

Supporting Flexible Faculty Roles: An Integrated Model for Administrative-Faculty Partnership

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Overview of Sessions

- Present an overview of current ISU policies and practices supporting a broad interpretation of scholarship
- Provide an integrated model for faculty development that emphasizes the value of collaborations
- Present specific examples of the process of change in supporting flexible faculty roles on a research campus
- Identify benefits and challenges in the process

Session A: Integrating Policy and Practice – a Changing Landscape

- Promotion and Tenure
- Leadership on Learning and Teaching
- Flexible Faculty Careers

Context @ Iowa State University

- AAU member and Carnegie Doctoral Research/Extensive University
- Land grant institution – recognized Extension program
- Emphasis on science and technology
- Seven colleges
- 25,741 students (20,732 undergrads)

Principles of P&T at Iowa State

- Scholarship
- Criteria for evaluation and review
- Position Responsibility Statement

Changing the Academic Culture

- University definition of “scholarship” is evolving, including a new understanding of “research”
- Profile for teaching has been enhanced
- P&T policy has become the cornerstone for other policies based on flexible concepts of faculty responsibilities

Position Responsibility Statements

- Dr. Jacyn Pollack
 - Assistant Professor, Department of Scattered Studies
- Dr. Ramon Sanchez
 - Assistant Professor, Department of Geology
- Dr. Tom Brumm
 - Assistant Professor, Department of Agricultural and Biosystems Engineering

PRS: Thinking Outside the Box

- Use of PRS is still evolving. Second round of policy revisions in progress.
- Has become the basis for other policy development, i.e. part-time appointments policy, extension of the tenure clock
- Culture of shared governance is enriched

National Issues: Learning & Teaching

Accrediting Agencies

NASPA

NSSE/FSSE

National Discourse
on Becoming a
Learning-Centered
Institution

Carnegie Foundation

AAC&U

- Retention
- Responsiveness
- Engagement
- Access and Opportunity
- SoTL
- Outcomes Assessment
- Accountability
- Roles and Rewards
- Interdisciplinarity
- Service Learning
- Learning Communities

Role of CELT in Addressing Issues

Principles of good practice for professional development in the new academy (2006 Carnegie/Sloan symposium)

- Begin in college and intensify in graduate school
- Collaborate with Honors program to promote undergraduate research
- Provide Service Learning development
- Preparing Future Faculty Program
 - Formal coursework on professional development
 - Mentorship
 - Structured reflection
 - Graduate Teaching Certificate plans

Role of CELT in Addressing Issues

Recognize, develop, and reward multiple talents and contributions.

- Teaching Partner mentorship – junior and senior faculty
- Collaborative college level workshops on P&T policy, SoTL, materials preparation
- Build strong collaborations with Learning Communities
- Sponsor Fellowship, Grant and Award programs

Role of CELT in Addressing Issues

Strengthen networks that encourage learning.

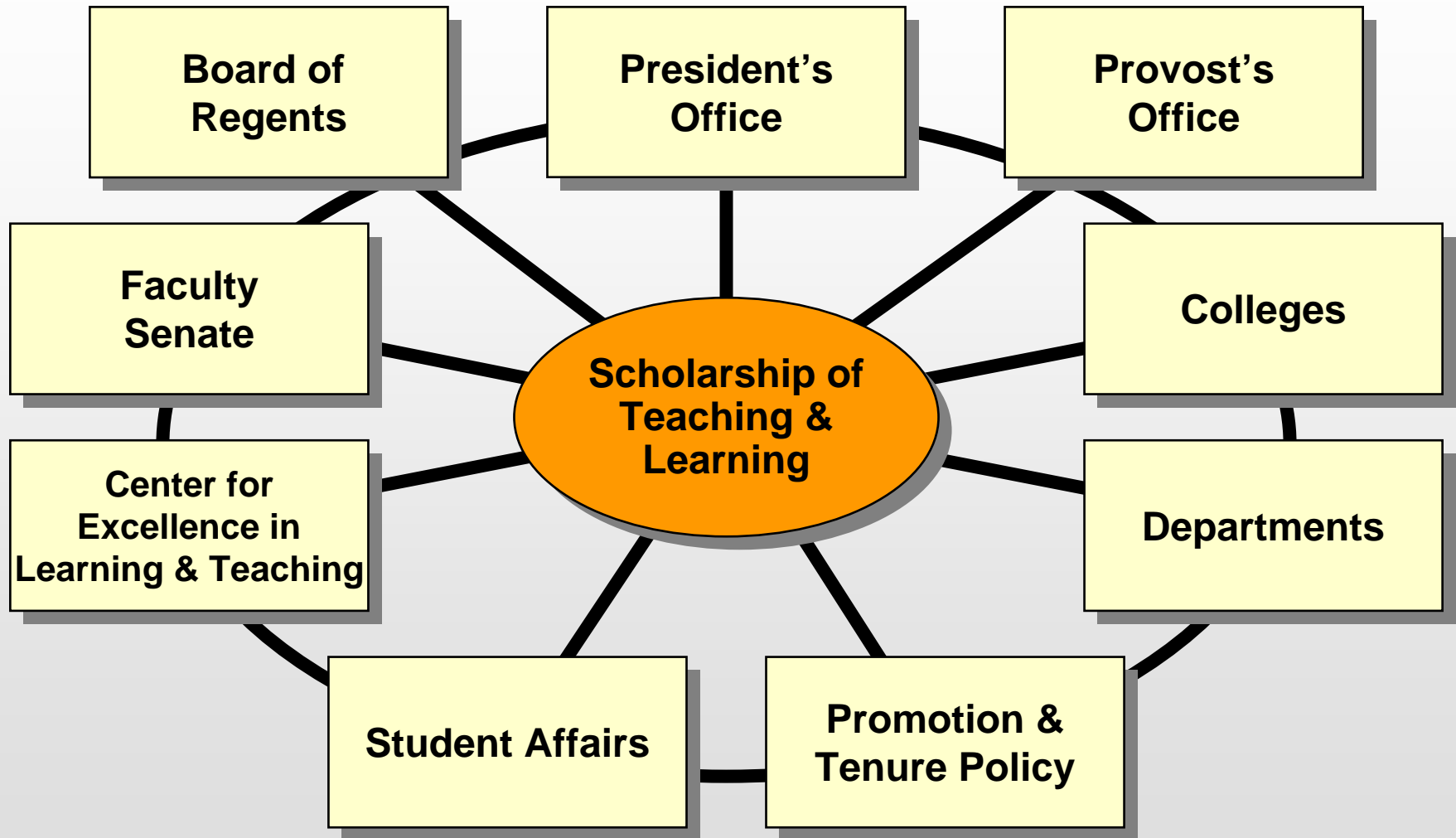
- Foster campus-wide discussions at Faculty Forums
- Offer faculty development programming such as workshops, retreats, conferences, consultations
- Build strong partnerships with Student Affairs, Instructional Technology, and colleges

Role of CELT in Addressing Issues

Strengthen networks that encourage learning.

- Connect with national initiatives
 - RUCASTL, POD, AAC&U, Educause
 - National Survey of Student Engagement
NSSE/FSSE
 - Learning Communities
 - Carnegie Foundation for the Advancement of Teaching

Building ISU Collaborations



Support Flexible Faculty at ISU

- Timeline of significant events (handout)



Work-Life Flexible Career Policies

- Extension of the probationary period for tenure-eligible faculty
- Part-time appointments for tenure-eligible and tenured faculty
- Policy on non-tenure eligible faculty
- Proposed policy for “Arrival of Children”
- Mentoring program
- The future CV

Progress in Infrastructure for Career Flexibility

- Alfred P. Sloan Foundation Award – creating a data base for cost/benefit analysis of flexible career policies
- NSF ADVANCE Grant – expanded support and resources for women and under-represented groups in STEM fields
- Partner accommodation
- Training workshops

Your Questions...



Session B: Thriving in a Changing Academic Environment

Perspectives:

- A faculty member succeeding under a flexible P&T review
- Department Chair
- Provost's Office
- CELT Director



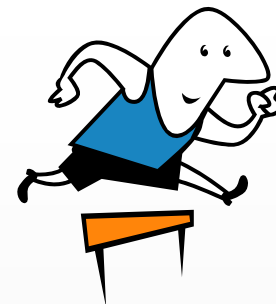
My Story...

- Received Ph.D. in 1990 from ISU.
- Worked in industry until 2000.
 - Good job and company, but not intellectually challenging.
 - I missed teaching.
- Recruited by department chair to fill two faculty positions empty by retirement.
 - 75% teaching, 25% research
- What was I thinking?

New ISU P&T Document Crucial

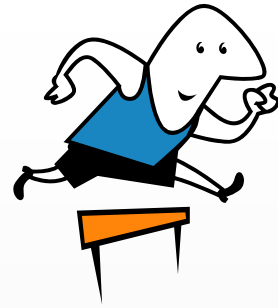
- ISU implemented new Promotion and Tenure Guidelines in 1999.
 - “Boyer” based.
 - Recognition of forms of scholarship other than disciplinary research.
 - Tied to a position responsibility statement.
- I would have not taken the job without the new guidelines.

My Tenure-Track Experience



- It was not a typical assistant professor path.
 - Heavy administrative/committee load.
 - Heavy teaching and advising load.
 - New course development.
- My dept, college, university were very supportive.
 - Collaborators that wanted to experiment and publish in SoTL.
 - Funding support at the university level for SoTL activity.
- I wrote my PRS and then negotiated.

My Tenure-Track Strategies



- Make myself known beyond my department.
- Don't miss an opportunity to collaborate.
- Do what's important not what is urgent.
 - Ok, I actually have to work on this one.
- How can I publish what I'm doing in the normal course of my activities?

Accomplishments for P&T



- Author/co-author of 32 peer-reviewed articles
 - 32 over entire career, 8 while at ISU
 - 17 in scholarly journals, 15 in peer-reviewed conference proceedings, 3 in review
- Awards
 - 4 best paper/session awards
 - 1 national teaching award
 - 2 campus awards
- Impact
 - Learning Communities
 - Outcomes assessment, electronic portfolios, workplace competencies
 - Soybean quality

Accomplishments for P&T



- Student evaluation of instruction: 4.62 out of 5.00
- Leadership Roles
 - Graduate committees (4 major professor, 18 others)
 - Facilitating international trade
- Grants
 - Collaborated on 17 grants worth \$465,858 (\$274,305 as PI)
 - A significant portion were competitive on-campus instructional grants
- Professional Service
 - Professional society leadership including paper/proposal review
 - 21 departmental, college and university committees, three times as chair
 - Advisor, club advisor, boards

Creating my P&T Documents



- Three documents
 - Vita, 25-page (max.) portfolio, and PRS
- Strategy
 - Consider the audience
 - Address the criteria of effectiveness, scholarship, service
 - Learn from what others have done
 - Get professional editing help

Department of Agricultural and Biosystems Engineering

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Who We Are

People and Offices

Faculty Directory
Staff Directory
Visiting Professors/Scholars
Graduate Student Directory
Advisory Council
Academic Advisors
It's a Fact
About ABE
Mission and Vision

Academics

Research

Admissions

Employment

Assessment

News

Events and Seminars

Extension & Outreach

Intranet

 E-Mail this page

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Research

Biorenewables, biofuels, grain and seed quality, student learning, assessment

Learn more about Dr. Brumm's research:

- [Profile \(pdf\)](#)

Promotion and Tenure Documents

Dr. Brumm was considered for tenure and promotion in the 2005-2006 academic year. He was granted tenure and promotion to Associate Professor on July 1, 2006.

Below are the documents he submitted to the College of Agriculture in November, 2005 for the promotion and tenure review.

- [Position responsibility statement](#)
- [Curriculum Vitae](#)
- [Portfolio](#)



www.abe.iastate.edu

Department Chair Perspective

- Key focus – hiring and retention
- Progress and immediate change is needed to create academic work-life balance
- Mismatches result in losing faculty, especially women and faculty of color
- Critical for competitive excellence
- Climate for success

Provost's Office Perspective

- Policies must be in place for any change to last
- Need for education and training is constant
- Mentoring and orientation for new faculty is critical
- Workshops for department chairs are necessary
- Senior faculty must be engaged

Provost's Office Perspective

Points of Resistance

- Flexible policies are challenging for department chairs
- Flexible policies may be confusing to faculty without sufficient workshops/training
- Commitment to flexibility entails a commitment to maintaining communications and networks

Provost's Office Perspective

Environment for Growth and Change

- New policies accommodate all faculty and position us to adjust to new developments in the academy
- Faculty recruitment and retention are driving forces
- Department climates must be healthy for a flexible system to thrive
- Benefits far outweigh costs

CELT Director Perspective

- Collaboration is the key to developing holistic approaches to student learning and faculty development
 - Create networks of communication
 - Create opportunities for scholarship
- Issues of reward and recognition must be addressed and aligned with institutional expectations
- Scholarly teaching is an expectation for all faculty, while SoTL is an opportunity for some

CELT Director Perspectives

P&T and SoTL

- Assuring appropriate review by external evaluators
- Documenting quality of SoTL scholarship and scholarly teaching
- Mentoring through a 2nd year program (teaching partners)

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Discussion

- What are the barriers and challenges to flexible faculty roles at your institution?
- What would be the rewards for creating flexible faculty roles at your institution?
- What would you like to take back from this session to your institution for discussion?

Contact/Website Information

ISU Provost

www.provost.iastate.edu

Center for Excellence in Learning and Teaching

www.celt.iastate.edu