

QUESTIONS FOR PAES ASSISTANT PROFESSOR MENTORING LUNCHEON
11/1/02

RESEARCH:

1. How important is having a research focus? I have heard about a focus “consistent with a research 1 institution.” What constitutes a focus, and how much of my writing needs to be in this one area?
2. How do I determine what journals to publish in? How do I determine the stature and quality of the journals?
3. Is it okay to publish “out of field” (e.g., in journals in related fields?) or is it more important to publish exclusively in my area?
4. Please discuss the “quality versus quantity” issue in publication? How important is it that I publish a few major papers in the “top” journals in my field versus getting a lot of publications in good journals.
5. How important are conference presentations? Should I be attending a lot of conferences and making a lot of presentations?
6. To what extent is a solo authorship article/s important to the promotion process? How is collaboration on research viewed? Many of today's research questions involve multiple investigators to answer the question, should you try to go it alone for a number of studies or is collaboration an acceptable part of today's scholarly credentials?
7. A focused line of inquiry is important to T&P. What is the best way to communicate this focused line of inquiry both within the dossier and to external reviewers in terms of the promotion process
8. What advice do people have on writing large scale grants? These take a large amount of time and this takes time away from other scholarship. If these grants are not funded then you "have nothing to show". What is the cost-benefit ratio of being involved in grant writing in the T&P process?
9. It takes so long to get anything published in my field. The review process often takes 6 months or more, and then if there are revisions, or it is rejected, it takes even longer. How can I communicate that in my dossier? Is it taken into account by those reviewing the dossier?
10. I'm not as good at statistical analysis as I want to be, and I don't feel comfortable admitting to my colleagues that I need some help. Is there a place or person that I can go to for help, where it won't get back to my colleagues?
11. Should I try to write a book before I go up for tenure? I know that writing a book will take me away from writing articles, but I have a really good idea for a text and a publisher who is interested.

12. How do you determine article authorship (who is included, order of authorship) when working with students?
13. How do I know what grants are available? Is there someone to help me write grants, determine budgets, etc.
14. Does the university have any internal funding to help with research? How do I learn about those opportunities? Are they considered the same as external funding for tenure?

TEACHING:

1. In a desire to be a good instructor - how do you balance the time you take working on your instruction? For example, how much time is too much time on your instruction? Is it worth investing huge amounts of time on maybe web-based instruction when this takes time away from your research? There is always something extra you can do for your classes, at what point do you stop doing this and move onto other things?
2. This issue of peer review of teaching is still a little unclear. What are the expectations from a tenure and promotion standpoint? How often? Who? What product results from this and what do you do with it in terms of your dossier?
3. How do I ensure that I am making myself accessible to students? How many office hours do I need? How much time should I make myself available to students?
4. How can I work toward presenting students with clear expectations for classroom work?
5. How important is it for me to serve on doctoral exams and dissertations. Do I have to advise doctoral students before I go up for tenure?
6. What are some ways that I can demonstrate that I am mentoring my students?
7. How important is it to attend teaching workshops, FTAD events, etc. to document that teaching is important to me?
8. My SEIs aren't as high as I would like, even though I put a lot of effort into my teaching? How do I convince the senior faculty that I really am working hard on my teaching?
9. I keep getting new preps every year, and it takes a lot of my time and lowers my SEI scores. Is that taken into account when my dossier is looked at?
10. There seems to be a lot of pressure to incorporate technology into teaching, but this is very time-intensive. How important is infusing technology, and what sorts of technology can I do that demonstrates that I am meeting this demand without getting overwhelmed?
11. How can I attract and recruit graduate students who are interested in my area of research?

SERVICE:

1. How can I avoid over-committing to service such that activities interfere with my research and scholarly production? How do I decide which service commitments to take, and which ones to decline?
2. We all have many opportunities to do service. I have typically held a heavy service load and this has not always been viewed as a positive thing. How much service is enough? What types of service are valuable to demonstrate on the dossier? How do you say "no" to people without offending them when asked to do service-related activities.
3. How can I find service activities that complement my research agenda? How can I connect teaching, research, and service?
4. How do I obtain the support of my administrator in accepting and rejecting service appointments as appropriate.

TROUBLESHOOTING:

1. How should I prioritize the demands on my time?
2. How can I recognize the beginnings of a situation that might be detrimental to my professional performance/growth? What are the signs that I should re-evaluate my choices? Who can give me the best advice on these matters?
3. How can I best keep track of my own activities to facilitate preparing annual reports and tenure documents?
4. Who are the *best* people to contact for support with technology, research, teaching, community connections, etc.
5. What can I do, who can I turn to, when I'm feeling completely overwhelmed?
6. How can I make time for writing? My "writing days" always seem to get taken up by students, meetings, service, etc.
7. How can I get involved with doing consulting work? Is that frowned upon because it takes me away from my research and scholarship? Or is it considered an important method of outreach (I've heard both).