

College of the Environment Guidelines for Defining Teaching Professor Positions, Including Hiring and Promotion

a living document outlining the unique attributes, and position structure, of Teaching faculty in the College of the Environment

Position Scope and Intent

Teaching Professors (Assistant, Associate, Full; hereafter Teaching faculty) are vital and valued members of the College of the Environment. The purpose of this document is to provide teaching faculty, and the units they are in, with advice on appropriate responsibilities and expectations for both the faculty and the unit. Units should strive to create a collegial atmosphere where teaching faculty are respected members of their faculty community who are specifically known for their contributions to their unit and the college. Teaching faculty should understand their education-specific role within the broader types of faculty (e.g., tenure-track, research, WOT).

Teaching faculty are hired to **provide pedagogical excellence to their unit, college, and campus**. They excel at both the quality and quantity of course delivery. Teaching faculty expand the boundaries of teaching and learning, servicing large numbers of students (majors and non-majors) and advancing a unit's curricula. This may include disciplinary excellence in a particular area needed for a unit to provide superior undergraduate and graduate education, but not necessarily needed in the research/scholarship component of the unit.

Teaching faculty can/should be "go-to's" for teaching excellence within and among units (e.g., coaching other faculty within their unit on evidence-based teaching, membership in the Teaching Support Team, leadership roles on unit- and College-level curriculum committees), and across campus (e.g., coaching within the Center for Teaching and Learning). Although not required, engagement in pedagogical development and research (i.e., evidence-based teaching) is valued as an avenue of educational research and grantsmanship.

Teaching faculty are regular academic 9-month positions with an approximately split of 80% teaching and related scholarship, and 20% service. A standard assignment might be up to 2 classes per quarter, or more usually 5 classes over an academic year (acknowledging 80:20) including responsibilities associated with the curriculum of the unit (which could mean, but doesn't have to mean, pedagogical research).

In the College of the Environment, examples of fulfilling 80% teaching and scholarship could include:

- High-quality classroom instruction roughly equivalent to 6 courses per academic year at a range of course levels (100 through 400).
- High-quality classroom instruction, roughly equivalent to 5 courses per academic year at a range of course levels (100 - 400), combined with an active pedagogical research program that leads to publication and/or presentation at professional conferences.
- High-quality classroom instruction, roughly equivalent to 5 courses per academic year, combined with leadership in curriculum development that produces innovations and

assessment of Unit curriculum, the results of which are shared within the College, University, and profession at large

Although all Teaching faculty should possess exemplary disciplinary knowledge, their appointments are not meant to directly support disciplinary work.

Promotion

To be promoted in rank, Teaching faculty are expected to demonstrate excellence across the “triangle” of teaching, research/scholarship and service, where effort focuses on supporting exemplary curricular and pedagogical work.

The promotion from Assistant to Associate Teaching Professor should be based on exemplary performance at the Unit level and contributions at the College level (see examples below).

The promotion from Associate to Full Teaching Professor should be based on exemplary performance at the Unit, College and/or University level; and development of scholarship and pedagogical research activity extending beyond the University into relevant disciplinary (e.g., Geoscience) and/or professional education (e.g., American Educational Research Association) communities (see examples below).

Examples of Activities Supporting Promotion

The following are examples of activities that would qualify as demonstrations of excellence for College of the Environment Teaching faculty across teaching, scholarship and service. This is not an exhaustive list, nor is demonstration of all elements required.

Teaching

The University expects consistently high-quality classroom teaching from *all faculty* engaged in instruction. According to the Faculty Code, promotion of Teaching Assistant faculty members “requires substantive demonstration of” sustained excellence in instruction in their unit. Teaching Associate professors must provide evidence of sustained excellence in instruction in extra-departmental arenas at the College, University, community and/or disciplinary level.

Some examples of evidence of teaching excellence within the College of the Environment include:

- Continued development of new courses or course materials
- Introduction of new pedagogical knowledge or methods into course content
- Demonstrated achievement of course learning objectives
- Demonstrated success in promoting diversity, equity, access and inclusion in student instruction
- Extensive or exceptional student mentoring activities
- Sustained excellence in student and collegial teaching evaluations
- A Unit, College or University teaching award

- Commendations or awards for excellence in mentorship
- A discipline-specific teaching award from a regional or national association

Scholarship

The University expects evidence of scholarship from *all faculty members*, regardless of appointment type. The case for promotion for Teaching Assistant and Associate Professors should include scholarship *that directly enhances the faculty member's teaching excellence*. Through this work, the faculty member makes contributions to the teaching in their discipline and to pedagogy as a whole. Published scholarship and grantsmanship are not explicit components of most Teaching faculty positions, nor are they a requirement for promotion; however, they are a demonstration of scholarship and research in service of pedagogical excellence.

Some examples of evidence of scholarship within the College of the Environment curriculum include:

- Development and use of innovative evidence-based pedagogical methods, including assessment of effectiveness
- Research-based evidence of achievement in student performance
- Mentoring of independent investigations in undergraduate education, including but not limited to independent study, independent research or internships, capstones, and senior and honors theses.
- Development of, or leadership in, broadly implemented curricular innovations
- Contributions to, and innovations within, interdisciplinary teaching

Some examples of evidence of scholarship related to disseminated research include:

- Graduate student committee membership
- Participation as a Principal Investigator, co-Investigator or Senior Personnel in grant-funded research in the scholarship of teaching and learning
- Invitation to present pedagogical work in college or university departmental or institutional seminars
- Participation in and contribution to disciplinary, pedagogical and/or professional conferences
- Widely disseminated research on pedagogy, including presentation at scholarly conferences, or peer-reviewed publication

While not required, demonstrations of disciplinary research (e.g., inclusion in a multi-investigator summer field program) and scholarship (e.g., publishing a book), and especially in service of exemplary teaching, can augment a promotion packet.

Service

Service to the Unit, College, University, and/or discipline can also serve as evidence of a faculty member's contributions to exemplary teaching and pedagogy. In the case of Assistant Teaching Professors, the key to service in the promotion is a *sustained record of contributions* to the teaching mission of the Unit and to the College of the Environment. Associate Professors should also demonstrate *sustained and significant contributions* to the University and/or the community through activities such as university-wide teaching programs, central leadership in unit-level teaching issues, or extensive engagement in professional organizations or community-oriented instructional programs.

Service that evidences contributions to teaching at the **Unit and College level** within the College of the Environment may focus on curriculum development, coordination, and/or oversight in any of the following ways:

- Membership on and/or leadership in groups formulating departmental or unit-level learning goals
- Membership in interdisciplinary committees charged with curriculum development
- Membership and/or leadership in broadly implementing curricular or pedagogical innovations, including activities beyond the faculty member's own academic unit
- Serving as faculty advisor for student associations
- Directing workshops, organizing experiential learning opportunities, or special academic training programs where these are not a regular element in the faculty member's duties
- Participation as a planner or facilitator in programs including the College of the Environment Teaching Support Team, Teaching Assistant training workshops, and bridge/enrichment programs for students
- Service on Unit- or College- level committees that foster diversity, equity, access, and inclusion of students, faculty, and/or staff
- Service on unit- or College- level curriculum committees
- Serving as director of undergraduate or graduate studies
- Serving in a Unit leadership position, including as chair/director, or associate or assistant chair

Service that indicates contributions to teaching at the **University level** may include:

- Participation as a planner or facilitator in programs including, but not limited to, the Center for Teaching and Learning, Faculty Fellows, UW Advance, and teaching workshops for faculty
- Membership in or chairing of faculty councils related to teaching
- Participation in University-level advisory groups or selection committees related to teaching
- Service on University-level committees that foster diversity, equity, access, and inclusion of students, faculty, and/or staff

Service that evidences contributions to teaching with regard to **professional organizations and community engagement** could include:

- Outreach activities to the community beyond the University that are directly tied to the faculty member's teaching expertise
- Creation of, or participation in, community programs that link University instructional activities to state, local, tribal, non-profit or other organizations
- Significant outreach to professionals at other educational institutions
- Membership and/or leadership in professional associations that focus on teaching and learning
- Invited or appointed service on committees, ad hoc groups or task forces at the municipal, state, federal, international level, and/or within disciplinary societies, related to teaching and learning
- Editorial board membership for scholarly journals related to teaching and learning

Service in more general areas beyond teaching and curriculum development, such as serving in the faculty senate, on the college council, and/or on a committee, task force or other temporary task group within a department/school also counts towards the expected service requirement and thus towards promotion.

Document Evolution

- (Aug 2022 - Jan 2023) Six in-person meetings with the academic Chairs and Directors during which multiple individuals from that group researched the faculty code, and other college's guidelines (e.g., A&S) as a baseline for creating the pre-documents which became this document.
- (Apr 2023) Draft sent to all teaching faculty and most part-time lecturers for comments/feedback, which were subsequently incorporated.
- (Feb - Apr 2023) Two meetings with the College Council who made edits, and subsequently approved the document.
- (Aug 2023) Unanimous agreement within the College Executive Committee that the guidelines could be used as written.
- (Oct 2023) Placement on College of the Environment Intranet, with notice to all faculty.