

Promotion and Merit Criteria for Lecturer Track Faculty -

Boyer Model

School of Science, Technology, Engineering, and Mathematics (STEM)

University of Washington, Bothell (UWB)

The School of STEM considers candidates for promotion in four areas of scholarship as described below: the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Application, and the Scholarship of Integration. Successful candidates must have a record of substantial success in the Scholarship of Teaching and demonstrated success in one or more of the other areas.

The items listed under each category are viewed to be the types of activities expected at each rank. The activities are cumulative (e.g., Senior Lecturers are expected to continue to do the foundational activities listed under the Lecturer category). The criteria listed in each category are not to be seen as a checklist of *required* activities, but rather as examples of the kinds of accomplishments for which faculty may submit evidence.

Review Committee

In cooperation with the candidate's Division Chair, every candidate seeking promotion shall establish a promotion review subcommittee. The purpose of this Committee is to provide advice, suggestions, and guidance to the candidate seeking promotion. This subcommittee shall consist of three (or five as needed) faculty of which each committee member shall hold a higher rank than that of the candidate. The initial draft of the portfolio is provided by the candidate to the subcommittee in early May. After deliberating on the candidate's academic record contained in the candidate's dossier, the subcommittee provides a committee-voted recommendation for promotion, with substantive explanation, to the candidate's Division Chair.

Timeline for review

The following table describes the general timeline for review of promotional materials. At the beginning of each calendar year, specific dates for submission and review of promotional materials will be provided by the VCAA.

Late March	Faculty member provides notification to the Chair of his/her Division of desire to be considered for promotion
Early April	The Chair and the candidate meet to discuss process and procedures including potential review subcommittee membership Candidate submits proposed list of at least three names to the Chair of qualified external reviewers
Early May	Review subcommittee formally established by the Division Chair Candidate submits evaluation materials to review subcommittee Chair
Mid-May	First meeting of the review subcommittee is held; candidate may join the subcommittee for a portion of the meeting to receive feedback regarding the portfolio External reviewers are identified by the review subcommittee, and a list of at least five individuals is sent to the Division Chair
End of May	Division Chair solicits participation of external reviewers
Mid-June	Division Chair sends letters and materials to external reviewers

Mid-September	External reviews are completed and returned to Division Chair
Early October	Candidate's portfolio is finalized and submitted to Division Chair All final materials, including external review letters, are made available to the candidate's review subcommittee
Mid-October	Subcommittee's review is completed and the subcommittee chair writes a report of the review to the Division Chair A written summary of the report and the subcommittee's recommendation is provided by the Division Chair to the candidate without names and specific attributions of the external reviewers or vote counts Candidate acknowledges in writing within seven calendar days receipt of the report and may choose at that time to provide a written response to the report
Early November	Before the Division discussion and promotion vote occurs, a copy of the candidate's response is included with the candidate's portfolio for review by Division faculty senior in rank and eligible to vote The eligible faculty meet to consider the review subcommittees recommendation and to vote Following the Division discussion and vote, the Division Chair prepares a summary of the discussion and recommendation and provides a summary to the candidate without specific attributions or vote counts Candidate acknowledges in writing within seven calendar days receipt of the report and may choose at that time to provide a written response to the report
Mid-November	The Division chair provides an independent analysis and recommendation to the Dean
Late November	The Dean writes an independent analysis and recommendation to the VCAA The Dean may at his/her discretion share his/her recommendations with the candidate
December 1*	The Dean forwards the portfolio containing originals of all required elements to the VCAA The Dean provides the VCAA with access to the candidate's electronic file and in turn the VCAA makes the candidate's file available to the CCPTFA for review.

*Deadline as required by UW Bothell's Academic Affairs Office.

The CCPTFA, upon completing its deliberations, submits a voted recommendation to the Vice Chancellor – typically during the Fall but may extend into Winter quarter. The Vice Chancellor then submits a recommendation to the Provost. The Provost will inform candidates of the promotion decision by letter typically in Winter or Spring Quarter.

The qualifications for Lecturer-track faculty at various ranks are specified in Section 24-34B of the Faculty Code. In the School of STEM, the candidate for promotion to the rank of Senior Lecturer and Principal Lecturer is advised to demonstrate these qualifications using the criteria outlined in the attached Boyer Model – School of STEM. Section 24-54A of the Faculty Code specifies that “*promotion shall be based upon the attainment of these qualifications and not upon length of service.*” This model should also be used in the progress to promotion section of the annual review.

NOTE: The criteria listed in each category are not to be seen as a checklist of *required* activities, but rather as examples of the kinds of accomplishments for which faculty may submit evidence.

	Lecturer	Senior Lecturer	Principal Lecturer
Scholarship of Teaching	<p>Demonstrates competence in facilitating student learning through teaching activities.</p> <ol style="list-style-type: none"> 1. Demonstrates teaching effectiveness through: self and peer assessment and student assessment. 2. Creates a classroom environment that is sensitive to diversity of gender, age, ethnicity, sexual orientation, and lifestyle and is respectful of diverse philosophical positions on issues related to practice. 3. Organizes and conducts courses appropriate to the level of instruction, site, and nature of content and contributes to curriculum and course development. 4. Encourages undergraduate independent study or undergraduate research. 5. Provides recommendations for students in securing internships or jobs and reaching post-college career goals. 6. Serves as committee member on graduate student projects.* 7. Creatively and effectively uses technological developments and innovative pedagogical strategies in teaching. 	<p>Demonstrates advanced skills in facilitating student learning through teaching activities.</p> <ol style="list-style-type: none"> 1. Demonstrates sustained teaching effectiveness through: self and peer assessment and student assessment. 2. Recognizes and promotes the development, retention, and academic achievement of a diverse student body. 3. Provides leadership at the division level in curriculum, course development, and evaluation. 4. Supervises students in independent study, fieldwork, and research projects. 5. Mentors students in securing internships or jobs and reaching post-college career goals. 6. Takes a leadership role on graduate student projects.* 7. Provides leadership in creatively and effectively using technological developments and innovative pedagogical strategies in teaching. 8. Facilitates others to teach more effectively by providing active assistance to colleagues within the division. 9. Provides teaching services beyond the division. 	<p>Demonstrates expert skills in facilitating student learning through teaching activities.</p> <ol style="list-style-type: none"> 1. Recognized for teaching excellence. 2. Provides leadership within or beyond the division for promoting the development, retention, and academic achievement of a diverse student body. 3. Plans or facilitates programs that contribute to the campus-level teaching community or participates in campus-wide faculty councils related to teaching. 4. Recognized for mentoring students in independent study or undergraduate research. 5. Recognized for mentoring students in securing internships or jobs and reaching post-college career goals. 6. Recognized for their leadership role on graduate student projects.* 7. Recognized for leadership in creatively and effectively using technological developments and innovative pedagogical strategies in teaching. 8. Facilitates others to teach more effectively by providing continued mentoring to colleagues within or beyond the division. 9. Recognized for expert teaching consultation beyond the division.

NOTE: The criteria listed in each category are not to be seen as a checklist of *required* activities, but rather as examples of the kinds of accomplishments for which faculty may submit evidence.

	Lecturer	Senior Lecturer	Principal Lecturer
Scholarship of Discovery	<p>Demonstrates knowledge of scholarship of teaching and learning.</p> <ol style="list-style-type: none"> 1. Applies knowledge of current research in pedagogy to teaching. 2. Applies knowledge of current research in specialty area to teaching. 	<p>Demonstrates competence in the scholarship of teaching and learning.</p> <ol style="list-style-type: none"> 1. Contributes to the development or refinement of effective teaching strategies. 2. Disseminates scholarly work at campus-based or local forums, seminars, publications, workshops, or other venues. 3. Participates in professional organizations focused on the scholarly inquiry. 4. Engages in scholarly inquiry related to teaching or a focused area of research. 	<p>Demonstrates expertise in scholarship of teaching and learning.</p> <ol style="list-style-type: none"> 1. Demonstrates continued active engagement in and development or refinement of effective teaching strategies. 2. Disseminates scholarly work at regional or national forums, seminars, publications, workshops, or other venues. 3. Contributes intellectually to professional organizations focused on scholarly inquiry. 4. Recognized for scholarly inquiry related to teaching or a focused area of research.

NOTE: The criteria listed in each category are not to be seen as a checklist of *required* activities, but rather as examples of the kinds of accomplishments for which faculty may submit evidence.

	Lecturer	Senior Lecturer	Principal Lecturer
Scholarship of Application	<p>Demonstrates competence in applying knowledge to service and practice.</p> <ol style="list-style-type: none"> 1. Participates in division committees related to teaching activities. 2. Participates in shared governance through committee membership at the division or school level. 3. Participates in local, regional or national professional and/or community activities. 4. Contributes to the positive climate in the division and campus. 5. Enhances and maintains positive relationships with community partners relevant to teaching and discovery. 	<p>Demonstrates advanced abilities in applying knowledge to service and practice.</p> <ol style="list-style-type: none"> 1. Demonstrates leadership at the division level in curricular and/or administrative activities. 2. Participates in shared governance through committee membership at the campus/university-level. 3. Presents at local, regional or national professional and/or community activities. 4. Demonstrates leadership in contributing to the positive climate in the division and campus. 5. Creates and develops positive relationships with community partners relevant to teaching and discovery. 6. Coordinates evaluation of curricular and student outcomes. 7. Demonstrates leadership in mentoring the professional development of colleagues, teaching assistants, and graduate students. 	<p>Demonstrates expertise in applying knowledge to service and practice.</p> <ol style="list-style-type: none"> 1. Demonstrates leadership in major curricular revision or goal-setting activities within the school/campus. 2. Demonstrates leadership at the school/campus/university-level committees or councils. 3. Demonstrates leadership in local, regional or national professional and/or community activities. 4. Recognized for leadership in contributing to the positive climate in the division, school, and campus. 5. Recognized for service to or cooperative practice with community partners beyond direct teaching needs. 6. Development of student services related to teaching and learning. 7. Recognized for leadership in mentoring the professional development of colleagues, teaching assistants, and graduate students.

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	Lecturer	Senior Lecturer	Principal Lecturer
Scholarship of Integration	<p>Demonstrates competence in the understanding and synthesis of key issues within areas of knowledge related to teaching and learning.</p> <ol style="list-style-type: none"> 1. Uses theory and evidence from multiple disciplines in teaching. 2. Integrates professional experience and expertise into the academic setting. 	<p>Demonstrates advanced skills in the understanding and synthesis of key issues within and across areas of knowledge related to teaching and learning.</p> <ol style="list-style-type: none"> 1. Participates in multi-disciplinary collaborative projects related to teaching and learning. 2. Presents to community and professional groups at the local level emphasizing cross-disciplinary collaboration. 3. Engages in scholarly inquiry related to cross-disciplinary integration. 	<p>Demonstrates expertise in understanding and synthesis of key issues within and across areas of knowledge related to teaching and learning.</p> <ol style="list-style-type: none"> 1. Demonstrates leadership or sustained participation in multi-disciplinary collaborative projects. 2. Presents to community and professional groups at regional and national level emphasizing cross-disciplinary collaboration. 3. Contributes to publications demonstrating cross-disciplinary integration.

*If applicable

Approvals

Version v.1 was approved by the School of STEM Faculty Council on December 10, 2016.

Version v.2 was approved by the School of STEM Faculty Council on January 20, 2016.

Version v.3 (final) was approved by the School of STEM Faculty Council on March 31, 2016.

Ratified by the faculty of the Division of Biological Sciences on April 20, 2016.

Ratified by the faculty of the Division of Computing and Software Systems on April 20, 2016.

Ratified by the faculty of the Division of Engineering and Mathematics on April 20, 2016.

Ratified by the faculty of the Division of Physical Sciences on April 20, 2016.