College of Human Sciences

Guidelines for TERM Faculty

Advancement Dossiers

This form is for use by all faculty with term faculty appointments.

Complete only those sections related to your appointment and reflected in your Position Responsibility Statement (PRS).

**Introduction**

Term faculty advancement dossiers include a cover sheet and three sections. Dossier pages must be numbered consecutively beginning with the cover page.

The **Cover Sheet** must be completed by the candidate’s department chair/director.

The candidate for advancement is responsible for preparing **Sections 1 and 2**. The candidate and departmental/school representatives must review and approve Sections 1 and 2 for factual accuracy. Sections 1 and 2 will be available to the candidate throughout the review.

**Section 3** includes the recommendations of the departmental/school review committee, the department chair/school director, and the dean. Section 3 is confidential and not available to the candidate.

Preparation of dossiers is a shared responsibility. The candidate is responsible for preparing an accurate and factual presentation of his/her work according to guidelines set forth here. The candidate may seek assistance from departmental/school administrative staff members, but is ultimately responsible for completion of Sections 1 and 2 of the dossier.

School/departmental committee members are charged with a thorough review of the dossier and authoring a recommendation. Review includes editorial oversight\*, identification of inconsistent/unclear information, and resolution of such issues.

The department chair/school director is charged with a thorough review of the dossier/external evaluations, working with the candidate to ensure that Sections 1 and 2 are an accurate and thorough portrayal of the candidate’s work, and authoring a recommendation. Review includes editorial oversight\*, identification of inconsistent/unclear information, and correction of such issues.

***\* Please check dossiers carefully to avoid errors related to grammar, spelling, formatting, and/or chronology.***

Bring any errors to the attention of the committee chair and/or department chair/school director so they can be corrected.

# Cover Sheet for ADVANCEMENT OF term FaCULTY

College of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Pronouns (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Current Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Primary Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Secondary Appointment (if any):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Action being considered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Date of First Appointment at Iowa State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Date of Current Term Faculty Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Do you have a formal appointment in Extension and Outreach? □Yes □No

9. Highest Degree Earned:

Degree: Field:

Institution: Year:

10. Voting record on this recommendation (Include those that apply and account for all

eligible voters in each category):

Departmental Committee (totals) \_\_\_ Yes \_\_\_ No \_\_\_ Abstain \_\_\_ Absent \_\_\_ On Leave

Department Faculty (totals) \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Abstain \_\_\_\_ Absent \_\_\_\_ On Leave

Dept Chair Recommendation \_\_\_\_ Yes \_\_\_\_ No

College Committee (if applicable) \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Abstain

Dean Recommendation \_\_\_\_ Yes \_\_\_\_ No

*Revised December 2023*

**Section 1: Background Information**

1.1. Candidate’s Name:

Department/School of Principal Appointment:

1.2. Proposed Rank:

1.3. Degrees Held (beginning with most recent degree) in tabular form:

Degree Institution Date Field/Discipline

1.4. Professional Experience in tabular form:

A. Academic Positions held elsewhere Dates

B. Academic Positions at Iowa State University Dates

1.5. Position Responsibility Statements (PRS)

Include copies of both current PRS and any prior PRS statements operative during the period of review. PRS should be a scanned pdf of the signed document.

1.6. Curriculum Vitae

The curriculum vitae (CV) should be prepared according to guidelines available in the ISU Faculty Handbook 5.3.1.1. The CHS provides a CV shell that is available on the CHS website.

**Section 2: Documentation of Candidate’s Scholarship and Performance**

The candidate will use this section (10 pages maximum) to make their case for advancement. Section 2 must describe how the candidate has demonstrated that he/she/they met the criteria for advancement as defined in the ISU Faculty Handbook, CHS Governance Document, and departmental/school governance document and/or guidelines. Section 2 should not repeat information included in the CV and focus primarily on work accomplished during the evaluation period. Please note that some of the following sections may not be applicable for all candidates. Section 2 is the primary text used by departmental/school and college reviewers.

2.1. Candidate’s Statement

The candidate will provide an integrative statement to address their teaching philosophy and contributions to the teaching mission of the department/school and/or relevant programs.

2.2. Teaching Summary

A. Courses Taught and Student Evaluations of Teaching Effectiveness

Present information regarding courses taught in the last five years (or period under review) and results of student evaluations for those courses. Please present this information in tabular format, in reverse chronological order using the following headings:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semester, Year | Course # | Number and % of Students Responding | Overall Rating of Instructor | Department / School Mean | Overall Rating of Course | Department / School Mean |

B. Other Evaluations of Teaching

Summarize outcomes of peer evaluation of teaching, classroom observations, review of teaching materials, etc.

C. Course and Curriculum Development

Summarize contributions to course and curriculum development, development of new teaching materials, use of creative techniques, and contributions to professional organizations related pedagogy.

D. Professional Development Related to Teaching

Describe professional development activities related to teaching completed during this review period.

E. Advising Responsibilities (undergraduate, graduate, postdoctoral, other) (if included in PRS)

F. Honors and Awards Related to Teaching (and Advising if included in PRS)

2.3. Performance in Service Responsibilities

1. Institutional Service (required if part of the PRS, otherwise optional)  
     
   Institutional service may include committee or other service at the department/school, college, or university levels.
2. Professional Service (required if part of the PRS, otherwise optional)

Term faculty members may be involved in service to their disciplines, such as service in national organizations and service as reviewers for journals or research panels. The extent and impact of such service can be discussed here.

2.4. Performance in Extension/Professional Practice Responsibilities (required if part of the PRS, otherwise optional).

2.5. Performance in Scholarship Substantially Done at ISU since Appointment (required if part of the PRS, otherwise optional).

2.6 Additional Contributions

The candidate may describe contributions made to the department/school, college, and/or university that go beyond responsibilities listed in their PRS if applicable.

**Section 3: Department/School Review Committee’s Recommendation**

This section provides a description of the review process followed by the department/school, a letter documenting the department’s/school’s recommendation, and reasons for the recommended action.

3.1 Description of Department/School Review Process

3.2 Teaching and the Scholarship of Teaching in Context of the PRS

The department/school review committee is expected to analyze the candidate's performance in position responsibilities and, wherever possible, submit documentation to support the evaluation and place candidate’s performance in a comparative framework. Evaluations should focus on the quality of performance as well as the quantity of work performed in each area.

When evaluating performance in teaching, student evaluations should be factored into the evaluation. As well, please note that peer evaluation of teaching, including classroom observations and the review of teaching materials, is an essential component in the evaluation of teaching.

3.3 Additional Contributions (if applicable)

3.4 Departmental/School Committee and/or Faculty Vote

Record votes as appropriate according to departmental/school governance document

3.5 Recommendation of Department Chair/School Director

Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

3.6 Letter/Statement from Department Chair/School Director