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
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?
• 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 expectionations
  • PhD advising on case-by-case
  • Faculty do participate in projects/research - expertise/experience/interest
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?
• 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.
• 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)

- 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?
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• 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:
  - 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)
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:
- 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?
C. TTF Development/Retention (Nancy)

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- Format and criteria of annual performance evaluation. How is teaching assessed?
• 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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- 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?
• 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)
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?
• **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
D. Perspectives and Advice (Ross)

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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:
  - TTF are involved in everything.
  - CS@Mines would not survive without our awesome TTF.
  - Department goal: ~⅓ TTF and ~⅔ 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
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?
• 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
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