

Panel: The Importance and Role of Teaching Track Faculty in Ph.D. Granting Institutions

Tracy Camp (Head, Colorado School of Mines)

Nancy Amato (Head, UIUC)

Ross Whitaker (Director, U of Utah)

Tracy Camp

- Professor and Head, Department of Computer Science
 - Colorado School of Mines
 - Term as Head started July 1st, 2016
 - Launched CS@Mines (and Department of EECS)
- T/TT faculty position since 1993
- Academic Leadership Examples:
 - C-MAPP (industrial partnership program)
 - DECtech (girls outreach program)
 - CS+X and X+CS programs
 - PATHS (scholarship program for low-income students)

Nancy M. Amato

- Professor and Head, Computer Science, UIUC (since Jan 2019)
 - ~70 Tenure-Track Faculty & 17 Teaching Faculty (& growing!)
 - 388 PhD, 269 MS/MCS, 1883 ugrads, 919 online MCS
 - launching “on ramp” to MCS/MS for non-CS majors
- Previously (1995-2018), on the faculty at Texas A&M
 - 1 year as interim Head
 - redesigned Texas A&M Engineering Honors Program
- Other stuff
 - research: robotics, computational biology, parallel algorithms
 - BPC: Co-Director CRA-WP DREU program for 20+ years

Ross Whitaker

- Professor, School of Computing, University of Utah: 2000 - present
- Director: 1/1/14 - 6/30/20
- Scientific Computing & Imaging Institute (SCI)
- Teaching: Discrete math, image processing, prob/stat
- School of Computing
 - ~8 Career-line Faculty, Teaching
 - ~50 Tenure-line Faculty
 - 1500 UG majors/premajors

Best Practice TTF Report (Ross)

- Equitable rights/resources where appropriate for responsibilities
- Active partners in projects/committees
- Loads for quality/innovation
- Titles - *Professor*
- Career advancement opportunities
- Career development opportunities
- Job security – tenure, multiyear appointments

B1. Rights and Responsibilities (Tracy)

- What is the typical course load? Teaching what type of courses?
- What are research opportunities/expectations?
- What are committee responsibilities of a Teaching Track Faculty? Any leadership responsibilities?

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- Mines:

- Teaching load: 6 courses per year (3-4 preps); class sizes “small”: (<60)
- Significant input on teaching assignment (what do you *want* to teach?)
- Extra compensation for summer courses and activities (if interested)

- UIUC:

- Teaching load: 4 courses per year (1/sem if large, i.e., 300-400)
- Significant input on teaching assignment, usually same courses
- Summer compensation: teaching, course development/enhancement, etc.

- Utah:

- Teaching load: 4 courses per year, large 100-300
- Negotiation/discussion of teaching assignments

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- Mines:

- There is no research requirement for TTF
- TTF are welcome to supervise any research (BS/MS/PhD), not required
- TTF also welcome to join a TTT research group OR create/lead their own

- UIUC:

- Utah:

- No research expectations
- PhD advising on case-by-case
- Faculty do participate in projects/research - expertise/experience/interest

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- Mines:

- Service is expected (25%); significant input on service assignment (what do you *want* to do?); all faculty provide mentoring/advising
- TTF have significant opportunity for leadership positions (just like TTT)

- UIUC:

- Same service expectations for all faculty - tenure-stream, teaching or research; lower expectation for assistant profs, more assoc, more for full.
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- Utah:

- Participate in all governance allowed by University (-RPT)
- Full participate in School/University committees (appropriate)
- Leadership associated with role (e.g. Directors of programs, etc.)

B2. Recruitment of TTF (Tracy)

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- How do you recruit strong candidates?
- What policies/practices do you use during the recruitment and interview process?

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- Mines:

- Looking for a superb teacher who (1) connects with the students, (2) cares about the students, and (3) engages the students, inc outside the classroom.
- Looking for someone who'll join our wonderful department culture (good citizen / collegial)

- UIUC:

- Utah:

- Passion, communication, knowledge, organization, personable/approachable

B2. Recruitment of TTF (Tracy)

- What do you look for in a strong candidate?
- How do you recruit strong candidates?
- What policies/practices do you use during the recruitment and interview process?

- Mines:

- Participate in this!
- Publicize openings broadly, including at conferences/events.
- Ask colleagues “know anyone on the market?” (Talk up Colorado!)

- UIUC:

- Utah:

- Publicize openings
- Word of mouth (e.g. through alumni)

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- Mines:

- Interview process is same as T/TT.
- Seminar is a sample course lecture (instead of research summary).
- Top candidates interviewed by our President/Provost.

- UIUC:

- Utah:

- Full search committee
- Full-day interview: lecture, students, faculty
- Faculty vote on appointment (approvals upstream)

C. TTF Development/Retention (Nancy)

- What mentoring is/should be available to TTF?
- What professional development is available/encouraged?
(Can be at the departmental or institutional level.)
- Format and criteria of annual performance evaluation. How is teaching assessed?

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- Mines:

- All faculty (TTF and T/TT) participate in mentoring program. 2 mentors for Assistant level; 1 mentor for Associate level; reports to Head each Spring.
- University has a center for teaching and learning that organizes seminars that many faculty attend. Some TTF mentor T/TT faculty in teaching.

- UIUC:

- Utah:

- Mentors assigned to all new faculty
- Teaching/learning resources (e.g. seminars)

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- Mines:

- Prof development encouraged: attend conferences, conduct research, take a short course, attend research talks, etc. Funds available for 1 trip/year from upper admin; more funds available in dept. Tech Fee funds also exist.
- Sabbatical (instructional leave) exists (one semester every six years)

- UIUC:

- Utah:

- Cycle through relevant conference (e.g. SIGCSE)
- Semesters of release for special projects (negotiable)

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- Mines:

- Each TTF submits annual report for past year and goals for upcoming year.
- Student course feedback (and likely peer eval) is part of the evaluation.
- Ranks/Promotion process similar to T/TT faculty: Assistant, Associate, Full
- Formula for success: hire good people, treat them well, let magic happen

- UIUC:

- Utah:

- Regular reappointment and evaluation (1, 3, 5)
- Student evaluations and peer reviews
- Annual evaluation of teaching productivity/service raises

D. Perspectives and Advice (Ross)

- How does the department ensure that teaching track faculty are effectively integrated in the department?
- How do teaching track faculty fit into expected future needs and strategic plan of the department?
- What I wish every TTF would do?

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- Mines:

- Both TTF and T/TT faculty are FACULTY (campus culture at Mines)
- TTF have a say on everything at Mines (except tenure decisions)
- CS@Mines would not survive without our awesome TTF.

- UIUC:

- Utah:

- Joint meetings/governance/social events
- Ownership of key parts of the program
- Promotion structure
- Teaching retreats

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- Mines:

- TTF are involved in everything.
- CS@Mines would not survive without our awesome TTF.
- Department goal: $\sim\frac{1}{3}$ TTF and $\sim\frac{2}{3}$ T/TT faculty
- Looking to hire! (like everyone else)

- UIUC:

- Utah:

- TF are critical to our future effectiveness/growth
- Appreciated at all levels of the University

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- How do teaching track faculty fit into expected future needs and strategic plan of the department?
- What I wish every TTF would do?

- Mines:

- Use their mentors regularly.
- Speak up when something is bothering them.
- xxx

- UIUC:

- Utah:

- Communicate with each other and leadership
- Get support/help when needed
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E. Questions for Attendees (Nancy)

- What is the biggest challenge facing teaching track faculty?
- In recruiting, what is attractive to candidates for a TTF career?
- What is your favorite best practice at your institution (concerning TTF)?

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Q&A