CCA Tips on the Path to Tenure (Summer 2018)

The information included in this document is meant to assist faculty in planning their academic work and preparing their materials for personnel reviews on the path to tenure. Faculty mentors may also use this document as a resource when advising their faculty mentees. The tenure workshops offered by the Academic Personnel Office (APO) and the path-to-tenure workshops offered by the Committee on Career Advising (CCA) in collaboration with the Committee on Academic Personnel (CAP) are the main source of information on which this document is based.

Disclaimer: *This document is not a policy statement and represents general and informal guidelines only. See below for the list of policy documents. Please also realize that campus culture changes and thus these guidelines could also change.*

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Resources and websites for academic personnel matters

Faculty are advised to familiarize themselves with the following resources that will help them understand the personnel review process and requirements and know where to direct their questions. Personnel reviews are intended to be transparent processes; faculty are encouraged to ask questions to learn as much as possible about the path to tenure and beyond.

Committee on Academic Personnel (CAP): the committee reviews faculty personnel files and makes recommendations to deciding authorities. Faculty can consult the CAP chair with questions about campus expectations and best practices. The CAP **webpage** includes important resources that faculty should consult when preparing their personnel review files. Some of these resources will also be mentioned in more detail below. See especially CAP's **Top 10 Tips for Faculty**.

In addition to their department chairs, faculty can also reach out to:
- **Divisional Academic Personnel Coordinators** (can advise faculty who prepare for personnel reviews, have insights into divisional practices).
- **Academic Personnel Office (APO) Staff** (can answer questions on policy matters. APO staff hold annual **workshops** on tenure, usually in spring quarter).

Other sources:
Committee on Career Advising (CCA) mentoring resources (see section on "path to tenure"). CCA holds annual workshops on the path to tenure in which the CAP chair and tenured faculty share tips and advice. CCA manages the UCSC Faculty Mentorship Program that pairs faculty with mentors outside their department.

Academic Personnel Office (APO, **apo.ucsc.edu**, Kerr 499, 9-5579). APO facilitates the recruitment, appointment, advancement, and retention of the most qualified and diverse faculty and academic appointees possible. The Academic Personnel Office provides leadership and oversight of academic policy and procedures in a manner that supports the overall academic goals and objectives of the Administration and the Academic Senate consistent with the campus Principles of Community.

APO Academic Advancement Resources (among the many useful links include in this and other APO resources are the following):
- **Departmental Review Procedures**
- Flow charts for **Dean Level Authority** and **Chancellor/EVC Authority**
- **Timeline for Advancement** and **Notes on the Timeline**
- **CALL Calendar** (Important dates in the review process)
- **CALL Information** (summary of academic personnel policy related to review eligibility and candidates' advancement options at various career stages)
- **Salary Scales and Notes**
- **Campus Academic Personnel Manual** (CAPM, UCSC-specific)
- **Academic Personnel Manual** (APM, UC-wide). Of special interest are the following:

- **APM 210 on Criteria for Appraisal (see 210-1.d)**
- **APM 133 on 8-year limit and Time off the Clock** (see APM 133.17.h for stopping the 8-year clock)
- **Leaves of Absence** (including Sabbatical and Family Accommodations for Childbearing and Childrearing)
- **Access Request Form** (to request personnel review material not available through DivData, i.e. dating before Fall 2014)

DivData online system (managing personnel review materials)
DivData: (Cruz ID and Gold password required, login at: *divdata.ucsc.edu*). DivData Accounts are created automatically after appointment to UCSC.
Faculty can:
- maintain your biobibliography in DivData Biobibnet (for assistance with initial set-up send email to **divdata-help@ucsc.edu**)
- review your course evaluations as stored in the Biobibnet Online Course Evaluation Archive
- compile and access your personnel advancement reviews
- view a colleague's file as part of the departmental review process (depending on Assistant Professors' Bylaw 55 voting rights in their department)

Useful links regarding DivData:
- **Frequently Asked Questions**
- **DivData Biobibnet** (help pages)
- **Candidate Overview and Step-by-Step Instructions** (an overview of what the candidate can expect in the online review process, plus step-by-step instructions)
- **Candidate Material Guidelines** (allowable and supported formats for submitting candidate materials as part of the review file)

Biobibliography
Academic appointees are strongly encouraged to use the **Biobibnet** feature within the DivData system to create and update their biobibliographies for all personnel actions. Biobibnet is designed to produce a biobibliography that conforms to the guidelines. To create a biobibliography independent from DivData, use the following resources:
- **Cumulative Biobibliography Preparation Guidelines**
- **Overview (video)**
- **Create/Edit/Delete Record (video)**
- **Create Custom C.V. (video)**

Timeline for Advancement of Assistant Professors

Assistant Professors are appointed for two year terms and are eligible for reappointment up until the time they undergo their tenure review (promotion to Associate Professor).

- As an Assistant Professor, you are appointed to a specific 'step' at time of appointment (when hired) and are eligible for a merit review during the second year at that step, which can lead to a step advancement effective after two years at that step. This generally coincides with the reappointment review.

Keep in mind the following **milestones:**

- You submit your **first personnel review** file after your first year of service (in other words, your first reappointment/merit increase review will take place during your second year of service). In your file you include material since you applied to UCSC (i.e. not included in your application file).
- You undergo a **mid-career review** after completing your ninth quarter of service (generally after your third year of service), which assesses your prospects for tenure. This review generally coincides with a reappointment/merit review. In your file you include material since you applied to UCSC, but in your personal statement you place greater emphasis on what is new since your previous review. You can also mention ongoing and future work. Use the feedback from your mid-career review (from your department, Dean, CAP, ad hoc report if applicable, and Campus Provost/EVC) to evaluate what is expected from you for tenure, and plan your next steps accordingly.
- You undergo another **reappointment/merit review** after you have completed your fifth year of service. In your file you include material from your previous review (mid-career). If you are ready, you can apply for tenure instead (see below).
- You undergo a **tenure review** no later than after completing your eighteenth quarter of service (generally after your sixth year of service). In your file you include everything you have completed throughout your career (the campus gives special attention to what you have accomplished during your time at UCSC). The letters added to your file during the review (by the department, the Dean, CAP, and if applicable, the CP/EVC or Chancellor) specify on the basis of what material you receive tenure. Keep this in mind (especially in relation to works in progress) so that as Associate Professor you can plan your path to Full Professor accordingly.
- You must be promoted to Associate Professor by the end of your twenty-first quarter of service (generally by the end of your seventh year of service), or receive a terminal year notice in your eighth year.
- Leaves or "time off the tenure clock" may affect eligibility for and timing of reviews. See **APM 133 on 8-year limit and Time off the Clock** (see APM 133.17.h for stopping the 8-year clock). See also **Leaves of Absence**.

For more details, check APO's **Timeline Outline** and **Timeline Notes**. See also:

- **CALL Calendar** (Important dates in the review process)
- **CALL Information** (summary of academic personnel policy related to review)

General considerations and recommendations regarding the path to tenure

Please consider the following and implement the recommended practices.

Familiarize yourself with departmental practices and expectations: departments have very different practices regarding personnel reviews and their specific expectations regarding research, teaching and service can also vary greatly (and tend to be discipline specific). Familiarize yourself with these practices and expectations:
- If you are allowed to attend personnel review discussions of the same or higher rank and step, use the process and the personal statements and department letters as learning opportunities and resources for preparing your own review materials.
- If you are not allowed to attend departmental personnel reviews, then you should discuss the process with your department chair and faculty mentors (which you should also do even when you attend personnel reviews).

Familiarize yourself with campus procedures, expectations and resources:
Use the resources mentioned in the first part of this document and especially the following:
- **Campus Academic Personnel Manual** (CAPM, UCSC-specific)
- **Academic Personnel Manual** (APM, UC-wide). Of special interest are the following:
- **APM 210 on Criteria for Appraisal (see 210-1.d)**
- **APM 133 on 8-year limit and Time off the Clock** (see APM 133.17.h for stopping the 8-year clock)
- Attend APO (Academic Personnel Office) and CCA (Committee on Career Advising) workshops on tenure
- Reach out to the CAP (Committee on Academic Personnel) Chair, your Divisional Personnel Coordinator, and the APO staff with questions (see contact info above)

Regularly update your Biobib on DivData (see resources above), otherwise you risk forgetting things that can enrich and strengthen your file. Consider the following:
- Updating your Biobib on Divdata is important work that can help you feel productive when you need to take a break from other, more intense activities.
- Updating your Bibib is an opportunity to reflect on your accomplishments and check your progress against the timeline you have created for your path to tenure.
- If you mark all your commitments in a digital calendar, you can use it retrospectively to identify things you did (e.g. talks, committee meetings, conferences, etc.).
- Keep track of all your work and accomplishments in a word document, until you have time to properly enter the information in the relevant Biobib categories in DivData.
- Ask your mentors and departmental colleagues to review your online Biobib and to show you theirs. Ask them to discuss with you the kind of work they keep track of and how they present it in their online Biobib (especially the less obvious things, such as: undergraduate advisees who won awards, grants and fellowships, held internships, or went to graduate school; graduate advisees' accomplishments,

including post-graduation appointments; various graduate committees in which you participated; teaching workshops you attended, and any other teaching-related activities you developed or offered, such as field trips, etc.)

Plan and follow a timeline: create short-term and long-term research goals with specific timelines, in view of tenure requirements. Discuss these with your faculty mentors and follow up with implementation.

If you work in a book-based discipline, consider the following:
- Factor in your timeline the extra time required to get book manuscripts reviewed and accepted by publishers.
- An advance contract that indicates a publisher's interest in your project is good, but does not qualify as "accepted for publication" and is not the same thing as a contract to publish. If the book is not yet published at the time of your tenure review, it is recommended that you submit the entire, polished manuscript, and as much evidence of its acceptance as you have (readers' reports, a contract or letter from the publisher, etc.). The manuscript must be sent to the outside evaluators of your tenure file and must be reviewed by them.
- Avoid publishing large portions of your book project individually (as articles or book chapters) before you proceed with the book publication, as it might reduce your chances of attracting the interest of publishers. At the same time, and depending on disciplinary practice, publishing portions of the book project as a stand-alone article in a high-impact journal can be a useful way to build an audience for the book and to demonstrate its importance to prospective book publishers. It may also be useful to submit book chapters as in-progress work for your pre-tenure reviews (especially the mid-career review), regardless of whether they have been published.
- Discuss with your disciplinary colleagues and mentors the best venues for the publication of your book. Target academic and scholarly presses established in your field. Do not self-publish.
- Be conservative about trying to work on more than one book project at a time. For tenure, you will need to focus on completing one book (if you are part of a book-based discipline). Two books in progress do not equal one completed book.
- See also: **Best Practices for Personnel Reviews in Text-Based Disciplines (Humanities Division and Social Sciences Division)**

Consider the teaching expectations of the campus. If you are hired with course release or research leave, make sure you still do some teaching in the first two years. Especially before your mid-career review, you have to be able to show evidence of effective teaching, and improvement in your teaching, where necessary, since the last review.

Excellence in all three areas (research/creative work, teaching, service) is required for all merit advancements, but what counts as "excellence" in each area may vary depending on your step, departmental expectations and disciplinary practices. Read the tips for the relevant three sections in personal statements (see below), to get insights and develop a more concrete plan about how to pursue excellence in these areas. Outstanding

performance in one or more areas can result in a "greater than normal" salary increase. Another way to think about this is: excellence is "at expectation"; outstanding is "above expectation."

See also:
- **UCOP document on the Pursuit of Collective Excellence in Research**
- **Guidelines for Evaluating Work in Digital Humanities and Digital Media**
- **Center for Innovations in Teaching and Learning (CITL.ucsc.edu) website,** with individual pages on **Programs, Workshops, Events**, and **Resources**
- **CITL Guide to Providing Evidence of Excellence in Teaching**
- **CCA Tips for Constructive Teaching Visits** (to support generative discussions between instructors and the faculty they invite to visit their classes and provide formative feedback and recommendations about their teaching)

One final word of general advice: there is no substitute for productivity and accomplishment in research/creative activity for achieving promotion to tenure. Extraordinary teaching and service, for example, will not compensate for weaknesses or deficiencies in research/creative activity at tenure time. Similarly, outstanding research with poor teaching or a very small record of teaching may interfere with timely progression to tenure.

External letter-writers for tenure reviews

For tenure files, the department solicits external (non-UCSC) scholars/creative practitioners (as appropriate for your field) to evaluate your submitted research/creative work. Usually five to six letters are required. Consider the following:
- Your department will ask you to provide a list of names from which potential letter writers can be drawn. Think strategically about your recommendations, helping your department identify the least obvious names, and letting them come up with the most obvious choices (e.g. well-known names in your field). The input of letter writers who have been recommended by you might count differently during the review process in comparison to input by letter writers selected independently by the department.
- For tenure reviews you are not required to have international letter writers, although that is possible. Letter writers should be at or above the rank toward which your personnel action is geared (Associate professors for tenure, Full professors for promotion to full professor, etc.). The higher the level of review, the more prominent your letter writers should be.
- The number of letter-writers who have either written for you previously or have been advisors in some capacity (for example, your dissertation readers) should be very limited (one or two at most), unless your field or subfield is so small that the same experts have to be called upon for promotion to tenure. In this case, the department letter should contextualize the overlap by mentioning the constraints of the field or subfield.

- Close collaborators (e.g. co-authors of books or edited volumes) should generally be avoided.
- You may provide a short list of people you don't want the department to contact as letter writers, if you feel they will not be objective evaluators of your work. However, please make use of this option very sparingly. If you do, it is advisable not to include more than 2-3 names in this list.
- After the department receives all the external letters, you read them in redacted form, so that the writers remain anonymous.
- If you think any comments by the letter writers need to be addressed, you have the opportunity to write a reply, but it is recommended to discuss this with your department chair or the colleagues responsible for drafting the department letter for your review (if your department has this practice), and perhaps your mentor(s). Such conversations will help you evaluate if a reply is necessary and how to go about it. It is generally expected that you use this option to address only errors of fact; this is not a place to "argue with" the external reviewer.

Preparing personal statements for personnel reviews

The following advice integrates text from CAP's Top Ten Tips for Faculty.

General considerations
Personal statements help reviewers understand your accomplishments within the review period and your plans for the future. Although such statements are called "optional", they are in fact required and very important. You should use them to provide context for the material included in your file. Consider the following tips:
- **Ask your mentors and senior department colleagues to share with you samples** of their personal statement that correspond to the review you are preparing.
- **Share drafts of your own statements** with mentors and senior department colleagues and consider their feedback.
- **Statements should be short and to the point.** The length of a personal statement does not necessarily correlate to the level of productivity and impact of the candidate's work. CAP recommends statements of no more than 3 pages single-spaced for reappointments/merit and no more than 5-6 pages single-spaced for mid-career and tenure.
- **Use layperson's language** to ensure that your explanations are understandable not only to your departmental colleagues, but to your Dean, CAP members across disciplines, and the EVC or Chancellor.
- **Areas for discussion** include Research/Creative Work, Teaching (organized by undergraduate, graduate, and mentoring), Service, and Diversity (if this is a feature of your file). Provide a summary statement describing your accomplishments in each of these areas.
- **If your previous review letters mentioned any areas of concern,** you need to address them in your personal statement and specify what steps you took in response.

Further information about what should be included in each section appears below.

Research/creative activity section of your personal statement
Begin by providing an overview of your areas of specialization and contextualize them within your field, keeping in mind that readers will include non-specialists. Help readers understand the coherence of your work and its breadth. For major reviews such as mid-career and tenure you don't need to discuss each item in your file. Place emphasis on the most important work and new work since the last review. Consider grouping your work by topic, genre, or venue, especially if that helps highlight your contributions and the coherence and breadth of your material. Also consider the following:

- Place your research or creative contributions in context (e.g. scope, selectivity, and impact of publication or performance venue, citation information if available) to help reviewers accurately assess your contributions and impact on your field. If you received an award, do not assume that reviewers will recognize the name and nature of the award and the prestige attached to it in your field (short of the Nobel Prize!).
- If the nature of your work requires years before completion (e.g. book project, or multi-year grant, etc.) explain this in your statement and be clear about the current stage of your work.

Concerning new vs. resubmitted work, consider the following:
Avoid submitting work in progress (unless you have nothing else to submit). The mid-career review is a time when you may consider submitting some work in progress, but be judicious. Be explicit and accurate in your accounting of the status of each item included in your current review (submitted, in press, etc.), as well as indicating any items that have undergone changes of status since the previous review.

- Work submitted for one review generally should not be submitted for subsequent reviews (work cannot be "double counted" by being reviewed in more than one period except for mid-career, tenure, promotion and subsequent major reviews).
- Discussing the impact of previously submitted work is an appropriate way to mention it in a new review.
- If you resubmit work included in previous reviews, be explicit and clear about it: do you submit it as proof of completion, or are you claiming parts of it to be new (specify which parts are new, how they advanced your project, and what was the labor involved in adding or completing them). In other words, explain why and how reviewers should consider the resubmitted work.
- You should also ensure that titles of works are consistent across all elements of your file.
- You should refer to the campus guidelines for formatting your cumulative biobibliography: **http://apo.ucsc.edu/advancement/academic-advancement/Biobib-Guidelines.html**.
- As stated in these guidelines, "All publications submitted by a faculty to the department for consideration in a personnel review must be annotated on the biobibliography by the faculty using the [Publication Status], [Peer Review Status] and [Reference # for Personnel Review] fields in Biobibnet, or marked by hand in

any biobibliography created outside of Biobibnet according to department practices." Following the guidelines, faculty should use the "Revised" or "New" (but not both) subfields within the [Annotation for Personnel Review] field; candidates should not use the "Reviewed" subfield.

- It is fine to list work in progress that you do not submit for review, but if you do this it is good to contextualize it in your personal statement.

Concerning co-authored work, consider the following:
- Co-authorship statements, integrated into your personal statement or submitted as a separate document on the dossier page, are important to help reviewers assess your own contributions to items submitted for review. Be sure to mention work co-authored with student and specify who among them are your own advisees.
- Indicate your contribution by percentage or by qualitative assessment (e.g. "I designed the instrumentation…").
- In the case of multiple co-authored articles, it is helpful for CAP to know the protocol of first author, corresponding author, etc. in your field.

Concerning external funding, consider the following:
- If you received external funding during the period under review, list amounts and award dates in your Biobib, and whether you acted as a PI or co-PI for the application.
- If you are listed as co-PI, specify your contribution in your personal statement.
- In the Grants section of your Biobib you may also list grants you applied for but did not receive or are still waiting to hear about (you can specify in the description field if the grant is not awarded, submitted, etc.). In your personal statement, contextualize those references by focusing on the effort you put into applying for those grants. Please note: this practice varies by discipline and Division; if your Dean specifies that it is desirable to list grants applied for but not received, please so indicate. An extended list of unsuccessful grant applications does not look good, so only include it if you have been encouraged to do so by your department/Division or Dean. You may wish simply to mention labor-intensive unsuccessful grant applications in your personal statement, rather than listing this on your Biobib.

Teaching section of your personal statement
Consider opening this section with a paragraph that summarizes your teaching philosophy (learning objectives and pedagogical approaches). The rest of the teaching section should address the following, while demonstrating a thoughtful and purposeful engagement with teaching:
- **Summarize course offerings at all levels of the curriculum** (lower and upper division, large lecture courses, smaller courses, seminars, graduate courses). Frame this and all other teaching contributions in the context of expectations and needs in your department. If you were available to teach at all levels but were not given the opportunity to, explain the circumstances (e.g. you were asked to cover specific curricular needs, or due to the small size of your department not all faculty can teach seminars regularly, etc.).

- **Highlight new preparations and relevant workload and outcomes,** not only for new course offerings but also for revised courses (updated readings, innovative teaching practices, revised assignments, etc.)
- **Mention any training or initiatives you undertook to enhance inclusive and engaged learning in your classes** (e.g. reaching out to the Center for Innovations in Teaching and Learning (CITL), attending CITL workshops, participating in teaching visits, obtaining training or course development grants, co-teaching, offering field trips or other experiential learning activities, etc.). Be explicit about what innovations you introduced in your classes as a result of the training and advice you pursued and what impact you observed. You can list workshops you attended and other teaching-related initiatives (e.g. training, field trips, etc.) in your online Biobib under "Other Teaching Information".
- **Discuss your mentoring of undergraduates and/or graduate students** and the resulting accomplishments of your advisees (such as awards, grants, publications, conference papers, internships, etc.). Be clear about which students completed their degrees during the review period, specify their degree/title, and explain your supervisory role in mentoring (including committee work). If known, describe the career trajectories of those you mentored. List relevant material in your online Biobib under "Mentoring and Advising".
- **Include samples of syllabi and course materials** (assignments, study prompts, etc.) in your file for the courses you taught during the review period (lower and upper division, seminar, graduate seminar). Choose the most up-to-date version of the syllabi and course materials for each class. Do not include different versions of material for the same class, but do make clear, for courses you have taught more than once, how you changed the course in response to reflection, student feedback, or observation.
- **Be sure to read all Student Experience of Teaching surveys (SETs) included in your file** before writing your personal statement and note any patterns of dissatisfaction that might require addressing; acknowledge them and discuss steps you took or are planning to take to improve. Highlight improvements over time, if relevant. Before reading your SETs, consider reading CITL's **Preparing to Read Student Comments in Student Experience of Teaching (SET) Surveys**.
- **Consult CITL's A Guide to Using Student Experience of Teaching (SET) Survey Data** for guidance on how to use and discuss your SETs in your personal statements.
- **Dilute the impact of potentially biased student evaluationss by submitting alternative material,** but don't overdo it. Consult the **CITL Guide to Providing Evidence of Excellence in Teaching** for recommendations that pertain to your teaching practices and how to discuss them in your personal statement.

Consider holding a midterm feedback/reflection session (midterm customized SETs) for your courses, either in the classroom or by asking students to bring their answers to the questions you share with them in advance. You may consider asking students to reflect and reply to your questions in pairs or groups to encourage discussion and exchange of views among them. Discuss in your personal statement how you employ midterm feedback/reflection sessions to evaluate and improve your students' learning experience. Generative midterm reflection questions may include the following:

- How do you think the course is going?
- Is there anything I can do differently to help you?
- Is there anything else you want me to know?

More detailed questions that can generate more nuanced reflections include the following:

- What is the most important thing you have learned up to now in this course and why is it important to you?
- Are there any major questions you would like me to answer?
- Please reflect on your progress with relation to the following course objectives (list the objectives, for example, as described in your syllabus).
- If you wanted to improve your learning in the second half of the quarter, how would you change your habits?
- What can the instructor and the TAs do to improve your learning?
- Is there anything else you would like us to know?

After reviewing the feedback you get from the students, report back to them and explain what you will change as a result of their comments and what you will not change and why. Integrate relevant observations in your personal statement. In addition to allowing you to introduce course improvements midway, reflection sessions also make students feel more involved and heard. As a result, the end-of-term official SETs tend to be better.

Consider doing an equity assessment (with the assessment office) in your class to determine the learning experience of students from different backgrounds facing different challenges. You can use the results to consider ways to improve your inclusive learning approaches (and include relevant observations in your personal statement). Please contact **https://iraps.ucsc.edu/about/index.html** to learn more about equity assessment.

Service section of your personal statement

Discuss your service contributions organized in the following subsections: department, division, college, campus, profession, public service (as applicable).

- **Keep track of your service commitments in your Biobib**. Also list service-related training (like **Leadership Academy**).
- **In your personal statement, characterize and assess** your most significant service contributions rather than simply listing them. Indicate which service contributions and training were particularly time-consuming, challenging, or significant (discuss their impact).
- Departments should provide clarifications about their **service expectations,** but you can also do this in your personal statement. (Departmental service expectations may vary. CAP does not expect Senate service before tenure, but if it is part of your file, it can be a valuable enhancement.)

Quality of service is more important than quantity. However, you should not overload yourself with service at the expense of research. Plan your service commitments strategically (and ask the advice of your department chair, senior colleagues and mentors about it). Consider the following:

- Pursue service commitments that have affinities to your research and teaching or in general are of interest to you.

- Pursue departmental service that allows you to familiarize yourself with the workings of your department (e.g. undergraduate or graduate committee).
- Consider college service. For example, Academic Standing or Grants and Awards Committees provide valuable insights into student challenges and accomplishments. Such committees meet on average once a quarter and therefore are not onerous.
- Before accepting invitations to serve on Senate Committees, discuss the workload and required familiarity with campus policies and procedures with the Committee on Committees (COC) member inviting you to serve, your department chair, colleagues, and mentors. Assistant Professors should feel free to decline invitations to serve on Senate committees if the service has a heavy workload or represents a significant time commitment. It is advisable not to serve as Chair of a Senate Committee as an Assistant Professor.

Consider the following ways for documenting the quality of your service in your personnel review file:

Service letters

- **For major actions *only*** (tenure, for example), consider soliciting letters for major service contributions (e.g. from committee chairs, for your contributions in labor-intensive divisional or senate committees). Normally the department requests a list of names from you to solicit service letters for your case. Letters requested by the department carry more weight than letters solicited by you.
- After completing major service *only*, consider soliciting letters even if you have no upcoming personnel reviews (you can use them in future reviews). You can ask your department chair and manager to solicit such letters for you and keep them on file until your next review.
- Do not solicit service letters for minor actions (and for minor service contributions). However, if people offer to write letters, you may include them (under unsolicited material).

Service documents

If, in the context of your service, you produced impactful and labor-intensive documents of a non-confidential nature, such as reports, guidelines, procedures, resources, etc., consider including them in your personnel file and mentioning them in your personal statement.

- Do not overload your file with such documents. Choose the most significant and indicative of the quality of your service.
- If you are not the sole author of such documents, clarify what your contribution was.

Diversity section of your personal statement

Evidence of contributions to promoting diversity may be included in each section (research/creative activity, teaching, service) of your personal statement.

- **Diversity is an important enhancement of your file**, but is not a mandatory component of the file.
- **A diversity statement at the end of your personal statement** (where you can summarize and synthesize diversity contributions mentioned throughout the document) is recommended but not required.

- **There are many ways of contributing to diversity,** including the mentoring of students who are under-represented in your discipline. Be explicit about your contributions where appropriate.
- **Mention any relevant training** you have pursued, such as the **Diversity and Inclusion Certificate Program.**

See also the following relevant links:
- **Recognizing Diversity in the Academic Personnel Review Process**
- **Evaluating Contributions to Diversity for Appointment and Promotion (APM 210) Guidelines for all Academic Disciplines**
- **Engaging in Diversity: A guide for faculty to various resources and programs at UCSC**