

**UW Tacoma Urban Studies**  
**Full-Time Lecturer or Senior Lecturer Promotion Information**  
*Approved November 30, 2015*

The following document describes the process for promotion consideration for Lecturer, Full-Time to Senior Lecturer, or Senior Lecturer to Principal Lecturer.

As noted in Section 24-34 B2-B3 of UW Faculty Handbook, Senior lecturer and Principal lecturer are “*instructional*” titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. The 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”. Therefore, the expectations for promotion to senior or principal lecturer may include review of scholarly activities in some cases. However, the focus of promotion to Senior or Principal lecturer will be on teaching and service.

Teaching

The educational function of a university requires faculty who can teach effectively. The scope of faculty teaching is broader than conventional classroom instruction; it comprises facilitation and collaboration to develop and revise curriculum and assessment, collaboration with other faculty, staff, and supervisors in support of classroom instruction and fieldwork. Teaching could be performed using different formats and media and could include undergraduate and graduate instruction for matriculated students, as well as special training or educational outreach.

Instruction must be judged according to its essential goals and learning outcomes. Some elements in assessing effective teaching include the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods. Other activities related to teaching may include the instructor’s participation in coordinating field experiences, working with external educational partners (i.e., middle schools, high schools and community colleges), and mentoring students, whether this takes the form of assisting students to select courses or discussing students’ long-term goals. The assessment of teaching effectiveness shall include both student and faculty evaluations.

In order to demonstrate teaching effectiveness, candidates for promotion to senior lecturer and principal lecturer should submit evidence that may include but is not limited to the following elements:

- *Curriculum and course development:* Urban Studies Program recognizes the ongoing demands placed upon faculty members to design and revise curricula and courses due to the Program’s dynamic nature in response to disciplinary changes, community’s needs, and employment opportunities.
- *Delivery of instruction:* The candidate should demonstrate continuous efforts to remain abreast of new research and emerging knowledge, to select appropriate instructional strategies, to

maintain a classroom environment conducive to learning, and to respond to previous student and faculty assessments.

- *Advisement, mentoring and collaboration:* Urban Studies faculty members recognize the value of collaborating with individual students, as well as advising and mentoring them in order to enhance their academic achievement and professional development.

### Service

The University of Washington encourages faculty participation in public service. Such professional and scholarly service to schools, community-based organizations, businesses, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is the faculty participation in University committee work and other administrative tasks. Both types of service make an important contribution and should be included in the individual faculty profile. Candidates for the rank of senior lecturer and principal lecturer should demonstrate participation in and commitment to service activities that benefit one or more of the program, university, community and profession. Candidates for the rank of principal lecturer should demonstrate participation and leadership in service activities that benefit one or more of the program, university, community and profession.

Candidates for senior lecturer and principal lecturer should submit evidence appropriate to the level of appointment that may include the following elements:

- *Service to Urban Studies Program*
- *Service to the University*
- *Service to the community*
- *Service to the profession*

### **Process**

There are four general steps in the promotion evaluation process:

1. An Urban Studies faculty recommendation: based on the optional appointment of an internal review committee and an independent recommendation by the Director/Dean
2. A recommendation by the campus committee on Appointments, Promotion, and Tenure
3. A recommendation by the Chancellor
4. A final decision by the Provost and President

Promotion to Senior Lecturer or Principal Lecturer is considered non-mandatory. Non-mandatory promotion reviews are due in the Academic Human Resources Office in Seattle by February 1st. The Chancellor will communicate the outcome of the review process to the candidate.

### **Required Elements of a Promotion Packet for Lecturer, Full-Time to Senior Lecturer or Senior Lecturer to Principal Lecturer:**

**Curriculum Vitae.** The curriculum vitae should contain all of the following items:

1. Education -- institutions, degrees granted, dates
2. Ph.D. dissertation title (if applicable)
3. Employment -- institutions (including UW), positions, dates
4. UW/UWT committees and other duties
5. Professional offices and awards, with dates (if applicable)
6. Talks, papers, or presentations -- dates, type of presentation (if applicable)
7. Service to external organizations (e.g., advisory boards, committees, task forces, etc.)

**Candidate's Most Significant Contributions and Personal Statement.** The candidate should provide a promotion statement listing and describing his/her teaching and service contributions in the record that are likely to be of the most lasting significance. The majority of selected contributions should have been completed after appointment as a lecturer, full-time or senior lecturer. The candidate should explain briefly why these contributions are most significant.

**Documentation of Teaching Effectiveness.** This documentation should include five items:

1. a list of all courses taught at UWT, with dates
2. a list of independent student work supervised, with type of work and dates/years included.
3. student assessments of teaching: all student teaching evaluations since date of last promotion should be included, but no more than five years' worth will be required. The evaluations for the year immediately prior to promotion must be included.
4. collegial assessments of teaching
5. an analysis of the complete teaching record by the director or dean and, if possible, a review committee

**Copies of Candidate's Publications or Evidence of Achievement.** If a candidate wishes to include copies of his/her publications, copies of the published materials should be included in the package.

**Additional Supporting Data.** Supporting data may be submitted if they are substantive materials which will be helpful in evaluating a candidate's record. Examples include: achievements of former students, community awards, significant service to the profession, or to state, national or international organizations.

**External letters.** For promotion to Principal lecturer, evaluations from at least three external (external to the appointing home unit of the candidate) reviewers must be included in the file. External reviewers can be from other academic programs at UWT or an external organization with full knowledge of the candidate's service accomplishments. At least two of the external reviewers should be able to assess the candidate's teaching performance. Each reviewer should be qualified to evaluate the candidate's research (if applicable), evidence of teaching, and/or service. The external reviewer should not be asked to assess whether the candidate should be promoted or not.

The external reviewers will be provided with relevant demonstrations of teaching and a summary of the candidate's service record. All letters received from external reviewers will become part of the candidate's file but will not be made available to the candidate.

The committee chair will compose the solicitation letter in consultation with the program director or dean. If a committee is not formed, director/dean will perform this task. The solicitation letter should be signed by, and should request return to, the program director or dean.

The letter should state that the unit is considering the candidate for possible promotion and request the following information:

- How and for how long the referee has known the candidate
- The quality of the candidate's teaching
- The quality of the candidate's community service

Each evaluator should be provided with the same representative set of the candidate's scholarship, teaching and service materials.

**Review Committee Report.** If formed, a report from the review committee, separate from the director or dean's evaluation, is required as part of the documentation.

**Summaries of Review Committee Deliberations and Candidate's Responses.** Include the following items in the documentation (note that one item is required):

1. the committee report summary that was provided to the candidate
2. the candidate's response to the report summary
3. the summary of voting faculty deliberations that was provided to the candidate (required)

The candidate's response to the deliberations summary is required (Note: an acknowledgment is required even if no response is made).

**Letter of Recommendation from Director or Dean.** The letter should report the results of the program or school faculty vote, stating:

1. number of faculty eligible to vote (including the chair if eligible)
2. number of affirmative votes
3. number of negative votes
4. number of abstentions
5. number of faculty absent or not participating
6. whether the chair's vote is included in the count of votes

The director or dean should summarize, insofar as possible, the basis or reasoning for the affirmative and the negative faculty votes. The letter should contain a statement in which the director or dean makes his/her own independent recommendation.

A description and critical evaluation should be given of the candidate's teaching and service. This statement should address not only the significance and quality of the candidate's teaching but also the importance of the role which s/he is expected to play in Urban Studies and/or UWT. If a previous recommendation for promotion to the same rank has been postponed or denied, a summary of the changes in the candidate's qualifications since that time needs to be included.

**Joint Appointment Letter.** When a candidate holds a joint appointment in another unit (whether in another college or school of the University or within the same program or school), the vote of the faculty of the secondary School or Program and a director or dean's recommendation must be reported in a separate letter by the director or dean of the secondary unit. Urban Studies is responsible for assuring that this letter is included. If other pertinent materials are available from the secondary unit (such as a review committee report, teaching evaluations, etc.), they should also be included. When a candidate holds an adjunct appointment in another academic unit, a statement should be solicited from the director or dean which comments on the candidate's role in that unit. No faculty vote is required from an adjunct School or Program.