## Promotion to the Next Level Early career, Education track

### **CRA-WP Career Mentoring Workshop 2023**



Dorian Arnold, Emory University Amy Briggs, Middlebury College



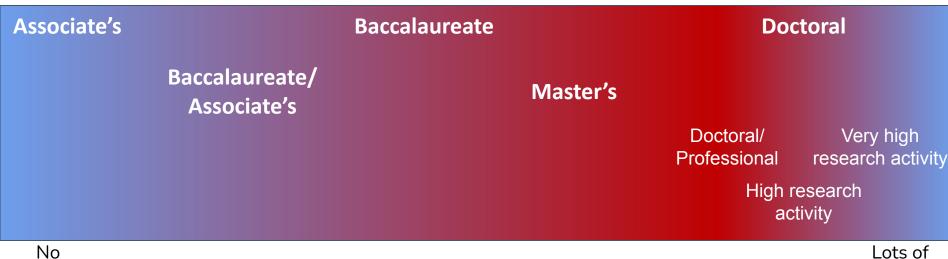


### **Session Plan**

- Introductions
- Institution Types and Expectations
- Best Practices and Tips: Teaching, Research, Service
- Activity: Do you know your institution's expectation?
- Review / Tenure / Promotion: Strategizing the Process
- Open Forum
- Closing Thoughts



## **Institution Types**



No research activity Lots of research activity



### **Expectations vary by Institution (Type)**

#### Teaching: Pedagogical maturity and leadership

- Curriculum development and innovation
- Excellence
- Scope and breadth

#### Scholarship: Research engagement

- Intellectual impact
- Student mentorship
- Collaboration and funding

#### Citizenship: Service and leadership

- Institutional service: department, college, school, university
- Community leadership



### **Expectations (cont'd)**

#### Department

- Senior vs junior faculty
- T&P committee
- · Administrators, chairs, heads, etc.
- · Students, advisees

#### College/School

- T&P committee
- Administrators: Deans and associate deans (e.g. dean of faculty)
- Other department chairs/heads/administrators

#### University

- T&P committee
- Administrators: Provost/Chancellor, vice provosts/chancellors, etc.

#### External

References and Letter writers





### **Expectations (cont'd)**

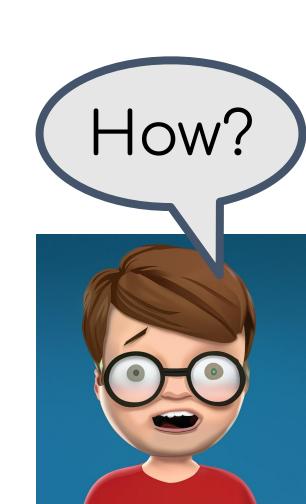
### Timeline:

Assistant to associate: five to seven years Associate to Full: anytime

### **Procedures**

- Interim probationary reviews
- Engaging letter writers
- · Submission process and timeline
- Feedback processes and timeline

Portfolio: contents and format

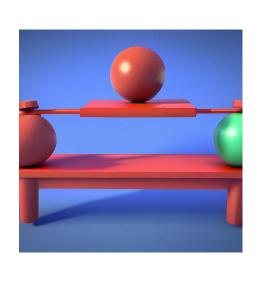


### **Understand your Institutions' Expectations**

What is the expected balance between teaching, research, service, and leadership?

What are the expected performance levels?

Are there specific expected activities or engagements?





## **Teaching Success: Advice and Tips**

### Close communication with your department

- What does the department need you to teach
- What are the areas you want to learn and teach
- Values and goals of your department
- Pedagogical philosophies your department espouses



## **Teaching Success: Advice and Tips**

### Learn from great teachers

- Colleagues in your department / institution
- Professional colleagues (CRA, SIGCSE)

### Focus on consistently improving pedagogy

- Tools, strategies, grading



## Research Success: Advice and Tips

Understand how (much) research matters!

### Am I expected to

- mentor students?
- publish?
- seek grants?
- · collaborate?



## **Student Research Mentoring**

- Opportunities include senior research projects, honors theses, REUs, and class projects
- · Consider larger projects composed of tractable, smaller ones
- Junior students often need closer training and guidance
  - hierarchical mentorship from more senior students
- · Be intentional and focused in your research enterprise
  - Stay in your comfort zone when considering projects and students
  - Fit the project to the student



## **Scholarship and Publication**

- · Have a research program! A portfolio of interests, projects and works, ideas and aspirational projects, impact outcomes
- Collaborative projects can bolster your productivity
  - Be prepared to tell a story about your impact!
- Some institutions value scholarly artifacts like published software, apps, data sets, websites, tools
- · SIGCSE, ICER, and CCSC are venues for CS-ED work
- Consider books, practice pieces, editorials, short/workshop papers, position papers, etc.
- Summer can afford valuable research opportunities, including off-campus engagements

## **Grants and Funding**

- Internal funding
  - Colleges often have funds for research
- External funding
  - National Science Foundation CRII, CISE, DUE, EAGER
  - Small grants (\$5K) <u>SIGCSE</u>, <u>Teach Access</u>
  - Industry awards Google, Microsoft
  - Department of Energy Labs















## Service Success: Advice and Tips

- Citizenship
- Do service that interests you
- Limit your service less weight than teaching and scholarship
- Invest in your strengths and goals



## Service Success: Advice and Tips

You will be asked to serve, and much more, after tenure

What leadership opportunities are you drawn to?



# Activity: Do you know your institution?

3-5 mins: individually, think of your institution's expectations



10-12 mins: In groups of three to five, share, compare and contrast

- What seems to be standard?
- Are there some unique expectations?
- Are you finding some connections between expectations and institution types?
- Consider a scribe and reporter

3-5 mins: reconvene for large group report-out



## Process Strategization: Amy's advice



### Read the Handbook!

i. The Candidate

(a) To arrange with the chair, or the chair's designate, an appropriate schedule of classroom visits.

(b) If the candidate so desires, to invite other colleagues to visit classes.

(c/To submit to the department chair and tenured colleagues, and to the Promotions Committee in a timely manner a complete vita, course syllabi, and other materials requested, as well as materials that the candidate thinks pertinent. For example, a faculty member may request the inclusion of personal comments or other materials with the course response forms which they believe may be useful in the interpretation of the forms. To submit to the program director, when relevant, a complete vita, syllabi from relevant courses, and an example of scholarly work.

(d) To submit to the Promotions Committee, department chair and tenured colleagues, and program director (when relevant) scholarly publications, and/or other appropriate evidence of scholarship or artistic achievement.

(e) To arrange with members of the Promotions Committee an appropriate schedule of classroom visits.

(f) To prepare a self-evaluation that concentrates on teaching performance, scholarly achievement, and service to the College community with reference to the criteria listed in 2.b., 2.c., and 2.d. above. The letter may include identification of any factors that have hindered progress.

(g) To furnish the Promotions Committee with a list of scholars or artists outside Middlebury who would be appropriate to evaluate the candidate's professional achievements.



## Process Strategization: Amy's advice



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Significant scholarship or artistic achievement

Service roles will be examined

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## Process Strategization: Amy's advice

- When the review comes: be calm and clearly articulate your accomplishments
- Clarity about your accomplishments for yourself, colleagues, letter writers
- Clarity for the reader of your materials



### **Process Strategization: Dorian's Advice**

Narrative: Identify and develop your professional persona and storyl

Team: Build a trusted team of students, mentors, sponsors, references, collaborators, peers

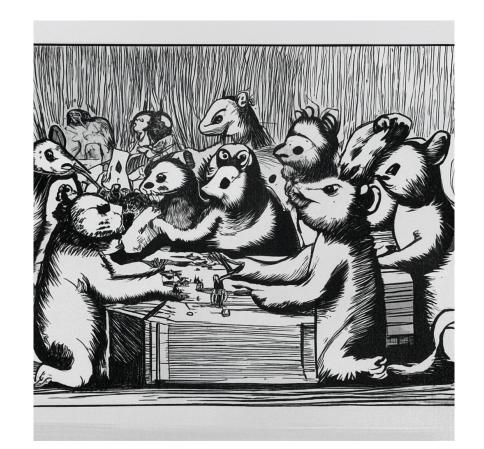
Action: Don't wait to assemble your portfolio: document things in the moment, maybe even in the prescribed format

Intentionality: Be proactive and deliberate with every professional activity and engagement: teaching, research and service

Awareness: Periodically reevaluate contextual changes: new faculty, chairs, deans, initiatives, etc.



## Open Forum/Q&A





## **Amy's Closing Thoughts**

- You are building your case over time
- Don't be intimidated by the review itself
- Be clear on criteria
- Be clear in describing your work
- Be strategic in allocating your time



## **Dorian's Closing Thoughts**

Gravitate toward the environments, people and activities that fulfill your needs and ambitions.

Change the world by being the best YOU and acquiescing to your place in the world!



### **Thank You**

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### **Unused Slides!**



### Understand your institution

#### **Collect information**

- Read carefully the promotion criteria of your department and institution
- Ask for input from senior colleagues

#### Questions you should ask

- Is there a tradition on the number of years between tenure and promotion?
- What does the dossier consist of?
- Does the institution expect outstanding in some areas and good in others? Or a more balanced case?



## **Teaching**

- Become an exceptional teacher
  - CS is constantly changing
- Pedagogy
  - Regular improvement
  - Teaching the same thing all the time can become stale
- Course development
  - · Learn new areas by teaching them
- Seminars
  - Learn together



### **Service**

### The reality

- You will be asked to serve, and serve much more, after tenure.
- You will be asked to not only serve, but lead (chair committees, department, PC, ...).
- You are expected to demonstrate leadership.

### The questions

- Do I have to do them all?
- How much effort do I have to put in service?



### What service?

#### **Local service**

- Lead committees within the department
- Mentoring students, junior faculty members
- Chair the department

#### **College/University service**

- Lead/participate in campus level committees
- Lead/participate in key initiatives

#### **Community service**

- Organize conferences, chair program committees, edit/review for journals,...
- Review grants, judge for scholarship, awards, ...
- Mentoring students/faculty outside your home institution
- Volunteer for important causes



## **Service Success: Advice and Tips**



### Beyond research/teaching/service

#### You are a well-rounded package

- Keep developing your portfolio and resume
- Continuous learning
- Work-life balance

#### Your environment and network matters

- Understand the expectation and culture of your institution
- Collegiality and networks



### Network, network, network

#### It takes a community to help you succeed and reach your full potential

• It is both WHAT you do and know and WHO you know.

#### **Networking** □ **enhance the WHAT and WHO**

- Building and publicizing your brand/reputation
- Becoming aware of new opportunities
- Identifying collaborators
- Learning about new ideas and approaches
- Getting invited to program committees, review panels, keynotes, journal editorship, etc.
- .....



### **Portfolio Development**

#### **Examine your resume every few months**

- Add new accomplishments
- Reorganize as needed
  - Identify and summarize new research areas
  - Separate leadership positions from employment
  - Separate keynotes from invited talks
- Ask
  - Is there any area I want to strengthen?
  - Is there a new section I want to add?



### **Work-life balance**

#### I will do ..... when I get my tenure

- Tenure sets you up for more responsibilities
- Tenure gives you freedom

#### **Self reflection**

- Is my life in balance?
- What are the most important things for me?
- What gives me joy?
- What are the stressors?
- .....

#### Some thoughts

- Time management
- Trade-offs
- Boost self-confidence
- Make time for yourself

Say **NO** to ..... and say it firmly.

Say **YES** to what you are passionate about and **DELIVER!** 



### To move or not to move

#### Why you want to stay?

- Familiar environment
- Established networks
- Family stability
- ....

#### Why you want to move?

- Pursue a better fit and opportunity
- New environment, new networks
- Family reason
- .....

#### When is the good time?

Whatever is right for you (and your family)

#### Some thoughts

- Don't immediately say yes or no to opportunities, think, evaluate, try,...
- Ask for advice
- Work with your family
- Negotiate
- Adjust



### It is a journey

#### Career Life is a journey .....

- ... not a destination.
- ... that must be traveled no matter how bad the roads and accommodations.
- ... with problems to solve and lessons to learn, but most of all,
  - experiences to enjoy.
  - ... travel it well



- Build your team
  - Mentoring
    - Local in your dept, in your university
    - National/international mentors who are leaders in your discipline
    - Near-peer mentors near and far
    - Those you identify with (race/gender) and those you just click with
  - Cohort at your stage
  - Letter writers
  - No-sayers



- Use your tenure packet to tell your story
  - Showcase your strengths (focus on research)
  - Highlight what matters (and not what doesn't)
  - Celebrate what you have done and excite the reader with what you are poised to do
    - Particularly in research, but also in teaching and service



- Understand the process
  - Timeline
    - Your timeline to prepare your packet
    - Your department/university timeline for
      - · obtaining letters
      - · votes: department, school, university
  - Stated expectations
    - Research Statement
    - Teaching Statement
    - Service Statement
    - Other? Supplemental
    - Which parts of the packet are reviewed by letter writers?
  - Unstated Expectations
    - · Ask others who have gone through tenure or voted on tenure in your dept/university recently
  - Format (ask for templates, prior packets)
  - Pitfalls to avoid (e.g. how does your university understand CS conference publications?)
  - Life happens: navigating COVID and maternity leave



#### Pace yourself

- Early years
  - Network
  - Keep your CV up to date
  - · Focus on achievable research goals in available time
  - Build on mid-Pro review (year 3)
- Spring
- Summer
- Late summer/early Fall

#### Know yourself

- What will you struggle with (me: asking for letters)
- What parts can you draft or complete quickly, and what parts require thoughtful reflection or many drafts (probably your research statement)

#### Reduce your stress

- The 7 year postdoc
- Tenure is great, but keep it in perspective



- Establish your theme
  - What threads uniquely define your research?
  - What new questions are you posing?
  - Differentiate from your advisor(s)



- Every contact matters
  - Prepare well for every presentation, no matter how small the group
  - Ask other people about their work (be as informed about it beforehand as you can!)
  - Having an established reputation matters!



- Know your local process!
- •There is no regulation, there are no standards for how tenure cases are evaluated.
- General criteria are consistent:

Research > teaching > service



- Your success in research/tenure helps all of us.
- Be careful of sacrificing research time in favor of service.
- Being an outstanding researcher is serving our community.

