

*Tracking and Documenting Your  
Accomplishments*  
**Survive and Thrive in the MSU Tenure System**  
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## Setting the Context

- Why is documentation important?
- What should you document?
- How to document?
- What are the uses of documentation?



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## Why is documentation important?

- Helps make the case for who you are, what you have accomplished, and your expected future trajectory
- But...
  - You can't document what you don't remember
  - You can't document what you don't have evidence to support.

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## Documentation demonstrates who you are as a scholar:

- What questions you address
- How you situate your work
- What the synergies or connections are across the components of your work
- The impact you are making
- Your path to date
- Your trajectory as you look forward
- Your vitality and excellence as a faculty member

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## What should you document?

- All aspects of your work
- Teaching
- Research
- Service and Outreach
- The connections across the components of your work



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## How to document your work?

- Establish a system for record-keeping
- Be consistent, systematic, and organized
- Archive each significant event and benchmark in your professional career
- Seek and plan ways to demonstrate impact



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## What are the uses of your documentation?

- Annual reviews
- Tenure and promotion review processes
- Easy access of information for your own use
- Sharing with colleagues or those who request information
- Self-reflection on your progress and impact over time

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## General Suggestions

- Develop compelling evidence
- Know the expectations and norms for dossiers
- Seek feedback on your dossier
- Start to prepare materials early
- Have a system to document your work

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## Video to highlight details of documenting

- Video speaker: Punya Mishra
- Documentation Ideas from Ann Austin & Punya Mishra



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## Summary of Materials to Gather and Record

- Teaching
- Research
- Service and Outreach



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## Teaching: The Basic Information

- **Formal Classes**
  - Schedule, class size, format
  - Syllabi, course material
  - Exams and grade distribution
  - Student evaluations and summary scores
- **Workshops, Seminars, etc.**
  - Format, materials, evaluations



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## Teaching: The Basics

- **Advising and Mentoring**
  - Load of formal advising
  - Mentoring relationships
  - Students supervised in independent study, clinical work, internships, thesis projects
- **Supervision and Training of Graduate Students**
  - Research supervision
  - Teaching Assistant supervision
  - Special projects

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## Teaching: The Basics

- **Course and Curriculum Development**
  - Development and redesign of courses
  - Teaching materials developed
  - Simulation, out-of-class experiences designed
- **Professional Activities**
  - Professional development activities
  - Instructional research and grants

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## Teaching Documentation

- **Reflective Statement**
  - Your philosophy and approach
  - Your intended learning outcomes for students
  - Your teaching methods—and rationale
  - New approaches and innovations you have developed
  - Impact on students—outcomes assessment, unsolicited comments
  - How you interpret your teaching evaluations
  - How your teaching has changed over time and why

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## Research: Basic Information

- **Products of Research**

- Books/monographs
- Book chapters
- Articles in refereed journals
- Creative works—exhibits, performances
- Edited works—journals, other publications
- Presentations at scholarly/professional meetings
- Other papers, reports, reviews

- **Funded Projects**

- Grant proposals—funded and non-funded
- Grant management—budget, staff
- Reports



## Research

- **Involvement in the Discipline**

- Manuscript reviews
- Grant evaluation panels
- Leadership activities in scholarly societies

- **Standing in the Discipline**

- Journal rankings
- Citation analysis
- Reviews and published reactions
- Awards and honors
- Invited activities
- Unsolicited testimonials



## Research

- **Reflective Statement**

- Overall direction and purpose of research
- Areas of emphasis
- Rationale for selecting these areas of focus
- Methodologies selected and affordances/limitations
- Overall statement about impact
- Future plans and issues to be addressed

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## Service

- **Service within the University**

- Department, college, university leadership roles
- Department, college, university committees
- Task forces and reports

- **Service to Scholarly/Professional Organizations**

- Leadership roles—elected and appointed
- Committee memberships
- Reports
- Conferences planned



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## Service within the Broader Community

- **Activities Disseminating Knowledge**

- Consultation and technical assistance to organizations
- Public policy analysis for agencies and organizations
- Publications for audiences outside the field
- Interpretations of technical information for public
- Testimony before legislative bodies
- Expert consultation for the media

- **Evaluation and Development of Products**

- Program or policy evaluation research
- Contract research and consulting

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## Service within the Broader Community

- **Partnerships with Agencies**

- Collaborations with agencies to develop policies or procedures
- Economic and community development work
- Expert testimony
- Development of programs in educational/cultural orgs

- **Clinical Service**

- Diagnosis and treatment of clients and patients
- Supervision of staff in clinical settings
- Conducting clinical-related conferences

- **Other Forms of Service**

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## Service: Additional Ideas

- **Evidence of Evidence**

- Invitations
- Proposal reviews
- Awards and honors
- Published reactions
- Collaborations
- Unsolicited testimonials
- Program evaluations
- Outcomes assessments
- Constituency reactions
- Examples of change related to your work



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## Service and Outreach

- **Reflective Statement**

- Overall direction and purpose of service/outreach
- Areas of emphasis
- Rationale for selecting these areas of focus
- Overall statement about impact
- Future plans



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