

## Department of Human Centered Design & Engineering (HCDE): Guidelines for Promotion to Senior and Principal Lecturer

This document describes promotion guidelines concerning teaching, service, and scholarly activities for:

- Lecturers seeking promotion to Senior Lecturer.
- Senior Lecturers seeking promotion to Principal Lecturer.
- Faculty seeking guidance in evaluating faculty readiness for promotion and in evaluating such promotions.

HCDE faculty recognize that no single scale can be used to assess the quantity, quality, and trajectory of promotion cases. Faculty seeking promotion to Senior or Principal Lecturer will have dossiers that vary widely depending on opportunities in HCDE, the College of Engineering, and UW, but their dossiers should be formatted following the [guidelines](#) provided by the College of Engineering Council on Promotion and Tenure. Further, HCDE faculty should honor any lecturer promotion guidelines detailed in [MyCoE](#) or in the UW Handbook.

Given the nature of lecturer positions, it is important to note that the activities described here should be grounded in a sustained record of teaching excellence related to the lecturer's current duties within the lecturer's home unit and the College of Engineering. In the context of diverse lecturer profiles and experiences, the general guidelines described here should be applied as uniformly as possible across all promotion cases by the HCDE faculty and department Chair. These guidelines are designed to complement the promotion process information available in the [College of Engineering's resources for Promotion and Tenure](#).

As noted in Section 24-34 B2-B3 of UW Faculty Handbook, Senior lecturer and Principal lecturer are instructional titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. The Principal lecturer is an instructional title that may be conferred on persons whose excellence in instruction is recognized through appropriate awards, distinctions, or major contributions to their field. The focus of promotion to Senior or Principal lecturer is on teaching and service, though some discussion of scholarship is included here.

### Guidelines for Promotion to Senior Lecturer

The University of Washington Faculty Code specifies the following qualifications for appointment to Senior Lecturer and accordingly the same qualifications would apply to those seeking promotion to this rank: *"Senior lecturer and senior artist in residence are instructional titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline"* [Section 24-34, B2]. Instructional title promotions to Senior Lecturer should emphasize teaching, curriculum development, and service.

Teaching and Curriculum Development

Lecturers seeking promotion to Senior Lecturer should have demonstrated sustained success in teaching. Their contributions in educational innovation must be highly significant and recognized by students, colleagues, and peers. HCDE emphasizes the importance of faculty members' accomplishments in curriculum innovation or research in one or more speciality areas of HCDE. Further, lecturers should have a sustained record of mentoring and advising students.

#### Service and Scholarship

Service to the department is expected and should benefit the institution. Scholarship is not an explicit expectation of lecturer roles yet HCDE pays attention to the quality of a lecturer's scholarly activities, evidence of having achieved a reputation, visibility in the field, and demonstrated potential for further pedagogical and scholarly growth. Participation in conferences or other interactions outside the university is encouraged but not required.

### **Guidelines for Promotion to Principal Lecturer**

The University of Washington Faculty Code specifies the following qualifications for appointment to Principal Lecturer and accordingly the same qualifications would apply to those seeking promotion to this rank: *"Principal lecturer is an instructional title that may be conferred on persons whose excellence in instruction is demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field"* [Section 24-34, B3].

HCDE follows the faculty code in assessing whether a Senior Lecturer's case for promotion to Principal Lecturer provides evidence of broad and sustained contributions to instruction, leadership, and/or service beyond the department. In keeping with the traditional functions of all faculty, HCDE uses the categories of Teaching, Service, and Scholarship to structure the general principles below regarding promotion to Principal Lecturer.

#### Teaching and Curriculum Development

The key to promotion to Principal Lecturer is having demonstrated sustained success in teaching and a sustained record of contributions to the teaching mission of the UW through university-wide teaching programs, central involvement in unit-level teaching issues, and/or engagement in discipline-level curriculum development. Contributions in educational innovation must be significant and recognized both nationally and internationally as judged by students, colleagues, and peers within and outside the university. The university expects consistently high quality teaching from Senior Lecturers seeking promotion to Principal Lecturer. This alone, however, is not sufficient for consideration for promotion to Principal Lecturer.

The promotion case must provide evidence of the faculty member's sustained excellence in instruction by the faculty member's department, college, university, and/or discipline.

Recognition of teaching excellence may include, but is not limited to, the following types of evidence:

- *Course evaluations.*
- *Teaching awards.*
- *Participating as a planner or facilitator in educational programs, committees, and institutes. Facilitating and planning programs of all kinds is encouraged.*

#### Service

Service to the department, college or university, and/or discipline may serve as evidence of a faculty member's contribution beyond the classroom. Using the faculty code description of the Principal Lecturer position, these contributions are both distinctions (in the sense of distinctive contributions) and major contributions to service and leadership to the department, college, university, and/or discipline. The promotion file should build a case for sustained, substantive contributions to service at the department, university, and/or discipline or other national level.

Service that indicates contributions at the **department level** may focus on curriculum development, coordination, and/or oversight or other types of issues, and may include, but is not limited to, the following types of activities:

- *Serving as chair or associate or assistant chair of the department.*
- *Serving as director or associate or assistant director for undergraduate or graduate studies or undergraduate or graduate curriculum.*
- *Developing department-level learning goals.*
- *Participating in department-level TA training and mentorship.*
- *Directing undergraduate student theses and undergraduate and graduate projects.*
- *Membership in committees charged with curriculum, development and other departmental and cross-departmental issues.*
- *Serving as faculty advisor for student associations.*
- *Developing student services related to teaching and learning (e.g., study centers, computing laboratories).*
- *Participating in academic advising and counseling.*
- *Directing clinics or special academic training programs.*

Service that indicates contributions to at the **college or university** level may include, but is not be limited to, the following types of activities:

- *Membership or chairing of faculty councils, university or college level advisory groups, selection committees, etc., related to teaching or other university or college level issues.*
- *Participating as a planner or facilitator in programs, committees, councils, institutes, etc. related to teaching or other university or college level issues.*
- *Membership in the faculty senate.*
- *Mentoring students and capstone advising outside the unit.*
- *Conducting community outreach beyond the university.*

Service that evidences contributions beyond the classroom at the **discipline level** may include, but is not be limited to, the following types of activities:

- *Serving as an editor or reviewer of a scholarly journal or conference proceedings.*
- *Serving on conference committees.*
- *Membership in discipline-level scholarship.*
- *Applying for and receiving grant funds to pursue research.*

### Scholarship

Scholarship is not an explicit expectation of lecturer roles. However, through scholarship, faculty members can make contributions to the teaching and research at the department, college, university, and/or discipline. Some examples include, but are not limited to, the following types of activities:

- *Publishing/presenting research on pedagogy*
- *Publishing/presenting research on the scholarship of teaching or the faculty member's area of research.*
- *Adoption of curricular materials by instructional units outside the University of Washington.*