

Provost's Guidelines for Faculty Ranks Transitions (Teaching Faculty)

Supporting Materials

When you communicate to your department chair and request a rank change, you should also submit for consideration a current CV, a teaching statement (2-3 pages), and two sample materials that are evidence of thoughtful pedagogy from courses they have recently taught (e.g., a syllabus, an assignment, or a report of a peer observation of a class). The teaching statement should address one's overall pedagogical approach, a discussion of any changes or improvements in specific courses or in teaching generally, and a thoughtful approach to improving as an instructor. You do not need to supply teaching evaluation data because department chairs have access to them.

General Standards for Determining Rank at Transition

Below are the general guidelines for determining a teaching faculty member's rank when transitioning from a Professor of Practice. In addition to the rough estimates of time-in-rank outlined in R&P, the following characteristics denote the qualities of each rank of teaching faculty:

Teaching assistant professor: faculty members have less teaching experience overall, particularly in matters beyond their own classroom teaching.

Teaching associate professor: In addition to twelve semesters of experience, faculty members should have a record of excellence in teaching, learning, and mentoring with a demonstrable path toward improvement and expanding their expertise, repertoire, and reach over time (for instance, attendance at pedagogical conferences, seminars, and workshops). The candidate should offer evidence of sustained reflection on their teaching. Likely to see more extensive mentoring, supervision of student research, involvement in curricular matters (such as curriculum redesign or assessment), expertise and commitment to DEI in teaching, learning, and mentoring.

Teaching full professor: In addition to twelve semesters' experience as a teaching associate professor, the key differentiating factor here is through leadership and/or distinction. To be at this rank, the faculty member should have a record of consistent and sustained excellence in teaching, learning, and mentoring, as well as *leadership and/or distinction in teaching, learning, and mentoring*. Leadership and/or distinction can be demonstrated in relation to (but is not limited to) the following activities : significant innovation in teaching, curriculum design and implementation, research activities in the scholarship of pedagogy (such as conference presentations and published articles), effective and transformative program leadership, mentorship of other faculty in matters of teaching, learning, and mentoring.

Provost's Guidelines for Faculty Ranks Transitions (New Professor of Practice Rank)

Supporting Materials

When you communicate to your department chair and request a rank change (or an exemption), you should also submit for consideration a current CV, a teaching statement (2-3 pages), and two sample materials that are evidence of thoughtful pedagogy from courses they have recently taught (e.g., a syllabus, an assignment, or a report of a peer observation of a class). The teaching statement should address one's overall pedagogical approach, *how one's professional/industry/applied experience informs their teaching*, a discussion of any changes or improvements in specific courses or in teaching generally, and a thoughtful approach to improving as an instructor. You do not need to supply teaching evaluation data because department chairs have access to them.

General Standards for Determining Rank at Transition

The title, "Professor of Practice" denotes a full-time faculty member who has prior non-academic occupational experience that adds instructional value to university programs. Because of their prior non-academic occupational experience, professionals appointed to these positions add instructional value to university programs, enhance the research or professional missions of their departments, and/or permit the university to expand its course offerings, often in cutting-edge areas.

Below are the general guidelines for determining a teaching faculty member's rank when transitioning from an existing Professor of Practice position. In addition to the rough estimates of time-in-rank outlined in R&P, the following characteristics denote the qualities of each rank of teaching faculty:

Professor of Practice: Faculty members have less teaching experience overall, particularly in matters beyond their own classroom teaching. They should have a record of excellence in teaching, learning, and mentoring with a demonstrable path toward improvement and expanding their expertise, repertoire, and reach over time.

Senior Professor of Practice: In addition to twenty semesters' experience as a teaching associate professor, the key differentiating factor here is through leadership and/or distinction. To be at this rank, the faculty member should have a record of consistent and sustained excellence in teaching, learning, and mentoring, as well as *leadership and/or distinction in teaching, learning, and mentoring*. Leadership and/or distinction can be demonstrated in relation to (but is not limited to) the following activities: significant innovation in teaching, curriculum design and implementation, effective and transformative program leadership, or mentorship of other faculty in matters of teaching, learning, and mentoring.