

**Promotion Guidelines
for
Career-Track Faculty in the Teaching Sub-Track
11 February 2020**

SBS faculty in the Teaching sub-track of the Career-track (hereafter = Teaching Career-track) will hold working titles, as described in the faculty manual, of Assistant Professor, Career Track; Associate Professor, Career Track; or Professor, Career Track dependent upon career stage and promotions achieved.

Teaching Career-track faculty in SBS have expectations for accomplishments primarily in teaching with limited, secondary service roles. Faculty in this track have no research or scholarly expectations. Promotion of faculty in this track is determined largely by excellence and innovation in teaching.

Mentoring for Teaching Career-Track Faculty

Effective mentoring is an expectation of the unit to support progress of the Teaching Career-track faculty member toward promotion. SBS will provide professional mentoring for Teaching Assistant Professors and Teaching Associate Professors to review accomplishments—teaching activities, approaches and service—and offer advice to improve quality of performance and address needs for promotion. The mentoring committee will provide explicit comments on progress toward promotion. The committee will summarize in a memo to the SBS Director the progress toward promotion, and recommendations for improvement for Teaching Assistant Professors.

Promotion Eligibility

As indicated in the *Faculty Manual*, Teaching Assistant Professors are eligible for promotion to Teaching Associate Professor after six years of service in rank. Faculty may also remain at the rank of Teaching Assistant Professor and be reappointed to subsequent terms at that rank after their sixth year of service provided satisfactory performance continues. Credit toward the six years as a Teaching Assistant Professor may be given to individuals who transferred with years of service at WSU (or a comparable institution) in the lecturer-, research-, scholarly- or tenure-track to the Teaching Career-track. Following promotion to Teaching Associate Professor, the faculty member will be eligible for promotion to Teaching Professor after six years of service, consistent with *Faculty Manual* guidelines.

Standard Teaching Load

The standard teaching assignment for Teaching Career-track faculty will be a 12-credit teaching load (e.g., four three-credit courses; approximately 80% of assigned effort¹) per semester along with service proportional to contractual expectations. Because of variation in workload associated with different courses, actual teaching assignments may account for

¹ 100% effort in teaching is considered to be equivalent to a 15-credit teaching load (e.g., five 3-credit courses).

fewer than 12 credits per semester. Factors such as the following are important in determining course load assignments:

- Class size (e.g., teaching large classes may reduce credit level expectations)
- Teaching Assistant supervision (supervision of teaching Assistants may reduce credit level expectations)
- Laboratory preparation (responsibility for preparing laboratories each week reduce credit level expectations)
- Teaching laboratory sections (teaching of laboratory sections each week may reduce credit level expectations)
- New course development (effort in developing a new course may reduce credit level expectations)
- Writing in the Major or UCORE teaching, including capstone courses (teaching courses that require evaluation of student papers may reduce credit level expectations)
- Teaching environments that require more effort per student than the traditional classroom setting, which may include teaching across multiple campuses or online.

These factors as well as number of credits/courses taught should be given consideration in promotion evaluations of Teaching Career-track faculty.

If the service assignments or other assignments to a Teaching Career-track faculty member exceed 20% of the workload, then the teaching load will be reduced.

Evaluation for promotion in the Teaching Career-track

SBS values most highly for promotion a demonstrated record of achievement and growth in teaching. Measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets. Two peer evaluations of recent teaching (within the prior three years of an application for promotion) must be included in the candidate's promotion materials.

Following CAS guidelines, high scores based on student evaluation offer an accessible means of demonstrating excellence in teaching; however, such scores alone will not be sufficient to demonstrate effective teaching for promotion, and, likewise, instances of low teaching evaluations may not necessarily prevent promotion.

All individuals to be considered for promotion are required to develop and maintain a teaching portfolio as specified in the CAS tenure and promotion document in which the record of achievement is summarized and includes evidence of effectiveness.

Candidates for promotion to Teaching Associate Professor are expected to demonstrate professional growth and achievement in the following:

1. Substantial and sustained contributions to SBS teaching needs, especially in terms of course coverage.
2. Teaching that meets course learning outcomes and relevant SBS learning outcomes.
3. Course content that reflects the current state of knowledge and pedagogy in the discipline.
4. A record that demonstrates evolution and innovation in the faculty member's teaching over time.
5. Demonstrated support for student success and promotion of student engagement, such as active learning, through course and assignment designs and expectations.
6. Participation in course and unit learning assessment.
7. Development as a teacher, especially through growth in pedagogical skills, openness to innovation, and/or versatility shown by teaching a range of classes.
8. Documented evidence of teaching effectiveness demonstrated primarily through peer evaluation, assessment of student learning, internal or external awards, and/or other modes of assessment. Teaching accomplishments may be achieved in various environments, including the formal classroom as well as teaching laboratory, independent studies, individual or group lessons, mentoring, and informal education.
9. Engaging teaching assistants assigned to their supervision in developing as effective teachers that can guide student success, engage students in learning activities using contemporary pedagogical approaches, teach using current knowledge, and address course and SBS learning outcomes.
10. Although less critical than teaching achievements, Teaching Assistant Professors are expected to demonstrate success in service at the School, College, or University-level, or externally to the professional discipline or public. The following are examples of standard service efforts:
 - **SBS service:** academic advising; participation in decision-making or administrative leadership; advising student organizations; serving on SBS committees; graduate and undergraduate program policy development; curriculum development and policies; serving as a peer evaluator or mentor for other faculty; assisting with student recruitment.

- **College service:** includes (*but is not limited to*) activities such as membership or chairing of CAS-level committees and task forces; and college level recruitment.
- **University service:** includes (*but is not limited to*) serving as member or chair of university level committees and task forces; organization, production, and support of University events; facilitation of visiting scholars and artists; involvement and support of Faculty Senate; and serving as a liaison to other university programs such as Honors College, Science Education, First Year Focus, Interdisciplinary Team Teaching, Teaching Academy, etc.
- **Professional discipline:** includes (*but is not limited to*) activities such as journal/grant reviewing; participation in professional associations and/or conferences.
- **Outreach and public service:** includes (*but is not limited to*) activities that benefit communities and industries external to the university; includes educational outreach to the general public.

Candidates for promotion to Teaching Professor are expected to demonstrate continued professional growth and achievement, as well as leadership in the following:

1. The candidate will be evaluated using the same general criteria for promotion to Teaching Associate Professor with sustained effectiveness and growth of teaching skills demonstrated in the classroom and other teaching environments.
2. The Teaching Associate Professor should have demonstrated accomplishment in teaching innovation and the exploration of alternative teaching opportunities that may have involved thoughtful risk-taking in terms of teaching style, course design, and/or assignments applied.
3. The Teaching Associate Professor should play a notable role in supporting the development of colleagues, especially toward improving pedagogy and student success generally in the unit.
4. The Teaching Associate Professor will have shown increased total contribution as compared to the period as Teaching Assistant professor. The increase may include measures such as diversity of courses, a larger number of higher enrollment courses, a greater role in assessment or assessment innovation, taking on leadership roles, or greater involvement in pedagogical improvements that support colleagues among others.