

Proposed Amendments to the Campus Promotion and Tenure Criteria

Amendment #7

Promotion to Teaching Professor

General Guidelines

Time frame for promotion

There is no required time period for promotion to Teaching Professor. Candidates are promoted based on a body of work, which typically takes a number of years to accomplish.

General Evaluation

Evaluation of criteria is based on the criteria of the candidate's academic unit. These criteria must meet the campus and university guidelines for promotion to Teaching Professor. Academic units should refer to the *Teaching Task Force Statement Concerning Criteria for Promotion to Teaching Professor* to develop their unit-level criteria. The evaluation is to be based on cumulative work during the total time in the current rank. The issue is the cumulative sum of work, not the rate of production, as there is no fixed time period for the achievement of Teaching Professor. While the candidate is expected to present sufficient evidence for promotion, the candidate does not have to document every moment and activity since promotion to Senior Lecturer.

Teaching Professor is a faculty rank, not an administrative rank. Administrators may go up for Teaching Professor, provided their record demonstrates excellence in teaching and at least satisfactory in service. Candidates who have spent time in administration with release from teaching are not to be penalized for time away from the classroom but are still expected to present evidence of excellence in teaching for any courses they have taught since promotion to Senior Lecturer.

Promotion of Senior Lecturers to Teaching Professors uses the same criteria as other faculty but only in regards to teaching and service. Scholarship and creative work are not required for promotion.

Minimum standards of acceptable performance

Receiving multiple unsatisfactory ratings in any performance category in annual reviews will be grounds for denial of promotion unless there is strong evidence of sustained improvement in performance in that area.

While a candidate is in a position where an area of performance is not part of the expectations of the position and they are not evaluated on it in an annual review, then the performance in that area shall not be evaluated for that period of time (and thus shall not be judge unsatisfactory). For example, administrators who have no teaching duties should not be judged as unsatisfactory teachers for promotion purposes for the period they have no teaching assignments. A candidate should not be penalized for being an administrator, but he or she still needs to demonstrate reasonable activity in every area. For example, an administrator should not be penalized for

having taught a limited number of classes since promotion to Senior Lecturer, but the administrator is still expected to have been at least satisfactory as a teacher in any classes taught.

Amendment #8

Teaching Criteria for Promotion to Teaching Professor

Defining Evidence of Teaching

For rank of Teaching Professor, evidence of teaching may include the same types of evidence as those listed for promotion to the rank of Senior Lecturer, but the faculty member should demonstrate evidence of achievement beyond that expected for the rank of Senior Lecturer.

Evaluation of Teaching

Satisfactory in teaching for the promotion to Teaching Professor should include multiple measures of teaching indicating a consistent level of quality.

Excellence in teaching requires evidence of distinguished teaching and should demonstrate an ability to stimulate in students a desire for scholarly or creative activities.

Amendment #9

Service Criteria for Promotion to Teaching Professor

Defining Service

Service is based upon a faculty member's professional skills and expertise as they benefit the university, professional organizations, or the community. For the rank of Teaching Professor, service may include the same type of activities as those listed for the rank of Senior Lecturer, but the faculty member should show a sustained contribution with an increasing level of leadership.

Evaluation of Service

Satisfactory in service requires a record that demonstrates participation in departmental, school, campus, university, community, or professional life that clearly shows innovation, impact, or initiative.

Excellence in service requires evidence of distinguished contributions in departmental, school, campus, university, community, or professional life that clearly shows innovation, impact, or initiative. This should include evidence of extensive or long-lasting impact.