

Guidance for Preparing The NTT Factual Record

(revised 1/13/2015)

NOTES

Descriptive vs. Prescriptive. Because of the differences in the kinds of work NTT faculty do, no document could prescribe the Factual Record in a way that would apply fairly and equally to everyone. Therefore, this document intends to be *descriptive* by naming in the kinds of information that are typically found in the Factual Record. You should let your mentor and your Unit Guidelines help you determine what is necessary and will be useful to include in your individual case for promotion.

Time Period Covered. With the exception of details about your educational, academic, and professional qualifications (Section I below), the Factual Record should focus only on the period under evaluation and should relate clearly to promotion requirements. Typically, that means the period since your last promotion, i.e., the last five years. If you believe an item you list could be misunderstood, you may include a *brief* explanation (1-3 sentences) to show the significance of the item.

Curriculum Vitae vs. Factual Record. You might find that your *curriculum vitae* and your Factual Record share some of the same information, but they are different. Your cv will show your accomplishments and development over your entire career, while your Factual Record will provide a detailed view of your accomplishments and development over the past five years.

Primary Responsibility. Section II below refers to your *primary responsibility* at UMSL. In most cases, NTT faculty members are hired as teachers, researchers, or clinical practitioners. While it is possible that a teaching professor might do some research or clinical practice, or a clinical professor might do some teaching or research, *the primary responsibility of that faculty member's effort would be in one area*. Your letter of appointment should indicate your primary responsibility. If it does not, please consult your unit chair or dean. (See Collected Rules and Regulations, section 310.035.)

The Factual Record

I. Educational, Academic, and Professional Background

List in order: name, current position, educational history, professional credentials, and employment history.

II. Primary Responsibility: Teaching

If TEACHING is your primary responsibility:

- A. Provide a brief statement of your philosophy of teaching (1-2 pages typically).

B. List goals and accomplishments (or accomplishments and goals*) including creative contributions to teaching.

*Listing goals then accomplishments can help you demonstrate that you have aimed at a particular kind of result and have been successful in achieving it. Listing accomplishments and then goals can help you show a trajectory for future growth. You should choose the approach that's best for you.

Accomplishments might include, for example, new courses developed, participation in interdisciplinary courses, and teaching that necessitates collecting and organizing a new body of information.

C. List the courses, and the number of sections and students per course, taught at or through UM-St. Louis at both the undergraduate and graduate levels. Identify those courses that were taught online (either hybrid or completely online) or at off-campus sites. Elaborate briefly on the significance of these courses (and these students and number of students taught, if appropriate).

D. List undergraduate and graduate research and independent study projects supervised, including master's theses and doctoral dissertations. You may also include participation in doctoral comprehensive examinations. Elaborate briefly on the topics and significance of these projects and the parts you played in them.

E. List teaching done through continuing education/extension and teaching done at other institutions. Name the course and number of students. Include a brief explanation if necessary to show significance, such as for invited lectures or in-residence professorships.

F. Give a complete listing of publications (include full bibliographical citation) or other output relating directly to teaching. You may list publications more indirectly related as well, but they must be explained clearly and briefly.

G. List materials developed relating to teaching.

H. List all other activities or impacts relevant to teaching.

II. Primary Responsibility: Research

If RESEARCH is your primary responsibility:

A. Provide a brief statement of your research at the non-expert level (1-2 pages typically). Please write so non-experts can understand.

B. List goals and accomplishments (or accomplishments and goals*) including funding (funded and unfunded funding proposals).

*Listing goals then accomplishments can help you demonstrate that you have aimed at a particular kind of result and have been successful in achieving it. Listing accomplishments and then goals can help you show a trajectory for future growth. You should choose the approach that's best for you.

Accomplishments might include publications (bibliographic details not needed here), funded projects, research students accomplishments, invited lectures, or chairing sessions in national and international meetings/conferences, invited book chapters/reviews, editorial activities, consulting and expert witness, patents/patent filings/disclosures.

C. Give a complete listing of publications and presentations even if they are listed before. Please give full bibliographical citations and indicate the percentage of your contribution, if applicable.

D. List undergraduate and graduate research and independent study projects supervised, including master's theses and doctoral dissertations. You may also include participation in doctoral comprehensive examinations (including member of thesis evaluation/defense committee memberships, both internal and external). Elaborate briefly on the topics and significance of these projects and the parts you played in them.

E. List any teaching done, both formal and informal. Elaborate briefly on the significance of this work.

F. List any undergraduate/graduate/non-formal courses related to your field of research that you have developed or participated in developing. Please indicate the percentage of your contribution, if applicable. Identify any publications/presentations/funding that may have resulted from this activity.

G. List materials developed relating to teaching and research activities including presentations to non-scientists/experts (high school students, different non-science groups such as Boy Scout or Girl Scout organizations, various accreditation agencies, governmental agencies and political/business leaders etc.

H. List all other activities or impacts relevant to your research activities that you may feel appropriate and which may help in the evaluation.

II. Primary Responsibility: Clinical Practice

If CLINICAL EDUCATION & PRACTICE is your primary responsibility:

- A. Provide a brief statement of your philosophy of teaching clinical and/or didactic topics (1-2 pages typically).
- B. List goals and accomplishments to clinical education and practice including your most creative contributions.
- Accomplishments might include delivering clinical care in specialty areas or general practice, integrating student experiences within clinical environments, integrating and facilitating transitions between clinical and didactic activities, and adapting new knowledge and technologies into teaching or the program.
- C. List the courses, whether they are clinical, didactic, or laboratory, and the number of sessions and students per course. Consider your roles with the students and patients; are you coordinating courses, team teaching, supervising student clinical encounters, or directing and monitoring externships.
- D. List research and independent study projects supervised, including master's theses and doctoral dissertations. Also, include extended mentoring activities. Elaborate briefly on the topics and significance of projects and the parts you played.
- E. List teaching done through continuing education/extension and teaching done at other institutions. Also, report clinical practice either in a faculty practice or outside the university. Elaborate on the significances of CE teaching and clinical practice in the clinical education process.
- F. Give a complete listing of publications (include full bibliographical citation), peer reviewed or otherwise, and output relating directly to teaching.
- G. List materials developed relating to clinical education.
- H. List all other activities including community and professional involvements including their impact on teaching.

III. Service

Provide a brief overview of your service.

- A. Describe your overall role in departmental/division affairs.
- B. List department, college, campus, and university system committee memberships and other service with dates. Briefly note any significant accomplishments that the reader should know, if necessary.

C. List memberships in scholarly organizations, including roles played, committee membership activities, task forces, and other professional service provided for these organizations.

D. List any publications or presentations relevant to service. Popular book reviews, program notes, invited talks, roundtables, and workshops are classified typically as service.

E. Summarize professional activities in support of the university engaged in the external community, clearly indicating both the type and degree of involvement. These activities would include community outreach.

F. Summarize professional consulting.

G. List all other activities or impact relevant to service.