Recruiting, Retaining, and Advancing Teaching Faculty

- **CoChairs**
  - **Dan Grossman,** University of Washington
  - **Penny Rheingans,** UMBC/University of Maine

- **Speakers**
  - **Carla Brodley,** Northeastern University
  - **Michelle Craig,** University of Toronto
  - **Kevin Skandron,** University of Virginia
  - **Ross Whitaker,** University of Utah

Motivation and Context

- Vast majority of research computing departments include teaching faculty, but practices vary wildly

- Teaching faculty increasingly pursuing a career rather than job

- Best practices memo to support three parallel purposes:
  - Describe the background, characteristics, and contributions of effective teaching faculty
  - Help teaching faculty advocate for supportive working environments
  - Inform chairs who want to support their teaching faculty (and might need ammunition for discussions with other administrators)

- Recommendations should recognize great diversity of settings and constraints

Best Practices Memo Process

- **Committee**
  - **Primary authors:** Jeff Forbes (Duke), Dan Grossman (UWashington), Penny Rheingans (UMBC/UMaine)
  - **Additional members:** Betsy Bizot (CRA), Michelle Craig (UToronto), Susan Davidson (Penn), Dan Garcia (Berkeley), Mary Beth Rosson (Penn State), Mark Sherriff (UVA)

- **Input and feedback gathering mechanisms**
  - **From teaching faculty**: SIGCSE lunch sessions ('17, '18), workshop '18), Piazza grp
  - **From chairs:** survey emailed to CRA Taulbee contacts (fall 2017)
  - **From community**: survey solicitation in CRN (fall 2017)
  - **From CRA Board**: multiple iterations with Board approval

- **CRA Board Approved on Monday**

Core Principles

- **Principle**: Treat all faculty, both teaching and research & teaching (R&T), as **full-fledged faculty**, differentiating treatment only in specific areas where job expectations differ substantially.

- **Corollary**: Teaching faculty should have **autonomy over their responsibilities** in a manner parallel to that of other faculty.
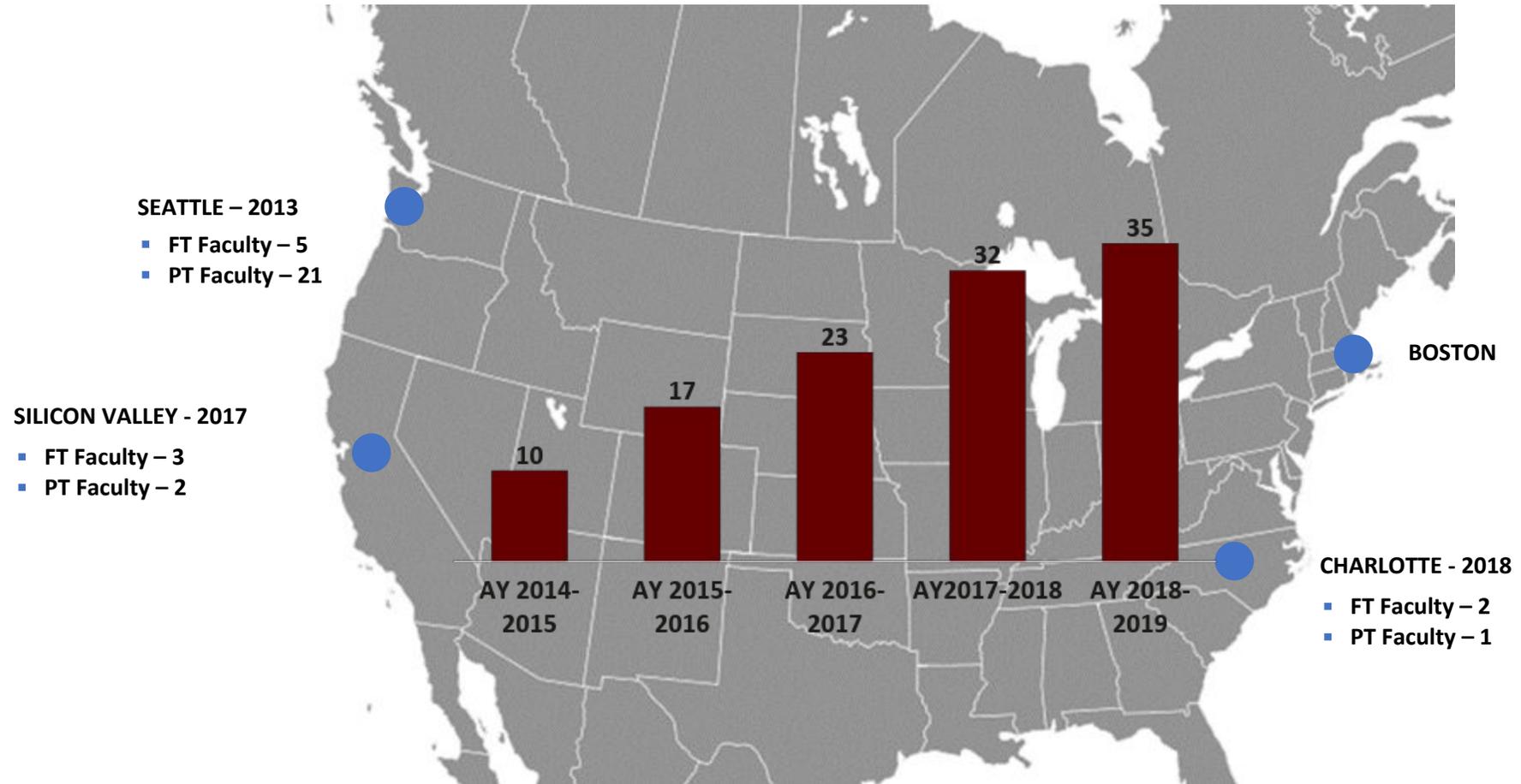
Departments should….

- Provide teaching faculty with **opportunities to be equal and active partners in the department's educational mission**.

- Set course, preparation, student, and service **loads that allow for innovation and quality instruction**.

- Advocate for **titles that include the term *professor***.

- Provide **professional development and career advancement opportunities** for teaching faculty.

- Evaluate teaching faculty against **clear criteria for evaluation and promotion**.

- Provide **job security** for effective teaching faculty.

Not just in Boston….

SEATTLE – 2013
- FT Faculty – 5
- PT Faculty – 21

SILICON VALLEY - 2017
- FT Faculty – 3
- PT Faculty – 2

BOSTON

CHARLOTTE - 2018
- FT Faculty – 2
- PT Faculty – 1

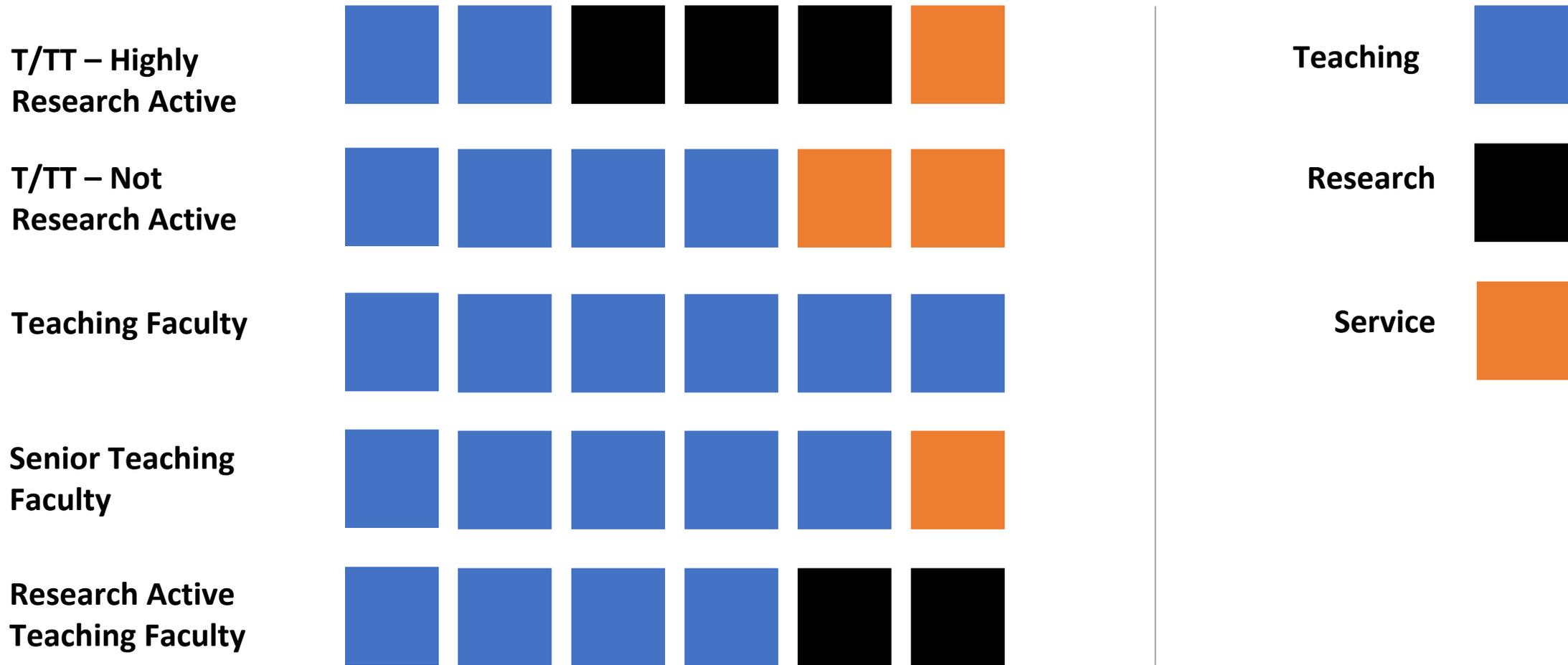| AY 2014-2015	AY 2015-2016	AY 2016-2017	AY2017-2018	AY 2018-2019
10	17	23	32	35

Northeastern created a new track

- Previously:
  - Lecturer/Senior Lecturer
  - Clinical Assistant/Associate/Full Professor
- Now:
  - Lecturer (no experience) – 1 year contracts
  - Assistant/Associate/Full Teaching Professor (depending on experience) – 3/3/5 year contracts

Workload of faculty in CCIS

Teaching faculty Promotion criteria

- Lecturer to Assistant
  - 3 years teaching experience and evaluation scores > 4.0/5.0

- Assistant to Associate
  - 6 years of teaching experience, evaluation scores > 4.0/5.0 and significant demonstration of one of the following: research, curriculum, service

- Associate to Full
  - > 9 years teaching experience, evaluation scores > 4.0/5.0 and continues demonstration of significant achievements in 2 or more of the following: research, curriculum, leadership in service

Positive changes

- Professional development funds given every year
- Northeastern voted to put teaching faculty on the faculty senate
- In CCIS they have voting rights on everything but tenure
- CCIS has 8 of the teaching faculty in leadership positions:
  - Directors of the MS in CS, MS in HDA, BS in IT, BS in DS, Align
  - Associate Directors of the MS in HI, MS in Cybersecurity
  - Co-chairs of the teaching evaluation committee (which evaluates T/TT faculty as well)
  - Associate Dean of Students

A challenge to overcome

- We don't have the space to give everyone their own office, so Lecturers, Assistant and Associate teaching faculty have to share and we have the majority of them in another building (mistakes pointed out in the CRA document).
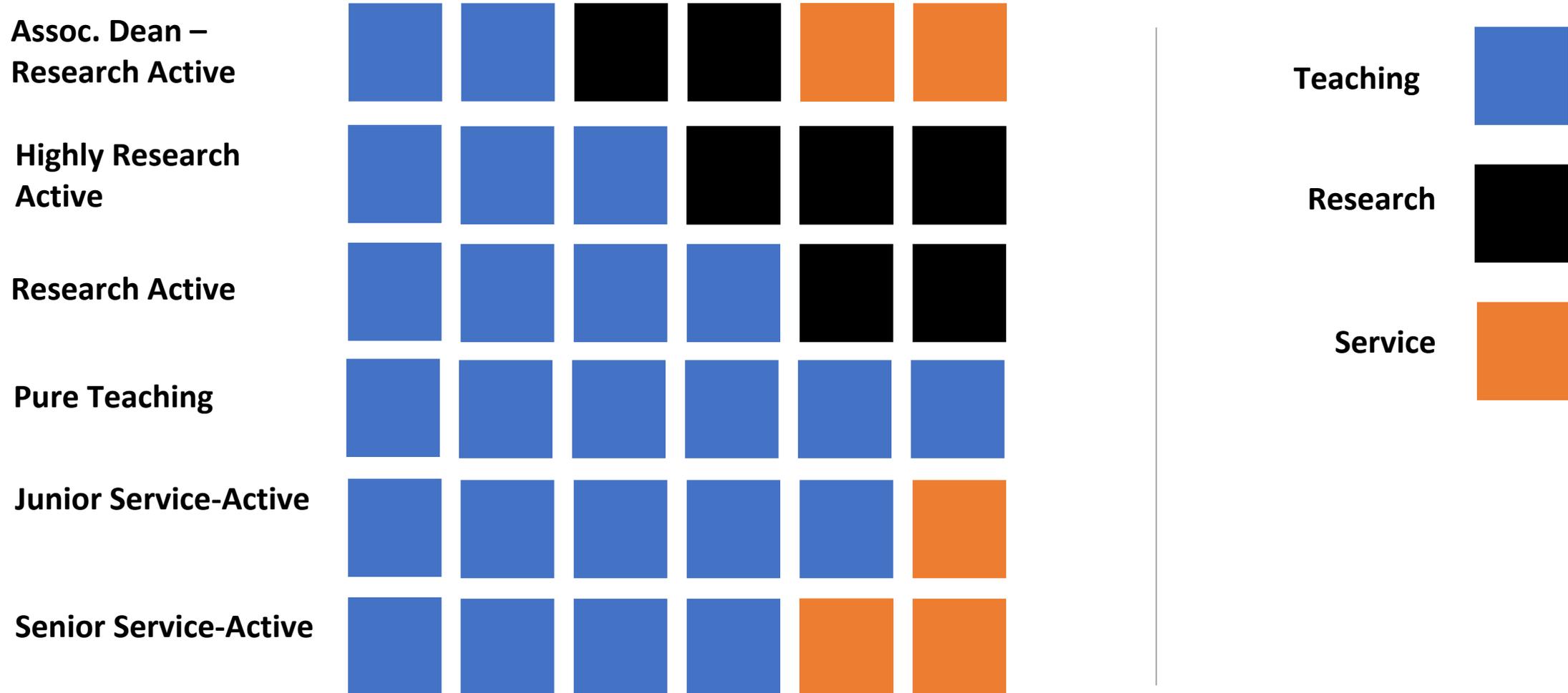
Workload of T/TT faculty in CCIS
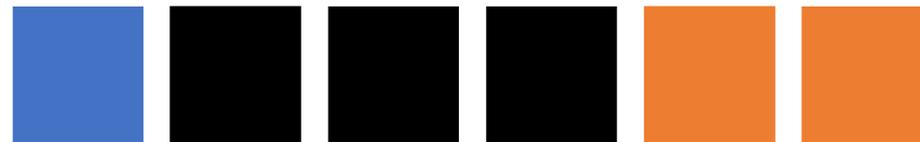
Workload of FTNTT faculty in CCIS

University of Toronto

- a large, public, **research-oriented** university

- >80 faculty members in Computer Science
- 12 teaching stream faculty + 12 on suburban campuses
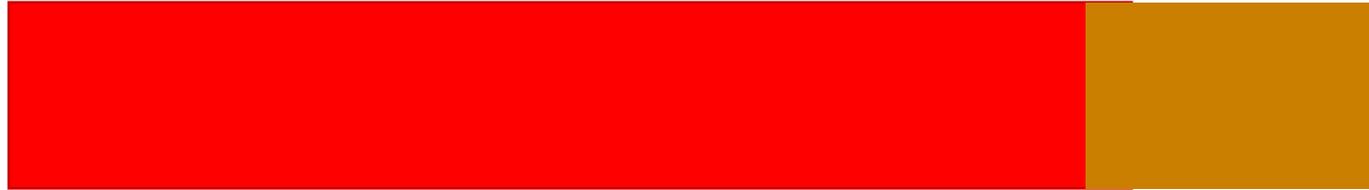- many in leadership roles

TSF are Faculty

and faculty are Faculty

- Culture of respect and collegiality

- Equal benefits, expectations, treatment, respect

- Differences **only when related specifically to job descriptions around research and teaching**

Job Descriptions

- Teaching Faculty

- Traditional Research & Teaching Faculty

Differing Roles

- R&T Faculty have more influence in setting research directions in department

- Teaching Faculty have more influence in setting curricular directions

- In practice Teaching Faculty are ineligible for
  - chair of graduate department
  - sole supervisor of PhD students
  - subcommittee for reviews of research faculty

Hiring Best Practice

- Comparable to the R & T hiring
  - Broadly advertised
  - Two-day interview visits
  - Public talk
  - Multiple interviews with faculty, staff and students

We want to hire excellent career professionals as long-term colleagues

Job Titles and Career Path

- Tutor/ Senior Tutor
- Lecturer/ Senior Lecturer
- Assistant/Associate Professor, Teaching Stream
- newly added Professor, Teaching Stream

- clear promotion criteria, serious review committee with external evaluators
- broad definition of scholarship and educational leadership

Promotion Criteria

- Teaching Excellence
  - as demonstrated in numerous ways not just student opinion surveys
- Curriculum Development & Teaching Innovation
- Educational Leadership
  - influence beyond your own department
- Professional Development

Teaching Faculty in the School of Computing, Utah "Career-Line Faculty, Lecturing"

Teaching Faculty – Administration

- University designation/policies for "Career-Line Faculty"
  - Parallels TT faculty (evaluation, promotion, etc.)
  - Leaves lots of things to Colleges/Depts.

- School of Computing
  - Faculty governance – participation/voting in all matters not specific to TT faculty (appointments, promotion)
  - Multiyear appointments/contracts (tied to rank – 1, 3, 5 years)

Teaching Faculty in Practice

- Teaching loads – 4 classes per year
- Service varies – extra pay for high service loads (DUGS)
  - Strong influence over undergraduate curriculum (ownership)

- **Exceptionally good teachers**

- Teach a large number of undergraduate SCHs

Things to Keep Our Eyes On

- Inclusion/appreciation
  - Mostly addressed: *culture of the School,* participation/governance
  - Awards and recognition

- Satisfaction
  - Release time off for special service projects
  - Coteaching
  - Course development
  - Travel and professional development

- Evaluation and promotion
  - How to distinguish among excellent teachers
  - Cleaning up the policies

Workloads

- Two *large* classes every semester
  - Growing class sizes
  - Types of students

- High expectations (self imposed)
  - Student contact hours
  - Level of organization and preparedness
  - E.g. compared to TT faculty

- Avoiding burnout

Recruiting

- Smaller market for teaching faculty (PhDs)

- Pay scales and keeping up

- Getting the word out (and making the job as rewarding as possible)