

# Junior Faculty Workshop

## Success at UCR

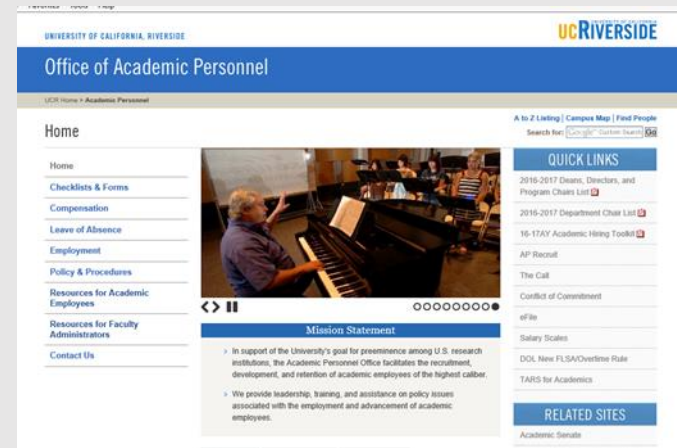
Thursday October 27<sup>th</sup>, 2016

1-4pm

# Structure of the workshop

- A reminder of stages in review
- Joint appointments
- Accelerations
- Impact of prior appointments on tenure at UCR
- Who doesn't make tenure?
- Table Discussion of Questions Posed by Vice Provost
- Discussion: What did you learn?
- Time management and work/life balance
- Some general guidelines about the self statement
- Efile – Common mistakes
- Research Program that involves Intellectual Public Engagement
- Networking, presenting your work-i.e. how do you increase the chance a letter-writer will know your work and be able to address its impact? Who should you not suggest as external letter writers for your tenure decision?
- Other aspects related to external letters

# The CALL



- [APM 220-8-C](#): “Each campus shall develop guidelines and checklists to instruct chairs about their duties and responsibilities in connection with personnel reviews.”
- This administrative document describes the review process implementation at UCR.
- This is a UC-Riverside document maintained by the Academic Personnel Office and found on the APO website.

*Link:*

<http://academicpersonnel.ucr.edu/academicreviews/FacCall/index.php>

# Stages in a Normal Review-all cumulative

- Candidate assembles efile, including a self statement discussing accomplishments



- Departmental colleagues review the file and write a departmental evaluation and recommendation.
- Their opinion may have been influenced by extramural letters of evaluation if the candidate is up for promotion
- The Chair may add a separate letter, but routinely does not

# Stages in a Normal Review-all cumulative

- The file is evaluated by the Dean, often in consultation with Associate Deans. All actions require a vote and some actions require a letter with reasons.
- The file is evaluated by the Senate Committee on Academic Personnel (CAP). This is a body of 10 faculty representing diverse disciplines. Each member will review your file and vote on a recommendation to accompany a minute describing the reasons for their recommendation



# Stages in a Normal Review-all cumulative

- The Vice Provost for Academic Personnel (VPAP) reviews the file and makes a recommendation to the Provost (PEVC)



- The PEVC reviews the file. If a merit file, then the PEVC's decision is final. If a promotion, the PEVC makes a recommendation to the Chancellor
- Chancellor is final on promotion



- **There is no quota. If you earn tenure, then you are granted tenure**

# An extra action for Assistant Professors

- At the beginning of your 5<sup>th</sup> year as an Assistant professor, you will put together a file that will not result in either a merit or a promotion and is entirely to **advise** you on your progress towards tenure “the 5<sup>th</sup> year appraisal”. The outcomes could be:-
- positive – looks as though you are making good progress towards a positive tenure decision,
- qualified positive – some areas good, but some deficient and in need of improvement, or
- Negative – not on track – can still make tenure



# Joint Appointments- from the CALL



- For purposes of the personnel review of joint appointees, one of the departments will be considered as the home department. Ordinarily this will be the department with the larger percentage of FTE. For joint appointments in which the FTE split is 50-50, the candidate's home department **will be designated in the appointment letter.**
- The Chair of the home department has the responsibility of holding a joint meeting with the candidate and other Chair before either department considers the file. The purpose of this meeting is to review personnel procedures, to assemble information for the file and, where appropriate, to allow the candidate to suggest names of persons to be solicited for extramural letters. Names for extramural referees may be suggested to either or both Chairs who then will solicit additional names of referees from their departments so as to ensure the balanced assessment specified in Section III. M. Both Chairs should be aware of all letters being sought.



# Joint Appointments- from the CALL



- Each department will independently evaluate the candidate and make a recommendation, emphasizing where appropriate those portions of the candidate's responsibilities that are specific to each department. Where possible, department chairs should reconcile the proposed rank and step before writing the departmental letter. The Chair of each department will prepare a departmental letter to be sent to the Dean (and, if another college or school is involved, to the other Dean as well). When both departments are ready to forward their respective recommendations, there shall be a meeting of both Chairs and the candidate, during which each Chair will give the candidate an oral summary of his/her departmental recommendation. If there is a positive majority a separate meeting is fine; otherwise a joint meeting is required. Any written form of the departmental recommendation will also be given to the other Department Chair and to the candidate, on request.

# JOINT/SPLIT APPOINTMENTS INSTRUCTIONS GIVEN TO CHAIRS AND DEANS

The offer letter/letter of intent/initial complement letter to a candidate must clearly lay out expectations of the faculty member in terms of the 3 areas of evaluation. **Also, there should be phraseology allowing future redistribution (by negotiation among candidate and unit heads) to allow for changing needs etc.**

- 1) teaching in each department/organizational unit (e.g. percentages of courses/course load). **As with all initial complement letters, this should be written such as to indicate what a normal load will be if there is some initial course relief.**
- 2) service in each department/organizational unit (e.g. is attendance at faculty meetings in each department expected etc) and
- 3) research (e.g. attendance at seminar series, annual retreats, expectations of research disciplinary emphasis etc) in each department/organizational unit.



These descriptions should be phrased appropriately to allow for whatever initial period with reduced expectations is allotted to a new hire. **It is crucial that the candidate be fully aware of all expectations so that they can live up to those expectations and move through the merit and promotion system as expected.**

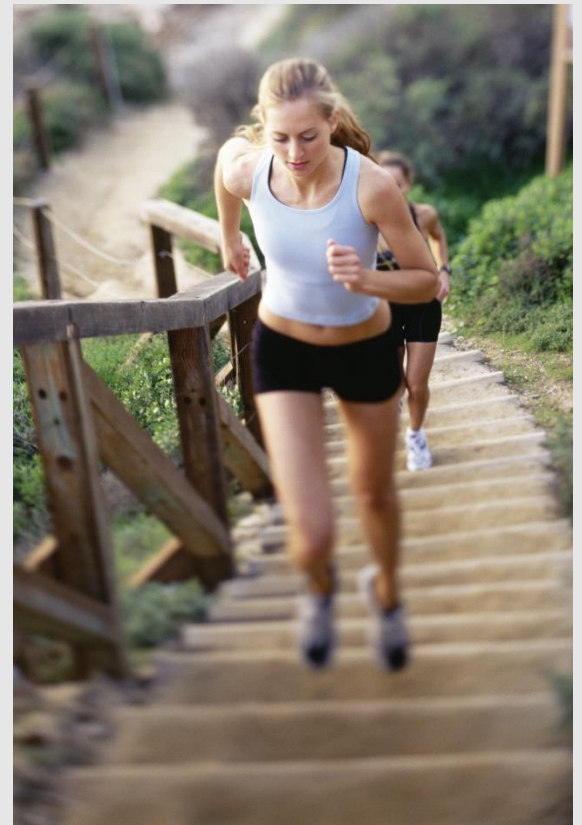
4) a description of how the personnel file will be handled (e.g. which department will be primary- as per appointment and how input will be gathered from the other departments/organizational units)

A copy of this letter must be on file in the department, college, and the academic personnel office. The appointment letter may be substituted if equally detailed.



# Normative time until

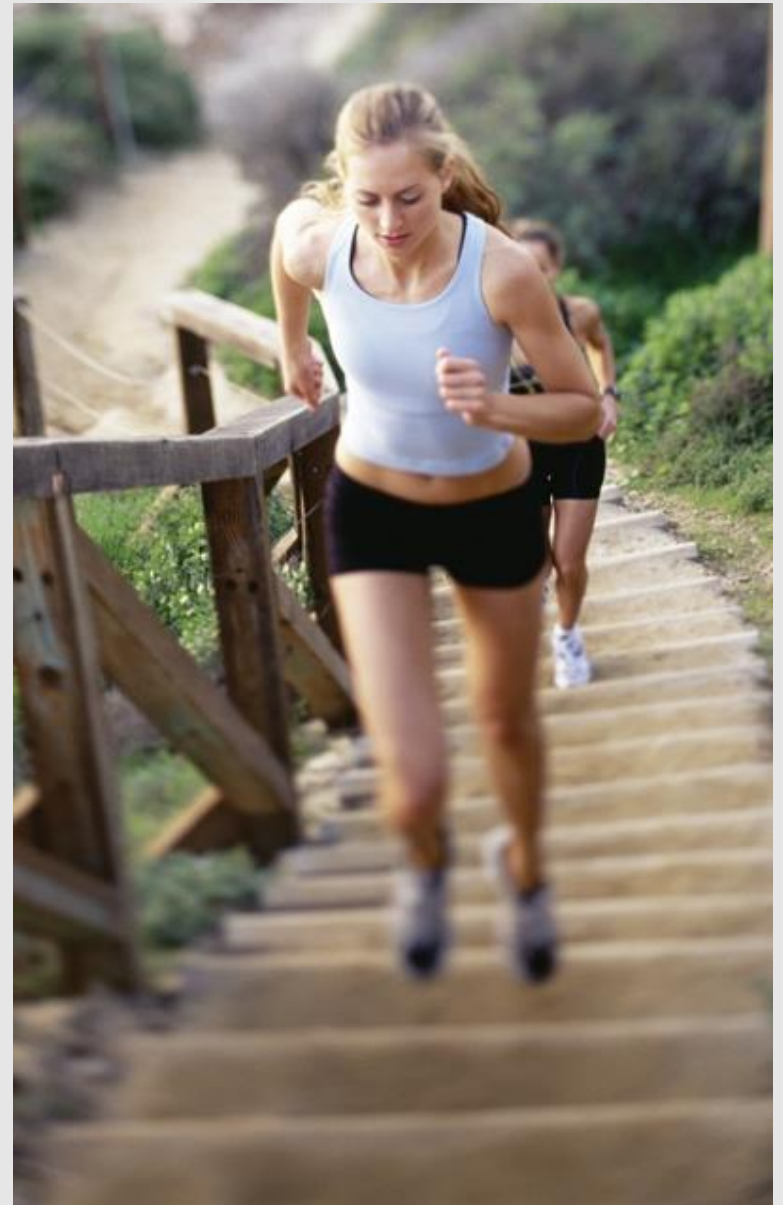
- Tenure decision = 6 years  
maximum of 7 years with  
*no stop-the-clocks*



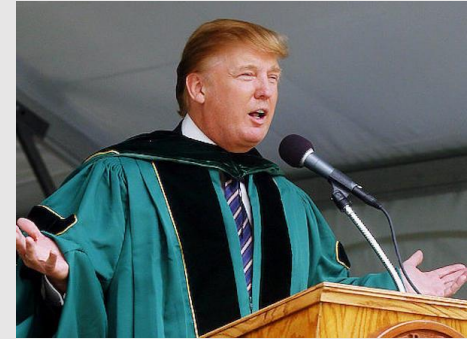
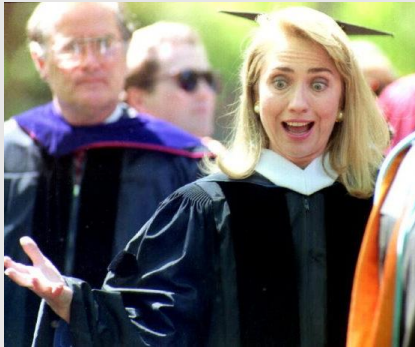
But if you do well in all three areas of evaluation, you can accelerate up those steps.

# Accelerations

- Normal review every 2 years
- 1 year acceleration if you have accomplished research-wise what would be normal for 2 years and other areas are fine in quantity and quality for a 1 year period.
- Whole step acceleration requires excellence in all 3 areas of review and research accomplishments equivalent to 4 years.



# Impact of prior appointments



- Your prior record contributes to your record for tenure and so you do not have to wait 6 years
- However, UCR wants to be sure that you can be:  
productive in your research **at UCR**  
an excellent teacher of **UCR students**  
and a good campus citizen- **service at UCR**

Therefore, it is best to put your file forward once this is entirely obvious

# Who doesn't make tenure?

- Those who don't publish enough in very good outlets even if their contributions to teaching and service are better than average or even outstanding – This is a Research 1 university. What is enough is very discipline and sub-discipline specific
- Those whose research/creative productivity is fine in terms of quantity and quality, but whose teaching evaluations show less than acceptable teaching, especially if there is no evidence that the individual has taken this requirement seriously and made an effort to seek help. Aim for at least mean of department evaluations, but pay particular attention to student comments. Also check out [http://ueeval.ucr.edu/Wieman-Gilbert TeachingPracticesInventory CBE-LS2014.pdf](http://ueeval.ucr.edu/Wieman-Gilbert_TeachingPracticesInventory_CBE-LS2014.pdf)

# Who doesn't make tenure?

- Those who may have published a sufficient number of papers, but who do not seem to be the driving intellectual force for any of the work
- Those for whom sustainability of the research program is questionable
- Those who have not participated in professional and campus/college/department service



# Questions given to tables

- How would you determine how much is enough in terms of research to make tenure?
- What service commitments do you think are appropriate for an assistant professor?
- How do you think reviewers (inside UCR and whomever will be asked to evaluate your work from outside UCR) will measure the impact of your research?
- What do you think you have to do to get excellent teaching evaluations?

# Questions given to tables

- How might having a baby/adopting a baby potentially affect the time you have to make tenure?
- What impact would not seeing eye to eye with your Chair have on your ability to make tenure?
- What would you do if you suffered a major illness?
- Do you have any questions that are not already on the agenda?

# Time and work/life management



- Keep perspective
- Rotate focus
- Explain to your loved ones ahead of time when there may be periods of intense work and stress – forewarning really helps
- Make sure you express your appreciation for those around you so when your focus is on work, it does not make them feel they are in second place



# What worked for me - tips for time management

- Create a schedule of activities with due dates so you can plan and work ahead – reduces stress
- Schedule your day and only let true emergencies interfere with the schedule. If you don't, you will work hard and accomplish little! Include time for new initiatives or even thinking about them
- Scheduling includes when to deal with e mails. Turn off the sound and maybe also the pop-ups if you cannot resist looking at them. Don't be distracted by cell phone calls, restrict those who have your cell phone number and don't have it ping when an e mail comes in
- Keep e mail folders to manage the relative urgencies of them and/or subject matter

# What worked for me - tips for time management

- Use your time optimally. I used to record my lectures and listen to last year's during soccer games (mom is still watching the game!)-most efficient prep for the current year
- I would read journal articles during the kid's pre-game warm up
- I would work in my car during soccer and baseball practices
- I still divide tasks between those that need optimal focus (do during best working hours) and those I can do when tired in the evening (e.g. answer emails, write letters of recommendation).



# Questions from previous groups

- 1) How to say no - best to have worked out a rough service participation plan with your Chair.
- 2) How to decide what to expend your service efforts on.
  - a) Think about contributions that will be useful to the department/school/campus and will further your career goals – e.g. seminar series, annual symposium, graduate student admissions, faculty search committees
  - b) Work on something you have a passion for/long term interest in
  - c) Only work on committees you perceive as actually accomplishing a goal
  - d) Say yes to grant reviewing duties



3) When to go up for tenure – best discussed with your Chair, **but** with an up-to-date efile serving as the basis of the discussion

4) Quality versus quantity of publications – holistic review including number, importance, impact, where published/citations, senior authorship, driving force of work, how many from your main research focus versus collaborative etc.

# What should be addressed in your self statement?

- Research/Scholarly Activity/Creative Activity
- Teaching
- Service within your research/professional area and service to the university

Q about relative importance of each area.

Special weight is given to activities that contribute to diversity and inclusion



# Self statement



- Although a self statement is officially optional, who is better qualified than you to talk about your work? My advice is always to include – you maybe could give it a pass if you receive the Nobel prize!
- Although promotions are more important than merits, it is wise to present yourself well on all occasions. Don't put out half an effort and then find yourself disappointed in the outcome.
- Accuracy of the self statement and efile is the responsibility of the candidate. If there are discrepancies between facts stated in the self statement and efile, the reviewing bodies will defer to the efile snapshot as the true/accurate record.
- For a promotion file, you may produce a different self statement to go to external reviewers and internal reviewers, but both must be present in your file for all to see. Why?

# Candidate's Self Statement

How should it/they be pitched? i.e. to whom are they speaking?

Others in  
your  
scholarly  
field

To Chair,  
Dean, CAP,  
VPAP, PEVC,  
Chancellor



## Candidate's Self Statement

What can be included?

Research, teaching, service that **is in the file** – a common reason for return of files is because of inclusion of other things

What shouldn't be included?



# Self Statement

- For merits it can only be two pages long
- For promotions, it may be longer, but the longer you make it, the less likely it will be carefully read from beginning to end – so be judicious
- Other people's self statements could be a good resource (inside/outside department), but always ask yourself *was it good?* You don't know whether the statement helped or hindered the decision.

$$\begin{aligned}
\nabla \cdot \mathbf{E} &= \frac{\Delta E_x}{\Delta x} + \frac{\Delta E_y}{\Delta y} + \frac{\Delta E_z}{\Delta z} \\
&= \frac{E_x(1,0,0) - E_x(-1,0,0)}{1 - (-1)} + \frac{E_y(0,1,0) - E_y(0,-1,0)}{1 - (-1)} + 0 \\
&= \frac{0 - 0}{2} + \frac{3 - 1}{2} \\
&= 1
\end{aligned}$$

## Research

- 1) Is the description of the research understandable to someone not in the field? Could you turn around and summarize immediately after reading it?
- 2) Is it clear who is the driving intellectual force of the work? This is particularly important if the research is the result of a collaboration
- 3) Has the importance of the research been communicated? How does it advance the mission of the university?
- 4) Has the impact of the research been communicated?
- 5) Is there a good balance between necessary blowing of one's own horn and perspective?
- 6) Is there jargon that should be eliminated?
- 7) Are assumptions made? e.g. is the reader expected to understand the importance of a publication in the journal of YYY or a talk at conference XXX or an invitation to speak at University ZZZ etc?

## Teaching

- 1) Is teaching addressed?
- 2) Is the candidate's interest in/passion for teaching communicated?
- 3) Are the contributions well-described –e.g. development of new courses, large lecture versus graduate etc.?
- 4) If there were problems with teaching are these acknowledged and approaches re how to improve addressed?



## Service

- 1) Have the service contributions been adequately described? Lists are not helpful and the lists are elsewhere in the file.
- 2) Not everyone knows what the “PGT” committee is! Be aware that different departments have different names/acronyms for the same thing.
- 3) Has some context been given? Being a part of the undergraduate advising committee may mean you meet with 20 or 200 students. Being graduate advisor may mean you are all alone or one of three advisors etc.
- 4) If a committee was particularly demanding, has this been explained? Hours per week/month is one way to illustrate this- also room for this in efile section



# How do you make yourself known in the field?

- Present your work at meetings –small focused ones are best so that you meet people. In the sciences, examples would be Gordon conferences and FASEB summer conferences
- Run a seminar series for your department and invite people in your field
- Start a local conference in your field to which you can invite those whom you would like to get to know about your work
- If there are senior faculty in the same research area in your department, ask them to introduce you to people at meetings
- Publish, and publish early so that there is time to be noticed



# For Your Tenure Letters, who should you suggest as an external reviewer?

## Who yes?

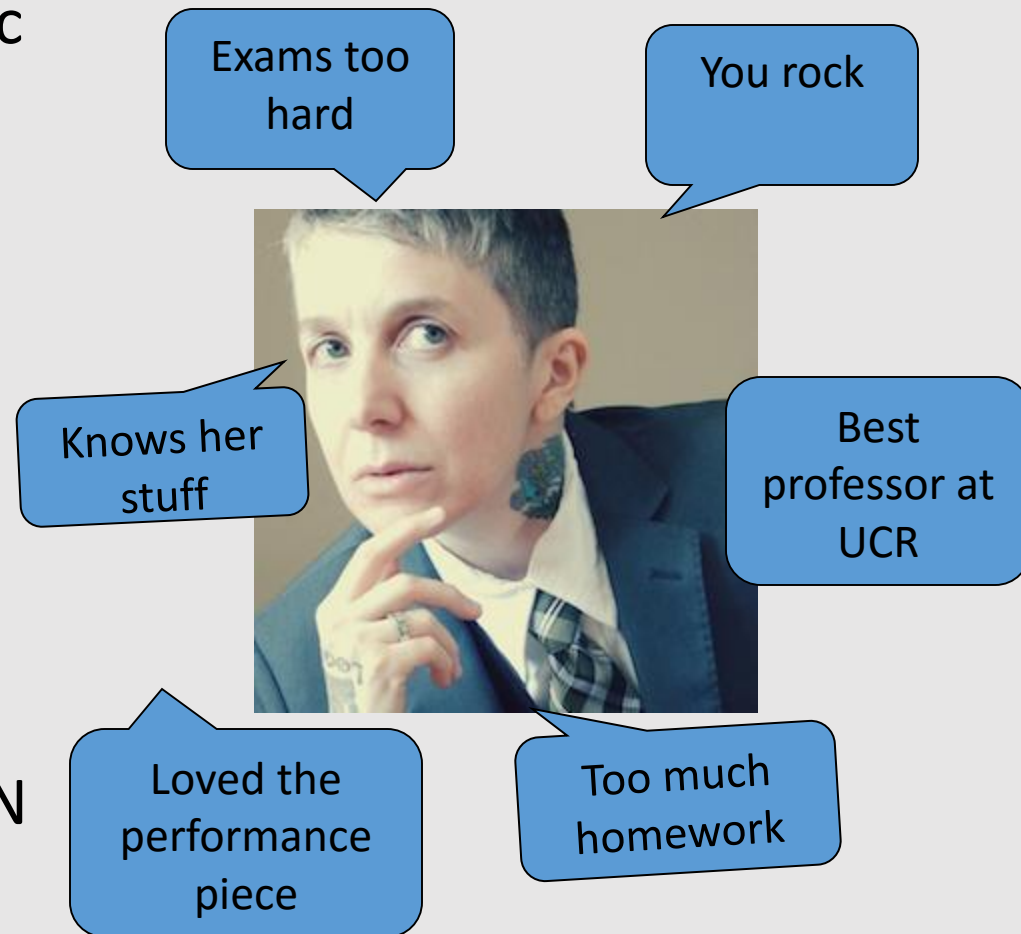
- 1) Respected names in your field
- 2) Those at an academic level above you
- 3) Those who you think will be fair
- 4) Try to arrange for some from UC

## Who not?

- 1) Do not suggest people with whom you have collaborated recently. While they may be well qualified to comment on the work, they may not be considered objective
- 2) Do not suggest your peers – those who you were a graduate student or postdoc with
- 3) Do not suggest only people from a prior institution. This suggests a lack of impact of your work
- 4) Depending on years since PhD/postdoc, a former advisor may not be a wise choice

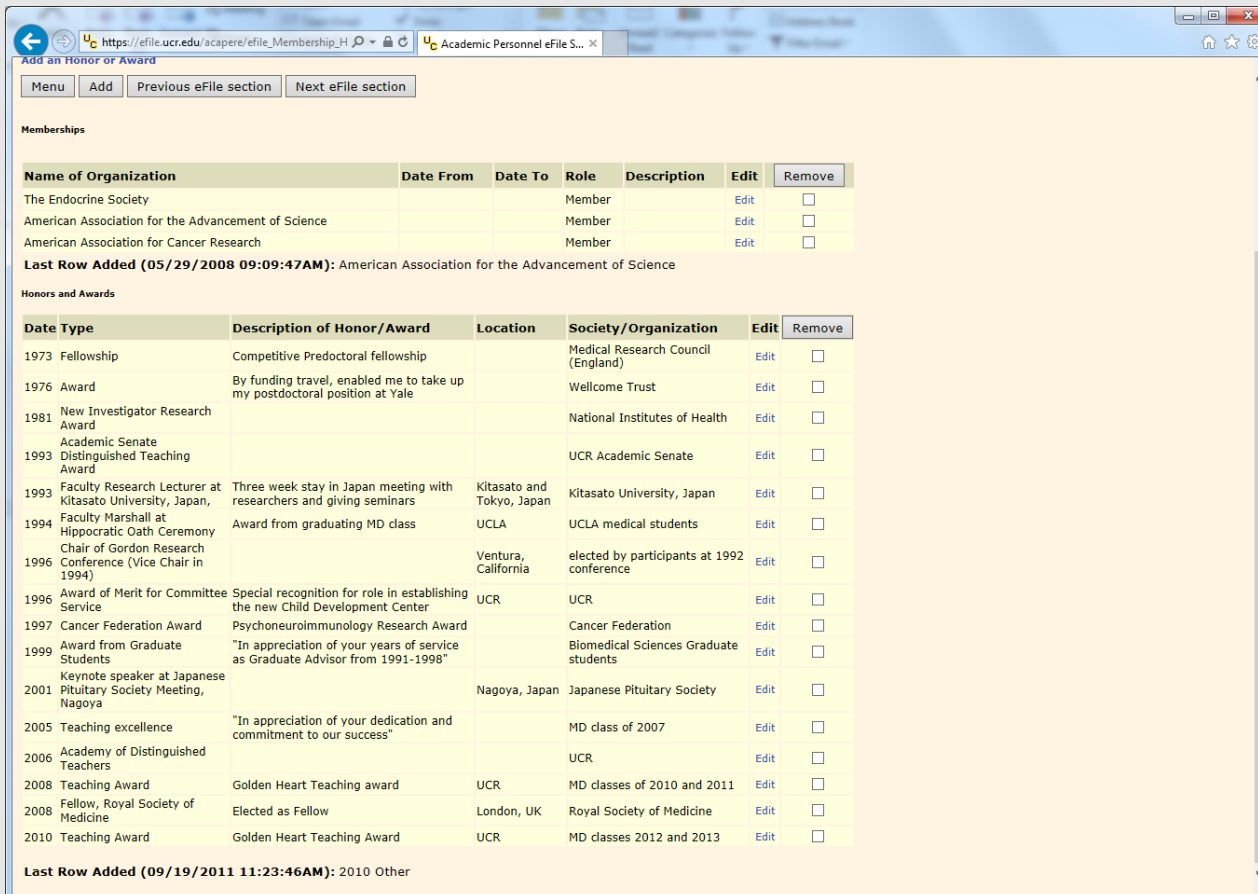
# What can be included in Packet that goes to external reviewers?

- CV **plus-** e.g. add hours etc to explain teaching or organizational or service obligations
- Teaching evaluations
- Self statement aimed at those in the same field
- Publications/gallery brochure etc.
- **ALL MUST BE INCLUDED IN EFILE**



# Accomplishments in your file

- Update as you go in efile



The screenshot shows a web browser window with the URL [https://efile.ucr.edu/acapere/efile\\_Membership\\_H](https://efile.ucr.edu/acapere/efile_Membership_H). The page title is "Add an Honor or Award". At the top, there are navigation buttons: "Menu", "Add", "Previous eFile section", and "Next eFile section".

**Memberships**

Name of Organization	Date From	Date To	Role	Description	Edit	Remove
The Endocrine Society			Member		<a href="#">Edit</a>	<input type="checkbox"/>
American Association for the Advancement of Science			Member		<a href="#">Edit</a>	<input type="checkbox"/>
American Association for Cancer Research			Member		<a href="#">Edit</a>	<input type="checkbox"/>

**Last Row Added (05/29/2008 09:09:47AM):** American Association for the Advancement of Science

**Honors and Awards**

Date	Type	Description of Honor/Award	Location	Society/Organization	Edit	Remove
1973	Fellowship	Competitive Predoctoral fellowship		Medical Research Council (England)	<a href="#">Edit</a>	<input type="checkbox"/>
1976	Award	By funding travel, enabled me to take up my postdoctoral position at Yale		Wellcome Trust	<a href="#">Edit</a>	<input type="checkbox"/>
1981	New Investigator Research Award			National Institutes of Health	<a href="#">Edit</a>	<input type="checkbox"/>
1993	Academic Senate Distinguished Teaching Award			UCR Academic Senate	<a href="#">Edit</a>	<input type="checkbox"/>
1993	Faculty Research Lecturer at Kitasato University, Japan,	Three week stay in Japan meeting with researchers and giving seminars	Kitasato and Tokyo, Japan	Kitasato University, Japan	<a href="#">Edit</a>	<input type="checkbox"/>
1994	Faculty Marshall at Hippocratic Oath Ceremony	Award from graduating MD class	UCLA	UCLA medical students	<a href="#">Edit</a>	<input type="checkbox"/>
1996	Chair of Gordon Research Conference (Vice Chair in 1994)		Ventura, California	elected by participants at 1992 conference	<a href="#">Edit</a>	<input type="checkbox"/>
1996	Award of Merit for Committee Service	Special recognition for role in establishing the new Child Development Center	UCR	UCR	<a href="#">Edit</a>	<input type="checkbox"/>
1997	Cancer Federation Award	Psychoneuroimmunology Research Award		Cancer Federation	<a href="#">Edit</a>	<input type="checkbox"/>
1999	Award from Graduate Students	"In appreciation of your years of service as Graduate Advisor from 1991-1998"		Biomedical Sciences Graduate students	<a href="#">Edit</a>	<input type="checkbox"/>
2001	Keynote speaker at Japanese Pituitary Society Meeting, Nagoya		Nagoya, Japan	Japanese Pituitary Society	<a href="#">Edit</a>	<input type="checkbox"/>
2005	Teaching excellence	"In appreciation of your dedication and commitment to our success"		MD class of 2007	<a href="#">Edit</a>	<input type="checkbox"/>
2006	Academy of Distinguished Teachers			UCR	<a href="#">Edit</a>	<input type="checkbox"/>
2008	Teaching Award	Golden Heart Teaching award	UCR	MD classes of 2010 and 2011	<a href="#">Edit</a>	<input type="checkbox"/>
2008	Fellow, Royal Society of Medicine	Elected as Fellow	London, UK	Royal Society of Medicine	<a href="#">Edit</a>	<input type="checkbox"/>
2010	Teaching Award	Golden Heart Teaching Award	UCR	MD classes 2012 and 2013	<a href="#">Edit</a>	<input type="checkbox"/>

**Last Row Added (09/19/2011 11:23:46AM):** 2010 Other

# Common mistakes in e file

## Service

- 1) Inaccurate listings e.g. Keynote speaker –usually only one at a conference, Plenary speaker – usually a major speaker at a conference.
- 2) Not indicating something about the time commitment if a significant time sink. We don't know unless you tell us!
- 3) Double listings

# Common mistakes in e file

## Publications

- 1) A review article is a scholarly synthesis of published work on a particular topic. Book reviews are a separate category
- 2) Review articles are not technical journal articles even though they may be about technical material
- 3) Peer reviewed means a review (generally anonymous) has been organized by an impartial editor
- 4) Make sure you indicate the role you played in the publication so that if it is multi-authored you get appropriate credit – make sure this is correct
- 5) Make sure you upload a pdf of the publication/artwork/playbill etc. Links are OK as long as the whole publication is available – abstracts or face pages are not sufficient for file reviewers to evaluate the research.
- 6) Commentaries on the work of others are not technical journal articles
- 7) Q. What is the difference list cover sheet?

# Stop the tenure clock

- For childbearing/childrearing (if your contribution is 50% or more). Can have only up to 2 years (regardless of how many children or what combination of children and other reasons).
- For serious health problems that interfere with your ability to do your job
- For bereavement
- For other major life or career crises.
- A request to stop the clock should be made as soon as the need becomes apparent and should be accompanied by appropriate documentation
- APM -133-17g-I <http://ucop.edu/academic-personnel-programs/files/apm/apm-133.pdf>

# Research Program that involves Intellectual Public Engagement

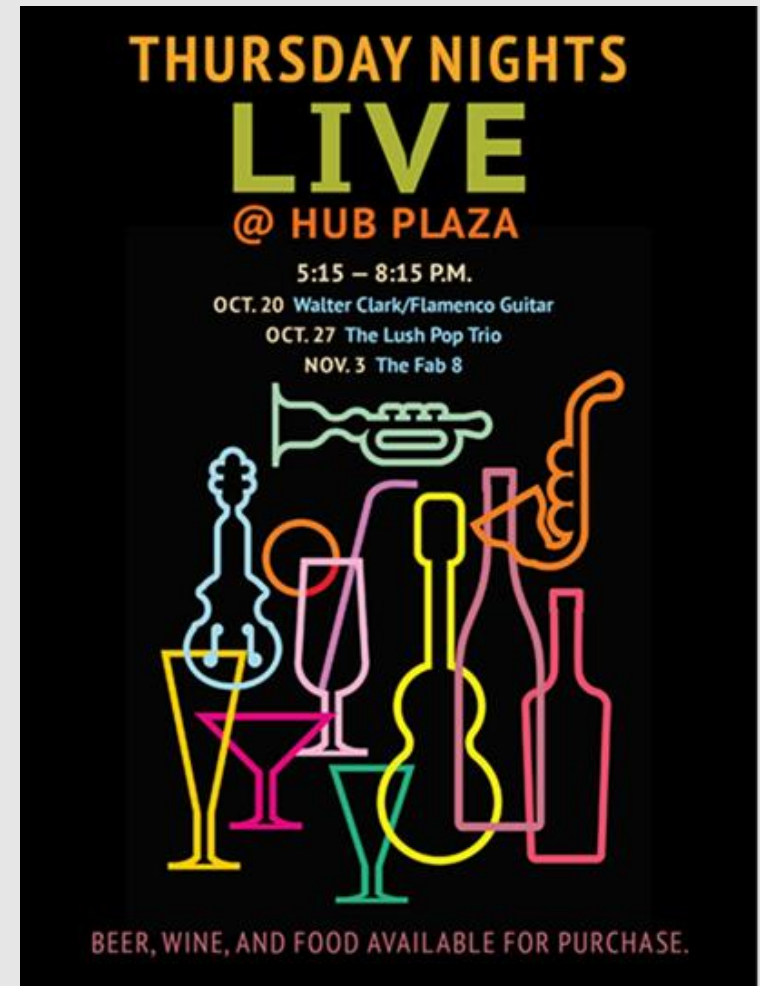
- Difficult to be general, but for example what would be research and what would be community service and what would be community involved research?
- I work on milk immune cells. I publish in Journal of Immunology – research
- I give continuing education talks at local Breast Feeding coalition meetings – community service
- If I involve the breast feeding coalition in my research project (Interviewing patients, collecting samples, producing data etc), this would be research involving public intellectual engagement.

Come on out and meet people! Encourage other faculty, staff, postdocs, project scientists, grad students etc

Second ***Thursday Nights Live*** is this Thursday! There is complementary parking in lot 1 for the first 50 car loads of spouses/partners/significant others/friends/community members who do not have UCR parking passes.

**Wine, beer and food to purchase.**

The Hors D'oeuvres were excellent – e.g. wild mushroom flatbreads, bruschetta, spicy chicken –and \$5.95- \$6.95 for a plate of 5



**THURSDAY NIGHTS**  
**LIVE**  
**@ HUB PLAZA**  
5:15 – 8:15 P.M.  
OCT. 20 Walter Clark/Flamenco Guitar  
OCT. 27 The Lush Pop Trio  
NOV. 3 The Fab 8

BEER, WINE, AND FOOD AVAILABLE FOR PURCHASE.

The poster features a central illustration of various musical instruments and drinks, including a trumpet, saxophone, guitar, and several bottles and glasses, all rendered in a stylized, colorful line-art style.



# Reference Slides

## CAP Role

- Committee of the [Academic Senate](#)
  - 10 members / Quorum is 6
  - Members appointed by Committee on Committees
- Advisory to Administration
- Equitable Application of Academic Personnel Manual (APM) [210](#), [220](#)
- Adherence to additional guidelines defined in the [CALL](#) and [By Law 55](#)

*Links:*

<http://senate.ucr.edu/>

<http://senate.ucr.edu/committee/?do=info&id=4>

# Academic Personnel Manual, 210

- Review Criteria, [APM 210](#)
  - Teaching
  - Research & Other Creative Work
  - Professional Activity
  - University & Public Service
- The [APM](#) is a UC policy manual.

*Links:*

<http://www.ucop.edu/acadpersonnel/apm/apm-210.pdf>

<http://www.ucop.edu/acadpersonnel/apm/sec2-pdf.html>

# Contact Information

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