

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

Version 2.0 (April 2024)

1. 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, educating 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 component of the unit.

Teaching faculty can and 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, Collaborative Online International Learning (COIL), etc.). Although not required, engagement in pedagogical development and research (i.e., evidence-based teaching) is valued as an avenue of educational scholarship 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, (acknowledging 80:20), which could include, but doesn't have to include, 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/or profession at large.

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

2. Promotion

Faculty Code [Section 24-34 B3](#) provides criteria for promotion of Teaching faculty. The duration and terms of appointment for each rank are outlined in [Section 24-41](#).

To be promoted in rank, Teaching faculty are expected to demonstrate excellence across the “triangle” of teaching, research/scholarship¹ and service, where effort focuses on supporting exemplary curricular and pedagogical work.

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

3. Examples of Activities Supporting Promotion

The Faculty Code [Section 24-32](#) describes the Scholarly and Professional Qualifications of faculty members.

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 it a demonstration of all elements required. Like all cases for promotion, packages will be multifaceted and will comprise a mix of activities that may span one or more of the three core categories outlined here. Regardless, cases for promotion will demonstrate evidence of experimentation, innovation and recalibration in teaching; application of contemporary knowledge in relevant fields of pedagogy; and broad communication of pedagogical knowledge.

3.1 Teaching

The University expects consistently high-quality classroom teaching from *all faculty* engaged in instruction. According to the Faculty Code, promotion of Teaching Assistant Professors presumes sustained excellence in instruction in their unit. For purposes of promotion, Teaching Associate Professors must provide evidence of sustained excellence in instruction in extra-departmental activities at the College, University, community and/or disciplinary level.

¹ This document recognizes that the Faculty Code defines scholarship as underpinning both teaching and research ("Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty."), and also as an implicit component of research (e.g., phrases including "attainment may be in the realm of scholarly investigation" "training graduate and professional students in scholarly methods"). To clarify this layered distinction, we interpret scholarship and scholarly work within the Teaching Faculty to include all forms of pedagogical research, and we distinguish between research scholarship, and evidence of excellent teaching. We also acknowledge that disciplinary research is outside the requirements of the Teaching faculty. Therefore, we call out slightly modified high-level responsibilities as teaching, scholarship, and service; rather than teaching, research, and service.

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 through tools such as formative or summative assessments
- Demonstrated success in promoting diversity, equity, access and inclusion in student instruction
- Extensive or exceptional student mentoring activities, including independent studies
- 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

3.2 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 Teaching faculty positions, nor is either a requirement for promotion. However, authored publications and named inclusion in grants can be a demonstration of research scholarship in service of pedagogical excellence.

The faculty code [Section 24-32](#) provides examples of scholarship for Teaching faculty appointments.

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

- Development and innovative use of evidence-based pedagogical methods that is widely shared, including assessment of effectiveness
- Research-based evidence of achievement in student performance through formative and summative assessments
- Mentoring of independent investigations in undergraduate education, including but not limited to independent research or internships, capstones, and senior and honors theses
- Development of or leadership in broadly implemented curricular innovations
- Innovations in multidisciplinary or interdisciplinary teaching methods or practices
- Leading role 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
- Chairing of faculty councils dealing with teaching (e.g., Faculty Council on Academic Standards, FCAS)

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

- Graduate student committee membership
- Role as a Principal Investigator, co-Investigator or Senior Personnel in grant-funded research in the scholarship of teaching and learning
- Presentation of pedagogical work in College or University departmental or institutional seminars or workshops
- Participation in and contribution to disciplinary, pedagogical and/or professional conferences

- Widely disseminated research on pedagogy, including presentation at scholarly conferences, or in peer-reviewed publications
- Invitation to present pedagogical work in any of the above professional settings

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

3.3 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 in groups formulating departmental or unit-level learning goals
- Membership in interdisciplinary committees charged with curriculum development
- Membership in groups broadly implementing curricular or pedagogical innovations, including activities beyond the faculty member's own academic unit(s)
- Serving as faculty advisor for student associations
- Directing workshops, organizing experiential learning opportunities, or special academic training programs where these activities are not a regular element in the faculty member's duties
- Participation 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 on faculty councils (e.g., FCAS) 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
- 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, 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.

4. 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.
- (Dec 2023) Added links to faculty code, to promote direct interpretation of the code
- (Feb 2024) Revised and provided additional examples of activities in each of the three categories, in response to comments from broader faculty within the College