

CHARGE  
COMMITTEE ON TEACHING  
School of Arts and Humanities  
February 27, 1996

The committee will oversee and encourage the development of a wide range of tools and facilities to promote excellence in teaching across all fields and levels within the school. It will, on a continuing basis, refine the definition and measurement of excellence in teaching, and advise the dean and faculty of needs for and availability of publications, training, new technology, and other resource materials for teachers.

Through the use of course evaluations, periodic class visits, evaluation of comprehensive teaching responsibilities, and other diagnostic measures, the committee will report annually to the dean regarding teaching effectiveness in the school and, if appropriate, will make suggestions for improvement.

The committee will create and refine procedures for the training of and monitoring of the teaching effectiveness of graduate teaching assistants and lecturers, and in cooperation with the associate dean of graduate studies will oversee the procedures implementation.

The committee will actively solicit both written and verbal input from students. It will organize open forums for both graduate and undergraduate students and will meet periodically with teaching assistants to obtain feedback.

The committee will investigate complaints about and requests for improvements in the physical teaching environments in the school and pass on recommendations for improvements to the dean and, when appropriate, to the associate dean of graduate studies and the associate dean of undergraduate studies/college master.

The committee will recommend to the dean candidates for internal teaching awards. The committee will investigate the efficacy and advisability of teaching incentives beyond traditional teaching awards and will make recommendations to the dean regarding such matters.

The committee will consist of five members and shall include three tenured faculty members (one from each track), the associate dean of graduate studies, and the associate dean of undergraduate studies/college master. The three faculty members are to be appointed by the dean in consultation with the school's committee on committees.

The term of office of the committee members shall be for three years, effective September 1 to August 31. If for any reason a committee member resigns, the dean shall appoint another individual to serve the remainder of the unexpired term. To ensure continuity, initial appointments of committee members shall be for staggered terms.

ARTS AND HUMANITIES  
COMMITTEE ON TEACHING  
INTERNAL MEMO

INFORMATION ON TEACHING AND RELATED ACADEMIC PERFORMANCE  
TO BE CONSIDERED WITHIN  
THE SCHOOL OF ARTS & HUMANITIES

As part of the evaluation process, the following categories and the entries that comprise each category are offered as a non-comprehensive guide for both individual faculty members and for the Committee on Teaching. No faculty member is expected to have engaged in all the activities listed below, but all faculty are required to engage in a reasonable cross-section of the activities. The list is provided merely as a means to assist faculty under review in thinking about what materials to consider and put forward as part of the review process. Faculty members should select from this list those items that best represent their teaching profile over the last five years at UTD, and they should use these items to construct their personal narratives and to select material to present to the Committee on Teaching. The narrative (which should also include faculty member's goals and plans for the next five years) and the selected material will aid the Committee on Teaching in the evaluation process and will be forwarded to the Dean to be included in individual faculty member's files.

1. Data on Teaching Duties

- number of organized classes
- number of students in organized classes
- number of students registered for graduate independent studies
- number of students registered for undergraduate independent studies
- number of students registered for graduate research supervision
- number of students registered for undergraduate honor's supervision

2. Classroom Teaching Responsibilities

- course syllabi
- sample course materials, including handouts, exams, assignments
- regularly scheduled office hours

- grade distribution in relation to class size, nature of course, and other factors
- written evaluations by designated COT representatives who have witnessed classroom teaching
- additional material such as letters from students and faculty

### 3. Standardized Course Evaluations

- numerical assessment of course evaluations within programs, school, and university
- representative compilation of responses to questions calling for written comments
- comparative assessment with the individual's previous course evaluations

### 4. Program Responsibilities

- willingness and ability to teach core courses (when needed)
- willingness and ability to teach courses needed to fill program needs
- willing participation in flexible course scheduling
- diversity of courses (when possible, given curricular needs)
- new course development
- extra-curricular student activities (for example, student programs, student productions, student forums, student organizations, student publications, etc.)
- student advising
- extra-curricular program activities (for examples, campus lectures, campus conferences, campus performances)
- school committees and administrative assignments (i.e., participation in School committees that directly affect teaching)
- oversight of facilities (for example, studios and laboratories)

- supervision of T.A.'s and Lecturers
- creation and maintenance of web sites for teaching and other pedagogical activities

5. Thesis and Dissertation Supervision Data

- number of senior honors thesis committees supervised and number completed
- number of masters thesis, portfolio, and casebooks supervised and number completed
- number of doctoral dissertations supervised and number completed
- number of non-supervisory memberships on senior honors thesis committees
- number of non-supervisory memberships on masters thesis/portfolio committees
- number of non-supervisory memberships on doctoral dissertation committees

6. Additional Information to Be Considered in Overall Evaluation (to be supplied by individual faculty members)

- individual faculty narrative of teaching style, aims, goals, and self-evaluation
- annotated course lists
- pedagogical activities outside of UTD (e.g., conference presentations)
- meeting with Committee on Teaching
- any additional information faculty may wish to provide (e.g., video tapes of teaching, student placement records, plans for future classes, etc.)

**Table 1. PRELIMINARY TIME LINE FOR C.E.T. EVALUATION AND REVIEW**

TIME OF SERVICE (in years)	1	2	3	4	5/10/15/20
RANK					
Full Professor					x <sup>1</sup>
Associate Professor					x <sup>1</sup>
Assistant Professor (tenure track)	x <sup>2</sup>		[x]		[x]
Senior Lecturer	x <sup>2</sup>		x <sup>2</sup>		x <sup>2</sup>
Visiting Associate	x <sup>2</sup>				
Visiting Assistant	x <sup>2</sup>				
Lecturers	x*	x <sup>1</sup> **			
Teaching Assistants (T.A.)	x				

**Key:** Superscript numbers refer to the semester the review is to be completed; "1" is fall term, and "2" is spring term.

[ ] denotes scheduled university ad hoc committee review of faculty

\* denotes that standardized student course evaluations are to be administered each semester and reviewed by C.E.T.

\*\* denotes a full review by specialists in the field