

Welcome to Thriving as an Academic Specialist at Michigan State University

January 28, 2019

Presented by:

Theodore H. Curry

Associate Provost and Associate Vice President

Academic Human Resources



Welcome

**Provost and Executive Vice President for Academic
Affairs**

June Pierce Youatt

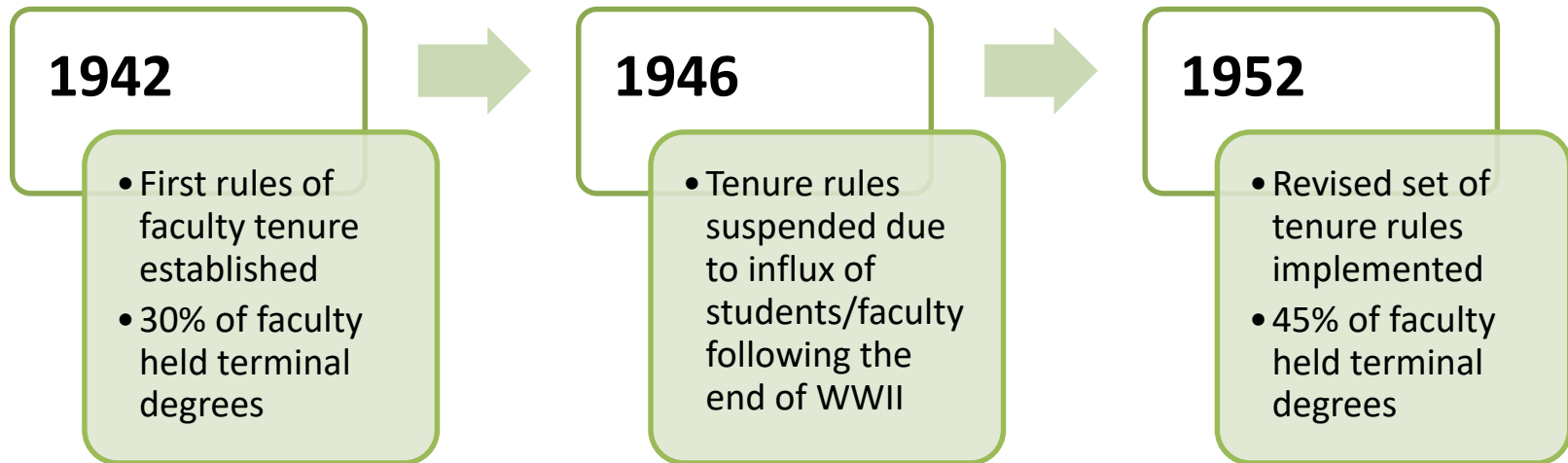


Learning Objectives

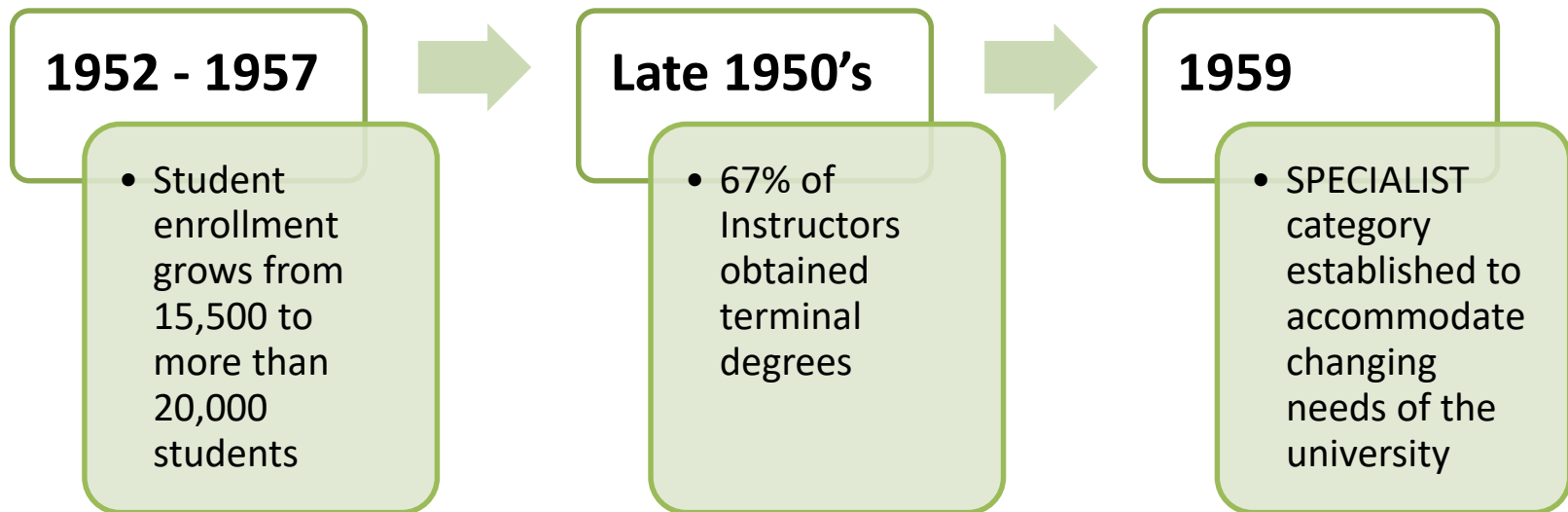
- Learn about the history of the Academic Specialist Appointment System
- Understand the various roles you play as Specialists and how your work fits into the university
- Gain knowledge about the evaluation process towards achievement of Continuing status
- Learn from other Specialists who have developed distinguished careers in the Specialist system



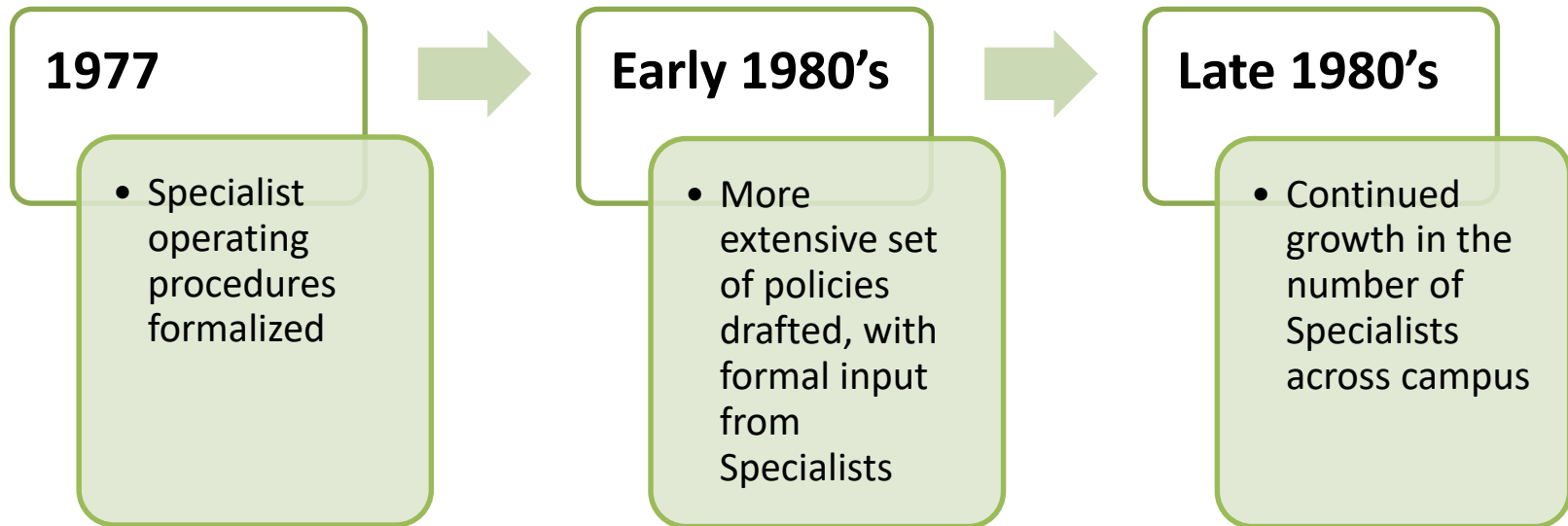
MSU Specialists – An Historical Perspective



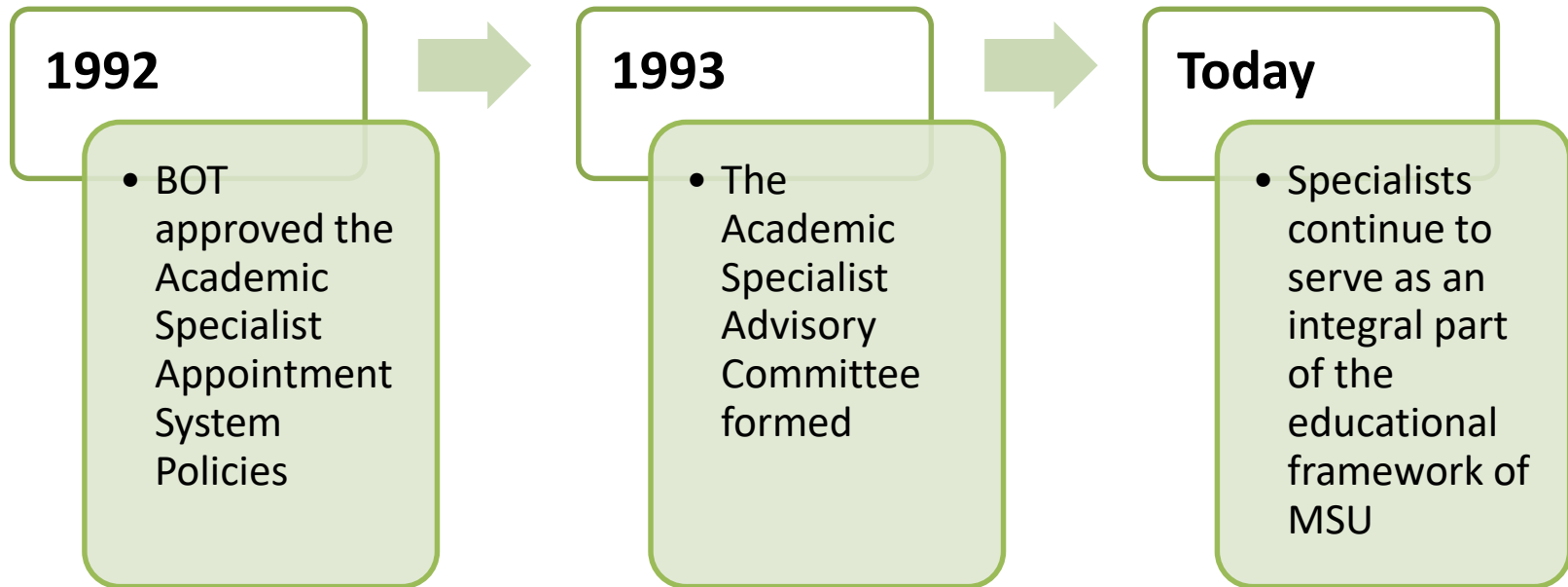
MSU Specialists – An Historical Perspective (slide 2)




MSU Specialists – An Historical Perspective (slide 3)



MSU Specialists – An Historical Perspective

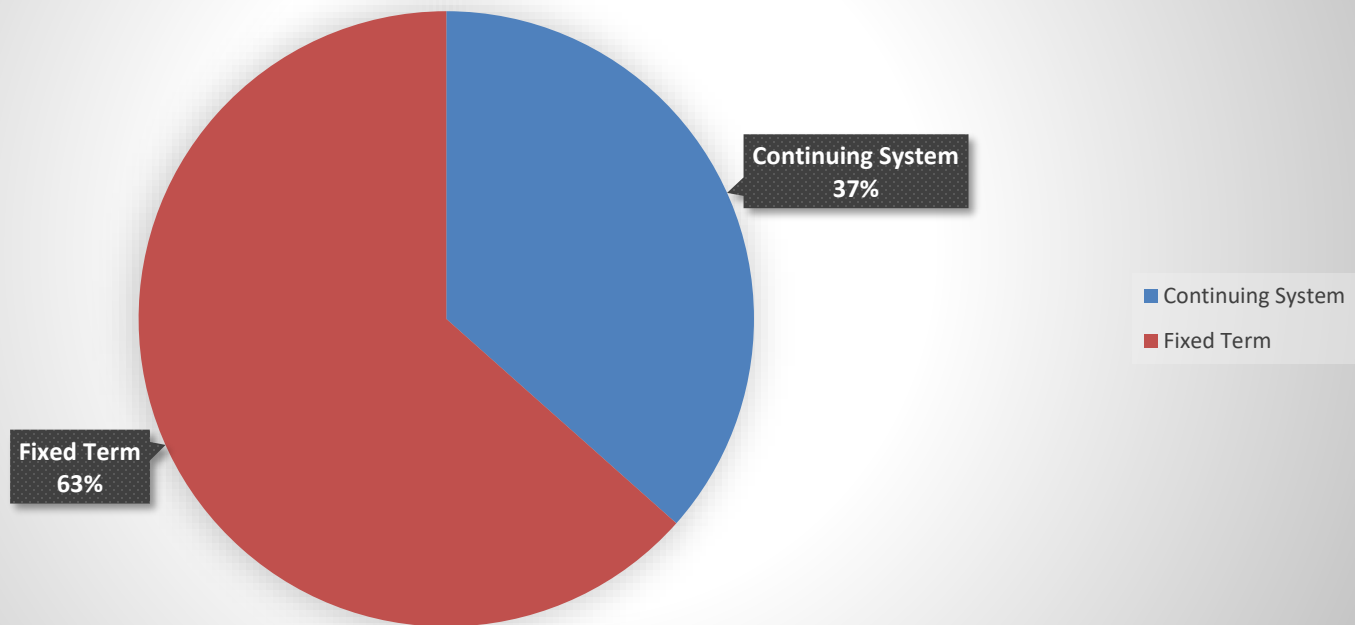


Academic Specialists – The Basics

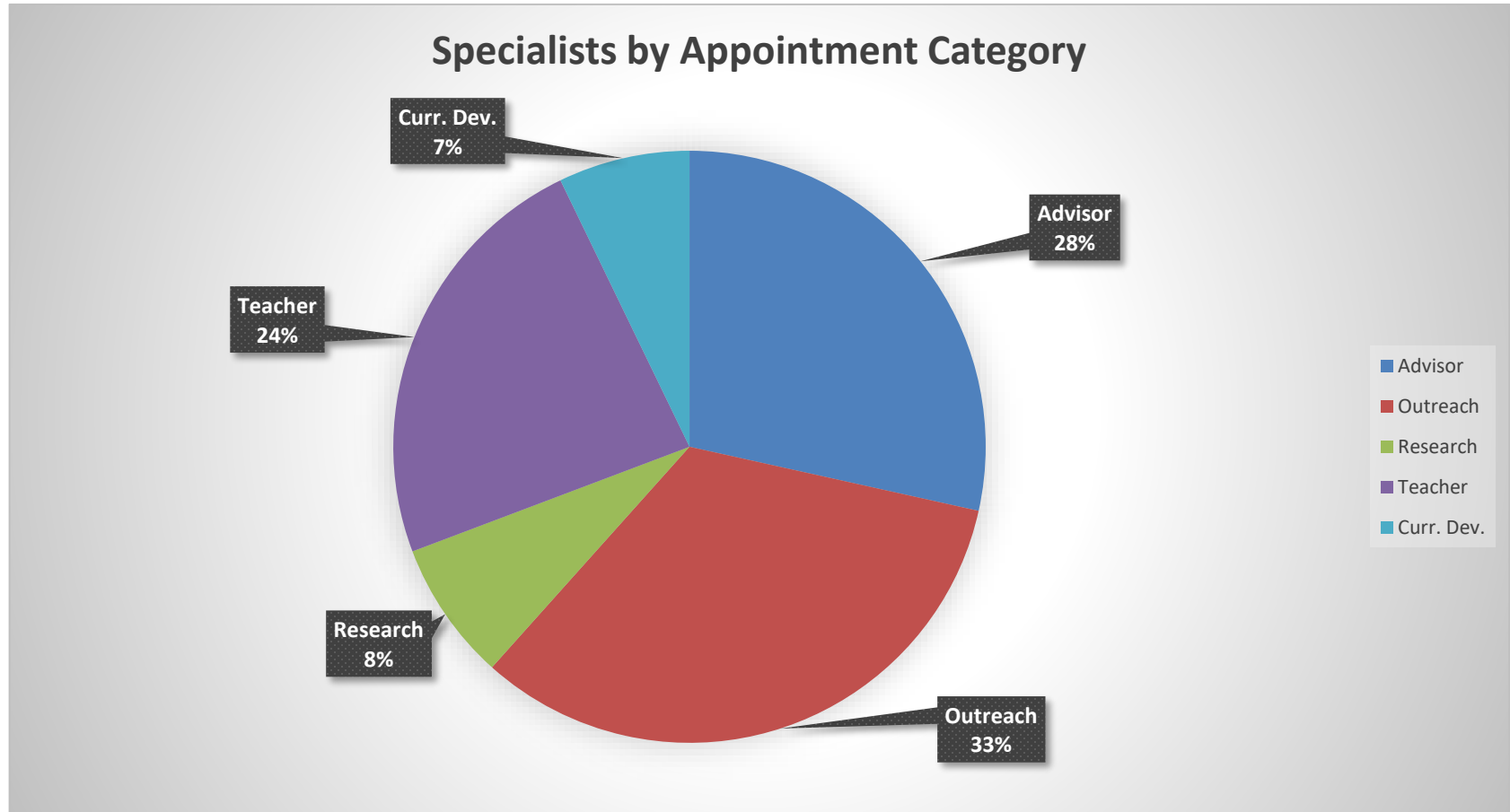
- Functional Areas
 - Academic Advisor
 - Teaching
 - Curriculum Development
 - Research
 - Outreach
 - Appointment Types
 - Fixed Term
 - Continuing System
 - Ranks
 - Specialist
 - Senior Specialist
- 

Academic Specialists at MSU

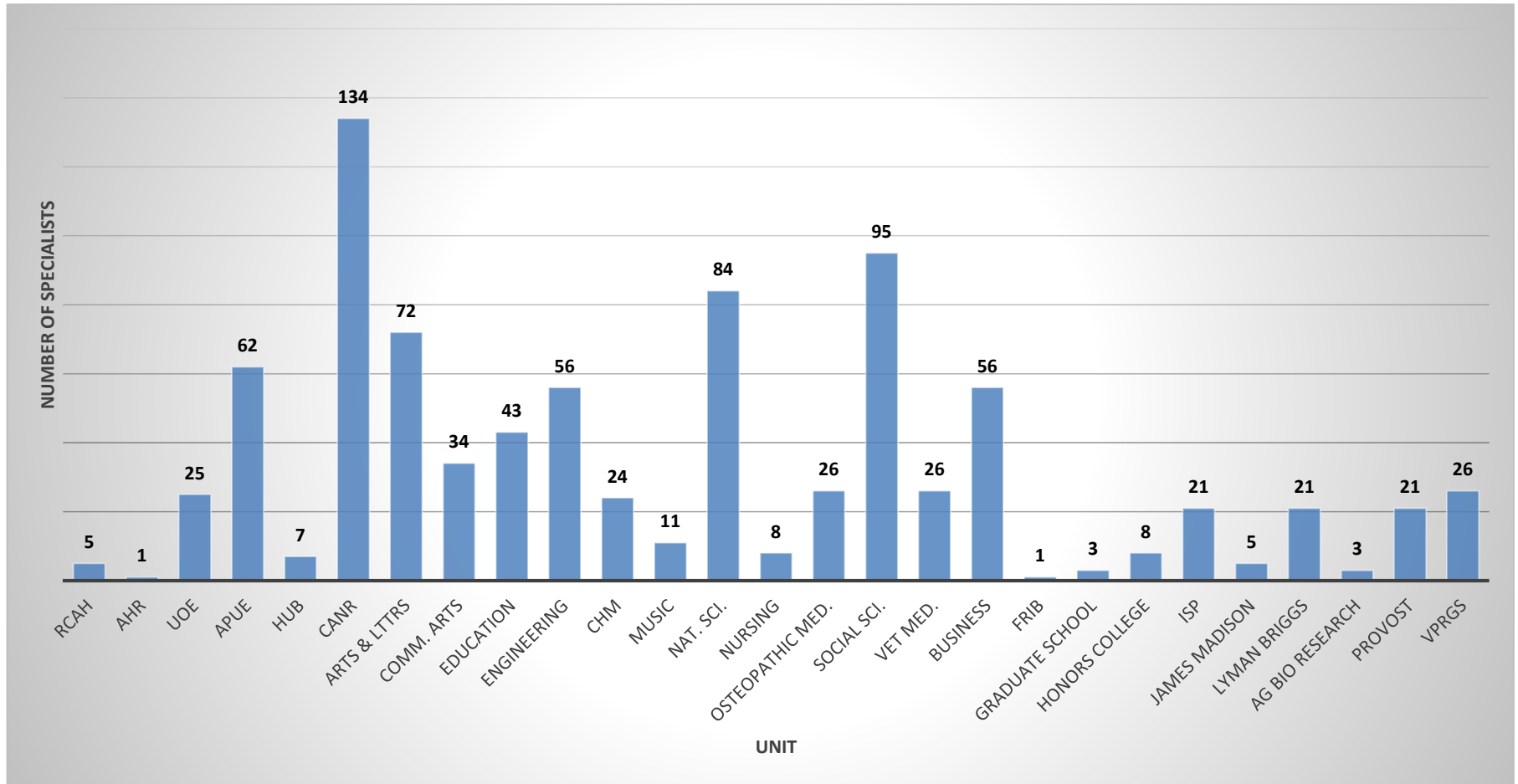
878 Specialists
(as of 1/1/2019)



Academic Specialists at MSU (slide 2)



Academic Specialists at MSU (slide 3)



Establishment of a Specialist Position

- Academic specialist positions should be established only if this is the best way for the academic unit to function at the highest possible level of effectiveness and efficiency within available resources.
- Academic specialist positions are established on the recommendation of the appropriate administrator of the academic unit, the concurrence of the appropriate dean/separately reporting director, and require approval by the Office of the Provost.
- Individual units determine whether to establish a position as fixed term or continuing system.



Establishment of a Specialist Position (slide 2)

- Moving from a fixed term appointment to a continuing system appointment is strictly based upon individual unit needs and resources.
 - Done in consultation with Academic Human Resources
 - There is no pre-established number of specialist positions.
 - Programmatic and budgetary considerations lead to the decision about continuing system versus fixed term appointment.



Establishment of a Specialist Position (slide 3)

- Establishment of a specialist position begins with the Specialist Position Description
- Effort allocation across the functional areas may change
- Keep position description updated, as this serves as the basis for annual and continuing reviews.



Academic Specialists – Evaluation Policy

- For all faculty and academic staff, MSU requires an annual evaluation.
- Our policy is a minimalist policy, allowing for unit customization, i.e.
 - There is no standardized form
 - Units determine the timeline, e.g. academic year, calendar year



Academic Specialists – Evaluation Policy (slide 2)

- The academic specialist shall be evaluated by the appropriate unit administrator before the end of the applicable annual duty period for those on probationary or fixed term appointment and at appropriate intervals for those with continuing appointment status.
- Evaluation shall be based on the duties and responsibilities specified in the job description for the specific position, general merit guidelines and the provisions of the Academic Specialist Appointment System.



Academic Specialists – Evaluation Policy (slide 3)

- The academic specialist with a probationary appointment shall be evaluated annually to determine progress toward goals and/or the identification of goals. Units may also use the annual evaluation to assist in the assignment of merit and other salary adjustments.
- The academic specialist with a continuing appointment should also be evaluated. Units may schedule such evaluations to meet the needs and concerns of the individual unit; however, the unit must follow the established procedures.



Reappointment & Promotion

- Reappointment, including the award of continuing appointment status and promotion to the rank of senior academic specialist, is predicated on the exemplary performance of assigned duties, professional development, excellence in scholarly activity, leadership and contributions to the institution.



Reappointment & Promotion (slide 2)

- A unit review committee will be established to advise the unit administrator about the reappointment, award of continuing appointment status, or promotion of the academic specialist.
- The review committee is composed of individuals knowledgeable about the position under review and the Academic Specialist Appointment System
- The academic specialist under review must be provided an opportunity to confer with the review committee before it provides advice to the unit administrator regarding reappointment, promotion or award of continuing appointment status.



Continuing System Timeline

Appointed as a Continuing System Specialist to a 3-year probationary appointment

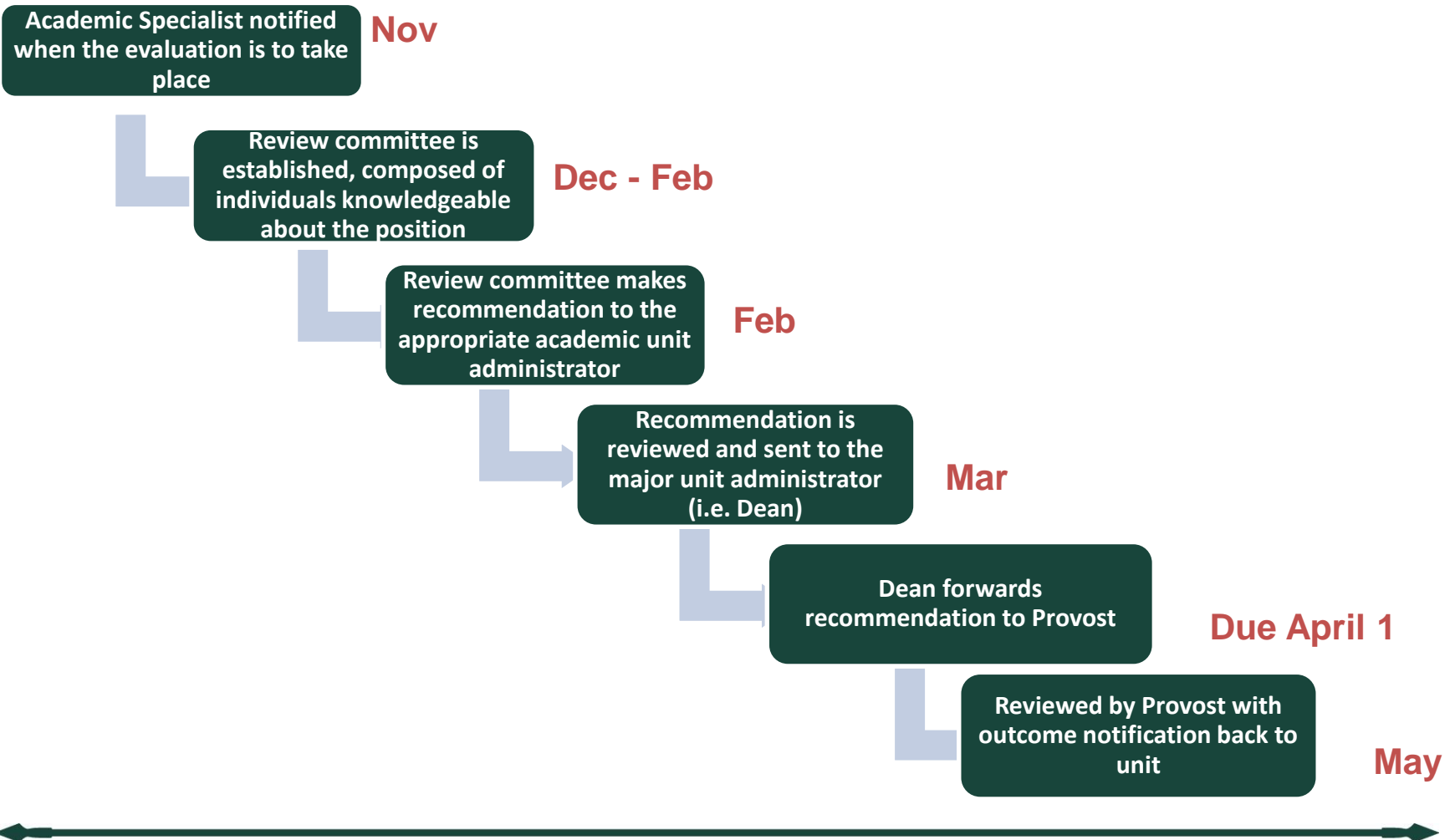
- During the second year a reappointment review occurs
- If unsuccessful, the appointment ends as originally scheduled

If successfully reappointed, the Specialist begins a second 3-year probationary appointment

- During the second year, the continuing review occurs
- If successful, one is reappointed with continuing status
- If unsuccessful, the appointment ends as originally scheduled



Continuing Review Timeline (slide 2)



Promotion to Senior Specialist

- The basis for promotion to Senior Academic Specialist is to be derived from a significantly long and sustained period of excellence in the performance of assigned duties together with the recognition by peers and colleagues both within the University and regionally, nationally and internationally.
- Based on internal/external peer review involving evaluation of performance in one or more of the assigned functional areas



Preparing for Reappointment & Promotion

- Diligent DOCUMENTATION is the key to preparing a successful reappointment/promotion packet
- Self Appraisal
- It's all about the STORY – What story will you tell about your career?



Examples of Scholarly Achievement

- Authoring/Co-authoring publications (internal & external)
- Departmental/College level leadership
- Leadership in professional organizations
- Serving as a subject matter expert
- Development of new programs
- Presentations at national meetings
- Collaboration on special projects/grants



Career Strategies

- Benchmarking: Have a plan!
 - Continuing Education
 - Professional and Scholarly Organizations
 - Academic Governance (department, college, campus)
 - Advising of Student Groups
 - Lilly Fellows and Adams Academy
 - Leadership Learning Communities
- Mentoring
- Support Groups



Some campus-wide opportunities

- **Teaching and Learning Spring Conference**
 - May 6-8, 2019
 - Conference to leverage the campus community's collective skills and knowledge about teaching, learning, and administrative processes to advance student persistence and success, and benefit the entire university community.
- **Learning Communities:** (formerly Faculty Learning Communities/FLCs)
 - Community-based interest groups that focus on specific teaching and learning topics.
 - Meet monthly and are organized by two facilitators. Contact Patti Stewart (ps@msu.edu) if interested in organizing one. A list of current communities is on the AAN site.



Some campus-wide opportunities (3rd year)

- **Lilly Teaching Fellows Program:**
 - Open to individuals who wish to complete a Scholarship of Teaching and Learning (SoTL) project with support of \$16,000 (split between AAN and fellow's department).
 - CfP-early spring/ 6 fellows are selected each year.
- **Adams Academy Fellows Program:**
 - Open to individuals who wish to focus on deeper issues of teaching and learning. Outcome is a reflective digital teaching portfolio. \$3,000
 - CfP-early spring/12 fellows are selected each year.



Important Policies

- **Academic Specialists Professional Development Support Program**
 - For MSU credit courses
- **Overload Pay**
- **Time Off/Leaves**
 - Vacation - Provided for those appointed on an AN basis
 - Short Term Disability – Provides up to six months paid leave
 - Parental Leave – Provides 6 weeks of paid parental leave
- **Distinguished Academic Staff Award**



Questions?

AHR Team:

**Theodore H. Curry II, Associate Provost and Associate
Vice President, AHR**

Melanie Trowbridge, Director

Kara Yermak, Director



Evaluation, Form C, Reflective Essay, and Documenting your Accomplishments

Presented by:

- Sonja Fritzsche, Associate Dean for Personnel,
Administration and Undergraduate Education, College of
Arts & Letters
- fritzsc9@msu.edu sonjafritzsche.com
- @sfritzsc



What? I'm being evaluated? When?!!



Don't be this person!



Don't wait! Get the parameters/facts

- First month conversations with supervisor
- Clarity of job description? Offer letter and Academic Specialist Form?
- Additional Performance expectations?
- Timeline? Annual and multi-year
- Policies and procedures?: Academic Specialist Handbook/Unit Bylaws/Guidelines/ Supervisor? Committee?
- Dossier materials? Form C?



Academic Specialist Form (%%%)

- Advising
- Teaching
- Curriculum Development
- Public Service/Outreach
- Research

- Administrative Activities



Annual Evaluation and Promotional Process

- One builds on the other
- Materials gathered for one form basis of the next
- Start tomorrow!
- First annual feedback basis for dossier for the first promotional review



Self-narrative to self: Values

- Draft statement to self
 - Your personal and professional values
 - These might or might not overlap with unit values.
- Might be – respect, equity, trust, etc.
- Might be - Do unto others....
- However, you wish to express them to self



Self-narrative to self: Goals/Strategies

- Based upon these values
 - your yearly goals
 - your strategies for attaining those goals
- Yearly goals in job description
- What and how – strategies
 - Skills needed – workshops to attend
 - Create a new syllabus – how to best gather material



Charting your Path to Intellectual Leadership (CPIL)

- CPIL – Associate Dean Bill Hart-Davidson & Dean Christopher Long
- Stepping stones, milestones, horizon
- Self-vision
- Your own professional values and goals
- Unit values, job duties and goals
- Direction – way forward – 3-5 year self plan



Document, document, document!

- Want to share statement with your supervisor?
- Digital Folder with file:
On demand or monthly documentation of activities and collection of materials
- File away feedback e-mail, etc.



Form C

- Official form that guides and accompanies your promotion dossier
- Standardized organization of the total of your professional accomplishment
- Filled out by you and unit administrator
- Can use as guide for your conversations with your administrator
- https://www.hr.msu.edu/ua/hiring/documents/AcadSpecRecFormC_allpgsfill.pdf



Evaluation Expectations

- Form C - Statement – provide summary of advising, teaching, curriculum development, research, public service/outreach
- Effectiveness, innovation, professional contributions, leadership, commitment to and evidence of promoting an appropriate climate of diversity and intellectual honesty, summary of evidence of recognition, advancement of knowledge



Form C – Sections

- Academic Advising
- Teaching Activities
- Non-credit instructional activities/presentations (past 3 years)
- Curriculum planning and development
- Publications
- Grants
- Research
- Public Service/Outreach
- Administrative Activities
- Committee Service
- Other professional service
- Awards/honors
- Letters of recommendation



Form C – Additional components

- Internal/external review letters (depending on review) – solicited by supervisor
- Summary evaluation by unit administrator and dean based on job description, unit evaluation criteria and expectations: significance, impact, context, scholarship/professional development/accomplishments
- Other supporting materials



Reflective Essay/Academic Specialist Summary Statements

- Provide a detailed summary to your Unit Administrator,
- Organized by job description
- Citing evidence of distinction and sustained excellent performance, development over time/trajectory
- Describe examples of best work



Materials - Teaching

- SIRS Forms (course evaluations)
- Any supplementary course evaluations
- Syllabi
- Representative best course materials
 - Distribution (100, 300, IAH/ISS/ISB/ISP)
 - Short intro paragraph about why innovative or reference in narrative to materials
- Course observation letters
- Select letters/e-mails/quotes from students



Materials – Curriculum Development

- Syllabi
- Best representations of range of work
- Best representations of most important work
- Reference in narrative as to why innovative and significant
- Any letters of support
- Not exhaustive – imagine if you were on the committee, what would you want to see to make your case? More quality than quantity
- Other ideas?



Materials – Public Service/Outreach

- Evidence of events planned
- Metrics –
 - Collect data of touchpoints, meetings held, phone calls, new contacts, range, type, subject, etc. as you go.
 - Don't assume you will remember!
 - Conversation with supervisor as to what
- Other ideas?



Materials – Research/Professional development

- Publication
- Honors and awards
- Workshops/trainings?
- Conferences/presentations?
- Activity-related publications/resources/ digital or analog
- Other ideas?



Letters/Evidence of Success

- Program Assessment
- Student quotes
- Student emails
- Thank you notes (Students, committee members, conference presentations).
- Letters of recommendations (students, colleagues, MSU community)
- Presentation evaluations



Questions? Comments? Concerns?





Caspar David
Friedrich
& the top
(*Wanderer above the
Sea of Fog*, 1818)



Making an Impact as an Academic Specialist

Panel Discussion

Dwight Handspike, Associate Director/Continuing Advising Specialist, Business

Laurie Linscott, Senior Continuing Outreach Specialist, College of Social Science

Amy Pollock, Senior Continuing Teaching Specialist, College of Natural Science

Scott Schopieray, Assistant Dean/Continuing Curriculum Development Specialist, CAL



Academic Specialist Advisory Committee

Kari Kammel

Chair, Academic Specialist Advisory Committee



Wrap-up

Thank you for your participation today!

Special thank you to Jillian Bryant, Cindi Leverich, and Beth Leete of the Academic Advancement Network!

Breakout Sessions are located on the Agenda.

Please don't forget to complete the program evaluation that has been emailed to you.



Breakout Sessions

Session 1 – 11:10 a.m. – 11:45 a.m.

Session 2 – 11:55 a.m. – 12:30 p.m.

- **Outreach** (Room B119)
- **Advising** (Room B120)
- **Teaching including Designation B** (Room B108/110)
- **Curriculum Development** (B113/121)
- **Research** (Heritage Room)
- **Academic Human Resources** (Heritage Room) –
Offered in session two only.

