

## Lecturer Instructional Titles

The title of Lecturer is described in Chapter 24 of the faculty code as “instructional” and is conferred on persons with “special instructional roles.” Faculty under the instructional titles of Lecturer, Senior Lecturer, and Principal Lecturer have instructional roles that can take different forms and emphases, all of which require service related to instruction and engagement with current scholarship and/or creative practice in the relevant field or fields.

This document provides a description, for each rank, of how those roles can manifest in SIAS. The criteria that follow are meant to be a general outline of areas of expertise expected from these faculty, respectively, and not a definitive list. Faculty applying for promotion in these categories should make their case based on the underlying values of excellence in teaching and service.

### Lecturer

**Section 24-34.B.1: Lecturer (is an) instructional title that may be conferred on persons who have special instructional roles.**

**TEACHING.** Teaching excellence is the most fundamental criterion for this position and so should be the largest part of a lecturer’s effort and record. In addition, community engaged teaching consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued.

Teaching excellence includes, but is not limited to:

- Teaching effectiveness - evidence includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material, or SIAS learning goals
  - Use of student, peer, or self-assessments of student learning
  - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Pedagogical innovation and improvement - evidence includes, but is not limited to, the following:
  - Engagement of students in interdisciplinary thought through course content and pedagogical practices.
  - Changes in course organization, readings and assignments, or any exploration of new approaches to effective educational methods
  - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
    - Use of the Teaching and Learning Center, etc.
    - Attendance at workshops, conferences, symposia on best practices in pedagogy.
  - Constructive consideration of student evaluations and peer observations to improve pedagogical practices, as described in narrative statement and teaching portfolio.

- Pedagogical/Disciplinary Engagement - evidence includes, but is not limited to, consistent integration of current research findings, theories, practices and debates within or across disciplines into courses.

**SERVICE. Service to support the mission of SIAS, UW Tacoma, or the UW system is an essential component of the lecturer position. Service that supports teaching and community engaged service consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued.**

Service may include, but is not limited to:

- Contributions to improving instruction in one’s affiliated major and division, SIAS, UW Tacoma, and the larger UW system. Examples include:
  - Developing new curriculum in existing courses and developing new courses
  - Mentoring junior faculty in developing new curriculum for existing courses or developing new courses
  - Contributing to the development of new majors
  - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work
  - Attending and participating fully in major, division, and SIAS faculty meetings
  - Formally contributing to or presenting at campus meetings
  - Serving as a faculty advisor for a student organization
  - Serving on faculty governance bodies
  - Serving on search or interview committees
  - Serving on committees and task forces related to curriculum and pedagogy
  - Creating/co-creating new student, faculty, and/or staff initiatives
  - Organizing or participating in pedagogical workshops or other instruction-related events
- Community engaged service. Examples include:
  - Serving on community boards or organizations consistent with the campus’ mission
  - Bringing the community to campus as guest lecturers, seminar speakers, etc.
  - Presenting to the community in a public forum, written, visual or oral
  - Outreach to the community beyond the University that is directly tied to the lecturers’ teaching expertise. Examples:
    - Community workshops;
    - Consultant/advising work.

## Senior Lecturer

**Section 24-34.B.2: Senior lecturer (is an) instructional title that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline.**

**TEACHING. Sustained teaching excellence is an essential attribute of Senior Lecturers and teaching should remain the largest portion of the effort of a Senior Lecturer. In addition, community engaged teaching consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued.**

Faculty promoted to the rank of Senior lecturer are expected to exhibit a sustained record in rank of the following:

- Teaching effectiveness - evidence includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material or SIAS learning goals;
  - Use of student, peer, or self-assessments of student learning;
  - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Pedagogical innovation and improvement - evidence includes, but is not limited to, the following:
  - Engagement of students in interdisciplinary thought through course content and pedagogical practices.
  - Changes in course organization, reading and assignments or any exploration of new approaches to effective educational methods;
  - Developing new curriculum in existing courses or developing new courses
  - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
    - Use of the Teaching and Learning Center, etc.
    - Attendance at workshops, conferences, symposia on best practices in pedagogy.
  - Constructive engagement of student evaluations and peer observations to improve teaching effectiveness, as described in narrative statement and teaching portfolio.
- Mentoring students - evidence includes, but is not limited to, the following:
  - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements. Examples: academic success, independent study, individualized study, internships and capstones;
  - Mentoring students on public presentations, event organization, publications, exhibitions, performances and applications for scholarships, grants, jobs or graduate study;
  - Advising an SIAS Scholarship and Teaching Fund awardee, a Mary Gates Research or Leadership Scholar, a University of Washington Library Awardee,

etc.

In addition, faculty promoted to the rank of Senior lecturer are expected to exhibit a record of leadership or development within their pedagogical or disciplinary communities, which may include any of the following categories or some combination of the items listed in the following categories. These are not presented in order of priority:

- Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices) - evidence includes, but is not limited to, the following:
  - Active involvement in pedagogy workshops; e.g., Teaching forum, South Sound Science Education Research in Practice (SSSERiP), Strengthening Education Excellence with Diversity (SEED), Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE), Curriculum for the Bioregion, etc.;
  - Pedagogical fellowships: UW Collaborative Online International Learning (COIL) Fellow, eLearning Fellow, etc.;
- Engagement in the scholarship of teaching and learning - evidence includes, but is not limited to, the following:
  - Reviewer for a scholarly journal related to teaching and pedagogy;
  - Active involvement in discipline-level scholarship of teaching and learning associations.
  - Editor or reviewer for a scholarly journal related to teaching and pedagogy
  - Organizing a conference or workshop;
  - Presenting at a conference or workshop;
  - Serving as session chair, panel member or discussant at a conference;
  - Publishing in the scholarship of teaching and/or pedagogy.
- Scholarly Engagement within the lecturer's area of disciplinary expertise - evidence includes, but is not limited to, the following:
  - Research and/or creative work in content area of faculty's teaching specialty.  
Examples:
    - Working collaboratively with students on research;
    - Reviewer for a scholarly journal;
    - Active involvement in discipline-level associations;
    - Organizing a conference;
    - Curating an exhibit;
    - Presenting at a conference/exhibit creative work at shows;
    - Serving as session chair, panel member or discussant at a conference;
    - Publications/exhibitions/performances.

**SERVICE. Independent initiative and leadership (when allowed by the Faculty Code and SIAS practices and bylaws) in service roles to support the teaching mission of SIAS, UW Tacoma, or the UW system is an essential component of the senior lecturer position. Service that supports instruction, curriculum development, and student success is especially relevant. In addition, community engaged service consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued.**

Service may include, but is not limited to:

- Significant contributions in leadership roles to improving instruction in one’s affiliated major and division, SIAS, UW Tacoma, or the larger UW system - evidence includes, but is not limited to, the following:
  - Developing new curriculum in existing courses and developing new courses
  - Mentoring junior faculty in developing new curriculum for existing courses or developing new courses
  - Contributing to the development of new majors
  - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work
  - Attending and participating fully in major, division, and SIAS faculty meetings
  - Formally contributing to or presenting at campus meetings
  - Serving as a faculty advisor for a student organization
  - Serving on faculty governance bodies
  - Serving on search or interview committees
  - Serving on committees and task forces related to curriculum and pedagogy
  - Creating/co-creating new student, faculty, and/or staff initiatives
  - Organizing or participating in pedagogical workshops or other instruction-related events
- Community engaged service - evidence includes, but is not limited to, the following:
  - Serving on community boards or organizations consistent with the campus’ mission
  - Bringing the community to campus as guest lecturers, seminar speakers, etc.
  - Presenting to the community in a public forum, written, visual or oral
  - Outreach to the community beyond the University that is directly tied to the lecturers’ teaching expertise. Examples:
    - Community workshops;
    - Consultant/advising work.

## Principal Lecturer

**Section 24-34.B.3: *Principal lecturer is an instructional title that may be conferred on persons whose excellence in instruction is recognized through appropriate awards, distinctions, or major contributions to their field.***

**TEACHING. A career record of teaching excellence is a fundamental attribute of Principal Lecturers, and teaching should remain the central focus of a Principal Lecturer. In addition, community engaged teaching consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued. University, regional or national recognition of teaching excellence is expected for those promoted to the rank of Principal Lecturer.**

Faculty promoted to the rank of Principal lecturer are expected to exhibit a sustained and expanded record in rank of the following:

- Teaching excellence - evidence includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material or SIAS learning goals;
  - Use of student, peer, or self-assessments of student learning
  - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Pedagogical innovation and improvement - evidence includes, but is not limited to, the following:
  - Engagement of students in interdisciplinary thought through course content and pedagogical practices.
  - Change in course organization, readings and assignments or exploration of new approaches to effective educational methods;
  - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
    - Use of the Teaching and Learning Center, etc.;
    - Attendance at workshops, conferences, symposia on best practices in pedagogy;
    - Incorporate Community Based Learning and Research opportunities into courses.
  - Constructive engagement of student evaluations and peer observations to improve teaching effectiveness, as described in narrative statement and teaching portfolio.
- Mentoring students - evidence includes, but is not limited to, the following:
  - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements. Examples: academic success, independent study, individualized study, internships and capstones;
  - Mentoring students on public presentations, event organization, publications, exhibitions, performances and applications for scholarships, grants, jobs or graduate study;

- Advising an SIAS Scholarship and Teaching Fund awardee, a Mary Gates Research or Leadership Scholar, a University of Washington Library Awardee, etc.

University, regional or national recognition of teaching excellence is expected for those promoted to the rank of Principal Lecturer.

- Recognition of teaching excellence or other distinction by campus, University, region, state or national entities and/or discipline - evidence includes, but is not limited to, the following:
  - Recipient of university teaching award;
  - Recipient of discipline specific teaching/pedagogy award (i.e., awards recognizing excellence in teaching/pedagogy given by one's scholarly community);
  - Awards, grants relating to teaching/pedagogy, etc.
  - Recipient of UWT Community Engagement Award for efforts related to instruction or student involvement;
  - Recipient of regional, state or national teaching recognition;
  - Invited talk/presentation/project collaboration involving teaching methods, pedagogies, learning outcomes, etc., at university, regional or national level.

In addition, faculty promoted to the rank of Principal lecturer are expected to exhibit a sustained and expanded record in rank of leadership or development within their pedagogical or disciplinary communities, which may include any of the following categories or some combination of the items listed in the following categories. These are not presented in order of priority:

- Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices) - evidence includes, but is not limited to, the following:
  - Active involvement in pedagogy workshops; e.g., Teaching forum, South Sound Science Education Research in Practice (SSSERiP), Strengthening Education Excellence with Diversity (SEED), Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE), Curriculum for the Bioregion, etc.;
  - Pedagogical fellowships: UW Collaborative Online International Learning (COIL) Fellow, eLearning Fellow, etc.;
- Engagement in the scholarship of teaching and learning - evidence includes, but is not limited to, the following:
  - Reviewer for a scholarly journal related to teaching and pedagogy;
  - Active involvement in discipline-level scholarship of teaching and learning associations.
  - Editor or reviewer for a scholarly journal related to teaching and/or pedagogy
  - Organizing a conference or workshop;
  - Presenting at a conference or workshop;

- Serving as session chair, panel member or discussant at a conference;
- Publishing in the scholarship of teaching and pedagogy.
- Scholarly Engagement within the lecturer’s area of disciplinary expertise - evidence includes, but is not limited to, the following:
  - Research and/or creative work in content area of faculty’s teaching specialty.
 

Examples:

    - Working collaboratively with students on research;
    - Reviewer for a scholarly journal;
    - Active involvement in discipline-level associations;
    - Organizing a conference;
    - Curating an exhibit;
    - Presenting at a conference/exhibit creative work at shows;
    - Serving as session chair, panel member or discussant at a conference;
    - Publications/exhibitions/performances.

**SERVICE. Independent initiative and leadership (when allowed by the Faculty Code and SIAS practices and bylaws) in service roles to support the teaching mission of SIAS, UW Tacoma, or the UW system is an essential component of the Principal Lecturer position. Leadership roles that support instruction, curriculum development, and student success are expected at the Principal Lecturer rank. In addition, community engaged service consistent with the UWT Strategic Plan and the designation of the campus as an “urban serving institution” is highly valued. Principal Lecturers are expected to serve as mentors to part-time or new full-time lecturers.**

Service may include, but is not limited to:

- Broad and sustained contributions to improving instruction through leadership roles in one’s affiliated major and division, SIAS, UW Tacoma, or the larger UW system - evidence includes, but is not limited to, the following:
  - Developing new curriculum in existing courses and developing new courses
  - Mentoring junior faculty in developing new curriculum for existing courses or developing new courses
  - Contributing to the development of new majors
  - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work
  - Attending and participating fully in major, division, and SIAS faculty meetings
  - Formally contributing to or presenting at campus meetings
  - Serving as a faculty advisor for a student organization
  - Serving on faculty governance bodies
  - Serving on search or interview committees
  - Serving on committees and task forces related to curriculum and pedagogy
  - Creating/co-creating new student, faculty, and/or staff initiatives
  - Organizing or participating in pedagogical workshops or other instruction-

related events

- Community engaged service - evidence includes, but is not limited to, the following:
  - Serving on community boards or organizations consistent with the campus' mission
  - Bringing the community to campus as guest lecturers, seminar speakers, etc.
  - Presenting to the community in a public forum, written, visual or oral
  - Outreach to the community beyond the University that is directly tied to the lecturers' teaching expertise. Examples:
    - Community workshops;
    - Consultant/advising work.