

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

February 18, 2020

Heritage Room, University Club



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 REVIEW PROCESS

Department level committee makes recommendation to chair or school director



Chair independently makes a recommendation to the dean



The dean is advised by a college review committee



The dean independently makes a recommendation to the provost



THE REVIEW PROCESS (Continued)

Provost makes promotion decision



In Human Health Colleges (CHM, COM, CON),
Provost and EVP will make joint decision



The Changing Landscape of Higher Education

Ann E. Austin

Academic Advancement Network
Interim Associate Provost for Faculty and Academic Staff
Development

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)



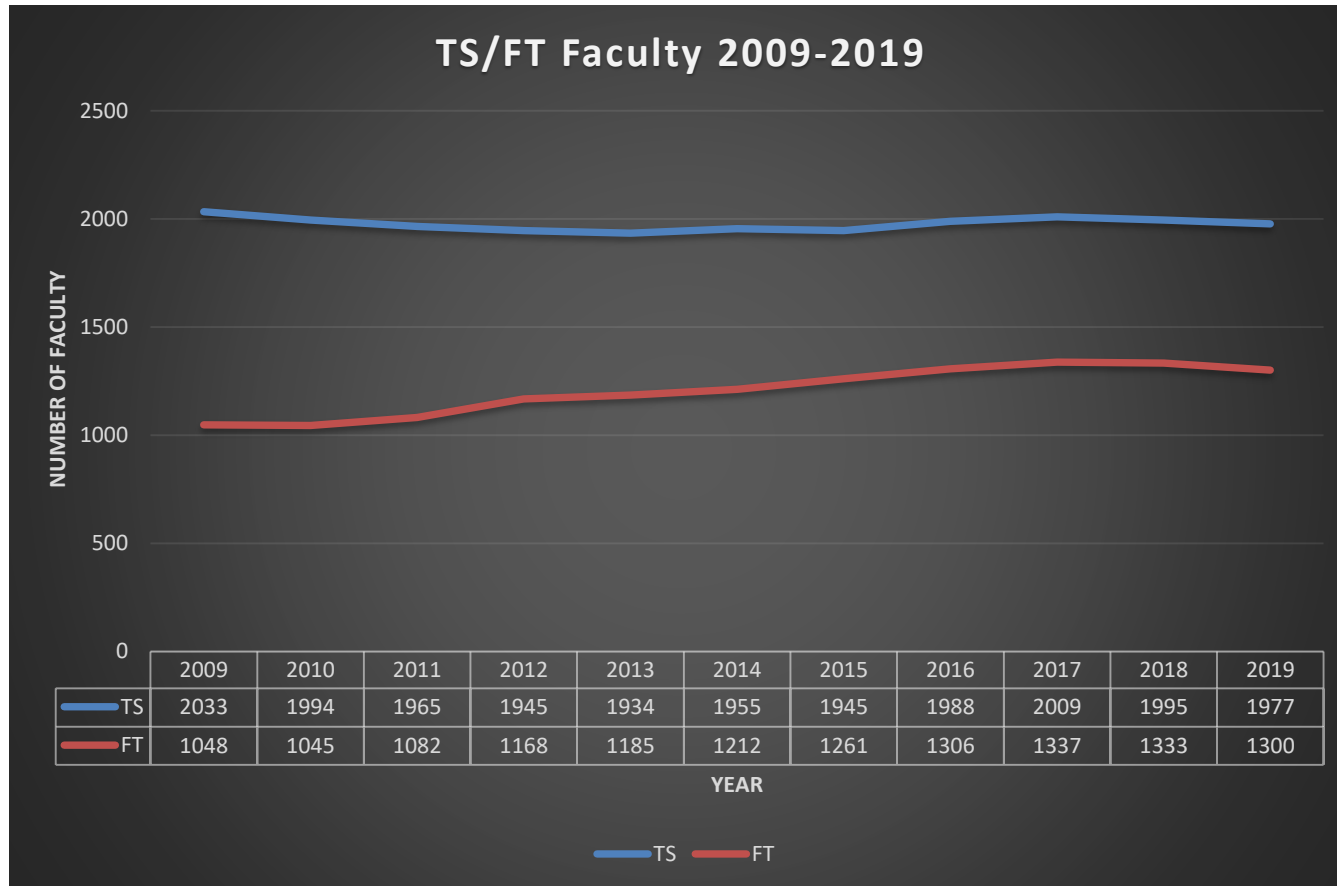
A Major Change in Higher Education: National Shifts in Academic Appointment Patterns

- Patterns of faculty appointment types are changing nationally
- Proportion of tenure-track faculty positions is declining
 - 1969: tenure system faculty = 78%
 - Currently: tenure system faculty = about 30%
- Full and part-time non-tenure-track (fixed-term) appointments are increasing
 - ~70% of faculty appointments in non-profit higher education institutions are now outside of the tenure system

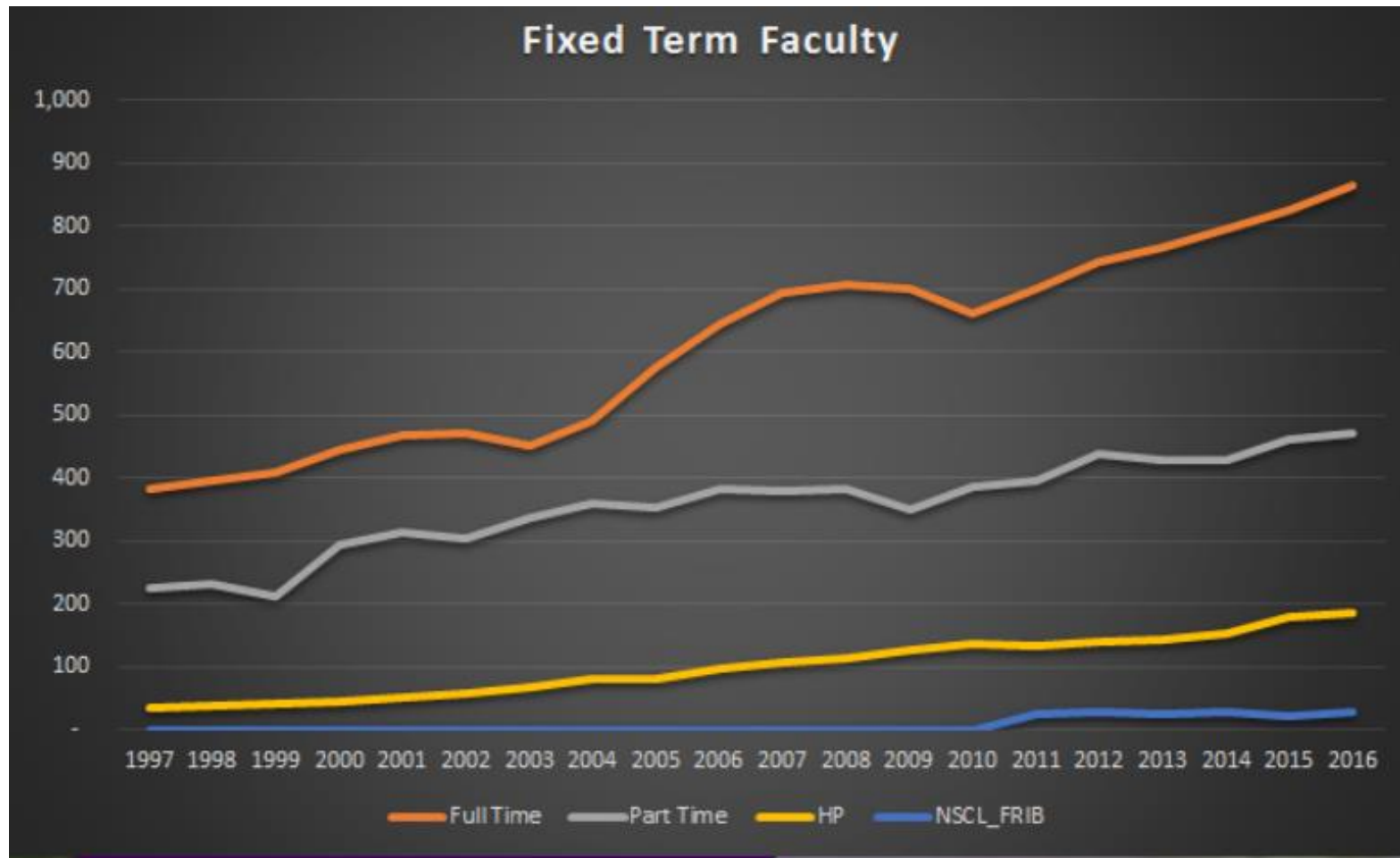


Fixed-Term Faculty at MSU

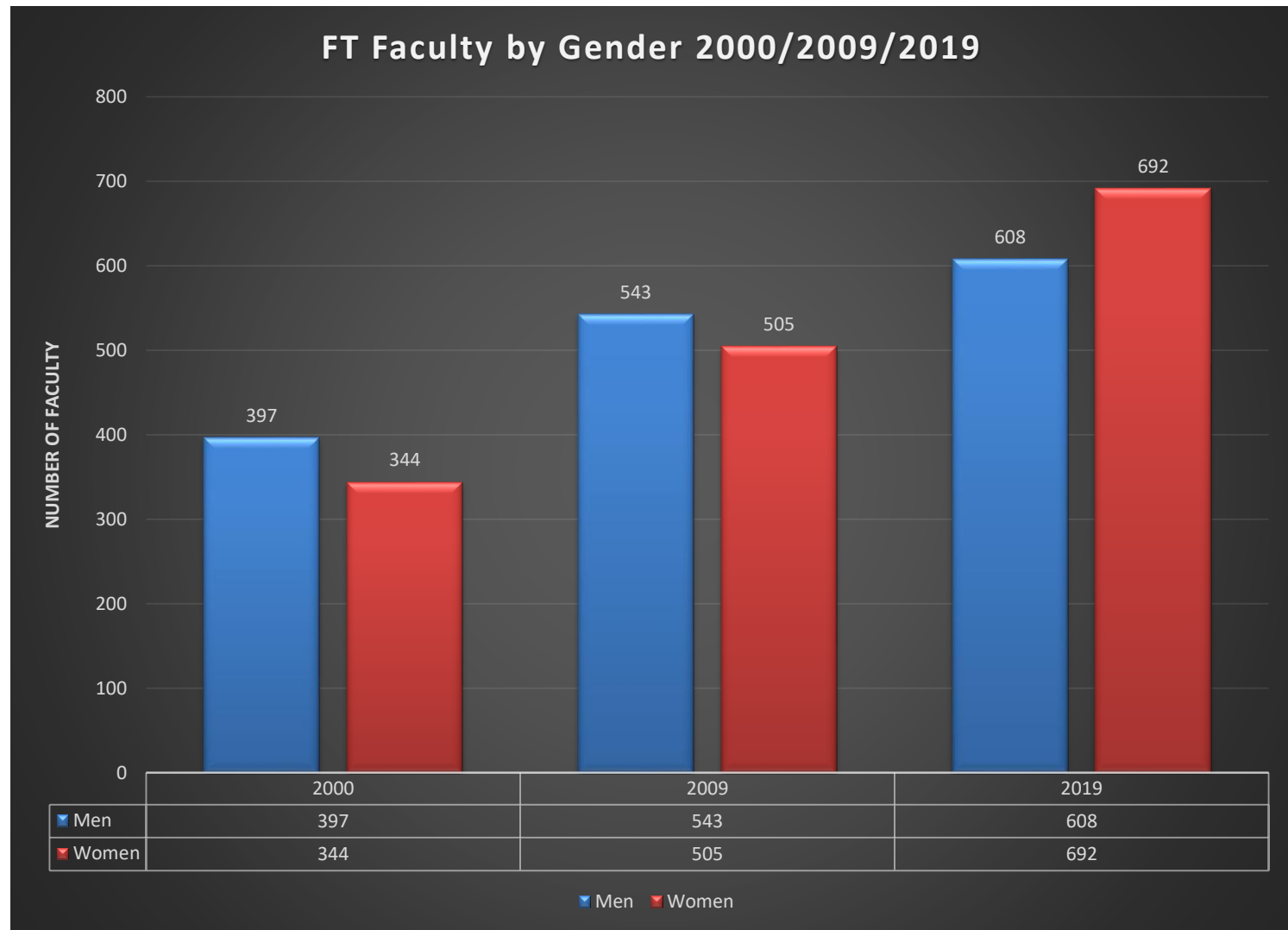
Range of appointment types: foci on teaching, research, and/or service and outreach



Fixed Term Faculty

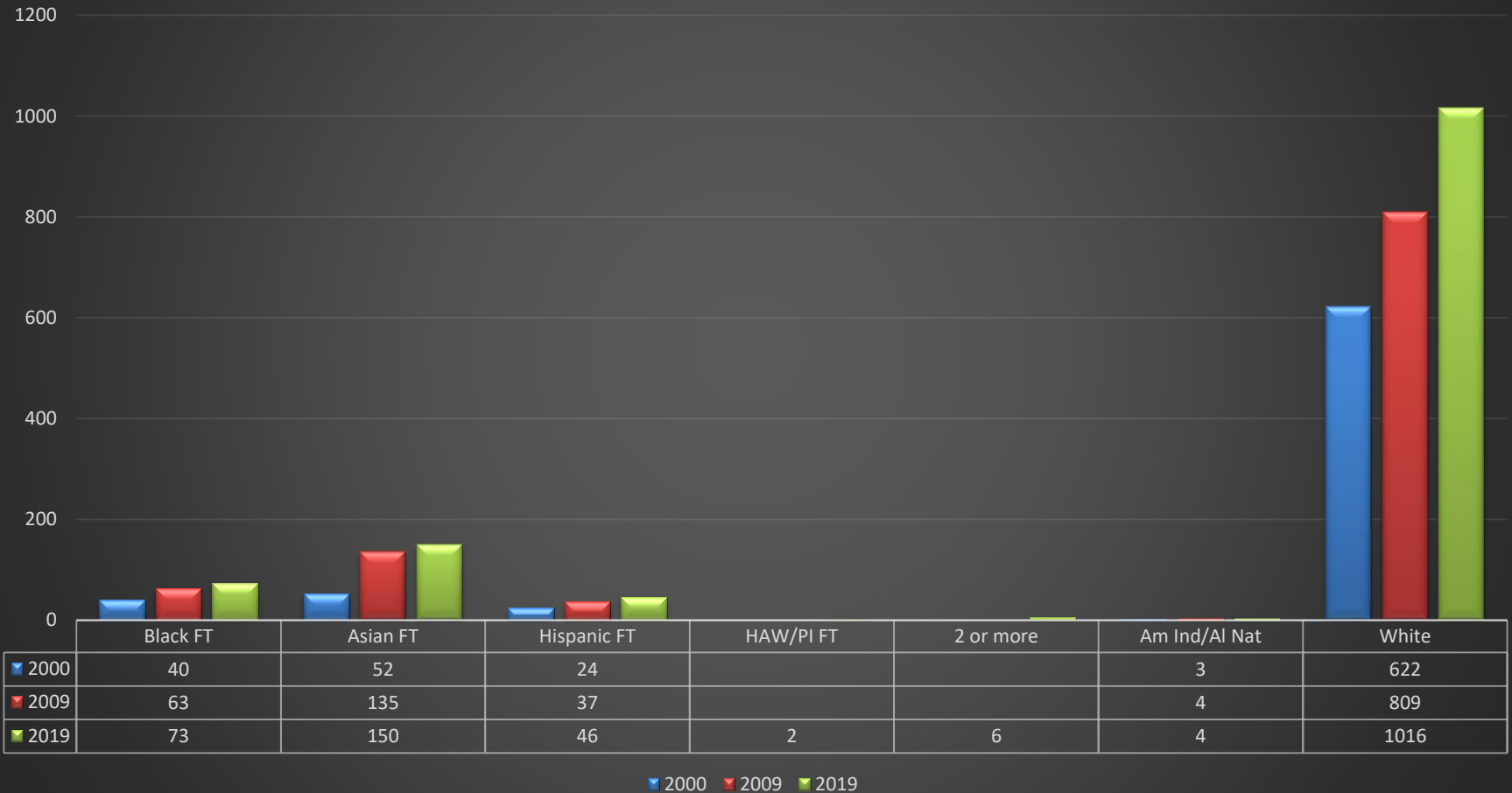


Demographics



Fixed-Term Faculty by Race

FT Faculty by Race
2000/2009/2019



Why this Shift in Appointment Patterns in the National Landscape?

- Increasing enrollments
- Economic pressures
- Market fluctuations and need to respond to employer and student interests
- Technological changes and new teaching processes
- Public skepticism about tenure



Some Implications

- Institutional excellence requires tapping into the full range of talent across our faculty and academic staff
- Separating elements of faculty work (“Unbundling”)
 - Some individuals focus on particular components, such as teaching
 - Provides flexibility for institution as needs evolve
- Increased emphasis on productivity and accountability



Faculty Members are Essential

- Faculty at colleges and universities are the heart of the institutions where they work and the intellectual capital that ensures the excellence of these institutions.
- Quality of the faculty contributes directly to the effectiveness of universities and colleges in fulfilling their missions.
- Attracting, retaining, and supporting a diverse group of academics, across all appointment types, relates directly to institutional excellence.



Fixed-Term Faculty are Highly Valued at MSU

- MSU cares about your professional growth, your job satisfaction, and the quality and success of your work at the university.
- This workshop offers ideas for how you can thrive as you advance your careers at MSU.



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

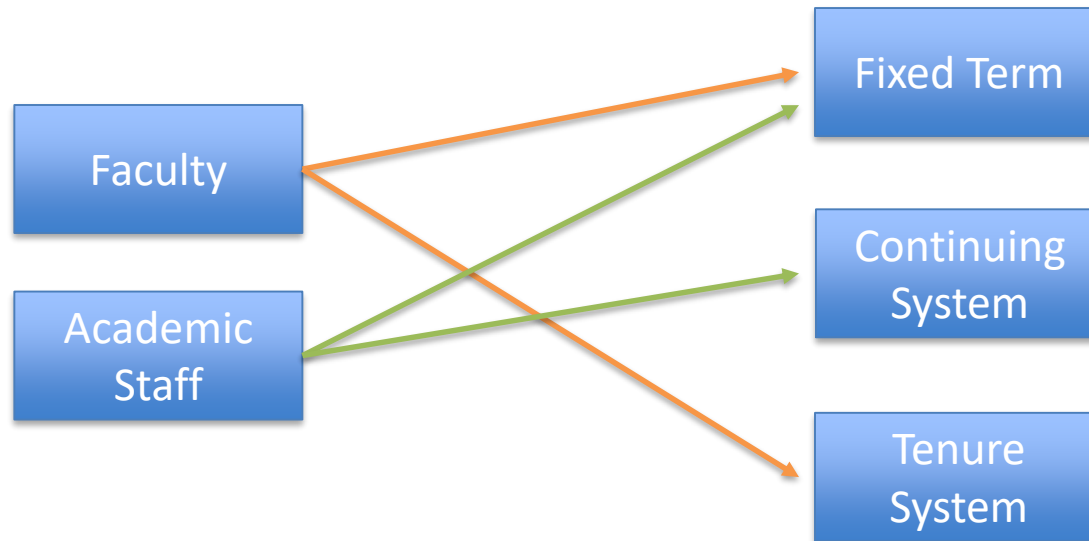
What is the difference between faculty and academic staff?

- 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

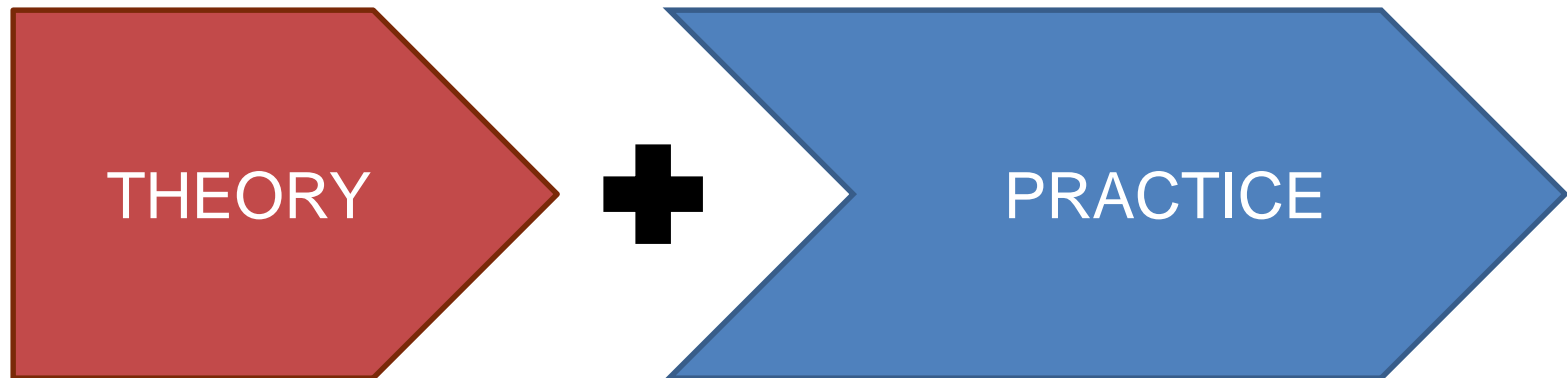
Creating a Meaningful Career: Academic Advancement Network Opportunities for Fixed-Term Faculty, Mentoring, and Goal Setting

Beronda L. Montgomery, Ph.D.

#Mentoring/#MSUAAN

@BerondaM

Defining Success



Defining Success (slide 2)




MEANINGFUL CAREER



Theory of Defining Success: Expectations

institutional-centered perspective

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



Institutional/
Dept.
mentor

individual faculty member or academic staff



Defining Success: Expectations

- Specific input into a clear plan for your position/career
- Clarity regarding 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 weaknesses and ability (*and desire*) to receive *constructive* feedback



Enabling Success: The Role of Mentoring

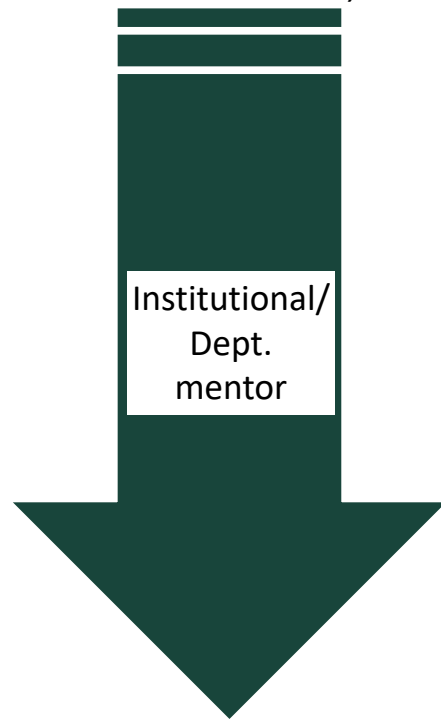


Expanded Perspective of Success

institutional-centered perspective

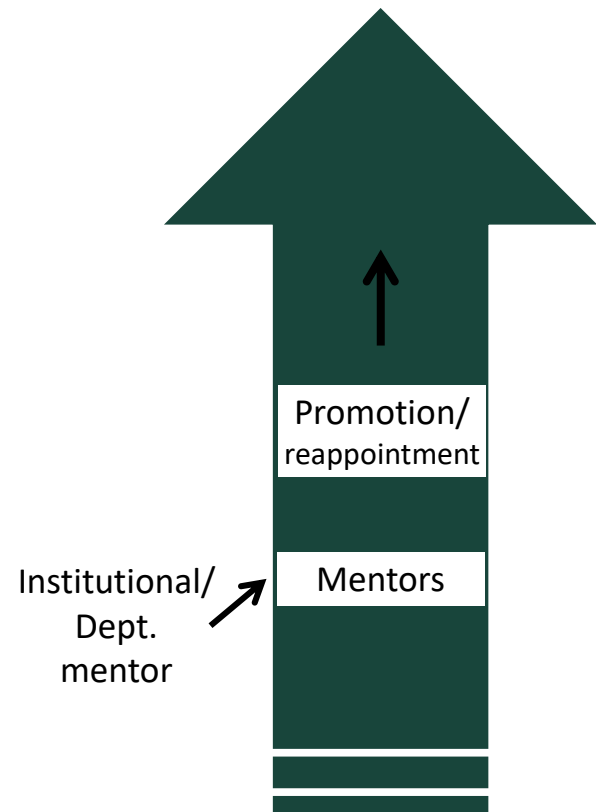
institutionally-defined goals or recognized milestones

(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?

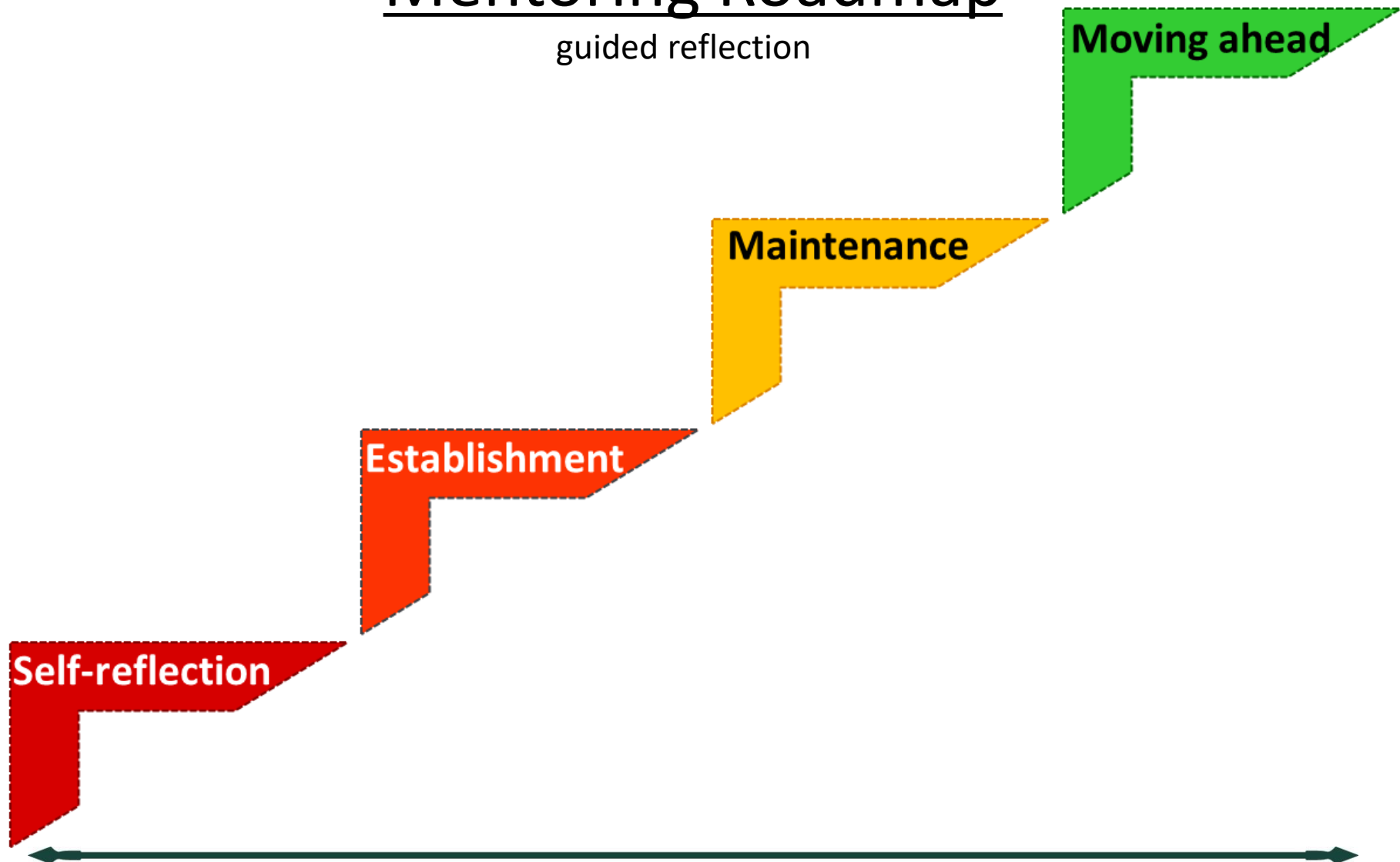


1. Building and Traversing the Roadmap



Mentoring Roadmap

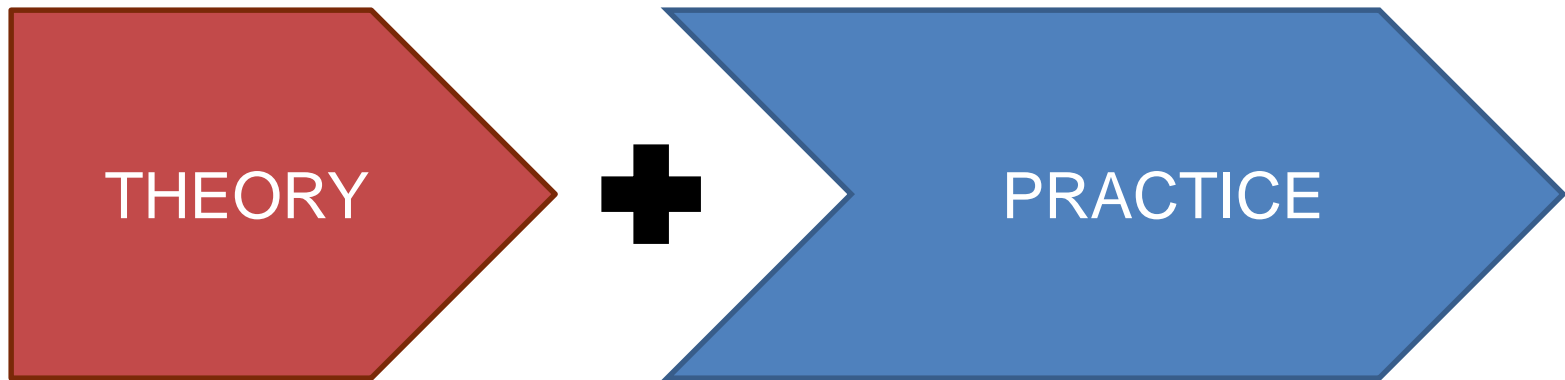
guided reflection



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



Defining Success

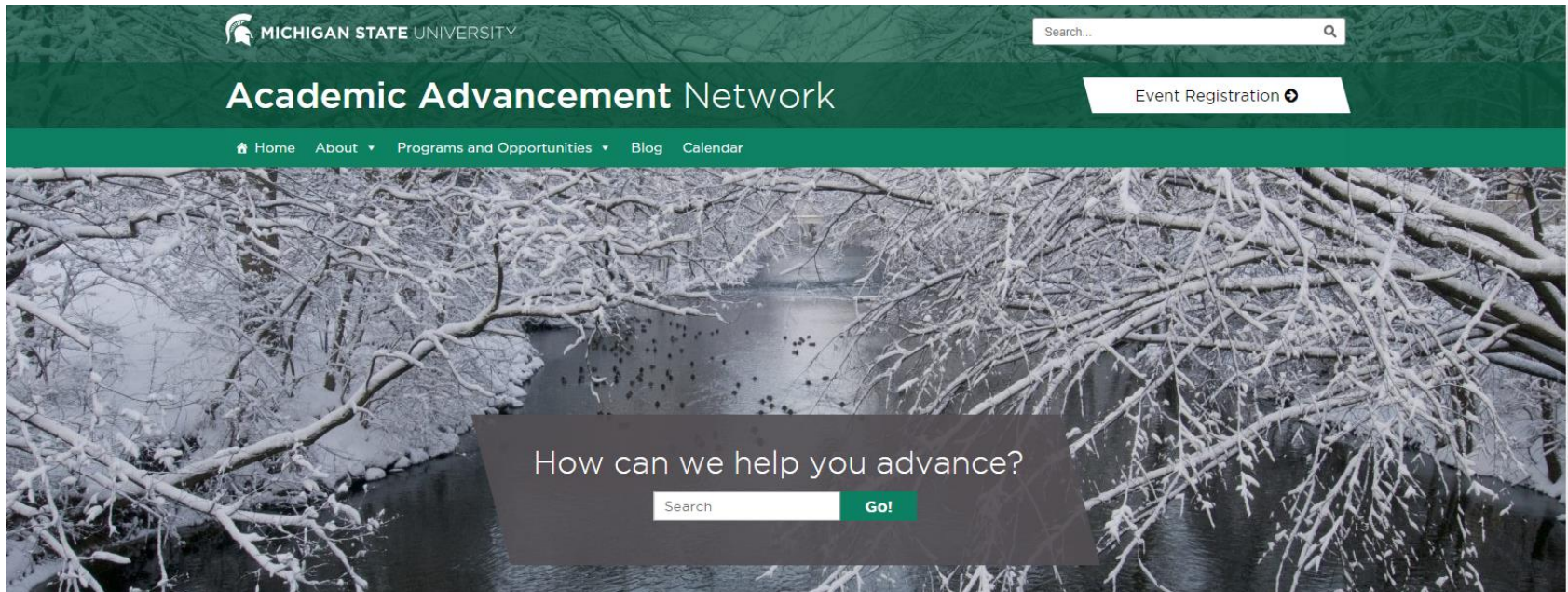


***Practice of Defining and Enabling Success:
Academic Advancement Network Offerings***

for supporting the development of
meaningful and success careers for MSU FT
Faculty Members



Academic Advancement Network Offerings



AAN serves academic employees of every rank, appointment type, and career stage

<https://aan.msu.edu/>



Academic Advancement Network

Select Key Opportunities for Fixed-Term Faculty

- New Faculty and Academic Staff Orientation [Fall]
- Adam's and Lilly Cohort Programs



<https://aan.msu.edu/teaching-learning/adams-academy/>
<https://aan.msu.edu/teaching-learning/lilly-fellowship/>



Academic Advancement Network

Select Key Opportunities for Fixed-Term Faculty (slide 2)

Women's Networking Association



- Women's Networking Association
(MSU WorkLife Office)
- Spring Conference on Teaching, Learning, and Student Success, May 4-6, 2020
 - conference of MSU educators that showcases innovative teaching ideas and fosters a dynamic community

<https://aan.msu.edu/>

Academic Advancement Network

Select Key Opportunities for Fixed-Term Faculty (slide 3)

- Exploring Academic Leadership lunches
 - informal opportunity to meet with academic leaders and explore the inner workings of their diverse positions

Exploring Academic Leadership Lunch- Prabu David, Dean, College of Communication Arts and Sciences


WHEN: March 19, 2020 @ 11:30 am – 1:00 pm


WHERE: Phillips Private Dining Room #150-The Gallery Dining Hall at Snyder-Phillips

COST: Free

CONTACT:  Cindi Leverich

 517-355-5761

 Email

 Calendar

 Add to Calendar ▾

<https://aan.msu.edu/>

Thank You!

Beronda L. Montgomery

montg133@msu.edu

 @BerondaM



Break

Please take a 15 minute break.



Panel Discussion

- *Ann E. Austin, Academic Advancement Network, Interim Associate Provost for Faculty and Academic Staff Development*
- *Diana Bello-Deocampo, Associate Professor, Integrative Biology*
- *Francesca C. Dwamena, Professor and Chair, Department of Medicine*
- *Sonja Fritzsche, Associate Dean for Personnel and Administration, College of Arts and Letters*



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**
- **Option 2: Designation B (for teaching appointments only) Room B106/107**
- **Option 3: Health Programs Room B108/110**



Putting Together a Successful Promotional Packet

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




The MSU Philosophy



Promotion is a key branch point in a faculty member's life.

The opportunity to be recognized for accomplishments through promotion to a higher academic rank is as important to non-tenure track faculty as it is for others.

Academic rank should reflect University expectations about quality of relevant accomplishments, regardless of whether or not one is in the tenure system.



Promotion of Fixed Term Faculty: Policy and Principles

- Some selected quotes



The Key:

- While the mix of duties performed by fixed term faculty may vary within and across units, academic rank at Michigan State University must be based on standards that result in a progressively stronger faculty. 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.



Materials to be included, using Form D:

1. Current curriculum vita,
2. Reflective essay about accomplishments over the reporting period (5 page maximum),
3. A representative sample of scholarly work, and
4. Evidence of excellence in performing assigned duties, e.g. significance, impact, and innovation of research/creative activities, instructional activities, and service.



Additional important points:

- Because of the diversity in assignments of fixed term faculty, unit administrators must prepare a description of the candidate's assignment, including, for example, the percentage of the appointment devoted to research/creative activities, teaching, service, etc.
- External review letters may be used, to the extent relevant, following the principles in the policy, "[External Letters of Reference](#)."



THE REVIEW PROCESS (slide 2)

Department level committee makes recommendation to chair or school director



Chair independently makes a recommendation to the dean



The dean is advised by a college review committee



The dean independently makes a recommendation to the provost (and EVP for Health Sciences for those in COM, CHM, and Nursing)



Rule #1



TALK TO YOUR CHAIR/DIRECTOR & MENTOR(S)



Tracking and Documenting Your Accomplishments

Adapted from a presentations by:

Ann E. Austin

Academic Advancement Network

Interim Associate Provost for Faculty and Academic Staff
Development



Why is documentation important?

- Helps make the case for who you are, what you have accomplished, why it is important, and your expected future trajectory
- But...
 - You can't document what you don't remember
 - You can't document what you don't have evidence to support



Documentation demonstrates who you are as a professional:

- The type of work you do
- What the synergies/connections are across the components of your work
- The impact you are making
- Your path to date
- Your trajectory as you look forward
- Your vitality and excellence in your role



What should you document?

- All aspects of your work – the components related to your assigned duties, and all of the extra responsibilities you take on. Typically, you will organize your documents around three key categories, to the extent appropriate:
 - Teaching
 - Research
 - Service and/or Outreach
- The connections across the components of your work



How to document your work?

- Establish a system for record-keeping – electronic or paper
- Be consistent, systematic, and organized
- Archive each significant event and benchmark in your professional career
- Seek and plan ways to demonstrate impact



Teaching Records to Keep

- **Formal Classes**
 - Schedule, class size, format
 - Syllabi, course material
 - Exams and grade distribution
 - Student evaluations and summary scores
- **Advising and Mentoring**
 - Formal advising load
 - Mentoring relationships
 - Students supervised in components of your work
- **Workshops, Seminars, etc.**
 - Format, materials, evaluations



Teaching Records to Keep (slide 2)

- **Course and Curriculum Development**
 - Development and redesign of courses
 - Teaching materials developed
 - Out-of-class experiences designed
- **Professional Activities**
 - Professional development opportunities
 - Instructional research and grants



Teaching Issues for Reflection

- Your philosophy and approach
- Your intended learning outcomes for students
- Your teaching methods, and rationale for them
- Approaches and innovations you have developed
- Impact on students: outcomes assessment, unsolicited comments
- How you interpret and respond to your teaching evaluations
- How your teaching has changed over time and why



Research, Scholarship & Creative Activities Records to Keep

- **Products**

- Books/monographs
- Book chapters
- Articles in refereed journals
- Creative works, such as exhibits and performances
- Edited works: journals, other publications
- Presentations at scholarly/professional meetings
- Other papers, reports, reviews

- **Funding**

- Grant proposals: funded and non-funded
- Grant management: budget, staff
- Reports



Research, Scholarship & Creative Activities Records to Keep

- Involvement in the Discipline
 - Manuscript reviews, conference proposal reviews
 - Grant evaluation panels
 - Leadership activities in professional societies
- Standing in the Discipline
 - Journal rankings
 - Citation analysis
 - Reviews and published reactions
 - Awards and honors
 - Invited talks and activities
 - Unsolicited testimonials



Research, Scholarship & Creative Activities

Topics for Reflection

- Overall direction and purpose of your research
- Questions you are addressing
- Methodologies selected and benefits/limitations
- Impact: Major outcomes, why this work is important, whom it impacts
- Future plans and issues to be addressed



Service Records to Keep

- **At MSU**
 - Department, college, university leadership roles
 - Department, college, university committees
 - Task forces and reports
- **For Professional Organizations**
 - Leadership roles – elected and appointed
 - Committee memberships
 - Conferences/events planned



Service Records to Keep (slide 2)

- **For the Broader Community**

- Consultation and technical assistance to organizations
- Publications for the public and audiences outside your field
- Interpretations of technical information for the public
- Expert testimony
- Development of programs in educational/cultural organizations

- **Clinical Work**

- Diagnosis and treatment of clients and patients
- Supervision of staff in clinical settings



Service and Outreach Topics for Reflection

- Overall direction and purpose of your service/outreach
- Rationale for selecting these areas of focus
- Impact—major outcomes, who is impacted, why the work is important
- Future directions



Major Components of Packet

- Reflective Essay
- Form D



- CV
- Publications, Creative Works



Reflective Essay – It Should:

- Describe how you contribute to the missions of MSU (relative to your assignment) and society more broadly; impact and broader context should be explained
- If research/creative activities is a part of your assignment, then highlight what you have done and where you are going
 - Make a cohesive trajectory clear
 - Tell a story about your vision and progress toward it
- Be a polished document that includes some specific examples
- Communicate at a level appropriate for knowledgeable people who are not in your discipline



Reflective Essay – It Should *Not*:

- Simply summarize what is in CV or Form D (or be a list of what you've accomplished)
- Use a lot of jargon



Reflective Essay – Questions to Ask Yourself:

- Why do you do what you do? And why does it matter to people other than you?
- What do you want to be known for, and why?



Reflective Essays – General Advice:

- Get information from senior colleagues and unit leaders about the culture in your department and college regarding style and content of the document.
- Review examples from successful promotion cases.



Form D – Basic Documentation

- Undergraduate and Graduate Instruction
 - List of courses taught, including number of students in them
 - Non-Credit Instruction
 - Academic Advising (UG advising by faculty only in some units)
 - Instructional Works (publications, presentations, etc. with teaching focus)



Form D – Basic Documentation (slide 2)

- Research and Creative Activities
 - List of items produced
 - Quantity of items across categories
 - Number of grants (details are listed at end of document)
- Service
 - Scholarly and professional organizations
 - University
 - Broader community



Form D – Basic Documentation (slide 3)

- Evidence of Other Scholarship
 - Impact of and attention to any work that is not specifically associated with teaching, service, research or creative activities
- Integration across Multiple Missions
- Other Awards/Evidence



Form D – Common Mistakes to Avoid

- Entering the wrong duty period on page 1
- Typos, sloppy language
- Not answering all of the questions



Questions?

