

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)

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 (1st, 2nd, 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.

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

- E. Document everything: keep CV & statement updated.
 - 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.