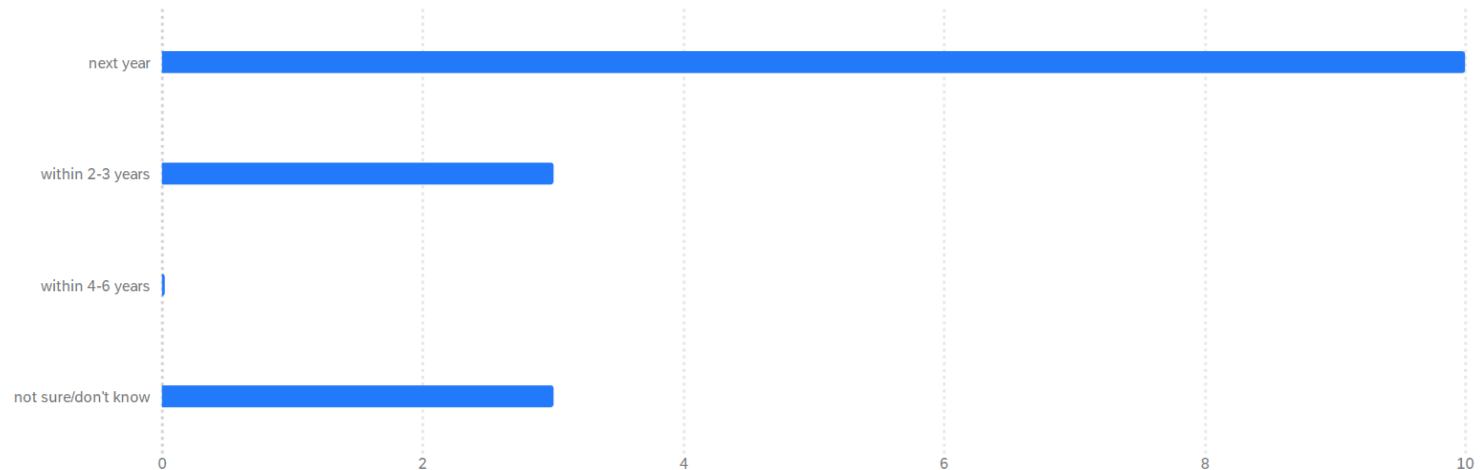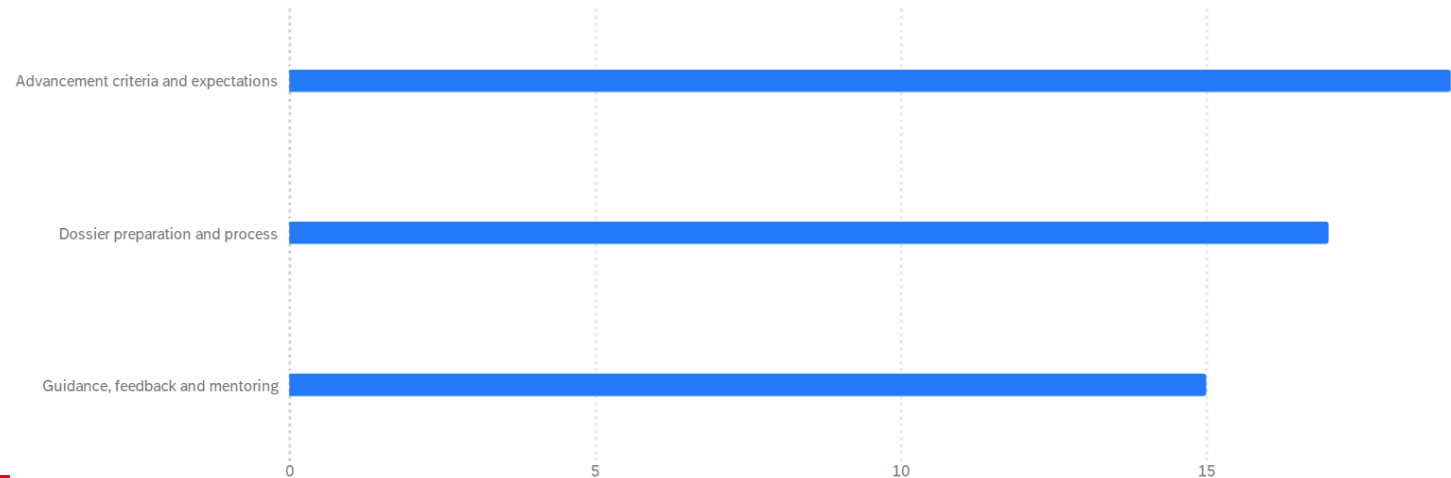# TERM FACULTY ADVANCEMENT WORKSHOP
# FALL 2023

# Survey response summary

When are you planning to submit your materials for advancement? 16 ⓘ



Indicate which topics or issues you would like to see discussed at the workshop 19 ⓘ

# Term Faculty Titles

- **Teaching Faculty** (at least 75% of PRS towards teaching and learning)
  - Lecturer

  - Assistant Teaching Professor
  - Associate Teaching Professor
  - Teaching Professor

- **Professor of Practice**

- **Research Faculty** (at least 80% of PRS towards research)
  - Research Assistant Professor
  - Research Associate Professor
  - Research Professor

- **Adjunct Faculty** (variable PRS)
  - Adjunct Assistant Professor
  - Adjunct Associate Professor
  - Adjunct Professor

# Advancement Criteria

COE governance document section 5.a.4.2.1

- Criteria for advancement for term faculty shall be based on the record of success in executing the areas of responsibility defined in the individual's PRS.

- Credit for experience at other institutions shall be determined at the time of initial appointment and will be limited to no more than two years immediately prior to the anticipated starting date at Iowa State University.

# Advancement

- **Teaching Faculty**
  - After having served a <u>minimum of five years or its academic equivalent</u>, an assistant or associate teaching professor may be advanced to the next rank upon successful completion of review for advancement.
  - Check expectations that may be specified in department governance; and alignment with expectations of titles in FH 3.3.2.3
  - This review may take place during the fifth year.

- **Research Faculty**
  - A research faculty member may be proposed for advancement to the next rank. The primary criteria for advancement shall be scholarship with the standard specified by the department.
  - Check additional requirements as per department governance

# Advancement - 2

- **Adjunct faculty**
  - Faculty on continuous adjunct appointment are eligible for review for promotion in accordance with tenure-stream faculty promotion policies and procedures

**College of Engineering**

# Record of Success and expectations – assistant to associate

- Teaching
    - Good to excellent record of instruction as evidenced by methods and metrics established in the departments.
    - Page 22 of the ISU College of Engineering Governance document states that "Methods and metrics for evaluating teaching performance may include class visits, course materials, attainment of student outcomes, student evaluations of teaching, and other relevant evidence-based sources identified by departments … Student evaluations of teaching are required, but on their own are often insufficient evidence of teaching quality."
    - Peer-teaching evaluations are typically expected for all faculty and is looked for in dossiers
    - Continuous improvement in teaching and learning as pertinent through CELT and other professional development avenues (e.g. ASEE etc.)
    - Efforts related to curricular and pedagogical innovations strengthen the case.
- Scholarship of teaching and learning (SOTL) – if an expectation in the PRS, evidence of SOTL as outlined in Faculty Handbook is expected, including conference presentations, papers etc.
- Student advising and mentoring – engagement and support of undergraduate and graduate students on projects (outside of instruction/courses) and in support of their careers

# Record of Success and expectations – assistant to associate – (continued)

- Service
  - COE supports both institutional and professional service activities
    - 'Institutional' includes department, college or cross-campus: *participating effectively in faculty governance (e.g. committees) and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities*.
    - 'Professional' includes beyond campus in professional societies etc.
  - Active engagement as evaluated by the department chair

# Record of Success and expectations – associate to full

- Teaching
  - Demonstrate a <u>consistently strong record of teaching</u> as evidenced by methods and metrics established in the departments.
  - Page 22 of the ISU College of Engineering Governance document states that "Methods and metrics for evaluating teaching performance may include class visits, course materials, attainment of student outcomes, student evaluations of teaching, and other relevant evidence-based sources identified by departments … Student evaluations of teaching are required, but on their own are often insufficient evidence of teaching quality."
  - Peer-teaching evaluations are typically expected for all faculty and are looked for in dossiers
  - Continuous improvement in teaching and learning as pertinent through CELT and other professional development avenues (e.g. ASEE etc.).
  - <u>Effective curricular and pedagogical innovations are also strong indicators to support advancement</u>.

- Scholarship of teaching and learning (SOTL) – if an expectation in the PRS, evidence of SOTL as outlined in Faculty Handbook is expected, including conference presentations, papers etc.

- Student advising and mentoring – engagement and support of undergraduate and graduate students on projects (outside of instruction/courses) and in support of their careers

## IOWA STATE UNIVERSITY

## College of Engineering

# Record of Success and expectations – assistant to associate (continued)

- Service
  - COE supports both institutional and professional service activities
    - 'Institutional' includes department, college or cross-campus: *participating effectively in faculty governance (e.g. committees) and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities.*
    - 'Professional' includes beyond campus in professional societies etc.
  - Increased involvement and leadership roles.

# Record of Success  - Research

- Expectations are consistent with expectations for tenure track faculty and 'scaled' to PRS percentage for your position
- Positive trajectory in extramural funding to support research program.
- Record of quality scholarship and impact
- Associate to Full: national distinction in scholarship


- Graduate student mentoring to graduation

# Advancement Materials

- College template documents, workshop slides, videos (https://www.engineering.iastate.edu/faculty-staff/faculty-advancement-and-review/)

- Vita (college template)
- Faculty portfolio (college template)

# Advancement Process

- Departmental Review
  - Faculty committee peer review (see department governance for more details)
  - Department Chair evaluation and recommendation to Dean
    - The chair may decide to support or not support the advancement.
    - The chair will explain to the candidate in writing both the faculty peer review committee's recommendation, results of the faculty vote, and the chair's recommendation before these are submitted to the college.
    - If decision is no, candidate may withdraw or request the case be considered by the Dean

- Office of the Dean Review
  - Dean's Advisory Committee (Associate and Assistant Deans) reviews and makes recommendation to the Dean
  - Dean will review and recommend decision to Provost
  - Dean will inform faculty member of decision
  - If decision is no, candidate may withdraw or request the case be considered by the Provost

- The provost reviews and makes advancement decision

# Advancement cases summary: 2019-23 (4 cycles)

| Advancement: 2019-20 cycle | # of cases | # positive | # negative |
|---|---|---|---|
| Asst. Teaching Prof. to Assoc. Teaching Professor | 3 | 3 | 0 |
| Assoc. Teaching Prof. to Teaching Professor | 6 | 6 | 0 |
| Assoc. Research Prof. to Research Professor | 2 | 1 | 1 |
| Total | 11 | 10 | 1 |

| Advancement: 2020-21, 21-22 and 22-23 cycles | # of cases | # positive | # negative |
|---|---|---|---|
| Asst. Teaching Prof. to Assoc. Teaching Professor | 4 | 4 | 0 |
| Assoc. Teaching Prof. to Teaching Professor | 3 | 3 | 0 |
| Total | 7 | 7 | 0 |

- Vita and portfolio templates need to be used/adhered to
- Information needs to be consistent and accurate, particularly info pertaining to collaborative efforts

IOWA STATE UNIVERSITY

College of Engineering

# Resources online

- College template documents, workshop slides, videos (https://www.engineering.iastate.edu/faculty-staff/faculty-advancement-and-review/)

IOWA STATE UNIVERSITY

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**College of Engineering**

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## Term Faculty Advancement

- **College of Engineering Vita Template (.docx)**
- **CoE Term Faculty Portfolio Template FINAL Nov 2019**
- **Documenting Impact of COVID**
- **Term Faculty Advancement Workshop Slides F2022**
- **Term Faculty Advancement Workshop Video F2022**
- **Term Faculty Advancement Workshop Slides F2021**
- **Term Faculty Advancement Workshop Video F2021**
- **Term Faculty Advancement Workshop Slides F2020**
- **Term Faculty Advancement Workshop Video F2020**

Additional resources can be found on the **Office of the Senior Vice President and Provost website.**

# Fall 2021 workshop Panelists

- Karen Burt – Associate Teaching Professor in Chemical and Biological Engineering

- Sebastien Feve – Teaching Professor in Mechanical Engineering



- View the recording at:

- https://www.youtube.com/watch?v=qia8waM8bOE

# Important Dates: 2023-24 cycle

- Feb 9, 2024 – departmental dossier due to the Dean's office
  - Department deadlines for your materials will be earlier

- March 1st – college dossiers due to the Provost's office

- ~May 1 – Final notification from Provost's office