P&T Packets: Advice from the Deans

Research	
Don't	**Do**
Have the research "speak for itself"	• Make connections among your research outputs to establish area of expertise • Put the research in context and explain how it contributes new knowledge or has advanced the field • Indicate what research was completed prior to joining MTU and what was completed after • Indicate your "H" factor, if applicable • Indicate the impact of your research on your field
List articles and presentations with no context	• Organize by themes or projects first, then chronologically second • List peer-reviewed journal publications, peer-reviewed conference proceedings, technical reports, etc. separately • Document your contribution for co-authored papers and presentations (e.g., who presented for presentations, is any of this your student's work?) • Indicate graduate, undergraduate student authors on publications (e.g. by * for UG, ** for Grad, make a key) • Make clear the conventions for author order in your discipline • Provide documentation of impact (e.g., citation count) • Provide information on quality of the journals, degree of peer-review, journal impact factors • List whether presentations were invited or refereed
List grants with no context	• For new projects, describe the scope • For completed projects, describe the outputs • State amounts received as PI and as co-PI • State roles of each of the PIs and co-PIs • Explain strong collaboration efforts
Teaching	
Don't	**Do**
Provide teaching evaluations without context	• Provide contextual information for interpreting teaching evaluations (e.g., you tried a new active learning strategy—explain what you learned) • Connect together multiple times teaching the same course to show improvements and impacts of innovations
Write nothing about teaching improvements or list micro-level teaching innovations	• Remember that context is important; explain what was done, why, and the outcomes. • Take time to fill out FARS information (summaries of teaching innovations and evaluations); include changes made to your teaching year to year, based on assessment
Provide no documentation of teaching	• Provide assessment data that shows student learning • Provide documentation of teaching innovations—changes in your teaching, by class, based on what you learned from students about their learning • Connect course activities with skills learned at CTL Lunch-n-Learn sessions or related events • Share feedback from students (but don't pick and choose)

Service	
Don't	**Do**
List service with no context or documentation	• Provide details (e.g., role and responsibility if editor of a journal; # papers reviewed if reviewer) • State which committees were a large time commitment and why, and which were not • Organize service into themes • Explain how service enhances your and Michigan Tech's reputation
Claim full credit for partial or modest contributions or try to cover up a weak record	• Honestly document achievements and contributions • Illustrate collegiality by attributing partial credit in collaborations
Overall	
Don't	**Do**
Present a haphazard message	• Be deliberate about the message; show purposeful direction and that you are building momentum • Deliberately make connections between accolades (e.g. grant connected with students and publications) to provide context for the wholistic impact of efforts • Have someone "distant" proof the packet for the message
Prepare your external materials without deliberation	• Think carefully about what material is sent out to the external reviewers. Red flags include sending all work since before you arrived at MTU, all work with your advisor, or all with the same coauthor. • Discuss how to choose this material with your chair or a mentor.