

## College of Arts and Sciences

### A Proposal to Create New Educator Faculty Lines

Revised August 18, 2015

#### **1. Educator Faculty – Statement of Principle**

Higher education continues to evolve at a rapid pace and the need for a diverse faculty who can bring transformative knowledge to our campus has become increasingly apparent. Our mission calls for the creation of a truly global learning community that offers extraordinary educational and career opportunities for our students. One way to achieve this is to bring to our College extraordinary individuals with specialized professional knowledge and skills that can be shared with our students. Accordingly, the College faculty is proposing the establishment of a discrete number of Educator Faculty lines within Arts and Sciences to support our expanding graduate programs and create lasting connections to professional practice in a variety of fields.

While many disciplines in the College possess a practical component as exemplified by a cognate professional field, certain departments are more likely to have stronger ties with industry and professional practice than others. Section 5 of this proposal includes details of specific educator lines (a total of 16) to be proposed to the Faculty Senate during the current academic year. These proposed educator lines will be filled incrementally through time and will not be construed as substitutes for tenure-earning lines.

The candidates who fill these educator appointments must have the ability to make high-quality contributions in teaching. Specific teaching loads for educator faculty will be determined separately for each appointment and in some instances may be less than full time. Educator faculty are expected to be intellectually active and committed to their continued professional development. As such they will also be expected to maintain their professional qualifications in accordance with the College's guidelines for accreditation and they will be encouraged to communicate to people engaged in their field by publishing their work or through presentation of scholarly and/or creative works directed primarily to professional and lay audiences. In accordance with SACS guidelines, educator faculty will hold terminal degrees and/or have evidence of exceptional professional experience and achievement in lieu of a terminal degree.

#### **2. Search Procedures and Standards for Appointment and Promotion**

Consistent with our titles for Regular Faculty, new Educator Faculty lines will be considered at three ranks having the titles of either "Educator Assistant Professor," "Educator Associate Professor," or "Educator Professor." In each case the rank at initial appointment will be commensurate with a candidate's experience and stature within their field of practice. Assessment of candidate qualifications will involve consultation with the faculty of a department, the department chair, and the Dean (details

below), as the appointing authority. In accordance with the Faculty Manual, new Educator Faculty lines will be of limited duration (1-3 years) and may not involve the award of tenure or be tenure-earning. The departmental chair, after consultation with the department faculty, shall make a recommendation to the Dean regarding the length of the appointment for each position.

All educator positions will be advertised and equal opportunity procedures will be followed in accordance with all State and Federal laws. The initiation of educator appointments and promotions may come from the appropriate department chair after consultation with the departmental faculty. As outlined in the Faculty Manual, educator track appointments and promotions will require a similar process to that already in place for the appointment and promotion of tenure track faculty, including a vote of the department faculty, a recommendation from the department chair, and the approval of the Dean. The department chair shall consult the qualified members of department faculty and his/her recommendation will ordinarily be made in accordance with the results of this consultative process.

Searches to fill educator track appointments will follow standard College procedures, including on-campus visit by the candidate, a professional presentation, and meetings with appropriate department faculty members. Candidates for appointment to Educator Associate Professor or Educator Professor will meet with the appropriate department faculty and department chair(s) who, after a vote of the departmental faculty, will make a recommendation to the Dean regarding the appointment. Appointments to Educator Assistant Professor will require submission by the candidate of a curriculum vitae, a statement of professional achievement, and other materials pertinent to the educator track appointment.

Candidates for appointment or promotion to Educator Associate Professor or Educator Professor will submit the materials specified above and five reference letters will be sought from persons who can comment knowledgeably about the candidate's professional stature and suitability for the educator track appointment or promotion. The candidate and associated department faculty may submit names for possible inclusion as reviewers. Departments that have educator faculty will be expected to develop promotion guidelines that will be determined by the tenure-track faculty in each unit. Appointment and promotion considerations will include excellence in teaching, relevant professional experience, research, publications, and other evidence of stature and performance in the candidate's area of specialization. Appointments to Educator Assistant Professor, and appointment or promotion to Educator Associate Professor or Educator Professor, will require appropriate evidence of merit at each rank. Standards for Educator Associate and Educator Professor will be reflected in the quality, quantity, and impact of the individual's body of professional work and her/his professional stature in the field.

### **3. Educator Faculty Status and Voting Rights**

The voting rights of Educator Faculty shall be as described in the Faculty Manual and as permitted by the Bylaws of the College of Arts and Sciences. Educator faculty will not participate in the promotion and tenure process, but they may be invited to participate in the evaluation and review of other members of the educator faculty who possess lower rank within their departments. In addition, they will not be eligible to vote on appointments of tenure-track faculty.

#### 4. Annual Review of Performance

All educator track faculty will submit an annual report on their professional activities to their respective department chair and shall be eligible for merit salary adjustments. The department chair and the Dean will review each report and consider recommendations for salary increases. Feedback on performance will be provided by the department chair in accordance with procedures for University faculty. A review to determine reappointment will be conducted in the year before each appointment ends.

#### 5. Proposed Educator Faculty Lines

##### a. Department of English – two positions.

**Educator Faculty in Creative Writing.** The English Department's creative writing faculty contribute to the life of the University, as well as to the literary and commercial publishing industry. Though many writers and poets are also professors, not all creative writers of national and international artistic importance are academics. Many practicing writers and poets hold positions outside the academy; we seek to include them in the development of our program as Educator Faculty. Fiction writers and poets who have a record of literary excellence and visibility, but who do not necessarily have a terminal degree in the field, are particularly important in supporting innovative practices that enrich the curriculum through their teaching excellence, community leadership, and strong connections to the world of publication. Educator Faculty in creative writing from outside the academy would provide our students with a model for how to make a living and how to build literary communities while simultaneously writing high-quality novels, collections of stories, books of poetry, and other creative works. The English Department's strategic plan (December 2013) highlights our crucial need to appoint at least one "Distinguished Writer in Residence routinely. Such a writer would have an international reputation and would be a major prizewinner or groundbreaking figure in the literary world; thus she or he would bring distinction and attention to our department and MFA." Our departmental strategic plan also calls for the further development of the multilingual, polyglot, global aspects of our Creative Writing Program, which is poised to build strength and visibility by specializing in the writing and exploration of multilingual, hybrid literary production. We currently have a diverse faculty writing English texts infused with other languages, such as Tagalog, Punjabi, and Spanish. Bringing in a series of internationally recognized poets and writers as Educator Faculty would help us to provide our students with the widest possible range of artistic aesthetics to consider as they hone their craft. Developing this niche—in addition to our traditional and rigorous workshop and forms coursework—would bring recognition to the University of Miami as the home of a leading, forward-thinking Creative Writing Program and would give our students an enhanced opportunity to develop their artistic aesthetic to contribute to a global contemporary canon. Hiring two Educator Faculty would fulfill these functions and thus allow us to meet key goals of our strategic plan.

##### b. Departments of Psychology, Biology, and Anthropology – one position.

**Educator Faculty in Animal Behavior and Conservation.** This Educator Faculty line will specialize in Animal Behavior and Conservation, and will have the goal of teaching, mentoring and establishing

connections for students to professional practice in these fields. The Faculty member will have the responsibility of teaching a couple of courses in Animal Behavior and Wildlife Conservation (e.g., Introduction to Animal Behavior, Interdisciplinary Approaches to Wildlife Conservation, Field Studies in Animal Behavior), forming liaisons between local/regional/national/international work opportunities (field sites, sanctuaries, rehabilitation centers, illegal-trading posts, etc.) and students, and leading research workshops at these sites and the fellows own research site, where students can gain experience in developing and undertaking their own small research or conservation project. This will be an interdisciplinary position that will benefit students from the Departments of Biology, Psychology and Anthropology, as well as the Abess Center for Ecosystem, Science and Policy.

c. Department of Religious Studies – one position.

**Educator professor in Bioethics.** Health care is not a value-neutral enterprise. Issues concerning the ethical (as well as legal and social) implications of advances in biotechnology and biomedicine are increasingly arising both in the United States and abroad, compounded by a number of changes in modern society. From stem cell research to health care reform, these topics involve critical dilemmas at the intersections of law, society, culture, public policy, philosophy, religion, economics, and history. Scientists, healthcare providers, and policy makers constantly confront these complex issues, yet scientific and technological advances continue to outpace our ability to make informed decisions about these issues. This non-tenure track position may be renewed annually for up to five years. The successful candidate for this position will have (1) expertise in the professional practice of bioethics in a medical setting (e.g., hospital, medical center, or hospice); (2) a Ph.D. or M.D.; (3) training and/or experience in dealing with biomedical issues from multiple religious perspectives; and (4) a prior record of teaching excellence. Candidates with professional experience in areas such as palliative care, end of life decisions, ethics and genetics, and counseling will be encouraged to apply. The successful candidate's primary responsibilities involve teaching undergraduate courses in the Department's Religion and Health Care Track and the College of Arts and Sciences Medical Humanities Minor, including a core course in Religion and Bioethics and other courses related to the candidate's area of expertise. An opportunity for a joint appointment in the Bioethics Institute at the University of Miami's Miller School of Medicine is possible. The teaching load will be negotiable.

d. Department of Theatre Arts – four positions.

**Educator professor in playwriting.** This position would be filled by artists with significant professional experience in the theatre, including work produced at the national or international level. Responsibilities of the Professor of Practice in Playwriting might include- in addition to teaching and production work—managing playwriting contests, season selection and curriculum development.

**Educator Professor in Directing/Producing.** This position would target artists with significant professional experience in the areas of stage directing and producing in the theatre. Responsibilities of a Professor in Practice in Directing/Producing might include - in addition to teaching and production work – recruitment, directing for University sponsored productions, season selection, planning of new courses, development of curriculum, and mentoring students.

**Educator Professor in Dance.** This position would include artists with an established reputation as a dancer, stager or choreographer as well as significant experience with teaching dance technique from intermediate to professional levels. Responsibilities also include choreography/direction for University sponsored productions. Additional responsibilities may include recruitment, curriculum development, student mentorship, and student assessments.

**Educator Professor in Musical Theatre.** This position will be filled by artists with significant professional experience in the areas of a music directing, vocal coaching, directing musicals, and/or stagecraft. Responsibilities of an Educator Professor in Practice in Musical Theatre might include in addition to teaching and production work – recruitment, curriculum development, mentoring students in the day to day demands of the program and of the professional world to follow, and evaluations of students in terms of professional viability.

e. **Modern Languages and Literature (MLL) – four positions.**

MLL proposes four educator faculty lines in any of the areas below. Although MLL usually requests lines specific to a foreign language or languages, this proposal presents the positions in the three different areas that may be independent of the specific language expertise and instruction.

**Educator Faculty - Translation / Interpretation.**

Spanish > English and English>Spanish

French > English and English> French

Italian > English and English > Italian

Portuguese > English and English > Portuguese

These translators/interpreters must be certified by the American Translators Association and/or have experience as court interpreter, interpreter in the health professions, or conference interpreter. Significant experience teaching translation and interpretation will be desired.

**Educator Faculty in Creative Writing.** MLL will seek to fill a position for a writer of international reputation to teach undergraduate writing courses in Spanish, French, Italian, German, or Portuguese. This position may be of short duration; e.g., for one semester, alternating with the artist in residence (below) or for the whole year. If Creative Writing (English) was interested, MLL could seek a joint appointment between the two departments.

**Educator Faculty – Artist in residence.** MLL may seek to fill a position for an artist of international reputation to teach undergraduate courses in Visual arts, new media, theater/performance studies related to Spain, Latin/o America, Francophone World, African global diasporas, Japanese, Chinese, or any of these in a comparative fashion. The person who fills such a line may be qualified to teach in any of the above fields with a focus on the environment and/or science. This position could be full time or part time, for one semester, alternating with the creative writer (above). If Theater Arts or Arts was interested, the two departments may propose a joint appointment.

f. Department of Political Science (POL) – two positions.

POL requests two educator faculty lines in the sub-field of public administration. With the launch of an online Master of Public Administration (MPA) program in the Fall of 2015 and the growth of the on-campus MPA program in recent years instructional needs in public administration have grown substantially. Although several tenure- and non-tenure track faculty members are teaching in the MPA program, POL will seek educator faculty member specializing in public administration to assist with the online initiative and anticipated program growth. An external review conducted in 2015 of the MPA program emphasized the need to augment existing public administration faculty, and specifically to "explore alternatives (target of opportunity) hiring channels and to make use of practitioners from underrepresented populations to deliver MPA courses, make guest presentations, and help expose students to diverse perspectives." Hiring educator faculty would help in addressing this issue. Drawing on the professional network of President Shalala and MPA faculty as well as the alumni base of MPA program graduates, the "targets of opportunity" for educator faculty are plentiful locally and nationally. Recruiting outstanding seasoned professional practitioners with rich public service experience would offer important new perspectives to online and on-campus public administration students.

g. Department of Chemistry - two positions.

**Educator assistant professor at the interface between chemistry and the life sciences.** Chemistry is intimately related at the atomic level in nearly all of the processes of life, from transcription and translation of genetic information to molecular recognition for enzymatic activity. While it is clear that modern day science is truly multidisciplinary, current undergraduate curricula do not reflect this aspect, which can capture the attention of students for retention within STEM disciplines. Such retention is absolutely critical to meet the STEM research demand over the next decade, which is anticipated to be approximately 1 million researchers short of projected needs. The educator faculty will be focused on developing new curriculum at the introductory level for use in both lectures and laboratories that focuses on integrating chemistry with life sciences to present the multidisciplinary nature of modern research. The faculty member will work closely with colleagues in chemistry and related life science disciplines to achieve these goals through the use of technology and new integrated courses in undergraduate education.

**Educator assistant professor for the development of a materials science curriculum.** Materials science represents a burgeoning research area with promises to make rapid advancements in biomedical diagnostics, next generation energy technologies, etc. This field relies heavily upon the basic atomic principles of chemistry, with a strongly applied research component. Materials science is also multidisciplinary with interests in biomaterials, nanomaterials, electronics, optics, and magnetism. Computational studies are also important to connect structural/functional relationships of these materials to enhance their application. Additional researchers in materials science are critical to meet the United States' science and technology goals, where the educator faculty in this area will be responsible to assist in the development of a BS degree in materials science in the chemistry department. This includes curriculum design, course implementation in necessary areas, and programmatic assessment that will complement existing courses and programs for the design of the bachelor's degree.

**h. Department of Biology - one position.**

**Educator assistant professor at the interface between Biology and Chemistry.** The College is involved in significant efforts to develop innovative ways to teach introductory science. As a primary component of these efforts, we are targeting the integration of the Biology and Chemistry introductory laboratory courses. The educator faculty will focus on curriculum development, working primarily with UM College of Arts and Sciences biology and chemistry faculty and their counterparts at Miami Dade College (MDC) to facilitate the design and implementation of innovative science curricula. He/she will work closely with the UM Howard Hughes Medical Institute (HHMI) Undergraduate Science Education program to coordinate and implement program activities. He/she will work directly with the HHMI Program Director to export a new Integrated Biology and Chemistry Authentic Research Laboratory course to MDC and will assist STEM faculty at UM and MDC in the development and design of extramurally-funded educational programs. He/she will represent the University at national meetings to disseminate best practices of UM's STEM education activities. He /she will be expected to publish in peer-reviewed journal and possess strong verbal and written communication skills.