

**CRITERIA FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION FOR
THE CLINICAL TEACHING TRACK (CTT) IN ELECTRICAL ENGINEERING**

February 4, 2016

I. WORK EXPECTATIONS OF CLINICAL TEACHING TRACK (CTT) FACULTY

CTT faculty in Electrical Engineering are expected to devote a substantial majority of their time to teaching, to continuously improving the practice of electrical engineering pedagogy, as well as to student advising. This track is intended to support faculty who have a primary interest in teaching and student advising, with significantly lower research responsibilities, as compared to tenure-track or tenured faculty.

II. INITIAL APPOINTMENT TO ASSISTANT PROFESSOR (CTT)

Candidates to the Clinical Teaching Track should have a PhD in Electrical Engineering, Computer Engineering, or other related technical field, as well as a strong teaching record in electrical and/or computer engineering and/or related technical areas; they should also have an existing research record or demonstrated potential for research in electrical and/or computer engineering. The default CTT faculty appointment is 80% teaching, 10% research, and 10% for advising, leadership, and service (80/10/10). Other workloads may be assigned by the Department Chair, subject to approval by the Dean and the Provost.

III. PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR (CTT)

Faculty applying to be promoted to this rank must have a minimum of five years at the rank of Assistant Professor CTT. The candidate must demonstrate "Excellence" in teaching and at least "Meritorious" in research and service, based on the Department of Electrical Engineering approved criteria outlined in Section V. The criteria provide guidelines for the quality of expectations in each category of teaching, research, and advising, leadership, and service. The quantity of metrics for a "Meritorious" or "Excellent" evaluation will be commensurate with the percentage of appointment on teaching, research and advising, leadership, and service.

IV. PROMOTION TO THE RANK OF PROFESSOR (CTT)

Faculty at this rank normally have a minimum of five years at the rank of Associate Professor CTT. The criteria for promotion to the rank of Full Professor CTT are based on achievement well beyond that required for promotion to Associate Professor CTT. The record since the last promotion must show substantial, significant, and continued growth, development, and accomplishment that reflects overall excellence. The quantity of metrics for a "Meritorious" or "Excellent" evaluation will again be commensurate with the percentage of appointment on teaching, research and advising, leadership, and service. Whereas some of the metrics for excellence in teaching may be sufficient for promotion from Assistant Professor CTT to Associate Professor CTT, more of these metrics must be satisfied to be promoted from Associate Professor CTT to Professor CTT.

V. CRITERIA FOR PROMOTION

To demonstrate meritorious for teaching, research, or service, the faculty member must demonstrate some but not necessarily all of the meritorious criteria. To demonstrate excellence, the faculty member must demonstrate some but not necessarily all the excellent criteria. The number of criteria to be satisfied will increase depending on whether the candidate is being evaluated for promotion from Assistant Professor CTT to Associate Professor CTT, and from Associate Professor CTT to Professor CTT and % of workload.

V.i. Teaching

Meritorious

1. Active participation in teaching activities of the department, including: acting as primary instructor in a course, mentoring students, involved in continuing education activities, and/or other faculty training.
2. Dedication to teaching, as demonstrated by their knowledge of subjects taught, appropriate course organization, innovation, objectivity & fairness, availability, enthusiasm, and ability to stimulate student learning.
3. Meritorious preparation of teaching materials as evidenced by teaching skill development (e.g., teaching portfolio), and use of appropriate methods of student evaluation for outcomes-based improvements.
4. Participation in curriculum assessment, review, and revision.
5. Development or modification of teaching materials beneficial to student learning.
6. Development of, *or* restructuring of, a course to enhance *or* modernize the Engineering undergraduate curriculum.
7. Meritorious teaching evaluations from students and peers.
8. Meritorious standardized student evaluations (FCQs) from every course. This measure is required by the Board of Regents. Normally, there are no FCQ for independent study and thesis advisory roles. However, letters from students in independent study or whose thesis was advised by the candidate or interviews

with such students by a member of the primary unit can assist in evaluations.

9. Solicited and unsolicited opinions of students and recent graduates.
10. Peer-reviewed conference presentations on teaching methods or curricular innovations.

Excellent

1. Regularly assumes greater than average share of teaching duties - e.g., course director.
2. Consistently receives outstanding teaching evaluations or teaching awards, recognition as an outstanding role model for students.
3. Develops innovative teaching methods such as educational software, flipped classroom, MOOC, workshops, etc.
4. Provides educational leadership by writing syllabi, textbooks, or leads ABET assessment activities.
5. Acquiring (P1) teaching or curriculum development grants (e.g. T32, etc.)
6. Trains students/fellows who pursue outstanding academic careers.
7. Successfully runs regional continuing education courses.
8. Consistent participation in national educational activities - e.g., programs sponsored by professional organizations, re-certification, workshops, and symposia, etc.
9. Publications on teaching in peer-reviewed educational journals.

Less than meritorious evaluations are based on a record that does not rise to the level of merit describe above. Consistently poor teaching evaluations, little effort to improve teaching, a pattern of student complaints deemed legitimate, and uninspired or ineffective mentoring are indications of a less-than-meritorious record.

V.ii. Research

Meritorious

1. Sustained research focus, building a coherent body of research findings/innovation.
2. Authorship of papers in high quality peer reviewed journals.
3. Co-investigator on grants.
4. Presentations at national meetings; invited research seminars.
5. A sustained role in the management of a research program with external funding.
6. Entrepreneurial activities such as licenses, contracts with venture capitalists or other developers of research finding to achieve practical application.
2. Served as a primary mentor to graduate students who successfully completed their MS and/or PhD.
3. Maintaining an ongoing publication record in upper-tier peer reviewed journals with some evidence of primary authorship with the exception of students.
4. Demonstrated evidence of originality as an investigator.
5. Development of patents.
6. A national and/or international reputation as evidenced by external letters of reference, invitations to present at national/international meetings, visiting professor-ships, service on study sections, organizing national meetings, serving as a national consultant, or on editorial boards of journals, etc.

Excellent

1. Obtaining external funding for research from competitive sources, serving as principal investigator.

Less than meritorious evaluations result from a record that is seriously lacking in some of the areas described above. Having neither any grant support (even as a collaborator (coPI) or from internal university sources) nor any publications are obvious signs of a less-than-meritorious work.

V.iii. Advising, Leadership and Service

Meritorious

1. Willingness to perform department services (serving on committees, being involved in ABET activities, maintaining labs).
2. Willingness to serve engineering students in extracurricular activities (advisor to student clubs or organizations, lead tutorial sessions, workshops).
3. Active participation in student advising, including pre-engineering students, transfer students, and current electrical engineering students.
4. Being involved in professional societies on local level (e.g., IEEE Chapters) or national Level.
5. Outreach to the community (lectures, guest presentation, coaching pre-college students, serving on boards and committees, etc.).
6. Engaging in departmental, college-wide, or university-wide services, including faculty governance.
7. Participating in grant and paper reviews.

Excellent

1. Exhibiting externally documented exceptional leadership in a professional society.
2. Assuming a substantive leadership role at the regional or national level - e.g., organizing student competitions at regional and national levels, chairing committees, or accepting positions as officer of local or statewide professional organizations.
3. Assuming editorial role in a journal.
4. Exhibiting high impact outreach to the community as evidenced by external reviews, independent media sources, etc.
5. Participating in national funding agencies or grant review sections.
6. Establishing new high level visible programs in the College or the University.
7. Serving as session organizer or Chair for national meetings.

Less than meritorious evaluations result from a record that is seriously lacking in some of the areas described above. The candidate's unwillingness to undertake a reasonable level of service to the department, the college and campus, the profession, or the larger community qualifies for a less than meritorious evaluation.