

UC San Diego

**CENTER FOR FACULTY
DIVERSITY AND INCLUSION**

DEMYSTIFYING TENURE & PROMOTION: STRATEGIES FOR A MERITORIOUS FILE

Frances Contreras, Ph.D.

Associate Vice Chancellor
Faculty Equity, Diversity, and Inclusion
Professor, Education Studies

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- Following this presentation we will share a copy of the slides.

UC San Diego

CENTER FOR FACULTY DIVERSITY AND INCLUSION

The Center for Faculty Diversity and Inclusion provides leadership and works collaboratively to cultivate an academic culture of inclusive excellence.

- Transformational change
- Cultivating faculty success and leadership
- Fostering civility in academia
- Recruiting and retaining diverse faculty

[Facultydiversity.ucsd.edu](https://facultydiversity.ucsd.edu) | Vcedi-faculty@ucsd.edu

This Session will Cover:

The Tenure and Promotion Process

- **Overview of Rank & Steps**
- **The Academic Review Process**
- **The Academic Review File**
 - **Biobib**
- **Your Statement –your narrative about your accomplishments**
 - **Research**
 - **Teaching**
 - **Service**
- **Impacts of COVID-19**
- **Ongoing Strategies**

Overview of Rank & Steps

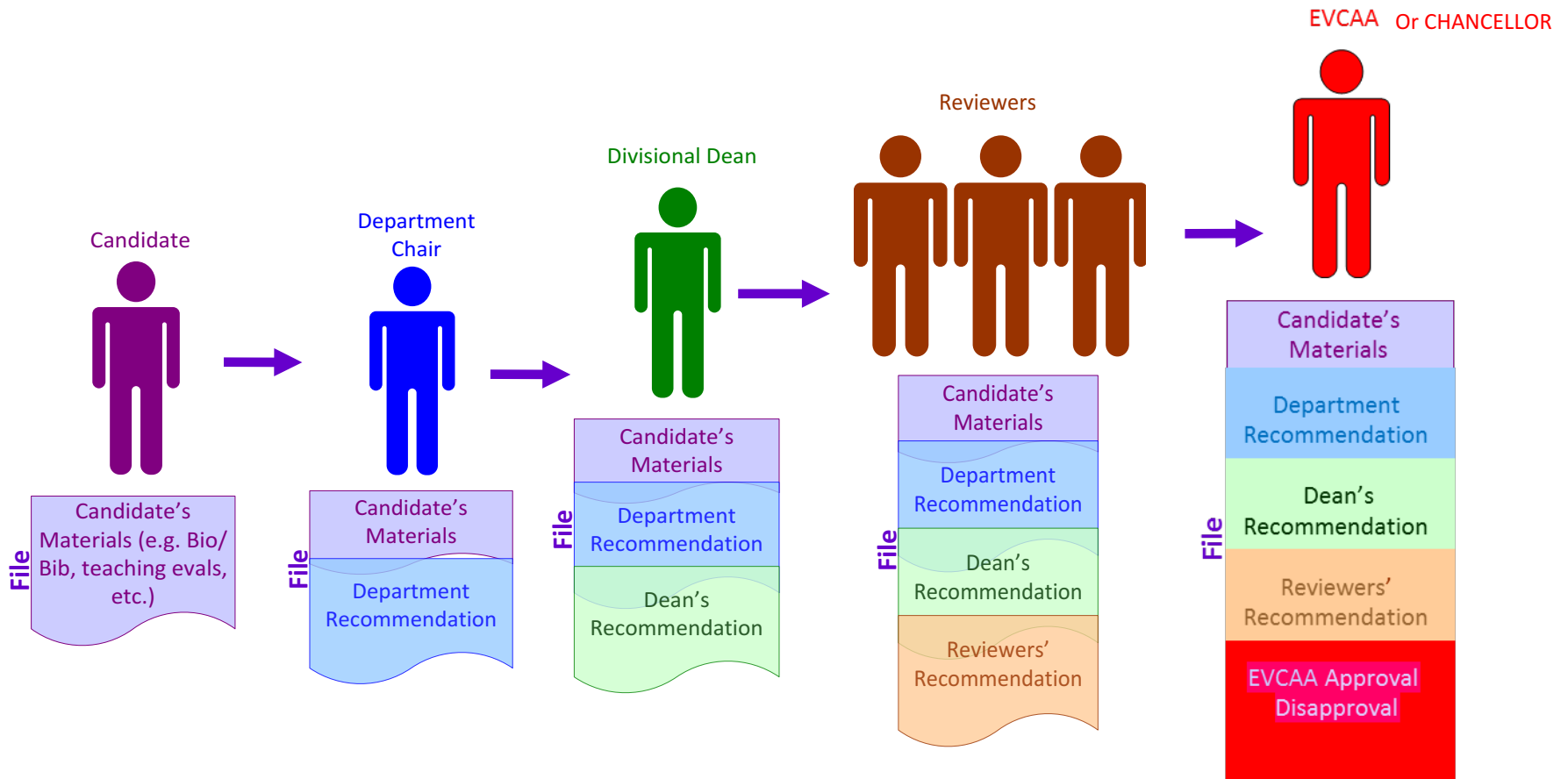
The Ranks: Assistant, Associate & Full Professors

- **Assistant Professors:**
 - Steps I-III = 2 year review cycles
- **Associate Professors:**
 - Steps I-III = 2 year review cycles
- **Associate Professors:**
 - Steps IV & V = 3 year review cycles
- **Professors:**
 - Steps I-VIII = 3 year review cycles
- **Professors:**
 - Step IX and Above Scale = 4 year review cycles

Source: https://www.ucop.edu/academic-personnel-programs/_files/1920/1920-adj-scales/t1.pdf

The Academic Review Process

The Academic Review Process at UC San Diego





Faculty Resources
Teaching Support and Information
General Info
Academic Reviews and Appointments
Academic Reviews
The Academic Review Process
Additional Types of Academic Reviews
Ethnic Studies Department Voting Procedures
Faculty Recruitment/Searches

Academic Reviews

- Schedule Of Reviews
- Reviews for Assistant Professors
- Appraisal Categories for Assistant Professors
- Readiness Assessment
- Family Accommodation Policy

The Academic Review Process

- Contents of a Review File
- Time-table for the Review Process

Additional Types of Academic Reviews

- Requesting a One-Year Delay
- No-Change Files
- One-Year Accelerations

Ethnic Studies Department Voting Procedures

- Eligibility to Vote

Faculty Recruitment/Searches

- Departmental guidelines regarding possible spousal/partner accommodations
- UC San Diego Partner Opportunities Program

Source: <https://ethnicstudies.ucsd.edu/resources/faculty/academicreviews/index.html>

Managing your Research Profile

- **READ the APM POLICY FOR PROMOTION**
https://ucop.edu/academic-personnel-programs/_files/apm/apm-220.pdf
- Know department's standards for advancement
 - Know your Department's deadlines—usually they ask you for items ahead of the campus deadline
 - What rubrics have they developed, do they use?
 - Know the standards for tenure and promotion across comparable R1s
 - Cultivate your national network
 - Collaborate with senior faculty (if possible) from other R1s
- Update CV and UCSD Bio/Bib Form
- Evidence of teaching effectiveness
- Service contributions (note these vary by rank)
 - Careful with extensive service at Assistant Professor level

The Academic Review Process

Know Your Rights in Review Process

- Review your previous file when you prepare your current one. Ask for those documents if you do not have them readily available from your AP staff in Dept.
- Check your Biobib. Do not rely on your staff to ensure that it is updated or accurate.
 - At every stage of the process always check your biobib (your contributions to publications, etc.)
- Sign your certifications at the appropriate time (meet deadlines)
 - You have the right to respond to any inconsistencies or inaccurate framing of your file. It is important you weigh in on the narrative on your work if it is not consistent with your framing or your statement. (For example, if your teaching is framed differently).
- Offer names of potential reviewers to the Department Chair (and those to exclude)
- According to AP, you can send CV to outside reviewers instead of the bio-bib
[https://academicaffairs.ucsd.edu/files/aps/docs/Guide to review file prep.pdf](https://academicaffairs.ucsd.edu/files/aps/docs/Guide%20to%20review%20file%20prep.pdf)
- Right to Request a Career Equity Review (CER). You can request a CER (once at Assoc, once before Prof VI and once after advance to VI)
- **Files can be updated up to October 15**

Sources: 2019, UCSD Academic Personnel Services ,
[https://academicaffairs.ucsd.edu/files/aps/docs/Guide to review file prep.pdf](https://academicaffairs.ucsd.edu/files/aps/docs/Guide%20to%20review%20file%20prep.pdf)

The Academic Review File

- *Ad hoc* committee's letter (which is a committee of colleagues in your Department). They review your file and make a recommendation to the Dept. after reviewing the external letters.
- External Referee letters—UC Requires **FIVE** letters from leading scholars in the field. You can give names of select reviewers to evaluate your file (they cannot be your dissertation advisor/committee, or faculty you have published with or have a close working relationship)
 - You have the right to also let the Chair know scholar(s) to exclude
- Candidate self-statement—this is YOUR opportunity to frame your research, your strengths and your contributions to the field, campus, etc.
- Teaching evaluations—also note your line-LSOEs have larger teaching load, note how many are in your courses, are courses in demand, DEI?
- BioBib
- File from preceding review—Were there any warnings/advice from previous CAP that you need to address? (If yes, make sure you explicitly describe how you corrected these issues).

Typical Tenure Criteria

- For promotion to Associate Professor (with tenure) the academic review file must provide evidence of an independent research/creative program and leadership (8-year clock) (COVID POLICY EXCEPTION APPLIES HERE)
- Typical documentation includes
 - Serving as first, sole, and/or corresponding author on publications or creative endeavors
 - Publishing in Top Tier Journals (some Depts want you to note the ranking)
 - Publishing/performing without mentors
 - Developing a national profile-Giving invited presentations
 - Earning major grant support as Principal Investigator (and co-PI)
 - Letters from **five independent** referees that attest to the candidate's scholarly independence and leadership
 - Your citations—pay attention to your citations, how your work is being used
- The 4th year appraisal is important stage, which enables you to address feedback
- Check with your Department for their stated criteria

Research

Framing your Research in the Statement

The Statement is a critical element of your file.

- I recommend asking for samples from key senior faculty in your Department. Or leading scholars in the system or field.
- Describe for the reader your research and key areas of inquiry your work addresses
- Typical order they are discussed:
 - Research
 - Teaching
 - Service

Under service also consider describing your contributions to diversity

There is NO page limit to this statement. However be succinct and clear. Have a colleague or mentor read over.

Teaching

- Look at your CAPEs and write up your strengths as an instructor
- Pay attention to areas for improvement; consider actively seeking approaches to improving your pedagogy
- Teaching performance is based predominately on the teaching evaluations presented in the file through CAPE
 - Consistent praise or criticism by students is not always weighted proportionately in Dept. letter—frame your teaching, help reviewers understand your CAPEs (e.g., If you teach DEI, note mixed evals because it is a requirement for some)
 - Make certain that ALL of your teaching is evaluated
 - Include the course syllabi in your file
 - Address any challenges or concerns raised in the evaluations
 - Enlist the UC San Diego Teaching + Learning Commons for evaluations or help; professional development
- Describe your mentoring as Instructor
- If at the LSOE Rank the Teaching statement is longer and more detailed. Ask your Department to send the norms for LSOE rank along with Dept. Expectations for reviewers

Service

- To the University
 - Department
 - Division, College
 - Campus-wide
- System-wide service
 - UC has many opportunities for system wide service, Academic Senate Task Forces, BOARS, etc.
- To your broader field
 - Editor of a journal
 - Editorial boards
 - Book Presses
 - Service to Associations (AERA, APPAM, APA, etc.)
 - NIH or NSF Reviewer
 - Conference Chair, conference committee
 - Society President
 - Expert Witness for Key Legal Cases; Congressional Testimony; State Testimony
- Community—have you established partnerships? Are a community leader?

Mentoring Students

- Keep track of your advising load—how many advisees to you have? Undergraduate and graduate.
 - Are you a mentor in specific programs? McNair, TRELS, STARS, IMSD, IDEA Center, etc.
 - Have any of them received special fellowships or awards? Fulbright, Library Prize, UCDC, HSI fellowships, FORD Foundation, Spencer Foundation
- How many have you graduated? Where are they placed? What is your track record of helping to secure postdocs and positions for them? For the docs?
- Of the undergrads you mentor, how many are going on to graduate school?
- Keep track of your demand in admissions-How many students are applying to work with you?
- I recommend a spreadsheet that you update regularly on your student mentees.

After your External Letters

You receive back your external reviews with the Department recommendation (anonymous).

You have the opportunity (and right) to respond to these reviews and correct any inaccuracies

Read over your Department Letter and External review letters carefully.

Impacts of COVID-19

COVID Response at UCSD: Extension of Probationary Period for Assistant-Level Academic Appointees

Campus Notice from the Office of the Chancellor on March 24, 2020
SUBJECT: Extension of Probationary Period for Assistant-Level Academic Appointees.

“UC San Diego will automatically extend the probationary period by one year for each assistant-level appointee whose appointment began on or before June 30, 2020 and who is subject to an eight-year clock, provided that the individual has not previously been granted two such extensions. Appointees who have already submitted their file for promotion review may be eligible on a case-by-case basis.”

COVID-19 and Your File

Think about the impact of COVID and your research, teaching, advising.

- Describe and document (for yourself) how your research has been impacted by COVID.
 - I recommend taking notes now on this, as you may forget which projects have been postponed, duration, etc. No Lab access, etc.
 - Also consider how you have adjusted. Did you go back to data you collected previously? Did you engage in writing op ed or for news outlets? Did you utilize this time to get grants out? Apply for COVID funding for your research?
- Also reflect on the shifts and changes to your teaching and pedagogy. How much time did it take you to get up to speed on CANVAS? Zoom? Did you attend any Teaching & Learning Commons webinars or other online professional development forums to improve your teaching?
- How has your advising shifted?
 - Undergrads and Graduate Students
 - Did you increase the number of and timing of office hours to enable students to feel more connected to you and your lab?
 - Did you provide weekly or regular updates to your research team?

STRATEGIES FOR ONGOING PRODUCTIVITY

STRATEGIZING—HAVING A PLAN

- Reflecting on your Trajectory
 - What do your publications and research agenda tell us about your expertise?
 - Are you publishing in Top Tier Journals? Top Book/Academic Presses
 - Are you checking in with the senior faculty in your Department to understand the norms?
 - Ask for the published norms of your Department
 - Think about your Teaching & Load (for LSOE rank, how have your courses evolved? CAPEs consistent? Not programs you serve in Dept.
 - Collaborations
 - Mentors
 - Connect with mentors in the field to get feedback on your work, send select articles and get feedback on how to frame your contribution to the field
 - Preparing the next generation of scholars and thought leaders
- Reflecting on your Contributions to the Field to date, your aspirations on what you hope to contribute, build, legacy
- Where are you headed?

HAVING A WRITING PLAN

Article (note tier)	Target Journal	Role (authors)	Deadline	Status

Also see NCFDD: <https://www.facultydiversity.org/monday-motivator/summerwriting>

Summary

- **Research and/or Creative Activity**
 - Independence from former mentors (for early stages); later ranks collaboration/mentorship
 - Research grants-record of attempting and securing extramural funding
 - Authorship requires explanation of contribution (consider adding Journal Ranking)
- **Teaching**
 - Excellent teaching performance for ALL academic ranks (heavier loads notable for LSOE rank)
 - Plans for improving teaching performance, if needed
 - How would you characterize your approach to pedagogy? Your teaching philosophy?
- **Service**
 - Service contributions appropriate to your level:
 - Junior Level – service to the field and department (heavy service not advised)
 - Senior Level – professional leadership in your field, Academic Senate committees, other University-wide service
- **General**
 - Know the standard for a normal merit advancement in your department
 - Know the standard for promotion in your department
 - Keep your CV and Biobib Current
 - Explore the standards for promotion at comparable R1s (Peer institutions)

Take advantage of NCFDD, Writing retreats, professional development (T & L Commons) and campus grant opportunities.

THANK YOU!

Questions:
contrerasf@ucsd.edu