

## **Philip Stoddard's Tenure Tips**

### **UFF Tenure workshop, Jan 30, GL139/LIB-155**

**My tenure info page**

<http://www.fiu.edu/~stoddard/tenure/>

**Links to**

Tenure & promotion manual & forms can be found at  
Tenure tips by various faculty

**Disclaimer –**

These notes reflect my own views and opinions and not necessarily those of the people who decide your fate.

## **PUBLISH**

**Your publication record is the chief variable determining whether you get tenure.**

Grants come in second, but do not substitute for publications.

**Plan your research for depth and quality (not breadth)**

Establish a 5 year plan.

**View every project in light of the published end product.**

Identify your target journals or range of publishers before you begin the research.

**Focus on one important area for your research**

3 papers on one subject are better than 5 papers on 5 subjects.

You want to make a substantial contribution to one field so as to cement your reputation.

**Focus on original research**

Editing work of others is considered professional service, not original research.

Do not edit volumes or anthologies unless that is the best vehicle for your own original works.

Do not write text books

Do not spend much time writing reviews.

Book chapters are dicey because they are usually not reviewed as critically as other works.

**Assume that you will apply for a new job the year after you come up for tenure, so keep your CV competitive.**

**Establish your new professional identity**

**Move beyond your PhD & postdoc research**

Publish your PhD and postdoc papers quickly, preferably in your first summer. Completion of graduate or postdoc work forges your identity and reputation professionally, which helps for letters and grants, but this work will not get you tenure.

**You need to establish an active and demonstrably productive research program at FIU.**

You must achieve independence and your own identity. Once your PhD and postdoc papers are out, DO NOT continue to publish with your advisor.

**Playing the paper game**

**Select the publication outlets (journals or academic publishers) that will enhance your reputation.**

Journal or publisher quality counts

1. Grant reviewers are more impressed if you have published in better journals or better presses.
2. Tenure reviewers will more likely have read your work if it is published in a widely read journal.
3. Your dean, provost, and president want you to enhance the reputation of FIU by getting our name into good places.

Avoid relying on conference proceedings to get your work published.

*Publish in Journal of X rather than Proceedings of the 12th Annual Conference on X.*

Books vs. Journal publications

In some fields books are the currency, in others journals.  
In some areas, other activities such as design competitions or performance are well-regarded  
Know your field.

**Move quickly**

Focus on completing one paper before you begin the next.

Publish sooner rather than later

A burst of late productivity always raises eyebrows in your tenure reviews.

Getting papers out sooner allows them more time for recognition.

Do not rely on long shots

If your paper isn't the strongest or broadest, don't over-reach because that will cost you time.

**Achieving balance of duties**

**High demands but low resources**

FIU's administration wants competitive performance, but makes little allowance for common roadblocks:

Delays in providing promised resources.

Poor research infrastructure.

Enormous demand for service.

**YOU are caught in the middle.**

**You need to devise a strategy to succeed in this environment.**

The right publications

The right service

The right teaching

**Adjust day-to-day efforts & habits to achieve your key goal.**

which is publishing good works.

**You have 3 jobs and a home life**

**Your teaching and service time may be scheduled, but nobody schedules your research time.**

You never have a chair or dean sticking his head into your office and saying

"Shut your door and write. I want to see that manuscript out the door in two weeks!"

**You have to protect your research and writing time.**

**The most productive researchers reserve slots in their weekly calendars for research.**

First 2 hours of the day for writing.

**AVOID SUMMER TEACHING so you can focus on getting research done and published.**

Be poor, but get tenure. If you wanted more money you would have become a lawyer or married one.

Don't let your dean or chair snooker you into summer teaching:

FIU's tenure criteria are not those of a community college, no matter how much we may act like one.

**Fulfilling your assignment may not get you tenure at FIU**

(though failing to fulfill your assignment will probably cost you your job)

**In most cases your official assignment will not reflect the reality of your job.**

Assignments, Tenure evaluation, and Time required to not match cleanly, e.g.

Your assignment may be

55% teaching

40% research

5% service.

**You will be evaluated for tenure on different weights**

25% teaching

70% research (papers first, then grants)

5% service

**Time required**

30 h teaching

6-8 h service

In a 40 hour week, this leaves 2-4 h for research

75% teaching

15-20% service

5-10% research

NOT ENOUGH TIME FOR RESEARCH.

**You will have to work nights, weekends, and summer to have enough time to do sufficient research.**

### **Teaching strategy**

**Excellent teaching won't get you tenure, but bad teaching will prevent tenure.**

**Develop your course roster early and stick to it.**

Establish a 2-year rotation of courses.

Do not develop new courses beyond this until tenure is in the bag.

**John Lombardi (former UF president) asked**

"Have you ever heard of someone who got an offer to go to another university because they were a great teacher?"

### **Service strategy**

**Be a good departmental citizen (but not too good)**

Show "potential for service" by serving on one department committee per year.

Do not chair committees

Avoid Faculty Senate until tenured

**Remember your chair's interests may not coincide with your own.**

Your chair has a department to run and may value your skills in easing the administrative burden, but you need to get your papers written.

Do not volunteer for or accept heavy administrative assignments if you are not already exceeding the expectations for research productivity by a significant margin.

**Choose your service carefully.**

Pick one area where you can make a positive difference in your department.

Avoid politically sensitive service jobs, e.g.

Assignments that may bring you into significant conflict with faculty or administration.

Something that will average no more than 2 hours/week across the semester and which can be dropped cold in the summer.

**“Excessive” service to your department, university, or profession will interfere with your chances for tenure**

Heavy service will be appreciated by your chair, but will not compensate for deficits elsewhere in the file.

No letter from your chair will make up for failure to publish work from a solid, independent research program.

**Seek advice**

**Ask about**

strategy of your chosen path  
impression of your progress to date  
suggestions for improvement in direction

**Ask of**

Associate professors who have gone through the process recently

Remember changing duties in a changing institution.

**Multiple senior faculty in your department**

Dept chair or dean who writes your annual evaluations

Senior colleagues at other, more established institutions

Their standards may be higher than senior colleagues here at FIU.

**What do your dean, provost, and president expect for tenure?**

Find out.

**DISREGARD**

Any faculty member who says “I did a lot of service and I got tenure, so you should too.”

The expectations are different now.

**Behavior inside FIU**

**Make yourself known in a positive light**

Dean

DSRT (Division of Sponsored Research and Training)

**Ask for what you need**

e.g. lab space, graduate assistants, release time, etc.

Ask (in this order) explaining your need,

chair  
dean  
DSRT

**Do not DEMAND it**

People may not have the resources to get you what you need right now, but antagonizing them will keep them from trying in the future.

**If you cannot get what you need to do your research:**

1. Start looking for another job immediately.
2. Adjust your research program to do something else.
3. Make sure your department underscores the resource problem in your tenure file, but remember that the dean may not care.
4. Two years in advance of tenure, apply for a 1 year extension.

Ask your chair to request this of the dean.

Do not wait until it's time to submit your file.

**Never antagonize your colleagues or supervisors.**

If you have a major problem that is likely to ruffle some feathers, see if you can get your chair or another tenured faculty member to take care of it for you.

Its their job.

Department and university politics are the realms of the tenured faculty.

**Follow with interest, but keep out of it until you have tenure.**

Then you can test the waters, and rest assured, your seniors will tell you when you are in over your head.

**Behavior outside FIU**

**Get to know people professionally**

You will need outside letters for your tenure file.

Make outside professional contacts.

Conferences

Collaborations

Exchange manuscripts & reprints with people working in similar areas

Host their visits to FIU when the weather is nice

**Grants**

**In principle, grants bankroll research, which in turn, is evidenced through good publications.**

In a research institution, grants are always welcome and can only help your record.

**Grants should facilitate publication, but cannot replace it.**

Faculty with good grants but no good papers have been denied tenure at FIU and elsewhere.

**Release time**

Some funding agencies will pay part of your salary during the 9 month calendar so you can better fulfill the research.

Check with your dean to see if you can obtain teaching release on a grant.

If he says yes, get it in writing and keep it in your grant file.

If he says no, apply for a different job.

**Attractive activities that won't get you tenure include:**

**Lucrative contract or consulting work that doesn't lead to peer-reviewed publications or other valued academic products.**

Contract reports won't usually cut it.

**A book contract without a book**

A contract is not a book and will not be regarded as such.

**Writing reviews or editing anthologies**

Regarded as service to your field, not original research.

**Unreviewed book chapters**

If a chapter receives serious peer-review, be sure to get a letter from the book editor that describes the review process.

**Summer teaching**

Big distraction & time sink

Think "community college"

**Heavy service as a favor to your department, chair, dean, or profession.**

Strong letters from your chair saying you did extraordinary service will be met with: "I see you did a lot of service, but I just don't see the papers I need to recommend tenure."

**Working within the contract**

**Collective Bargaining Agreement**

The super contract governing your job.

Every faculty member should READ THE CONTRACT.

By the way, your union dues go to pay for the negotiation of this contract.

A legally binding document (at least to some extent) when it's ratified.

The University is bound by the Collective Bargaining Agreement in these 3 areas

1. ASSIGNMENT OF DUTIES
2. ANNUAL EVALUATION
3. TENURE CANDIDACY

**Assignment of duties**

1. You undoubtedly assume (or at least hope) that if you do a good job that you'll get tenure.

The question is good job at what?

2. Each year you must receive an assignment of duties.

This should be real, not boiler-plate.

This assignment must give you the opportunity to fulfill applicable criteria for tenure & promotion, Article 9.2 (p. 15)

Your opportunity must be equitable relative to others in your unit.

You have the right to discuss your assignment with your chair.

Concerns like qualifications, professional development, preferences.

**Annual Evaluation**

**You must receive a written evaluation of your performance every year.**

Tenure and other personnel decisions must take these evaluations into account.

**2 parts to the written annual evaluation**

**1. Fulfillment of your assigned duties in light of the nature of your assignments.**

**2. Your progress towards tenure**

**1. Appraisals of progress towards tenure are not binding on the University.**

You can get "Excellent" every year and be denied tenure.

**2. Annual evaluations go into the tenure file at the candidate's discretion, but any evaluator can ask to see them.**

Not including poor annual evaluations is usually worse than including them – leave nothing ill to the imagination.

**You have the right to discuss the evaluation with your chair prior to its being finalized and placed in your file.**

**You can use your annual evaluation to set useful goals towards tenure.**

Talk to chair about setting specific goals & expectations for the coming year IN YOUR WRITTEN ANNUAL EVALUATION.

Few chairs do this, so you have to ask.

Ask your chair to state what YOU should do differently next year to make good progress towards tenure.

e.g. "You have done X, now you need to do Y.

Get this in writing.

If the evaluation doesn't contain this information, ask your chair for a more specific evaluation.

Annual evaluation differs from the annual assignment

The assignment cannot say you must get funded or write X paper, but the chair can state in the evaluation that obtaining a steady source of funding in the next year, publishing last year's work, or expanding your teaching in a particular avenue will hasten your move towards tenure.

### **Evaluation file**

**There can only be one evaluation file, although material not in this file can be used in the tenure process.**

**Know what's in your file.**

You have the right to see it.

Monitor it.

Make sure good stuff gets in.

Stuff that is contrary to fact must be removed.

Anything negative can be countered with a letter from you.

**Nothing anonymous can be in the file except teaching evaluations.**

**If there are problems with your file, take care of them immediately.**

The Union can help but there are time deadlines on everything.

**Take control of your career & your file.**

**1. Get promises in writing.**

Ask for documents when you think you need them  
memoranda of understanding  
commitments for resources, etc.

Sometimes it might be important to get a document into your evaluation file.

**2. Keep copies of EVERYTHING**

### **Tenure file preparation**

**A Major document,**

Look at some tenure files of people who were awarded tenure in the past 2 years.

**The file takes 2-3 months to prepare, but requires advance preparation because you will need to save odd things.**

Read the T&P manual

Get a bunch of file folders, label them according to the sections of the tenure file.

Start adding stuff.

You can be selective when you assemble the notebook.

**A. Make your case; don't make a case that doesn't conform to the facts of your career.**

**1. Don't gloss over things that might be perceived of as weaknesses. Address them. e.g.,**

few pubs but good ones giving you an international reputation

no lab but worked with students in the field

teaching started out ragged but has steadily improved  
changed research direction is now taking off.

**2. Don't whine.**

**B. Save everything but be selective about what goes into your file.**

The University T&P Guidelines require certain documents, but don't throw everything in you have in your drawer.

FIU has 1000 faculty, half in Arts & Sciences, so increasingly we don't know each other and your case has to be made in the file,

More isn't necessarily better.

Organize carefully, winnow documents, don't duplicate unless required to by the guidelines.

As a rule, it's not necessary to include thank-you notes.

**Make sure that information is clearly laid out and accessible.**

**Don't make reviewers plow through and search for stuff. e.g.,**

a. Make sure that refereed journals are clearly marked.

b. make sure that refereeing process is described clearly but briefly

c. If teaching evaluations summaries aren't easily read, provide summary charts.

**Type hand-written evaluations verbatim**

Include the nasty ones and the misspellings. Everybody gets some of these so it's a red flag if you exclude them.

d. If your outside letter writers are a big deal in the field, make sure that point is made, preferably by someone other than yourself (chair or dept. colleague).

**C. Letters**

**Outside letters**

Good people to write letters are those with impressive CVs:

**Endowed chairs**

**Presidents of professional organizations**

**Full professors at big-name research universities**

**Journal editors**

Excellent but, curiously, not allowed by CHUA

Outside letters that address your work in a knowledgeable way are crucial, so you have to get known in your field.

**Do not rely on those with obvious vested interest in your success:**

Former or current collaborators

Former professors

**BUT these can write a useful letter interpreting your contribution to collaborative efforts.**

**Inside letters and the Chair's statement**

These can provide a lot of important info like the stature of outside letter writers, problems with equipment, the way in which this candidate involves undergraduates in research, etc.

**Higher Evaluations**

**Department, Chair, College Committee, Dean, Provost, (President?).**

**As the file moves up the ladder, decision reversals tend to go one-way only: down.**

A good vote helps, but a bad vote kills.

**T&P Committee decisions**

**Role of the department vs. the School or College Committee varies from unit to unit.**

**T&P Committee is looking for evidence that you will remain active in research after you get tenure.**

Depth

Quality

Passion about your work

**In general committees prefer to support departmental decisions.**

**Two cases where a committee is likely to overturn a departmental decision:**

1. If the department is perceived of as absurdly soft.
2. If the department is politically riven.

A good candidate with a split or bad vote is always suggestive of a department rift. Explaining the context can help the committee though the administration often allows dysfunctional departments to shoot themselves in the collective foot.

**Dean is like a gardener, deciding what to keep and what to weed in order to determine the character of the garden.**

A good dean works from before hiring until tenure to make sure that the right sort of faculty are in the units.

A bad dean does not.

We have had both.

Typically a dean makes the decisive call on tenure, but in recent history the Provost has exercised his independence.

Deans try to guide a department towards quality and hold a department together, but they also serve at the discretion of the Provost & President.

**Provost may understand each field less than a dean, but looks very carefully to assure overall quality.**

"The file speaks to itself. If the file is borderline, I won't approve it."

Listen carefully to your Provost to figure out how your Dean will rank your file.

A dean will rarely send recommendations to the provost that he or she thinks the provost will disagree with, even if the dean has special insights the provost may not share.

If the Provost feels he has to reverse a dean's vote too often, he will conclude he has the wrong dean.

### **3rd Year Review**

**How the 3rd year review changes things.**

Your record will be judged for evidence that you are proceeding satisfactorily towards tenure.

If you are not, your contract may be terminated.

**Special strategies for success with 3rd year review**

Get off the block quickly

3 year plan

Identify stepping stones in your 5 year tenure plan

Mark your progress along this time line

Make sure you have planned a few items that will demonstrate progress.

**Produce tangible evidence of efforts, even if those efforts have not yet borne fruit.**

Proposals of all sorts

Grant proposal submissions,

even in-house and small grants

Paper submissions

Book prospectus submitted to publishers

Research project reports

**Grad students**

If your unit has a significant graduate program, you will need to participate.

Work to recruit one or two good graduate students for whom you will serve as advisor.

**Recruit from best FIU undergrads.**

**Give engaging seminars at good undergrad institutions.**

**Let your colleagues at other schools know you are looking for students.**

WARNING: A bad grad students is worse than none –

**Weak or troubled grad students waste your time and slow you down.**

**Final message:**

**PUBLISH PUBLISH PUBLISH**