# DRAFT DOCUMENT FOR NEW FIXED-TERM FACULTY TRACK

**Professor of Practice/Teaching Professor**

**College of Liberal Arts & Sciences**

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To: Council of Deans  
From: Chaden Djalali, Dean in the College of Liberal Arts & Sciences  
Date: November 19, 2014  
RE: DRAFT document for a new fixed-term faculty track

In order increase opportunities for professional development and to enhance the diversity of career paths for fixed-term faculty, CLAS proposes a new faculty track. The primary responsibility within this track would be teaching. Possible titles for this track with ranks include:

- Professor of Practice: Assistant, Associate and Professor of Practice, or
- Teaching Professor: Assistant, Associate and Teaching Professor.

BACKGROUND

Approximately six position titles are employed by higher education institutions to identify fixed-term appointments where the primary duty is teaching:* (See Appendix A.) Although Lecturer remains the position title most widely used, the terms Professor of Practice (PoP) and Teaching Professor have been adopted by a number of universities.

Professor of Practice

There are two main applications for the title Professor of Practice. The first applies to individuals with significant non-academic experience whose classroom responsibility consists of instruction in professional practice activities such as business, law, and medicine. The second application of the PoP title is used to provide a career pathway for individuals who have demonstrated excellence in the practice of teaching. Primary duties include delivery of instructional material, testing and grading. The degree of involvement in course/curriculum development, course scheduling, advising and departmental/collegiate service varies depending upon institution and level of the appointment. Scholarly/creative activity is not expected.

CIC Institutions

Northwestern, Ohio State, Penn State and Rutgers employ the first definition of Professor of Practice. At Northwestern, PoP applies almost exclusively to certain appointments in the College of Law. Ohio State employs this title for both teaching and clinical appointments in the Colleges of Engineering, Dentistry, Medicine, Nursing, Landscape-Architecture, and Pharmacy. Penn State University considers the title for “persons who have accumulated a decade or more of high level and leadership experience in the private or public sectors outside the academy that would provide a unique background.”
Both Maryland and Nebraska apply the second PoP definition. The University of Maryland uses the title for non-tenured individuals with “superior teaching ability appropriate to assigned responsibilities.” At Maryland, the ranks for fixed-term teaching appointments in ascending order are Lecturer, Senior Lecturer, and Professor of Practice. The University of Nebraska-Lincoln’s use of the Professor of Practice designation is for individuals who have “demonstrated success in academic or professional instruction.” Nebraska’s fixed-term teaching ranks are Lecturer, Assistant Professor of Practice, Associate Professor of Practice, and Full Professor of Practice. (See Appendix B for UNL criteria for each of these ranks)

Comparison Institutions

Like CIC institutions, comparison institutions that have Professor of Practice ranks for fixed-term appointments use two definitions for the title.

The University of North Carolina—Chapel Hill defines PoP as:

[A]ppropriate for a senior field-specific expert whose contribution to teaching, research, or service upon joining the University community has its foundation in a prior career of distinguished non-academic achievement. It is not appropriate to employ the rank distinctions “associate” or “assistant” with this appointment.

However, at the University of Arizona’s College of Science, the PoP designation (Assistant, Associate or Full Professor of Practice) is used to:

[P]rovide recognition and a formal career path for faculty whose contributions to a department lie primarily in teaching and, to a lesser extent, disciplinary scholarship or the scholarship of teaching and learning within the discipline.

Professors of Practice will, in addition to their own teaching activities, provide support to enhance the assessment and teaching activities within their departments. Department Heads will determine the specific distribution of teaching, service, and research conducted by Professors of Practice at all ranks based on departmental needs and disciplinary norms.

All of the PoP ranks at Arizona are given contracts of a defined length. (See Appendix C)

Teaching Professor

A Teaching Professor is a non-tenured fixed-term appointment with expectations and duties that involve formal classroom or laboratory instruction. Although a Teaching Professor may have significant non-academic experience, it is not required. Similar to the PoP, duties for a Teaching Professor include delivery of instructional material, testing and grading, and the
degree of involvement in course/curriculum development, course scheduling, advising and
departmental/collegiate service differs according to institution and unit. Scholarly/creative
activity is not expected.

*CIC Institutions*

Rutgers uses the ranks of Teaching Instructor, Assistant Teaching Professor, Associate Teaching
Professor and Distinguished Teaching Professor. In the School of Arts & Sciences, Teaching
Faculty appointments are:

[Made in programs where student registration demand warrants full-time positions in
addition to those in the tenure-track faculty, subject to the approval of the Executive
Dean. When such an appointment is expected to be of limited duration, e.g. one or two
years (because of replacing individuals on leave or other such circumstances), the titles
"Lecturer (Instructor)," "Lecturer (Assistant Professor)," etc. will be used, and unlike the
other (new) title series, such appointments will be "nonrenewable." In programs where
longer-term continuing need for such faculty is demonstrated, the new Title Series will
be used; appointments will be renewable and contingent upon successful
reappointment. In all cases, reappointment is subject to a continuing need for the
position, availability of funding, and a positive formal evaluation. The titles in this series
are Teaching Instructor, Assistant Teaching Professor, Associate Teaching Professor,
Teaching Professor, and Distinguished Teaching Professor. (See Appendix D for criteria
in representative department)

At Michigan State University, appointments are made to the position of Lecturer with a
promotion to Associate Teaching Professor. The final step in the career ladder is Teaching
Professor. The primary duties of this position are teaching and service. Initial appointments at
the Lecturer and Associate Teaching Professor rank are for three years, but subsequent
reappointments at the Associate level and appointments at the Teaching Professor level are for
five-year terms.

*Analogous Institutions*

The University of Missouri has four main types of full-time, ranked non-tenure track faculty.
Each has primary responsibility in a single area: teaching, research, clinical practice, or
extension activities. Teaching faculty includes the ranks of Assistant Teaching Professor,
Associate Teaching Professor and Teaching Professor. Teaching appointments in these ranks
have clearly articulated teaching assignments and teaching loads including adjustments made
for large classes or course and multiple sections. Contract lengths are usually for one year with
three-year appointments reserved for the highest qualified, highest performing faculty members.

Johns Hopkins University combines the titles of Lecturer and Teaching Professor. These individuals are full-time non-tenure track instructors, hired to teach on a long-term basis, in positions commensurate with their qualifications. Teaching Professor ranks are meant to be accorded to “only a small number of faculty distinguished by their excellence and experience in teaching, and by their capacity for advancing the broad teaching mission of the department, center, program or institute in question.” The normal progression from Junior Lecturer to Lecturer to Senior Lecturer is based on distinction in teaching and on seniority. These positions may be held by both full-time and part-time faculty. The titles Associate Teaching Professor (ATP) and Teaching Professor (TP) are for full-time faculty whose primary role is associated with the educational mission and who, by virtue of their pedagogical expertise, creativity, external reputation and leadership and/or their prior professional careers, merit a higher level of recognition than the rank of Senior Lecturer confers. “It is not expected that all Senior Lecturers will be considered for promotion to the ranks of Associate Teaching Professor and Teaching Professor.”

Summary

Several titles for fixed-term teaching appointments are in current use. Lecturer is the most frequently used title; however, Professor of Practice and Teaching Professor are gaining acceptance and provide clear career paths as well as status for teaching faculty. The PoP title identifies both individuals with professional experience outside academia as well as those with a record of academic teaching experience, and it is used by both CIC and at comparison institutions. Teaching Professor, however, also is a title that currently is in use by CIC institutions as well as larger public and private universities.

*Information on titles was solicited from CIC member institutions and gathered from other sources including Michael Shamos, Handbook of Academic Titles, Pittsburgh, 2002.
FACULTY APPOINTMENTS – PROFESSOR OF PRACTICE/TEACHING PROFESSOR POSITIONS

Professor of Practice/Teaching Professor positions are fixed-term appointments that may be eligible for renewal. All appointments, reappointments, and advancements are subject to approval by a home department, college and university. Assistant Professor of Practice/Teaching Professor appointments may be made when the following conditions are met:

- the research expectations that exist for tenure-track faculty are reduced, because of the nature and extent of teaching responsibilities,
- the potential for reappointment is essential in order to ensure stability in the position and competitive recruiting of individuals who can ensure high-quality instruction, and
- funding for the position is identified, in consultation with the College.

Fringe benefits are provided in accordance with University rules for appointments of 50% or more.

Responsibilities and Rights of Professors of Practice/Teaching Professors
The standard expectation for positions is that at least 60% of effort is devoted to teaching organized courses and no more than 40% is devoted to institutional and professional service for the typical appointee in this category. The position does not have a research component or expectation of research accomplishments. Professors of Practice/Teaching Professors are not members of the Graduate Faculty. However, it may be appropriate to request temporary Graduate Faculty status for service on a particular graduate committee from the Graduate College, which must endorse such a request.

Professors of Practice/Teaching Professors have access to an office, departmental stationary and supplies, telephone, and other infrastructure support to which faculty are entitled. Like tenure-track faculty, FoP/Teaching Professors have access to travel funding for professional development and professional service purposes, consistent with travel funding policies. (If the appointment is less than 100%, this support would be proportional to the percentage of appointment.)

Titles
The titles are: Assistant Professor of Practice/Teaching Professor; Associate Professor of Practice/Teaching Professor; and Professor of Practice/Teaching Professor.
Terms of Appointment of Professors of Practice/Teaching Professors

Assistant: Assistant appointments are renewable. The initial appointment is for one year and may be renewed in one-year increments for the following two years pending collegiate funding and positive reviews. Subsequent appointments are for three years.

Associate: Initial and renewal appointments at the title of Associate are for five years.

Professor: Initial and renewal appointments at the title of Professor are for seven years.

Under exceptional circumstance, initial appointments at the title of Associate or Professor can be made if the candidate has experience commensurate with the criteria for advancement in the following sections.

Criteria for Advancement

Advancement to the Associate title occurs only after the individual has served as an Assistant for six years. Associate Professors of Practice/Teaching Professors may be appointed only after a rigorous selection in departments where the teaching needs and missions warrant such advancements. Advancement to the Professor of Practice/Teaching Professor title occurs only after there is significant evidence of distinction in teaching; in service to the department, college, university, or public; recognition by professional organizations; and publications on teaching/curriculum development.

Colleges may establish criteria that are consistent with University criteria and the following:

- Faculty promoted are ordinarily expected to:
  - hold the doctorate or terminal master's degree of the discipline;
  - have an established record of sustained success, excellence and new approaches to teaching;
  - have achieved unmistakable recognition for professional contributions (see below, "Evidence of Professional Productivity and Service"); and
  - have a substantial and sustained record of effective participation in service to the department, to the college, to the institution, and, where specified by the department, a sustained record of effective professional service in the community.
• Evidence for Professional Productivity and Professional Service

Candidates for advancement must demonstrate professional productivity beyond teaching. This productivity must be demonstrated in several of the following ways:

- curriculum and program development;
- presentations at local, state, regional, and national professional meetings;
- outreach activities to service organizations and civic groups;
- service to the department, college or university;
- contributions to professional organizations through membership on committees and office-holding.

Departmental policies also may specify indicators of professional productivity. Unlike tenure-track faculty, Professors of Practice/Teaching Professor are not required to demonstrate research productivity.

The Record for Advancement

- A teaching dossier will be required with materials similar to those specified in the teaching section of the dossier for promotion and tenure decision-making:
  a. the candidate’s CV, including a list of the candidate’s teaching assignments semester-by-semester, preferably from most to least recent;
  b. the candidate’s personal statement on teaching, consisting of a summary and explanation—normally not to exceed 3 pages—of the candidate’s accomplishments and future plans concerning teaching; comments on these accomplishments and plans; and comments on other items included in the dossier related to teaching;
  c. a list of other contributions to instructional programs;
  d. copies of course materials, including syllabi, instructional web pages, and computer lab materials;
  e. documentation of tenure-track faculty and/or Professors of Practice (Teaching Professors) evaluation of the candidate’s teaching;
  f. other materials related to the candidate’s teaching; and
  g. as an appendix to the dossier, copies of teaching evaluations by students for each course taught (the candidate will include all student teaching evaluations in her or his custody).

- The dossier also will contain materials related to departmental service and curriculum development if and as appropriate to the position.
- Letters of support are optional.
APPENDIX A

TITLES FOR FIXED-TERM TEACHING APPOINTMENTS

Lecturer

- Lecturer
- Assistant Lecturer
- Associate Lecturer
- Senior Lecturer
- Distinguished Lecturer  (Principal Lecturer)

Academic Professor

- Academic Lecturer
- Academic Assistant Professor
- Academic Associate Professor

Instructional Professor

- Assistant Instructional Professor
- Associate Instructional Professor
- Instructional Professor

- Assistant Professor of Instruction
- Associate Professor of Instruction
- Professor of Instruction

- Instructor
- Senior Instructor I
- Senior Instructor II

Professor of Practice

- Assistant Professor of Practice
- Associate Professor of Practice
- Professor of Practice

- Assistant Practice Professor
- Associate Practice Professor
- Practice Professor
APPENDIX A

Teaching Professor

- Assistant Teaching Professor
- Associate Teaching Professor
- Teaching Professor

Teaching Specialist

- Assistant Teaching Specialist
- Associate Teaching Specialist
- Teaching Specialist
NEBRASKA Lecturer Criteria

- At least .5 FTE
- Contract length 1 to 2 years
- Renewable
- Benefits eligible
- All units have to define minimum qualifications, i.e. degree, experience equivalent, etc.
- Normally entire apportionment in instruction may include classroom teaching, student supervision, advising, lab instruction and/or management, instructional program coordination
- All units must define standard for full-time appointments, particularly in number of classes
- [NB: lack of standardization at UNL in terms of relationship between course load as %FTE]
- Outside promotion track, but may apply for openings in promotion track as they are available/advertised

Assistant Professor of Practice

- 1 FTE position normally, but at least .5
- Appointment length = 1 to 3 years
- Renewable
- Benefits eligible
- Terminal degree or equivalent professional experience required B units must define professional experience equivalence
- Majority apportionment must be in instructional activities and practice. Must be above normal apportionment in teaching assigned to faculty on Tenure Track in the unit
- Other responsibilities, assigned at the discretion of the department/college, could include apportionment in service and/or professional development, and/or minimal requirements to meet academic qualification for accreditation
- Demonstrated success in academic or professional instruction

Associate Professor of Practice

- 1 FTE position normally, but at least .5
- Appointment length = 1 to 4 years
- Renewable
- Benefits eligible
- Terminal degree or equivalent professional experience required B units must define professional experience equivalence
- Majority apportionment must be in instructional activities and practice. Must be above normal apportionment in teaching assigned to faculty on Tenure Track in the unit
- Other responsibilities, assigned at the discretion of the department/college, could include apportionment in service and/or professional development, and/or minimal requirements to meet academic qualification for accreditation
- Evidence of contributions to advancing learning in the field
- Excellence in academic or professional instruction, evidenced e.g. by student evaluations, portfolio, peer review, student learning outcomes
- Evidence of leadership in instructional activity that has had significant impact on the department, college, or University

Professor of Practice

- 1 FTE position normally, but at least .5
- Appointment length B 1 to 5 years
- Renewable
- Benefits eligible
- Terminal degree or equivalent professional experience
- Majority apportionment must be in instructional activities and practice. Must be above normal apportionment in teaching assigned to faculty on Tenure Track in the unit
- Other responsibilities, assigned at the discretion of the
department/college, could include apportionment in service and/or professional development, and/or minimal requirements to meet academic qualification for accreditation.

- Evidence of contributions to advancing learning in the field
- Excellence in academic or professional instruction, evidenced e.g. by student evaluations, portfolio, peer review, student learning outcomes
- Very high performance standard
- Minimum expectation is for national visibility for candidate=s instructional activities and/or practice, achievable through, for example:
  - leadership in professional organizations
  - instructional methods and/or materials disseminated nationally
  - grant funding for instructional activities/innovation
APPENDIX C

GUIDELINES FOR THE APPOINTMENT TO AND
PROMOTION OF PROFESSORS OF PRACTICE
IN THE UNIVERSITY OF ARIZONA'S COLLEGE OF SCIENCE

This document describes a formal career path for teaching professionals within the College of Science with a title of Assistant, Associate or Full Professor of Practice (hereafter collectively referred to as "Professors of Practice"). These are nontenure-eligible appointments. These appointments provide recognition and a formal career path for faculty whose contributions to a department lie primarily in teaching and, to a lesser extent, disciplinary scholarship or the scholarship of teaching and learning within the discipline.

Professors of Practice will, in addition to their own teaching activities, provide support to enhance the assessment and teaching activities within their departments. Department heads will determine the specific distribution of teaching, service, and research conducted by Professors of Practice at all ranks based on departmental needs and disciplinary norms.

Professors of Practice at all ranks will be given contracts of a defined length. Associate Professors of Practice may request consideration for promotion at any time.

Promotion Procedures for Professor of Practice Track

Reviews of nontenure-track faculty follow the procedures set out in the University Handbook for Appointed Personnel. A committee with at least three faculty members will make a recommendation to the head of the candidate's department. These faculty may include tenured faculty from the candidate's home department and Professors of Practice from the home department or other departments in the College of Science, so long as those faculty members hold a rank equal or superior to the rank for which the candidate is being considered. The promotion committee will consider the candidate's dossier, using the promotion dossier format approved by the Provost's Office, teaching evaluations, external funding and letters of evaluation. The committee may use criteria similar to the SEPTC (Science Education Promotion and Tenure Committee) criteria described in College of Science policies. The committee will vote and provide a formal recommendation to the candidate's department head.

Candidates' dossiers are then reviewed by the dean before being submitted for review to the Provost's Office. The Provost will make final decisions regarding promotion.

Appointment/Promotion to Assistant Professor of Practice

Appointment at, or promotion to, the level of Assistant Professor of Practice is based chiefly on promise as an educator and on the department's desire to support colleagues who contribute substantially to the educational goals of the department. Appointment at this rank typically requires two or more years of postdoctoral or other relevant experience, including teaching experience within the discipline. The individual must provide documentation of teaching accomplishments and demonstrate promise of disciplinary scholarship or scholarship in areas of teaching and learning within his or her discipline.

Contract Length: Assistant Professors of Practice will receive an appointment for a one-year term, with renewal based on review of performance. An appointment may be renewed an indefinite number of times subject to satisfactory annual performance evaluations.

Assistant Professors of Practice will:

- Consistently deliver courses with (1) rigorous and engaging pedagogical approaches, (2)
significant and clearly documented student learning outcomes, and (3) above-average student and peer evaluations (as compared to a mean group identified by the department);

- Develop, investigate, and lead the implementation of new methodologies, instructional technologies and innovative teaching strategies that promote a learner-centered instructional environment;
- Provide support within the department to faculty and instructors wishing to implement these instructional approaches in their classes;
- May serve as voting members of the faculty in their departments and may serve on departmental committees;
- Improve the department's assessment of teaching and learning at all levels through research, leadership of curricular innovations, and the development of shared resources;
- Participate in other roles as needed in their department to enhance student learning, including student advising, student recruiting, supervising GTAs/Preceptors, and leadership in fostering student engagement in outreach, internships, and research.

In addition, Assistant Professors of Practice may:

- Provide professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department and across the University or discipline;
- Participate in funded programs that extend the department's, University's and discipline's knowledge or capabilities regarding the teaching and learning in their content areas;
- Advise student research and serve as members of Ph.D., M.S. or undergraduate research committees, as permitted by the Graduate College;
- Serve as PIs or co-PIs for externally funded programs that extend the department's, University's and discipline's knowledge or capabilities in their content area or regarding teaching and learning in their content area.

Appointment/Promotion to Associate Professor of Practice

In addition to the requirements for appointment as Assistant Professors of Practice, appointment at, or promotion to, the level of Associate Professor of Practice typically requires evidence of an established and productive career and is possible only after a minimum of three years of service as an Assistant Professor of Practice. These individuals should be recognized at the regional or national level for their educational accomplishments, as documented in their CVs, by internal letters, and may include extramural letters. In addition, individuals at this level should have clear documentation of service and scholarship at a more advanced level than that required for Assistant Professors of Practice. Examples of scholarship include publications in their discipline, participation in the development of courses or instructional materials that are broadly adopted or especially innovative, participation in faculty development activities, and participation in regional or national meetings of professional societies.

Contract Length: Associate Professors of Practice will receive an appointment for a two-year term, subject to approval by the Provost, with renewal based on review of performance.

Associate Professors of Practice will:

- Participate in funded programs that extend the department's, University's and discipline's knowledge or capabilities in the content area or regarding teaching and learning in their content area;
- Actively involve themselves in the educational community of their disciplines, which may include presenting at meetings, participating in national committees, publishing research, or engaging in professional development workshops;
- Serve as voting members of the faculty in their departments and may serve on departmental committees based on their interests and strengths.
In addition, Associate Professors of Practice may:

- Develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University or discipline;
- Advise student research and serve as members of PhD., M.S., or undergraduate research committees, as permitted by the Graduate College;
- Serve as PIs or co-PIs for externally funded programs that extend the department's, University's and discipline's knowledge or capabilities in their content area or regarding teaching and learning in their content area.

Appointment/Promotion to Full Professor of Practice

In addition to the requirements for appointment as Associate Professors of Practice, appointment at, or promotion to, Full Professors of Practice should signify that individuals are established figures in their fields, and recognized nationally and/or internationally for their educational accomplishments as documented by their CVs, by internal letters, and may include extramural letters. Promotion to Full Professor of Practice may occur at any time, but normally, Associate Professors of Practice will be reviewed for retention in rank every six years. During the fifth year, the Associate Professor of Practice must be informed by the department head that he or she has the right to be reviewed for retention in rank or for promotion to Full Professor of Practice. A review will be conducted unless the faculty member declines in writing. Teaching contributions should be of the highest quality and clearly documented. Individuals should, furthermore, show evidence of significant contributions to the strength, reputation, educational mission, or leadership of the department. Examples of scholarship include teaching awards, development of courses and instructional materials, presentation of faculty development programs, and research publications within their discipline or on matters of teaching and learning within the discipline.

Contract Length: Full Professors of Practice will receive an appointment for a three-year term, subject to approval by the Provost, with renewal based on review of performance.

Full Professors of Practice will:

- Demonstrate leadership within their departments regarding the development and implementation of innovative teaching and learning strategies;
- Serve as mentors to others in the department or the University for teaching excellence;
- Have established funded programs (as PI or Co-I) that extend the department's, University's and discipline's knowledge or capabilities regarding their content area or the teaching and learning of their content area;
- Have established themselves as leaders in the educational community of their disciplines by presenting at meetings, participating in national committees, publishing peer-reviewed research, or leading professional development workshops;
- Develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University or discipline;
- Serve as voting members of the faculty in their departments and may serve on departmental committees based on their interests and strengths.

In addition, Full Professors of Practice may:

- Advise student research and serve as members of PhD., M.S., or undergraduate research committees, as permitted by the Graduate College;
- Chair departmental committees and University committees, as appropriate.
RUTGERS

Criteria for Appointment, Reappointment, and Promotion Of Teaching Faculty in the Non-Tenured Track (NTT) Stream in the Department of Earth & Environmental Sciences (DEES)

There are five ranks in the NTT Teaching series:

- Teaching Associate
- Assistant Teaching Professor
- Associate Teaching Professor
- Research Teaching Professor
- Distinguished Teaching Professor

Teaching Associate: This is an entry-level teaching appointment. However, individuals who meet the criteria for promotion to higher ranks (described below) are eligible for a first appointment at a higher level. At all levels, continued employment is contingent on availability of funding.

Criteria for appointment to Teaching Associate rank:

The individual considered for appointment at this rank should at least hold a Bachelor degree in earth sciences, environmental sciences, or a related discipline.

Criteria for reappointments: Reappointment requires evidence of excellence as a teacher. This can be demonstrated by: achievement of learning goals by the students in teacher’s classes; observation of classroom instruction; a teaching portfolio, which will include a personal statement, syllabi and/or other instructional materials; Other criteria include: service in accordance with the mission of the department and the University, appropriate to level of appointment; continued need for position, availability of funding, and satisfactory performance of duties in existing position (appropriate to the level of the appointment) as determined by the Department Chair.

Criteria for Promotion: After six years in a given rank, the NTT faculty will be evaluated for promotion to the next level. However, NTT teaching faculty can request that they be evaluated earlier if they feel they meet the promotion criteria applicable to their situation. The promotion criteria for each rank are listed below.

General considerations regarding promotion criteria: Evaluation for promotions will be primarily based on accomplishments in teaching. However, contributions to
research/scholarship and service will also be considered. A description of the criteria used to
assess excellence in teaching, research/scholarship and service can be found at the end of this
document. Promotion is also contingent on continued need for the position and availability of
funding.

Promotion to NTT Assistant Teaching Professor: To attain this rank, the individual must hold a
PhD degree. Demonstrated experience as a successful teacher in the field or compelling
evidence of success as a teacher in the field is required.

Promotion to NT Associate Teaching Professor: To attain this rank, the main criterion is
excellence in teaching. Evidence of true distinction as an instructor, such as teaching awards,
recognition by public bodies or professional organizations and significant publications on
teaching is required. Accomplishments in the activities specified under the criterion of
research/scholarship and service will strengthen a candidacy for promotion to NT Teaching
Professor. However, such accomplishments cannot replace excellence in teaching as a
justification for promotion to NT Associate Teaching Professor.

Promotion to NT Teaching Professor: An individual promoted to this rank should have made
substantial progress in teaching and demonstrated further distinction beyond that required at
the Associate Teaching Professor level. Significant accomplishments in the activities specified
under the criterion of research/scholarship and service will strengthen a candidacy for
promotion to NT Teaching Professor. However, such accomplishments cannot replace
excellence in teaching as a justification for promotion to NT Teaching Professor.

Promotion to NT Distinguished Teaching Professor: The standard for promotion to NT
Distinguished Professor is significantly higher than that applied in promotion to Professor.
Evidence of true distinction as an instructor, such as teaching awards, recognition by public
bodies or professional organizations and significant publications on teaching is required.
Promotion to this rank is reserved for those faculty members who have achieved eminence in
their teaching. Only those faculty members who have demonstrated outstanding achievement
by earning significant recognition inside and outside the University are eligible for promotion to
Distinguished Professor. Typically, such recognition is reflected in national and international
reputation in one’s discipline. Significant accomplishments in the activities specified under the
criterion of research/scholarship and service will strengthen a candidacy for promotion to NT
Distinguished Teaching Professor. However, such accomplishments cannot replace excellence
in teaching as a justification for promotion to NT Distinguished Teaching Professor.
Description of the criteria used to assess excellence in teaching, research/scholarship & service

Teaching: Excellence in teaching, at undergraduate and/or graduate level, should be a fundamental endeavor of all NT Teaching faculty members. Teaching includes classroom and field instruction (credit or non-credit); supervision of research students and student internships, serving on graduate student thesis committees; academic advising and acting as a mentor; improvement and enrichment of course offerings and other instructional activities within the faculty member's discipline or profession; participation in interdisciplinary courses, honors courses and other special courses offered through the undergraduate colleges and other units of the University; the writing of textbooks and the development of other instructional materials to enhance education in the faculty member's discipline or profession. Effective teachers must demonstrate depth and breadth of knowledge in their discipline, must communicate this knowledge to others, and must give evidence of a continuing development of their knowledge so as to insure their continued effective teaching over the duration of their appointment. They stay informed of advances and current thinking in their subject and relate them to their teaching in a meaningful and balanced way. Effective teachers communicate enthusiasm for their subject and have a responsibility to create a positive environment for learning and one that stimulates imaginative thinking. They maintain a critical attitude toward their teaching and strive continuously to improve it.

Excellence as a teacher is demonstrated at all ranks by factors including: achievement of learning goals by the students in teacher's classes; observation of classroom teaching by tenured faculty at higher rank; a teaching portfolio, which should include a personal statement, syllabi and/or other instructional materials; student instructional rating surveys; significant additional contributions outside the classroom, such as course development, supervision of staff and/or students, participation in educational initiatives of the department or program, program assessment, development and implementation of externally funded educational programs, and others as appropriate to the discipline and the level of the appointment.

Scholarship: Although not required or expected from NT Teaching Professors at any level, contributions to research and scholarship will strengthen a candidacy for promotion. Scholarship, including basic and applied research, means in-depth study and learning in a specific field and inquiry and experimentation designed to make direct contributions to knowledge in that field. Scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field, is primarily demonstrated by refereed publications, such as journal articles and books of high quality and through the securing external funding through research awards and/or competitive fellowships appropriate to the faculty member's field of study. Scholarship and research accomplishments are also demonstrated by: presentation of papers at organized scholarly meetings, usually at the
national or international level; acquisition of significant patents; publication in other academic or professional journals; lecturing in professional and other public forums; design and execution of applied research in the laboratory or in the field.

*Service:* Although not required or expected from NT Teaching Professors at any level, contributions to service will strengthen a candidacy for promotion. Service includes the contributions a faculty member makes to the academic profession, to the University, and to society at large. Contributions to the advancement of the academic profession are most typically demonstrated by active participation in professional and scholarly associations; by service on editorial boards and as a reviewer of scholarly works and proposals; by participation on expert committees, such as National Science Foundation (NSF) review panels and research committees of various federal organizations. Contributions to the effective operation of the University at all levels are most typically demonstrated by significant academic and professional service to the department, the discipline, the faculty, the undergraduate colleges, the graduate programs, the campus, or the University as a whole, through such activities as contributions to important committees and other activities in support of the academic development of the University. Contributions to society at large are most typically demonstrated through the application of the faculty member's academic expertise and particular professional skills to the solution of international, national, state, county and local problems and by service for the public good on governmental and other special committees, boards, agencies, civic groups and commissions.