

Notes from the Instructional Faculty Workshop of Friday, April 21, 2023

Slides from the workshop are appended to the end of this document.

The recording of the workshop is available at:

https://video.vt.edu/media/COE+Promotion+Workshop+for+Instructional+Faculty+%28April+21%2C+2023%29/1_bvy1i54h

A survey was created to gather feedback on the workshop. That survey will remain open through May 5, 2023. The survey is available at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=hGiVYK0Q-kCGPU8yweOjejQRGbbz0dJMgklqap8UmyhUMEsZQ1pKQ0FSTVpNNjNDMIBSR09MODhHUC4u>

Questions Asked During the Workshop with Answers:

Q. Is information available on eligible faculty mentors in the instructional faculty series (in COE or elsewhere)?

- A. All mentoring activities for instructional faculty are provided at the department level. In some departments, the Associate Department Head for undergraduate programs plays a role in mentoring teaching for all faculty in the department (ISE was cited as an example). A community of practice for COE instructional faculty could be very beneficial for connecting junior instructional faculty with senior instructional faculty who could provide tips and other advice on career development, teaching, and other instructional faculty concerns. This has been discussed in the past, but such a community has not been launched yet.

Q. Could you please clarify who should be writing the external review letters?

- A. Past cases of instructional faculty promotion indicate a variety of possible sources for external letters. In some cases, it has been acceptable to have letters come from people who are affiliated with Virginia Tech, but not connected to the candidate or the department (external to the department, not necessarily VT). When departments are having a hard time identifying good people to review an instructional faculty promotion case, I recommend that the department P&T chair or the department head contact me for ideas and suggestions. Here are some suggestions to identify possible faculty who may have a better understanding of the role of instructional faculty and would review such cases with an appropriate lens on the priority of teaching over research (i.e. would not treat that candidate like they should be a T/TT faculty members):

- Review the membership lists of ASEE, particularly the key people (officers, award winners, etc) of the divisions within the candidate's discipline area or closely-related discipline areas. A full list of ASEE divisions is available at: <https://monolith.asee.org/member-resources/groups/divisions>
- Find the members for undergraduate education committees for the professional societies affiliated with the candidate's discipline. For example, in CEE, ASCE has a Committee on Education whose membership list is available at: <https://www.asce.org/communities/committees/committee-on-education>. Note that Joe Dove, VT Professor of Practice in CEE, is a corresponding member of that committee.
- Some university's have engineering education or similarly focused programs with faculty who may be good candidates for reviewers.
- Similarly primarily undergraduate institutions with engineering programs may have faculty who are more teaching focused than research focused and could be good candidates for reviews.
- For professors of practice, anyone who has a connection between industry and education makes sense as a reviewer. For example, Robert Smith, is a Boeing Technical Fellow who has been appointed as a CDP Distinguished Professor of Practice at VT is someone who would be appropriate as a reviewer for such cases.
- Regardless of who is recruited as a reviewer, reviewers should always represent some senior-level or capstone rank of accomplishment.

Q. What happens if you go up for promotion and are unsuccessful?

- A. Nothing. Unlike tenure which must be achieved by the mandatory timeline, promotion has no defined timeline by which it must be accomplished. In fact, it never needs to be accomplished. Furthermore, the university does not state any maximum number of attempts at promotion (contrast this with tenure, for which TT faculty are allowed only two total opportunities). This being said, the process of preparing a dossier, gathering external reviewers, and other steps can be very emotionally tiring. It is always recommended that faculty select their promotion timeline carefully and initiate that step only once they feel they have established a reasonably strong case for promotion.

Q. How do I find information on my old SPOT ratings and grades?

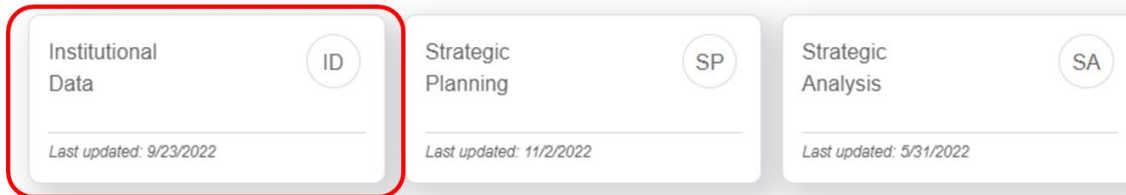
- A. SPOT results are available in Canvas for any course you are an instructor on, even if you didn't use Canvas for your course delivery. For older, pre-Canvas courses, this site has information:

https://4help.vt.edu/sp?id=kb_article&sys_id=a389a6b21b7061d063110f66624bcba4

Grade distributions are available from University Data Commons (UDC): <https://udc.vt.edu/>:

1. Open the "Institutional Data" dashboard.

 Open Access



2. From the top menu, select "Courses" and "Grade Distribution".

 University DataCommons

Students ▾ Courses ▾ Employees ▾ Data Dictionary UDC Home

Student Credit Hours & Weighted SCH
Grade Distribution

About Institutional Data Application (ID)

The institutional data application provides summary metrics for students and employees. Information is available at an institutional level with the capability to see college-




3. Use the filters on the left-hand side to indicate the range of years and terms, the college, and subject areas. If you are trying to find all data for a specific instructor, the easiest option is to download the data as a CSV file, then sort and edit it to exclude all instructors but the one of interest. Grade distributions are provided as percentages of the graded enrollment. It is not hard to use some multiplication to turn these into headcounts.

 University DataCommons

Students ▾ Courses ▾ Employees ▾ Data Dictionary UDC Home

Institutional Data Home > Courses > Grade Distribution

University Level Grade Distribution

Academic Year ↑↓	Term ↑↓	Subject ↑↓	Course No. ↑↓	Course Title ↑↓	Instructor ↑↓	GPA ↑↓	A (%) ↑↓	A- (%)
2021-22	Fall	ENSC	3124	Soils Laboratory	Mott	2.86	60	0
2021-22	Fall	ENSC	3124	Soils Laboratory	Mott	2.68	40	20
2021-22	Fall	ENSC	3124	Soils Laboratory	Mott	3.8	60	20
2021-22	Fall	IDS	3234	TS: Studio Magazine	Pritchett	4	100	0
2021-22	Fall	ECE	3274	Electrc Circuits Lab II	Cooper	3.82	40	60
2021-22	Fall	UH	2814	TS:Entrepreneurship	Haines	3.14	60	20
2021-22	Fall	MUS	3035	Advanced Class Piano	Tu	3.26	40	0
2021-22	Fall	MUS	3045	Advanced Ear Training	Martinkus	2.14	20	20
2021-22	Fall	MUS	3314	Instrumental Ensemble Music	Hutchins	4	100	0
2021-22	Fall	TA	3014	Theatre Production Lab	Russo	4	100	0
2021-22	Fall	TA	3014	Theatre Production Lab	Stein	4	100	0
2021-22	Fall	TA	3014	Theatre Production Lab	Stein	3.88	60	40
2022-23	Fall	AAEC	4994	Undergraduate Research	Alwang	4	100	0
2022-23	Fall	CSES	3124	Soils Laboratory	Possinger	4	100	0
2022-23	Fall	ENSC	3124	Soils Laboratory	Possinger	3.94	80	20
2022-23	Fall	PPWS	5214	Diseases of Crop Plants	Baudoin	3.42	0	60

Academic Year: 2021-22 To 2022-23

Term: ☒ Fall ☐ Spring ☐ Winter ☐ Summer I ☐ Summer II

College: All

Subject: All

Course: All

Links Provided in the Presentation:

Guidance & Expectations	Faculty Handbook	https://eng.vt.edu/faculty-staff-resources/promotion-and-tenure-resources-for-coe-faculty.html
	University Guidelines	https://faculty.vt.edu/promotion-tenure.html
	COE Guidelines	https://eng.vt.edu/faculty-staff-resources/promotion-and-tenure-resources-for-coe-faculty.html
Workshops on Teaching	NETI	https://mailchi.mp/cc9fc5cfd0bc/national-effective-teaching-institute-in-person-workshop-6051013?e=eb671216a4
	ASCE EXCEED	https://www.asce.org/career-growth/educators/exceed-teaching-workshop
	CETL	https://teaching.vt.edu/
	TLOS	https://tlos.vt.edu/
Conferences	ASEE	https://www.asee.org/#
	CHEP	https://chep.teaching.vt.edu/
	GMU List	https://sotl.gmu.edu/organizations-conferences/
	KSU List	https://facultydevelopment.kennesaw.edu/scholarly-teaching/conferences/index.php
	NACADA	https://nacada.ksu.edu/
Grants	CETL & TLOS	See above
	ASEE AFG	https://erm.asee.org/awards/afg/
	SCHEV	https://www.schev.edu/institutions/grants
	NSF DUE	https://www.nsf.gov/funding/programs.jsp?org=DUE
Awards	CETL & TLOS	See above
	COE Dean's Awards	https://eng.vt.edu/about/faculty-awards-and-distinctions/deans-awards.html
	University Awards	https://faculty.vt.edu/faculty-recognition/faculty-awards.html
	SCHEV	https://www.schev.edu/institutions/outstanding-faculty-awards
	ASEE	https://monolith.asee.org/awards and https://www.asee.org/membership-and-communities/AWARDS-HONORS/Award-List



Promotion Workshop for COE Instructional Faculty: Instructors, Collegiate Faculty, and Professors of Practice

KEITH THOMPSON

ASSOCIATE DEAN FOR ACADEMIC (AND FACULTY) AFFAIRS

2022-23 ACADEMIC YEAR

APRIL 21, 2023



Notes about this workshop:

- **The workshop is being recorded** and will be posted later at:
<https://eng.vt.edu/faculty-staff-resources/promotion-and-tenure-resources-for-coe-faculty.html>
(There is no need to turn on your camera. Please make sure your mute is on.)
- **Place any questions in the chat.** I have some time set aside for Q&A at the end. I will also take all questions from the chat and create a document with answers to be posted later at the website above.
- **I welcome your feedback.** There will be a link to a feedback survey at the end of the workshop. This survey will remain open for one week after the recording of the session is posted for those who couldn't make it today, but watch the recording later on.



Topics of this Workshop:

1. Why am I giving the presentation and what are my qualifications to do so?
2. Overview of the review process
3. University and college expectations for instructional faculty
4. Advice for building a successful case for promotion



My background:

- I am in my 3rd year at VT as an Associate Dean and have assisted with a variety of promotion and appointment cases across all faculty series and ranks. I also helped write the current COE P&T Guidelines and liaise regularly with the University Faculty Affairs Office.
- I am highly involved with COE undergraduate instructional and student issues and supervise the COE Academic Affairs Office. I have job responsibility to help support success of instructional faculty.
- Prior to coming to Virginia Tech, I was a full professor (CEE) and associate dean at the University of Wisconsin – Platteville, a primarily undergraduate 4-year university where engineering majors comprised the largest group of students. Tenured faculty responsibilities at that institution are very similar to collegiate faculty responsibilities here, and I am in fact appointed as a collegiate professor should I cease being an associate dean.

Why should you be interested in advancing in rank?

	Instructors	Professors of Practice	Collegiate Faculty
Entry Rank	Instructor ↓	Assistant Professor of Practice ↓	Collegiate Assistant Professor ↓
Intermediate Rank	Advanced Instructor ↓	Associate Professor of Practice ↓	Collegiate Associate Professor ↓
Capstone Rank	Senior Instructor	Professor of Practice	Collegiate Professor

Advancement in rank provides the following benefits:

- There tends to be a small raise with promotion
(typ. \$3,000 for promotion to an intermediate rank and \$5,000 for promotion to a capstone rank)
- Higher rank usually corresponds with a longer contract period
- Higher rank can open doors for leadership opportunities which can provide further opportunities for greater merit recognition, prestige, or other forms of career advancement

The Review Process

What are the general steps in promotion review?

> Submit Dossier of your accomplishments	Summer to Early Fall	
> External Review (in some cases)	Late Summer to Early Fall	
> Department Committee Review	Mid- to Late Fall	
> Department Head Review	Late Fall	
> College Sub-Committee Review	February	
> Dean Review (typically very brief)	Late February	
> Provost	March - April	
> President	April	
> Board of Visitors	June	
> Conferral of New Rank	August (start of next contract)	

Additional Information about the Review Process:

- Dossier must follow the format specified by the university
 - Professors of Practice and Collegiate Faculty use a dossier template similar to the T/TT dossier template
 - Instructors have their own unique dossier template
- Review committees may include non-tenure-track faculty from the same faculty series as the candidate
 - Some departments have separate committees to review non-tenure-track faculty
 - COE college level review is performed by a subcommittee (typically 3 people) that can include non-tenure-track faculty of the same faculty series at a senior rank. All members must be from a different department than the candidate.
- Promotion is not a right earned by time in service - you need to make a case for your promotion based on your long-term performance and how you present your accomplishments in your dossier

The Criteria for Successful Promotion is Fuzzy:

- **Expectations are written broadly** to allow individualized treatment of candidates and to allow departments latitude to impose discipline-specific criteria. (“quality should be examined more than quantity”)
- At each step, **reviewers are making judgement calls** based on broad guidance and the evidence they see in your dossier.
- Is the case presented in your dossier strong enough that it convinces enough reviewers to vote “yes” on your promotion?



Promotion for Non-Tenure-Track Faculty in Context

Based on the Fall 2022 Census (numbers may have errors):

Faculty Series	Assistant Level	Associate or Advanced Level	Full or Senior Level
Tenured/Tenure Track	101	126	173
Instructors	19	3	2
Professors of Practice	11	10	3
Collegiate Faculty	24	11	5
Research Faculty	18	4	2

~25-35 cases each year, lots of data, well established precedents, guidelines around for a long time

~3 promotion cases each year
~4 reclassification cases each year (across all ranks)
no data, almost no precedents, most guidance is recent and still evolving

Growing potential for promotion cases in future cycles, particularly for instructional faculty

The Expectations for Promotion

What are the documents that state expectations?

- a) Faculty Handbook – Chapter 5 “Non-Tenure-Track Instructional Faculty”
 - Broad definitions of each faculty type, the high-level expectations for promotion, review process, and rights and procedures regarding appeals and grievances
- b) University Guidelines:
 - Dossier Guidelines (state the items that must be included in a dossier)
 - Dossier Templates
 - Dossier Cover Page
- c) College Guidelines (COE P&T Guidelines):
 - Covers the college procedures for review and general expectations for promotion
- d) Department Guidelines:
 - Covers the department procedures for review and may have further expectations for promotion

The guidance is updated each year (typically from late Spring through the Summer)

Common Expectations for All COE Instructional Faculty:

- The primary responsibility of all instructional faculty is:
 - to provide **excellent teaching** and
 - to **support the teaching mission through other activities** (several examples are listed including pedagogical and curricular improvement, contributions to meaningful co-curricular and experiential opportunities for students, and strategic activities that enhance recruitment, retention, graduation, and/or post-graduate placement of diverse and talented students)
- Excellence in teaching should be demonstrated by strong student and peer evaluations, **supplemented by other indicators** (looking for more evidence than just SPOT ratings and peer evaluations - many types of examples are listed)
- Service to the department, college, or university (service can align with other activities that support the teaching mission)

Additional Expectations for Instructors:

Requirements for Promotion to *Advanced Instructor*:

- Minimum 5 years service at *Instructor* rank (3 years non-VT prior service may be counted)
- Evidence of regular professional development - “commitment to meaningful professional development indicating potential for growth of their instructional skills”

Requirements for Promotion to *Senior Instructor*:

- Minimum 5 years service at *Advanced Instructor* rank
- Demonstrated continued professional development
- Have achieved recognition as an instructional leader at a department, college, university, or external level (a leader in curricular initiatives, acting as a teaching mentor to other faculty, etc).



Additional Expectations for Professors of Practice:

General Expectations:

- Facilitate a bridge between the student experience and professional practice, either in the classroom or through co-curricular activities
- Maintain a connection to their professional field through service or outreach

Requirements for Promotion to Associate Professor of Practice:

- Impactful contributions in areas beyond their normal instructional duties (service, outreach, curricular or co-curricular development, or scholarship)
- Activities beyond typical course instructional duties that contributes to student experience (providing opportunities for undergraduate research, advising a student organization, fostering industry sponsored student projects, or developing new and significant curricular enhancements)

Requirements for Promotion to Professor of Practice:

- External review letters are required (at least 4 letters)
- Regional, national, or international prominence and impact beyond the university



Additional Expectations for Collegiate Faculty:

General Expectations:

- Pedagogical innovation, curricular reform, promotion of teaching excellence beyond themselves, or contributions to more holistic student development
- Must engage in scholarship of teaching and learning (SoTL) and/or disciplinary topics (some departments only recognize SoTL scholarship)
- Maintain a connection to their professional discipline

Requirements for Promotion to Collegiate Associate Professor:

- External review letters are required (at least 4 letters)
- Impactful contributions in the areas listed above

Requirements for Promotion to Collegiate Professor:

- External review letters are required (at least 4 letters)
- Continued impactful contributions in the areas listed above
- Scholarship has achieved regional or greater impact

Advice

How do you decide when to go forward?

- Have you satisfied the minimum time in rank (instructors)?
- Reviewers like to see a multi-year track record at your current rank (they are looking for your potential for strong future performance and will feel comfortable if they see that have sustained strong performance over a long time period).
- What have you accomplished that can fit into the broad expectations stated in the different guidance? (Can you check all the boxes?)
- Ask your department for feedback – do they think you are ready?
- Be thinking about promotion years in advance – some of the accomplishments you need require long-term planning. Have a long-term plan or at least a set of long-term ideas.

Make you dossier organized and clear

- Reviewers get tired – they need to dossier to follow the correct formatting to make it easier for them to read.
- ***Do not wait until you want to go up to fill in your dossier!***
 - Download the dossier template now
 - Find out what should be included in it
 - Keep a running document – insert information as you go (update it each semester)
 - Keep copies of your SPOT results and grade distributions
 - Ask to look at samples of dossiers (even T/TT dossiers) – find out how grants, papers, participation in professional development, etc. should be listed

Seek out informal mentoring and collaborators

- You may have a formally assigned mentor, but you can have other sources of mentoring.
- Informal mentors can bring you in on their projects.
- Curricular development, applying for grants, research and scholarship are all much easier if you are part of a team.
- You need collaborators to give you ideas, to bounce your ideas off of, and to push you to try opportunities that you might not otherwise notice or feel ambitious enough to try on your own.
- Service (internal or external) can sometimes be a way to connect with other people.

Do some professional development (PD) every year

- It demonstrates a commitment to continuous improvement of your teaching and other skills.
- It will give you ideas and often opportunities to network.
- It's relatively easy and there are numerous opportunities: instructional workshops, discipline specific workshops, leadership development, etc.
- COE Academic Affairs will start offering some funding to support PD, particularly to attend NETI or EXCEED for new instructional faculty.

NETI and EXCEED are nationally recognized “bootcamps” for instruction training:

- The National Effective Teaching Institute: <https://www.neti-workshop.org/>
- ASCE EXCEED (typically for CEE faculty only): <https://www.asce.org/career-growth/educators/exceed-teaching-workshop>

CETL and TLOS offer several opportunities and small grants:

- Center for Excellence in Teaching and Learning: <https://teaching.vt.edu/>
- Technology-Enhanced Learning and Online Strategies: <https://tlos.vt.edu/>

The Office of Inclusion and Diversity supports a year-long cohorted learning experience on inclusive pedagogy.

Master your instructional skills

- Read your SPOT comments
- Invite peer observation of your teaching (if you aren't able to get peer feedback from your department, use CETL's teaching observation program)
- Engage in continuous improvement of your courses every year (keep revising your materials, your approaches to difficult subject matter, try different ways of engaging students)
- Keep improving your own mastery of the course content
- Pay attention to patterns in student errors on subject matter
- Don't be afraid to diverge from the textbook
- Learn how to develop rapport with students (not friendship, but rather developing a persona that students trust, that they feel safe with, and that they feel is fair)
- Use backward design principles to structure your course

Scholarship of Teaching and Learning

- Some departments will only credit SoTL scholarship.
- CETL has offered workshops on getting started in SoTL:
<https://teaching.vt.edu/teachingasresearch/sotl.html>
- There are plenty of forums of dissemination of SoTL or SoTL adjacent work.
 - American Society of Engineering Educators (ASEE): <https://www.asee.org/#>
(Section conferences and an annual conference)
 - The Conference on Higher Education Pedagogy (CHEP): <https://chep.teaching.vt.edu/>
 - Several universities maintain lists of conferences and scholarship forums:
 - George Mason University: <https://sotl.gmu.edu/organizations-conferences/>
 - Kennesaw State University: <https://facultydevelopment.kennesaw.edu/scholarly-teaching/conferences/index.php>
 - National Academic Advising Associate (NACADA): <https://nacada.ksu.edu/>



Securing Grants

- Start with small, less-competitive grants and work your way up to larger ones.
- CETL and TLOS offer small grants:
course / curricular redesign; support for SoTL work; strategic educational initiatives
- ASEE has an Apprentice Faculty Grant program: <https://erm.asee.org/awards/afg/>
as well as other grant opportunities
- The major professional societies of your discipline likely have small grant opportunities
- SCHEV (State Council of Higher Education for Virginia) has grants:
<https://www.schev.edu/institutions/grants>
- NSF has a Division of Undergraduate Education (DUE) with multiple funding opportunities: <https://www.nsf.gov/funding/programs.jsp?org=DUE>
https://beta.nsf.gov/funding/opportunities?sort_bef_combine=nsf_funding_upcoming_due_dates_DE_SC&f%5B0%5D=division%3A215
- Industry Sponsorships / Grants – Good fit for Professors of Practice



Promote Student Accomplishments

- The reviewers notice when you have included students as co-authors, helped sponsor students to attend conferences, mentored students on projects or UG research, etc.
- Write letters of reference
- Keep notes on students (helpful if you have to write a letter of reference)
- Nominate students for opportunities (or encourage students to apply for opportunities)
- You might need student letters of recommendation for some opportunities
- Dossier sections: “Special achievements of current/former undergraduate and graduate students” (PoP & CF) and “Advising or Mentoring” (Instr.)

Keep your eye out for award opportunities

Internal Awards

- COE Dean's Awards for Excellence in Teaching: <https://eng.vt.edu/about/faculty-awards-and-distinctions/deans-awards.html>
- CETL and TLOS have awards
- University-level teaching awards: <https://faculty.vt.edu/faculty-recognition/faculty-awards.html>

External Awards

- SCHEV Outstanding Faculty Awards: <https://www.schev.edu/institutions/outstanding-faculty-awards>
- ASEE Awards: <https://monolith.asee.org/awards> and <https://www.asee.org/membership-and-communities/AWARDS-HONORS/Award-List>

A few words about service

- Don't be afraid to volunteer for things
- Service can be a good way to prepare for administrative roles
- Service gives you a chance to work with other faculty and expand your exposure
- The dossiers provide an opportunity to list various internal and external activities:

Professors of Practice and Collegiate Faculty:

- International and Professional Service and Additional Outreach and Extension Activities (external service)
⇒ subsection on "Efforts to diversity the disciplines"
- University Service (internal service)
⇒ subsection on "Service that promotes diversity and inclusion"

Instructors:

- Administration and Service Related to the Instructional Mission (internal and external service)
⇒ subsection on "Contributions to diversity initiatives"

Q & A in the time we have left

How did I do?

Please complete the feedback survey:

<https://forms.office.com/Pages/ResponsePage.aspx?id=hGiVYK0Q-kCGPU8yweOjeiQRGbbz0dJMgklqap8UmyhUMEszQ1pKQ0FSTVpNNjNDMIBSR09MODhHUC4u>

