

## **PREPARING THE PROMOTION FILE**

### **Non-instructional Athletic Trainer Only**

This guide reflects the judgment of the current Personnel Policy Committee of the Faculty Senate and the P&T Committee as to the materials that make a promotion file clear and understandable. The *Faculty Senate Promotion and Tenure Procedures for Faculty* document and the AAUP/BOT's *Collective Bargaining Agreement* (CBA) reflect the mandated requirements, while this guide is intended to help candidates navigate the process and is written primarily as insight and advice ONLY. Therefore, if candidates decide to make different selections for the materials to include in their promotion file, they can rest assured it will not prejudice the P & T Committee. In other words, there is no intention to contravene or contradict the CBA or the *Faculty Senate Promotion and Tenure Procedures for Faculty* document. In fact, at times we emphasize certain requirements that are detailed in those documents. The Committees hope that these guidelines will provide support for our colleagues who are applying for promotion and tenure. Therefore, all candidates should review both this guidebook and the *Faculty Senate Promotion and Tenure Procedures for Faculty* document.

When applying for promotion, a candidate is faced with the challenging task of assembling a promotion file that clearly documents the quality of activity in the four categories of evaluation for Faculty. The Personnel Policy Committee of the Faculty Senate and the Promotion and Tenure Committee hopes this informative guide will reduce the uncertainty about what kinds of materials may be included. It also provides some advice on how to format files for the P&T process. Please read the instructions on uploading your digital file in Blackboard.

Additionally, candidates have discretion about materials included and how to categorize activities. Providing rationale for inclusion of materials in particular categories would be helpful to members of the P&T Committee. Candidates may wish to seek further guidance from others, including colleagues.

### **FILE FORMAT**

When deciding how to assemble their files, candidates might keep in mind that the members of the P&T Committee read 50 to 60 files. To assist candidates in compiling an effective file, the following recommendations are made:

If a candidate is also applying for Renewal, the file may be duplicated for review according to the Renewal Procedures. (please see the *Faculty Senate Promotion and Tenure Procedures for Faculty* document for more detail)

1. The **Candidate Information Form (CIF)** sets forth the file's basic information in a standardized format. The CIFs for all Faculty are posted under Faculty Evaluation/Candidate Information Forms on the Faculty Senate website.

There is also a link to "Instructions on how to produce a Candidate Information Form (CIF) using either the current faculty information repository or Microsoft Word."

**DO:**

1. Include information prior or in addition to activities at Southern, if desired.
2. Reading the information is easiest if candidates use a 10-point or 12-point font and PDF format is required
3. Place CIF in the “Required Documents” section of the promotion file.
4. Check all links provided in the CIF and make sure they work.

**DON'T:**

1. Writing “See Vitae” in place of a complete entry within the CIF or a complete CIF is not advised.

Please Note: If you have already completed a CIF using an earlier version of the document, you may continue to use the earlier version when updating the CIF.

2. **MANDATORY:** *The promotion file must include a copy of the original letter of appointment from the University President. (Please see the Faculty Senate Promotion and Tenure Procedures for Faculty document for more detail.) The current evaluation letters from the D.E.C., and Director should be placed in the “Letters of Evaluation” section of the promotion file.*

**DO:** If needed, please obtain a copy of your original appointment letter from the Human Resources Office.

3. Documents should be organized in the designated digital folders: ***Management of the Health Care of Student Athletes, Demonstrated Level of Care and Professionalism, Record of Continued Educational Growth and Service, Productive Service to the Department and University, and Any Record of Disciplinary Action.*** If disciplinary action has occurred, the record of this should be uploaded in the appropriate digital folder. If there has been no disciplinary action, nothing need be done, and the folder will be invisible to the reviewers. No documentation need be provided for the fifth category, *Years in Rank*, unless there is some situation that needs to be communicated to the P&T Committee.

While it is not required, it is recommended that candidates write a narrative for each section. These narratives can provide context to the reader and synthesize the information in each section.

**IMPORTANT:** Candidates who do *not* have the required number of years in rank to apply for promotion, and who decide to apply for promotion on the basis of “substantially comparable experience” see the *Faculty Senate Promotion and Tenure Procedures for Faculty* document for more detail), are *encouraged* to include “supporting evidence” (submitted with their application to the DEC). The P&T process is evidence-based in the sense that candidates for promotion typically include documentation of the quality of activity in the four evaluative categories, year-by-year, for each of the required years of eligibility. The lack of any documentation for a year, or for years of eligibility could disadvantage a candidate in a process that is so dependent on the documentation provided by the candidates. Further, candidates who apply for eligibility for promotion on the basis of “substantially comparable experience” are encouraged to articulate their experience—to the greatest extent possible—in terms of our four contractual categories of evaluation (Management of Health Care of Student Athletes, Demonstrated Level of Care and Professionalism, Record of Continued Educational Growth and Service, and Productive service to the department and University) in order to clearly explain the ways in which the

experience was comparable to activity in the required years in rank. Similarly, DEC's are encouraged to use this evaluative framework in its written report with supporting reasons.

4. **MANDATORY:** *Dates of all activities and/or publications must be included.* Therefore, candidates should include **complete information** for all entries, whether in the CIF or other materials. That is, dates should be provided for each activity, leave, committee, conference, etc.; locations should be provided for all events, such as meetings, exhibitions, conferences, etc. Where appropriate, the title or topic and the audience for an event should be included.

**DO:** The items within each grouping should appear in chronological order, starting with most recent entry.

5. If candidates have taught a credit-bearing class, it is recommended that they include the university-tabulated summaries for a period of two years prior to the application. If the candidates deem it advisable, they may choose to include additional semesters. If the department has approved its own written evaluation instrument candidates may provide that in lieu of the University-issued student opinion surveys.

Please note that the current University-issued student opinion survey is not required by our AAUP contract. Departments may develop their own written evaluation instruments, but these must be approved by the department. In addition to the approved instruments, "it is understood that members may use evaluation forms in addition to the approved instrument" (CBA 4.11.9) A department-specific assessment instrument may better represent the pedagogy appropriate to the candidate's discipline or field. Further, candidates may add their own individual evaluation instruments. These instruments may represent their own pedagogy and classroom culture more effectively.

If relevant, candidates are encouraged to include additional evidence of teaching, such as reports from classroom (peer) observations conducted by the DEC.

6. Abbreviations commonplace in a discipline may not be understood by outsiders or may be confused with some other interpretation. Phrases or terminology particular to a field should be explained in a sentence or two; acronyms ought to be spelled out at their first mention.
7. If the file includes materials in a foreign language, a translation of the important elements, such as the abstract of a journal article, is helpful.

As candidates work on their files, they should emphasize significant accomplishments over those of lesser importance. For example, a candidate appointed to a committee who rarely if ever had to go to meetings might think twice before listing this activity. In promotion files, candidates should give special emphasis to accomplishments since the last promotion. Most importantly, the P&T Committee will consider all files as honest and ethical statements of what the candidates have accomplished and how they have contributed to SCSU and to the profession.

**NOTE:** The *Faculty Senate Promotion and Tenure Procedures for Faculty* document includes the dates for sealing the files (in the calendar). A written email memo will be sent to candidates later in the semester reminding them of the closing of promotion files. It is to the candidate's advantage to have all relevant and

necessary materials in the file by that date. Candidates are allowed to add documentation to the file at any time (e.g., at the “sealing of the file” and at the Interview), but after the beginning of the deliberations it is difficult to ensure that P&T Committee members will see any information that would be added. By that time, the files have already been reviewed. Therefore, while information can always be added to the file, the P&T recommends adding only documentation not available to the candidate earlier (e.g., notice that a publication was approved after the “sealing of the file” date). If material is added to the file following the beginning of the deliberations, the P&T Committee cannot guarantee the material will be reviewed. If candidates add documentation after the “sealing of the file” date, they shall notify the P&T Committee Chairperson of this action (please see the *Faculty Senate Promotion and Tenure Procedures for Faculty* document. All candidates should ask any references to submit letters of support early in the process, which should be sent to the candidates themselves for uploading in the file.

## DOCUMENTING THE CRITERIA

The Promotion file should contain information that reflects the criteria required for promotion, according to both the AAUP/BOR’s *Collective Bargaining Agreement* and the *Faculty Senate Promotion and Tenure Procedures for Faculty*. The P&T Committee’s decisions are based on its evaluation of how well the candidate fulfilled the criteria in the first four of the six categories (the fifth category is automatic and the sixth is only if there is a record of discipline in the candidate’s personnel file). This evaluation procedure is explained in detail in the *Faculty Senate Promotion and Tenure Procedures for Faculty* document..

As the candidate’s Promotion file should be, this section of the pamphlet is divided into the six categories the P&T Committee must consider. (The weight given each category in the initial mathematical evaluation appears in parenthesis.) This section also contains general suggestions about the types of materials to submit in the folders to document of effectiveness. These suggestions are in no way all-inclusive. Depending on the candidate’s primary job responsibility and/or academic discipline, materials and exhibits other than those listed as examples here may more effectively document their work.

Please See Appendix A for further suggestions on appropriate form, content, and extent of evidentiary documentation, including suggestions on material inappropriate for inclusion as evidentiary documentation.

**In the appropriate categories letters of support are encouraged.** Given the "recusal rule," candidates should consider obtaining letters of support that would clarify the context and significance of the candidate's performance or achievement in any or all categories. (Please note the following passage in the *Faculty Senate Promotion and Tenure Procedures for Faculty* document pertaining to the recusal rule: P&T "Committee members from a candidate’s department are allowed to vote on that candidate, but must recuse themselves from any discussion or comment on the candidate or the candidate’s file in any context for the entirety of the candidacy year, including that candidate’s interview, deliberations by the Committee (including reconsiderations and meeting with the Provost) and appeals to the President" (please see the *Faculty Senate Promotion and Tenure Procedures for Faculty* document for more detail).

### **1. Management of the Health Care of Student Athletes (weight = 10) (Load Credit or the Equivalent)**

The performance of primary load credit assignment, or of its equivalent, receives the most weight in Promotion recommendations. Although it is often difficult to document the quality of performance,

candidates should try to provide various objective measures to clarify how well they carry out their job responsibilities.

Candidates shall provide a summary description of their involvement in risk management, and injury prevention; recognition and evaluation of injuries/illnesses; injury treatment and disposition; rehabilitation; organization and administration of services; coordination of services with other sport medicine professionals; and education and counseling student athletes. A performance evaluation should be developed and included in the file for these activities.

Candidates engaged in teaching activity should include at least the last four semesters' summarized student opinion surveys in their file. Because the P&T Committee recognizes that no one way of teaching is paramount, it is very useful to begin this section of the file with a brief explanation of the candidate's approach(es) to pedagogy/teaching philosophy.

For those candidates who have any other non-teaching assignments as all or part of their credit load, a brief explanation of responsibilities and how they are met is particularly helpful in this category. If possible, a performance evaluation should be developed and included in the file.

**MANDATORY:** *Candidates are required to provide the P&T Committee with credit load data for at least the years in rank required for eligibility for promotion to the desired rank. The Candidate Information Form (CIF) provides the desired format for this information.* Also list any other activity that received load credit (teaching, administrative, research, curriculum development, field work, library services, counseling, coaching, etc.) semester by semester.

Generally, the results of any activity given reassigned time fall under category 1, so the same results should not be entered in a second category. For example, grants or research that received reassigned time should not be included under creative activity. But if work begun or completed under reassigned time extends beyond the time allotted and the candidate enters the results in another category, then a brief explanation is very helpful. The P&T Committee realizes that these are complicated distinctions, so it will trust the candidate's judgment in this area.

Similarly, both student advising and athletic training-related committee work/activities are usually considered as part of category 1, but candidates may want to list them elsewhere.

**Remember: candidates who receive credit for administrative activities (such as chairing a department or coordinating a program) should also include performance information on these responsibilities.**

## **2. Demonstrated Level of Care & Professionalism when interacting with Student**

**Athletes** (weight = 5)

Candidates should provide a brief explanation of how they demonstrate care and professionalism when interacting with student athletes. Testimonials from student athletes and colleagues should also be provided.

## **3. Record of Continued Educational Growth and Service to the Profession** (weight = 4)

Activities that reflect credit on the university and/or provide developmental opportunities in the appropriate discipline fall under this category. A few examples of the types of activities that may be included are

*Attendance at lectures and/or workshops*  
*Consultations*  
*Conference attendance*  
*Professional memberships*  
*Professional offices held*  
*Community service of a professional nature*

**4. Productive Service to the Department and University (weight = 2)**

The P&T Committee finds any evidence about the quality and extent of the candidate's service, including a brief personal statement, especially helpful in evaluating this category. Service includes, but is not limited to, the following:

*Departmental committees and activities*  
*School-wide and University-wide committees and activities*  
*Programmatic self-study and evaluation*

Letters from others involved in the activity are one way to help document the constructive participation of the candidate. If any service is compensated with reassigned time, it should be so noted and, unless explained otherwise, entered into category 1.

**5. Years in Rank (weight = 1)**

Candidates will automatically have the number of years in rank at SCSU past the eligibility point added to their total scores. Because awards of promotion take effect at the beginning of the following academic year, candidates should include the current year in accounting for years in rank on the Candidate Information Form.

**6. Record of any Disciplinary Action (weight = -1)**

Any record of disciplinary action currently in the candidate's personnel file that is not scheduled to be removed prior to the end of the review process, shall be placed into the P&T file by the candidate. The candidate may choose to provide information about the circumstances of the disciplinary action that he or she would like the evaluators to consider.

## THE CLOSING

Sealing of the file is scheduled for the last two (2) days of Finals Week. It is strongly recommended that candidates examine their files at this time. Besides ensuring that the content is still in the desired order, candidates are allowed to add additional documentation to their files.

**IMPORTANT: During the Closing period, candidates will be reminded that they will be able to sign up for an interview with the P&T Committee**

The P&T members at the Closing will help verify that all the required materials are submitted. **Candidates should consider it part of their responsibility to ensure that the DEC and Director have adhered to the requirements for their letters, including recommendation language, described in the *Faculty Senate Promotion and Tenure Procedures for Faculty* document.** However, if the evaluators fail to follow the correct format even after the candidate so requests, the P&T Committee will still accept the file for consideration.

## THE INTERVIEW

Candidates may sign up for an interview as prompted by the P&T Committee. If the candidates miss the opportunity to sign up for an interview and desires an interview, they should contact the Chair of the P&T Committee. Efforts are made to accommodate everyone who wants an interview. Those signing up late will obviously have less choice of dates and times.

The interviews are scheduled in 20-minute blocks during the first week of the Spring Semester. To use their time wisely, candidates should think beforehand about the aspects in their file, in the six evaluative categories, they would like to highlight or clarify. In addition, candidates should apprise the P&T Committee of recent events or developments. At this time, candidates may upload documentation of recent or new activities to their files. Candidates are reminded to notify the chair of the P & T Committee if additional information is added to their file (please see the *Faculty Senate Promotion and Tenure Procedures for Faculty* document for more detail). P & T Committee members present at the interview may ask questions of clarification. Candidates may also discuss and upload their Fall semester Student Opinion Surveys or equivalent, if not already included in the file.

Each interview will be conducted by a few members of the P&T Committee, who will report back to the entire committee during deliberation on the file.

## RECOMMENDATION LETTER FROM THE P&T

Recommendation letters are usually sent out on or before March 5<sup>th</sup>.

## FINAL WORDS

Aspects of the promotion process are described in detail in the AAUP-BOT's *Collective Bargaining Agreement*, the *Faculty Senate Promotion and Tenure Procedures for Faculty* document on promotion and tenure sent each September, and the P&T Committee Procedures document. The P&T Committee strives to follow these documents to the letter while still adhering to the spirit of them. Candidates can be assured each and every file is given full consideration. Once again, these present guidelines are not intended to contravene or contradict the CBA or the Senate document on promotion and tenure but rather to provide helpful advice to candidates about preparing their files.

## APPENDIX A

### SUPPLEMENTAL GUIDANCE ON FORM, SCOPE, AND NATURE OF EVIDENTIARY DOCUMENTATION, INCLUDING RECOMMENDATIONS ON INAPPROPRIATE MATERIAL FOR INCLUSION

#### General philosophy:

- It is important to note that any maximum or minimum inclusion requirements are purely guidelines to help candidates as they craft their own narrative. A candidate's portfolio is contractually mandated to be in their control. Only those documents required in contractual material and P&T documents are true requirements. And, while some of the suggestions in this document aim to help add definition to ambiguities, it can be in these very ambiguities that a candidate is able to describe their individual path at Southern.
- Put more pithily, quantity does not equate with quality, and brevity does not guarantee eloquence. It is in the hands of the candidate to shape their narrative. These guidelines are here to help the process of evidentiary selection be less excruciating. As a general principle, candidates should aim to present a streamlined depiction of your professional ethos that focuses on essentials rather than volume. Your selection of materials to document your career should emphasize concentration, concision, and quality over quantity and inclusion of unnecessary detail.
- Proviso: These guidelines, their order, their naming, and their content will apply differently with different classes of tenure-track faculty. Please refer to the AAUP Collective Bargaining Agreement and official Promotion and Tenure documents to find advice on specific wording or weighting of categories.

#### General Guidelines on selecting evidentiary material for all sections:

- In accordance with Faculty Senate document *SCSU FACULTY SENATE P&T PROCEDURES FOR FACULTY*, portfolios should include:
  - Candidate's CIF (N.B. the CIF is mandatory; a candidate may include a CV as well, but not to the exclusion of the CIF);
  - A personal statement;
  - Statements for each area; for more detailed guidance on what should be included in each area, please see individual breakdowns below;
  - Pieces of evidence in each area of evaluation, calibrated to accord with section weight, relative importance of key achievements, and Departmental Guidelines;
  - Pursuant to documented P&T restrictions on individual letter writers' positions, letters of support, internal and external; Include external letters from faculty and scholars attesting to the impact the candidate has created for their professional discipline/field and society.
- Evidentiary documentation should be in support of an overarching contextualizing narrative, therefore:
  - Candidates should provide in their personal statements:
    - a clear summary of their areas of growth;
    - a clear, narratively-focused overview of their professional practice.
  - Evidence of Teaching/Professional (e.g. Coaching, Counseling, Library) Philosophy:



- Significant emphasis should be placed on candidates' narrative, including teaching or professional philosophy and effectiveness;
    - Candidates should favor a brief overview of all their work/courses over an in-depth focus on one representative project/course;
    - Candidates may consider highlighting, where appropriate, evolution of your praxis (i.e. pedagogy, course format and content, etc.) over time.
  - Primacy in selection and inclusion of evidentiary documentation should be afforded to narratively significant goals, tasks, achievements, and memberships.
    - Candidates should document key achievements highlighted in their narratives with evidence; but
    - They should not include trivial or extraneous documents that support self-evident or disciplinary-standard points (e.g. professional membership receipts, leaflets or handouts from talks, conference badges, etc.);
    - Likewise, they should not distract from their narrative through unnecessary redundancy in file. Avoid attaching the same or similar pieces of evidentiary documentation both within and across sections (e.g. very similar syllabi for the same or similar courses). Instead include a smaller number of unique, representative pieces of documentation.
  - Attention to evidentiary documentation should be afforded to each area in roughly the weight each category applies to the individual.
- In cases of collaborative projects, candidates must distinguish their individual contributions from those of their collaborators in any documentation.

#### Guidelines for Specific Evaluative Categories:

##### *Load Credit*

- Evidence of Load Credit will vary depending upon the candidate's duties (Teaching, Coaching, Counseling, Library, etc.).
- Documents that might serve as efficient measures of participation include:
  - Teaching Practice:
    - Paragraph explaining each course taught;
    - Syllabi and assignments or activities for courses.
  - Teaching and/or Course assessment:
    - Other forms of student comments on course or teaching;
    - Observations from the DEC or other departmental colleagues;
    - Qualitative or narrative self-reflection of professional practice on the basis of student opinion surveys.
  - Documents recording primary duties outside of teaching:
    - Administrative documents (e.g. spreadsheet excerpts; planning documents; policy documents, quantitative statistics, etc.)
  - Student advising and mentorship:
    - Examples of unsolicited student feedback (thank you notes, e-mails, et al.) that demonstrate how the candidates help students outside of the classroom through office hours, advising, and mentorship.

- Do not include:
  - Avoid duplication of evidentiary materials (e.g., syllabi from the same semester or syllabi for the same class with little to no substantial change).

#### Creative Activity

- Include:
  - Documents that might serve as efficient measures of participation include:
    - PDFs or a stable, unrestricted hyperlink (e.g. permalink, doi) of peer-reviewed, bibliographic work (e.g. sample chapters of monographic work, authored chapters in edited volumes, significant paratextual contributions to edited volumes, published articles in peer-reviewed, non-predatory journals, et al.);
    - Evidence of exhibition, public performance, or juried review of or community engagement with candidate's creative work. (e.g. programs, media reviews, media write-ups, public recordings, et al.).
  - Creative activities should be cited on a candidate's CIF:
    - Creative work, when cited in the CIF or CV, should be fully cited and follow the approved citation style for the discipline, including page numbers where appropriate;
    - Insofar as this data is consistent with departmental or disciplinary practice, citations of creative output may include citation metrics .
- Note on Predatory Journals and Conferences:
  - Candidates are broadly encouraged not to include works published in known predatory outlets. For resources on this, the following links give lists of known predatory journals and a perspective on how to identify predatory tactics and avoid exploitation, respectively: <https://beallslist.net/> and <https://instr.iastate.libguides.com/predatory/intro>. But what constitutes criteria for defining predatory outlets may vary by discipline. Please consult with your department, DEC, or departmental guidelines for more specific, disciplinary-oriented advice on advisable and inadvisable outlets for creative activity.

#### University Service

- Include:
  - Evidence of active and qualitatively-rich participation at departmental, school, university, and/or system level.
  - Documents that might serve as measures of participation include (APC formulation):
    - Documents, including resolutions, authored, coauthored, or compiled as part of service work;
    - Recommended maximum of one (1) letter of support per committee.
- Do not include:
  - Inclusive meeting leaflets, notes, minutes, or agendas.

#### Professional Service

- Include:
  - Evidence of active and qualitatively-rich participation in professional organizations appropriate to the candidate's disciplinary expertise.
  - Documents that might serve as measures of participation include:

- Brief documentation of professional organization and committee membership; conferences, workshops, roundtables, and professionally relevant academic or community events attended or organized. Include dates for such events, if possible;
  - Documents authored, coauthored, or compiled as part of service work;
  - Recommended maximum of one (1) letter of support per committee or professional organization.
- Do not include:
    - Receipts, badges, etc. from conference attendance, or other extraneous documentation.