

Term Faculty Advancement Template

College of Agriculture and Life Sciences

Description:

A dossier will be prepared for consideration for Advancement of Term Faculty. The dossier consists of:

- Cover Sheet (completed by the department)
- All Position Responsibility Statements in effect during period of review
- Updated Curriculum Vita
- *Summary of Candidate Accomplishments*
- Note: External letters are not part of the advancement review process except for research Faculty)

Term faculty titles include Teaching Faculty, Practice Faculty, Research Faculty, Clinical Faculty, and Adjunct Faculty. The CALS Term Faculty Advancement Template described below is required for all term faculty with a primary home in the College of Agriculture and Life Sciences (CALS). Exceptions on the use of the CALS template are granted to term faculty in departments that are jointly administered with another college if their department chair prefers that they use the template of the other college.

The *Summary of Candidate Accomplishments* presents your accomplishments during the period of review and places them in context. It provides evidence of both the importance and impact of your accomplishments. It is through this narrative that you demonstrate your performance in your position responsibilities. The CALS Governance Document describes the expectations for Advancement Review of Term Faculty as follows:

Term Faculty appointments at the assistant/lecturer rank are eligible for promotion to the associate level after 5 years of employment as a faculty member at ISU (full or part-time) or equivalent experience. There is no defined time-line for term faculty advancement from the associate to the professor level. All candidates for advancement must meet the standards for appointment at the proposed rank as defined in Faculty Handbook Section 3.3.3.2. Candidates for advancement to the associate rank must document a record of successfully contributing to the mission of the university as defined by the PRS, a record of contributions in the professional field, and promise of further academic and professional development. Candidates for advancement to the professor rank must document a record of proven excellence in the primary responsibilities identified in the PRS and effectiveness in other areas of the PRS, and a record of demonstrated substantial contributions to their professional field. In order for research faculty to be eligible for advancement, they must demonstrate research and scholarly productivity commensurate with tenure-eligible faculty of the same rank, and must demonstrate independence as appropriate for their rank in their discipline. Because of the emphasis on scholarly productivity, external letters are required as part of the process for advancement of term research faculty.

Specific criteria may be developed at the department level and addressed in the department's governance document.

Professor of Practice faculty must devote at least 75% of their time to teaching in their area of expertise. Therefore, their *Summary of Candidate Accomplishments* will primarily address their performance in teaching and learning in addition to other elements of their PRS.

Please use the major headings (those in bold) from the following template to present your *Summary of Candidate Accomplishments* (except where the heading is not relevant to your position responsibilities in which case it can be omitted). Repetition of information contained in the CV is unnecessary.

Maximum length = 10 pages. Please include page numbers.

CALS Template for Summary of Candidate Accomplishments

Instructions: Address each area that is part of your PRS (omit those that are not)

1. Performance in Teaching and Learning (required if part of your PRS, otherwise optional)

The following topics are required in this section:

- Teaching philosophy statement
- Teaching responsibilities (including percent effort from PRS) during the period of review. This is a tabular list of courses taught using the following format, beginning with the most recent semester

Semester & Year	Course #	Course Title	Enrollment	Percent of course for which responsible
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- Assessment of teaching effectiveness (during period of review)
 - Summarize results of student evaluations of teaching in tabular form using 5 point rising scale and including comparison to departmental norms. Please present information on each course taught during the period of review using the following format:

Semester & Year	Course #	Total Enrollment	Percent of students responding	Instructor: Overall Rating	Dept. Mean for Comparable Courses	Course: Overall Rating	Dept. Mean for Comparable Courses
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- Documentation of continuous improvement, such as review of curricular materials by departmental or external experts and subsequent changes made.
 - Summarize the process of used in and the results from peer evaluation of teaching and subsequent changes made in support of continuous improvement.
 - Other evidence of teaching performance and impact (teaching/advising awards, innovative teaching techniques, curriculum development, professional development related to teaching, mentoring of high school students, plans for teaching improvement, etc.)
- Undergraduate Student Advising
 - Describe the general departmental practice in undergraduate advising and your role.
 - Average number of advisees per year during period of review.
- Graduate Student Advising (if applicable)

(May be covered under “Research” if that is the practice in your department).

 - Describe the general departmental practice in graduate student advising and your role.
 - MS Program of Study Committees (since appointment or last promotion)
 - In progress:
 - Chair/major professor (list names of students)
 - Member of committee (list names of students)
 - Completed:
 - Chair/major professor (list names of students, date completed, placement/employment)
 - Member of committee (list names of students, date completed, placement/employment)
 - PhD Program of Study Committees (during period of review)
 - In progress:
 - Chair/major professor (list names of students)
 - Member of committee (list names of students)
 - Completed:
 - Chair/major professor (list names of students, date completed, placement/employment)
 - Member of committee (list names of students, date completed, placement/employment)

- All faculty with teaching as part of the PRS are expected to be scholarly teachers. In cases where the PRS specifies that Scholarship of Teaching and Learning (SOTL) is expected, faculty will show evidence of SOTL. Refer to the Faculty Handbook 5.2.2.3.2 for a description of SOTL.
 - Self-assessment of refereed journal articles, books, book chapters, and other products that have been peer reviewed
 - Self-assessment of other means used to share your scholarship (such as invited presentations)
 - Self-assessment of sponsored funding
 - Plans for future SOTL
- Describe your future goals for teaching and learning

2. For Research Faculty: Performance in Research and Discovery

Your accomplishments in scholarship related to research and discovery belong here.

(Outreach activities may be listed here or under *Institutional, Professional and Outreach/Service*). The following topics are required in this section:

- The context for your scholarship
- Scholarship philosophy and goals
- Completed and current programs and projects
- Self-assessment of accomplishments and impacts including applied use of research
- Self-assessment of refereed journal articles, books, book chapters, and other products that have been peer reviewed
- Self-assessment of other means used to share your scholarship (such as invited presentations if applicable)
- Self-assessment of sponsored funding
- Self-assessment of disclosures, licenses, patents, and inventions (if applicable)
- Honors and awards received
- Plans for future scholarship

3. Extension (only include if you have a formal budgeted appointment in Extension)

The following topics are addressed in this section:

- Statement of extension philosophy
- Extension responsibilities and/or extension focus areas (including percent effort from PRS)
- Summary of Extension program(s) using tabular and/or narrative format
- Self-assessment of program impact (individual and/or team)
 - Summarize procedures for and results of program impact
 - Leadership and contributions to team program and program impact
 - Success stories that have resulted from programming efforts (if appropriate)
 - Needs assessment efforts (if appropriate)
- Assessment of Extension presentation effectiveness
 - Summarize results of participant evaluations of presentations - tabular form
 - Summarize procedures for and results of peer evaluation of presentations (if appropriate)
 - Evidence of learning gains (if appropriate)
- Self-assessment of outputs that comprise your program(s), i.e., curriculum and training materials; factsheets, newsletters and other written materials; software, apps and decision aids development for Extension and presentations
- Evidence of critical review of your work and evidence of impact
- Summarize Extension stakeholder advising of agencies or organizations with which you engage

- Multi-state Extension committees with which you engage (if appropriate)
- Extension improvement and future plans
- Scholarship of Extension: if this is part of your PRS address the following (otherwise optional)
 - significance of your scholarship, comment on the quality and impact of your work, and clarify your role in work that was done collaboratively with others.
 - your efforts and success in obtaining external support for your scholarship.
 - scholarship in progress, how it relates to past scholarship, and your plans for future scholarship.

4. Institutional and Professional Service/Outreach (expected of all faculty)

The following topics are addressed in this section (include those that apply):

- Service responsibilities (including percent effort if specified in your PRS)
- Self-assessment of departmental, college, and university service
- List committee memberships and/or leadership roles and comment on quality of contributions to these groups
- Self-assessment of service to college priorities such as diversity, global engagement, etc.
- Self-assessment of professional committees and professional service
- List committee memberships and/or leadership roles and comment on quality of contributions to these groups
- Other professional service: journals and grant proposal review for funding agencies
- Honors and awards received for service related to teaching, research, extension and administration

5. Administration (only include if this is an element of your PRS). If your administrative responsibilities fall under one of the sections above, they may be addressed under the most appropriate heading.

- a description of administrative and budgetary responsibilities
- a summary of accomplishments relative to the program/unit's mission and vision
- an evaluation of the program/unit's impact
- honors and awards for administration
- goals for the future of the program/unit

6. Other/Final Reflections

Date: Finalized August 10, 2019

Term Faculty Advancement Template Filed at: <https://www.cals.iastate.edu/faculty-staff/promotiontenure>