Career-Line Faculty Workshop

"Demystifying the Review Process"

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October 18, 2021

Overview

- Defining *Career-Line*
- Appointment vs. Employment Contract
- Types of Reviews (informal & formal)
- Timeline for Formal Review
- File Contents
- Evaluating Teaching
- Tips for Writing Your Personal Statement
- Tips for Crafting an Effective CV

Defining *Career-Line*

- See [Policy 6-300](#)
- Types of Career-Line Faculty:
  - ***Clinical Faculty*** *are instructional faculty members whose primary professional expertise is in the practice context or whose primary professional responsibility is conducted in a clinical, professional or practicum setting.*
  - ***Lecturer or Lecturing Faculty*** *are instructional faculty members whose primary professional efforts are devoted to teaching.*
- Ranks of Career-Line Faculty:
  - Instructor
  - Assistant Professor
  - Associate Professor
  - Professor

In the CFA…

- We value our Career-line faculty members as important members of our faculty communities.

- Career-line faculty differ from Tenure-line primarily in the expectations for teaching. Our Career-line faculty hold heavier teaching loads because of limited expectations in the areas of service and research.

- For your *departmental* rights see the appendices of the college's *Retention and Review Statement for Career-Line, Adjunct, and Visiting Faculty.*

Appointment vs. Employment Contract

- **Appointments** mean you are eligible for employment, but do not guarantee employment. Appointments for Career-Line faculty are limited (1-5 years).

- **Employment Contracts** spell out the nature of your hiring (teaching load, expectations, salary, etc.)

- An appointment does not guarantee an employment contract.

Types of Reviews - *Informal*

- Occurs annually, unless it's time for a formal review.

- Process:
  - Department Chair/School Director (or their designee) reviews the candidate's teaching (and research and/or service as relevant per the contract)
  - Chair/Director writes short summary of strengths and issues/problems if relevant & shares with faculty member by March 1.
  - If issues are present, the Chair/Director meets with candidate to address. May trigger a formal review if there are major issues.

Types of Reviews - *Formal*

- Occur in the final year of an appointment and serve as the mechanism for considering reappointment.

- A formal review is *required* for promotion consideration.

- May be triggered by 1) the candidate requesting consideration for promotion during an informal review year or 2) at the request of the Chair/Director when issues are evident.

Timeline for Formal Review (for 2021-22)

- **Oct.1** – Chair/Director notifies Review Committee & candidate
- **Oct. 15** – Deadline for candidate to request promotion review; Review Committee designates who will conduct peer teaching evaluations
- **Dec. 1** – Chair/Director solicits comments from faculty, staff, & SAC; Review Committee requests materials from candidate
- **Jan. 24** – Files close & are circulated to Review Committee
- **Mar. 1** – Review Committee shares their report with candidate (5 days to respond)
- **Mid-Late March** – Candidate & Chair/Director receive results of vote and report; Chair/Director reviews file, makes comments/recommendation, & shares with candidate (5 days to respond)
- **Mar. 31** – File forwarded to Dean
- **Mar. 31** – Deadline for Chair/Director to notify candidate of decision

File Contents

Candidate's Responsibility

- CV

- Personal Statement

- Most recent **syllabi** for all courses taught since the last Formal Review or Initial Appointment

- Any **other materials** the candidate deems relevant, such as course materials, simulations, presentations, evidence of pro bono or other work or activities that serve to enhance the Department/School's local, regional, national, or international reputation.

File Contents (cont.)

- **Department/School Responsibility**
    - All student course evaluations since last formal review
    - At least two peer teaching evaluations
    - Summary of employment responsibilities of the faculty member as outlined in the contract, describing expectations for teaching load, service expectations, and/or research expectations.
    - Any prior Informal Review Reports, Review Committee Reports, and Candidate Responses since the last Formal Review or Initial Appointment.

Evaluating Teaching

- Three areas of evaluation:
  - Course instruction
  - Curriculum and program development
  - Student advising and mentoring
- Rating Scale
  - Excellent
  - Very Good
  - Effective
  - Not Satisfactory
- For reappointment – at least *Effective*
- For promotion (Assistant -> Associate) – at least *Very Good*
- For promotion (Associate -> Professor) – *Excellent*

Any questions before we move on?

Tips for Writing Your Personal Statement

Your personal statement is tremendously important.

It provides you an opportunity to:

- explain **who you are** as a faculty member
- discuss **what you value**
- describe **how you contribute** to the university and your discipline
- elaborate on your **plans for future contributions**

Personal Statement (cont.)

- Your personal statement should include the following as appropriate:
  - (1) a list of courses taught;
  - (2) a description of course load and administrative responsibilities, which includes types of courses taught, student enrollment, student contact hours, and the types of student assessment for the courses;
  - (3) a statement of teaching objectives and philosophy;
  - (4) a description of any teaching grant submissions and funding;
  - (5) a description of research accomplishments, including any grant submissions and funding as well as publications; and
  - (6) a summary of employment expectations as specified in the formal contract (i.e., teaching load, service expectations, research expectations);
  - (7) a description of service responsibilities (if relevant); and
  - (8) anything else the candidate deems relevant.

Personal Statement (cont.)

- Be concise, but thorough
  - Do not say more than necessary. Likely your Personal Statement will be 4-6 pages. (May be shorter if there are no research or service responsibilities/expectations)

- Be organized
  - Should include sections for Teaching (and Research & Service as relevant)

- Give examples (evidence)
  - Illustrate your theory and ideas. Help your reader understand who you are as a teacher and what you add to your department.

Personal Statement (cont.)

- Think about your audience (both inside & outside your discipline)
  - Departmental Committee
  - Chair/Director
  - Dean
- Help your audience to read your CV, but do not simply repeat the CV
  - The CV shows facts, but the Personal Statement gives you a chance to say what the CV cannot.
  - In the Personal Statement you can explain how crucial or influential particular "lines" on the CV are.
  - Rather than listing what is already listed on the CV, use the Personal Statement to draw out themes, major achievements, and hidden aspects of the CV.

Personal Statement (cont.)

- Articulate your **teaching philosophy and achievements**
  - What are your overall teaching goals and how do you achieve them?
  - What evidence do you have that you achieve them?
  - Can you include a particular anecdote to illustrate your philosophy?
- Address your **research agenda and achievements** (as relevant)
  - What unites your research?
  - Discuss how particular work aligns with your program.
  - What future research plans do you have and how do they relate to the work you have already done?
  - How does your research relate to your teaching?

Personal Statement (cont.)

- Address your **service achievements** (as relevant)
  - What do you contribute to the department/school that is substantial?
  - What do you contribute to the school that might be "hidden," but important work?
  - What kind of service is most meaningful to you and why?
  - Is there a theme for the type of service you are most drawn to?
- Address any issues in your file (E.g. poor course evaluations) or issues raised in past reviews
  - No need to dwell on the negative, but it is important to address any issues in the file. Otherwise, it might seem that you have ignored concerns.
- EDIT wisely
  - There is no excuse for grammar and/or spelling errors.
  - Ask someone else to read before submitting ☺

Any questions about the Personal Statement?

Tips for Crafting an Effective CV

FORMATTING

- Formatting/layout is SO important! Make your CV as easy to read as possible.

- Respect "official" categories (and create your own as needed)
  - Tailor your CV to your purpose/audience.
  - You will likely have multiple versions of your CV for different purposes.
  - For RPT the order is typically: Education, Employment, Research, Teaching, and Service.

CV Tips (cont.)

FORMATTING (cont.)

- Arrange categories in order of importance (considering the purpose of this CV)

- What do you want to include or exclude?

- Do not provide prose. If prose is needed, put it in your personal statement.

- Make sure your font and formatting remain consistent throughout.

- Be sure all similar projects are formatted in the same way. (E.g., all publications should be listed in the same style, such as Chicago, MLA, APA, etc.)

- Look at other people's CVs, and decide what you like/dislike.

CV Tips (cont.)

DETAILS

For each entry, emphasize the information that highlights your achievement.

- E.g., the title of a course is much more communicative about your ability as an instructor than is the course number.
- Did you create the course? If so, is that clear?

- Use appropriate subcategories in order of importance. This will highlight your particular achievements and skills, and also makes the CV clear and easy to read. (E.g., courses taught, curriculum development, students mentored/advised, grants, etc.)

CV Tips (cont.)

Details

- Use appropriate subcategories in order of importance.
  - This will highlight your particular achievements and skills, and also makes the CV clear and easy to read.
  - Sample subcategories might include: courses taught, curriculum development, students mentored/advised, teaching grants, etc.
- For each entry, emphasize the information that highlights your achievement.
  - For example: The title of a course is much more communicative about your ability as an instructor than is the course number.
  - Another example: Did you create (or completely overhaul) the course? If so, is that clear?

CV Tips (cont.)

DETAILS (cont.)

- Don't forget to include details:
  - Dates & venues/locations
  - Publication page numbers
    - (Remember: Publications means material *you* authored. Publications *about* you should appear in a separate category, perhaps titled "reviews" or "publicity.")
  - Clarification of your role in collaborative work

CV Tips (cont.)

CV No-nos ☹

- Never *pad* your CV

- Do not hide information (or lie)
    - E.g., Let's say you write a short essay, but you don't want readers to know how short it is, so you decide not to include page numbers. This will only make readers search for the page numbers and start to distrust you. Provide the page numbers. If you collaborate with someone on a teaching grant for which they were the primary author, acknowledge this.

- What NOT to include:
    - Your home address and/or personal phone number (unless you are certain the CV will not be circulated).
    - Any student names, other than those who have completed their degree and have a "published" thesis with your name included in it.
    - Non-competitive grants, such as a Dean's Travel Funds and Pre-tenure Professional Development Funds

Questions?

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