

Dept. Chair Spring Forum

May 19, 2022

10am-12pm

Agenda

10:00

Welcome and Updates

Daniel R. Jeske, Vice Provost for Academic Personnel

- Discussion of Placement in Department Letters
- Department Research Statements
- Quick Hits
- (Time Permitting) Recent Data Analyses in APO

10:30

Breakout Activity

11:15

Discuss Breakout Activity

11:55

Closing Remarks

Discussion of Placement in Department Letters

FROM THE CALL

(About Advance to VI). For placement at a higher step, the candidate's record with respect to expectations for the proposed step should be clearly articulated in the department letter. In the absence of such justification, acceleration criteria will apply.

(About Promotion). A promotion involves reviewing the overall career and reviewing bodies should consider where to place the candidate relative to their record. For placement at a higher step, the candidate's record with respect to expectations for the proposed step should be clearly articulated in the department letter. In the absence of such justification, acceleration criteria will apply

Good Examples

“Their level of professional engagement is **highly unusual for a junior faculty**. In particular, the membership on three editorial boards of top journals, which are **typically filled by invitation or nomination and are reserved for highly regarded scholars**, speaks to their reputation among her peers.”

“A distinguished professor at a major university in the US describes them as at the **top of their field in their generation.**”

“...their **successful funding record in particular, deserves special recognition and justifies higher than normal placement.**”

“..normal expectation in X is Y substantive article(s) per year....numbers of publications by themselves don't mean much without consideration of quality and impact and there is no set number of articles that is needed for promotion to Professor, **but focusing initially on quantity they have more than enough publications for promotion... taking into account the originality, significance, and on-going impact of the work, we conclude they are under-ranked and placement at the higher step is justified.**”

Good Examples

“...in addition to their stellar publication record, they have received grants amounting to \$X, which is **unusually high** for their discipline.”

“...two letter writers suggest they **should have been promoted to Full Professor long ago.**”

“..their graduate mentorship **has already been that of a Full Professor for some time.**”

“...the signal achievement of a XXX Fellowship for the writing of XXXX would be sufficient to justify promotion; **that it appeared in the same review period as XXXX makes the higher placement a well-deserved recognition.**”

Examples

Informative Department Research Statements

The music faculty understands that when they develop work in both research and creative activity, it **should not be expected that they display the same quantity and high level of excellency in both** during the same review period.

The music graduate program is small. Funding allows us to accept only three to four students per year. Having a small number of students means that **not all faculty members will have the opportunity for mentoring** a graduate student.

The music faculty is **not required to receive grants** in order to be considered for merit or promotion. If they do receive grants and awards, **these will be major factors to strengthen their files.**

Single-authored articles, books, book chapters, and edited books are **standard venues for research.**

Multi-authored articles, chapters, and books are becoming **increasingly important as our discipline continues to incentivize collaborative work.**

Collaborative work that results in a multi-authored research product (e.g., a journal article, a film, or a performance) **may take as much or more time, skill, and effort as a solo produced piece.**

The author with the most substantial contribution on the article and underlying research is **listed first.**

In pure mathematics, it is customary to **list authors in alphabetical order by last name**. Thus a candidate being the ‘first author’ or ‘last author’ does not reflect the candidate’s level of contribution.

While most leading mathematics journals require authors to designate a corresponding author, the significance of this designation is **typically limited to being the author with whom the publisher communicates**.

Pure mathematicians **often do not publish as many papers as scientists**. The world’s top four or five mathematics journals have impact factors in the range of 3.0-5.0.

Much of the world’s mathematics is **disseminated via talks at large conferences**. When our faculty receive this type of recognition, it should be taken into account in the academic personnel process.

Mentoring young people is **vitaly important** to the mathematics profession and to the mission of our department. Faculty can contribute to this by mentoring graduate students, junior faculty, VAPs, and/or undergraduates.

Most math PhD students do not conceive of their own thesis projects and most need a lot of help to bring those ideas to fruition. **Supervision of math graduate students is very time consuming**.

Competition for extramural funding in pure math, applied math, or for training future mathematicians is extreme and represents a **substantial outside recognition**.

THEN....a discussion of how **applied mathematicians** are evaluated.

The department of bioengineering faculty conducts research in three broad categories: laboratory-based research, computational research, and research involving animal models or human subjects. While some faculty focus on research in one of the categories, **most faculty conduct research involving more than one category.**

The most widely used venue for disseminating scholarly work is peer reviewed journals. Journals that are endorsed by or affiliated with relevant societies are often considered **flagship journals.**

The corresponding and/or last author is often **recognized as the senior author driving the work published.**

Proceedings of national or international conferences are also used for disseminating research. Most of these **conferences are peer-reviewed** and some are highly selective with low acceptance rates.

It is the **norm for our faculty to collaborative with other faculty in biology and medicine.** This can be recognized by multiple corresponding authors, inclusion in multiple manuscripts as middle authors, and inclusion as first author.

To have a viable and sustainable research program, **external funding, particularly those from federal funding agencies including NIH and NSF, is essential.** The ability to secure external funding is also a reflection of peer recognition.

Faculty research invariably involves the participation of graduate students, particularly PhD students, often times undergraduate students, and sometimes post-doctoral research fellows. In this regard, **faculty are expected to provide research training** to these participants.

In SOE **Multi-authored papers and papers with students are encouraged**, with the candidate's contribution clearly described.

The primary author is generally listed first. However, **if the paper is co-authored with students, the candidate may be the last author**.

High quality research **often requires the effort of teams of researchers at more than one institution**.

Research articles are considered the primary means of publishing research, although book chapters can make important contributions to the field. **Handbook chapters can be valued as much as journal articles**. Books are also a meaningful outlet for scholarship, especially when published with an academic press.

Grant supported research is valued, **particularly if it allows for bigger and more impactful research or service projects that could not be done without external funding**. Grants also signal that proposed work is considered valuable. But grants are not required.

Research, writing, and action that informs and advances both **policy or reform efforts are also highly valued as are collaborative partnerships with agencies, schools, and other organizations**. Such work leads to bidirectional learning and demonstrates the value of scholarly efforts.

Since SPP faculty often publish with researchers from other departments and schools, care is required in defining norms **since they extend beyond the faculty members own discipline.**

SPP put additional weight on the policy-relevant nature and **impact of its faculty's research and scholarship on society.**

In some cases, lead (or first) author is given additional weight, as is authorship behind a graduate student. In other cases, being the last author is given additional weight. **The author contribution statement must be used to interpret the significance of the author order.**

Peer-reviewed articles are **weighted more heavily than book chapters.**

The merits of a file in terms of scholarship and research are **not dependent on having received research grants.** Nevertheless, receipt of such grants is viewed positively. Furthermore, given grant competitiveness, a record showing **efforts to apply for such funding, even if unsuccessful, is viewed positively.**

Given SPP is a professional school without a PhD program, the **opportunities for graduate student mentoring are different than what might be found in many other departments at UCR.** Furthermore, SPP faculty who are cross-appointed with other campus units that have PhD programs (e.g., Political Science, Sociology) enables them greater mentoring opportunities than their lone-appointed SPP colleagues.

Breakout Activity



Instructions

6 Groups

Each group has two questions

Each group decide on a spokesperson and a scribe

Use the paper on easel to document brainstorm points

(We will be collecting these at the end)

At 11:15 we will share the results from group discussions

(Each group will have approx. 7 minutes to share)

Question A

What topics and materials should be included in new faculty orientation?

Please share your ideas on how we can connect new faculty to the broader University community.

Question B

How should Chairs coach faculty when considering and preparing files?

Question C

How can we improve the rate at which files are submitted, reviewed, and announced?

Question D

What are some things that the Dean's office and/or APO could do to help you carry out your role as Chair more efficiently?