

**Honors College Instructional Professor Expectations Document:
Defining Expectations for Teaching, Professional Development, Service, and
Capstone Coordination
Updated May, 2023**

Definition of the Instructional Professor Position:

From UW Reg 2-1, C6: Instructional Professor shall be the title granted to persons who hold the terminal qualification in their discipline (e.g., Ph.D., Ed.D., MFA, etc.), and shall have demonstrated ability, through appropriate experience, to make significant contributions to the area of teaching, including mentoring of undergraduate students in scholarly and creative activities, as well as contributions to areas of academic service. Such appointments shall be at the rank (Assistant Instructional Professor, Associate Instructional Professor, or Instructional Professor) commensurate with their experiences and qualifications.

Honors College preamble

Instructional professor positions in Honors may be defined slightly differently according to the work each instructional professor was hired to do. However, there is large consistency across the category of honors instructional professor. For example, it is expected that all honors instructional professors will have teaching, service, and professional development as significant components of their job descriptions. Some will have a significant component of the job description dedicated to other important dimensions of Honors College operations, such as capstone coordination.

This document lays out expectations for teaching, professional development, service, and capstone coordination for honors instructional professors at the different stages of their careers, including standards for achieving the fixed-term rolling contract and achieving promotion within the instructional professor category.

TEACHING

Classroom teaching constitutes a significant component of an Honors College instructional professor's position. The Honors College expects all of its faculty to demonstrate commitment, strength, and ongoing progress as teachers and mentors.

The primary task of a teacher is to challenge students intellectually at all levels, helping them to increase their knowledge and understanding of the subject matter, their analytical skills, and their ability to communicate effectively. A successful Honors teacher can accomplish this goal in a variety of instructional levels, class sizes, and formats, on topics ranging from their subject specializations to engagement in broader areas, and with a variety of teaching tools, techniques, and formats.

Teaching in the Honors College can take multiple forms, including:

- Honors College course instruction at all levels of the curriculum, from the Colloquium to upper-division courses
- Honors College course instruction in field of study if appropriate in an exchange of faculty between the College and a department in another college
- Teaching of Independent Studies

Furthermore, the College recognizes that teaching excellence can also be demonstrated through a variety of other activities, including:

- Curriculum development, including development of study abroad courses
- Introduction of new methodologies and materials into existing courses.
- Interdisciplinary and collaborative teaching
- Integrating creative activities and/or scholarly research into teaching
- Integrating outside speakers and scholars into the classroom, including formal collaboration with community partners on in-course projects

Teaching in the Honors College will be assessed through a combination of:

- Peer evaluations
- Student evaluations
- Self-assessments reflecting a coherent teaching philosophy, critical reflection, and constructive responses to pedagogical challenges.
- Course materials

Pre-Fixed Term Rolling Contract Teaching Standards:

- Design courses with clear syllabi and expectations
- Communicate effectively with students
- Provide consistently solid educational experiences for students
- Demonstrate dedication, innovation, and skill in the activities described above.

Since many new instructors enter this stage with little teaching experience, it is not unusual for Honors teachers to have a few difficulties in their earliest years, especially because of the rigorous breadth of teaching typically called for in the Honors College. There are often bumps or unexpected challenges along an instructor's path of professional development, especially early in a career. This is a time during which senior members of the College provide guidance and mentoring to help junior colleagues improve. It is also a time during which each teacher must show dedication, energy, and improvement, for in the end, it is the individual instructor who must become an accomplished teacher. The Honors College values faculty who thoughtfully embrace pedagogical challenges and risks as they push themselves to develop and improve their teaching.

Teaching Standards for Fixed-Term Contract and/or Promotion to Associate Instructional Professor:

- A record of consistent and successful teaching.

- A record of the ability to both challenge students and help them meet the goals of each course.
- Evidence of ongoing pedagogical development.
- A trajectory that reasonably predicts continuing success.

Teaching Standards for Promotion to Instructional Professor:

Promotion at this stage builds upon the classroom instruction and other aspects of the teaching record established previously. Thus, a candidate for instructional professor will not only demonstrate a successful teaching record but also be a curricular and pedagogical leader. Qualities or accomplishments indicating this level of teaching could include substantial leadership of a cohort of teachers, such as in the first-year Colloquium; developing new courses out of original research; mentoring colleagues in teaching and scholarly/creative work; evidence of curricular leadership, whether in evaluation, improvement or design; evidence of the positive impact of the candidate's teaching.

PROFESSIONAL DEVELOPMENT

Professional development may include, but is not limited to:

- publishing in appropriate academic or public facing venues
- conference presentations
- participation in activities of relevant professional societies
- attendance at, or leadership of, professional development workshops on and off campus
- professional leadership on and off campus.

Professional Development in the Honors College will be assessed through a combination of:

- Self-assessments reflecting a consistent trajectory of on-going activities designed to enhance the professional teaching and professional profile of the instructor
- College Committee assessment of activities and self-assessment as described above
- Dean's assessment of activities and self-assessment as described above, and as informed by College Committee comments.

Pre-Fixed Term Rolling Contract Professional Development Standards:

- A record of consistent and successful professional development, as outlined above. Successful professional development means contributing constructively (with dedication, innovation, and skill) in public facing venues, conferences, workshops, and/or publications as well as through leadership activities in the Honors College, and/or across UW, and/or in relevant organizations, either professional or non-professional, outside the university.

- A record of applying advances in professional development to strengthen the Honors College (i.e. applying these advances to teaching, service, and other assigned college duties).
- A record that reasonably predicts meaningful ongoing professional development work in the future.

Professional Development Standard for Fixed-Term Contract and Promotion to Associate Instructional Professor:

- An ongoing record of consistent and successful professional development, as outlined above. Successful professional development means contributing constructively (with dedication, innovation, and skill) in public facing venues, conferences, workshops, and/or publications as well as through leadership activities in the Honors College, and/or across UW, and/or in relevant organizations, either professional or non-professional, outside the university.
- An ongoing record of applying advances in professional development to strengthen the Honors College (i.e. applying these advances to teaching, service, and other assigned college duties).
- An ongoing record that reasonably predicts meaningful ongoing professional development work in the future.

Professional Development Standard for Promotion to Instructional Professor:

- An established record of professional development, based on past activities and success, as indicated above.
- An established record indicating a clear trajectory of meaningful ongoing professional development.
- A record allowing the college to predict the ongoing application of advances in professional development to strengthen the Honors College (i.e. applying these advances to teaching, and service).

SERVICE

Faculty service is required to sustain the business of the University and that of academic organizations nationally. Therefore, the Honors College recognizes that successful Instructional Professor careers include a meaningful ongoing service component. Service encompasses a broad range of activities including the following:

- Service to the College
 - Recruitment activities like pre-college visits, Discovery Days, and tours of the Honors College and Guthrie House
 - Onboarding activities like freshman and transfer orientation sessions and mentorship of these student populations
 - Representation of the Honors College in undergraduate research events
 - Service on undergraduate and graduate theses outside of the College
 - Mentoring new faculty members

- Mentoring student assistants and TAs
- Assessment activities on curriculum and programing
- Service at the University
 - Service on College and University committees
 - Service on the committees of other departments or Colleges with which a faculty member is affiliated, with the approval of Honors
 - Contribution to extra-curricular student life in an official capacity, such as serving as the faculty advisor to a recognized student organization
 - Service on university-wide ad-hoc committees and/or initiatives
 - Readings and lectures for the university community
- Service in the Community
 - Outreach and community service related to a faculty member's area of academic expertise.
 - Statewide engagement through lectures, readings, service in schools, on grant committees and boards.
- Service to the Academic Field
 - Service to professional societies, such as elected office in an academic organization within the instructional professor's field
 - Service on the editorial board of an academic or literary publishing house, academic journal, or literary magazine
 - Service as a manuscript reviewer for an academic or literary publishing house, academic journal, or literary magazine.

Service Standard for Fixed-Term Contract and Promotion to Associate Instructional Professor:

- A record of consistent and successful service, as outlined above.
- A service record that reasonably predicts meaningful ongoing service work in the future.

Service Standard for Promotion to Instructional Professor:

- A record of leadership in service, based on past activities and success.
- A demonstrated ongoing commitment to leadership through service.

CAPSTONE COORDINATION

The capstone coordination dimension of the instructional professor position encompasses a wide diversity of activities. The major expectation is nurturing, maintaining, and innovatively developing the capstone component of the Honors College curriculum as well as administering it. Where the Instructional Professor position involves capstone coordination, this assignment refers to thoughtful and effective administration within the College's capstone component, with overarching goals of establishing and helping students navigate the capstone process, helping them meet and surmount challenges, and

helping them successfully complete their projects. These thoughtful and effective contributions may include the following:

- Developing systems and processes to move students successfully through the capstone experience
- Developing a pipeline for experiential learning opportunities and working with students to connect them to those opportunities
- Mentoring students on their capstone projects at all stages of their undergraduate careers but especially in their junior and senior years. This mentoring can happen one on one, in small or large groups, face to face, and/or virtually
- Meeting with groups of students collectively to mentor them on appropriate approaches to prepare for their capstone projects in each year of their undergraduate careers (i.e. what should a junior be doing in preparation for the capstone)
- Helping students find and secure primary mentors for their capstone projects, either through sharing general principles for finding mentors or offering concrete help securing a particular mentor
- Establishing and maintaining the student and faculty initiation and completion processes for the capstone projects
- Maintaining effective databases for current and past capstone projects
- Communicating with faculty mentors of capstone projects to share Honors College expectations of mentors, offer encouragement, and help to mediate any questions or conflicts between mentors and students
- Ensuring the availability of clear information (written, graphic, video) about the capstone project and its requirements on the Honors College website
- Administering the application process for Honors College grants for capstone projects
- Working with the Honors College to design and administer satisfaction surveys for students and mentors engaged on capstone projects.

Capstone coordination in the Honors College will be assessed through a combination of:

- Evidence that capstone scaffolding and mentoring is student friendly and increasingly effective. Such evidence may include: data showing trends in the numbers of students initiating capstone projects and the rates of student completion of capstones; workshops and other forms of information sharing about the capstone; emails and student testimonials showing effective, individually tailored mentorship in the capstone
- Evidence of cultivating a culture of students being informed about, applying for, and receiving Honors College grants for capstone projects and other experiential learning opportunities
- Levels of satisfaction with capstone coordination expressed by students and faculty mentors in satisfaction surveys and Honors College exit surveys
- Peer evaluations on the nature and quality of the capstone initiatives, including mentoring students and providing effective, up-to-date information about the capstone process.
- Evidence of meaningful contribution to the development of systems and processes

- Evidence of the development of clear communication to stakeholders such as students, faculty mentors, and institutional collaborators
- Evidence of collaboration and teamwork with UW entities to strengthen undergraduate research and creative work
- The candidate's self-assessment of their work in the capstone coordination process

Capstone Coordination Standard for Fixed-Term Contract and Promotion to Associate Instructional Professor:

- Reliable individual mentoring of students and faculty about capstone projects
- Reliable group mentoring of students and faculty about capstone projects
- Successful administration of the logistics of the capstone process
- Successful administration of Honors College grants process for the capstone
- Reliable maintaining and sharing of public information about capstone projects

Capstone Coordination Standard for Promotion to Full Instructional Professor:

- Leadership in Honors College capstone initiatives, including advertising, mentoring, and organizing/approving student presentations of their work
- Reliable individual mentoring of students and faculty about capstone projects
- Reliable group mentoring of students and faculty about capstone projects
- Successful administration of the logistics of the capstone process
- Successful administration of Honors College grants process for the capstone
- Reliable maintaining and sharing of public information about capstone projects.

Annual Review Process:

As of May 2023, the annual review process consists of the body of eligible honors college faculty members reviewing the candidate's vita and self-assessment on all the aspects of the job description. This review takes place according to the schedule determined by Academic Affairs each year. The committee shares its evaluation with the Dean, who then completes the official UW faculty performance evaluation process.

It is expected that the expectations outlined in this document will remain largely stable over time. Should policy changes at UW or the evolution of the college require changes to this expectations document, changes will occur in consultation with Honors College faculty and administrators as well as academic administrators in the provost's division.