

**GUIDELINES FOR APPOINTMENT OF TEACHING-TRACK FACULTY**  
*Adopted from School of Engineering & Technology, UW Tacoma*  
*Approved by Faculty: June 4, 2024*

The Guidelines for Promotion and Review supplement UW Tacoma Handbook and Appendix A and the University of Washington Faculty Code (in particular linked [here](#)). These guidelines, in combination with the other two referenced documents, provide the criteria, expectations, and processes related to faculty appointment at the rank of Associate Teaching Professor and Teaching Professor within the UW Tacoma School of Education.

Note that this document makes no comment on faculty appointment at the rank of Assistant Teaching Professor. Teaching Track ranks are not eligible for tenure. Its intent is to be used by those applying for promotion, those evaluating promotion candidates, and for appointment at a rank higher than Assistant Teaching Professor for potential new faculty.

<b>UW Faculty Code &amp; Governance</b>
Associate Teaching Professor ... [is an] instructional title that may be conferred on persons who have special instructional roles and <i>who have extensive training, competence, and experience in their discipline</i> .
Teaching Professor is an instructional title that may be conferred on persons whose excellence in instruction is demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field.

**Statement on Evidence:** Evidence for the characteristics of teaching, scholarship, and service appropriate to rank is expected to be documented in the faculty member's portfolio in any form deemed relevant by the applicant, including but not limited to, student/peer evaluations, scholarship, teaching/service statement, letters of reference, etc.

**A. Promotion to Associate Teaching Professor**  
**Teaching**

Demonstration of teaching excellence should focus on interactions between the faculty member and their students at the School of Education. Excellence in teaching our students means adjusting teaching methodologies, materials and content to the diverse range of student experience and expectations we encounter at SOE. Maintaining excellence in teaching means engaging in ongoing development related to teaching and to one's field of expertise. Teaching excellence may be demonstrated by activities that include, but are not limited to, the following:

- advancing diversity, equity, and inclusion through pedagogy and curriculum
- use of class time
- use of participation structures
- course and learning material preparation and enactment

- supervision or mentoring of students outside the classroom
- promoting student performance
- activities or materials intended to increase the value of out of class study time
- developing and leading study abroad programs for UW students

### **Scholarship**

Demonstration of scholarship should focus on contributions to knowledge through both instruction and research. While publishing scholarly work can be used to demonstrate scholarship, it is not required. For promotion to Associate Teaching Professor, an Assistant Teaching Professor should demonstrate scholarly activities primarily within the scope of the classroom and within the faculty member's program.

Because the teaching faculty workload does not allocate separate time for scholarship, it is normal and expected that their scholarship will often occur completely within the realms of their teaching responsibilities and service commitments. Publication is not a requirement for promotion to any teaching-track rank (Faculty Code Section 24-34B, paragraph 4).

Scholarship may be demonstrated by activities that include, but are not limited to, the following:

- advancing diversity, equity, and inclusion through grants, scholarship, and fundraising
- Developing reports, white papers in the field
- incorporating new knowledge, methods, technology, software, or research in the classroom
- using innovative pedagogical methods in the classroom
- participating in the development of new courses or substantial revision of current courses
- developing new course materials (projects, case studies, labs, etc.)
- attending scholarly conferences, presenting scholarly work, or publishing conference papers
- publication of peer-reviewed journal articles, book chapters, or patents
- supervising student research
- Actively participating in the development and implementation of grants
- scholarly assessment of student performance
- participating in professional associations
- collaborating with SOE instructors
- Mentoring or supporting SOE instructors

### **Service**

Demonstration of dedicated service should focus on the student, student group, program and/or unit-level contributions that have been made by the faculty member. An Associate Teaching Professor's service to their students, program or unit may be demonstrated by activities that include, but are not limited to, the following:

- supporting underrepresented groups through recruitment, retention, and connection with the greater community
- membership and active participation in program and School committees
- membership on hiring committees or participation in hiring events
- membership on program and School sub-committees
- faculty advisor of student organization, society chapter, or team
- individual student mentoring
- successful recruiting/marketing of academic programs to potential faculty or students
- contributing to the program/accreditation assessment (campus, state, national)

- Serving as a peer reviewer for publications within the discipline
- Serving as a conference planning committee member
- Participation in regional or national task force
- Performing accreditation visits for other Colleges/Universities

## **B. Promotion to Teaching Professor**

### **Teaching**

Demonstration of teaching excellence should, in addition to reiterating excellence in their own classrooms, include evidence of activities that reach students and faculty members outside of their own classes. The faculty member may be able to reach students outside of their classroom through activities including, but not limited to, the following:

- advancing diversity, equity, and inclusion through pedagogy, curriculum, or mentoring
- guest lecturing in other classes, units, or universities
- development of new curriculum
- mentoring other faculty members in teaching and curriculum development
- organization of teaching workshops
- receipt of an award or honor for teaching excellence from an internal or external agency
- carrying out and disseminating the results of research in the discipline and/or in pedagogy
- disseminating course material and/or pedagogy beyond the bounds of the academic unit

### **Scholarship**

Demonstration of scholarship should, in addition to reiterating scholarship within their classroom and within their program, include significant contributions and external visibility outside the faculty member's program (SOE, UW Tacoma campus, outside UW Tacoma campus). Scholarship with this greater scope may be demonstrated by activities that include, but are not limited to, the following:

- advancing diversity, equity, and inclusion through grants, scholarship, and fundraising
- planning and facilitating workshops for other faculty on incorporating new knowledge, methods, or research in the classroom
- creating or disseminating innovative pedagogical methods in the classroom
- participating in the development of new courses or programs
- disseminating new course materials (projects, case studies, labs, etc.)
- presenting or publishing at scholarly conferences
- publication of peer-reviewed journal articles, book chapters, and patents
- publication of books in field of expertise
- supervising student research
- receiving grants
- interdisciplinary teaching
- leadership in professional associations
- collaborating with instructors in other UWT schools or with other educational institutions

### **Service**

Demonstration of dedicated service should focus on the broader community outside of the unit. The faculty member may perform service through activities including, but not limited to, the following:

- supporting underrepresented groups through recruitment, retention, and connection with the greater community

- membership/chair in programs, school, campus and/or University committees
- faculty advisor of student organization, society chapter or team outside the unit
- guest lecturer, speaker or trainer at a community organization
- reviewing/editing journal manuscripts, conference proceedings, and/or grant proposals
- member/chair of editorial board, technical committee or organizing committee of a national or international journal, conference, workshop or special session
- active member/chair/officer of a professional society, organization, committee, or board