

COA Tenure & Promotion Session Information

- ***Tips & Suggestions to Prepare for a Personnel Action***

Be familiar with the various Policy and Procedure documents, and the timeline set by VSU and your College:

- Departmental Documents & Requirements: **see departmental resource websites.*
- College Policies and Procedures – COA:
 - <http://www.valdosta.edu/colleges/arts/about/resources.php>
- VSU Tenure and Promotion Policies and Procedures:
 - <http://www.valdosta.edu/academics/academic-affairs/tenure-and-promotion-procedures.php>
- BOR Policies: <http://www.usg.edu/policymanual/section8>

1. Be organized, start early, and ask questions

- a. Start right now – develop a habit, into a routine, into a praxis.
- b. Set a schedule; update your CV, Teaching, Scholarship/Research, and Service accomplishments regularly. Know the timelines/deadlines; **and don't wait**. Stay current in APL Next Ed – an important part of your annual evaluation!
- c. Build and foster relationships. Communicate with your department head, departmental personnel committee, and faculty mentors – solicit input and guidance from outside your area and across the university as well.
- d. If your department has a mentor system for junior faculty, take the initiative, engage, and be involved. Seek input from those that have been successful before you. Timely, routine, consistent, useful formative feedback is critical.
- e. Assemble and organize materials routinely throughout the year. Save your digital files by category (Teaching, Scholarship & Service) and in reverse chronological order. Be strategic, develop & implement your plan, then reflect, assess, solicit feedback – “rinse and repeat.”

2. AFARAP and Annual Evaluation

- a. The AFARAP (FAR) and APL database are often looked at as “busy work,” or perhaps even unimportant, however, the departmental personnel committee, your department head, college personnel committee, your college Dean, the University T&P committee, and the Provost/President review these documents; **THEY REALLY DO**. These documents are important and valuable indicators of your plans, goals, and accomplishments. **More is not always better.* the content in your AFARAP should be thoughtful, reflective, honest, and responsive – not simply copied/pasted year-to-year – and absolutely should not be confrontational, dismissive, or adversarial in tone or content (I've seen this). If it's not useful for you, it's not going to be for anyone else – and it certainly will not help you in a personnel action.
- b. The AFARAP and Annual Evaluations will continue to play a critical role in determining future personnel actions (tenure, promotions, etc.), and merit awards (when available), as well.

3. Narrative(s), CV, Content, Organization; Assessment & Reflection(s)

- a. Follow the guidelines. Colleges are moving to digital submissions. Organize your files and follow their digital submission guidelines! Within the COA, faculty submit their files digitally using Microsoft OneDrive. The COA has an entire document posted online “**COA Digital Preparation/Submission Guidelines**” to assist faculty as they prepare, save, and upload files for their personnel action(s).
- b. Keep it clean. Your accomplishments should shine, not hide! Within each section, provide an overview/summary of the items in that section, with dates if possible. Provide an annotated list – to help frame what the reviewer is about to see, this will make the information more/easily accessible – and provide some much-needed context too. This summary list could be an expanded section from your CV. Structure your CV to follow the format of the P&T Policy; Teaching and Instruction, Scholarship and Research, and Service to the Institution, Community, Region and to your specific discipline/field/craft.

- c. **Narrative:** Don't assume that everyone understands what you do. Utilize brief/succinct narrative to explain and support your materials. Not everyone *comprehends/gets* what a solo national exhibition means at the Whitney Museum, or an invitational performance at the Ashtabula Performing Arts Center, or a research article co-authored by 5 faculty regarding the recent fluctuating river cycles of the St. John's River and its impact on single celled organisms related to molecular and cellular regulation of tissue specific growth response in marine mammals. *Not everyone does what you do, so help the reviewers understand the significance/impact of your accomplishments.*

Brief narratives can and should provide the reader/reviewer with a good idea of what they are about to see throughout your materials. Never assume that a reader/reviewer will "connect all the dots and fill in the gaps" you may have left. Your narrative(s) should provide a succinct overview of what the reader/reviewer is going to see in and throughout the materials that you assemble and submit.

- d. **CV:** Reverse chronological, reverse chronological, reverse chronological. The CV (in a personnel document) should look/function differently than a CV that is meant for a job application. No references are needed. Get in the habit – organize your CV and APL materials in accordance with VSU, College, and Departmental personnel policies. Within your CV, it should be clear and easy to see your education, time of appointment, dates of pre-tenure/tenure or prior promotions, an overview of your teaching, research/scholarship, and service, (university, community, and service to your field) accomplishments. **The following cannot be overstated/emphasized enough:** *(Only include items accomplished in the timeframe relevant to the review period for pre-tenure, tenure, or promotion).**

**unless you have been granted time towards tenure and/or promotion in writing, then include those years.*

- e. **Assessment of Teaching Effectiveness – SOI & Peer review.** SOI data and comments are important, *really they are;* regardless of low or high response rates. However, so are the written comments, context, reflection, plans and assessments based on those SOI(s). Look at the details as well as the summary number(s). Watch for trends, outlier comments and numbers; especially low numbers or critical/negative comments. *Reflect and respond, plan and implement; do not ignore and dismiss, rather take the opportunity to address the results/findings.*
- f. **Analyze the data.** Review your course grade distributions, and DFWI rates. Work with your department head and departmental peers/colleagues to regularly review and discuss these trends across common courses, especially CORE, Area F and 1-2xxx courses. Reflect, assess, set goals, and take action – then reassess – “rinse and repeat.”
- g. **Routine peer review should take place throughout one's career.** Each college and department should have a process/procedure in place. Peer review doesn't just mean a classroom visit, or a one-page letter/checkbox – “you're a great teacher.” Peer review can be many things; a teaching circle or roundtable, (departmental or inclusive of faculty across departments/campus), review of course materials, student assignments/projects, grading procedures, demonstrations and communication techniques, etc. *Peer review should provide meaningful feedback for you!* Similar to a studio critique, a jury, an audition, a classroom discussion, it may not always be positive or glowing – however these things are all meant to be constructive, and to provide a framework for improvement. But that's not the end, peer review means taking that feedback, implementing a plan/change, assessing the results/impact, reflecting on those results, and then refine, hone, improve, and share, then – “rinse and repeat.”
- h. **Peer Reviewed Scholarship:** Indicate research items that are peer reviewed, adjudicated, invitational, etc. When/if appropriate, provide the peer-review process regarding your accepted scholarship, submissions, acceptance rates, juror/external reviews, etc. Provide context/support as to the importance, impact, repute of the item/venue/event.

Resources for Peer Review:

VSU Center for Excellence in Learning and Teaching:

<https://www.valdosta.edu/celt/resources.php> - [CELT's Recommendations for Teaching Observations](#)

Dr. Savoie, Dean of the Honors College published: "A Guidebook for Peer Evaluation." It's a great resource:

<https://www.valdosta.edu/colleges/arts/about/documents/peerevalguide.pdf>

Another great resource – Vanderbilt's Center for Teaching/Peer Review of Teaching:

<https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>

Summary; Don't forget to breathe.

- Provide a clear and organized picture of what you do.
- Help the reader/reviewer understand all the great things that you do, as efficiently and as easily as possible.
- Try to envision someone that does not know your discipline, or your contributions/accomplishments as well as your colleagues/peers, head, or your college administration.
- Keep in mind the fatigue that readers/reviewers will have, not just within your materials, but overall – as these documents move to the department and college levels, then to the university committee/provost/president the readers/reviewers will be looking at many, many, many candidate materials, and they will likely not know your field/discipline very well – help them understand and navigate all your great work.
- Provide a roadmap to help the reader/reviewer stay on track, that will aid them on their journey; with a final destination of fully understanding all that you do and have accomplished – and how that has impacted VSU, your programs, and most importantly, our students.
- **It's a process;** you're an academic, a teacher, a researcher, you do a plethora of projects, scholarship, teaching innovation, and service. Take it in stride, keep calm and don't panic.

(Teaching, Scholarship, and Service):

Teaching/Instruction and Student Learning:

Include an overview/summary/bulleted list of your Teaching, Instruction and Student Learning accomplishments. (1-2 p.)

Consider providing an annotated list/narrative – to help frame what the viewer is about to see, this will make the information more/easily accessible – and provide some context too.

Organize your digital files following the "[COA Digital Preparation/Submission Guidelines](#)"

Consider breaking up your Teaching/Instruction:

- Comprehensive SOI results
 - List/Annotate items briefly
- Course Related Materials
 - List/Annotate items briefly
- Syllabi & Assessment Data
 - List/Annotate items briefly
- Evidence of Teaching Excellence
 - List/Annotate items briefly
- Peer Reviews of teaching/Instruction (Departmental, College, other internal/external reviews)
 - List/Annotate items briefly
- Consider adding some information like – Student Achievement?
 - List/Annotate items briefly
- Other/Additional Info

When listing courses, listings should include the prefix/number and title: (CLAS 1100 Introduction to Class)

Scholarship / Professional Development / Research and Creative Productivity :

Include an overview/summary/bulleted list of your Scholarship accomplishments. (1-2 p.) Consider providing an annotated list/narrative – to help frame what the viewer is about to see, this will make the information more/easily accessible – and provide some context too.

Organize your digital files following the “**COA Digital Preparation/Submission Guidelines**”

Consider breaking up your Scholarship:

- Professional Development; Publications (book/article/reviews), Presentations, Conferences, etc.
 - List/Annotate items briefly
- Performances/Lectures/etc. (Institutions/Venues – list International/National/Regional/Local)
 - List/Annotate items briefly
- Grants & Awards
 - List/Annotate items briefly
- Evidence of External Peer Review of Scholarship
 - List/Annotate items briefly
- Etc.

If appropriate include information like:

- Juried or peer reviewed?
- Solo, group, or collaborative; (publications, performances, conference presentations, etc.)
- Include acceptance/rejection rates for publications/reviewed performances, or perhaps number of attendees at a performance venue – describe the scope/repute of the venue, include/highlight the/repute/importance of the work or of the guest scholar/artist/speaker that you have helped bring to VSU and explain how that impacted teaching/students in the classroom, other faculty/courses and the community.
- Significance of a conference/conference presentations (if any), include number of conference and presentation attendees, if possible.
- Provide a brief/succinct explanation of the significance of the event, conference, panel, publication, performance, etc.

Your digital files should be organized and understandable by anyone – someone with extensive knowledge about what you do (like a colleague/peer), and also by someone that potentially does not know anything about what you do (Biology, History, English Prof., for example).

Help the reviewer get a “snapshot/overview of each section” then let those that want to dig in on the granular level really investigate the specifics/evidence within the details of your digital files.

Providing a bigger picture/snapshot/overview will help others access the detail(s) that you include and will showcase the significance/hierarchy of importance of the scholarship that you have done!



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A Comprehensive University of the University System of Georgia and an Equal Opportunity Institution

Service to the University and Community:

Include an overview/summary/bulleted list of your Scholarship accomplishments. (1-2 p.) Consider providing an annotated list/narrative – to help frame what the viewer is about to see, this will make the information more/easily accessible – and provide some context too.

Organize your digital files following the ***“COA Digital Preparation/Submission Guidelines”***

Include an overview/summary/bulleted list of your service contributions and significant accomplishments.

(Univ./College/Dept./Community/Discipline/Field, etc.)

(1-2p.) You may even include a variation of the relevant segment from your CV in the Primary document, altered to accommodate the specific sections of your appendices.

For additional information or questions – contact:

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