

# Implementation of Executive Guideline No. 35

## College of Arts and Sciences

### Ranked NTT Teaching Faculty\*

#### I. Introduction

On November 10, 2006, President Elson Floyd issued Executive Guideline No. 35 (*Collected Rules & Regulations*, 310.035 Non-Tenure Track Faculty. While the existing titles of Lecturer and Senior Lecturer may continue to be used, the Executive Guideline states the following: “[I]t is implicit in this guideline that the individuals that meet the qualifications for NTT faculty should receive an appropriate NTT faculty title as described in the following section. In most circumstances, non-tenure track faculty members who have primary authority in research, or teaching, or clinical, or extension duties should receive title changes appropriate to ranked NTT positions at the time of such reappointments [2].” Furthermore, “This guideline applies to all newly-hired NTT faculty members and to those non-regular faculty who are reappointed into NTT faculty positions at the time of such reappointment.”

The College of Arts and Sciences will continue to use the unranked title of Lecturer as follows:

The candidate for a NTT teaching position with the title of Lecturer should:

- Hold an advanced degree in the discipline
- Demonstrate expertise in the discipline sufficient to teach lower division courses.
- Demonstrate potential for excellence in teaching and service based on the resume, portfolio, reference letters and interview;

The title Senior Lecturer will no longer be used. All Senior Lecturers must be retitled Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor.

The remainder of this document addresses the appointment and promotion of faculty in **ranked** non-tenure track (NTT) teaching positions in the College of Arts and Sciences including Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

The initial appointment to a ranked NTT faculty appointment is important to both the candidate and the unit or department. Specific job responsibilities and appropriate expectations should be explicitly stated in a written job description developed by the candidate’s direct supervisor in conjunction with appropriate unit or department committees. The candidate’s home department or unit should review all ranked NTT faculty appointments. Candidates for these positions should also be familiar with the guidelines and criteria associated with ranked NTT teaching appointments outlined in this document; these guidelines and criteria are critical both to the initial appointment and to promotion applications.

## **II. Criteria for Appointment to NTT Ranked Teaching Positions**

### **A. Assistant Teaching Professor**

The candidate for a NTT teaching position with the title of Assistant Teaching Professor should:

- Hold a terminal degree in the discipline and two years of full-time relevant teaching experience OR hold an advanced degree in the discipline and have at least 4 years of full-time relevant teaching experience;
- Demonstrate expertise in the discipline sufficient to teach lower division courses.
- Demonstrate excellence in teaching and advising based on the resume, portfolio, reference letters and interview

### **B. Associate Teaching Professor**

The candidate for a NTT teaching position with the title of Associate Teaching Professor should:

- Hold a terminal degree in the discipline with 7 or more years of full-time relevant teaching experience OR hold an advanced degree in the discipline with at least 9 years of full-time relevant teaching experience;
- Demonstrate sustained excellence in teaching, based on the assessment of students and peers;
- Demonstrate production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, teaching scholarship, workbooks, guides or textbooks, and/or other products;
- Show evidence of creative and significant teaching contributions to the profession;
- Show involvement with professional societies;
- Demonstrate a record of effective and sustained advisement of undergraduates and student organizations, as appropriate to the needs of the department;
- Demonstrate a record of service full-time relevant to a teaching career in a university.
- The portfolios of candidates for promotion to the rank of Associate Teaching Professor must include formal peer evaluations conducted by qualified individuals from the candidate's home department or unit.

### **C. Teaching Professor**

The candidate for a NTT teaching position with the title of Teaching Professor should:

- Hold a terminal degree in the discipline and 12 or more years of full-time relevant teaching experience OR hold an advanced degree in the discipline with at least 14 years of full-time relevant teaching experience;
- Expertise to teach one or more upper-division courses (this is not synonymous with holding a Ph.D.).
- Demonstrate sustained recognition by students and peers as a stimulating, inspiring and effective teacher;
- Demonstrate sustained use of current and appropriate scholarship in the field;
- Demonstrate excellence in the production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art

delivery systems, curricula development, scholarship, workbooks, guides or textbooks, and/or other products;

- Demonstrate a record of effective and sustained advisement of undergraduates and student organizations, as appropriate to the needs of the department;
- Demonstrate a record of having developed and/or applied innovative approaches to education;
- Demonstrate active involvement in national or international professional societies;
- Demonstrate a record of sustained service in response to requests to serve on unit, departmental, college, and/or university committees.
- Candidates for promotion to the rank of Teaching Professor must include peer evaluations by qualified individuals external to the candidate's department or unit.

### **III. Promotion to Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor**

Department recommendations for promotion of full-time, non-tenure track faculty are due at the same time as recommendations for tenure and promotion of regular faculty.

#### **A. Criteria and Process**

The criteria for promotion to Assistant Teaching Professor, Associate Teaching Professor and Teaching Professor are described above. Faculty holding the title of Assistant or Associate Teaching Professor may request a formal review for promotion during the spring of the 5th year in the lower rank. An ad personam promotion committee, typically from within the unit or department, comprising 3 tenured or NTT teaching faculty of higher rank with expertise in teaching, will be appointed by the chair or unit director. The committee will review the request and information from the existing teaching portfolio and will make a recommendation to the department concerning whether to move forward with the request. If the recommendation is positive, the candidate will prepare a full teaching portfolio as described below and will be reviewed for promotion in the fall of that year. If the recommendation is negative, the candidate will wait at least three years before initiating another request.

Reliable and objective assessments of the quality of the candidate's performance in his/her assigned area(s) of teaching are central to the evaluation process. For promotion considerations, it is imperative that Lecturers, Assistant and Associate Teaching Professors document teaching performance and provide annual evaluations (self, student, and peer) of teaching effectiveness. The candidate's department or unit should develop peer evaluation processes that include visits to the candidate's classroom or place of instruction and assessment of teaching strategies, materials, and performance. Procedures used to evaluate the impact of learning are also encouraged, including results from surveys which measure the impact and hence the outcome of the teaching efforts of the candidate. Other evidence might include awards, exceptional recognition from students, and evidence of students' success.

## **B. Teaching Portfolios for Promotion**

Candidates should develop their teaching portfolios in consultation with their department chair, mentor, and other knowledgeable individuals.<sup>1</sup> Prospective candidates for appointment should begin thinking about their portfolios as soon as they begin their positions at UMSL and should accumulate portfolio materials over time. The components of individual portfolios will vary between individuals and appointments. Most portfolios typically contain variants of the sections listed below (with representative types of materials for each section):

- Teaching/Instruction Responsibilities (including instruction activities, courses and titles, frequency of instruction, enrollment statistics, information about students/clients, newly designed instructions).
- Teaching/Instruction Philosophy and Goals (including statements on teaching and learning).
- Representative Instructional Materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, problem sets, study guides, written plans, visual aids, descriptions of non-print materials and field demonstrations/trips).
- Evaluations of Teaching/Instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations).
- Teaching/Instruction Scholarship (including materials development, improved instructional techniques, state-of-the art delivery systems, applied research demonstrations, workbooks and guides, reports and publications on teaching/instruction/applied research/demonstrations).
- Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition).
- Advising, Service, and Professional Activities (including service in curriculum and program development, supervising and advising, cooperative work with students and organizations, internship supervision, participation in associations, editorial or other responsibilities, organization of professional activities).
- Improvement Activities Undertaken (including participation in workshops and meetings on instructional improvement, grants and support for delivery and instructional improvement).
- Procedure for Selection of Outside Reviewers.
- Peer Evaluations.

Portfolios need to show evidence that the work being evaluated represents several years of effective and sustained achievement in the candidate's assigned area of responsibility.

- Verification of the professional standing and qualifications of the individuals providing letters of recommendation must be provided. The appendix of the portfolio is an appropriate place for such information.

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<sup>1</sup>The Center for Teaching and Learning is a good source of information about constructing teaching portfolios.

- Innovation and creativity in teaching, advising, and service are highly regarded attributes that distinguish the active, imaginative faculty member from others. Innovative and creative efforts should be documented and described in the appropriate categories within the applicant's portfolio.
- Updating of information in the portfolio should continue as needed as it moves through the review process.

Portfolios should not exceed 25 pages. Letters of reference and qualifications of referees, applicant vita or resume, and all appendix materials are not included in this total.

### **C. Factual Record**

The Candidate must sign and date a Factual Record (expanded c.v. with elaboration on teaching and, at the candidate's discretion, other items) certifying its completeness and accuracy.

### **D. Process for Decision**

- A departmental promotion committee comprised of all tenured full-time faculty and non-tenured full-time faculty holding a rank above that of the candidate will review and discuss the materials assembled by the ad personam promotion committee before conducting a written ballot on the proposed promotion.
- If the vote of the departmental promotion committee is positive, the department chair or her/his designee will write the formal recommendation for promotion and submit it to the dean of the college.
- The dean's advisory committee for tenure and promotion will review the departmental recommendation and, in turn, recommend for or against promotion to the dean.
- The dean will promote or decline to promote the candidate and inform the candidate in writing of the decision.

### **E. Appeal**

Candidates denied promotion may appeal the decision through the normal grievance process.