

# Putting Together a Successful Promotional Packet

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# The MSU Philosophy



Promotion is a key branch point in a faculty member's life.

The opportunity to be recognized for accomplishments through promotion to a higher academic rank is as important to non-tenure track faculty as it is for others.

Academic rank should reflect University expectations about quality of relevant accomplishments, regardless of whether or not one is in the tenure system.



## Promotion of Fixed Term Faculty: Policy and Principles

- Some selected quotes



## The Key:

- While the mix of duties performed by fixed term faculty may vary within and across units, academic rank at Michigan State University must be based on standards that result in a progressively stronger faculty. A fixed term faculty member's level of accomplishment, even if limited to a narrow range of duties (e.g. only teaching), should reflect the same level of accomplishment for that set of duties as is required for a tenure system faculty member being promoted to the same rank.



# Materials to be included, using Form D:

1. Current curriculum vita,
2. Reflective essay about accomplishments over the reporting period (5 page maximum),
3. A representative sample of scholarly work, and
4. Evidence of excellence in performing assigned duties, e.g. significance, impact, and innovation of research/creative activities, instructional activities, and service.



## Additional important points:

- Because of the diversity in assignments of fixed term faculty, unit administrators must prepare a description of the candidate's assignment, including, for example, the percentage of the appointment devoted to research/creative activities, teaching, service, etc.
- External review letters may be used, to the extent relevant, following the principles in the policy, "[External Letters of Reference](#)."



# THE REVIEW PROCESS

Department level committee makes recommendation to chair or school director



Chair independently makes a recommendation to the dean



The dean is advised by a college review committee



The dean independently makes a recommendation to the provost



# Rule #1



**TALK TO YOUR CHAIR/DIRECTOR & MENTOR(S)**



# Tracking and Documenting Your Accomplishments

Adapted from a presentations by:

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# Why is documentation important?

- Helps make the case for who you are, what you have accomplished, why it is important, 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



# Documentation demonstrates who you are as a professional:

- The type of work you do
- What the synergies/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 in your role



# What should you document?

- All aspects of your work – the components related to your assigned duties, and all of the extra responsibilities you take on. Typically, you will organize your documents around three key categories, to the extent appropriate:
  - Teaching
  - Research
  - Service and/or Outreach
- The connections across the components of your work



# How to document your work?

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



# Teaching Records to Keep

- **Formal Classes**
  - Schedule, class size, format
  - Syllabi, course material
  - Exams and grade distribution
  - Student evaluations and summary scores
- **Advising and Mentoring**
  - Formal advising load
  - Mentoring relationships
  - Students supervised in components of your work
- **Workshops, Seminars, etc.**
  - Format, materials, evaluations



## Teaching Records to Keep (slide 2)

- **Course and Curriculum Development**
  - Development and redesign of courses
  - Teaching materials developed
  - Out-of-class experiences designed
- **Professional Activities**
  - Professional development opportunities
  - Instructional research and grants



# Teaching Issues for Reflection

- Your philosophy and approach
- Your intended learning outcomes for students
- Your teaching methods, and rationale for them
- Approaches and innovations you have developed
- Impact on students: outcomes assessment, unsolicited comments
- How you interpret and respond to your teaching evaluations
- How your teaching has changed over time and why





# Research, Scholarship & Creative Activities Records to Keep

- **Products**

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

- **Funding**

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



# Research, Scholarship & Creative Activities Records to Keep

- Involvement in the Discipline
  - Manuscript reviews, conference proposal reviews
  - Grant evaluation panels
  - Leadership activities in professional societies
- Standing in the Discipline
  - Journal rankings
  - Citation analysis
  - Reviews and published reactions
  - Awards and honors
  - Invited talks and activities
  - Unsolicited testimonials



# Research, Scholarship & Creative Activities

## Topics for Reflection

- Overall direction and purpose of your research
- Questions you are addressing
- Methodologies selected and benefits/limitations
- Impact: Major outcomes, why this work is important, whom it impacts
- Future plans and issues to be addressed



# Service Records to Keep

- **At MSU**
  - Department, college, university leadership roles
  - Department, college, university committees
  - Task forces and reports
- **For Professional Organizations**
  - Leadership roles – elected and appointed
  - Committee memberships
  - Conferences/events planned



# Service Records to Keep (slide 2)

- **For the Broader Community**
  - Consultation and technical assistance to organizations
  - Publications for the public and audiences outside your field
  - Interpretations of technical information for the public
  - Expert testimony
  - Development of programs in educational/cultural organizations
- **Clinical Work**
  - Diagnosis and treatment of clients and patients
  - Supervision of staff in clinical settings



# Service and Outreach Topics for Reflection

- Overall direction and purpose of your service/outreach
- Rationale for selecting these areas of focus
- Impact—major outcomes, who is impacted, why the work is important
- Future directions



# Major Components of Packet

- Reflective Essay
- Form D



- CV
- Publications, Creative Works



# Reflective Essay – It Should:

- Describe how you contribute to the missions of MSU (relative to your assignment) and society more broadly; impact and broader context should be explained
- If research/creative activities is a part of your assignment, then highlight what you have done and where you are going
  - Make a cohesive trajectory clear
  - Tell a story about your vision and progress toward it
- Be a polished document that includes some specific examples
- Communicate at a level appropriate for knowledgeable people who are not in your discipline





## Reflective Essay – It Should *Not*:

- Simply summarize what is in CV or Form D (or be a list of what you've accomplished)
- Use a lot of jargon



## Reflective Essay – Questions to Ask Yourself:

- Why do you do what you do? And why does it matter to people other than you?
- What do you want to be known for, and why?



## Reflective Essays – General Advice:

- Get information from senior colleagues and unit leaders about the culture in your department and college regarding style and content of the document.
- Review examples from successful promotion cases.



## Form D – Basic Documentation

- Undergraduate and Graduate Instruction
  - List of courses taught, including number of students in them
  - Non-Credit Instruction
  - Academic Advising (UG advising by faculty only in some units)
  - Instructional Works (publications, presentations, etc. with teaching focus)



## Form D – Basic Documentation (slide 2)

- Research and Creative Activities
  - List of items produced
  - Quantity of items across categories
  - Number of grants (details are listed at end of document)
- Service
  - Scholarly and professional organizations
  - University
  - Broader community



## Form D – Basic Documentation (slide 3)

- Evidence of Other Scholarship
  - Impact of and attention to any work that is not specifically associated with teaching, service, research or creative activities
- **Integration across Multiple Missions**
- Other Awards/Evidence



## Form D – Common Mistakes to Avoid

- Entering the wrong duty period on page 1
- Typos, sloppy language
- Not answering all of the questions



# Questions?

