

Workload

NTT faculty may be assigned to teach any departmental course, in accordance with the department needs. The normal workload is three 3-hour courses per semester for full-time appointment. Certain courses, or administrative assignments, will reduce the total number of courses for a full-time appointment. These may include, but are not limited to, teaching large laboratory courses, teaching sections of large lecture courses (for example, classes with more than 300 students), developing and teaching new courses, and serving as coordinator for courses with large numbers of sections. Such reductions in teaching load must be approved by the department workload committee and the CNS Workload Committee. Departmental workload adjustments will be publicized within the department and will be applied consistently.

Appointments

Lecturer: initial appointments will be for 1 semester or 1 academic year. Whenever possible, appointments should be for the academic year.

Senior Lecturer: Appointments should be for 2 academic years. Three-year appointments should be made when feasible.

Distinguished Senior Lecturer: Distinguished senior lecturers should receive rolling 3-year appointments.

Details of such appointments will come in the form of a contract letter no later than the first day of class.

Review

Review: Each lecturer will be reviewed annually. NTT faculty members will submit Faculty Activity Reports annually and will administer Course Instructor Surveys for all classes.

As stated for all faculty in *2013-14 Guidelines for Annual Review of Faculty*: “annual reviews shall focus on individual merit relative to assigned responsibilities, and the basis of the review is the record of teaching, scholarship, and service. The following materials for the year under review are to be assessed:

- Annual Faculty Activity Report (FAR)
- Current curriculum vita
- Student evaluations of teaching, including all written student comments
- Additional materials as available, such as peer teaching observations, any documentation directly relevant to the record of teaching, scholarship or service, and information submitted by the faculty member.”



During the first two semesters (or longer as needed) the review will include at least one peer assessment, student reviews (CIS), and a meeting with a departmental representative.

3rd year review: After 5-6 semesters of teaching, the lecturer will receive a full review of performance, including teaching, service, and research (See Appendix 1. Activities). The review should be done by a faculty subcommittee, and, where possible, a senior lecturer shall be a member of the committee. The review should include analysis of peer reviews, CIS, the lecturer's teaching statement and self-reflection and any other materials submitted by the lecturer in a Teaching Portfolio.

The results of the 3rd year review should be communicated in a meeting between the department chair or designee and the faculty member. At this time, there should also be a discussion of the future role of the NTT faculty member in the department. If the faculty member is meeting or exceeding expectations and wishes to be on track for promotion to senior lecturer, the chair should inform the lecturer of the requirements for promotion. If the NTT faculty member is not either meeting or exceeding expectations, the contract should not be renewed.

Faculty Course Instructor Surveys

Course Instructor Surveys (CIS) are a standardized mechanism for feedback to faculty from students and can assist in the continuous improvement of a faculty member's teaching.

Research indicates that care must be taken in order to glean accurate interpretations of CIS scores. In an attempt to get more meaningful information, academic units might consider implementing one or more of the following when using CIS scores for evaluation of teaching and for promotion purposes.

- Aggregate similar scores for comparison
- Take into account the acceptable temporary dip in scores that sometimes occurs as a result of innovative teaching techniques, or when teaching a course for the first time
- Consider any discipline- or department-specific issues that affect CIS scores
- Make a meaningful attempt to understand and take into consideration the well-documented biases inherent in student ratings



Faculty Peer Observation

Peer observation is a mechanism for constructive feedback and continuous improvement. Peer review and discussion can be used for increasing departmental communication about teaching, for evaluation purposes (review and promotion) and for improving teaching. The observer must be provided with the instructor's syllabus, exam samples, and other significant teaching materials used (for example, the course web site). Prior to the peer observation process, the departmental leadership should discuss examples of and criteria for excellent teaching as well as the warning signs of teaching that may need improvement. Because teaching styles vary, observers should be open to consideration that an instructor's style, however different, may be effective. The observer should give constructive comments and feedback to the lecturer and may provide evaluative comments to the department chair as requested.

Tools for Effective Observation

Evaluations should include the use of short forms that merit careful attention by the reviewer. Questions on the forms should call for a narrative response or a choice among three or four responses. See APPENDIX IV.

Each peer evaluation/observation report should include:

- Number and title of course observed
- Date of report
- Name and signature of observer
- Date of pre-observation meeting between observer and instructor, at which the syllabus and assignments are reviewed, special instructor concerns are addressed, and a mutually agreed class and date are specified
- Date of classroom observation(s)
- An instrument that reflects methods by which instructor engages students in active learning
- Date of post-observation meeting of observer with instructor, at which the observation was discussed; and
- Instructor's signature affirming that the discussions took place.

Preparation and Training for Effective Peer Observation

Before peer evaluations are conducted, peer evaluators should be given detailed guidance and an opportunity for training. As a minimum, the departmental criteria for effective teaching should be discussed. Observers should be requested to recognize instructors have different teaching methods and to consider the effectiveness of teaching styles that might differ from their own. Evaluation templates should be provided to guide the evaluator's observations of teaching. (See Appendix IV.)



Advancement

The basis for promotion to senior lecturer or distinguished senior lecturer should be defined and communicated to the NTT faculty. The set of basic criteria that follow provide common standards for the entire College, and departments may add department-specific criteria. These criteria should be discussed with individual faculty at their third-year review and at subsequent reviews.

The standards for advancement will include sustained excellence in teaching and in at least one other area (service or research). Additional consideration will include the instructor's participation in instructional and curriculum activities beyond his or her classroom. Lists of such activities may include, but are not limited by, the research and service activities listed in Appendix I. Activities. The activities considered for service will be beyond the lecturer's position that counts towards the teaching load.

It is expected that in order to qualify for promotion, a NTT faculty member will "exceed expectations" in most categories in annual reviews. Teaching excellence will be determined by having

- high peer evaluations
- high CIS scores as compared to those instructors teaching comparable courses
- evidence of reflective teaching and efforts for improvement

Evaluation of a lecturer's contributions in the classroom will consider course organization, student engagement, innovation and creativity, and enthusiasm.

The University's recommendations for NTT faculty advancement

http://www.utexas.edu/provost/research/non_tenure/ (2005 Hart) provides the following information.

Recommendations of the Implementation Committee on the Status of Non-Tenure-Track Faculty

"For faculty with investment in and ongoing service to the University, there should be a career path with several promotion opportunities and comprehensive performance evaluation. After six years of service, the evaluation would normally include discussion of opportunities and expectations for promotion to Senior Lecturer."

"After 10 years of service in rank, Senior Lecturers may petition to be considered for promotion to Distinguished Senior Lecturer. . . Promotion to Distinguished Senior Lecturer should be reserved for extraordinary service and performance as defined by individual units."

"The recommended comprehensive review for each level does not imply mandatory promotion and candidates should realize that promotion is not automatic. Furthermore, there is no "up or out" requirement. Rather, the review should provide clear feedback about the candidate's strengths and weaknesses, information relevant to decisions concerning contract renewal, and information about the *likelihood* of promotion to a higher rank."



Communication within the College

All new lecturers will be encouraged to attend the new lecturer orientation provided by the University.

The College has a standing committee on NTT faculty that reports through Faculty Affairs and provides a mechanism for communicating lecturer concerns to the College and the departments.

CNS Promotion and Tenure committee: One Distinguished Senior Lecturer will be elected by voting NTT faculty in the College to serve a two-year term on the college committee. The NTT member of the committee will serve on the subcommittees for all lecturer promotions.

All CNS NTT faculty are invited to explore and use resources for professional development, including those listed in APPENDIX III. Resources

Integration with department

Voting faculty: NTT faculty members who have had a total of four or more continuous long session semesters of service with appointments of 50% time or greater are voting members of the general faculty. They should be invited to participate in faculty meetings for discussion and voting on course and curriculum issues.

NTT faculty members should be included in any faculty meetings when appropriate. In particular, they should be invited to attend meetings in which curriculum and teaching are discussed.

Meeting with department leadership: The chair and other department leadership, such as associate chair and director of undergraduate advising, should meet with the NTT faculty at least once a year. This provides a forum for exchange of ideas and communication of changes in policies related to NTT faculty.

Departmental mentors: The departmental leadership should facilitate matching with or assignment of mentors for NTTF for the purpose of development and communication about teaching.



APPENDIX I. Activities**Service:**

In addition to sustained excellence in teaching, the standards for advancement will include faculty contributions in at least one other area, such as service or research. The activities considered for service will be beyond the lecturer's position that counts towards the teaching load. For example, if academic advising or program leadership is counted towards, or used to reduce, the lecturer's fulltime workload during a long semester, additional service or research would be expected as part of the promotion file.

- 1 Advising
 - Undergraduate Adviser
 - Honors Advisor
- 2 Development of innovative teaching technology
- 3 Sponsor student organization
- 4 Outreach
 - K-12
 - Community, Local, State/National/International
 - Presentations to the public
 - Judge science fairs and science competition
- 5 Student Recruitment and Retention
 - orientation
 - admissions
 - boot camp
 - summer bridge
 - assessment for course placement
 - TIP
 - Explore UT
- 6 Committee membership
 - departmental
 - college
 - UT
 - State, National or International organizations
 - Professional organization: Local/ State/National/International
 - Community organization: Local/State/National/International
- 7 Administrative
 - directing a program (e.g. Health IT)
 - developing a new program
 - coordinating multiple sections of a course
 - supervising LAs/graders/TAs
 - scheduling courses
 - Undergraduate Curriculum Chair
- 8 Other Academic Activities
 - Work with CTL Credit by Exam
 - College Board Advanced Placement Course and Exam



- International Baccalaureate Courses and Exam
- UIL Exams (High School Academic Competitions)

Teaching, beyond the classroom:

- 1 Professional development (teaching)
 - participates in workshops, CTL events, etc.
 - UT events
 - off-campus events (including education conferences)
 - informal
 - discussing teaching issues with colleagues
 - sharing resources to improve teaching
 - presentations on teaching and curriculum
 - UT events
 - off campus events
- 2 Course development (meeting student and departmental needs)
 - majors and service courses
 - honors courses
 - dual credit courses
 - online courses
 - signature courses
- 3 Innovation
 - Innovative questions, clicker use, case studies
 - delivery of materials outside class
 - flipping, coordination with online resources
 - inquiry-based learning
- 4 Performing peer observations and evaluations
- 5 Mentoring

Research

- 1 Papers
 - refereed
 - non-refereed
- 2 Books
- 3 Editor or reviewer for professional journals
- 4 Grants, external funding
- 5 Presentations
 - at UT
 - at other institutions
 - at regional/national/international conferences
- 6 Student research mentoring
 - undergraduate
 - graduate

