Suggestions for new faculty anticipating 3rd and 6th year reviews for CFS and rank advancement

The purpose of this document is to provide you with counsel from faculty who have been successful in achieving rank advancement and continuing faculty status. Our goal as a department is to help you to succeed in the rank and status process. Nevertheless, the ultimate responsibility for success or failure rests upon you as a faculty member.

Please take advantage of your faculty mentor. Meet with them regularly to review your accomplishments and concerns until you have achieved continuing faculty status (CFS). You should also discuss your progress and areas of concern with the chair during your annual stewardship interviews.

The following suggestions come from the observations and experience of previous and present chairs and are divided into the three-fold charge to faculty:

- **Teaching**
  - Let students know you want them to excel. Keep reasonable office hours and make reasonable accommodations for students who cannot meet those hours. If you teach a lab class, spend time in the lab with the students—don’t just leave things to a TA.
  - Evaluations of your teaching will come from students and from your peers. Interact with faculty in your area who are excellent teachers to gain suggestions for strengthening your pedagogy.
  - Student evaluations
    - 3rd and 6th year reviewers will look at trends and repeating criticisms that occur — identify and address the concerns and document this activity.
    - Discuss with your mentor, your teaching evaluations. Be aware that low scores can be a highly significant factor in your review. If you are much lower (e.g. a full point) than others who teach the course, this is cause for concern.
    - In an attempt to be an excellent professor, there is a temptation to spend significant time in preparing lecture presentations for each class. Any class can be made into a full-time job BUT you cannot do this and also fulfill your job demands in Scholarship and Citizenship.

- **Scholarship**
  - It is critical for you to establish independent scholarship
    - Focus initially on obtaining preliminary data for grant proposal submissions.
    - Consistently work towards obtaining data for manuscripts.
    - Make time consistently to write papers and proposals — try to write daily.
    - Involve graduate and undergraduate students in your laboratory and in writing papers and proposals.
    - Be selective in the number and quality of undergraduates you mentor in your laboratory—do not “run faster than you have strength”.


Collaborations on and off campus are encouraged, provided that you clearly demonstrate your specific contribution and independence.

- **Startup funding**
  - There is no value in “hoarding” these funds — they are there to assist you in getting established as an independent researcher. Carrying the funds over beyond the year in which they were budgeted is possible but creates additional work for others. And please be aware in some situations funds cannot be carried over to another budget period.
  - There can be a temptation to build things yourselves vs. purchasing them. Faculty sometimes justify this approach as a cost savings. However, it can be a poor choice if it costs significant time; you will not receive much credit in your 3rd and 6th year reviews for building things — only papers published, students mentored and graduated, and grant funds sought and obtained. **In short, be wise stewards and use the funds to get going quickly.**
  - You may find that you need something that was not a part of your negotiated package. If this occurs, see the chair to determine if he/she can help in finding potential solutions.

- **Grants:**
  - The more you write, the greater the likelihood of getting funded.
  - Start writing your proposals long before (a month or more) the deadline.
  - Submit the same proposal topic to multiple funding agencies.
  - Get to know program officers at funding agencies.
  - Be willing to review proposals to become familiar with the process.
  - Prior to submission, get input
    - Faculty in dept who have grants.
    - Colleagues with expertise in the field when appropriate.
    - Be willing to listen and respond to criticism.
    - Recognize that it may be necessary to give up on ideas that do not engender enthusiasm from your reviewers.
  - Attend grant writing workshops
    - Professional meetings frequently have these.
    - ORCA also sponsors grant-writing workshops.

- **Citizenship**
  - Serve willingly and serve well on committee assignments. These assignments provide opportunities to add your talents to achieve the success of the Department, College and University.
  - Be timely in responding to requests and deadlines from the Department. Letting your colleagues down, either in committee work or in research collaborations, may severely affect their support for your advancement.
  - Committee assignments should be such that they do not prohibit you from succeeding in your teaching and scholarship — if you feel they are too demanding, discuss this with your mentor and with the chair. In your first 3 years, your committee work should be lighter than will occur as you advance in your career.
Preparing for review - *In your 6th year review, you will be asked to provide the names of potential external reviewers who can assess the quality and impact of your scholarship. These candidates should not be collaborators or mentors nor should you contact anyone about the review, even if that contact is to inquire if a potential reviewer would be willing to participate in the process. If you have any questions about this issue, please contact the chair.*

- Interact with leaders in your discipline.
- It is important for your peers to become aware of you. You can present ongoing work at meetings whereas you need significantly more data for papers.
- Getting to know other people in your field is critically important to your professional development and success.
- It is wise to consider who future reviewers might be and work to impress them. Planning for the future reviews can be very wise!
- Consider inviting some of the individuals who would be likely candidates to review you to present seminars here. These include study section or review panel members, who will then be aware of you and what BYU offers.
- Invite yourself to give seminars at other institutions — call and offer.
- Attend professional meetings. Although your faculty travel allotment usually covers only ~1 trip, you may also use college research funds (in your consolidation account) for travel. You can stretch the consolidation account further by using your department supplies budget for conference registration fees.