TO: Members, Academic Senate

Enclosed is a copy of a faculty handbook prepared by the divisional Committee on Equal Opportunity. The handbook is designed to provide information and encouragement to new and junior faculty members who are in the tenure track and in residence series. The general focus of the "survival handbook" is on University procedures regarding advancement and promotion, with specific advice on developing strategies for a successful career at UCSF.

The Committee would like to acknowledge the helpful advice it received from many individuals and groups on campus during the preparation of the handbook. We would like to thank especially Henry J. Ralston and the Senate Officers and Committees; Senior Academic Vice Chancellor Ramsay and his staff; Dr. Keith Wilson; Ms. Kathie Schmidt; Dr. Ralph H. Kellogg; and Ms. Rachel Bernstein in the Affirmative Action Office.

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With special thanks to Ralph H. Kellogg, Secretary, San Francisco Division; Kathie Schmidt of the Academic Senate Office; the Committee on Academic Personnel; the Office of Academic Affairs; the Office of Academic Services; and the Affirmative Action Office, UCSF.

We would like to credit the UC-Irvine booklet entitled *Advancement and Promotion at Irvine: a Survival Handbook for Tenure-Track Faculty* for providing the framework and some of the material in this booklet.

Prepared by the Committee on Equal Opportunity of the San Francisco Division of the Academic Senate.
This booklet describes the processes of advancement and promotion at the University of California, San Francisco. It is intended to highlight in an informal way the aspects of academic appointment and promotion procedures that are sometimes misunderstood. The booklet is designed specifically for assistant professors in the in-residence and tenure track series; however, the first section provides information about other faculty series. Both policy and practical advice about strategies for advancement and promotion are discussed. A section on the additional difficulties faced by women and minority faculty members has been included.
A variety of academic titles and series is used by the University in making academic appointments. With few exceptions, appointments are made at a given rank (e.g., assistant, associate, etc.) and step (e.g., assistant professor step I, associate clinical professor step II, etc). The step is not part of the title or the rank. Rather, it is an indicator of the stage of advancement of the individual. If you are appointed as an assistant professor step III, it is anticipated that you will be promoted earlier than an assistant professor step I. However, the eight-year rule (see below) applies regardless of the step at appointment.

There are five primary faculty series used at UCSF: tenure track (ladder rank), in-residence, professor of clinical (x), clinical, and adjunct. Table I summarizes the criteria for promotion in each of the series and indicates whether an appointment confers membership in the Academic Senate, leads to tenure, or entitles one to the privilege of a sabbatical leave.

A common misconception among UCSF faculty is that the in-residence and tenure track faculty series
are identical. With respect to the criteria for promotion, these two series are identical, but University-funded tenure is never conferred to members of the in-residence faculty and in-residence faculty members are not entitled to sabbatical leave. However, they are eligible for professional development leave.

Since continued employment, merit pay increases, and promotion depend on your performance, it is important to know your series, rank plus step, and to understand the expectations attached to a specific status. The University's policies and procedures relating to specific titles can be found in the Academic Personnel Manual (APM), which is available in departments and in the library.

All academic appointees are regularly reviewed. Normal periods of service are assigned to the various steps in the published academic salary schedules. Although these indicate the usual intervals between advancements, they do not preclude more rapid advancement in case of exceptional merit or slower advancement when warranted. For candidates in the in-residence and tenure track series, it is important to be aware of the eight-year rule: 'An Assistant Professor who has completed eight years of service in that title, or in that title in combination with other titles as established by the President, shall not be continued after the eighth year unless promoted to Associate Professor or Professor.' (APM, 133). The University gives unsuccessful candidates a one-year terminal appointment, thus review for promotion must be completed no later than the seventh year. It is critical that you know when your clock starts (APM, 133-0).
What is Tenure? In the context of the academic appointment process at the University of California, San Francisco, tenure is automatically conferred by promotion from the assistant to associate level for all individuals in the tenure track series. Tenure implies a permanence of position guaranteed by the University. However, there are a

<table>
<thead>
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<th>Criteria</th>
<th>Tenure Track</th>
<th>In-Residence</th>
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<th>Clinical 5</th>
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<td>University &amp; Public Service</td>
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<td>Yes</td>
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<td>Limited 3</td>
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</table>

1 Only the primary series used by the University are included in this chart.
2 FTE = full-time equivalent. Each person in the tenure track system “occupies” an FTE. FTE funds are available through the State of California and are based on student enrollment.
3 Faculty members in the in-residence series are not entitled to state-funded sabbatical leave but they are eligible for professional development leave. Professional development leave varies among departments.
4 Faculty members in the professor of clinical (x) series are expected to have creative achievements; however, these are subjected to different criteria than the creative achievements expected of tenure track and in-residence faculty members (APM 210). Creative achievements may be given less weight than teaching and professional competence.
5 There is some variation between schools in the weighting of the criteria. See departmental chair for clarification.
6 Criteria for promotion of faculty in the adjunct series can vary depending on the role expected of each individual. Every faculty member in this series should seek specific clarification from the department chair as to how the criteria will be weighed in his/her evaluation.
Criteria for Promotion

Criteria for promotion to associate professor include creative productivity and scholarship—reflected by research and publications; teaching—reflected by evaluation by students and peers; documentation of community and university service; and documentation of professional competence and activities. Excellence in these categories is expected. Awards and honors indicating excellence in one of the above categories enhance your appraisal for promotion to tenure.

Your department chair is required to provide each faculty member eligible for promotion to associate professor with a formal description of the process of academic review. The Academic Personnel Manual, which is available in every department office, describes this process (APM, 160, 210, 220).

Your evaluation for promotion actually begins at the time of your initial hiring. Your carefully reviewed and approved appointment reflects a judgment that you have the potential to make yourself promotable before the time limit imposed by the eight-year rule, and presumably sooner if you are appointed at a higher step than step I. Normally, you are reviewed for promotion to associate professor in your sixth year. If you think you should be reviewed earlier, discuss it with your department chair.

Prior Reviews

Assistant professors are normally reviewed for advancement every two years (until reaching the associate professor level). At any of those two-year intervals, your appointment may be permitted to lapse. However, your appointment may not lapse without a review. If you are denied a step (merit) increase, take this very seriously. It is an indication that you need to improve or you may not "survive." Find out what your problems are and work on them.
Formal appraisal of your academic promotion is judged by the same criteria necessary for promotion to the associate level and is usually performed in the fourth year. It may coincide with a review for merit (or step) increase. These involve separate review procedures: the merit review covers new work done since your last merit increase; the formal appraisal is an evaluation of your entire career and its potential promise. Its purpose is to help the department and the candidate identify strengths and weaknesses in time to improve academic productivity before submission for promotion to the associate level. In a few cases, the outcome of these reviews is nonrenewal of an appointment (APM, 220-84), but more typically the candidate is reappointed with advice about facets of performance that need improvement. Such advice is provided with kindly intent, but it should be taken very seriously as a warning that your performance up to this point has been judged below expectation and that failure to improve will put your survival here in serious jeopardy.

There are six steps in the review process required for promotion to associate professor: review by 1. your department, 2. your department chair, 3. your dean, 4. a university ad hoc committee, 5. the Committee on Academic Personnel, and 6. the senior vice chancellor for academic affairs. These reviews are usually conducted sequentially as follows:
Departmental Review

The first level of review is within your department. Your merit increases, your initial appointment, your assistant professor appraisal, and your promotion to associate professor depend in part on decisions made within your department. Senior faculty within your department review your academic progress and vote to accept or reject your proposed promotion.

Your Department Chair

Your department chair highlights aspects of your performance in a letter to the dean of your school for evaluation. The choice of rhetoric can have an impact on the eventual outcome.

The department chair's letter includes a report of the faculty review, a summary of your teaching responsibilities including teaching hours, as well as a summary of your research and creative work, professional competence and activity, university and public service, and his/her own evaluation of your academic progress. This constitutes your promotion package, which is identical for both in-residence and tenure track faculty and includes the following (see Table II): your department chair's letter, usually three to five evaluations of teaching from students and peers, at least five representative reprints reflecting your creative activity, at least three intramural and five extramural letters of evaluation, and a curriculum vitae including a one-page description of your current research program as well as one page documenting your current teaching responsi-
Table II/Checklist for Departmental Use in Preparing Academic Personnel Files

- Department Chair’s Letter, to include:
  - Four-category evaluation (teaching, research and creative work, professional competence, and university and public service)
  - Report of departmental faculty review (copy of written report, if available)
  - Teaching responsibilities, including current or anticipated teaching hours
- Teaching Evaluations from Students and Peers
- Creative Activity (five representative reprints are recommended)
- Three Intramural Letters of Evaluation
- Three to Five Extramural Letters of Evaluation
- Dean’s Form Letter with Specific Recommendation
- Current Biography and Bibliography
- Curriculum Vitae, to include:
  - Current position, with dates
  - One-page description of current research program
  - One page documenting current teaching responsibilities and teaching hours (past, current, anticipated)

You should pay careful attention to the preparation of your curriculum vitae since it provides you with an opportunity to present your activities and accomplishments in the most favorable light. Information highlighting your academic strengths will improve your evaluation. Your promotion package should include information on grants (dates, sources, your role and responsibility, status of projects). It is important to remember that although preparation of portions of your promotion package may be delegated to a departmental administrator, the final responsibility for providing a complete package reflecting your academic productivity rests with you. After your promotion package leaves the department, you may not add new information unless it is requested by one of the reviewing groups.

Your carefully developed statement of your record of research and publications, teaching, administrative activities, professional activities, public service, and awards and honors is an important part of the promotion process. You can submit your own statement as
part of the promotion package whether or not your chair requests it.

For the outside reviewers, you should prepare packets of your work to be considered, including an updated curriculum vitae and a statement of your research directions, to be forwarded with the chair's letter asking for letters of evaluation. It is essential that the outside reviewers have available copies of your work to facilitate their evaluation of your academic contributions. Because national recognition of your contributions is encouraged for promotion to associate professor, it is important that your department chair selects outside reviewers who understand your contributions and comment appropriately. A good chair informs outside reviewers that the University is seeking evaluations and makes sure that reviewers will have comprehensive access to your work. You may also submit names of persons you believe would be appropriate evaluators.

Your Dean

On leaving the department, the promotion package along with the department chair's letter reflecting departmental review for your promotion is sent to the dean for his/her appraisal and letter of evaluation.

University ad hoc Review Committee

The promotion package then reaches the Office of Academic Affairs and is sent forward to the Committee
on Academic Personnel (CAP), an appointed senate committee of faculty whose charge includes review of appointments, merit increases, promotions, and non-reappointments. The deliberations of this committee, as well as those of others, are confidential. For new appointments at the assistant professor level (step III and above) and promotions to associate professor, an ad hoc committee is nominated by CAP and appointed by the senior academic vice chancellor. Usually the ad hoc committee consists of members in fields pertinent to your own and at least one member from your department. In some cases the CAP may act as its own review committee. The ad hoc committee is a critical factor in the outcome of your promotion to associate professor. The membership of this committee is confidential but you can have some influence on its composition by notifying your chair (in writing) before your case leaves your department if there are any individuals who you feel are personally antipathetic to you or your work and would be considered prejudiced. Your written statement must include your reasons (APM, 220-80c) and will be included in your promotion package. The ad hoc committee writes its own assessment of your academic progress and makes its recommendation regarding promotion.

Committee on Academic Personnel

The report and recommendation of the ad hoc committee are returned to the CAP. After reviewing all the evidence, the CAP votes and forwards its recommendation as well as the entire promotion package to the senior academic vice chancellor.

Senior Academic Vice Chancellor

If the CAP’s recommendation is favorable and if the senior academic vice chancellor agrees with the recommendation, it is put into effect. If the CAP’s recommendation is not favorable and if the senior academic vice chancellor agrees, a letter of tentative denial will be sent to the departmental chair. If the senior academic vice chancellor disagrees with the CAP’s recommendation, it can be sent back to the CAP for reconsideration. In advising the chancellor, the senior academic vice chancellor can reject the advice of the CAP although the CAP’s decision is most often upheld. Final decision-making power resides with the chancellor.

Confidentiality is a controlling factor at all levels. You are not allowed to see the confidential portions of your
own file. The statements transmitted by the department chair, dean, CAP, and the senior academic vice chancellor are all confidential. Breaches of confidence are subject to disciplinary action. You do have a right to obtain a written summary of material in your file before the departmental recommendation is determined, following departmental review (before it is forwarded to the dean), and again following the promotion decision (APM, 220-80d, e). This summary provides the "full flavor" of the file while maintaining confidentiality.
Research and Professional Reputation

When you take up a new role in a social system, there is much to learn. You must gain access to the flow of information within the system and you must juggle multiple roles and responsibilities. The professional roles in a major research university such as UCSF include teaching, research, administration, professional and community service, and in many cases applied activities such as clinical practice. Furthermore, the guidelines for promotion to the associate level require that these multiple roles be evaluated.

Although the daily University structure and life is set up around teaching functions, independent research accomplishments are looked at critically in promotion to associate professor. Evidence of a productive and creative mind will be sought in your published research. For promotion to the associate level there must be evidence that you are continuously and effectively engaged in creative activity of high quality and significance. The teaching function is important, but should not be the predominant activity.

There are many strategies and approaches used to set a successful course for promotion. Effective strategies focus on the use of one's time to develop and implement a scholarly, productive research program. You must set yearly and multi-yearly plans to accomplish specific investigative goals by the time of your formal appraisal and, further, what you need to have completed by the time of evaluation for promotion to associate professor. Successful plans include:

1. Developing your agenda around the best times to collect data, around deadlines for conference and grant submissions, and around the best times to write. For example, if you are faced with particularly heavy teaching responsibilities one quarter, try to find some weekly time to collect data or do library research so that when more open blocks of time become available, you are ready to begin writing. As you approach promotion to the associate level, you may wish to ask your chair for a lighter teaching load; for example, courses that might involve less preparation or courses with fewer students.

2. Establishing blocks of time weekly to work on your own research activities. Do not give these up under any circumstances. For example, in scheduling student appointments, keep a certain number of hours open for
students, but do not deviate from the schedule. Some people work best in whole-day blocks of time; others find mornings the best time to write. Do not use these precious blocks of time to read your mail or answer correspondence, or finish lectures or other work that has spilled over into the time allotted to your own research. Treat your research times as if they are actual appointments and cannot be broken.

3. Planning for some leave time to maximize your opportunities to write. Apply for a grant with some release time from teaching, or a Faculty Development Award that would allow you time off from teaching or a summer free to write or pursue your research. If such funding is not available to you, draw on your sabbatical or professional development time if eligible, or take a leave without pay (if it can be managed) to ensure an uninterrupted period in which to complete a body of work.

By actively designating time for your research, by developing a five-year plan, you can build a research program that has room and time to grow.

Developing a Scholarly Program

Your scholarly contributions will be evaluated for evidence of growth, impact on the field (for example, work that opens new lines of investigation), and future promise. Often that means your work needs to be programmatic or progressive—it is expected to unfold, with one contribution leading to another. Hence, you will be continually faced with choices about what to do next. Each discipline varies in terms of what kind of scholarly contribution they most value, be it a book or journal arti-
Grants—A First Step

Once a research emphasis has been established, grants are necessary to help provide financial support to carry out the research and to provide release time from teaching. With such support, an opportunity to devote a concentrated block of time to research is afforded. This is critical in the building of a research program.

Often a new faculty member does not have information about all the sources of grants. This information is available through your department and also the UCSF Office for Research Affairs.

The usual sequence recommended for grant application is beginning intramurally and, once successful there, seeking outside (extramural) funding. Examples of such sources are:

UCSF

Office of Academic Services (all campuswide competitive awards for faculty are administered through this office)
School of Dentistry Research Committee, BRSG-NIH
School of Medicine Research Evaluation and Allocation Committee
School of Nursing Research Committee, BRSG-NIH
School of Pharmacy Graduate Instruction and Research Committee, BRSG-NIH
Research Committee, Academic Senate

Extramural

Alcohol, Drug Abuse and Mental Health grants—NIMH
National Center for Health Services research grants
NIH—various institutes, e.g., Aging, Cancer, Heart, Lung and Blood, Neurological Center for Nursing Research, NIH
National Science Foundation
Sigma Theta Tau, Inc.
Robert Wood Johnson Foundation
W. M. Kellogg Foundation
American Cancer Society
American Heart Association
Preparing for Publication

Although a faculty member’s performance for promotion is based on professional ability, teaching, public service, and research judged by publications, the latter is given most weight by reviewing committees. It is research publications, which can be read, judged, and compared that represent the most important portion of the information submitted to promotion committees and create the basis for departmental, national, or even international reputation.

To achieve this success it is important to approach publication of one’s research results properly. First the research itself should be either completed or have reached a point that makes a logical stage for reporting. Multiple little papers or case reports increase numbers but detract from the overall quality of achievement. Once the results are available and worth reporting, you must make several decisions. The paper should be well written and reviewed internally by experts who will criticize it. Hopefully, the experts who review the paper have also participated in the particular research project. If not, they should not be coauthors. Coauthors should be
listed in sequence according to the amount of effort expended. Faculty members who have only read the paper should not be included as coauthors. Everyone who participated in the research should have an opportunity to examine and review the manuscript before it is sent to a journal.

The paper should be sent to a journal that specializes in publishing the type of research being reported; it should referee publications and be as prestigious as possible. A paper appearing in a leading journal brings more credit to an author than one in a lesser publication. It is customary that a prestigious journal's reviewers will demand revisions, explanations, expansions, or omissions. They should be performed without rancor and as thoroughly and expeditiously as possible.

Preparation of abstracts for possible presentation at professional meetings requires thought and care. There is evidence that sloppy abstracts tend to be rejected by program committees; conversely, those prepared by word processing methods have a higher rate of acceptance. Adhere to the format requirements for the specific meeting and use a classic, readable type face. The content of abstracts is an art form. Neophytes should freely seek the help of experienced colleagues. Presentation of papers at prestigious professional meetings is considered favorably by promotion committees, but there must be evidence that presentations are followed in a reasonable time by publication of a formal report, preferably in a refereed journal.

Visibility

Departmental

It is important to participate in the department's permanent, as well as ad hoc committees, research symposia, teaching conferences, and presentations to students, residents and research fellows. In the department the more one helps the advancement of one's colleagues, the more one becomes a valued faculty member and helps create the atmosphere of harmony and cooperation essential for a department to become truly great.

National

National reputation is generally built on the originality and quality of research. It can be further enhanced
by learning to be a well-organized, clear, and persuasive lecturer in the field of one's research. Service on editorial boards, NIH site visiting, study section, and consensus conferences take time and effort and are not only valuable contributions but also help the school and the department as well as the individual. Be generous with your time when called upon to work for scientific societies in your field of endeavor. The education of young colleagues and their professional success eventually is the most important ingredient of one's reputation.

**International**

International reputation is probably the most difficult to achieve and takes the longest time. It is based on national reputation, on the training of foreign research fellows, attendance at international meetings, service on international committees, and lectures and paper presentations at international meetings. When reached, it is the ultimate addition to your own prestige and that of your department.
From the beginning, you should keep ample records of your accomplishments from which to draw documentation for merit increases and promotions. Do not assume that your department is doing this for you. You need to keep a record of your accomplishments in teaching, service, and research, and of professional recognition. Your records should be summarized in your curriculum vitae, but you should have additional documentation.

Excellence in teaching is essential for promotion at UCSF. The University's Instructions to Appointment and Promotion Committees clearly states "superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions." Teaching at UCSF ranges from formal lectures in large classrooms to informal discussions with individual students and housestaff. You need to document a. what and whom you teach, b. the quality of your teaching, c. curriculum and course development, d. theses and orals committees, and e. work on textbooks, either unpublished or published.

a. What and Whom You Teach

Your formal courses should be listed in the departmental records. Be sure that you have a copy of that record (updated annually) and that it is accurate. Keep your own files of other than formal teaching. This may include individual tutoring, clinical teaching, and training of postdoctoral fellows and graduate students in laboratory research. Do not forget that instruction outside of UCSF in your area of expertise is also considered teaching. If you teach in continuing education programs, document this. Teaching of health-related subjects in the community should also be documented.

b. The Quality of Your Teaching

The quality of your teaching will be evaluated from the following data: student evaluations, students' letters, colleagues' letters, professional status of former students, your concern for teaching, and the quality of theses and dissertations being directed. Student evaluation of your formal course work is usually handled through the school. Depending upon the school in
which you teach, you may have a say in the aspects of your teaching that are being evaluated. Know your teaching strengths. For example, if your lectures are highly organized but not so dynamic, be sure that your organizational ability is appropriately evaluated. If a sense of humor is your strength, include it as an aspect of your teaching you wish to have evaluated.

If your initial teaching evaluations are poor, do something. Some of the best teachers received poor teaching evaluations initially but took the time to improve. There are several ways that you may improve your teaching. First, pay attention to the evaluations, particularly the written comments of students. It takes a strong ego to read some of the comments, which may range from terribly unhelpful remarks, such as "Dr. ______ should go to . . . ," to very helpful comments on the style of your lecture, the material covered, etc.

Second, get help from colleagues who are known to be good teachers. Visit their lectures. Ask for their handouts. Invite them to attend your lectures and give you comments. Finally, some schools such as the School of Medicine have resource personnel who will specifically
help you to teach better. Your efforts should be rewarded by improved teaching evaluations.

Many courses do not receive formal evaluation, e.g., graduate courses. If you feel that you are a much better teacher in the graduate courses, be sure to solicit student evaluations. Otherwise, this aspect of your teaching may never be documented. Your efforts in teaching are also documented by your handouts and course outlines. Be sure to keep a complete set of handouts in each of the courses you teach. These will document your concern for your teaching. You may also need to document the quality of your teaching in continuing education courses or in the community. This can be handled by letters from sponsors.

Student letters are also an important means of evaluating the quality of your teaching. If you are tutoring a student, be sure to ask the student if he/she has found your tutorials helpful. If so, make a note of it. Tell the student that you may ask her/him for a letter for your promotion or merit at a later date. Know how you can reach the student.

If you are an outstanding teacher, it is likely that you may be nominated for one of the teaching awards on campus. Each school has teaching awards that you may be qualified for.

In addition to the individual awards by the schools, the Academic Senate also has an award given annually to faculty members who distinguish themselves in teach-
ing within the first five years of university service. This award is prestigious and may be divided among several faculty members. If you feel you are an outstanding teacher, but are not receiving recognition, discuss this with your department chair. Your department chair may not have remembered to nominate you. These awards may be given for excellence in clinical teaching as well, so do not feel because you do not have formal classroom teaching assignments that you do not qualify for the awards. Remember that there are teaching awards voted by organizations of residents or students. If you are teaching in an organization that does not give an award, suggest it. Also remember that many professions have national awards for distinguished teaching. These are usually reserved for more senior faculty who have written textbooks, but you should be aware of the awards and if you feel you may qualify, talk to someone.

c. Curriculum and Course Development

If you have spent time on curriculum development in the department, be sure that there is some evidence of this in your records. You may need to ask your chair or students to write about this work. If you have developed a new course or a new method of teaching a subject, be sure to write about it in your dossier. Also, do not forget that the educational journals such as the American Journal of Pharmaceutical Education, the Journal of Medical Education, the Journal of Dental Education, and the Journal of Nursing Education will publish your creative educational efforts. Do not forget that instructional improvement grants are awarded annually. These are handled through the Office of Academic Services and may be useful to you in developing courses.

d. Theses and Orals Committees

Keep a record of the names of the students, dates of their oral examinations, and dates of graduation.

e. Textbooks

Textbooks or chapters in textbooks that you have already published or are working on should be documented. This provides evidence that you are lecturing to a broad base of students.
Service

Keep careful records of all your committee, consultant, and public service work. If products resulted from your work, include these materials in your own files (e.g., the development of a new program). Document evidence of your effectiveness and impact in your service functions. It is important to realize that you may be the only person keeping a record of your committees. If you are a woman or member of a minority group, you may find yourself overburdened with committee work. If this occurs, careful documentation of your committee work may help prevent further unnecessary committee assignments. It is important that you have some service at this stage of your career, but not at the expense of your research or teaching responsibilities.

Research and Professional Recognition

Your research efforts are easily documented in the form of listing your publications. It is also important to document when you are recognized professionally. Keep a record of requests to speak; to contribute to books, special journal issues, panels; requests that you serve on editorial boards; requests to serve on NIH study sections or site visit teams; requests to review articles in journals; and requests to reprint your articles in books. Consider putting letters in your file from persons acknowledging professional or service work on your part. You may wish to send your work to such people to keep them abreast of your new activities. If you receive a feeler about a job, be sure to keep a complete record, including date, time, and caller, even if you do not plan to proceed further. Check the citation index in your library to find out who is citing your work. Grants and fellowships are also good indicators of professional reputation. Attending national and regional research conferences is critical in the development of your profes-
V Professional reputation. Giving presentations at national meetings enhances your visibility. Poster presentations provide you with an excellent opportunity for meeting individuals working in your area.

In your curriculum vitae include not only published work, but overall research plans for your next five years. It is important to show that you have specifically defined research goals; that you are thinking in terms of a total directed research program and do not have a hit-and-run approach to research. Be sure to list all your publications, including those that have been submitted for publication and those that have been accepted but are not yet published. If you have a manuscript (or two) in preparation and already have a typed draft, you may also list it as in preparation and include a copy of the draft when requested. Avoid listing a large number of manuscripts in preparation. It gives the impression that you cannot complete what you start and that you are an unorganized investigator. When you are being considered for promotion to associate professor, do not let anyone dissuade you from including all—not just the most recent—of your scholarly published material. Your entire career is being judged at this point.

Remember that both your department and the Committee on Academic Personnel have a very difficult job in qualitatively assessing your performance. They must rely heavily on professional indicators, not just quantity of publication, which show that you are contributing to your field. They depend on an increasing scope of reputation as you move up, so evidence of national or international acclaim should be collected at all stages of your career.
Women and Minority Faculty

The University is a reflection of the society it serves. Full interaction between the two will ultimately lead to changes in both systems. Minorities and women have gained access to higher education in much larger numbers and represent a great potential resource to society.

The promotion system within the University is designed for highly ambitious researchers willing to work a 63-hour week, who are attentive to their profession's criteria of achievement, and who are able to discard or subordinate other preferences. This career pattern has been predicated upon the availability of a partner to support career development, freedom from the tasks of childrearing to ensure uninterrupted periods of work, and freedom to make geographical moves to obtain the finest training opportunities and appropriate advancements. Few women have this freedom or this set of supports. Ethnic minorities and women find themselves attempting to penetrate this traditional but often alien system of values and ideals.

The following are some of the constraints that female and minority faculty members face when they try to fit into this work world, with some suggestions for dealing with these constraints.

Role Models

The relative absence of females and minorities in leadership positions lessens the opportunities for the modeling of productive behavior and reduces the chances to have professional opportunities passed on. Given this reality, minorities and women often have to explore alternatives for professional development in their fields. It has been documented that information about grants or the politics of a department, or opportunities for participation in professional activities are often not accessible to minorities and women. Through lack of power as well as lack of access to the situations in which power is shared, women and minorities often are offered qualitatively different opportunities for participation in the academic world. Thus, it would clearly be helpful to do a discreet survey in your department of the usual allocation of support facilities, lab space, TAs, RAs, research committee funds, and teaching and committee loads to learn about equitable expectations and opportunities. Make it a specific project to contact and get to know other faculty, especially those senior to you, both in your department and other departments. Senior fac-
ulty frequently have advice on both departmental and scholarly strategy and are often in a position to represent individuals (suggest your name for conferences, lectures, etc.) in contexts where you are not directly involved. Don't forget that there are several faculty development grants available for women and minority junior faculty from the Office of Academic Services.

Although UCSF presently does not have formal mentor programs, it is likely that such programs will be established in the near future. Until then, individuals on the Academic Senate Committee on Equal Opportunity or the Chancellor's Advisory Committee on the Status of Women should be contacted. These individuals may be able to help you identify an appropriate mentor. Another source of information about women's issues and support groups is the UCSF Women's Resource Center.

Child-Rearing vs. Career Needs

The intense period of early career development is often precisely that time, from both a psychological and biological standpoint, when a young woman faculty member might wish to start a family or might already be engaged in the care of young children. Hence, having children and "making it in a career" are on a collision course.

The difficulties of early careers are compounded by a promotion process requiring you to prove yourself within a specific time period. Historically the eight-year time limit was introduced by universities in response to criticism that it was unfair to keep a faculty member employed at a junior level without either promotion or dismissal. Seven years with a year's warning was considered sufficient time to make a decision. Unfortunately, pregnancy, childbirth, and the commitments...
required of parenting juxtaposed against a more than full-time academic job, make the time limit before review for associate professor all the more stressful for those involved.

In the past, the full burden of childrearing was borne almost exclusively by women. However, men are slowly beginning to take a more direct role in childrearing. As this proceeds and as more women enter the work force, childrearing as part of normal life in the context of a two-career family will hopefully be seen in a more positive light. This could include provisions to take substantial time off at the birth of a child and during the child’s infancy. This opportunity could be taken by either parent or on a part-time basis by both. However, it may be difficult to realize a solution comfortable to most families.

Regardless, childrearing in a two-career family tends to raise a potential barrier to timely promotion. Some ways to minimize the barrier are good child care and household help. You may choose to place your child in a child care center such as the Marilyn Reed Lucia Child Care Study Center at UCSF or to have child care in your home. Both situations have advantages and disadvantages. For an infant or very young child, however, employing help in your home might be preferred, since it frees you from many childrearing tasks. In-home care also alleviates the stress of providing care during the inevitable illnesses of infancy. If the person also helps with household chores, including grocery shopping and cooking, you can devote more of your “free time” to your child. However, you should be prepared to “pay dearly.”

Release from teaching and/or the service workload for periods of time helps in achieving scientific goals. Leave without pay may also be one solution. At present a new University childbearing/childrearing policy is under consideration. You may obtain information about this policy from the office of the senior academic vice chancellor.

Culture shock is a very real experience for some minority and/or immigrant faculty who grew up and received all or part of their training outside the United States and for whom English is a second language. It takes time to catch up on communication skills—not
just daily communication, but the ability to give effective presentations and master the art of writing papers and grant proposals independently in a reasonable and timely manner. Most campuses offer classes in public speaking and writing, some of which are designed for the benefit of women or foreign students. It is essential that these issues are addressed early in your career in order not to waste time and opportunities.

Societal values and the health care systems are substantially different in the Bay Area as compared to other parts of the U.S. and indeed the world. Participate in social activities, find out what the rules are and what is expected of you in this new environment.
Sources of Help

You should refer to the Academic Personnel Manual, available in your department and the library, to learn your rights and privileges within the University. The Office of Academic Affairs will also provide you with information concerning these matters. If you wish to learn the status of your review at any time during the review process, talk with your department chair. He or she may check with the Office of Academic Affairs to ascertain the status of your review.

If you are given an unfavorable review, your department chair will receive a letter tentatively denying your promotion. The letter will ask for any new information that may alter the decision. Obviously, any changes of duties, new manuscripts or grants, and new teaching evaluations or accomplishments should be submitted at that time.

If you feel that you have been unfairly evaluated for promotion, you have several channels for complaint and appropriate corrections. The University is generally more responsive to your complaint if you start with an informal rather than a formal process. Therefore, it is always advisable to seek informal and internal consultations before filing a formal complaint. These internal channels include: 1. your divisional head, 2. your department chair, 3. your dean, 4. the senior vice chancellor for academic affairs. All of the above can look into your file, correct errors and injustices, and advise you about the other courses of action. The Affirmative Action Office can also advise you on courses of action particularly related to nondiscrimination issues.

After having exhausted internal consultations, you may undertake a formal complaint if you remain unsatisfied. A formal complaint can be filed with: 1. the senior vice chancellor for academic affairs, 2. the Senate Committee on Privilege and Tenure, 3. the Affirmative Action Office (complaint of discrimination only), and 4. the courts.
The day-to-day life of a faculty member can be very stressful and it is important for you to retain your perspective. There may be times when your grant proposals aren't being funded, your research program is stalled, your teaching evaluations are rock-bottom, and some journal editor has just asked you to do a few (thousand!) additional experiments before your paper can be accepted. As if this is not enough, your promotion clock keeps ticking and there is nothing you can do to stop it. At such times it is hard to offer any consolation except to remind you that these types of problems are endemic to university faculty. It is important to realize that there are a number of individuals and groups on campus who are interested in your advancement, promotion, and development as a faculty member. These include the following: the Committee on Academic Personnel, comprised of senior faculty members who devote a great deal of their time to faculty promotion and issues relating to academic personnel; the Senate Committee on Equal Opportunity, concerned with issues and policies that are particularly relevant to women and minority faculty members—in addition this committee is extensively involved in faculty development; and the Senate Committee on Privilege and Tenure, dealing with faculty rights and privileges. The senior academic vice chancellor and his staff, who comprise the Office of Academic Affairs, are devoted to serving the faculty and ensuring that policies related to
faculty are expeditiously and fairly implemented. The Office of Academic Services sponsors a variety of very useful faculty development activities, including a faculty orientation program each fall featuring presentations by the chancellor, the senior academic vice chancellor, and the chair of the Academic Senate. These Academic Services programs are highly recommended for all new faculty.