

Lecturer Instructional Titles

Mission: *The Milgard School of Business cultivates business leaders through cutting edge and personally accessible education, diverse scholarly exploration, and innovative community engagement while promoting social responsibility. We inspire students to become lifelong learners.*

This document provides a description of the various Lecturer Instructional Titles and how those roles can manifest in the Milgard School of Business (MSB). The guidelines that follow are meant to provide a general outline of areas of performance and expertise expected from faculty with these instructional titles. This is not intended to be a definitive or exhaustive list. Faculty applying for promotion in these categories should make their case based on the underlying values of teaching effectiveness and service that support the mission and strategic plans of MSB and UWT. These guidelines are expressed to be in alignment with the MSB mission and relevant faculty code. The guidelines will be used to assess the holistic profile of the candidate, keeping in mind factors such as educational background, teaching, service, and professional practice. This document is meant to provide guidance to an overall process for Lecturer promotion.

The title of *Lecturer* is described in Chapter 24 of the faculty code as “instructional” and is conferred on people 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 professional practice in their relevant field(s).

Teaching and service expectations are the distinguishing factors between the three instructional titles; i.e., the performance guidelines and expectations for teaching and service vary based on rank. The essential differences in the expectations for the different ranks are in terms of levels of engagement and contributions in teaching and service. The performance guidelines for professional practice are consistent across all three instructional titles; i.e., expectations for professional practice do not vary by instructional title. In terms of professional practice, faculty members in all three ranks/instructional titles are expected to maintain “a record of involvement, participation, and/or leadership.” MSB Lecturers across all three instructional titles are expected and required to demonstrate a level of professional practice that allows one to remain “qualified” for accreditation (AACSB) purposes.

With regard to teaching and service, *Lecturers* are expected to maintain a reasonable level of involvement and participation within MSB in ways that support MSB values and strategic plans.

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Lecturers should demonstrate effectiveness and engagement in their performance of teaching and service. *Senior Lecturers* are expected to demonstrate “mentorship” by extending their level of engagement, expertise and effectiveness to other individuals in the program, serving as a role model, offering guidance, providing coaching, and collaborating in ways that enhance the performance of other faculty and students. *Principal Lecturers* are expected to focus on extending their level of engagement, expertise and effectiveness through “leadership” efforts that initiate and oversee process improvements within MSB. Principal Lecturers should demonstrate leadership in coordinating groups and events in ways that promote strategic initiatives in order to advance excellence within MSB. The instructional title of Principal Lecturer is conferred upon faculty members who have demonstrated an ongoing body of distinguished work 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.

Lecturers should demonstrate involvement, participation, and engagement in teaching and service in ways that support MSB values and strategic plans.

TEACHING. Teaching effectiveness is the most fundamental criterion for this position and is the largest part of a Lecturer’s effort and record. Lecturers should demonstrate teaching performance consistent with the mission, values, and strategic plans of MSB and UWT.

Evidence of teaching effectiveness includes, but is not limited to, the following:

- Student/course evaluations
- Activities/practices that encourage student exploration of course material or MSB learning goals.
 - Use of student, peer, or self-assessments of student learning
- Pedagogical innovation and improvement.
 - Engagement of students in course content and pedagogical practices
 - Use of self-assessment techniques to improve instructional design
 - Changes in course organization, readings and assignments, or any exploration of new approaches to effective educational methods
 - Creation of new course(s) and/or development of curriculum

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- o Leading/co-leading study abroad courses or projects
- o Use of school, campus, university, or off-campus resources to improve teaching and learning, such as services provided by the Teaching and Learning Center and/or the Office of Academic Innovation, and participating in teaching workshops, conferences, or symposia
- o Constructive consideration of student evaluations, peer observations, and Small Group Instructional Diagnoses to improve pedagogical practices.

PROFESSIONAL PRACTICE. Lecturers are expected to demonstrate a record of involvement, participation, and/or leadership within their pedagogical or practitioner communities that allows them to remain “qualified” for accreditation (AACSB) purposes.

Evidence of engagement in professional practice includes, but is not limited to, the following:

- Service on editorial boards or committees of academic, professional, or other business/management publications
- Membership in recognized academic societies or organizations
- Development and presentation of continuing professional education activities, invited presentations, or executive education programs
- Participation in business professional associations, professional standard-setting/policy-making bodies, or board(s) of directors
- Consulting activities that are material in terms of time and substance
- Faculty internships
- Continuing professional education experiences
- Professional certifications in relevant disciplines
- Participation in professional events that focus on the practice of business, management, and/or relevant disciplines
- Participation in activities that place faculty in direct contact with business/organizational leaders
- Relevant professional work that provides exposure to current business practices
- Practice-oriented intellectual contributions
- Creation and dissemination of scholarly work within academic or professional organizations

SERVICE. Lecturers are expected to demonstrate a level of participation in service activities that support the mission, values and strategic plans of MSB, UW Tacoma, and/or the UW system.

Evidence of participation in relevant service includes, but is not limited to, the following:

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- Contributions to improving instruction in one's affiliated concentration, MSB, UW Tacoma, and the larger UW system. Examples include:
 - Contributing to the development of new concentrations
 - Helping to facilitate university-related student events outside of formal classroom settings, such as discussions, guest speakers, and student presentations of their own work
 - Serving on committees and task forces related to curriculum and pedagogy
 - Organizing or participating in pedagogical workshops or other instruction-related events
- Engagement in various functions and activities within MSB, UW Tacoma, and the larger UW system. Examples include:
 - Facilitating contact with Alumni
 - Attending and participating fully in concentration and MSB faculty meetings
 - Formally contributing to or presenting at campus meetings
 - Serving as a faculty advisor for a student organization
 - Serving on search or interview committees
 - Serving on campus and school committees
 - Creating/co-creating new student, faculty, and/or staff initiatives
 - Participating/leading student case competitions and visits
 - Leading student focus groups
 - Contributing to MSB events and/or initiatives

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.*

Senior Lecturers are expected to demonstrate “mentorship” by extending their expertise and effectiveness to other individuals in the program, serving as a role model, offering guidance, providing coaching, and collaborating in ways that enhance their colleagues’ performance, including faculty and students.

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TEACHING. Sustained teaching effectiveness is an essential attribute of Senior Lecturers and should remain the largest portion of their efforts. Senior Lecturers should demonstrate teaching performance and effectiveness consistent with the mission, values, and strategic plans of MSB, UWT, and the larger UW system.

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

- Teaching effectiveness. Evidence includes, but is not limited to, the following:
 - Student/course evaluations
 - Activities/practices that encourage student exploration of course material or MSB learning goals.
 - Use of student, peer, or self-assessments of student learning
- Pedagogical innovation and improvement. Evidence includes, but is not limited to, the following:
 - Engagement of students in course content and pedagogical practices.
 - Changes in course organization, readings and assignments, or any exploration of new approaches to effective educational methods
 - New course and/or curriculum development
 - Leading/co-leading study abroad courses or projects
 - Use of school, campus, university, or off-campus resources to improve teaching and learning, such as services provided by the Teaching and Learning Center and/or the Office of Academic Innovation, and participating in teaching workshops, conferences, or symposia
 - Constructive consideration of student evaluations, peer observations, and Small Group Instructional Diagnoses to improve pedagogical practices.
- Mentoring students. Evidence includes, but is not limited to, the following:
 - Mentoring students outside of the classroom to promote academic success, independent studies, internships, and career/professional development.
 - Mentoring students on public presentations, event organization, publications, exhibitions, performances and applications for scholarships, grants, jobs or graduate study
 - Advising an MSB Scholarship awardee and supporting recognized student

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scholarly achievement and case competitions.

- o Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work

PROFESSIONAL PRACTICE. Senior Lecturers are expected to demonstrate a record of involvement, participation, and/or leadership within their pedagogical or practitioner communities that allows them to remain “qualified” for accreditation (AACSB) purposes.

Evidence of engagement in professional practice includes, but is not limited to, the following:

- Service on editorial boards or committees of academic, professional, or other business/management publications
- Membership in recognized academic societies or organizations
- Development and presentation of continuing professional education activities, invited presentations, or executive education programs
- Participation in business professional associations, professional standard-setting/policy-making bodies, or board(s) of directors
- Consulting activities that are material in terms of time and substance
- Faculty internships
- Continuing professional education experiences
- Professional certifications in relevant disciplines
- Participation in professional events that focus on the practice of business, management, and/or relevant disciplines
- Participation in activities that place faculty in direct contact with business/organizational leaders
- Relevant professional work that provides exposure to current business practices
- Practice-oriented intellectual contributions
- Creation and dissemination of scholarly work within academic or professional organizations

SERVICE. Senior Lecturers are expected to demonstrate independent initiative and mentorship in service roles to support the values, mission, and strategic plans of MSB, UW Tacoma, and the larger UW system. Service in the form of mentoring that supports excellence in teaching, curriculum development, and student success is especially valued.

Evidence of effectiveness in service includes, but is not limited to, the following:

- Contributions to improving instruction in one’s affiliated concentration, MSB, UW Tacoma, and the larger UW system. Examples include:
 - o Mentoring faculty in developing new curriculum for existing courses or

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- developing new courses
- o Contributing to the development of new concentrations
- o Conducting peer reviews such as SGIDs, syllabus and assignment reviews, and classroom observations
- o Mentoring faculty on pedagogy
- o Serving on committees and task forces related to curriculum and pedagogy
- o Organizing or participating in pedagogical workshops or other instruction-related events
- Engagement and mentorship in various functions and activities within MSB, UW Tacoma, and the larger UW system. Examples include:
 - o Facilitating contact with MSB alumni
 - o Attending and participating fully in concentration and MSB faculty meetings
 - o Formally contributing to or presenting at campus meetings
 - o Serving as a faculty advisor for a student organization
 - o Serving on faculty governance bodies
 - o Serving on search or interview committees
 - o Serving on campus and school committees
 - o Creating/co-creating new student, faculty, and/or staff initiatives
 - o Participating in/leading student case competitions and visits
 - o Leading student focus groups
 - o Contributing to MSB events and/or initiatives

Principal Lecturer

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

Principal Lecturers are expected to demonstrate “leadership” in teaching and service consistent with the values, mission and strategic plans of MSB, UWT, and the larger UW system. Their efforts should promote strategic initiatives and process improvements that

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advance excellence within MSB, the UWT campus, and/or the larger UW system. The instructional title of Principal Lecturer is conferred upon faculty members who have demonstrated an ongoing body of distinguished work in teaching and service.

TEACHING. A career record of teaching effectiveness is a fundamental attribute of Principal Lecturers, and teaching should remain the central focus of their efforts. UWT, university, regional and/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 the following areas:

- Teaching effectiveness. Evidence includes, but is not limited to, the following:
 - Student/course evaluations
 - Activities/practices that encourage student exploration of course material or MSB learning goals
 - Use of student, peer, or self-assessments of student learning
- Pedagogical innovation and improvement. Evidence includes, but is not limited to, the following:
 - Engagement of students in course content and pedagogical practices
 - Changes in course organization, readings and assignments, or any exploration of new approaches to effective educational methods
 - New course and/or curriculum development
 - Leading/co-leading study abroad courses or projects
 - Use of school, campus, university, or off-campus resources to improve teaching and learning, such as services provided by the Teaching and Learning Center and/or the Office of Academic Innovation, and participating in teaching workshops, conferences, or symposia
 - Constructive consideration of student evaluations, peer observations, and Small Group Instructional Diagnoses to improve pedagogical practices.
- Mentoring students. Evidence includes, but is not limited to, the following:
 - Mentoring students outside of the classroom to promote academic success, independent studies, internships, and career/professional development.
 - Mentoring students on public presentations, event organization,

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- publications, exhibitions, performances and applications for scholarships, grants, jobs or graduate study
- o Advising an MSB Scholarship awardee and supporting recognized student scholarly achievement and case competitions.
- o Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work
- Recognition of teaching excellence or other distinction by campus, University, region, state or national entities and/or discipline, including:
 - o Receiving campus/university teaching award(s)
 - o Receiving discipline specific teaching/pedagogy award (i.e., awards recognizing excellence in teaching/pedagogy given by one's scholarly community)
 - o Receiving grants or professional development funding relating to teaching/pedagogy
 - o Receiving UWT Community Engagement Award for efforts related to instruction or student involvement;
 - o Receiving regional, state or national teaching recognition
 - o Invited presentations involving teaching methods, pedagogies, and learning outcomes at the university, regional or national level(s)

PROFESSIONAL PRACTICE. Principal Lecturers are expected to demonstrate a record of involvement, participation, and/or leadership within their pedagogical or practitioner communities that allows them to remain “qualified” for accreditation (AACSB) purposes.

Evidence of engagement in professional practice includes, but is not limited to, the following:

- Service on editorial boards or committees of academic, professional, or other business/management publications
- Membership in recognized academic societies or organizations
- Development and presentation of continuing professional education activities, invited presentations, or executive education programs
- Participation in business professional associations, professional standard-setting/policy-making bodies, or board(s) of directors
- Consulting activities that are material in terms of time and substance
- Faculty internships
- Continuing professional education experiences

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- Professional certifications in relevant disciplines
- Participation in professional events that focus on the practice of business, management, and/or relevant disciplines
- Participation in activities that place faculty in direct contact with business/organizational leaders
- Relevant professional work that provides exposure to current business practices
- Practice-oriented intellectual contributions
- Creation and dissemination of scholarly work within academic or professional organizations

SERVICE. Principal Lecturers are expected to demonstrate independent initiative and leadership in service roles to support the teaching mission of MSB, UW Tacoma, or the UW system. Leadership that supports excellence in pedagogy, curriculum development, student success, and MSB governance is especially valued. Principal Lecturers should also exercise leadership to promote strategic initiatives and process improvements that advance excellence within MSB.

Evidence of effectiveness in service includes, but is not limited to, the following:

- Providing leadership for an on-going process of orientation and on-boarding for new lecturers and faculty
- Communicating 'best practices' of teaching effectiveness to junior faculty (via brown bags sessions, 'teach the teacher' programs, etc).
- Providing direction on high impact practices for engaging students in learning environments (such as delivery techniques, activities and creative strategies for student engagement)
- Contributing to the improvement of instruction in one's affiliated concentration, MSB, UWT, and/or the larger UW system. Examples include:
 - Mentoring faculty in developing new curriculum for existing courses or developing new courses
 - Contributing to the development of new concentration(s)
 - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work
 - Conducting peer reviews such as SGIDs, syllabus and assignment reviews, and class observations
 - Mentoring faculty on pedagogy and instructional design
 - Chairing/Serving on committees and task forces related to curriculum and pedagogy

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- Organizing or participating in pedagogical workshops or other instruction-related events
- Contributing in service roles within MSB, UW Tacoma, and the larger UW system, including shared governance. Examples include:
 - o Serving in administrative leadership roles, such as associate dean, program director (etc)
 - o Facilitating contact with alumni
 - o Attending and participating fully in concentration and MSB faculty meetings
 - o Formally contributing to or presenting at campus meetings
 - o Serving as a faculty advisor for a student organization
 - o Chairing/serving on faculty governance bodies, such as MSB committees or Faculty Assembly committees
 - o Chairing/serving on search or interview committees
 - o Chairing/serving on campus, university, and school committees
 - o Creating/co-creating new student, faculty, and/or staff initiatives
 - o Leading or organizing student case competitions and visits
 - o Leading student focus groups and/or student feedback sessions
 - o Actively contributing to MSB events and/or initiatives such the Business Leadership Awards, Financial Reporting Conference, Essentials of Management Program, Milgard Scholars dinner (etc)