

Mathematics Department Teaching Professor

The general guidelines for reappointment and promotion of the Teaching Professorial Ranks (TPR) of Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor are spelled out in REG5.20.34. The key points are that procedures for promotion and qualifications for TPR are the same as for tenure track faculty ranks. The difference is that while the professorial ranks have several areas of responsibility including teaching, the regulations state that Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor are an “appointment with the principal responsibility in teaching.” As part of the yearly performance review the TPR and the department head will sign a Statement of Mutual Expectations. The evaluation of performance for a TPR is conducted in the same way as for the professorial ranks using peer review, written and oral student evaluations, portfolios, and resumes.

The qualifications for rank are spelled out in general terms in REG5.20.18. Given an area of responsibility these regulations tell what level of achievement is necessary. For example, for a Teaching Assistant Professor they are:

- 2.1. Ability or definite promise in the mutually agreed upon realms of responsibility.
- 2.2. Potential for directing activities in the mutually agreed upon realms of responsibility.
- 2.3. Ability and willingness to participate in department, college and university affairs.
- 2.4. A doctor's degree, an equivalent degree, or equivalent professional experience.

Similar criteria, reflecting greater achievement and capability are given in REG5.20.18 for Teaching Associate Professor and Teaching Professor.

The statement of mutual expectations will detail how much effort should be devoted to which categories. As a TAP progresses in their career they are expected to be increasingly proactive in coming up with new and innovative ways to fulfill their principal responsibility.

The following are suggested activities, and do not cover all possibilities. Activities are all evaluated by some combination of 2.1-2.3 above.

1. The TAP is expected to be an excellent teacher and to teach a significant number of courses each semester as described in the mutual expectations.
2. The TAP is expected to be active in teacher training such as working with and mentoring TAs, and participating in the TA workshop. Other possibilities include online or distance education, participation in teaching research, the development of undergraduate courses, or other activities agreed upon in the Statement of Mutual Expectations.

3. A TAP is encouraged to develop education related proposals and participate in education related meetings, workshops, and conferences that are external to the University. This includes presentations at regional and national math meetings, particularly those that promote good teaching and mentoring of undergraduate students.
4. Service activities may include active participation on appropriate departmental, college and university committees, recruiting at the undergraduate level, supervision of undergraduate research/independent study projects, peer teaching review.
5. Developing innovative teaching techniques, incorporating them in the classroom and disseminating them to the department, university and/or at regional and national meetings
6. Participation in and development of workshops designed to promote good teaching.
7. Interaction with non-NCSU groups with regard to undergraduate teaching.

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