

The post-tenure years present a unique opportunity to reflect on how one wants to shape their career without the pressure (but also structure) of biannual reviews. This may be a time to take risks and pursue projects that may not lead to immediate publication, or allow you to reinvent how you want to contribute to your community as a professor. The rank of full professor is intended to recognize the continuing excellence of faculty post-tenure, and to reward further growth in teaching, professional development, advising and mentoring, and service. Take advantage of this stage of your career to think broadly and holistically about your work and allow yourself to put your energy into what you most care about.

When applying for the rank of full professor, it will have been several years since your last review, so it is especially important that you develop and support a coherent narrative in your self-evaluation that addresses all four areas of evaluation, and captures how you have shaped and directed your career since tenure. Center one area of particular strength, and make a clear argument for distinction in this area.

It is up to you to decide which of your activities and achievements contribute to each area, and to construct a compelling narrative that demonstrates how these different areas intersect. Your self-evaluation should be between 3000 and 5000 words.

APM VI.G.1:**Criteria for Promotion to Professor**

Tenured faculty wishing to be promoted to professor should have a record of distinguished service to the college. This should include excellence in each of the four areas of faculty responsibility: teaching, professional development, advising, and the other contributions to the college. In addition, candidates should have demonstrated distinctive strength in at least one of these areas. Faculty may apply directly for promotion, or may be considered as a result of promotion procedures initiated by chairs of departments or by the provost. It is highly recommended that candidates for promotion consult both the chair of their department and the provost before preparing an application.

Full Professor Review

Teaching

- Provide a summary of your overall teaching philosophy and how it has changed since your tenure review.
- Broadly describe your repertoire of courses. Focus on a few classes that best exemplify your teaching philosophy and illustrate how your teaching has evolved.
- How do your classes contribute to your department/program curriculum? How do they contribute to the curriculum of the college as a whole? How do they contribute to other programs/ departments at the college? How does your teaching support all-college priorities (see criteria for evaluation)?
- Discuss any meaningful patterns gleaned from course evaluations.
- If you claim teaching as your area of distinction, what has made your teaching distinctive? How have you gone above and beyond the usual high standards set for teaching at Beloit College? How have you innovated pedagogically, and what is your evidence for success?

Scholarship/Professional Development

- Reflect on the trajectory of your professional development post-tenure. What have been your goals? How have you used the freedom of tenure to advance your professional development in innovative ways? How does your research/scholarship/creative work impact your communities?
- Describe your most important professional projects and why you chose them.
- An associate professor might choose to engage audiences beyond traditional academic or professional audiences. Faculty are urged to consult with FS&P about how these activities can contribute to a promotion portfolio and how to document their impact. These activities might include:
 - Public outreach, for example: talks, articles, published teaching activities, podcasts, blogs, organization of or participation on a panel, being interviewed by the media, not-for-profit consulting, etc.
 - Engagement with the city of Beloit and other broader communities through grant writing or work with non-profit organizations, governments, and other institutions. This work might make discipline-specific contributions or consist of creative or translation work that appears in nontraditional or nonacademic venues.
- Whether you engage with scholarly or other audiences, it is important to provide evidence of your engagement, bearing in mind that not all such evidence needs to be peer reviewed.
 - Include copies of your publications or documentation of creative works completed since your tenure review. You can also include papers that have been submitted for publication that have not yet been published.
 - Information about performances, exhibitions, and other presentations that have happened since your tenure review.
 - If you have applied for grants since your tenure review, include the grant proposal(s). Was it funded? Do you have more grants in the pipeline?

- Describe any service/committee work associated with professional organizations connected to your discipline. How does this work benefit the college?
- External letters should allow FS&P to understand the context of your work. Not all external letters need to come from academics, especially if you have done non-traditional activities as described above.
- If you claim Professional Development as your area of distinction, what makes your professional development distinctive? Have you been especially prolific? Has your work had a significant impact or achieved a high level of prestige? Are you doing work that is unique or underrecognized?

Advising and Mentorship

- Provide a summary of your advising and mentorship philosophy and discuss how it's changed since your tenure review. For example, have you connected to the AMP program or Career Channels? If so, how?
- Describe your formal advising. This should include a discussion of AMP advisees (if any), major/minor advisees, and any independent studies/summer research projects that you've mentored. Please focus on advising since your tenure review.
- Describe your informal advising. How does this work relate to your formal advising? Please focus on advising since your tenure review.
- Have you engaged in extra training designed to make you a more effective advisor? Has any of this training focused on traditionally marginalized students (e.g. Safe Space Training or training that fosters the mentoring of BIPOC students).
- Describe any programming that you've been involved with that relates to advising and mentoring. This could include: AMP Connections, Career Accelerator, Career Channels, and more.
- If you claim advising as your area of distinction, what has made your advising distinctive? How have you gone above and beyond the usual high standards set for advising at Beloit College? How have you been innovative, and what is your evidence for success? Have you taken on leadership roles in campus conversations about advising?

Service

- Provide a summary of your philosophy on service at Beloit and how it has changed since your tenure review. How do you contribute to the life of the college? What are your goals in this area?
- What committees have you served on at the college since your tenure review? Be sure to include search committees, ad hoc committees, and any other committees that aren't part of our official committee structures.
- Describe any service/committee work that you do in the Beloit community and tell us how this fits in with your work at the college (if, indeed, it does).
- Solicit internal letters of support from colleagues outside your department or program who can speak to your contributions to the life of the college.
- If you claim service as your area of distinction, what has made your service distinctive? What positions of leadership have you filled, and how have you impacted the life of the college since your tenure review?