

Advancement for Term Faculty

College of Veterinary Medicine

04.04.22 – Advancement of Term Faculty (ATF) Committee Approved

12.14.2022 – Faculty Vote updated the sections in CVM Governance Document

Eligible faculty and staff of the College of Veterinary Medicine (CVM) may submit their credentials for review for advancement as outlined in the University Faculty Handbook (5.4.1.3), the College Governance Document (6.5), and the Departmental Governance Documents. The portfolio should be submitted on or before the requested deadline for submission and should be submitted as a bookmarked pdf file. The candidate is responsible for the formatting, accuracy, and content of the portfolio. The areas of portfolio content listed below will vary depending on the type of Term Faculty appointment as described in the University Faculty Handbook 3.3.2.2.

Suggested Portfolio Content Summary:

The portfolio must be organized/formatted in a single bookmarked pdf as follows:

- Advancement cover sheet (Sections 1-7) – (see attached format)
- Quantitative Summary of Productivity at ISU – (see attached format)
- Tab 1 – CV - An updated and accurate CV
- Tab 2 – PRS statements (All PRS statements which were in place during the review time frame in the current position). If there were any significant changes in the PRS, please include a brief explanation for those changes.
- Tab 3 - Portfolio Narrative (*The narrative should not exceed 10 pages total*)

Additional Guidance Regarding Portfolio Narrative (Tab 3):

The portfolio narrative section is an opportunity to document and explain the various aspects of professional activities and effort within the review period, and should align with the PRS. The narrative should include a statement of goals and philosophies for each area of responsibility in the PRS, not to exceed one page each. Potential areas include professional practice, teaching*, research/creative activities, extension, and institutional service. Additional portfolio pages should document impact and accomplishments in each PRS category.

(*The Center for Excellence in Learning and Teaching (www.celt.iastate.edu) has information to assist in preparation of a statement for teaching philosophy and a teaching portfolio).

The following are outcome measures and impacts that may be summarized and provided in the narrative as appropriate:

1. Documentation, evidence, and impact of **professional practice** activities:

- Peer reviews of clinical practice activities
- Innovative or unique contributions to the clinical professional practice
- Client and referring veterinarian responses/reviews/evaluations
- Summary comments from supervisors indicating impact of the individual (letters, if needed, included in appendices)
- On duty clinic (weeks of “on the floor” clinical service), diagnostic duty, or other related professional practice schedules
- Individual faculty member and service numbers for case accession/year and revenue generated/year for the period under review
- Documentation of effectiveness and competency in professional practice
- Impact in your discipline, such as offices held, memberships, contributions to professional societies (program chair, documents, policies created, etc.)

2. Documentation, evidence, and impact of **teaching** activities (include years under review for advancement):

- Tabulation of graduate students, house officers/residents, or interns trained and whether they were successful in obtaining their board certification or advanced degree if applicable
- Tabulation of student reviews comparing candidate, department, and college data for didactic presentations (teaching evaluations)
- Tabulation of student reviews comparing candidate, department, and college data for clinical rotational teaching activities (teaching evaluations)
- Innovative or unique contributions to teaching
- Brief student comments may be used to illustrate changes made in response to comments and/or positive impacts and outcomes (in portfolio or may be used in the appendices)
- Peer review document of didactic student presentations
- Peer review document of clinical rotational teaching activities
- Reviews of the candidate’s teaching effectiveness by graduate students, post-doctoral students, residents, or interns

(Note: it should be clear to the committee how much teaching the individual does in clinical and didactic courses, whether the courses are core or elective courses, and how effective the individual’s contributions are in that course. *Effectiveness* in teaching should be demonstrated.)

3. Documentation, evidence, and impact of **research/ creative activities**:

- Tabulation of granting activities (both awarded and applied for), and contributing role
- Tabulation of published peer reviewed manuscripts indicating authorship and impact factors
- Tabulation of manuscripts which are accepted for publication or are in press
- Role in authorship of manuscripts (primary/principle author, mentor, etc.)
- Tabulation of manuscripts that have been submitted for peer review publication

- Tabulation of textbooks, book chapters and proceedings
- Collaboration efforts including joint authorships
- Other publications, such as abstracts, proceedings, newsletters, book chapters (may be related to teaching, research or professional practice), etc. that are not included in the above
- Current impact of the manuscripts and presentations, such as measurable outcomes and milestones, innovation, knowledge gained, and plans for future research/scholarly activities

4. Documentation, evidence, and impact of **extension** activities

- Quantity of invited lectures and presentations
- Audience of invited lectures (i.e. local, national, international)

5. Documentation, evidence, and impact of **institutional service**

- Evidence of supporting the university, college and department mission and activities
- Evidence of supporting the collegiality standards of the university, college, and department
- Tabulation of committee service and key committee accomplishments

6. Per Section 5.3.1.4.5, faculty are also encouraged to document equity, diversity and inclusion activities, and their impact in areas of job responsibility.

In addition to the sections highlighting specific portions of the PRS, please provide a **summary** statement highlighting professional accomplishments and specific goals aligned with the PRS, including a work plan of the subsequent years during progress towards advancement, if applicable.

Appendices (optional supporting materials) are generally not encouraged, and are not forwarded to the Provost's Office. Appendices should only be included if necessary to graphically illustrate essential information that cannot be included in the portfolio. If submitted, they should be in a document separate from the portfolio.

Quantitative Summary of Productivity at ISU

The goal of this summary is to provide Advancement Committees a concise consistent quantitative overview of candidates from each College. The candidate is responsible for completion and accuracy. These tables will be expanded as to outcomes and performance in your Advancement overview.

PRS Assignment

| Responsibilities | % of Effort | If Change: Year and % ¹ |
|------------------------------|-------------|------------------------------------|
| Professional Practice | | |
| Teaching | | |
| Research/Creative Activities | | |
| Extension | | |
| Institutional Service | | |
| Administration (Title:) | | |
| Other Specify: | | |

¹ Note – specify the year % effort change and new % effort

Teaching -Since initial appointment or since last promotion:

| Dept Course # | Course # | Title | Credits ¹ | # Semesters or Rotations/Year ² | #Students/course or rotation | Elective or Core |
|------------------|----------|-------|----------------------|---|---------------------------------|---------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

¹ Credits – list # of credits for which you were responsible as instructor.

² Indicate # of semesters or rotations taught per year and indicate after # as S= semester or R= rotation for each course

Advising (at ISU since appointment or last advancement)

Graduate Advising

| | PhD Students (name, year) | MS Students (name, year) |
|------------------|------------------------------|-----------------------------|
| Major Professor | | |
| Committee member | | |
| Total | | |

Professional DVM advising (residents, Interns)

| | Resident (name, year) | Intern (name, year) |
|------------------------|-----------------------|---------------------|
| Primary Advisor | | |
| Section member advisor | | |
| Total | | |

Veterinary Student Advising

| Year | | Faculty Advisor | Summer Scholar | Student Organization |
|------|---------------|-----------------|----------------|-------------------------|
| | #DVM students | | | |

Undergraduate Advising

| Year | | Faculty Advisor | Honors Scholar | Student Organization |
|------|-----------|-----------------|----------------|----------------------|
| | #students | | | |

Faculty Advising

| | Faculty Name | Department | Years | |
|-----------------|--------------|------------|-------|--|
| Primary Advisor | | | | |

Professional Practice

| Year/total hours | Hours/yr with veterinary students | Hours/yr without veterinary students |
|------------------|-----------------------------------|--------------------------------------|
| | | |
| | | |
| | | |

Total professional practice (clinical, diagnostic) hours per year = hours per week multiplied by duty weeks per year) since the last promotion or advancement

Research and Scholarship

For table summary, list numbers in each category. The listing is based on work performed at ISU since appointment or last advancement, whichever is related to this advancement. Major conferences defined as those having national or international attendance.

Scholarly Products and Number during this Promotion Period

| | |
|---|--|
| Authored Books | |
| Authored Textbooks | |
| Edited Books | |
| Book Chapters | |
| Refereed Journal Articles | |
| Non-Refereed Journal Articles | |
| Reviewed/Refereed Proceedings for Major Conferences | |
| Non-Refereed Proceedings/Abstracts (e.g. for stakeholders, association meetings, newsletters) | |
| Presentations – National Conferences | |
| Presentations – International Conferences | |
| Invited Presentations at National/International Conferences or Institutions | |
| Presentations for stakeholders, local audience (e.g. ISU, Iowa groups, 4H) | |
| Other (specify) | |

Total Grants during this review period

| Grant type | Total | Direct (no indirect) |
|---------------------------------|-------|----------------------|
| Internal Research Grant | \$ | \$ |
| Sponsored Research Grant - PI | \$ | \$ |
| Sponsored Research Grant – Co-I | \$ | \$ |

| | | |
|-----------------------|----|----|
| Other (add as needed) | \$ | \$ |
|-----------------------|----|----|

Departmental Institutional Service

| | Role on Committee (Chair or Member) | Hours devoted to Committee Service |
|--------------------------|--|---------------------------------------|
| List Standing Committees | | |
| List Ad hoc Committees | | |
| Other Activities | | |

College Institutional Service

| | Role on Committee (Chair or Member) | Hours devoted to Committee Service |
|--------------------------|--|---------------------------------------|
| List Standing Committees | | |
| List Ad hoc Committees | | |
| Other Activities | | |

University Institutional Service

| | Role on Committee (Chair or Member) | Hours devoted to Committee Service |
|--------------------------|--|---------------------------------------|
| List Standing Committees | | |
| List Ad hoc Committees | | |
| Other Activities | | |