

Junior Faculty Workshop

Navigating the Academic personnel process:
focus on the self statement, e file, and
external reviewers

Tuesday, September 22nd, 2015

8.30-12 noon

Structure of the workshop

- A reminder of stages in review
- Some general guidelines about the self statement
- Work in pairs to critique and improve each other's statement
- Discussion: What did you learn? General points captured by note taker for later distribution
- Efile – Common mistakes
- 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
- Questions you have posed

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

An extra action for Assistant Professors

- At the beginning of your 5th 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 5th 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

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 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 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** – this is a common reason for return of files

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.

Working with your partners in different disciplines is designed to help you communicate to others not in your field.

Critique each other's statement and offer suggestions for improvement

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? Obviously, you will need to ask your partner this question and it is up to each person to decide how forthcoming to be.



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 (ask your partner), has this been explained? Hours per week/month is one way to illustrate this



What did you learn from this process?

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?

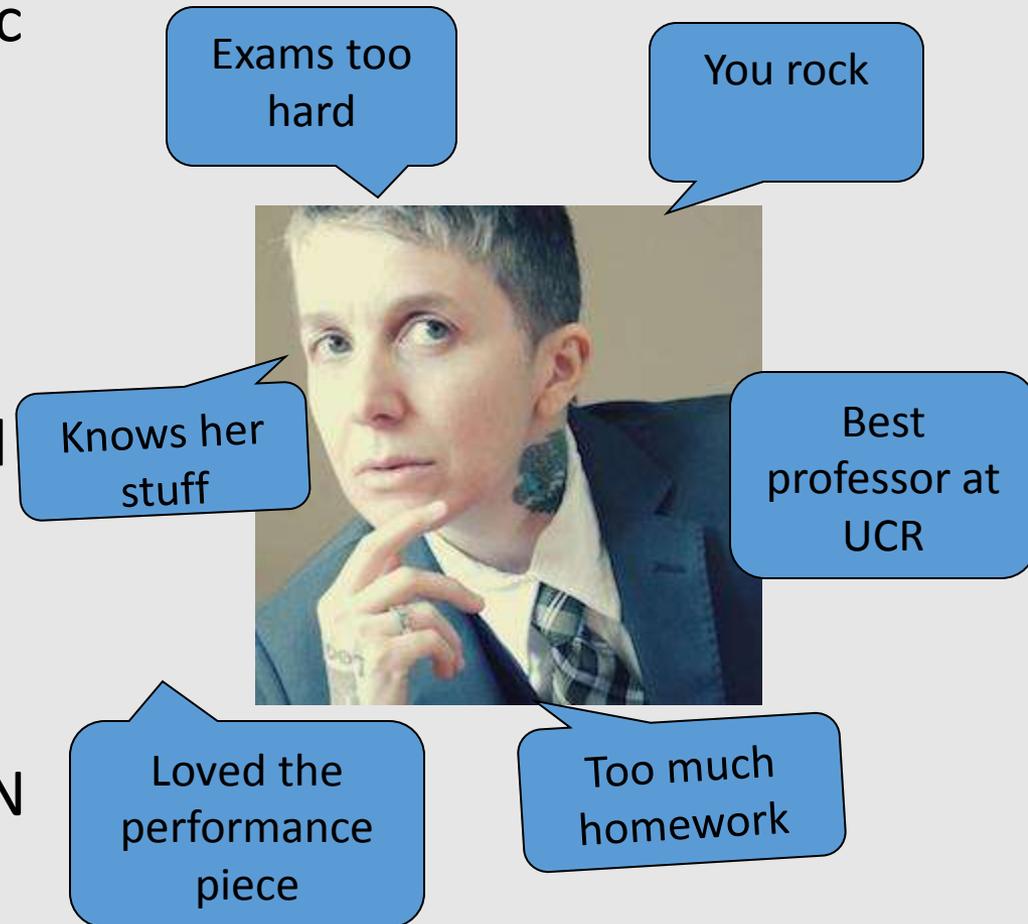
- 1) Respected names in your field
- 2) Those at an academic level above you
- 3) Those who you think will be fair
- 4) Try to arrange for some from UC

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

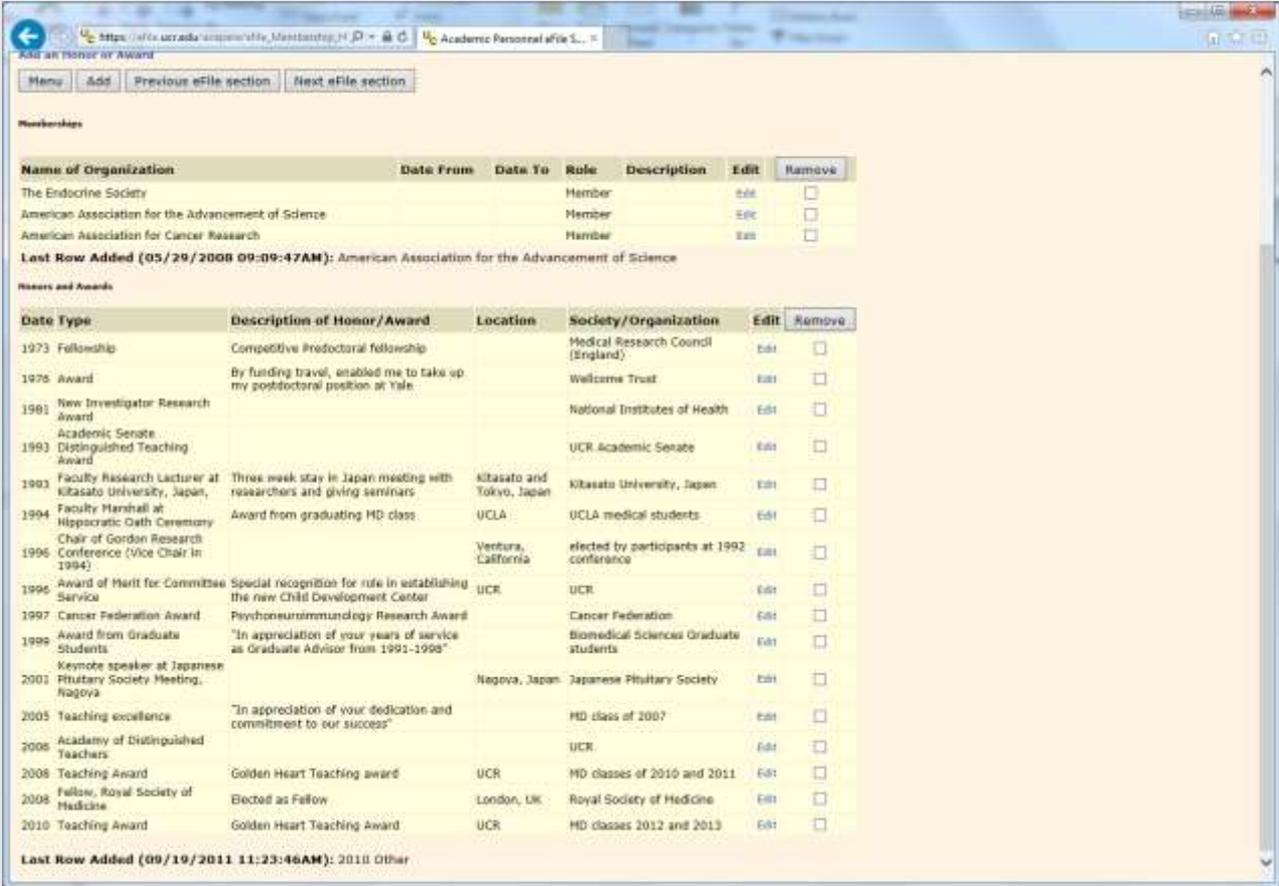
What can be included in Packet that goes to external reviewers?

- CV **plus-** e.g. add hours etc to explain teaching or organizational or service obligations
- Teaching evaluations
- Personal 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://file.ucr.edu/accomplishments/Member.asp_H_ID. The page title is "Academic Personal efile S...". At the top, there are navigation buttons: "Menu", "Add", "Previous efile section", and "Next efile section".

The page is divided into two main sections: "Memberships" and "Honors and Awards".

Memberships

Name of Organization	Date From	Date To	Role	Description	Edit	Remove
The Endocrine Society			Member		edit	<input type="checkbox"/>
American Association for the Advancement of Science			Member		edit	<input type="checkbox"/>
American Association for Cancer Research			Member		edit	<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)	edit	<input type="checkbox"/>
1975	Award	By funding travel, enabled me to take up my postdoctoral position at Yale		Wellcome Trust	edit	<input type="checkbox"/>
1981	New Investigator Research Award			National Institutes of Health	edit	<input type="checkbox"/>
1993	Academic Senate Distinguished Teaching Award			UCR Academic Senate	edit	<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	edit	<input type="checkbox"/>
1994	Faculty Marshall at Hippocratic Oath Ceremony	Award from graduating MD class	UCLA	UCLA medical students	edit	<input type="checkbox"/>
1996	Chair of Gordon Research Conference (Vice Chair in 1994)		Ventura, California	elected by participants at 1992 conference	edit	<input type="checkbox"/>
1996	Award of Merit for Committee Service	Special recognition for role in establishing the new Child Development Center	UCR	UCR	edit	<input type="checkbox"/>
1997	Cancer Federation Award	Psychoneuroimmunology Research Award		Cancer Federation	edit	<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	edit	<input type="checkbox"/>
2001	Keynote speaker at Japanese Pituitary Society Meeting, Nagoya		Nagoya, Japan	Japanese Pituitary Society	edit	<input type="checkbox"/>
2005	Teaching excellence	"In appreciation of your dedication and commitment to our success"		MD class of 2007	edit	<input type="checkbox"/>
2006	Academy of Distinguished Teachers			UCR	edit	<input type="checkbox"/>
2008	Teaching Award	Golden Heart Teaching award	UCR	MD classes of 2010 and 2011	edit	<input type="checkbox"/>
2008	Fellow, Royal Society of Medicine	Elected as Fellow	London, UK	Royal Society of Medicine	edit	<input type="checkbox"/>
2010	Teaching Award	Golden Heart Teaching Award	UCR	MD classes 2012 and 2013	edit	<input type="checkbox"/>

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

Common mistakes in e file

Grants

“Declined” means you were offered the grant and declined it

“Denied” means you were not awarded the grant

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?

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. **BUT accelerations occur only with excellence in ALL three areas of evaluation.**

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>

Other questions you have asked

- 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



Other questions you have asked

3) How to balance your responsibilities



4) 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

5) 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.

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>

The Senate 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.

Link:

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

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>

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