

UC San Diego

**FACULTY ADVANCEMENT**

# Role of Department Chair

- Ensure fairness in the process
- Support faculty; help to achieve goals
- Explain department standards
- Enforce deadlines
- Be interactive; ask questions
- Former chairs also a good resource
- MSO/AP staff also good resources

# Mentor(s)

- Advise on your research and/or creative activity
- Advise on your career
- If not working out, OK to request a new mentor
- Seek mentors outside of your department as well

# Research

- Peer-reviewed works
  - Strength of venues
  - Collaborative work
  - Impact of work vs. quantity
  - Establishing independence
  - Authorship / contributions
  - Funding
  - Joint appointment expectations (MOU)
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(tenure track/tenured)

- The importance of peer-reviewed work (research publications, books, external research support, performances, works of art)
- Pay attention to quality/strength of venues chosen to disseminate the work.
- Roles in collaborative work must be clearly described
- The impact of your work rather than the quantity, and the 'scholarly momentum'
- Balance between being an active member of the disciplinary community and establishing independence (talk about multiple authorships)
- Role in authorship matters
- Role of research funding in certain disciplines – PI, Co-PI, Co-I, etc.
- Role of research in joint hires; MOU's required so expectations clear

# Teaching

- CAPES & other forms of teaching evaluations
  - Holistic teaching evaluations – teaching portfolios
  - Committing to excellence
  - Undergraduate & Graduate teaching
  - Doctoral & Masters students
  - Resources
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(tenure track/tenured)

- Elaborate on CAPES. Ensure they or their department has another form of evaluation if they choose not to use CAPE (provide options such as syllabi, peer-evaluation - inviting colleagues to visit your class, etc.).
- Evidence of a commitment to teaching excellence – working with Commons
- Have you been involved in your department's graduate program? If so, how? If not, why not?
- Graduate instruction is often informal so is more difficult to quantify.
- Keep good records of the wide variety of graduate-level instructional activities.
- Are you currently supervising doctoral or masters students? If so, how many? If you've had students in the past, how successful was your advising in terms of completion, time to degree, and placement?

# Professional Competence & Activity

- Evidence of achievement and leadership in the field
  - Demonstrated progress in development of new approaches, techniques to solve professional problems
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In certain positions in the professional schools and colleges, such as business administration, engineering, medicine, etc., a demonstrated distinction in the special competencies appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field. It is responsibility of the department chair to provide evidence that the position in question is of the type described above and that the candidate is qualified to fill it.

# Service

- Junior level service expectations
- Mid-career and senior level service expectations
- Departmental, University, Systemwide, Professional, Community service

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(tenure track/tenured)

- University service for those at the senior ranks of professoriate – departmental ad hoc committees, standing committees, Senate committees, service in the Colleges, search committees, administrative review committees, etc. External service: disciplinary societies, reviewing, outreach, civic service
- On the general campus in particular, keep in mind the faculty role in College/role of faculty in College shared governance and in promoting greater faculty/student interaction.

# Diversity Contributions

- Diversity, equity & inclusion
  - Describe role, extent of effort & engagement, impact
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- Contributions to diversity, equity and inclusion are encouraged and can help your review but not required
- If you do have activities during the review period that contribute to diversity goals of the department or University, you are encouraged to describe them in Section F
- Can be in all areas – research, teaching (outreach), service, external service (outreach)
- To aid in evaluation process, for each activity, describe your role and the extent of your effort, who you engaged with, and any impact, if relevant.



# Clinical Series

- Expectations for teaching/clinical teaching
- Supervision of students
- Professional competence and activity
- Creative work
- Service

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Appointees in the Professor of Clinical (*e.g., Medicine*) series are to be evaluated in relation to the nature and time commitments of their University assignments.

Clinical teaching, professional activity, and creative work may differ from standard professorial activities in the University, but can be judged on the basis of professional competence, intellectual contribution, and originality.

# Review Actions

- Merit
- Reappointment (for assistant rank)
- Promotion
- Advancement to Professor, Step VI
- Advancement to Above Scale (Distinguished Professor)
- Further Above Scale Advancement

# Special Reviews

- Appraisals – 4<sup>th</sup> year
- Accelerations
- Bonus Off-Scales
- Career Equity Reviews
- Retentions
- No Change
- Deferral

# Candidate Responsibilities

- Updated Biography/Bibliography
- Evidence of teaching effectiveness
- Publications, evidence of creative activity
- Personal statement (optional)
- Suggest names of external referees
- Scholarly activity
- Service contributions
- Contributions to diversity

# Own Your Review

- Know department standards
  - Understand the policies & processes
  - Keep good records
  - Describe your role, extent of effort, who you engaged with and its impact
  - Meet with your department chair and mentors early and often
  - Know your resources
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- Keep good records of accomplishments and achievements (however big or small) so they are at hand when being reviewed
  - Importance of personal statements/self-evaluations as part of review file
  - To aid in evaluation process, for each activity, describe your role and the extent of your effort, who you engaged with, and any impact, if relevant.

# Review of Colleagues

- Understand expectations for the series, rank and step
- Know departmental voting bylaws
- Service on ad hoc review committees

# Role of the Dean

- Reviewer for career reviews:
  - Appraisals
  - Promotion (Assistant to Associate; Associate to Full)
  - Advancement to Professor, Step VI
  - Advancement to Above Scale, Further Above Scale
  - Accelerations, CERs, Bonus Off-scales
  - Some appointments
- Approver
  - Some appointments, normal merits, first deferrals

## Dean (continued)

- Collaborate with department chairs on:
  - Department standards for advancement & promotion
  - Resources
  - Faculty Retentions
  - Strategic Planning for division, school, unit
- Goal is to help faculty



# College Assignment

- General campus faculty and lecturers assigned to a college
- Provost
- Student/faculty interactions

# EVC/Chancellor

- EVC and/or Chancellor are final decision makers