

## Department of English

### Guidelines for Promotion to Full Teaching Professor

The purpose of this document is to make more transparent the procedures and criteria by which Associate Teaching Professors can initiate and be considered for promotion to the rank of Teaching Professor.

#### Expectations

General expectations for promotion to Teaching Professor are outlined in the UW Faculty Code and in the [UW Arts and Sciences promotion guidelines](#):

*Approved by the Arts and Sciences College Council, January 2026.*

*The University of Washington Faculty Code specifies the following qualifications for appointment to Teaching Professor: 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. [[Section 24-34.B.3.c](#)]*

*The College is guided by the faculty code in assessing whether candidates' cases provide evidence of broad and sustained contributions to instruction beyond the classroom and beyond the department. This document elaborates on the scope and meaning of "exemplary" contributions, while recognizing that there is no single scale that can be used to judge the quantity, quality, and trajectory evidenced in promotion cases. The particular portfolios of candidates for promotion to Teaching Professor may vary widely depending on opportunities and expectations across units within the College. Given the nature of Teaching Professor positions, it is important to note that the activities described below are assumed to be grounded in a sustained record of teaching excellence within the individual's home unit. In the context of diverse Teaching Professor profiles and experiences, the general principles detailed here are applied as uniformly as possible across all promotion cases by the College Council and the Dean. In keeping with the traditional functions of all faculty, we use the categories of "Teaching," "Service," and "Scholarship" to structure the general principles below.*

The English department guidelines for promotion to Teaching Professor are supplemental to [the College of Arts and Sciences guidelines](#) and serve to reflect our values and expectations as well as the significant contributions Teaching Professors make to the intellectual life of the Department of English and beyond. The college guidelines serve as the baseline, and departmental materials expand on discipline-specific expectations.

#### Timing and Procedures

Promotion to Teaching Professor has no mandated time period. By *Faculty Code*, every Associate Teaching faculty member should be considered annually for possible promotion and

has the right to request a promotion review. Also, by *Code*, Associate Professors (both teaching and tenure track) meet at least biannually with their chair to discuss progress toward promotion. It is important that the faculty member and chair candidly discuss progress toward promotion and the department's and College's expectations for promotion (see below for more information about criteria).

Two peer teaching reviews (which are typically conducted once every three years) are required for promotion to Teaching Professor. Candidates are also expected to have course evaluations for a large percentage, if not all, of the courses taught at the UW.

Within the department, there are several pathways by which an Associate Teaching Professor can be considered for promotion review. One pathway is following the formal reappointment review process, during which the department chair and other faculty can identify candidates for promotion review. A second is the annual meeting with the chair, at which point the chair and faculty member can discuss progress toward promotion and the department's and College's expectations for promotion. A third pathway is via the annual chair's announcement to Associate Teaching Professors, inviting faculty who are interested in meeting to discuss their plans for promotion to Teaching Professor. As described in the Faculty Code, a fourth pathway is that a faculty member can request to be considered for a promotion review (the Faculty Code allows individuals to put themselves forward for consideration for promotion regardless of department endorsement).

Once a faculty member has been identified for a promotion review by one of the first three pathways, the case is brought to all Full Professors (teaching and tenure track) in early Winter quarter. Candidates are asked to provide an updated CV along with a career statement that traces the arc of their career to date. The career statement is akin to a cover letter in scope and length (approximately 1-2 pages) and should not just gloss the CV but describe intellectual through-lines that include teaching, service, and scholarship. Voting members of the Full Professors screen the materials using the criteria described below and vote on whether to put the candidate forward for promotion. (Instead of seeking a formal endorsement of a promotion case, Associate Teaching Professors can also request an informal check in to get feedback on their status.) A two-thirds majority, voting by secret ballot, is required for a promotion review to be recommended. (The Faculty Code, however, allows individuals to put themselves forward for consideration for promotion to Teaching Professor even if the faculty in English voted against such a course of action.)

Once a case goes forward, the Executive Committee will be charged to select a promotion committee of three individuals. Candidates will be consulted on their preference regarding who should or should not be on the committee and will have the opportunity to approve such a committee before it is announced/formalized. Candidates will also be asked to supply the department chair as soon as is practical with a list of potential external reviewers, ideally six or so (the chair will explain [criteria for selecting external reviewers](#)). For promotion to Full Teaching Professor, external reviews must be external to UW. Candidates will also have an opportunity to provide any names of people that they would prefer that we not contact. The department chair, in consultation with the promotion committee, will decide on a final list of typically five (minimally

four) names of possible external reviewers. The goal is to have the external reviewers arranged by the end of March at the latest. The main other task for candidates by the end of the first week of May will be to gather electronic copies of teaching documentation, service, and any publications since tenure that they would like to go out to the external reviewers. The chair and designated staff will work with candidates to make sure that they have all the right materials assembled and sent out in a timely fashion. The remaining part of the process (personal statement, teaching evaluations, etc.) are explained by the chair.

## Criteria

### Teaching

The University expects a “trajectory of high-quality classroom teaching from Associate Teaching Professors as well as activities to enhance the teaching mission of the University through activities that could include curriculum planning, course design, student reactions and success, and mentoring.” This alone, however, is not sufficient for consideration for promotion to Teaching Professor. The promotion case must provide evidence of the faculty member’s *“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.”*

For promotion to Teaching Professor, candidates must demonstrate a strong *and* sustained record of excellence and innovation in teaching and other teaching-related contributions over a period of time. A successful teaching record is viewed broadly, and the department recognizes considerable variability in opportunity and expectations across programs. In the department of English, where Teaching Professors typically engage in curriculum development, curriculum assessment, teacher professional development, training, and mentoring, and program leadership, evidence of highly successful teaching can include teaching contributions that go beyond an individual’s classrooms and students. This can take the form of curriculum design and implementation documentation, training and mentoring documentation, teaching portfolio, website creation, program and courses research, and any other artifacts related to department and university and/or professional teaching-related leadership, policy development, committee work, community partnership, etc.

In assessing teaching for promotion to Full Teaching Professor, the college requires:

- 1) Student evaluations. “Candidates are expected to have course evaluations for a large percentage, if not all, of the courses taught at the UW. Special interest is placed on evaluations of the instructor’s contribution to the class, the overall quality of the class, and, especially, the amount students learned.”
- 2) Peer reviews. “These reviews are an important part of the candidate’s record. Ideally the reviewer will be provided with a full portfolio of the course being reviewed, including a

statement of course objectives and philosophy, before visiting a class (although classroom visitation is not formally required in the peer evaluation process). It is best if the file includes peer reviews from several different faculty colleagues. Especially in cases of interdisciplinary courses, it may be useful to have peer reviews by faculty in different disciplines. Constructive criticism is expected in most peer reviews.” A minimum of peer reviews are required.

3) Personal statement. “The personal statement provides an opportunity to explain the overall teaching record and the steps taken to improve the quality of teaching in response to feedback. The statement should address how the candidate’s teaching practice addresses the core elements of effective teaching, which are described in [Section 24-32C](#) of the Faculty code.”

The items on this list are not exhaustive, and build upon the list for promotion to Associate Teaching Professor. The candidate does not need to meet all criteria.

- A strong record of excellence in student and collegial teaching evaluations accrued over time for patterns of success, revisioning, and throughlines to have formed
- Receiving student evaluations that are numerically high across the board, and qualitatively convey a sense of a highly productive, stimulating, and challenging classrooms
- Supervision and mentoring of students in independent study, fieldwork and research projects
- Commendations or awards for excellence in mentorship
- A nomination for a teaching or mentorship award (e.g., from departmental/unit, college/university, or field-specific regional/national association)
- A university teaching award
- Commendations or awards for excellence in mentorship
- Leadership in curricular or pedagogical innovations beyond the faculty member’s own department
- Success in securing national grants to support instructional excellence
- Demonstrated success in promoting diversity, equity, access and inclusion in student instruction, pedagogy, course design
- Creative and effective use of innovative pedagogical strategies including new technologies
- Experimenting with innovative formats and new courses, including evidence-based course and/or syllabus revision
- Teaching a range of courses that meet the shifting educational needs of a diverse student body, including teaching in units beyond the department, college, or university
- Teaching needed “service” courses (such as core courses in the major, the Gateway course or critical practice course, the introduction to grad studies, composition courses, etc.)
- Training teachers and involvement in teacher preparation

- Actively engaging in peer mentoring, including reading and giving feedback on teaching and scholarship.
- Contributing to program-specific and departmental curriculum development and revision.

When evaluating teaching quality, the department of English follows the advice presented in the [UW Center for Teaching and Learning's "A Guide to Best Practice for Evaluating Teaching."](#) which describes best practices for self-assessment, peer review of teaching, and student evaluations. When documenting their teaching as part of the promotion materials provided to the promotion committee, in addition to providing student evaluations and peer reviews, candidates are encouraged to include supporting materials (syllabi, course materials, assignments) as well as a self-assessment (1-2 pages) that provides the instructor's perspective on and analysis of their teaching as well as contextualizes other forms of data submitted to the committee, including peer reviews and student evaluations. Such supporting materials can take the form of a teaching portfolio (see "A Guide to Best Practice for Evaluating Teaching" for more details).

## Service

Service to the unit, College, University, and/or discipline can serve as evidence of a faculty member's "extensive training, competence, and experience in their discipline." The key to service in the promotion to Teaching Professor is a **sustained record of contributions** to the teaching mission of the University through greater involvement with a higher level of responsibility in unit-level teaching issues and engagement in University or discipline wide teaching programs.

Service that indicates contributions to teaching at the **University level** may include:

- Participation as a planner or facilitator in programs including, but not limited to, the Writing Programs, Center for Teaching and Learning, Faculty Fellows, Teaching Assistant training workshops, UW Advance, teaching workshops for faculty, and bridge/enrichment programs for students.
- Membership in or chairing of faculty councils related to teaching.
- Participation in university-level advisory groups or selection committees related to teaching.
- Membership in division or college level advisory groups related to teaching and student affairs
- Service on unit-, college-, and/or university-level committees that foster diversity, equity, access, and inclusion of students, faculty, and/or staff.
- Participation or leadership in writing and other programs (programmatic, departmental, and institutional spaces)
- Creating and participating in teaching-related cross-institutional, (inter)national, and community partnerships, initiatives, and projects
- Outreach activities to the community beyond the University that is directly tied to the faculty member's teaching expertise
- Service as faculty advisor for student associations at the university level.

Service that evidences contributions to teaching at the **unit level** may focus on curriculum development and/or coordination in the following ways:

- Serving in a leadership role, such as program director
- Leadership in formulating departmental or unit-level learning goals
- Membership in interdisciplinary committees charged with curriculum development
- Directing clinics, organizing experiential learning opportunities, or special academic training programs where these are not a regular element in the faculty member's duties
- Service as faculty advisor for student associations at the unit level
- Guiding department level curricular and/or administrative activities
- Guiding department-level committees focused on issues of diversity, equity and inclusion
- Mentoring colleagues, teaching assistants, and peer facilitators in instructional matters
- Guiding student services related to teaching and learning (e.g., study centers, computing laboratories)
- Participation in academic advising and counseling
- Innovating and facilitating teacher development opportunities

Service that evidences contributions to teaching at the **field level** may include:

- Participation in workshops, conferences, competitions and exhibitions
- Service to scholarly journals
- Membership in professional associations that focus on teaching and learning
- Serving on committees or leadership positions in field-specific or community associations

## Scholarship

The Faculty Code states that *“Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty.”* Section 24-32.A] With respect to teaching faculty of all ranks, the Code further states that teaching faculty *“may demonstrate their scholarship in a variety of ways, including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of excellent student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required.”* [Section 24-34.B.4]

Published scholarship is thus not an explicit component of most teaching track faculty positions, nor is it a requirement for promotion to the rank of Teaching Professor. However, as the College of Arts and Sciences guidelines state, where published scholarship is considered as part of the promotion case, such scholarship should directly enhance the faculty member's teaching excellence. Through this work, the faculty member makes contributions to the teaching in their unit or field. Some examples might include:

- Research on the scholarship of teaching and learning, either published or presented at scholarly conferences, readings, workshop leading, symposia, invited lectures, or community events
- Teaching- and program-related, methodologically driven research (such as course or program assessment, program research) that has local and/or national and international impact
- Research on the content area of the faculty member's teaching specialty, either published or presented at conferences
- Serving on the editorial board or as an editor of a journal or book series or as a reviewer of book, conference abstracts, and article manuscripts
- Pedagogical or field-related research that informs the creation of new course content or teaching methods, or development of new courses and curricula
- Research in the scholarship of teaching and learning translated into innovative pedagogy
- Participating in grant projects that pursue disciplinary research as well as the scholarship of teaching and learning
- Public-facing and/or community engaged scholarship circulating outside of traditional academic venues (digital projects, general interest publications, podcasts, etc.)