

Thriving as a Fixed-Term Faculty Member at Michigan State University

February 20, 2019
Heritage Room, University Club



Welcome

June Youatt

Provost and Executive Vice President for Academic
Affairs



THRIVING AS A FIXED-TERM FACULTY MEMBER AT MSU

Welcome and a Few Key Policies

Theodore H. Curry II
Associate Provost and
Associate Vice President
Academic Human Resources



The Annual Review for Fixed-Term Faculty (2011): Purposes

- Ensure that each individual has a clear understanding of what is expected of her/him in the appointment;
- Assess individual performance against expectations;
- Provide an opportunity to provide input to unit administrators about her/his performance;
- Provide a basis for making decisions on merit pay; and
- Provide input for decisions about future appointments.



Principles That Should be Incorporated in Unit Bylaws

- Each fixed term faculty member shall be evaluated on an annual basis and informed in writing of the results of his/her evaluation by the unit administrator.
- Each unit shall have clearly formulated and relevant written performance criteria and shall provide these at the time of appointment, and subsequently as necessary, to clarify expectations.



Principles That Should be Incorporated in Unit Bylaws (slide 2)

- Fixed term faculty shall be informed of all factors used for evaluation, the evaluation of their performance on each of these factors and the relationship between their performance and decisions on merit salary adjustments and, if appropriate, on reappointment and promotion.
- All assigned duties should be given weight in the evaluation.
- The annual assessment shall be reflected in recommendations to the Provost's Office regarding additional appointments, reappointment, and/or promotion.



Promotion of Fixed Term Faculty (2013): Guiding Principles

- The recognition that comes from being promoted through the academic ranks should be available to **all** whose performance warrants it.
- A fixed term faculty member's level of accomplishment, even if limited to a narrow range of duties (e.g. only teaching), should reflect the same level of accomplishment for that set of duties as is required for a tenure system faculty member being promoted to the same rank.



The Changing Landscape of Higher Education

Ann E. Austin

Academic Advancement Network
Assistant Provost for Faculty Development—Academic Career Paths

Drawing from presentations by Ann Austin and Juli Wade, Academic Advancement Network & College of Education and Terry Curry, Associate Provost and Associate Vice President for Academic Human Resources (prepared by Melanie Trowbridge, AHR)



Appointment Systems for Faculty and Academic Staff at MSU

Kara Yermak

Director of Academic Human Resources



Faculty and academic staff

- Employees primarily responsible for carrying out the academic activities of MSU's mission:
 - **providing outstanding undergraduate, graduate, and professional education** to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders
 - **conducting research of the highest caliber** that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally
 - **advancing outreach, engagement, and economic development activities** that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world

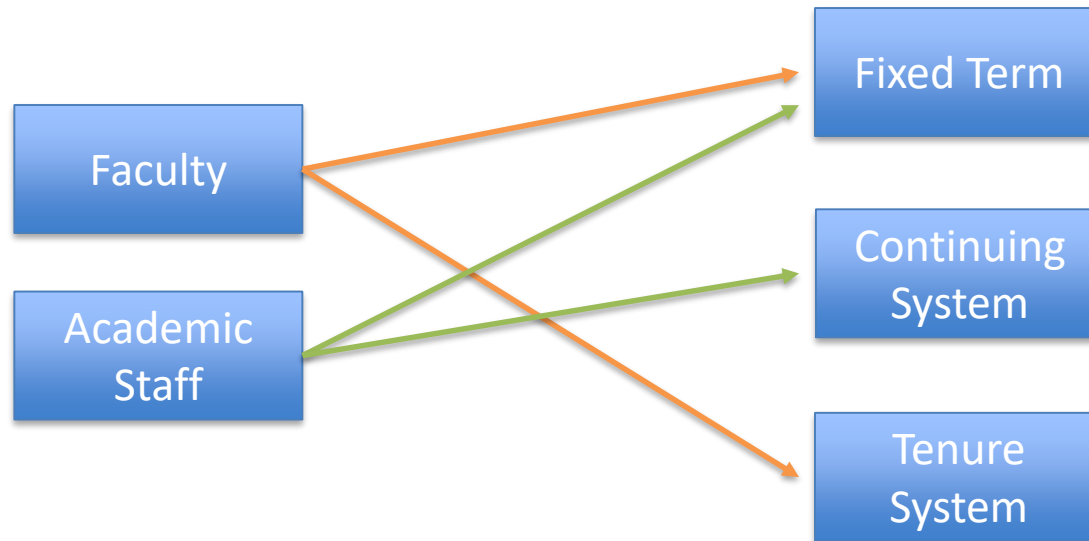
What is the difference between faculty and academic staff?

- Ranked Faculty
 - Instructor, Assistant Professor, Associate Professor, Professor
 - Includes Health Programs and FRIB/NSCL faculty
- Academic Staff (includes but not limited to)
 - Specialist, Assistant Instructor, Lecturer, Research Associate, Scholar, Archivist, Intern/Resident, Librarian, Engineer, Physicist, Extension

Three broad classification types for faculty and academic staff appointments

- Fixed Term
- Continuing system
- Tenure system

Three broad classification types for faculty and academic staff appointments (slide 2)



Faculty and academic staff appointment systems

- Tenure System Faculty
- Fixed Term Faculty & Academic Staff
- Health Programs Faculty
- FRIB/NSCL Faculty & Academic Staff
- Research Faculty
- Librarian & Archivist
- MSU Extension
- Academic Specialist

Establishing faculty and academic staff appointments

- Positions are established based on factors including, but not limited to:
 - Assessment of staffing needs in light of college/unit priorities identified in the annual budget planning process consistent with the University's mission
 - The specific qualification needs for faculty/academic staff to meet college/unit program priorities
 - The relative merit as to filling positions on a continuing or fixed term basis in light of program, market and budgetary consideration
- All employment openings are posted, with some limited exceptions

Promotional Opportunities

- Each department, school and college regularly employing fixed term faculty must have evaluation and review procedures for the promotion of fixed term faculty
- Policies:
 - [Promotion of Fixed Term Faculty](#)
 - [Promotion of HP Faculty](#)
 - [Promotion of FRIB/NSCL Faculty](#)
- Check with your unit for deadlines

Designation B

- Designation B is an appointment type available to those covered by the collective bargaining agreement between MSU and the Union of Non-Tenure Track Faculty (UNTF)
- Predicated on exemplary instructional performance in UNTF bargaining unit assigned teaching duties
- If eligible, individuals who believe they have established a clear record of sustained, outstanding achievements in teaching must assemble a compendium of materials that documents teaching excellence and submit such documentation to the unit head or designee

Designation B (slide 2)

- The request for a Designation B appointment is reviewed by the unit and the Office of the Provost for approval.
- If approved, the initial Designation B appointment would provide at least a three year appointment for the UNTF teaching portion of the assignment.
- Following each annual review that demonstrates continued excellence in teaching, each Designation B employee's appointment shall be extended for one (1) year ensuring that the appointment is for no less than three(3) years" for the UNTF teaching portion of the assignment.

Designation B (slide 3)

- Eligibility:
 - During the first month of the eighth or subsequent semester of teaching employment within seven years of the first of these semesters in a given employing unit, the employee may submit a written request to the unit head or designee, including required documentation of teaching excellence, to be reappointed as a Designation B employee for the teaching portion of the assignment.

Designation B (slide 4)

- Two windows per year that one may apply
- [Form B](#) is due to your unit administrator on January 31 for spring semester and September 30 for fall semester.

Thank you!

Further questions?

Contact me at:

burtkara@msu.edu

517-884-0185

Academic Advancement Network Opportunities for Fixed-Term Faculty

Juli Wade

Associate Provost for Faculty and Academic Staff Development
Academic Advancement Network

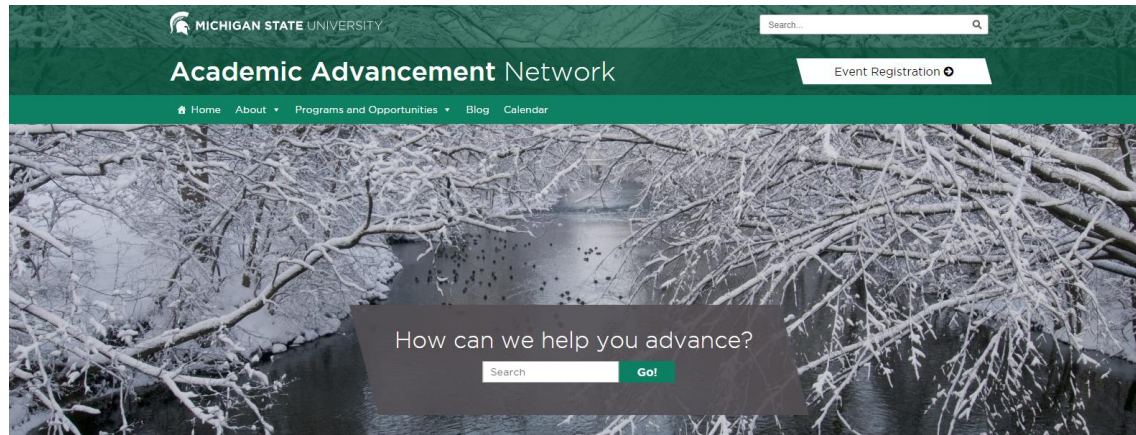


Sharing & Gathering Information

- Associate Provosts (Curry and Wade, 2017-18) toured chairs and directors meetings across colleges
- Research for Office of the Provost (Bonomi, Fall 2018) on supports, challenges, and needs of non-tenured academic employees
 - Fixed-term faculty
 - Tenure system assistant professors
 - Academic specialists



Academic Advancement Network Offerings



We serve academic employees of every rank, appointment type, and career stage (<http://aan.msu.edu/>)

- Orientation – New Faculty and Academic Staff
- Academic Women’s Forum (collaboration among AAN, WorkLife, Health4U/EAP, and Graduate Student Life & Wellness) – building community and exploring issues relevant to success, support, and empowerment



Examples Across AAN Nodes

- Career Paths - 4 'Thriving' sessions tailored to career stages and appointment types
- Research and Scholarship – developing and sustaining impactful research, scholarship, and creative activities
- Teaching and Learning – Educator Professional Development cohort programs (Lilly and Adams programs, learning communities)
- Leadership – exploring academic leadership lunches, leadership institute



Orientations



Academic Career Paths



Leadership Development



Teaching & Learning



Research & Scholarship



FAQs



Creating a Meaningful Career: Mentoring and Goal Setting

Beronda L. Montgomery, Ph.D

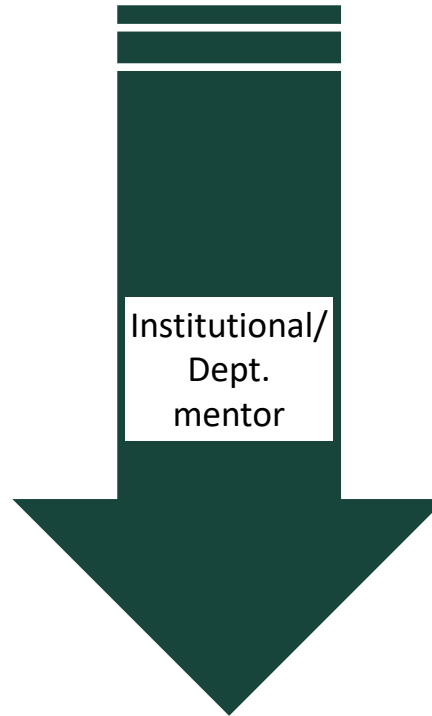
#Mentoring/#MSUAAN
@BerondaM



Defining Success: Expectations

institutional-centered perspective

institutionally-defined goals or recognized milestones
(e.g. contract renewal, promotion, continuing status, etc.)



individual faculty member or academic staff



Defining Success: Expectations (slide 2)

- Specific input into a clear plan for your position/career
- Defined expectations & associated evaluation measures
- Regular, ***confidential*** feedback and accessibility
- Professional development support
- Support in developing professional networks
- Personal interest in and support for your goals
- Respect as a colleague



Defining Success: Your Contributions

- Clear expectations about what **you** desire/expect (and how that aligns with external expectations), including defined goals and a plan for periodic self-reflection and assessment
- Demonstrated* dedication
- Honest and open communication
- Self-awareness about strengths and weakness and ability (and desire) to receive *constructive* feedback



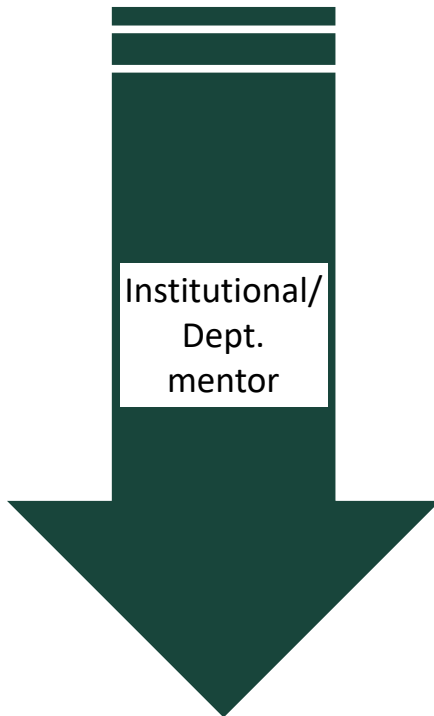
Enabling Success: The Role of Mentoring



Expanded Perspective of Success

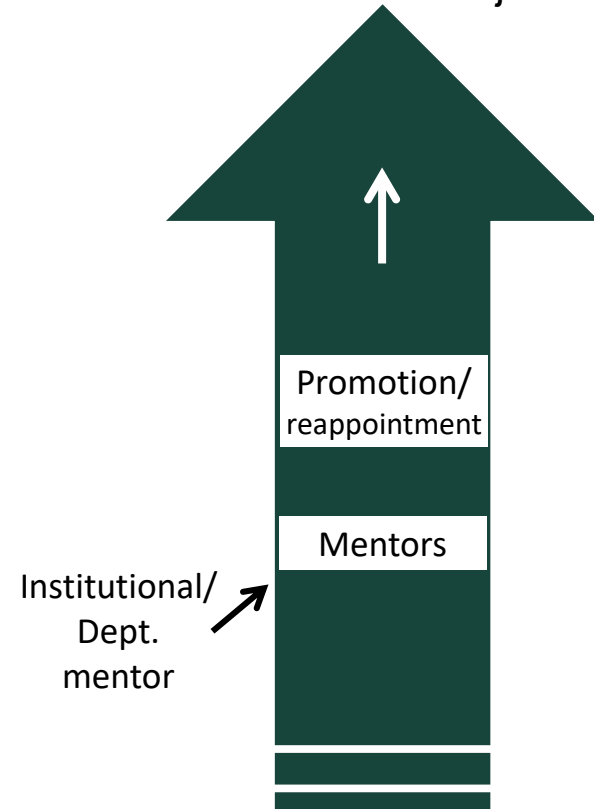
institutional-centered perspective

institutionally-defined goals or recognized milestones
(e.g. contract renewal, promotion, continuing status, etc.)



individual faculty member or academic staff

career success trajectory



personalized career vision supported
in the *context* of a particular institution

individually-centered perspective

Mentor vs. mentors

A “constellation” of mentors has been associated with a greater positive contribution to careers goals and job retention, than a primary or single developer/mentor

“Networks are critical to nurture oneself *and* cultivate an academic identity that aligns core values and beliefs”

Enabling Success: The Role of Mentoring Networks

Mentoring “**Network Shuffle**”* for comprehensive mentoring

- Identification of multiple individuals with different, yet hopefully complementary, skills and/or resources to fulfill different mentoring functions, roles, needs
- Provision of career guidance and strategies
 - Can be entirely separate for disciplinary or subject matter expertise
- **Need for mentors to understand your personal commitments/goals**

Enabling Success: The Role of Mentoring Networks (slide 2)

What are your current mentoring needs?

1. What are unit-level expectations? Your current goals?
2. What are your longer-term career aspirations?

How do you carry out #1 to facilitate progress with #2?

Who are the mentors to support you in this?

How will you meet your needs?

How will you *specifically* engage mentors to meet your identified needs?

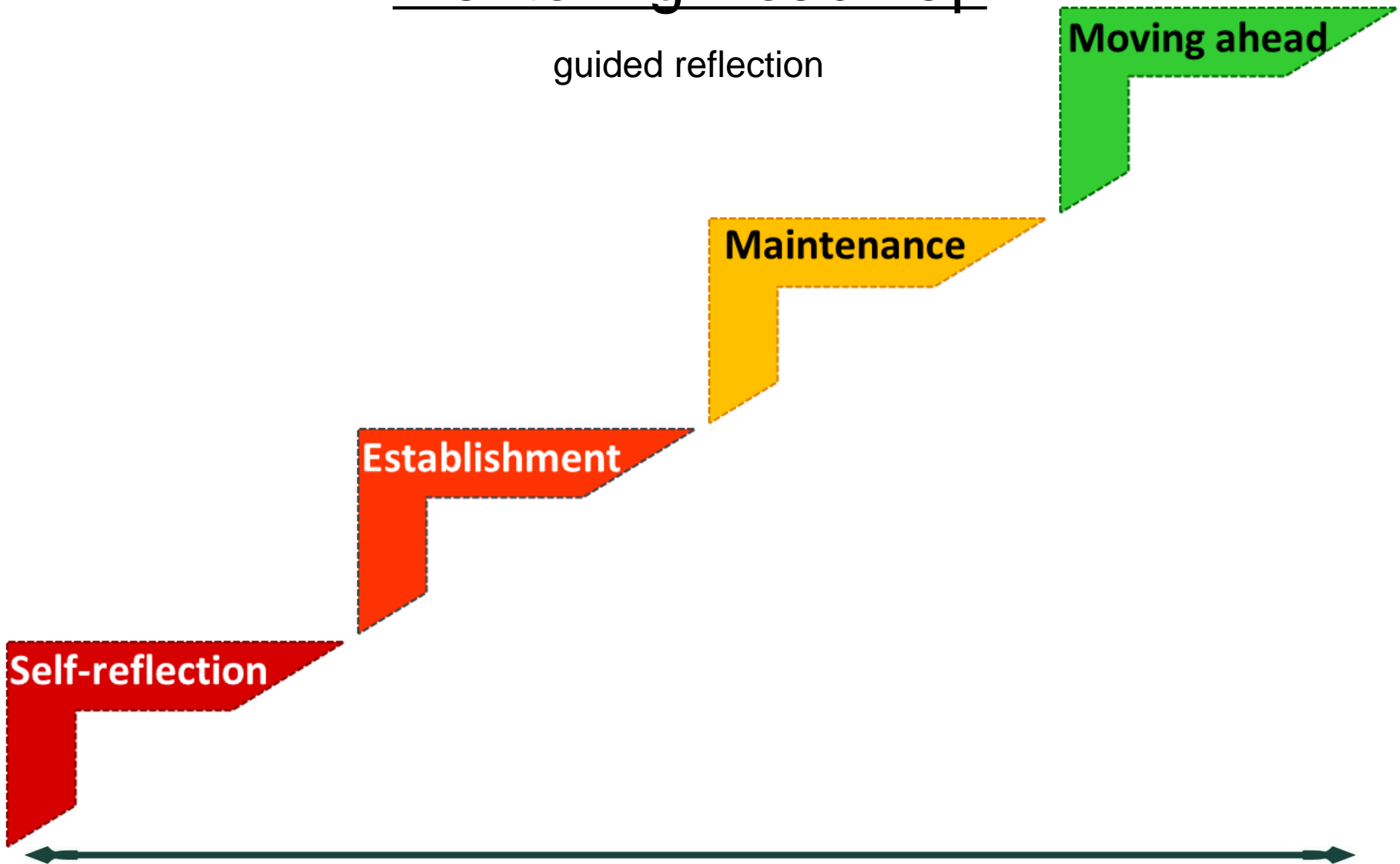


1. Building and Traversing the Roadmap



Mentoring Roadmap

guided reflection



***Your personal mentoring
network should facilitate your
targeted and strategic
movement along your roadmap***



Thank You!

Beronda L. Montgomery

montg133@msu.edu

 @BerondaM



Break

Please take a 15 minute break.



Panel Discussion

- Diana Bello-Deocampo, Assistant Professor, Integrative Biology
- Marohang Limbu, Associate Professor, Writing, Rhetoric, and American Cultures
- Tina Riley, Associate Professor, Human Resources and Labor Relations
- Sathyanarayan Sudhanthar, Associate Professor (HP), Pediatrics and Human Development



Summary

Thank you for your participation today!

Breakout Sessions are located on the Agenda.

Please don't forget to complete the program evaluation that has been emailed to you.

Resource webpage:

<http://bit.ly/ThriveFixedTermFacultyMSU>



Breakout Sessions

11:00 a.m. – 11:45 a.m.

Option 1: Putting together a Successful Promotional Packet Heritage Room

This breakout session will focus on the materials included in the promotional packet including how to track and document your accomplishments, Form D, and the Reflective Essay.

Option 2: Designation B (for teaching appointments only) Room B106/107

This breakout session will focus on the procedures and policies associated with Designation B and the documents associated.

