Tenure Strategies - DCS

Resources:

1. Cornell Policies:

   web.vet.cornell.edu/college/rmiss/committees/TenurePromotions

   web.cornell.edu/UniversityFaculty/docs/main.html

2. Getting Tenure (Whicker, Kronenfeld & Strickland)
Expectations for tenure:

“...excellence in carrying out the responsibilities of the position, and unusual promise for continued achievement.”

A. Research: essential component of TT faculty effort at CU and is a requirement for tenure. Excellence in basic, applied or clinical research is assessed by:

1. Publications
Tenure Strategies

• Publish, publish, publish
  
  • Treat writing as a regular part of your job, set aside time to accomplish it.

  • Publish articles before books and publish in the highest quality journals possible.
    – Book chapters, textbooks can be a part of the dossier but are no substitute for peer reviewed articles.

• Use conferences/meetings as a writing deadline
  – Opportunity to network, to establish research collaborations and professional relationships (external reviewers for tenure dossier)

From Whicker et al., *Getting Tenure*
Tenure Strategies

• Publish…(cont’d)
  • Collaborate—more done & faster but establish role and authorship position at the start of the project.
    Manuscript: Who is corresponding author?
    Authorship position (1\textsuperscript{st}, 2\textsuperscript{nd}, last as Sr. author)

  Candidate’s intellectual contribution is critical to success
  (independence is still important!)

• Develop a tough ego to handle negative reviews: “sulk or swear at those obtuse idiots who clearly missed the point…then revise manuscript accommodating suggestions.”
Expectations

• “...excellence in carrying out the responsibilities of the position, and unusual promise for continued achievement.”

A. Research: essential component of TT faculty effort at CU and is a requirement for tenure. Excellence in basic, applied or clinical research is assessed by:

1. Publications
2. Independence
3. Funding
Tenure Strategies

• Money always matters: grants may be critical to your success depending upon your letter of appointment and the annual performance dialogue.

  • Obtain funding support beyond start-up funds.

  • If substantial clinical effort, obtain research support from competitive grants, contracts, gifts.

  • If predominantly research appointment, research support from a federal or state agency, private foundations or industry-supported programs.
Expectations

A. Excellence in research assessed by:

1. Publications
2. Independence
3. Funding
4. Impact of research
   - Recognition by experts (letters)
   - Invitation to speak at nat’l, internat’l mtgs
   - Invitation to review grants, papers
   - Organization of scientific mtgs
   - Awards & recognitions for research
   - Patents/inventions
Expectations

A. Research: essential component of TT faculty effort at CU and is a requirement for tenure. Excellence in basic, applied or clinical research is assessed by:

1. Publications
2. Independence
3. Funding
4. Impact of research
5. Mentorship: interns, residents, grad students, fellows, post-docs, veterinary students, undergraduates, high-school students.

   – All are important.
Expectations

A. Research excellence further emphasized:
   1. Publications
   2. Independence
   3. Funding
   4. Impact of research
   5. Mentorship
   6. Research statement (narrative)
Tenure Strategies

• Start research narrative early, update it annually.
  • Review your past accomplishments, place them within a unified framework, emphasize the importance and scientific impact of your findings.

  • Refer to publications to support statements made.

  • Refer to students mentored in research efforts.

  • Refer to funding sources/research awards.

  • Describe steps taken to improve research & what your future goals are.
Expectations for tenure:

B. Teaching: all TT faculty are expected to be engaged in teaching in their area(s) of expertise.

Excellent teaching is a blend of attitude, knowledge, motivation, enthusiasm and techniques such as organizational skills and delivery.

*Excellence in teaching is important* and is evaluated by:
Tenure Strategies

• 1. Narrative statement (separate section):

  • Review philosophies, quality and relevance of teaching activities both didactic and clinical at all levels (CU, continuing education courses, etc).

  • Describe any innovated teaching methods and their impact.

  • Describe goals and steps taken to improve teaching.
Teaching Excellence Evaluated by:

• 2. Teaching materials /modalities:
   Include in teaching dossier section: course description, course syllabi, objectives, power points.

• 3. Teaching evaluations from peers, students and letters from former trainees.
   Do not take criticisms personally: use them to improve.
   Save all of your teaching evaluations, even the bad ones.

• 4. Activities that support overall educational mission
Excellence in all responsibilities...

Stellar teaching rarely is sufficient to compensate for weak or inadequate research record.
Expectations for tenure:

A. Research: essential component of TT faculty effort at CU and is a requirement for tenure.

B. Teaching: all TT faculty are expected to be engaged in teaching in their area(s) of expertise.

C. Service
   1. Clinical (can be included in the clinical teaching aspect)
   2. Academic
1. Clinical service

- Must possess outstanding clinical skills and be willing and able to apply them effectively.

- Clinical eminence established in:
  
  *Section in narrative statement:*
  
  Quality and relevance of service
  Accomplishments
  Impact on resident and/or veterinary student training (mentorship)
  Publications of clinical findings in journals or textbooks
  Outreach activities

  *Performance evaluation by:*
  
  Student evaluations (clinical rotations)
  CU Faculty, House Officers, Technicians
  +/- Clients & rDVMs
  External reviewers (colleagues/conference attendees)
Tenure Strategies

• 2. Academic service

  • Opportunity to get to know colleagues in department, college or university and also to learn about resources available outside of department.

  • Attend department meetings (become visible)

  • Serve on committees that may also reinforce networks that will facilitate your research.

  • **When asked to serve on committees, take time to consider the time obligation and even consult Dept Chair (and mentors) before agreeing.**

  • Pick your battles (particularly in public forums) – keep your head down and focus on your research, not on getting things changed
Tenure Strategies

• D. View tenure as a political process – it is a decision by your peers and majority rules.
  • Develop cordial relations with all college members.
    – Cooperate rather than compete
    – Stay above the fray of department fights
    – Manage your professional image – be known.

• Collegiality is important and is used to weed out candidates who do not fit or are not good citizens.

From Whicker et al., *Getting Tenure*
Tenure Strategies

“Since a tenure appointment is not a right, and since it could result in a collegial relationship within the department for a period of decades, the department faculty has considerable latitude in reasons for making a negative recommendation. However, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, age or disability must not be a basis for such decisions.”

From: CU Handbook
Tenure Strategies


  • Retain records of relevant activities: (CV template)

  • Insist on annual performance evaluations with Chair: if your % effort distribution changes, document in a signed letter from Chair which you have co-signed.

  • Select knowledgeable mentors who will help you and push you. Get their feedback relative to teaching and research, culture.
Tenure Strategies

• F. Rely on your record (research, teaching, service) not on promises of protection.
  • Administrators come and go....

• Department/college resources and priorities change.

• Develop a marketable record.