

Teaching is a critical part of your training. It is a chance to develop a diverse set of skills, including scientific communication, time management, mentorship and evidence-based pedagogy among others. Our PhD program requires that you act as a Teaching Assistant (TA) for at least 2 quarters. For those students who want to extend their teaching portfolio, there are a number of options. These include: choosing to TA additional courses (potentially across the curriculum in terms of topic and sequence), guest lecturing in courses in your areas of expertise, sitting in on classes taught by outstanding teachers, participating in activities like the Biology Education Research Group Friday journal club (BIOL 501), taking BIOL 505 (Teaching Biology Inclusively for Diverse Audiences), and teaching as part of outreach efforts.

For a small number of graduate students (and some postdoctoral fellows), there is an additional, intensive opportunity for a capstone teaching experience where you act as an Instructor of Record (IoR). Going forward, we aim to have a pool of qualified IoR applicants that can be offered teaching opportunities on a rolling basis, in response to curricular needs, available funds and course plans of regular faculty (i.e., sabbaticals or teaching buy-outs). As these factors are dynamic and often difficult to predict, there is no guarantee that IoR candidates will be assigned a course.

### **What is an Instructor of Record (IoR)?**

An IoR is the primary instructor for an undergraduate course. Your name would appear in the Time Schedule as the official instructor, and you would be responsible for managing the entire course, including presenting lectures, developing tests/quizzes, grading, and potentially supervising TAs. While you will likely have access to materials developed by a previous instructor, you would need to put those materials into practice and modify them as needed to insure your effectiveness in the classroom.

### **What is the workload of an IoR like?**

An instructor of record will be compensated at 50% FTE, similar to a T.A. Postdoc IoR effort may vary depending on the estimated % FTE for the course they are assigned (see compensation question below for more information). As an IoR you will be the ultimate party responsible for the class, including preparing and presenting lectures, developing and grading tests, etc. You are also responsible for day-to-day course management, including responding to student emails, setting up and maintaining a course website, and submitting final grades. As a way to help manage workload, we expect to assign IoRs to classes with a defined syllabus and tested course materials (lectures, tests, etc.) rather than brand new courses.

### **How do I qualify to enter the IoR pool?**

Our priorities in selecting IoRs are two-fold: what is best for the trainee (e.g., timely advancement to the next career stage, rich and meaningful training experience, etc.) and what is best for our undergraduates (e.g., highest quality educational experience, access to high-demand courses, etc.). The following requirements reflect these priorities.

To qualify for the IoR pool, we require that graduate students document the following in the IoR request form:

- Have completed all milestones (including annual committee meetings) in a timely fashion

- Have achieved candidacy (post-general exam) and be in your 4th-6th year as a PhD student (except in exceptional circumstances as determined by the GPC and UPC)
- Have the support of your advisor and committee
- Have submitted (or published) at least one chapter of your thesis
- Have identified a faculty mentor who will be on campus for your time as an IoR (more on faculty mentors below)
- Have demonstrated an exceptional engagement with evidence-based pedagogy by completing at least one of the following (or equivalent)
  - attended and presented at BERG journal club (BIOL 501) for at least one quarter
  - taken BIOL 505 (Teaching Biology Inclusively for Diverse Audiences)
  - completed a course on evidence-based teaching
  - presented a poster at the UW Teaching & Learning Symposium

Postdoctoral trainees must document the following to qualify for the IoR pool:

- Have the support of your advisor
- Have identified a faculty mentor who will be on campus for your time as an IoR (more on faculty mentors below)
- Have demonstrated an exceptional engagement with evidence-based pedagogy by completing at least one of the following (or equivalent)
  - attended and presented at BERG journal club for at least one quarter
  - taken BIOL 505 (Teaching Biology Inclusively for Diverse Audiences)
  - completed a course on evidence-based teaching (e.g. CIRT course in evidence based teaching <http://stemteachingcourse.org/>)
  - presented a poster at the UW Teaching & Learning Symposium

### **What course can I teach?**

The Undergraduate Program Committee (UPC) will determine which courses are the highest priority for our undergraduates and use this information to make staffing decisions. As part of your IoR application, you will be asked to supply areas of expertise and a description of your teaching experience. IoR applications can be submitted at any time. Once the GPC has confirmed that all requirements listed above have been documented on the IoR form, the pool of qualified applicants will be reviewed by UPC on a quarterly basis as curriculum needs arise and funding permits. The undergraduate curriculum is planned approximately 9 months in advance, so it is important to start the IoR application process well in advance of when you are interested in teaching. If you are considering applying for an IoR, we recommend talking with the manager of instruction (Ben Wiggins) to have a general discussion about our curriculum and potential courses that would align with your areas of expertise and future goals.

Offers to teach may come weeks or months before the beginning of the quarter for your class. It is always your choice whether you accept a position. You will remain in the pool until you request that you be withdrawn or leave the department. Trainees in the pool who have not yet had an opportunity to teach will be given priority over those who have already had a chance to be an IoR, all other factors being equal.

### **What is the compensation for an IoR?**

IoRs will be 50% appointments (subject to extraordinary circumstance exceptions granted by the

UPC and Department Chair). For graduate students, this means you will be paid the same as a TA position.

**What is the role of the faculty research advisor for an IoR candidate?**

As a capstone experience, it is imperative that the IoR experience is educational and aligned with the best interests of the trainee. Towards that end, faculty advisors (and committee members for graduate students) are encouraged to work with the trainee to make an explicit plan for how course preparation, in-class time and time for assessment of student work will be incorporated into the trainee's plan for progression towards the next career stage. Both parties (trainee and advisor) should have concrete expectations of what if any research is expected to be accomplished during the IoR period.

**What is the role of the faculty teaching mentor for an IoR candidate?**

To maintain the high level of teaching excellence and adherence to evidence-based pedagogy we expect from all of our instructors, the faculty teaching mentor will work with the IoR throughout their experience. Signing on as a faculty teaching mentor means that you will:

- Meet with the student at least twice before the course begins to discuss best practice approaches to curriculum development, equity-engaged conduct in classroom activities and assessments, and how to work effectively with TAs (if relevant). This is also an opportunity for establishing expectations of the mentor and the IoR for their interaction.
- Review course materials, attend at least two class sessions and write a collegial teaching evaluation of the IoR.
- Meet with the IoR at least once during the quarter in which the IoR is teaching to discuss the findings of the collegial evaluation and answer questions that may have arisen for the IoR while teaching.
- Write a letter for the IoR describing your observations of their teaching that the IoR can use for future job applications. The letter is not guaranteed to be positive, but should be consistent in tone with the collegial evaluation shared with the IoR.

You are welcome to recruit multiple mentors for your teaching experience in addition to the one identified here. For example, some IoRs have found it useful to ask someone to coach them on best practices in pedagogy while asking another person to work with them on course content.