Academic Success in the University of California: Merits & Promotions

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Today’s focus is on:
Ladder Rank
In Residence
Clinical _
Adjunct Series

(separate Health Sciences Clinical series presentation coming soon)
The Essentials for Success

• Understand the missions of the school
• Understand your academic series (faculty tracks):
  • How does it contributes to the school’s missions?
  • What are the criteria for advancement in your series?
• Know how the merit and promotion system works
• Know where to go for advice, help, and training – then go get it!
Mission, Vision, Guiding Principles

**Mission:**
Improving lives and transforming health care

**Vision:**
A healthier world through bold innovation
Mission Focuses of the School of Medicine

- **Education**
  - Training physicians and other health care providers to serve the people of California

- **Research**
  - New knowledge to improve health

- **Clinical Service**
  - Preventing and treating disease

- **Service**
  - Contributing to department, School, University, profession and community
Importance of the Mission Areas

• Role and contributions to missions define the different academic series:
  • Ladder Rank (Regular)
  • In-Residence
  • Adjunct
  • Clinical X
Three Series with Primary Focus on Research

- **Ladder-Rank (Regular)**
  - Only series with tenure
  - State salary funds (19900) for instruction and research
  - Academic Senate

- **In-Residence** – may have clinical & research duties
  - No state funds, no tenure (1-3 yr. re-appointment)
  - Academic Senate

- **Adjunct** – typically research-only faculty
  - No state funds, no tenure (annual re-appt)
  - Academic Federation
Academic Series: Research Intensive

• **Research**
  • Should be thematic and independent.

• **Teaching**
  • May be classroom, hospital, clinic, laboratory
  • Adjunct/IR have less obligation than Ladder Rank – departments must support 5% of time for teaching
    • CAP sees a minimum responsibility for one course per year
  • Ladder Rank can “buy out” some teaching with grants – cost-recovered 19900 funds can be applied to others for teaching duties

• **Service required (least at Assistant rank)**
  • Department
  • School
  • University
  • Profession
  • Community

• **Clinical**
  • Not always required
  • Ladder Rank and In-Residence may include clinical responsibilities
  • Adjunct faculty usually are not clinicians but can be
Academic Series: Primary Focus on Clinical Service

• Clinical X:
  • No state salary funds
  • No tenure (1-3 yr. re-appointment)
  • Academic Senate membership

• Health Sciences Clinical Professor Series
  • No state salary funds
  • No tenure (1-3 yr. re-appointment)
  • Academic Federation
Academic Series: Primary Focus on Clinical Service

- Clinical work: major time commitment
- Teaching: chiefly clinical, may include classroom, discussion group, lab
- Department, School, University, Profession, Community Service: required
- Research:
  - Clin X: scholarship required: translational research, integrative, clinical trials, health services, case series, or bench research. Reviews, book chapters, teaching papers valued. Must demonstrate independence
  - Health Sciences Clinical Professor (HSCP): supports the research programs of others; may be as active as individual wants if research funding available
Clinical X Guidelines: Highlights

• Minimum of 20% protected time for academic work required

• Expanded definition of scholarship:
  • Scholarship of application, integration, education, and discovery
  • Creative examples: clinical trials, case reports/series, chapters, educational studies, basic science (collaborator or PI)
Why 5 Academic Series/Tracks?

• “Triple-threat” faculty member is less possible now – most have primary role in one or two missions
• Economic necessity for clinical income to subsidize other missions led to creation of clinical tracks
• 5 UC series are intended to provide appropriate context for activities and specific criteria for evaluation
National Trend

- Number of schools with clinical tracks:
  - 61 in 1986
  - 91 in 1998
  - Virtually every school today (n= ~140)

- Clinical tracks are typically non-tenured; non-tenured faculty have out-paced growth of tenured faculty:
  - % tenured faculty = 68% in 1981-83
  - % tenured faculty = 46% in 1997-99
  - Less today. ~25% of faculty have at least a partial FTE at UCDavis

10 Year Trend by Series
Issue for Med Schools: Different Culture than their Parent University

• Different definitions of faculty
• Different values
• Different teaching roles
• Different perspective on scholarship
• Growing size and influence
• Identification more with med center than campus
• Particularly important at UC where promos are evaluated by a campus-wide committee (CAP)
## CAP Promotion and Merit Denials

<table>
<thead>
<tr>
<th>School/College</th>
<th>% of Denials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>9%</td>
</tr>
<tr>
<td>Letters and Science</td>
<td>3%</td>
</tr>
<tr>
<td>Agriculture/Environ Sci</td>
<td>12%</td>
</tr>
<tr>
<td>Engineering</td>
<td>7%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>9%</td>
</tr>
</tbody>
</table>
Are Promotion Denials Increasing?

• High step at appointment – eligible for promotion early, when research not yet adequately established or not proven local

• Academic careers are getting harder:
  • Funding is harder to get, especially for junior faculty
  • Clinical demands are high
  • Appraisals: many faculty have work in pipeline that may not be ready in time for promotion

• Can’t blame unfair reviews by campus, others:
  • Most denials are not unanticipated
  • Our denial rate not significantly different from other large schools on campus
Academic Personnel Process: Assistant Professor Time Clock

• 7-year “up or out” time-clock for promotion to Associate Professor for all academic series

• Appraisal: 4th year collegial advice on outlook for promotion

• Changing series is possible, but not at the last minute!!
Merit and Promotion Process

• Merit reviews:
  • Every 2 years for Assistant and Associate Professors
  • Every 3 years for Professors
  • Merit advancement includes an increase in the base salary (important for retirement), and is associated with a change in Step
  • Process is excellent source of feedback

• Promotion:
  • Promotion to Associate Professor must occur within 7 years at Assistant Professor level, usually from Assistant Professor, Step IV
  • Promotion to Professor usually occurs at Associate Professor, Step III
Academic Personnel Process

• At any level, accelerations or deferrals are possible
• Accelerations are more rare
• Deferrals must be within the 7-year period for Assistant Professors
• Clock can stop for child-bearing, adoption, significant illness
Our Previous Experience Shows:

• Need for on-going advice and mentoring
  • Department mentoring program – UC Davis Schools of Health Mentoring Academy recently launched
  • Counseling for faculty appointed at high levels re: possible deferral (clock still allows 7 years)
• Junior faculty need to hit the ground running – 7 years go fast!!
  • Early participation in K30-MCRTP, BIRCWH, other faculty development programs:
    http://www.ucdmc.ucdavis.edu/facultydev/
Evaluation Criteria for all Levels

- **Research**
  - Impact, Independence, Peer-review, Dissemination

- **Teaching**
  - Quantity, Effectiveness (Evaluate)
  - Seek evaluations of all teaching roles

- **Clinical Service**
  - Professional Competence, Board Certification, Recognition among peers, Leadership in discipline

- **Department, School, University, Profession, Community Service**
  - Outcomes, Role, Influence, Visibility
MyInfoVault (MIV)

• You all have an MIV account – update it often and frequently!
• Your department academic personnel person can show you how to use it
• We will offer training sessions for faculty
• Allows ongoing input of:
  • Publications, grants, conference talks
  • Teaching responsibilities
  • Service activities (including administrative)
  • Clinical responsibilities
Materials for Review (Packet)

• MIV account will have:
  • Publication list with urls
  • Grant List (role, agency, funding amount)
  • Teaching Activity List
  • Teaching Evaluations attached by department
  • Service list

• Letters (Candidate statement, Dept, Dean):
  • explains significance of the above, plus info on clinical and activities.

• Outside letters (for appt and barrier steps: API, PI, PVI, P Above Scale (X))
The Role your Chair will Play

• Proactive in career advancement of faculty
  • On-going mentoring
  • Annual career planning meeting

• Meet with candidate at merit/promo time
  • Review criteria for advancement
  • Discuss deferral, acceleration
  • Inform candidate of right to send forward names of individuals who might not objectively review file
  • Discuss content of dossier and deadlines
  • Request list of potential extramural references – at least half must be “arms-length”
  • Decide on publications to send to references

• Liaison between faculty & the Administration/Dean
Candidate Statement

• 2-5 pages
• Your voice is heard:
  • Describe your goals
  • Describe your progress to date and plans
• Share your view on the significance of your work
• SOM and FPC value these statements to “get to know you” as a person
Department Letter

- Reflects department view (not Chair’s view)
  - Chair can write own letter, if s/he desires
- 2-5 pages in length
- Evaluative, not just enumerative
- Discuss impact of candidate’s scholarly activities, innovative teaching, and any extenuating circumstances
- Faculty member must review the letter!
Arm’s Length or External Letters

• Should be from a respected scientist in closely related area above your rank

• Should not be mentor, former colleague, prior collaborator, co-author on work
  • Each of these could be assumed to be biased

• Submitting only referees who have prior relationship suggests that the candidate has no impact on field
Process for External Letters

• Chair reviews total list of potential writers
• Other schools now seek “arm’s length” reviewers
• Chair may want to e-mail or phone potential letter writers in Spring to gain commitment to write letter
• Chair deletes any who are likely to be too busy to write or who you have seen fail to respond before
• Department sends vita of candidate and important papers to those who agree to write
Candidate Response to Department Letter

- Content of Department letter can not be altered unless factual information is incorrect
- Candidate can submit a response to include in the packet to refute other content
Academic Personnel Process: Reviewers

- Your department – vote
- Office of Academic Personnel reviews
- Packet is “perfected”
- Sent to Faculty Personnel Committee for merits
- Sent to Associate Dean for Academic Personnel if it is going to Committee on Academic Personnel (CAP)
Role of FPC and CAP in the Personnel Process

• The only committees that see all personnel files
• Charged with maintaining equity of expectations across school/campus
• Recommendations based solely on academic criteria and on the materials presented
CAP and FPC

• Committees of Academic Personnel
  • 9 members, including 2 from SOM
  • 40% of cases considered are SOM
  • Handles all promotions, merits to Associate IV or V, as well as Professor, Step VI or Professor, Above Scale (equivalent to Step X) or higher

• Faculty Personnel Committee
  • Actually considered a subcommittee of CAP
  • Composed of 9 med school faculty at rank of Professor or above
Review Sequence: Promotions, High Level Merits

- Department to Dean’s Office
- Dean’s letter added, sent to CAP
- Ad hoc on rare occasion
- CAP to Vice Provost for final action
- If a tenure decision, from Vice Provost to Provost/Chancellor
- Reconsideration possible at CAP
- Appeals to CAP-AC (CAP Appeals Committee), then to Vice Provost or Associate Dean for Academic Personnel
Review Sequence: Merits

• Department to the Dean’s Office
• Dean’s Office to School Personnel Committee (SPC)
• From SPC to Dean for final action
• Reconsideration possible by FPC
• Appeals: Reviewed by CAPAC, then back to Dean
Tip #1

• **Show evidence of having met the criteria for advancement in each mission**
  • Quantity, quality, significance and impact
  • Highlight accomplishments rather than promise
  • Describe your leadership role if it is not obvious (example: first author is a trainee)

• **This is often best accomplished in your candidate statement**
Tip #2

• Be sure to use **appropriate** criteria

• **Do not use non-academic issues:**
  
  – Hard-luck stories
  – Personal/health issues
  – Clinical load
  – Inequities in teaching or staff support
  – Length of time spent in a project
Tip #3

• Do not rely on a “special deal” with the Dean or chair
  • Dean/Chair frequently has no knowledge of such a deal.
  • Reviewers (SPC, CAP, Dean) does not recognize deals that foster inequitable treatment of faculty.
Tip #4

• Preparing your packet is ultimately your responsibility!!
  • Keep a file to place teaching evals, reprints, things you don’t want to forget to include!!
  • Review your packet before submission – be sure it is complete and accurate!
  • Forget the file: use MyInfoVault!
Tip #5

Do not buy into the myth that “only research counts”

• All missions are important! **But ...**
  • Research is the reason for most denials. It is:
    • the mission that distinguishes the different series.
    • the only activity that is not scheduled for you -- you need to make time yourself!!
    • the only activity without immediate reward -- discipline yourself, learn to say no!
Let Us Help You!

• People to talk to:
  • Edward J. Callahan, Ph.D, Associate Dean, Academic Personnel
  • Amparo Villablanca MD, Women in Medicine Liaison Officer
  • Kathleen MacColl, Academic Personnel Manager

• Contact any of us at 916-734-4610
Faculty Development

• Cheryl Busman (3-9230)
• Look for info on programs:
  • http://www.ucdmc.ucdavis.edu/facultydev/
  • Faculty Development Newsletter (quarterly)
  • E-mail announcements
• Examples:
  • Teaching Scholars Program
  • Leadership Programs
  • Vice Chancellor/Dean’s Breakfasts
  • Annual Research Symposium
  • One time offerings
Other Good Resources

• http://www.ucdmc.ucdavis.edu/facultydev/
  • Calendar of faculty development events
  • Definitions of series
  • Mentoring information
  • And more!!

• Frequently asked questions and answers:
  http://academicpersonnel.ucdavis.edu (also linked thru our website)

• Or call us! 916-734-4610