

University Guidelines and Criteria

Proposal approved by Senate 4.24.17 > to be sent to PET for final approval

TENURE TRACK FACULTY	TEACHING FACULTY
	<p>Teaching faculty are significant members of the university who are critical department members broadly engaged in an academic program's curriculum, evolution, and impact. Teaching faculty need to demonstrate effectiveness in teaching/librarianship and service, as defined in the role statement. Although there is no research expectation for teaching faculty, the teaching faculty member's appropriate mix and extent of responsibilities is defined within their department by a role statement.</p>
<p>1. A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research, scholarship, or creative activities is normally required for appointment or promotion to the rank of assistant professor, associate professor or professor. Exceptions to this guideline will require careful documentation based upon an adequate rationale.</p>	<p>1. A terminal degree in a field appropriate to the discipline in which the candidate teaches is normally required for appointment or promotion for the following advancement levels: Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor; and, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor. Candidates may be hired to the following levels in the absence of a terminal degree: Assistant Educator, Associate Educator, and Senior Educator. Exceptions to this guideline will require careful documentation based upon an adequate rationale.</p>
<p>2. Under normal circumstances, a faculty member should not expect to be considered for promotion with less than six years in rank.</p>	<p>2. Under normal circumstances, a faculty member should not expect to be considered for promotion with less than six years in advancement levels. For each level of promotion, successively higher levels of achievement are expected.</p>
<p>3. The standards for teaching, librarianship, scholarship, and service for each rank are indicated below. The relative significance of teaching; librarianship; research, scholarship, or creative activities; and service may vary from case to case. Consideration, in context of the candidate's entire career, will be given to teaching, librarianship, research, scholarship, creative activities, and the service conducted while the candidate has been employed at the University.</p>	<p>The standards for teaching/librarianship and service, as defined in the role statement, for each level are indicated below. The relative significance of teaching/librarianship, and service, as defined in the role statement, may vary from case to case. Consideration, in context of the candidate's entire career, will be given to teaching/librarianship, and service, as defined in the role statement, conducted while the candidate has been employed at the University.</p>

Assistant Professor: Evidence is normally expected of the following: (1) demonstrated adequacy in teaching/librarianship; (2) potential for achievement in research, scholarship, or creative activity; and (3) some University service appropriate to the mission of the department and college/school/University Libraries.	Assistant Teaching Professor/ Assistant Clinical Professor/Assistant Educator: Evidence is normally expected of the following: (1) demonstrated adequacy in teaching/librarianship; and (2) some University service, as defined in the role statement, appropriate to the mission of the department and college/school/University Libraries
Associate Professor: Evidence is normally expected of the following: (1) documented effectiveness of teaching/librarianship; (2) a record of research, scholarship, or creative activities which has earned recognition in professional circles at the regional or national level; and (3) some professional or University service.	Associate Teaching Professor/ Associate Clinical Professor/Associate Educator: Evidence is normally expected of the following: (1) documented effectiveness of teaching/librarianship; and (2) some professional or University service, as defined in the role statement.
Professor: Evidence is normally expected of the following: (1) sustained effectiveness in teaching/librarianship; (2) a record of substantial accomplishment in research, scholarship, or creative activities which has led to recognition in professional circles at the national level; and (3) demonstrated academic leadership in the form of service to the University and the profession.	Teaching Professor/Clinical Professor/Senior Educator: Evidence is normally expected of the following: (1) sustained effectiveness in teaching/librarianship; and (2) demonstrated academic leadership in the form of service, as defined in the role statement, to the University and the profession.