

Efforts to Mentor and Foster Professional Growth in Term Faculty English Department

The Department of English actively engages in various activities to support their term faculty, including on-boarding activities for new term faculty members, professional development opportunities, advancement guidance, and community building efforts outlined below:

On-Boarding

On-Boarding activities occur at the time of hire and also prior to receiving a teaching assignment of a new course.

Jacob Dawson established an onboarding process that brings new Term Faculty in line with a person in the department to orient them to the operations, expectations, and most importantly the resources for teaching in the department. They also, while not having a “mentor” *per se*, have a person to whom they may go for assistance and advice.

Multi-course Directors annually and between semesters hold informative sessions for onboarding and orientation of faculty to curriculum who are teaching in Engl 150/250 (Foundations courses) and Advanced Communication courses (Engl 302, 314) and Public Speaking (SpCm 212).

Professional Development

Because one of the most productive means of mentoring is through faculty sharing with each other their most effective strategies and successes in teaching, the Associate Chairs for Term Faculty, Denise Oles-Acevedo and KJ Gilchrist, have thus worked with Multi-Course Directors to established sharing sessions that bring Term Faculty together to develop professionally.

Share-In sessions. The English department has incorporated WebEx “Share-In” sessions with a panel of tenured/tenure-track and term faculty members (four sessions in December and January of 2020/2021). Organized by Co-Associate Chairs in English for Term Faculty and Multi-Course Directors, these sessions were highly attended by tenured faculty, term faculty, and TAs. After the veteran faculty panelists presented on a topic, the floor was opened for question and answer, as well as additional discussion by attendees. The sessions, held between fall and spring semesters, covered onboarding, community building, best practices in teaching, streamlining grading, and course management as a focus. Discussion of other faculty development areas was also encouraged. The latest sessions centered upon teaching practices in online and hybrid courses, which were new delivery methods for various faculty in English. The strategies discussed also apply to face-to-face teaching. The sessions were recorded and placed in a database easily accessible for faculty members for use at any time.

Individual consultations. The Associate Chairs for Term Faculty have consistently met one-to-one with new and established Term Faculty to discuss support for conferences and other professional events, to answer questions on advancement, and to advise on practices in the classroom.

Advancement

Annually, the Associate Chair for Term Faculty hold sessions in spring to orient faculty for advancement reviews and, separately, for annual reviews; these meetings are based upon LAS’s template for advancement and ISU’s *Faculty Handbook* as well as the English department’s faculty handbook

Community Building

Not only have Term Faculty met together in the above events, but they also have met up together for Friday Happy Hours: in person (pre-Covid) at Stomping Grounds and Dublin Bay in Ames and at District 36 in Ankeny, but (during Covid) continued to meet on WebEx.