

Criteria to Support Career Track Faculty
College of Engineering
DRAFT 20171101

The title of Teaching Professor describes a faculty member who is committed to instruction primarily in the undergraduate programs within a unit, either a department or the College of Engineering. The faculty member will be expected to have served as an adjunct, lecturer, or instructor and established a record of achievement that is documented in their annual performance reviews. Appointment to Teaching Professor is made when the faculty member has a demonstrated record of pedagogy and success teaching undergraduate and/or graduate students over a sustained period of time. The primary responsibility of a Teaching Professor is instruction via teaching undergraduate and/or graduate courses either in the classroom or on-line. Other duties could include program and teaching assessment, mentoring faculty on teaching, and committee service appropriate to teaching and the educational mission of the unit.

Qualifications

Ph.D. or M.S. in discipline or closely related field to be able to teach core level undergraduate and/or graduate courses in the degree reprograms in the College of Engineering.

Appointment and Duties

Teaching professors are career track faculty. The policies for appointments are included in Chapter 3 of the University Handbook for Appointed Professionals (UHAP). The initial appointment of Teaching Professor is made by the unit head and the dean and will be at the rank of Assistant, Associate, or Full. The nominal workload is 8 courses or course equivalents per year. Course equivalents are other duties assigned by the unit head. Other duties include service to the department, college, and university as well as pedagogy or educational research based on interests and strengths. Specific examples of the types of activities expected in each rank follow.

Qualifications for Appointment by Rank

Appointment to Assistant Career-Track Professor

- Ph.D. or M.S. in discipline or closely related field.
- Established record of achievement with recognized expertise as documented in strong letters of recommendation from collaborators and supervisors.
- Demonstrated success in academic instruction, as evidenced by strong student evaluations, a teaching portfolio that documents the candidate's understanding of curriculum design and outcomes assessment, and peer reviews that demonstrate candidate's teaching effectiveness.

Appointment to Associate Career-Track Professor

- Same qualifications as for Assistant Career-Track Professor, in addition to which the individual has taught ≥ 6 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience.
- Additional experience and expertise beyond that for an Assistant Professor, such as with research-based teaching innovations, experience with advancing broader curricular reforms, and recognized contributions to the scholarship of teaching such as conference presentations.

Appointment to Full Career-Track Professor

- Same qualifications as for Associate Career-Track Professor, in addition to which the individual has taught ≥ 9 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations).
- Additional impact and recognition beyond that expected for an Associate Professor, including leadership of high-impact innovations, awards and other recognition of teaching effectiveness, and institutional and recognized contributions to the scholarship of teaching such as publications, presentations, and the adoptions of teaching innovations at other institutions.

Criteria for Promotion by Rank

According to [UHAP 3.3.03.b](#), promotion requires excellent performance and the promise of continued excellence as determined by the specific duties assigned to individual faculty members. ABOR section 6-201(l)(4)(a) notes that criteria for evaluation should consider teaching effectiveness; quality of service to the profession, university, and community; and the quality of scholarly research, publication, or creative endeavors—if the faculty member has assigned research duties. Research is also integral to the scholarship of teaching and the scholarship of engagement, as recognized by the [University's inclusive view of scholarship](#).

Promotion to Associate Career-Track Professor

- Excellent student, administrative, and peer evaluations that demonstrate effectiveness with research-based teaching practices.
- Contributions to curriculum development, outcomes assessment, and instructional innovations that build on such practices to improve student success.
- Effective advising, mentoring, and student-support activities.
- Presentations and participations in workshops, lectures, seminars, and panel discussions related to the duties of the individual and the mission of the program.
- Participation in committee and collaborative governance within the program, department, college, and/or university.
- Collaborations on teacher preparation, interdisciplinary partnerships, and/or outreach.

- Service as a reviewer for grants, competitions, awards, and publications, within the program, institution, and profession.
- Participation in or leadership of the continuous assessment of the degree programs in the unit culminating in the report preparation, site visit, and follow-up report for accreditation by the Accreditation Board for Engineering and Technology, Inc. (ABET).
- Participation in professional development workshops such as the National Effective Teaching Institute (NETI).
- Development or use of new pedagogical methods and instructional technologies that promote learner-centered instruction.

Promotion to Full Career-Track Professor

- A sustained record of excellence in teaching core courses in the unit as shown by internal and external peer review, student feedback, and teaching awards.
- Innovations in instruction that significantly contribute to student recruitment, retention and graduation.
- Broad impact on curricular practices and teacher development programs.
- Publications, grants, reports, presentations, and other contributions to the scholarship of teaching.
- Leadership roles in professional societies, editorial boards, teacher networks, and other community and professional collaborations.
- Leadership with evaluating and collaborating on publications, awards, or proposals.
- Leadership at the college and university levels on developing and implementing innovative teaching and learning strategies.
- Successful mentoring of others in the college and university in teaching.

Contract Length

New Teaching Professors are appointed for one year. Renewal is based on performance and budget. After serving in the position for two years, Assistant, Associate, and Full Teaching Professors will receive a three-year contract subject to the approval of the Provost. Time spent as an adjunct, lecturer, or instructor counts toward the two years if a record of achievement has been established that is documented in the annual performance review.

Annual Performance Review

Renewal of the appointment in all ranks will be based upon the annual performance review by the unit head in consultation with the dean. The process begins with the faculty member and unit head meeting to discuss goals for the academic year. At the end of the evaluation period, the faculty member prepares an annual review portfolio in UA Vitae based on the teaching and, if appropriate, service criteria established in the annual performance review guidelines for faculty in the department. The department faculty status committee reviews the portfolio and makes a recommendation. The unit head reviews the portfolio and the recommendation made by the department faculty status committee which is advisory. The unit head writes a letter of

evaluation including a statement of progress toward contract renewal and promotion and meets with the candidate to discuss the review and goals for the next academic year.

Promotion Timeline and Process

Assistant Teaching Professors will be reviewed for retention in rank every six years. Promotion to Associate Teaching Professor may occur at any time, but during the fifth year in rank, the unit head will inform the Assistant Teaching Professor that they will be reviewed for promotion to Associate Teaching Professor the following year unless the faculty member declines in writing. If they decline they will be reviewed for retention in rank. Candidates prepare a dossier that includes only those sections that are relevant to the duties that the candidate has been assigned. Templates and documentation to prepare the dossier are available from the Vice Provost for Faculty Affairs. Teaching duties are covered in sections 1-7 and 11, and service duties by sections 8, 9, and Appendix E. The promotion review process is contained in UHAP Chapter 3.2.03.

Associate Teaching Professors will be reviewed for retention in rank every six years. Promotion to Full Teaching Professor may occur at any time, but during the fifth year, the unit head will inform the Associate Teaching Professor that they will be reviewed for promotion to Full Teaching Professor the following year unless the faculty member declines in writing. If they decline they will be reviewed for retention in rank. Candidates prepare a dossier that includes only those sections that are relevant to the duties that the candidate has been assigned. Templates and documentation to prepare the dossier are available from the Vice Provost for Faculty Affairs. Teaching duties are covered in sections 1-7 and 11, and service duties by sections 8, 9, and Appendix E. The promotion review process is contained in UHAP Chapter 3.2.03.

Teaching professors at any rank may be appointed to a continuing status eligible position by their unit head in consultation with the Dean. The policies for appointments and promotion of continuing status professionals is contained in Chapter 4 of UHAP.