Arts, Sciences & Engineering Instructional Track
Guidelines

The Instructional Track in Arts, Sciences & Engineering is available for individuals engaged principally in undergraduate teaching (e.g., classroom instruction, individual mentoring, pedagogy) and who play significant roles in shaping and managing undergraduate programs.1 Faculty in these positions have appointments that range from 9 to 12 months, depending on the distribution of responsibilities. Appointments are multi-year with the possibility of promotion to higher ranks based on the criteria below.

Instructional track faculty have broad rights as full participants in the undergraduate affairs of their departments and in the undergraduate-related activities in Arts, Sciences and Engineering.

The Instructional Track provides the titles of Assistant Professor, Associate Professor, and Professor.

Faculty in this track have all the obligations and privileges described in the Faculty Handbook unless noted to the contrary in this document.

Principal Duties
Instructional track faculty are expected to be engaged in undergraduate teaching and mentoring, and with the development and management of undergraduate programs and degree requirements. As is the case for tenure-track faculty, teaching loads and other duties are set by the department chair with the approval of the dean.

Instructional track faculty are expected to remain conversant with advances in their field and be engaged in disciplinary research or performance to the extent that it equips them for supervising undergraduate projects and independent study. Such research may be part of a faculty member’s duties.

Faculty in the instructional track will not be eligible for academic leave of absences, which are intended principally to strengthen disciplinary research and scholarship. Faculty will have access to support for professional development (e.g., attending conferences).

Committees and Service
The table in Appendix A summarizes eligibility for committee service in AS&E.
Departmental – Instructional track faculty should as far as possible be full participants in the life of their departments or programs and be encouraged and expected to serve on departmental committees relating to undergraduate education. Such faculty are eligible to participate in departmental recruitment committees and on promotion committees for faculty within their track. Instructional track faculty are not eligible for appointment as department chairs.

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1 While not specifically prohibited, most faculty in this track will not teach Ph.D. students or manage graduate programs. The Dean’s Office generally considers Ph.D. education the responsibility of tenure track faculty.
Instructional track faculty are eligible to serve in general faculty meetings of the Faculty Council. They are also eligible to participate in College committees related to undergraduate education (e.g., Curriculum Committee, Board of Academic Honesty, Administrative Committee). At the discretion of the dean, they may be invited to participate in committees related to graduate education or other school matters. School and College committees typically require three years of service; for this reason, instructional track faculty may serve on these committees only after renewal of their initial appointment (see later on duration of appointments).

University – The involvement of instructional track faculty in committees and governance at the University level (e.g., Faculty Senate) will be guided by the rules and regulations of those bodies. Instructional track faculty will be subject to University rules on participation in doctoral committees.

Relationship to Other Kinds of Non-Tenured Faculty Appointments
The instructional faculty track described here supersedes the previous AS&E definition (pre-2017-2018) for non-tenure track faculty in the Assistant/Associate/Professor positions.

In addition to those in the instructional track, full-time faculty who have primary teaching responsibilities hold titles such as lecturer and senior lecturer. To distinguish from the instructional track, these are referred to as ‘teaching faculty’. These individuals are hired to teach for a limited term without expectation of other service to the department or University. These appointments will typically be annual and for one year but may be for two years and have the potential for renewal. Those who hold the title of lecturer and senior lecturer may be considered for conversion to the instructional track, with appropriate length of service and positive review and appropriate recommendation from one’s department chair.

Adjunct faculty appointments remain for those individuals contracted to teach on a per course basis. These appointments may also be used for individuals with independent professional careers and for whom formal affiliation will mutually benefit the department and the individuals.

Faculty holding research appointments (e.g., Scientist, Engineer) may teach courses in their disciplines and supervise undergraduate research; as in the past, these instructional contributions will be reflected through the additional title of lecturer.

General Criteria for Appointment and Promotion in the Instructional Track – All Ranks
(See additional information below for rank-specific requirements)

- Terminal degree (e.g., Ph.D.) or professional equivalent. Dean’s approval required, following department/program recommendation.
- Primarily full-time, but part-time allowed in exceptional cases. Benefits eligibility based on employment status.
- Initial appointment term for two years; reappointment will typically be for four years. There is no guarantee of reappointment for any rank. Reappointment within the track is based on satisfactory performance (see next bullet) and departmental need.
- Annual review through Faculty Activity Report (FAR) as is done for tenure-track faculty, with appropriate adjustment for the different expectations of the track.
- No “up-or-out” provision for promotion or maximum time within rank.
• No possibility of conversion from this track to a tenure-track position (but no restriction on applying for tenure-track positions). A faculty member in this track who is subsequently appointed to a position in the tenure track would not be considered to have had any ‘time in rank’ for the purposes of calculating allowable years of service per Faculty Handbook.
• National search typically required for new appointments.
• Letters of support for initial appointment and promotion within the track: Refer to guidelines below. Templates with suggested wording for referee letter requests for promotion to Associate Professor NT and Professor NT are included below.

Criteria for Initial Appointment and Promotion

Assistant Professor (instruction)
In addition to general criteria, this appointment requires:
• Clear potential for success in teaching undergraduates, including strong interest in curriculum design and innovative pedagogies.
• Past success in collaborating with colleagues and with assisting in the management of academic programs.
• A record of scholarly achievement related to a core academic discipline and/or specialized expertise in industry (e.g., demonstrated involvement and practice in the field).

Associate Professor (instruction)
In addition to general criteria, this appointment requires:
• Minimum of six years in previous rank, or equivalent experience.
• Record of excellence in classroom teaching, mentoring undergraduates, and in the development of new curricula and innovative pedagogies.
• Proven effectiveness in collaborating with colleagues and assisting in the management of academic programs. Record of service on departmental, school or University committees and/or governance activities.
• Continued engagement with a core academic discipline, with proven success in translating this knowledge of field into the classroom and other educational activities.

Professor (instruction)
In addition to general criteria, this appointment requires:
• Minimum of six years in previous rank, or equivalent experience.
• Sustained record of excellence in classroom teaching, mentoring undergraduates, and in the development of new curricula and innovative pedagogies. Proven success in mentoring students and faculty on best practices in pedagogy.
• Proven effectiveness in collaborating with colleagues and assisting in the management of academic programs. Strong record of service on departmental, school or University committees and/or governance activities.
• Continued engagement with a core academic discipline, with proven success in translating this knowledge of field into the classroom and other educational activities. Evidence of excellent standing as an educator (e.g., presentations at national conferences, strong record of publications on pedagogical issues, significant innovations to existing and/or new curricula).
Annual Review and Reappointment/Promotion

Instructional track and teaching faculty are required to complete a FAR (Faculty Activity Report) annually for activities during the previous calendar year. FARs are reviewed by the respective department chair/program director. These faculty should be included in the director/chair’s evaluations of faculty and annual report provided to the respective school dean.

For consideration of reappointment or promotion, department chairs/program directors would need to submit appropriate materials (see below) for review by the fall of a faculty member’s last year of appointment. This will provide time for review and construction of an updated contract for reappointment and/or promotion.

Suggested Wording for Referee Letter Requests

The following two letter templates contain suggested wording to aid in the solicitation of internal letters of support for promotion to Associate Professor (non-tenure) of Instruction and promotion to Professor (non-tenure) of Instruction.

Associate Professor (non-tenure) of Instruction [internal candidate]

Dear _____:

_______, currently an Assistant Professor (non-tenure) of Instruction in the Department of _______/__________ Program, is being considered for promotion to Associate Professor (non-tenure) of Instruction. I am writing to ask your help in assessing Professor _______’s performance in his/her role. I would be very grateful for your frank analysis of the candidate’s academic activities.

If you are able to advise us, it would be especially helpful if your letter could address the following, commenting on both strengths and weaknesses:

- Teaching: The effectiveness of his/her classroom teaching, mentoring of undergraduates, and development of new curricula and innovative pedagogies.
- Discipline: Assessment of Professor ____’s engagement with his/her core academic discipline, and translation of this knowledge into the classroom and other educational activities.
- Service: Professor ____’s collaboration with colleagues and assistance in the management of academic programs as well as his/her record of service on departmental, school, or University committees and/or governance activities.

I enclose his/her curriculum vitae as well as a statement that describes his/her contributions to the department or program, engagement in academic discipline and any expansion of duties and responsibilities.

I realize that this request may be an imposition, but, as you know, assessments of the kind we hope you will be able to provide are essential components of a proper review for promotion.

I thank you in advance for your willingness to assist in this review. Please send your assessment by _____________. Your reply will, of course, remain confidential within our review process.

Sincerely,
Professor (non-tenure) of Instruction [internal candidate]

Dear______:

______, currently an Associate Professor (non-tenure) of Instruction in the Department of __________ /________ Program, is being considered for promotion to Professor (non-tenure) of Instruction. I am writing to ask your help in assessing Professor ___'s performance in his/her role. I would be very grateful for your frank analysis of the candidate's academic activities.

If you are able to advise us, it would be especially helpful if your letter could address the following, commenting on both strengths and weaknesses:

- **Teaching:** The effectiveness and success of his/her classroom teaching, mentoring undergraduates, and development of new curricula and innovative pedagogies.

- **Discipline:** Assessment of Professor ____’s continued engagement with his/her core academic discipline, and translation of this knowledge into the classroom and other educational activities.

- **Service:** Professor ____’s collaboration with colleagues and assistance in the management of academic programs as well as demonstration of a strong record of service on the departmental, school, or University committees and/or governance activities.

I enclose his/her curriculum vitae as well as a statement that describes his/her contributions to the department or program, engagement in academic discipline, and any expansion of duties and responsibilities.

I realize that this request may be an imposition, but, as you know, assessments of the kind we hope you will be able to provide are essential components of a proper review for promotion.

I thank you in advance for your willingness to assist in this review. Please send your assessment by ______. Your reply will, of course, remain confidential within our review process.

Sincerely,
Appendix A: Eligibility for AS&E Committee Service

<table>
<thead>
<tr>
<th>Committee</th>
<th>Eligibility for faculty in instructional track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental faculty meetings</td>
<td>Eligible</td>
</tr>
<tr>
<td>Departmental academic program committees</td>
<td>Eligible</td>
</tr>
<tr>
<td>Departmental student recruitment committees</td>
<td>Eligible</td>
</tr>
<tr>
<td>Departmental promotion committees</td>
<td>Eligible, if reviewing faculty in instructional track</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>Eligible, after 3 years of service (same as tenure-track)</td>
</tr>
<tr>
<td>AS&amp;E Committee on Graduate Students</td>
<td>Not eligible, unless as exception</td>
</tr>
<tr>
<td>College Administrative Committee</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>College Board on Academic Honesty</td>
<td>Eligible</td>
</tr>
<tr>
<td>College Committee on Study Abroad</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>College Internship Committee</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>College Writing Committee</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>College Committee on Interdisciplinary Programs</td>
<td>Eligible, after initial (two-year) appointment</td>
</tr>
<tr>
<td>Doctoral committees</td>
<td>No, unless as exception approved by University Dean of Graduate Studies</td>
</tr>
</tbody>
</table>
Appendix B: Non-tenure Instructional/Primary Teaching Job Codes

The instructional track makes use of these job codes:
- Job code 0110: Asst Prof. Functional title: Assistant Professor (of instruction).
- Job code 0111: Assoc Prof. Functional title: Associate Professor (of instruction).
- Job code 0012: Professor. Functional title: Professor (of instruction).

Appointments for full-time teaching faculty make use of these job codes:

Conversion of teaching appointments is an administrative process. Conversion does not automatically carry a salary increase, which would need to be justified separately.

Conversion Options for Faculty in Non-Tenured Positions from Lecturer/Sr. Lecturer to the Instructional Track

<table>
<thead>
<tr>
<th>Senior Lecturer</th>
<th>1. If qualified, can be considered for conversion to Associate Professor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. If qualified can be considered for promotion to Professor.</td>
</tr>
<tr>
<td>Lecturer or FT Instructor</td>
<td>1. If qualified, can be considered for conversion to Assistant Professor.</td>
</tr>
<tr>
<td></td>
<td>2. If qualified can be considered for promotion to Associate Professor.</td>
</tr>
</tbody>
</table>
Appendix C:  
Materials required at each rank for initial appointment, reappointment and promotion.

Each set of materials must be accompanied by a recommendation letter from the department chair to the relevant school dean.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Initial appointment at rank</th>
<th>Reappointment at same rank in same department</th>
<th>Promotion to next rank (Asst to Associate or Associate to Full)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1. Current CV. 2. 2-3 letters of recommendation. 3. Detailed description of proposed duties. 4. Teaching record.</td>
<td>1. Current CV. 2. Satisfactory faculty activity report reviewed by the department chair. 3. Teaching and service record since appointed as Asst Prof.</td>
<td>1. Current CV. 2. 2-3 internal letters from those at rank of associate professor or higher that include attestation to teaching skills or other duties. 3. Written statement from candidate describing contributions to department/program, engagement in academic discipline and any expansion of duties and responsibilities. 4. List of courses taught with enrollments each year for the past 3 years and evaluations.</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1. Current CV. 2. 3-5 letters of recommendation. 3. Teaching record/evaluations. 4. Written statement from candidate to describe engagement in academic discipline.</td>
<td>1. Current CV. 2. Satisfactory faculty activity report reviewed by the department chair. 3. Teaching and service record since promoted or initial appt as associate professor.</td>
<td>1. Current CV. 2. 2-3 internal letters from those at the rank of full professor to include attestation to teaching skills or other duties. 3. Written statement from candidate describing contributions to department/program, engagement in academic discipline and any expansion of duties and responsibilities. 4. List of courses taught since with enrollments each year for the past 3 years and evaluations.</td>
</tr>
<tr>
<td>Professor</td>
<td>1. Current CV. 2. 3-5 letters of recommendation. 3. Teaching record/evaluations. 4. Written statement from candidate describing engagement in academic discipline.</td>
<td>1. Current CV. 2. Satisfactory faculty activity report reviewed by the department chair. 3. Teaching and service record since promoted or initial appointment as full professor. 4. Evidence of excellent standing as an educator (e.g., presentations at national conferences, strong record of publications on pedagogical issues, significant innovations to existing and/or new curricula).</td>
<td>N/A</td>
</tr>
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</table>

College Rules, Appendix II
<table>
<thead>
<tr>
<th>Rank</th>
<th>Initial appointment at rank</th>
<th>Reappointment at same rank in same department</th>
<th>Promotion to next rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Teaching statement.</td>
<td>2. Satisfactory faculty activity report reviewed by the department chair.</td>
<td>2. 2-3 internal letters from those at rank of Sr. Lecturer or higher to attest to teaching skills and peer-based evaluation of teaching where appropriate.</td>
</tr>
<tr>
<td></td>
<td>3. 2-3 letters of recommendation to attest to teaching skills.</td>
<td>3. List of courses taught with enrollments, and course evaluations, peer evaluation where appropriate.</td>
<td>3. Written statement from candidate to describe continued pedagogical development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. List of courses taught since with enrollments each year for the past 3 years and evaluations.</td>
</tr>
<tr>
<td>Sr. Lecturer</td>
<td>1. Current CV.</td>
<td>1. Current CV.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>2. Teaching statement.</td>
<td>2. Satisfactory faculty activity report reviewed by the department chair.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. 2-3 letters of recommendation to attest to teaching skills.</td>
<td>3. List of courses taught with enrollments, and course evaluations, peer evaluation where appropriate.</td>
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Revision dates:

Revision July 2019: Addition of suggested wording for internal referee letters and updated service eligibility table, update eligibility within track and relationship to other non-tenure appointments.

Revision October 2019: Approved by AS&E Faculty Steering Committee and Faculty Council
Page 1: Clarification of appointments that range from 9 to 12 months.
Page 3: Relationship to other full-time non-tenure faculty appointment titles
Page 4: Annual review and reappointment/promotion materials guidance
Pages 6-7: Edits to Appendix A and B – Committee service and appropriate conversions current (instead of proposed from original revision document)

Revision February 2020: Inclusion of materials required for appointment, reappointment and promotion to include already approved (current) process.