

## Guidance for Teaching Faculty Promotions

Approved by MSB Faculty on April 12, 2024

**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 teaching faculty rank 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 teaching faculty 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, scholarship, 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, scholarship, service, and professional practice. This document is meant to provide guidance to an overall process for teaching faculty promotion.

Appointment to the rank of assistant teaching professor, associate teaching professor, or teaching professor requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Tenure is not acquired under teaching appointments. Faculty Code of Governance (FCG) 24-34.B.3.

Faculty with the teaching faculty titles of Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor have instructional roles that can take different forms and emphases, all of which require service related to instruction and engagement with current scholarship in their relevant field(s). Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. FCG 24-32.A.

Teaching, scholarship, and service expectations are the distinguishing factors between the three teaching faculty titles. The performance guidelines and expectations 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, scholarship, and service. MSB teaching faculty are

expected and required to demonstrate a level of professional practice that allows one to remain “qualified” for accreditation (AACSB) purposes.

## Assistant Teaching Professor

**FCG 24-34.A.1: Appointment with the rank of assistant professor requires completion of professional training, in many fields marked by the Ph.D., and a demonstration of teaching and/or research ability that evidences promise of a successful career.**

**FCG 24-34.B.3(a): Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career.**

Assistant Teaching Professors should demonstrate involvement, participation, and engagement in teaching, scholarship, 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 Assistant Teaching Professor's effort and record. Assistant Teaching Professors 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
  - 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

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- o participating in teaching workshops, conferences, or symposia
- o Constructive consideration of student evaluations, peer observations, and Small Group Instructional Diagnoses to improve pedagogical practices.

**SCHOLARSHIP.** Assistant Teaching Professors are expected to demonstrate a record of scholarly involvement, participation, and/or leadership within their pedagogical or practitioner communities that allows them to remain “qualified” for accreditation (AACSB) purposes.

Evidence of scholarly engagement 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
- Teaching or practice-oriented intellectual contributions
- Creation and dissemination of scholarly work within academic or professional organizations

**SERVICE. Assistant Teaching Professors** 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:

- Contributions to improving instruction in one’s affiliated concentration, MSB, UW Tacoma, and the larger UW system. Examples include:
  - o Contributing to the development of new concentrations

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- o Helping to facilitate university-related student events outside of formal classroom settings, such as discussions, guest speakers, and student presentations of their own work
- 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 in various functions and activities within MSB, UW Tacoma, and the larger UW system. Examples include:
  - 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 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/leading student case competitions and visits
  - o Leading student focus groups
  - o Contributing to MSB events and/or initiatives

### **Associate Teaching Professor**

**FCG 24-34.A.1.:** Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research.

**FCG 24-34.B.3(b):** Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.

Associate Teaching Professors 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.

**TEACHING.** Sustained teaching effectiveness is an essential attribute of Associate Teaching Professors and should remain the largest portion of their efforts. Associate Teaching Professors should demonstrate teaching performance and effectiveness consistent with the mission,

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values, and strategic plans of MSB, UWT, and the larger UW system.

Faculty promoted to the rank of Associate Teaching Professors 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 Digital Learning, 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 scholarly achievement and case competitions.
  - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student

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presentations of their own work

**Scholarship.** Associate Teaching Professors are expected to demonstrate a record of scholarly 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 scholarship 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
- Teaching or practice-oriented intellectual contributions
- Creation and dissemination of scholarly work within academic or professional organizations

**SERVICE. Associate Teaching Professors** 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:
  - Mentoring faculty in developing new curriculum for existing courses or developing new courses
  - Contributing to the development of new concentrations
  - Conducting peer reviews such as SGIDs, syllabus and assignment reviews,

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- 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

## Teaching Professor

**FCG 24-34 A.3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition.**

**FCG 24-34.B.3(c): Appointment with the title of teaching professor requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field.**

Teaching Professors 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, scholarship, and service.

**TEACHING.** A career record of teaching effectiveness is a fundamental attribute of Teaching Professors, 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 Teaching Professors.

Faculty promoted to the rank of Teaching Professors 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)

**Scholarship.** Teaching Professors are expected to demonstrate a record of scholarly 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 scholarship 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. Teaching Professors** 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

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## pedagogy

- 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)