-June - deadline for inviting external and internal letter writers
 - End of September - Candidate files due, as well as external and non-departmental internal letters
 - Third week of December - Departmental letters due
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- See PC calendar for details
 - May info session: File preparation logistics

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Faculty Handbook: Promotion to Full

Two key sections:

- Preamble for evaluation of tenured and tenure-track faculty (page 113-118)
 - Describes evaluative criteria
- **Guidelines for promotion (page 125-128)**

When to stand for promotion

- “Promotion to the rank of Full Professor is awarded based on a pattern of engagement and achievement in teaching, scholarship/creative work, and service while in the rank of Associate Professor. Faculty members normally will have completed at least five years of full-time employment in the rank of Associate Professor before standing for promotion to Full Professor. Standing for promotion at an earlier time should only occur when the candidate’s record in teaching, scholarship/creative work, and service is exceptional. Appropriate terminal degree (or its professional equivalent) normally is required.” (*Faculty Handbook Part One, Article VIII, Section F 1 b*)

Faculty Handbook: Promotion to Full

“To merit promotion to Full Professor, faculty members must present evidence of having met relevant standards in three areas: teaching, scholarship/creative work, and service. Successful candidates will have taken on an increased share of service responsibilities since their last promotion, in addition to continuing their development as teacher-scholars.” (*Faculty Handbook Part One, Article VIII, Section F 1*)

Faculty Handbook: Promotion to Full

“More precisely, candidates for promotion to Full Professor must demonstrate the following since their promotion to Associate Professor (see Section VIII for evaluative criteria in all three areas as well as definition of terms):

- sustained high-quality teaching across the features of Motivation and Mentoring, Expertise, Course Design and Delivery, and Fostering Student Learning.
- sustained and significant engagement with the candidate’s discipline(s), continued development as a scholar or artist, and evidence of success in completing some substantial aspect(s) of their research or artistic agenda beyond the accomplishments at the time of promotion to Associate Professor.
- sustained, significant, and effective contributions in service, including service that sustains the College.”

(Faculty Handbook Part One, Article VIII, Section F 1)

Faculty Handbook: Promotion to Full

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- sustained and significant engagement with the candidate's discipline(s), continued development as a scholar or artist, and evidence of success in completing some substantial aspect(s) of their research or artistic agenda beyond the accomplishments at the time of promotion to Associate Professor.
- sustained, significant, and effective contributions in service, including service that sustains the College.

The College acknowledges that successful candidates can differ in patterns of strength across these three categories; however, the College expects engagement and achievement in all three areas since promotion to Associate Professor, and high-quality teaching remains paramount. ”

(Faculty Handbook Part One, Article VIII, Section F 1)

Faculty Handbook: Promotion to Full

What does SUSTAINED mean?

“Definitions of terms relative to reappointment, tenure, and promotion in rank for purposes of this Handbook:

...

sustained performance is performance that establishes a clear pattern over time (over the period of time considered in a review). Such a pattern could be a trend (a trend toward improvement), and it could admit a small number of instances that are inconsistent with the overall direction (the odd class that does not work well for identifiable reasons).”

(Faculty Handbook Part One, Article VIII, Section A)

Great, but how do I build a file that shows evidence of all those things?



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Documenting your work

If your documentation is thorough, preparing your statements and your file will be easier!



Documenting your work - Teaching

Note: when you prepare your file, choose quality over quantity!

- Save representative assignments, note changes you made based on what worked/didn't work
- Save examples of feedback you give to students (e.g., comments on papers, annotated rubrics, etc.)
- Save examples of lesson plans/presentations that show your pedagogical style**
- Reflect on classes at the end of the semester (to help inform your eventual teaching statement)
- Plan ongoing peer evaluations!
- Participate in professional development activities

** Pedagogical choices should be explained in your Teaching Statement, which should refer to examples

Documenting your work - Research

- Living document of all scholarly/creative activities
 - Annual Reports can be great for this!
- Consider potential letter writers (will need 3-4)
 - What PC finds useful (see Model Personnel Procedures for details)
 - Letters from a “distinguished strangers” in the field
 - Letters from Full Professor
 - Letters from a professor from a similar institution
 - Limit collaborators/advisors to one letter
 - All letters should provide context for your work
- Continue to hone the skill of writing about your scholarship/creative work for a non-specialist

Documenting your work - Service

- Living document of ALL service
 - To the college, examples (non-exhaustive)
 - Faculty service cycle
 - Off-cycle service
 - Working groups
 - Mentorship of students (beyond typical advising)
 - Work that raises the profile of the college
 - To the department, examples (non-exhaustive)
 - Chairing/Assistant chairing
 - Committees/working groups
 - Mentorship of new colleagues
 - To the field, examples (non-exhaustive)
 - Journal editor positions
 - Journal/book review activity
 - Organization of symposia/workshops
 - Board membership of academic societies

Documenting your work - Service

- Living document of ALL service
- Make sure you document service duties and accomplishments
 - Annual report or your own internal notes
- Consider potential non-departmental internal letter writers that can speak to the QUALITY and EFFECTIVENESS of your service

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Planning and doing your work - Teaching

- Understand, address, and document areas for growth in your teaching portfolio
- Seek out mentorship opportunities (you are a mentor, too!)
- Document context for assigned courses
- C/PDs - Be sure to discuss teaching plan with department members.

Planning and doing your work - Scholarship

- Decide what your scholarship path will be for the next several years
 - Consult your department documentation about scholarship expectations
 - Consult colleagues at Skidmore and beyond
- Use resources at Skidmore and beyond
 - Scholarly and Creative Endeavour groups at Skidmore
 - National Center for Faculty Development and Diversity (Faculty Success Programs)
 - etc.

Planning and doing your work - Service

Service to the college is a big focus of the promotion criteria in the handbook

- Not just service cycle! If you are not elected, can still create a robust service portfolio
- All service files look different. *Effective* service is key.
- Think: How do you want to serve the college? What are the needs of your department(s)/program(s)/the college? How might you leverage your expertise to specific service activities/roles?

Planning and doing your work

All good plans...

PC Handbook languages acknowledges “successful candidates can differ in patterns of strength across these three categories”

Looking for “sustained” patterns over the years

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Finding mentors

- Chair/Program Director
- Senior members of your department
- Faculty outside of your department
 - Former PC members
 - Former Chairs of PC cases
- Senior colleagues in your field (outside of Skidmore)
- **Associate Dean of the Faculty (Oscar Pérez Hernández)**
 - **Also a mentor for department chairs and program directors!**

Finding mentors

When working with your mentors:

- Make sure you know your department procedures/policies and the college procedures/policies
- Ask for time management support, if needed
- Do not be shy about scheduling a meeting with the ADOF!
- Show your materials to your mentors early and often to get feedback

Questions?