

Pre-Tenure Mentoring Panel December 11, 2008 Evaluation

1. What did you expect to get out of today's meeting?
 - a. The best way to get tenure promotion
 - b. To learn about the application process
 - c. To learn about University Level promotion
 - d. Advice on the best way to increase your chances of impressing the tenure committee
 - e. Overview of issues/inside perspective
 - f. To know the process
 - g. Information on tenure process/network with other pre-tenure and tenured faculty
 - h. Intro into what to be thinking about re: career development towards tenure
 - i. This was the first meeting of the kind, I did not come with any specific expectations other than it might be helpful to attend
 - j. To learn more about the tenure process from a perspective outside of my department
 - k. To familiarize myself with issues and the process
 - l. Some general knowledge of the tenure evaluation process
 - m. Information about the tenure process at the university level
 - n. Tenure review process, expectations
 - o. Information and guidance
 - p. No response given
 - q. The tenure process
 - r. More info on the tenure process; perspective of college and university APT committees compared with department
 - s. Info and advice about tenure
 - t. Yes, the panelist gave very helpful and insightful advice. It was good to hear female and male perspectives
 - u. General ideas of the tenure process
 - v. Honestly, description of application package/process
 - w. A clearer understanding of the standards used when deciding if tenure is granted, and a more concrete picture of the process itself – i.e. what types of materials will be necessary, and how to go about submitting them
 - x. Information about what matters most with respect to the tenure process
 - y. Get better idea about the tenure process
2. Did you get from today's meeting what you hoped to get?
 - a. Yes
 - b. Yes
 - c. Yes
 - d. Yes
 - e. Yes
 - f. Yes
 - g. Yes – more than I ever expected
 - h. Yes
 - i. Yes – I did. It was extremely helpful

- j. Yes
 - k. Yes
 - l. Yes
 - m. Yes
 - n. Yes
 - o. Absolutely
 - p. Yes very good
 - q. Yes
 - r. More or less
 - s. Yes!
 - t. Partly. (It) gave some answers to my questions but I wish there was more time to talk to and questions and answer from junior faculty
 - u. No response given
 - v. Yes
 - w. In large part – of course, the standards/norms in each field vary but I got a general feel for what comes into consideration
 - x. Yes
 - y. Yes – partially.
3. To what extent was today's discussion redundant with what you had already heard?
- a. Just a bit
 - b. None
 - c. The importance of mentoring
 - d. Not too bad. Some things on the research topic were redundant
 - e. It wasn't
 - f. A bit – information on research and grants
 - g. Not at all redundant. Haven't had very much mentorship around this
 - h. Very little
 - i. Today's discussion was over all very informative, even though some of the information was what I had already heard.
 - j. Some was, but much was complimentary
 - k. Not at all, but I am in my first year
 - l. No. I was quite ignorant about the tenuring process. This panel helps a lot.
 - m. Somewhat, I knew the general advice on tenuring/research and such.
 - n. No
 - o. A little, but I truly appreciate this opportunity because I learned most of what I know on my own. This formal process is crucial and so helpful.
 - p. No response given
 - q. No response given
 - r. Mostly, but that's ok. Reinforcement is also good.
 - s. Not yet
 - t. Some
 - u. I have heard most advice before
 - v. 25%, but another ~~25%~~ 35% was redundant with what I have learned (painfully)

- w. I had done some asking around in my department, and so had some notions. However, some of the things I learned were totally new.
 - x. 70% redundant
 - y. Fact that we have to concentrate on all three areas (research, service, teaching)
4. Did you learn at least one thing that you think will be helpful to you as a junior faculty member? What was that?
- a. Yes, picking what to say yes to when your dean asks you to be on committees and asking senior level faculty for advice and feedback
 - b. Yes – to keep it simple and straightforward when writing the part II, to mentor, how to organize and prioritize
 - c. Yes – attending specialized conferences instead of bigger ones
 - d. Yes – conferences and the importance of mentoring doctoral students
 - e. Yes – (word is unclear) peer review, latter of rev process
 - f. Yes – how to write the Part II's
 - g. Yes – to go to more specialized conferences, to make time for networking, to adopt a mentor for this process
 - h. Yes! – Several things, including importance of conferences, getting big-wigs in the field to know you and your work, also the Part II app and info re: how to complete them
 - i. Yes! The importance of mentorship and visibility at conferences
 - j. Yes – focus on how to write the Part II of the application
 - k. Yes. Start filling out my application now, and what information to organize
 - l. Yes. Management of time – cut corners
 - m. Yes, advice on attending conferences
 - n. Have senior faculty sitting in class for comments
 - o. Yes – its ok to say, “No, I can’t do that.” Setting limits
 - p. Good to hear different strategies on time management, balancing time between teaching, service, and research
 - q. Yes, how to ask for rec’s and who to ask
 - r. Probably the most useful thing is the application form itself. Also the info that the UPT isn’t “out to get us.”
 - s. Yes. I think starting the packet or at least a folder with information, is a good idea. Better than waiting till the end.
 - t. Yes. To keep up my CV
 - u. The emphasis on UPT, the review of non-experts in my field.
 - v. Don’t view tenure bar as too rigid.
 - w. For instance, I learned that there is value in being seen to continuously be applying for funding, even if that funding is not granted. I had assumed that the number of successful applications was all that mattered.
 - x. Yes several things: (1) it is better to invest grant money in a graduate student than in a post-doc, (2) trying to apply for grants is as important as getting, (3) do not extend in email communication with students taking your large undergraduate classes (use blackboard), (4) limit the amount of service performed.

- y. Yes, grant application itself is important
- 5. Did you meet at least one person you could call on if you have questions or concerns in the future? Was this a junior or a senior person?
 - a. Yes – one of the panelists
 - b. Yes – senior
 - c. Yes – senior
 - d. Yes – senior
 - e. Yes – senior
 - f. Yes – senior
 - g. I might call one of the speakers – Irving Bigio, or one of the women speakers
 - h. No
 - i. Not really. I did sit with one faculty who was most likely at a mid level but I did not interact long enough to feel comfortable to call upon. However, I do hope that more of such meeting would allow me to develop such connections.
 - j. It's not clear yet
 - k. Yes – senior
 - l. Yes – senior
 - m. Yes – senior
 - n. Yes – about three years senior
 - o. Yes. Both levels of mentors
 - p. No
 - q. Yes, a senior person
 - r. Yes – senior
 - s. Yes – (can't make out the word)
 - t. Yes. Exchanged card with junior and senior faculty
 - u. No response given
 - v. Yes
 - w. I certainly met a couple of senior people who I would be able to approach with future questions. I was already aware of several junior people in the "same boat" before the meeting.
 - x. Yes, one junior and one senior.
 - y. No one new (but I came late as I had a class to teach)
- 6. What were the best things about the meeting?
 - a. All the different perspectives and information on balancing work and family life
 - b. Being able to talk with a senior at the table and then to hear the different perspectives from the panel
 - c. Very organized – multiple perspectives
 - d. The different perspectives offered by senior people
 - e. Different perspectives/views outside my department. Single mom and family issue perspectives.
 - f. Lunch! More importantly being able to have small conversations with the senior faculty
 - g. Good information, good to have multiple viewpoints on the process

- h. Very helpful variety of perspectives, with core consistency in message, from the panel
 - i. Bringing together both senior and junior level faculty for such interaction is a great idea
 - j. The panel discussion and question/answers. Less so was discussion at the table
 - k. No response given
 - l. The invited panelist, their tips are extremely useful
 - m. Advice on focus, information on process
 - n. Having senior faculty share their experience and what they think is important for tenure evaluation.
 - o. Honest and thorough guidance. Reassurance and optimism!
 - p. A panel of people with expertise – to get multiple perspectives
 - q. How to focus
 - r. The panel, individual talks. Also nice to meet both junior and senior faculty from other disciplines.
 - s. Panel – lots of good advice
 - t. The advice from panelists from different colleges
 - u. No response given
 - v. Well organized, efficient, outstanding panelist
 - w. Hearing the committee members describe what they felt was important, was helpful, while at times contradictory. I became more aware that the file has to be structured so as to be readable by people far from my field – even possibly the humanities.
 - x. Hearing people talk about the process explicitly.
 - y. The round table interaction
7. What were the least successful things about the meeting?
- a. No response given
 - b. None
 - c. None
 - d. None
 - e. More 1:1 networking time
 - f. No response given
 - g. Nothing
 - h. No response given
 - i. No response given
 - j. Perhaps the panelists could be more limited in their time to keep this within 90 minutes.
 - k. No response given
 - l. None
 - m. Vague strategy advice and such
 - n. No
 - o. Nothing. It was terrific. Thank you!
 - p. No response given
 - q. Nothing, this was great
 - r. Sorry, but I hated the food. Other than that it was all good.

- s. Nothing yet...
 - t. Wish more time to ask questions
 - u. No response given
 - v. No response given
 - w. No response given
 - x. Not enough time for discussion
 - y. No response given
8. How could we improve such a meeting in the future?
- a. Shorter presentations, more time for one on one
 - b. No response given
 - c. No response given
 - d. Longer – to have question and answer and topics first at the table from APT members maybe and then UPT panel focused more on university level issues
 - e. (1) It would be helpful to hear how the system (diff committees) works (dept/college/university). (2) Chair perspective
 - f. Longer “table” time
 - g. Maybe some breakout groups, maybe someone to walk us through the basics, like is there a “Part I” to the tenure application? I don’t know whether there are other parts. Also – what is the UPT that was referred to? (Lunch was great!)
 - h. No response given
 - i. No response given
 - j. This was excellent, the only thing is limiting each panelist’s time so we have more time to go back to our office to write those papers and proposals necessary for successful tenure.
 - k. Have a speaker that just went through the process, rather than all senior people
 - l. Maybe more frequently. This is the first time that I heard of/attended such a meeting in 4 years.
 - m. Perhaps more detailed process and criteria advice
 - n. Case study
 - o. I wish this existed years ago when I, personally, needed it most. Please keep this going into the future. Information is empowering to promote success, lessen fear, and put a plan into place to achieve this goal.
 - p. No response given
 - q. No response given
 - r. Longer? More time for panel Q’s
 - s. Not sure. Thought this was great
 - t. Maybe we could have each junior faculty submit one question in slip of paper in beginning in a box and then randomly draw up questions or have a list of questions sent by junior faculty before the workshop.
 - u. Shorter presentations, more time for questions
 - v. More comments on family/work balance
 - w. While one of the panel members mentioned several applicant profiles, it may be helpful to describe various instances where tenure was/was not

granted. Of course, this would have to be not in hypothetical “vague” terms, but it would be helpful to get some “case studies.”

- x. I would also like to hear from more junior people, people who just got their tenure. I would also like to hear from people who encountered trouble with their tenure process and to hear about how they resolved the issues they had.
- y. More time for questions and answers.

Thank you!