Department of Computer Science
Guidelines for Appointment, Reappointment, and Promotion
of Lecturer-Series Faculty

Approved by Faculty 10 January 2011

Lecturers are faculty members whose contribution is primarily to the teaching mission of the department and institution. This contribution will be reflected in the Distribution of Effort, which should show approximately 80% teaching, with the remaining 20% being divided between service and professional development.

Appointment

Lecturer: Faculty appointed at the rank of Lecturer are expected to have the following qualifications:

- Thorough knowledge of the subject matter they are expected to teach. Ideally, they will have this knowledge through a combination of advanced academic study and experience outside of academia.
- General knowledge of the computing field, as evidenced by an advanced degree in computer science, or additional experience, or other means deemed appropriate by the faculty.
- Desire and ability to teach. Evidence of desire and ability may be provided through prior teaching experience or through sample teaching sessions.
- Appreciation for and knowledge of relevant pedagogical techniques, including assessment of student learning, along with willingness and ability to stay informed about such techniques.
- Ability and desire to work with the rest of the faculty to develop and implement curriculum changes as needed.

Senior Lecturer: Faculty appointed at the rank of Senior Lecturer are expected to have the above qualifications, plus a minimum of five years' teaching experience in a postsecondary setting.

Appointment procedures shall be as described in the relevant University Academic and General Regulations shall be followed.

Promotion

Promotion to Senior Lecturer requires a sustained record of excellence in teaching. Evidence for excellence can take many forms, including:

- Local or national awards for quality of teaching.
- Ratings on the Teacher-Course Evaluation Survey for assigned courses that are consistently above CS Department and/or College of Engineering norms for courses of similar size, level, and required status.
- Significant contributions to improving the curriculum through development of new courses or new material for existing courses.

- Leadership at the Department, College, or Campus level in promoting techniques for assessing student learning.
- Scholarly research in pedagogy, in the form of publications in reputable journals or conferences, especially those dealing with Computer Science education.
- Student testimonials.

In addition, a record of service to the department and profession is required. Examples of activities reflecting a commitment to service include:

- Regular participation and leadership in outreach activities (E-day, ACM programming conference, Student Technology Leadership Program, Project Lead The Way, Girls in Engineering and Math, etc.).
- Support of community efforts at the K-12 level (science fair judging, Newton's Attic, STLP conference, etc.).
- Support for UK CS undergraduate recruiting efforts (e.g., meeting with visiting students and their families).
- Leadership in regional or national organizations related to teaching computer science (e.g., CS Teachers Association, ACM SIGCSE).

The examples are not intended to be prescriptive or exhaustive; the important requirement is that the faculty member exhibits a record of consistent service.

Reappointment

To be reappointed, a Lecturer or Senior Lecturer must demonstrate satisfactory performance in all teaching assignments. Lecturers are expected to make progress toward promotion to Senior Lecturer.

Evaluation of teaching performance shall be based on quality of instruction, as indicated by some or all of the following:

- Teacher-Course Evaluation (TCE) survey results, and in particular, results on questions related to the quality of instruction and course organization. Student comments shall also be considered.
- Direct assessment of student learning outcomes—in other words, the degree to which the goals of the assigned course(s) are being achieved. This might involve, for example, examination of student work, or analysis of student performance in subsequent courses.
- Direct observation of the instructor.
- Quality of course materials, as documented in the teaching portfolio.

The TCE survey shall *not* be the sole basis for evaluation of teaching. Where it is used, TCE survey results shall be compared to statistics for other offerings of courses of similar size, level, and required/elective status.

Approved by Dean Thomas Lester on January 17, 2011