Full time Lecturer / Artist In Residence Instructional Titles

Approved in IAS Faculty Meeting - May 3, 2016

Lecturer/Artist in Residence Instructional Titles

The titles of Lecturer and Artist in Residence are described in Chapter 24 of the faculty code as “instructional” and are conferred on persons with “special instructional roles.” Faculty under the instructional titles of Lecturer/Artist in Residence Full-Time, Senior Lecturer/Senior Artist in Residence, and Principal Lecturer have instructional roles that can take different forms and emphases, all of which require 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 IAS. 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, service, and scholarly engagement.

Lecturer/Artist in Residence

TEACHING. Teaching excellence is the most fundamental criterion for this position and so should be the largest part of a lecturer’s/artist in residence’s effort and record.

Teaching excellence includes:

- Teaching effectiveness, which includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material, or IAS 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.

- Attention to pedagogical practices, which includes the following:
  - Changes in course organization, reading 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, CBLR opportunities, etc.
    - Attendance at workshops, conferences, symposia on best practices in pedagogy.
  - Constructive engagement of student evaluations and peer observations to improve pedagogical practices.
SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the lecturer/artist in residence position as well. Service that supports instruction, curriculum development, and student success is especially relevant.

Service includes:

- Contributions to School, UW Bothell, or University. Examples:
  - Serving in a Curricular Area Working Group;
  - Serving on committees and task forces related to curriculum and pedagogy;
  - Serving on Faculty Search Committees.

- Contributions to teaching and learning beyond the classroom. Examples:
  - Serving on IAS Curriculum Committee;
  - Serving on curriculum related task forces at the school or campus level (e.g., FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors);
  - Serving on a CAWG curricular subcommittee;
  - Serving on IAS Diversity Committee.

SCHOLARLY ENGAGEMENT. At UW Bothell and IAS, lecturer/artist in residence positions include the expectation of scholarly engagement to stay current in one field(s) and convey new advancements and practices to our students.

Scholarly engagement includes the following:

- Consistent integration of current research findings, theories, practices and debates within or across disciplines into courses.

- Keeping abreast of and engaged in scholarly fields. Examples:
  - Attending conferences;
  - Participating in working groups/workshops, symposia, or round table discussions.

Optional for Lecturer and Artist in Residence Titles:

RESEARCH AND CREATIVE PRACTICES. Research and Creative Practices are not required components of lecturer/artist in residence positions in IAS and the UW, but valued for their contributions to teaching and learning. Where research and creative works are considered for promotion they should be clearly connected to the faculty member’s contribution to teaching excellence. Research or creative works may be individually or collaboratively produced – both forms are valued in IAS.

Examples of research and creative practices:

- Published/presented research on the scholarship of teaching and learning. Examples:
  - Organizing a conference/workshops;
  - Presenting at a conference or workshop;
  - Serving as session chair, panel member or discussant at a conference;
  - Publishing.

- Published/presented research and/or creative work in content area of faculty’s teaching specialty. Examples:
  - Organizing a conference;
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- 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.

Senior Lecturer / Senior Artist in Residence

TEACHING. Sustained teaching excellence is an essential attribute of Senior Lecturers/Senior Artists in Residence, and teaching should remain the largest portion of the effort of a Senior Lecturer/Senior Artist in Residence.

Teaching excellence includes:

- Sustained record of teaching excellence, which includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material or IAS 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.

- Attention to pedagogical practices, which includes, but is not limited to, the following:
  - Changes in course organization, reading 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, CBLR opportunities, etc.
    - Attendance at workshops, conferences, symposia on best practices in pedagogy.
  - Constructive engagement of student evaluations and peer observations to improve teaching effectiveness.

- Mentoring students in scholarship, which includes, but is not limited to, the following:
  - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements (e.g., independent study, individualized study, graduate capstones, as well as mentoring students on presentations, organizing campus events, applications, or in CBLR);
  - Mentoring Academic Transition Program;
  - Advising a UWB Founders Fellow, a Mary Gates Research and Leadership Scholar, a University of Washington Library Awardee.

SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the lecturer/artist in residence position as well. Service that supports instruction, curriculum development, and student success is especially relevant. Senior Lecturers/Senior Artists in Residence are expected to serve more frequently in leadership positions, and to serve as mentors to part-time or new full-time lecturers.
Service includes:

- Sustained contributions to teaching and learning beyond the classroom. Examples:
  - Serving on IAS Curriculum Committee;
  - Serving on curriculum related task forces at the school or campus level (e.g., FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors);
  - Serving on a CAWG curricular subcommittee;
  - Serving on IAS Diversity Committee;
  - Serving on Faculty Search Committees;
  - Serving as Faculty Advisor for student organizations.

- Leadership in area of curriculum and instruction. Examples:
  - CAWG convener;
  - IAS Diversity Plan Coordinator;
  - Participation in school- or campus-level advisory groups or selection committees related to curriculum or instruction. Examples:
    - UW Bothell Diversity Council;
    - TLC;
    - Curriculum committees (IAS, UW Bothell).
  - Participation as planner or facilitator in programs focused on instruction. Examples:
    - PIP Fellowship Co-Director;
    - Diversity Minor Academic Oversight Committee;
    - Interactive Media Design Academic Oversight Committee;
    - BIS 300 or BIS 499 Coordinator.

- Leadership and mentorship of other teachers/instructors. Example:
  - Serves as mentor for instructors (e.g., PIP fellows, new full-time lecturers/artists in residence).

- Leadership in campus or university governance. Examples:
  - GFO;
  - Faculty Senate;
  - Graduate School Council.

**SCHOLARLY ENGAGEMENT.** At UW Bothell and IAS, Senior Lecturer/Senior Artist in Residence positions include the expectation of scholarly engagement to stay current in one’s field(s) and convey new advancements and practices to our students.

Scholarly engagement includes, but is not limited to, the following:

- Consistent integration of current research findings, theories, practices, and debates within or across disciplines into courses.

- Keeping abreast of and engage in scholarly fields. Examples:
  - Attending conferences;
  - Organizing cross campus or community events;
  - Participating in working groups/workshops, symposia, or round table discussions.
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• Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
  o Participating in pedagogy workshops (e.g., TLC, brown bags, BIS 300);
  o Community Based Learning and Research Fellows;
  o UW COIL Fellow or eLearning Fellow;
  o Summer Institute in the Arts & Humanities.

• Make contributions at the discipline level
  o Reviewer for a scholarly journal related to teaching and pedagogy;
  o Membership in discipline-level scholarship of teaching and learning associations.

• Contributions to the Scholarship of Teaching and Learning
  o Editor or reviewer for a scholarly journal related to teaching and pedagogy;
  o Advisory or governance role in discipline-level scholarship of teaching and learning associations.

Optional for Lecturer and Artist in Residence titles:
RESEARCH AND CREATIVE PRACTICES. Research and creative practices are not a required components of lecturer/artist positions in IAS and UW, but are valued for their contributions to teaching and learning. Where research and creative works are considered for promotion they should be clearly connected to the faculty member’s contribution to teaching excellence. Research and creative works may be individually or collaboratively produced – both forms are valued in IAS.

Examples of research and creative practices:

• Published/presented research on the scholarship of teaching and learning. Examples:
  o Organizing a conference or workshop;
  o Presenting at a conference or workshop;
  o Serving as session chair, panel member or discussant at a conference;
  o Publishing.

• Published/presented research and/or creative work in content area of faculty’s teaching specialty. Examples:
  o Organizing a conference;
  o Curating an exhibit;
  o Presenting at a conference/exhibit creative work at shows;
  o Serving as session chair, panel member or discussant at a conference;
  o Publications/exhibitions/performances.
Principal Lecturer

TEACHING. Teaching excellence is a fundamental attribute of Principal Lecturers, although as service roles grow, teaching may be either the largest portion or second largest portion of a Principal Lecturer’s effort.

Career record of teaching excellence includes:

- Sustained record of teaching excellence, which include, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material or IAS learning goals;
  - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Attention to pedagogical practices, which includes, but is not limited to, the following:
  - Change in course organization, reading 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 CBLR opportunities, 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.
- Mentoring students in academic pursuits, which includes, but is not limited to the following:
  - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements (e.g., independent study, senior thesis, individualized study, graduate capstones, as well as mentoring students on presentations, organizing campus events, applications or in CBLR);
  - Mentoring Academic Transition Program;
  - Advising a UWB Founders Fellow, a Mary Gates Research and Leadership Scholar, University of Washington Library Awardee.
- Leadership of communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
  - Leadership of pedagogy workshops (e.g., TLC, brown bags, BIS 300, BIS 499);
  - Steering Committee member for CBLR Fellowship.
- Recognition of teaching excellence by University, and/or discipline. Examples:
  - Recipient of university teaching award (Distinguished Teaching Award, Distinguished Teaching Award for Innovation, James D. Clowes Award, S. Sterling Munro Award);
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- 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.

SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the Principal Lecturer. Leadership roles that support instruction, curriculum development, and student success are expected at the Principal Lecturer rank. Principal Lecturers serve frequently in leadership positions, and serve as mentors to part-time or new full-time lecturers.

Service includes, but is not limited to:

- Broad and sustained contributions to instruction beyond the classroom. Examples:
  - Serving on IAS Curriculum Committee;
  - Serving on curriculum related task forces at the school or campus level (e.g., FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors).

- Leadership in area of curriculum and instruction. Examples:
  - Associate Dean for Curriculum Development and Innovation;
  - CAWG convener;
  - IAS Diversity Plan Coordinator;
  - Participation in campus- or university-level advisory groups or selection, committees related to curriculum or instruction. Examples:
    - UW Bothell Diversity Council;
    - FYPP (CUSP) Committee;
    - Faculty Search Committees;
    - Promotion Committees (from Full to Senior Lecturer);
    - Curriculum committees (UW Bothell, tri-campus).
  - Participation as planner or facilitator in programs focused on instruction. Examples:
    - PIP Fellowship Co-Director;
    - Diversity Minor Academic Oversight Committee;
    - Interactive Media Design Academic Oversight Committee;
    - BIS 300 or BIS 499 Coordinator;
    - Grant writing for institutional programs;
    - Advancement work.

- Leadership and mentorship of other teachers/instructors. Example:
  - Serves as mentor for instructors (e.g., PIP Fellows, full-time lecturers and senior lecturers).

- Membership in or chairing faculty councils related to curriculum or instruction. Examples:
  - Chair of Campus Council on Academic Standards and Curriculum;
  - Chair of IAS Curriculum Committee.
• Leadership in campus or university governance, specifically on instruction-related matters. Examples:
  o GFO;
  o Faculty Senate;
  o Graduate School Council.
• Outreach to the community beyond the University that is directly tied to the lecturers’ teaching expertise. Examples:
  o Community Workshops;
  o Consultant/advising work.

SCHOLARLY ENGAGEMENT. At UW Bothell and IAS, the Principal Lecturer position includes the expectation of scholarly engagement to stay current in one field(s) and convey new advancements and practices to our students. Scholarly engagement is reflected in currency in scholarly fields that is transmitted in teaching and mentoring.

Scholarly engagement includes, but is not limited to, the following:
• Consistent integration of current research findings, theories, practices, and debates within or across disciplines into courses.
• Keeping abreast of and engage in scholarly fields. Examples:
  o Attending conferences/working groups/workshops;
  o Organizing cross campus or community events;
  o Participating in disciplinary associations;
  o Participating in research clusters (e.g., Simpson Center Faculty Research Clusters).
• Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
  o Participating in pedagogy workshops (e.g., TLC, brown bags, BIS 300);
  o Community Based Learning and Research Fellows;
  o UW COIL Fellow or eLearning Fellow;
  o Summer Institute in Arts & Humanities.
• Make contributions at the discipline level. Examples:
  o Reviewer for a scholarly journal related to teaching and pedagogy;
  o Membership in discipline-level scholarship of teaching and learning associations.
• Contributions to the Scholarship of Teaching and Learning. Examples:
  o Editor or reviewer for a scholarly journal related to teaching and pedagogy;
  o Advisory or governance role in discipline-level scholarship of teaching and learning associations.

Optional for Lecturer titles

RESEARCH AND CREATIVE PRACTICES. Research and creative practices are not a required component of lecturer positions in IAS and UW, but are valued for their contributions to teaching and learning.
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Examples of research and creative practices:

- Published/presented research on the scholarship of teaching and learning. Examples:
  - Organizing a conference or workshop;
  - Presenting at a conference or workshop;
  - Serving as session chair, panel member or discussant at a conference;
  - Publishing.

- Published/presented research and/or creative work in content area of faculty’s teaching specialty. Examples:
  - 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.

- Grant recipient for research in the area of teaching and learning, or the content area of faculty’s teaching specialty.