



Guidelines and Expectations for Promotion Reviews for Professors: To Associate Professor

Approved by faculty vote on 2/9/24.

The following guidelines and expectations for tenure and promotion in the Department of Asian Languages and Literature at the University of Washington (UW) have been compiled here to help promote a clear process for career advancement for all faculty members. As the College of Arts & Sciences' "Promotion Considerations" (<https://admin.artsci.washington.edu/promotion-considerations>) explains, "When promoting, we are making a decision that combines an assessment of the individual's records to date as well as a projection of a career into the future." To ensure success, transparency, and fairness, the standards of measurements should be clear to all parties involved in the process. Chapter 24 of the University of Washington Faculty Code contains university-wide guidelines for tenure and promotion (<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>).

At the start, we affirm the Department of Asian Languages and Literature's commitment to the work of fostering diversity and equity. In accordance with the 2012 and 2018 revisions to the Faculty Code (Section 24-32), we value "any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity," and will include and consider them among "professional and scholarly qualifications" at all stages in the tenure and promotion process.

These guidelines are a living document. Approximately every five years, the Department of Asian Languages and Literature tenure-track faculty will review this document and either vote to affirm its content, or revise its content and vote on the revision. For any questions in the application of this document, please also refer to the College's "Promotion Considerations" and the University Faculty Code, mentioned above.

A. For Promotion to Associate Professor with Tenure

Promotion to Associate Professor with Tenure is a university commitment to a lifetime career. It is predicated on three standard metrics used across the university: research, teaching, and service.

1) Research

We wish to underscore at the start two elements of current (2021) university promotion policy: First, work done prior to an appointment at UW does count as part of the candidate's portfolio – what matters is the candidate's cumulative record, regardless of whether that work was done at UW or elsewhere. Second, once appointed, there is no minimum number of years at rank required for promotion provided that the candidate meets all stated criteria for successful advancement. The Faculty Code (Section 24-41) stipulates that for assistant professors, their second three-year appointment "must include a tenure

decision.” This means that the sixth year of an assistant professor’s appointment—excluding any pauses in their tenure clock—is a mandatory year for promotion consideration.

At a research university like UW, the most critical factor in awarding promotion and tenure is whether the candidate has amassed a substantial independent record of research. The Department looks for evidence of a significant trajectory of scholarly productivity that contributes to the candidate’s field—addressing new questions, debates, modes of analysis, theories, data, and/or methodologies, and/or providing original research studies. As the College’s “Promotion Considerations” explains, “quality is more important than quantity, although there must be sufficient quantity to provide evidence of a significant level of scholarly productivity.” The metrics used for faculty in the Department of Asian Languages and Literature are similar to those employed across the university. They should include, but are not limited to, a body of original research that has been published by high-quality presses and in peer-reviewed journals. The work should make new contributions to the candidate’s field or fields. Department faculty work in a diversity of fields, among which publishing norms for junior scholars may differ. In fields such as literature and film, an academic monograph is normative. A candidate’s book should be published or nearly published by the time of evaluation for promotion. A publisher’s acceptance into production of a manuscript, revised in accordance with reports received by outside referees, offers evidence that a work is nearly published. The press should be a high-quality academic or trade publisher. In fields such as linguistics, the centerpiece of the research portfolio may be an academic monograph (as described above) or a set of peer-reviewed academic articles. As with monographs, research articles should appear in high quality venues and be published or accepted for publication. There is some variation in publication norms across the field of linguistics, and candidates can choose between these options as appropriate to the nature of their scholarship.

The research portfolio for candidates who write monographs usually also includes journal articles, edited volume chapters, and/or edited volumes. All research portfolios should also include evidence of ongoing research that will continue beyond promotion.

Such evidence might include grant proposals and awards, archival or field research, data collection/analysis, presentations, and/or drafts of articles or book chapters in preparation or under review.

Public scholarship – whether in print, in person, online, or on screen – is not required, but for those who do this work, it is considered an important part of the candidate’s file. These contributions can include forms such as artistic expression, documentary film, public performance, curatorial work, lab-based teamwork, collaborative editorial work, archival research, and platform development. In addition to traditional peer-reviewed print publishing outlets in academic presses and journals, scholarship may be produced in such fora as online journals, digital humanities projects, op-eds, policy reports,

performances, exhibitions, consulting work, public lectures and presentations, curriculum transformation projects, field-defining statements, and advocacy, activist, and coalition work.

Taken together, the research portfolio should reflect the range and significance of the author's contributions to their academic fields and, if relevant, in realms beyond. As the Department's faculty is diverse, we carefully consider appraisals of a candidate's publications by external referees in the scholarly and critical literature, such as book reviews. We also make careful use of outside evaluations by scholars in the candidate's field of research in order to evaluate the importance and impact of the research portfolio and the scholarly reputation of candidates.

The College encourages scholars to engage in collaborative work such as edited volumes or anthologies, multi-partner grant projects, or creative projects. When including collaborations in promotion portfolios, it is essential to document the individual's singular contribution to the collective work with a clear assessment of the magnitude of involvement. Moreover, the College's "Promotion Considerations" stipulates that "a significant portion of the overall research record should include articles and works to which the candidate has made the primary contributions." They also note "although many junior scholars continue to do some collaborative work with a former Ph.D. or postdoc advisor, it is important to establish a record of growing independence from former advisors."

2) Teaching

All candidates should have developed a strong and documented teaching portfolio with positive student and peer evaluations, comparable to their colleagues in the Department of Asian Languages and Literature and across the College of Arts & Sciences. As effective teaching is essential to advancement, candidates should include in their promotion file a clear narrative about their teaching. The College's "Promotion Considerations" explains that candidates should have student evaluations of "a large percentage, if not all, of the courses taught at the UW" and the Faculty Code (Section 24-57A) stipulates that all faculty must have at least one course evaluated by students in any year in which they teach. The Faculty Code (Section 24-57A) requires that assistant professors should have a peer review of their teaching done each year. Student mentoring, according to the College's "Promotion Considerations," is also vital to teaching: "a very important part of our teaching responsibilities takes place outside of any specific course. The advising of students, both undergraduate and graduate, is a significant contribution to the teaching mission of the University." The candidate's statement should clearly describe their teaching contributions with supporting materials such as syllabi, course materials, assignments, and/or statements about pedagogical innovations in the classroom included in the portfolio. When materials are in a language other than English, annotation is helpful to readers unfamiliar with the language, and is encouraged.

While research and teaching are listed as separate categories in promotion guidelines, candidates are welcome to write about the relationship between their teaching and research in their personal statement, to the extent that this relationship is relevant to their work.

3) Service

Service takes many forms, but an investment in the department and broader university community should be clear by the time of tenure. These forms may range from committee service to public outreach and university-wide service. The Department expects candidates to have an active record of Departmental service. National and international service, within professional organizations or unions, or editorial service with presses or journals, is recognized as citizenship to the broader profession, though not required at this level of promotion. Public service such as involvement in community organizations or supporting government or non-governmental organizations is also valued.

While service is considered a separate category in promotion guidelines, candidates are welcome to write about the relationship of their service to their teaching and/or research to the extent that this is relevant to their work.

Whereas AL&L faculty are often called upon to consult and assist with the institution-building work of diversifying knowledge, the professoriate, and the student body, we encourage evaluators to consider the full range of a candidate's service in and outside of the university, especially service work that can be taken for granted by the institution such as the labor of mentoring and supporting students.