



Chairs 201-6

Stalled faculty

What are some reasons a faculty member becomes stalled?

- Lost interest in Research
- Has not been successful at obtaining grants
- Personal issues interfering with work
- Spends too much time on teaching-related activities (classroom teaching, mentoring, new courses, curriculum committees)
- Too involved in a professional society or other professional activity (e.g. president of society or journal editor)
- Too involved in administrative/senate duties

How you mentor depends on the cause

- Lost interest in Research
Suggestions



1) Pair with another researcher in a situation where both would benefit – could be new junior person or senior person. The first may inspire through response to the other's enthusiasm and motivate through the desire not to be outshone. The second may make for a more comfortable situation for the faculty member who no longer is paralyzed by it being entirely their responsibility to run the research program and yet whose expertise is valued by the senior faculty member. In both cases, this works best if in closely approximated/the same space. This may also deal with some space constraints of new faculty hiring. More difficult to finesse if pairing existing faculty

- Lost interest in Research. Suggestions from Chairs
- Have a conversation focused on the faculty member's career/research goals and what it will take to achieve those goals.
- Facilitate collaborations – suggest faculty on campus outside of department (better preserves self esteem) who would be good to collaborate with- provide seed funding or make sure they know about RED seed funding

How you mentor depends on the cause

- Has not been successful at obtaining grants



Suggestions

- 1) Suggest that the faculty member write a cutting edge review that will identify the next most important question in the field
- 2) Pay for them to attend a hands-on workshop for a cutting edge technique that can be applied to #1. Support application of the technique to obtain preliminary data
- 3) Create grant-writing mutual mentoring groups, with a highly critical, but nurturing environment
- 4) Persuade them to use the editing service in RED
- 5) Somehow convince them that support for what they want to do in the way they want to do it may not be forthcoming.
- 6) Make sure it is understood that the most successful faculty on campus are those who don't get discouraged by being turned down or by stupid reviews (except for a day!).

- Has not been successful at obtaining grants. Suggestions from chairs.
- Encourage them to talk with Program directors at NIH/NSF etc. If reluctant/shy, participate in call/visit. This can occur when RED invites program directors to campus. Go with VCRED or group going to Washington.
- Bridge/seed funding if that is possible w/in budget
- Grad student researcher support, if possible w/in budget if faculty member fully contributes in other ways.

How you mentor depends on the cause



- Personal issues interfering with work

Suggestions

- 1) Counseling <http://counseling.ucr.edu/counseling-services/index.html>
- 2) Appropriate leave of absence <http://academicpersonnel.ucr.edu/leaves/>
- 3) Part time employment-see appendix B in <http://ucop.edu/academic-personnel-programs/files/apm/apm-220.pdf>

- Personal issues interfering with work. Suggestions from chairs.
- Discuss with Ombuds – he can direct them to other resources, as appropriate
<http://ombudsperson.ucr.edu/>

How you mentor depends on the cause

- Spends too much time on teaching-related activities (classroom teaching, mentoring, new courses, curriculum committees)

Suggestion



If a good and valued teacher consider a transfer to LSOE/Professor of Teaching X. This may make the faculty member happier, there are different expectations for pay raises, and by taking on an increased teaching load, they may free up others to spend more time on research and so the occupation of an FTE by an LSOE might actually improve the department research productivity. <http://ucop.edu/academic-personnel-programs/files/apm/apm-285.pdf>

- Spends too much time on teaching-related activities (classroom teaching, mentoring, new courses, curriculum committees). Suggestions from chairs.
- Again discuss career goals and what it will take to achieve those goals
- Redistribute teaching load to increase for these folks, but make sure they understand what it will take to be promoted

How you mentor depends on the cause

- Too involved in a professional society or other professional activity (e.g. president of society or journal editor).

People like to do what they feel they are good at

Suggestion

Mentor to reduce outside activities or make sure they are taking advantage of the networking opportunities to rejuvenate their interest in research and be “known” at the time of grant/book review /promotion letters are requested.

- Too involved in a professional society or other professional activity (e.g. president of society or journal editor). Suggestions from Chairs.
- Again discuss research/career goals

How you mentor depends on the cause

- Too involved in administrative/senate duties

People like to do what they feel they are good at

Suggestion

- 1) If you are full professor-light so that associate professors are carrying almost all the workload (assistants generally have a light load), maybe consider hiring some senior faculty
- 2) Make sure that the workload is equitable or if not, is rewarded by research support (support a graduate student assistant)
- 3) Mentor to reduce activities in the short term while they make full professor even if they have aspirations for a career in university administration (few Chancellors are associate professors).
- 4) There are leadership-grooming programs that the department or campus may want to support participation in- groom your replacement! e.g. <http://www.ucop.edu/local-human-resources/your-career/ucop-leadership-development-program.html>

<http://www.aascu.org/MLI/>

- Too involved in administrative/senate duties.
Suggestions from Chairs.
- Create leadership development programs for those who think they might want to be chairs to cover for example
 - budgeting
 - space
 - faculty hiring plans
 - teaching assignment
 - laws and regulations