

# Research and Service: Balancing Expectations and Documenting Achievements

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# Expectations for Tenure

Excellence in each of Research, Teaching, and Service

Research expectations are discipline specific:

- Book manuscript
- Collection of articles/book chapters
- Creative Activity
- Community-engaged scholarship

Ladder faculty must meet expectations for research to achieve tenure.

Thus it needs to be your top priority until expectations are achieved.

# Expectations for Service

Basic expectations are some amount of department, possibly some campus service, and at least a little professional service

Campus service includes:

- Senate committees
- Campus DEI work
- Significant informal mentoring
- Local K-12 outreach

Professional service includes:

- Refereeing for journals/book publishers/conferences/funding agencies
- Conference organizing committees
- Committees in professional societies
- Mentoring in professional societies
- Public outreach

# Balancing Research, Teaching, Service (Ladder Faculty)

Tenure requires meeting expectations in each of research, teaching, and service.

Meeting expectations in research is normally the big item, while most faculty meet expectations in teaching and service.

Make sure you allocate enough time to get research output. Don't procrastinate your research by putting excessive time into teaching and service.

Note that outstanding performance in each of research, teaching, and service will contribute to larger salary increases at merit reviews.

Understand what makes you feel balanced as a person.

# Balancing Teaching, Scholarship, Service (Teaching Professors)

Tenure requires meeting expectations in each of teaching, scholarship, and service.

The most important is teaching excellence.

Expectation for scholarship (disciplinary or pedagogical) that has an impact beyond your own classroom.

Note that outstanding performance in each of teaching, scholarship, and service will contribute to larger salary increases at merit reviews.

Understand what makes you feel balanced as a person.

# Documenting Research

Generally only include completed research/creative activity in your reviews -- published or accepted for publication

Don't include in-progress work unless you don't have any completed work

- For the tenure review only, if the file is thin, include in-progress work

Exception for large projects that span multiple reviews: books, feature-length films, computer games, community-engaged scholarship

- Can include intermediate products to show progress toward the larger project

In your personal statement, describe the impact/significance of your items, don't need to give detailed summaries of each item.

# Documenting Service

For most items, simply listing them on your biobib is sufficient.

If an item is not easily understood from the biobib entry, provide a brief explanation in your personal statement.

Service letters are not necessary or helpful, unless your service went far beyond what would normally be expected in that role

Document all activity somewhere, including traditionally “invisible” labor such as informal mentoring. We can only reward work that is in your file.



## Example of Documenting DEI work

I engaged in the following service activities: ... I was a member of the steering committee of the XXXXXXXX, in which I prepared for and attended 2 hr quarterly meetings. I delivered a workshop on XXXXXXXX to first year undergraduate students attending XXXXXXXX, sponsored by the XXXXXXXX Center at UC Santa Cruz (2hrs). I was a guest speaker in the XXXXXXXX Course for the UCSC XXXXXXXX department (2 hrs) ... I was a panelist for XXXXXXXX, where I spoke about navigating academic spaces as a woman of color (2 hrs).

## Example of Documenting Informal Mentoring (first part)

I formally and informally advise a number of undergraduate and graduate students both within and outside of the sociology department at UC Santa Cruz. During the 2020-2021 academic year, I supervised one senior thesis (for which the student was conferred honors) and worked with another student to rework her senior thesis for submission to the Deans' and Chancellor's Undergraduate Research Awards. I have written numerous letters of recommendations for undergraduate students who are applying for research grants, awards, jobs, graduate programs, and the UCDC program. I also meet regularly with undergraduate mentees to discuss their educational paths at UC Santa Cruz, their career goals, and their graduate school plans.

continued ...

I am a co-supervisor for two doctoral students, and on the committees of two additional students. In addition to this committee work, I have led four independent studies with graduate students from various departments. I work with an even greater number of graduate students who I do not advise formally, to provide detailed feedback on papers, workshop article drafts, and discuss fellowships and the academic market. I have also written many letters of recommendations (including one for a student who won a Ford dissertation fellowship). I participate in graduate student visit day, as well as workshops on publishing, fieldwork, and navigating graduate school.