

Faculty Development Day: February 18, 2022

P&T Applications: Guidelines and Suggestions:

1.) Pre-application: Read carefully the Article on “Faculty Evaluations” of the most recent Board-Union Agreement and remember that the Agreement is the governing document and takes precedence over any other document. Note too applicants’ right to respond to negative letters, including from their Dean or Director and note the protocols for Addendums (short, specific additions to your file after it has already been submitted). Also remember to notify your Dean or Director when you submit your application, even if you have already discussed it with him or her.

2.) Content is of course important. But perhaps pay slightly more attention and time spent not on what you say, but how you say it (structure and organization).

3.) A P&T file is a text, a narrative. Tell your professional story. But focus on the years under review. Your CV will cover the rest.

4.) In general, the comprehensive statements have gotten too long (25 pages or more?). In general, the now digital only files have gotten too bulky. Quantity is important, but quantity without an explanation of quality is less persuasive. Avoid laundry lists. Explain the value of what you have accomplished – to your students, to your programs, to your field, to the university, to the community. Demonstrate your “excellence” in a reasonably coherent manner.

5.) Support with specific evidence or exemplars every claim you make. Do not support any claim you do not make.

6.) Do not double-count. For example, if you are claiming assessment under Instruction, then it cannot go in Service (and vice versa). The excessive lengths of the comprehensive statements and files are in large part due to redundancies. However, in some cases a single activity can be broken up into, say, part Service and part CSR.

7.) The P&T Committee does not recognize internal university documents such as assessment reports as CSR, unless they are embedded in an article subsequently published in a peer-review journal. Keep in mind that serving on or chairing graduate thesis committees is typically Service, or what might be called Scholarly Service. However, if you end up co-authoring with the student an article based on that thesis then that can be applied to CSR (see #6 above).

8.) In terms of CSR, many journals are now indexed on Google Scholar and then given an h-index, the higher the index the better. There is also something called an “impact factor.” Look it up for your journal articles. Also, what is the rejection rate of proposals submitted to a particular conference that you presented at? Who is the publisher of your book or is it self-published? In a multi-author publication were you the primary writer? If not, what % did you contribute? Remember your dissertation itself does not count as CSR. Again, try to emphasize the quality (value) of your work and not just the sheer volume of it.

9.) In terms of CSR, foreground grants, if you have them. But explain them (see #6 above) and also provide helpful data – acceptance/denial rates for that particular grant, a close

approximation of how much time you have spent on the grant, what % of the grant did you personally take care of, etc. Competitive grants tend to be the most persuasive. Grants that then lead to peer-reviewed publications are very useful.

10.) In terms of CSR publications peer-reviewed journal article are probably the most valuable, but nothing wrong with books reviews, either. And publishing in UOG journals never hurts, though a balance between regional and international publications is desirable.

11.) In terms of CSR, the P&T Committee encourages discipline-specific criteria. But you cannot just make them up. Ground them in an external source such as the official website of your discipline. Remember too that you still have to demonstrate that you have met your discipline-specific criteria.

12.) In terms of Instruction, try to triangulate: student evaluations (required) – official teaching observations – student letters (see #15 below). And provide numbers, in terms of how many students per class, total per semester etc. Curricular development typically would go in Instruction not Service.

13.) In terms of Service, think vertical: some department, some college, some university (usually acquired in that order). A whole lot of department and/or college service is not a substitute for no university service. In general, especially for 9-month faculty, most applicants have too much Service and not enough CSR.

14.) In terms of Service, keep in mind that increasingly, community service is more and more valued as well. But related to your field/discipline is better than, say, coaching your child's soccer team.

15.) In terms of Letters of Recommendations: 5 are required: 1 Discipline (D), if applicable, and 1 Unit (U) – mark them as such. 1 or 2 letters from a UOG faculty or administrator (not your Dean or Associate Dean) are useful. External letters highly recommended, especially for CSR. Student letters highly recommended, both undergraduate and graduate (if you teach both), for both 9- and 12-month faculty (cannot currently be enrolled in your class). 9 letters are the maximum now but 7 or 8 strategically chosen gets the job done. P&T Chair contacts your letter writers initially, after that it is your responsibility for them to make the deadline. Letters should be sent only to HRO (electronic only) not the P&T Chair. P&T Chair contacts your Dean for his or her letter, after your other writers' 20 business days window closes, Dean then has 10 business days.

16.) In terms of your application, do your due diligence when preparing it, follow the Agreement, keep track of your letter writers, and remember that historically, 80-90% of P&T decisions are positive recommendations.