

Over the last several years the UCR Academic Personnel Office has coordinated path-to-tenure and path-to-full workshops as a contribution to campus faculty mentoring efforts. For the past 3 years, these workshops have been run as panels with recently promoted faculty joining the VPAP for a discussion of advice that worked well for them, followed by a Q&A session that engaged the attendees. In addition, the path-to-tenure and path-to-full workshops were offered separately from each other, and also individually within each college/school. This document is a summary compilation of advice offered from these workshops.

GENERAL GUIDANCE – PATH TO FULL

RESEARCH

1. **The CALL.** Read the relevant portions of the CALL to understand all the options available to you during your review actions.
2. **Seek Mentorship.** Do not be afraid to seek out a mentor, even if you are an Associate Professor
3. **Focus on Impact.** Promotion to tenure is about your publication record, but promotion to full is about impact. Identifying gaps in the field can fuel impact.
4. **Increased Independence.** One way to accentuate your creativity and ability to adapt to new challenges is by expanding your research portfolio in new directions. For collaborative work, this might mean involvement with new colleagues and from that start, you might be able to develop your own new direction.
5. **Leadership within the Discipline.** Leadership in the field is judged by being actively engaged with conferences, starting to get asked to do things by outside people/organizations, and being recognized in outside letters for having a strong and international reputation.
6. **Professional Activities.** Escalate your efforts for leadership roles in your professional service. This will build your reputation and visibility.
7. **Conference Organizing.** Organizing a conference or editing a special issue of a journal are good roles for an associate going to full.
8. **International Exposure.** Expectation for an international cache is higher for promotion to full than for promotion to Associate.
9. **Diversify Your Research Interests.** Getting tenure showed you can handle being a professor and have made a mark in one area. Now you can expand and try out some new things to see what you like, perhaps taking a chance on something or finding new collaborators. You can also grow into teaching, possibly by redesigning a class or even a program.
10. **External Letters.** Letters are extremely important at both promotion steps, but for promotion to Full they matter even more since impact is judged over a longer period of time. New letters writers should be included compared to promotion to Associate.

11. **Sabbatical Planning.** Combine sabbatical with quarter(s) of no teaching to extend focused research time. Sabbatical time may be used to map out second and third research projects.
12. **Authorship Etiquette.** Consistently placing your name ahead of students may be viewed as selfish, but this really depends on the circumstances. Explain the role of co-authors in the contributions statement.
13. **Expert Testimony.** Testifying as an expert demonstrates both impact and visibility.
14. **DEI in Research.** Research that has a DEI element strengthens the impact of research. However, not all research will have DEI elements and it is not a required element.

GRANTS

1. **Research Sustainability.** For some disciplines, every promotion to full decision asks about research sustainability, and for some fields grants are essential to keep the research program going. Submitting successful proposals will be critical to a positive promotion decision within these fields.
2. **Publication Quality.** What kind of prior publications you have matters when to reviewers of your proposals.
3. **Engagement with Program Directors.** Speaking with program directors at the agencies to fully understand the Call for Proposals will help shape your proposal.
4. **Reviewer Experience.** Serving on grant panels as a reviewer is a great way to improve the scope of your knowledge about your field, and seeing what types of projects get funded can help you aim your own project in a productive direction.
5. **Early Career Opportunities.** Do not overlook the possibility of UCR seed grants and aim to submit an early career proposal to agencies like NSF, NIH, and USDA.
6. **Manage Teaching Obligations.** Use available teaching relief around grant deadlines.
7. **Collaborative Opportunities.** Reaching out to collaborators can open up opportunities for grant success.
8. **Identify Agency Priorities.** Find potential problems by reading reports, listening to people about what matters, and finding out what agencies care about.
9. **Involve Students.** Look for ways that students can help you write proposals, perhaps by doing some of the necessary preliminary work that is also related to their projects.
10. **Maintain High Quality Proposals.** Make sure every proposal you send out is high quality, regardless if it gets funded or not, as your reputation builds upon that.
11. **Revisions.** Revise and resubmit rejected proposals at least two or three times to collect useful review comments from the process.
12. **Publish Research Outputs.** Publications from the research on funded grants are essential. Lots of grants but insufficient publications will be viewed negatively.

13. **PI Status and Funding Share.** PI status and sole-PI status get recognized. Showing your share of the funding can help explain your role.
14. **Use of Start-up Funds.** Use your start-up funds on projects that have a long enough runway to obtain large grants later.
15. **Undergraduate Research.** Undergraduate research is important for some grants and important for providing graduate students an opportunity to learn skills on how to mentor undergraduates.
16. **Training Grants.** Roles with training grants help the service and mentoring dimensions of your file, particularly when you have a leadership role.

TEACHING AND MENTORING

1. **Proficient Overall Teaching.** By now, there should be an abundance of evidence for high quality teaching in the file based upon years of accrued experience.
2. **Accept Feedback.** If there are poor student evaluations in your merit file, you should discuss in your self-statement what the problems were and how you tried to address them. Hopefully, you can point out how your adjustments have led to improvements, possibly through consultations with ADT and/or XCITE.
3. **Classroom Recordings.** If you teach in-person, but record your lectures for posting, you can anticipate that in-person attendance will drop precipitously.
4. **Graduate Student Involvement.** Expect more opportunities, and higher expectations, to work with graduate students after your promotion to Associate.
5. **Next Generation Leaders.** Demonstrate that you can train the next generation of scholars in your field. Make beneficial use of mentorship statement to detail your role in mentoring and the success of your mentees.
6. **Balanced Mentoring.** While you might tend toward less intensive hands-on mentoring once your research program is well established, continue to provide effective mentorship and guidance to students.
7. **Leveraged Mentoring.** Working 1-1 with students to witness and help them develop their PhD projects keeps you on your toes and keeps you curious. That can also extend to mentoring and working with junior faculty.
8. **Self-Assessment of Students.** All students believe they want to do an excellent job but my underestimate what it takes to do an excellent job. Keeping that in mind, set clear expectations and checkpoints for students you are mentoring.

9. **Assessing Student Potential.** It will be difficult to predict which graduate students will be awesome. Gather an impression about potential mentees as much as possible in classroom setting and at department events to gauge attitude, curiosity, and ability. Seek department guidance about students and have clear and written expectations for students you work with. Some graduate students will need more mentoring, and do not confuse that with the lack of skill or competency. Talk to your chair and the graduate division if the working relationship begins to be uncomfortable.
10. **Graduate Admissions Committee.** Service on graduate admission committee is an effective way to see the profile and caliber of incoming students.
11. **Undergraduate Research Experience.** Engagement with undergraduate research is valued. It is a form of mentoring that compliments teaching. You should be clear about your role and the amount of contact you had with the student. The work is particularly rewarded when a publication results with the student on the author list. The UG Research Journal at UCR is a fine venue for these efforts.

SERVICE

1. **Increased Service Load.** Take on a heavier department-level, college-level, and campus-level service load after reaching Associate Professor.
2. **Editorial Roles.** A significant uptake in editorial service (e.g., at least AE roles) is helpful to demonstrate increasing respect and visibility.
3. **Conference Organizing.** Organizing a conference or editing a special issue of a journal are good roles for an associate going to full.
4. **Chairing Committees.** Assistant professors should be members of committees, but associate professors should have some chair roles.
5. **Senate Service.** It would be typical to try to get involved with Senate service before promotion to full.
6. **Faculty of Color and Women Faculty.** Faculty of color and women faculty will experience many requests for committee work due to a goal to have diverse representation of faculty who are serving. In addition, they will be sought after for graduate student committees. You need to monitor the workload and protect some time for scholarly work.
7. **Community Service.** Community service often connects to contributions around DEI. Helping students prepare for college entrance exams, presenting in classrooms about career opportunities in your field, tutoring in underserved communities, judging in poster competitions are a few examples that strengthen a file.
8. **Department Chair.** Taking on the role of department chair is optimally done after reaching Full. That said, there many examples of associate professors who served as chair and reached Full. Associate Professors should seek advice about whether they are ready to assume the Department Chair role.

SPECIFIC TIPS FOR BOURNS COLLEGE OF ENGINEERING (BCOE)

1. **Grants.** Significant emphasis on grants, including sole-PI grants and large money grants. Showing your portion of the money when a co-PI is important.
2. **Collaborations.** There is an increasing trend for collaborations with CNAS and SOM.
3. **Writing with Students.** Authorship with students is quite common and often the PI is toward the back of the list, though may be the corresponding author.
4. **Conference Papers.** Computer science discipline gives as much, if not more, credit to refereed conference paper (in prestigious conferences). It is good to mention this in self-statements and have the department letter talk about it.

SPECIFIC TIPS FOR COLLEGE OF NATURAL & AGRICULTURAL SCIENCES (CNAS)

1. **Grants.** In many CNAS departments, grants are critical for the sustainability of research programs.
2. **Team Science.** The distinction between team science and basic science is important. Both are valued. Your self-statement and the department letter should highlight where you are on this spectrum and talk about the role of your collaborative work to the field.
3. **Independence.** It is expected that your research should mostly be around data and efforts that come from your own UCR lab.

SPECIFIC TIPS FOR SCHOOL OF EDUCATION (SOE) AND SCHOOL OF PUBLIC POLICY (SPP)

1. **Student Mentoring.** Co-advising and/or working with student in other departments is good.
2. **Audience for Scholarly Work.** Public scholarship is highly valued.
3. **Book Publishers.** For books, academic press has more prestige, but trade press has more impact. After you reach full, trade press might be a good avenue to work on the impact of your work.

SPECIFIC TIPS FOR SCHOOL OF MEDICINE (SOM)

1. **Grants.** Grants are critical for the sustainability of research programs.
2. **Teaching.** Most medical schools do not require a lot of teaching, but UCR SOM does.
3. **Low Value Research Products.** Do not spend time on review papers or book chapters.
4. **Collaborations.** Collaborations with MDs can be beneficial.

SPECIFIC TIPS FOR COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES (CHASS)

1. **Fellowships.** Fellowships are very prestigious to the file. Review the policy that CHASS has for administering Fellowships.
2. **Invited Talks.** Particularly as an associate professor on the way to full professor, try to get invited by foreign universities for talks and/or fellowship appointments to build your international reputation.
3. **Book Disciplines.** In some departments, the so-called book disciplines, a first book is necessary for tenure and a second book is necessary for promotion to full. This is changing somewhat, and the department research statement should be reviewed to understand your department's culture. For book disciplines, things that get you merits are not necessarily the same as things that get you promotion. Think about how you want to be perceived by the outside: two books on the same topic, or two books on different topics. Academic press has more prestige, but trade press has more impact. After you reach full, trade press might be a good avenue to work on the impact of your work.
4. **Bunching Teaching.** Bunching is a widespread practice and can be used effectively for increased focus on your research but understand that it is not equivalent to a "leave," as faculty are expected to be in residence, with significant on-campus presence, unless they are on a sabbatical or approved leave of absence.
5. **Protecting Writing Time.** Faculty in writing disciplines have found protecting certain times of day, and not letting anything change that, leads to increased and consistent productivity. Joining writing clubs is a good idea.