



*Exploring the Delay in Promotion to
Full Professor: Petty Politics, Mid-
Career Crises or Post-Tenure Inertia?*



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AEJMC

Teaching Committee



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Foreword

This e-book was germinated in the panel session: “Exploring the Delay in Promotion to Full Professor: Petty Politics, Mid-Career Crises or Post-Tenure Inertia?” sponsored by the AEJMC’s Committee on Teaching at the AEJMC conference in Denver in 2010.

This panel featured a simple format. Each panelist initiated this interactive session with brief remarks and answered anonymous questions from the audience. We invited audience members to write anonymous questions and share them to the moderator.

This compendium provides a treasure trove of information, ideas, strategies, trends and wisdom that are relevant across the repertoire of our field. In preparing this compendium, I asked our distinguished panelists to perpetuate in print their ideas, tips and perspectives in a “Top Ten” list of wisdom points. Despite their busy summer (yes, relaxing summers are a myth!), our authors were generous with their time and energy. Their response was overwhelming and, for me, editing this compendium became an enriching experience.

I thank my cherished colleagues on the AEJMC Teaching Committee for contributing ideas that were pivotal to the success of this panel session. I am grateful to Jennifer H. McGill, AEJMC, for helping us host this panel. Thanks to Mich Sineath, AEJMC, and Kysh Brown, AEJMC, for spreading the word through cyberspace and beyond. I also thank the entire AEJMC staff for their help and support.

For the second year, the AEJMC Teaching Committee has sponsored sessions on faculty questions and concerns. As you may recall, our topic was “So Many Projects, So Little Time: Faculty Concerns over Balancing Teaching, Research, Service and Life” at the AEJMC Boston convention in 2009.

If you wish to see some issues covered in future sessions, please share your ideas with members of the AEJMC Teaching Committee (see list below). Thanks for your participation in this important session.



Deb Aikat, North Carolina at Chapel Hill <da@unc.edu>
Chair, AEJMC Teaching Committee

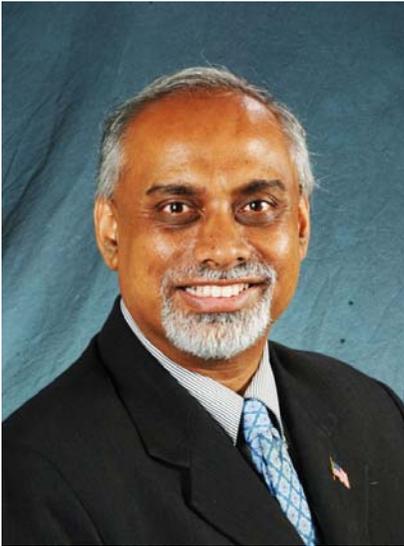


Teaching Committee Elected Members (2009-10): Debashis 'Deb' Aikat, (chair), University of North Carolina at Chapel Hill | Linda Aldoory, University of Maryland, College Park | Marianne Barrett, Arizona State University | Sheri Broyles (vice-chair), University of North Texas | Kenneth Campbell, University of South Carolina | Dane Claussen, Point Park University | Jennifer Greer, University of Alabama | Kim Lauffer, Towson University | Birgit Wassmuth, Kennesaw State University.



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SCHOOL OF JOURNALISM AND MASS COMMUNICATION



Dr. Debashis "Deb" Aikat
Associate Professor and Media Futurist
UNC-CH School of Journalism and
Mass Communication

ASSOCIATE PROFESSOR **DEBASHIS "DEB" AIKAT** is the Media Futurist in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill (UNC-CH), a "Carnegie Research University I" institution. An award-winning researcher and teacher, his work focuses on social media, global communication, interactive media and the future of communication. Dr. Aikat (pronounced EYE-cut) joined UNC-CH in 1995.

Along with book chapters, Dr. Aikat's research has been published in refereed publications of the Microsoft Corporation, International Radio and Television Society (IRTS), Association for Computing Machinery (ACM), *Electronic Journal of Communication/La Revue Electronique de Communication*, *Convergence: The Journal of Research into New Media Technologies*, and *Popular Music and Society*. He has reviewed research for *Journalism and Communication Monographs*, *Journalism and Mass Communication Quarterly*, *Journal of Communication* and publishers such as McGraw-Hill, Oxford University Press and Sage Publications.

A former journalist, Dr. Aikat was named the inaugural winner of the Scripps Howard Foundation's "National Journalism Teacher of the Year (2003)" award for "distinguished service to journalism education." In 1997, the IRTS named him the Coltrin Communications Professor of the Year. Since 2007, Dr. Aikat has served on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and mass communications programs in colleges and universities. He is chair of the Association for Education in Journalism and Mass Communication (AEJMC)'s Standing Committee on Teaching.

Besides teaching on-campus classes, Dr. Aikat has taught online courses since 1997. He conceptualized one of the first online courses in journalism in 1997 and developed in 2003 a graduate-level online certificate program in technology and communication. He has won fellowships from internationally renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and Journalism Leadership Institute in Diversity (2004-05) of the AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC).

His awards for excellence in research and teaching include AEJMC Communication Technology Division Top Paper Award (2003), a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-CH's highest honor for excellence in graduate studies, and the David Brinkley Teaching Excellence Award (2000). the AEJMC Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-CH Students' Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-CH senior classes have honored him with the Edward Kidder Graham-Favorite Faculty Awards from 1997 through 2005.

Dr. Aikat earned a Ph. D. in Mass Communication and Journalism from Ohio University's Scripps School of Journalism in 1995. He completed a Certificate in American Political Culture from New York University in 1990. He has lectured in Asia, Australia, Europe, and the Americas.

He graduated with distinction attaining first rank in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.



Thursday, August 5, 2010

8:15 a.m. to 9:45 a.m. Director's Row E | AEJMC session ID# 125

<http://www.aejmcdenver.org/?p=2279>

Association for Education in Journalism and Mass Communication Elected Standing Committee on Teaching

Panel Session:

Exploring the Delay in Promotion to Full Professor: Petty Politics, Mid-Career Crises or Post-Tenure Inertia?

Moderating/Presiding:

Debashis “Deb” Aikat, North Carolina at Chapel Hill

Topics and Panelists:

Elizabeth L. Toth, Maryland-College Park

Jannette L. Dates, Howard

Russell J. Cook, Loyola-Maryland

Lorraine Branham, Syracuse

Dhavan Shah, Wisconsin

Carolyn A. Lin, Connecticut

In this popular session hosted by AEJMC's elected Standing Committee on Teaching, we address faculty questions and concerns. Each panelist will begin this interactive session with brief remarks and will answer anonymous questions from the audience. How does it work? Attendees will be invited to write their anonymous questions and pass them to the moderator. No pre-registration required for this panel session. All are welcome.

Elizabeth Toth's Take Home Tips for Promotion to Full Professor

1. Consider how you want to develop your academic career beyond tenure.
2. Learn what it means to be a full professor -- the rewards and expectations.
3. Learn what the policies and guidelines are of your specific department and academic institution for promotion to full professor.
4. Talk about your career goals with your department head and/or a mentor and other leaders in your field.
5. Assess what are your strengths, barriers, and solutions to successful promotion to full professor and discuss these with your department head and/or mentor and other leaders in the field.
6. Research productivity is the most important criteria for promotion. Assess the contributions you have made to your discipline and continue here to build projects to develop a national/ international reputation in your area of scholarship.
7. With your department chair and/or mentor establish a plan with a time-table.
8. Reach out, meet and build relationships with the professional leadership in your discipline.
9. Ask for peer review of your teaching and take advantage of university teaching development opportunities.
10. Contribute your leadership service to your department, your university, your academic field, and/or the community.

■ **Elizabeth L. Toth**, Ph.D., is Professor and Chair of the Department of Communication at the University of Maryland, College Park. See next page for picture and bio.



Elizabeth L. Toth, Ph.D., is Professor and Chair of the Department of Communication at the University of Maryland, College Park. Toth has co-authored *Women in Public Relations: How Gender Influences Practice and Public Relations: The Profession and the Practice*. She edited *The Future of Excellence in Public Relations and Communication Management: Challenges for the Next Generation*. She co-edited *Rhetorical and Critical Approaches to Public Relations II*, and *The Gender Challenge to Media: Diverse Voices from the Field*. Toth edited the *Journal of Public Relations Research* for six years. Currently, she is associate editor for *Journalism Studies*, an international journal.

Her co-edited book *Rhetorical and Critical Approaches to Public Relations* won the NCA PRIDE Award. She has published over 100 articles, book chapters, and papers.

Toth presented distance-learning courses for the Syracuse University Master's in Communication Management and the Master of Science in Communication Management Program, University of Lugano, Switzerland. She has lectured in Brazil, Taiwan, Hong Kong, and Beijing. She has taught in the University of Maryland School of Public Policy's Executive Master's in Public Management.

She chaired the PR Division of the Association for Education in Journalism and Mass Communication. She chaired the AEJMC Standing Committee on Research and chaired the AEJMC Publications Committee. Also, Toth chaired the Educators Academy of the Public Relations Society of America and the PR Division of the International Communication Association. She is a member of the Arthur Page Society. Toth received the 1998 \$2000 Institute for Public Relations Pathfinder Award for her research on gender issues and public relations. She received the 2000 Jackson, Jackson & Wagner \$1000 Behavioral Science Prize from the Public Relations Society of America. She received the 1983 national PRSSA Outstanding Advisor (Frederick Tehan) Award. In 1994, she received PRSA's Outstanding Educator Award.

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Jan Dates Explores the Delay in Promotion to Full Professor

What do we mean by the term “delay”?

1. *Generally, after six years at a university one is promoted to associate professor. THEN---*
2. Promotion to full professor after 5-6 years at the rank of associate professor (and 11 or 12 years at the university) is considered an early promotion.
3. Promotion to full professor after 7-8 years at rank of associate professor (and 13 or 14 years at the university) is considered a normal promotion.
4. Promotion to full professor after nine or more years at rank of associate professor (and 15 or more years at the university) is considered a delayed promotion.

What causes the delays? –Let’s take the high road and assume that you—the candidate—may have some responsibility for what has caused the delay for you.

1. Maybe you did not “wisely” use the experiences you went through to achieve tenure.
 - a. Organizing materials, collecting your work religiously and keeping an accurate file
 - b. Reminding colleagues (internally and externally) of your interest in collaborating
 - c. Collaborating with colleagues on such things as panels, research projects, productions, articles, chapters, books, etc.
 - d. Keeping track of citations of your work
 - e. Keeping track of how to demonstrate the distinctiveness of your work – how your work is influencing the field, for example
2. Did you?
 - a. Talk with senior colleagues (internally and externally) to gain a greater understanding of the process; well before-hand, to help shape the direction you would take, asking for their feedback on your materials
 - b. Maintain collegial and industry ties
 - c. Build your reputation by attending and making presentations at conferences
 - d. Balance teaching, research, service and professional development; keeping them prioritized, so that the expenditure of your time and effort would pay off in the end.
 - e. Recall that the biggest hurdle is usually the research/production one—and prioritize your work accordingly
 - f. Continue to update your file—even after submitting it—if you had new materials that could help build your case.
 - g. Realize that, like it or not, office politics influences the promotion process, so it is important to learn how to obtain support from colleagues:

- i. Decide what is important to you—and if you want to focus on the process.
- ii. Plan how to reach your goals, according to this self-assessment-- then
- iii. Earn respect
- iv. Help others
- v. Build relationships
- vi. Find out how to navigate the system you are in
- vii. Seek allies
- viii. Be viewed as a team player
- ix. Try to choose a mentor from the influential senior faculty members

What causes the delays? –Let’s assume that you have done all of the above and some other factors may be involved.

1. Politics is a part of all institutions. The level of intrigue (pettiness) depends on the dynamics at play when you are planning for and actually pursuing the promotion.
2. Assess the situation to understand who is playing what roles and to recognize who has what power.
3. The position of power that a group of full professors may have because they are the “gatekeepers of the day” sometimes causes some of them to wield their influence in a negative manner, such as preventing others from “joining the club.” Do whatever you can to work with and around them. Be philosophical if you cannot.
4. Envy sometimes plays a part in causing a delay. That is, full professors who have had a difficult time moving through the promotion process may want to be certain that others who follow have a difficult time, as well. They may envy someone who is going up “too soon,” or who seemed to have an easier time at some step along the way. Recognize that as a possibility and think of ways to reduce their stress level or of ways to turn that person into an ally, whenever you can do so. Realize that sometimes, you cannot, and realize above all that you must retain your ethical base and restrain yourself from doing anything that you will regret when it becomes known. Consciously choose how you will act and react to others, with a goal to place yourself in a stronger position (even if only in terms of your peace of mind) despite the actions others may have taken.
5. Conflicting interests can play a part in the promotion process. There may be something going on between persons who are assessing your portfolio that has nothing to do with you. There is little you can do about that.

■ **Jannette “Jan” Dates** is Professor and Dean of Howard University’s John H. Johnson School of Communications. See next page for picture and bio.



Jannette L. Dates is Professor and Dean of Howard University's John H. Johnson School of *Communications*. Her research focuses on media images and effects, media treatment of African Americans and similar multicultural groups, and the significance of diversity in media.

Dates was featured in the March 2007 edition of the *Journal of Broadcasting and Electronic Media* as one of the nation's communication research pioneers. Her recent research includes service as guest editor of the Summer 2005 edition of *the Journal of Popular Film & Television* that focused on "African Americans in Film & Television: Twentieth Century Lessons for a New Millennium."

Dates also served as a Fellow at the Freedom Forum Media Studies Center at Columbia University in 1992, where she completed work on the second edition of the book she co-edited with William Barlow, *Split Image: African Americans in the Mass Media*. She served as president of the two premier professional communication education associations (BEA in 2000-01 and AEJMC in 2003-04).

Russell Cook's 10 Tips for Coping with the Academic Promotion Process

Assuming that you know your academic unit's requirements for promotion to full professor rank and appreciate the impact of interpersonal relationships on your standing with your peers, my best advice is to focus on your own priorities and let promotion come when it will. Seek fulfillment of your most important goals. I aspire to the following tips in my own life.

1. **Love what you do.** Of course, this is the advice we give our students. It is an equally valid tip for us. Your students and colleagues will sense from your demeanor whether you enjoy your work and will respond to you accordingly.
2. **Love your institution.** Tenure is more than a measure of job security for the professor. It also is a symbol of the professor's wholehearted commitment to make the institution the best it can be.
3. **Love your students.** The goal of your teaching should be to help your students to transform into newly empowered persons. From this perspective, every member of your class is important and can benefit from your wisdom.
4. **Love the pursuit of knowledge.** Your dissertation research earned you tenure. The next phase of your scholarly agenda is for you. Choose research questions that excite you and that will lead to important knowledge. Set aside time in your weekly schedule for your scholarship.
5. **Pursue outside grants to support your scholarship.** Not only will you be able to do more research, but also you will enhance your institution's bottom line.
6. **Pursue international study and travel opportunities.** Communication is global. The perspective of the Other helps you to understand your own culture.
7. **Remember your family.** If you neglected your family to establish your career, it's not too late to make things right.
8. **Embrace your community.** The time you invest in community service will recharge your personal battery and put your professional life into proper perspective.
9. **Take time to exercise.** Your body gets energy from activity, not from lethargy. The more your work is sedentary, the more you need physical exercise.
10. **Goof off.** Though seemingly counterintuitive, it is a fact that time away will increase your efficiency and help you to see the big picture.

■ **Russell J. Cook, Ph.D.**, is Professor and Chair of Communication at Loyola University Maryland. See next page for picture and bio.



Russell J. Cook, Ph.D.

Professor and Chair of Communication
Loyola University Maryland

Russell Cook joined Loyola in Baltimore, Maryland, as chair in 2006, where he teaches digital media production, design, and aesthetics and mass communications.

He taught previously at Bethany College (WV), Delta State University (MS), and the University of Tennessee Nashville, with administrative roles at all three institutions. He earned the Ph.D. in Mass Communication at Scripps School of Journalism at Ohio University in 1994. His professional background is film and video production.

Cook teamed with two other Loyola faculty members, Elliot King and Mitchell Tropin, to author a new introduction to communication textbook, currently at press with Kendall Hunt 2010. His book surveying U.S. news coverage of the Vietnam War was published by Greenwood in 2005.

Cook's documentary production won the National Broadcasting Society's Grand Prize in its Professional Production Competition in 2004. He won Bethany College's Bortz Faculty Prize for innovative use of technology in the classroom in 2003.

His current scholarly project is a book on the phenomenological foundations of mediated communication.

Cook lives in Baltimore, Maryland, with his wife Carol.

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Lorraine Branham's Top Ten Ways to Avoid the Delay in Promotion to Full Professor

1. **Maintain your pre-tenure level of scholarly productivity.** Many people slack off after they earn tenure and are promoted to associate professor. Don't take an extended break from your research. Give yourself a couple months to regroup and get back to work. You found a rhythm that proved successful and by focusing your efforts with an eye toward the new goal you can avoid the dreaded A.P.S. -- Associate Professor Stall.
2. **Mentor graduate students.** Ideally, you will have access to funds for a graduate research assistant but if not, do research that attracts grad students. It's a win-win. You get research assistance and they get the benefit of working with an accomplished researcher -- and an opportunity to get their name on the papers that grow out of your research.
3. **Publish your dissertation.** Polish it up, fine-tune it and find a publisher. You'll have your first book under your belt, which will make it easier to get the next one done. It will also allow you to build a relationship with a publisher who may be interested in that next book. Even if your institution values journal articles more than books, a book or two can enhance your reputation and your C.V.
4. **Seek out external funding and in-house grants to support your research.** They don't have to be large sums of money, but securing outside funding gives credibility to your work. It suggests someone thought it was worth supporting. And it will impress external reviewers.
5. **Don't go it alone.** Find a research partner. Look for co-authors on your faculty or in other departments. Working with others can lead to new ideas and fresh perspectives. It may also allow you to get twice as much done. But don't forget to keep a balance. At least 50 percent of your publications should be sole-authored.
6. **Excellent teaching and exemplary service won't get you promoted.** Yes, they are important, expected and appreciated but only nationally recognized contributions to the scholarship in your field will earn you the title of Full Professor. It's all about the research stupid.

7. **Blow your own horn.** Let your dean and colleagues know when you have a paper published. Share it with colleagues (i.e. friends) at other universities and invite their feedback. Get involved with AEJMC research committees. Volunteer yourself for panels, guest lectures, presentations and other scholarly activities that will expand your national reputation.
8. **Ask some of the full professors in your department about their experiences.** Every school is different and you need to understand what it takes to get promoted to full professor at the place you work. But remember -- performance standards change. What was good enough 15 years ago might not be good enough today. Keep up with the changing standards for promotion.
9. **Create a six-year-plan.** Even if you don't intend to go up that soon after obtaining tenure, work toward that goal. Identify what things you need to do to develop a national reputation in your field -- and then do it.
10. **Relax and enjoy being an associate professor.** It's okay to decide that you don't need to be a full professor to have a fulfilling career. You can devote more time to your teaching, developing new courses and working with students. You can give more time to serving your department, your university and your profession -- activities that are neglected when one is pursuing the brass ring of full professorship. This doesn't mean abandoning scholarly activities, it just means that you have decided to pursue the research you want to do and at your own pace -- enough to show you are still productive and engaged and still leaving time for the teaching and service activities you enjoy. There is nothing wrong with a balanced life. And students will love you just as much -- if not more. And at the end of the day, educating the next generation of young scholars and practitioners is what it is all about.

■ **Lorraine Branham** is dean and professor of the S.I. Newhouse School of Public Communications at Syracuse University. See next page for picture and bio.



Lorraine Branham
Dean and Professor
S.I. Newhouse School of Public Communications, Syracuse University

Lorraine Branham became dean of the S.I. Newhouse School of Public Communications at Syracuse University in July 2008.

Since assuming leadership of the school, Branham has focused on developing professional partnerships in an effort to address the issues raised by a rapidly changing media industry. Under her direction, the school has continued to move toward a multimedia emphasis, with the launch of a multimedia storytelling class, the development of a student-produced newszine, continued curricular overhaul and other activities. She also facilitated the school's entry into News21, a journalism student fellowship program created by the Carnegie-Knight Initiative on the Future of Journalism; hosted a major on-campus symposium examining the work of legendary television executive Fred Silverman '58; and secured major gifts to support students and academic programming in the school.

Branham was a driving force behind the establishment of SU's Semester in Los Angeles, a satellite campus program that will engage students in professional internships, specialized course work and regular interactions with industry leaders on the West Coast. The first group of students enrolled in the Fall of 2009; the program has proven so popular that enrollment for Fall 2010 is double that of the previous year.

Before coming to Newhouse, Branham was director of the School of Journalism and G.B. Dealey Regents Professor at the University of Texas at Austin (UT).

Branham joined the UT faculty in 2002 after a 25-year career as a newspaper editor, editorial writer and reporter. She was previously the assistant to the publisher of the Pittsburgh Post-Gazette and senior vice president and executive editor of the Tallahassee Democrat, and held several positions at the Philadelphia Inquirer, including associate managing editor for features. She also worked as a reporter at the Philadelphia Tribune; the Courier-Post in Cherry Hill, N.J.; the Philadelphia Bulletin; and the Baltimore Sun.

She has taught reporting and writing at Temple University and has taught in the summer program for minority journalists at the University of California, Berkeley. She has been a Hearst Visiting Professional-in-Residence at the University of Missouri, the University of Florida and the California Polytechnic Institute in San Luis Obispo.

Branham twice served as a juror for the Pulitzer Prize journalism awards and for three years as a judge for the William Randolph Hearst Journalism Awards Program, the Pulitzer Prize of college journalism. She is also a member of the Academic Steering Committee for the Hearst Awards.

She is a member of the Association of Educators in Journalism and Mass Communication, the American Society of News Editors, the National Association of Minority Media Executives and the National Association of Black Journalists.

Branham holds a bachelor's degree in television, radio and film from Temple University. She also attended the Women in Management Program at the University of Baltimore and the Advanced Executive Program at Northwestern University. In addition, she was awarded a nine-month John S. Knight Fellowship to Stanford University, where she studied American foreign policy in third world countries and media management.

Her areas of interest include women in leadership, covering diverse communities, journalism ethics and editorial writing.

Dhavan Shah's Promotion Tips

1. **Maintain your research momentum post-tenure.** The relief of tenure should not mean you slow down; instead, focus on projects you put aside in the push to tenure
2. **Focus on the larger projects.** The more challenging, larger scale projects are the ones that will be critical to establishing a strong record for promotion to full.
3. **Be programmatic about research.** Have clear research lines that you are known for and plan to develop further in areas of interest within the field.
4. **Develop grant-getting opportunities.** Foundation and federal grants are critical indicators at the divisional committee level, so develop those contacts and lines.
5. **Place your work in prestigious venues:** ISI journals and esteemed university press outlets are critical markers of mature scholarship
6. **Focus on graduate student production.** Your record and reputation are as much your doctoral student production and placement as your research productivity.
7. **Continue to improve your teaching.** Promotion is always about three things, research, teaching, and service. Teaching quality is very important part of this.
8. **Service to the department, university, and the field is important.** Focus on key opportunities – divisional, journals, etc — but not at the expense of research.
9. **Avoid major administrative responsibilities.** Administration can be rewarding in the short term but can prove a major hurdle in the road to promotion.
10. **Research, research, research.** It is really quite simple, ultimately. Promotion to full is about establishing a national or international reputation. Only research can help you do that, so focus on it first, second, and third.

■ **Dhavan Shah** is Louis A. & Mary E. Maier-Bascom Professor of Journalism and Mass Communication and Political Science at University of Wisconsin-Madison. See next page for picture and bio.



Dhavan V. Shah

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Dhavan V. Shah is Louis A. & Mary E. Maier-Bascom Professor of Journalism and Mass Communication and Political Science. He received his doctorate in mass communication in 1999 from the University of Minnesota, where he also minored in political psychology.

He earned tenure at the University of Wisconsin in 2002, was promoted to full professor in 2004, and was awarded a named professorship in 2006. Shah's research concerns the social psychology of communication influence, especially effects on personal evaluations, political judgments, health outcomes, and civic engagement.

He has developed programs of research on (a) the capacity of mass and interpersonal communication, particularly the Internet, to encourage community building and participation in civic and health contexts, (b) the influence of news framing and priming on cognitive complexity, attitude formation, and public opinion, and (c) the relationship of media use with the intersection of consumer and civic culture, particularly the politics of consumption.

To date, he has authored over 80 articles, chapters, and entries and been principal investigator or project leader on grants and awards of over \$1,500,000 — part of over \$9.6 million in extramural funding he has been involved in securing. Shah has served on the editorial boards of eleven different journals and has held leadership positions in three professional associations. He is the recipient of the Nafziger-White Dissertation Award, the Kriegbaum Under-40 Award, and the Article of the Year Awards in the fields of Political Communication from ICA and Information Technology and Politics from APSA, as well as honors such as the Vilas Associates Award, Chancellor's Award for Excellence, and selection as a Hamel Faculty Fellow bestowed by the University of Wisconsin-Madison.

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Carolyn A. Lin's Top 10 List of Tips for Full Professor Promotion

How to Get Promoted as Full Professor Without Really Trying

1. **Don't Fret.** Keep up with and fully understand the evolving promotion standards, rules, procedures and administrative culture at your institution and in the larger field.
2. **Stock Up.** Steadily document and categorize any promotion-relevant achievements, evaluations, awards, memos, publications, presentations, citation records, etc.
3. **Take Stock.** Update and merge your tenure/promotion materials with the evolving full-professor promotion dossier to progressively construct a living portfolio.
4. **Ignore Timetables.** Follow the research time frames that you could realistically manage instead of rigid or arbitrary timetables.
5. **Neglect Milestones.** Produce the research output that you could sensibly complete instead of some overreaching or lofty milestones.
6. **Reduce Stress.** Don't commit yourself to potentially superfluous, pointless and time-consuming offers.
7. **Decrease Anxiety.** Avoid getting drawn into potentially frivolous, polarizing and unproductive internal politics.
8. **Play Smart.** Focus your energy on those projects that enable you to consistently generate quality work to ensure a steady yield in productivity.
9. **Pace Yourself.** Work at a pace that enables you to be reasonably motivated, invigorated and productive instead of feeling burnt out or overburdened.
10. **Have Fun.** Enjoy this intellectual journey and may the force be with you.

■ **Carolyn A. Lin** is Professor, Department of Communication Sciences, University of Connecticut.

In Case Curiosity Gets the Better of You, You Might Ask...

1. What are the typical standards for full-professor promotion in departments with different academic program structures?
 - a. Those that only grant bachelor degrees.
 - b. Those that grant both bachelor and master's degrees.
 - c. Those that grant bachelor, master's and doctoral degrees.
2. What are the typical standards for full-professor promotion in departments that are staffed with _____
 - a. Professionally-oriented faculty; or
 - b. Research-oriented faculty; or
 - c. Professionally/Research-oriented faculty; or
 - d. Different combinations of the above?
4. What are the variations in full-professor promotion standards for each type of academic program structure?
5. What are the variations in full-professor promotion standards for each type of faculty-orientation composition?
6. Should there be a set of recommended standards for each type of academic program structure from our discipline?
7. Should there be a set of recommended standards for each type of faculty-orientation composition from our discipline?
8. Would a recommended set of full-professor promotion standards help increase the scholarly standing of our discipline in the larger social sciences/humanities universe?

■ **Carolyn A. Lin** is Professor, Department of Communication Sciences, University of Connecticut. See next page for picture and bio.

Carolyn A. Lin

Professor, Department of Communication Sciences, University of Connecticut

- Professor Lin was *Head* of the Communication Program.
- She is currently *Associate Dean* of the Graduate School.



Carolyn A. Lin, a long-term contributing *AEJMC* member, is also

- the founder of the thriving Communication Technology (and Policy) Division at *AEJMC*;
- a veteran editorial board member of *AEJMC*'s flagship journal – *Journalism & Mass Communication Quarterly*.

Professor Lin, the recipient of a *Distinguished Faculty Research Award*, has published 90-plus peer-reviewed articles, book chapters and monographs, in addition to four books and other professional publications. She also serves on the editorial boards of *Journal of Advertising* and *Journal of Broadcasting & Electronic Media*, among others.

In the past few years, she has generated over \$5 million in extramural research funding from federal agencies by herself and with her collaborators. Her funded research applies digital media technologies and social marketing techniques to implement public health prevention and/or intervention. Professor Lin's current research focuses on media technology, social media, videogames and e-health applications.

Professor Lin has been quoted about the content, uses and effects associated with new media technologies, media sex and violence, political campaigns, social marketing, consumer advertising, marketing strategies, crisis communication and risk communication, among other topics. Her media interviews have appeared in such news and media outlets as the *Associated Press*, *The New York Times*, *The Washington Post* and *Newsweek*, in addition to a number of radio and TV stations.

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