



## **Guidelines and Expectations for Promotion Reviews for Teaching Professors: To Associate Teaching Professor**

*Approved by faculty vote on 2/9/24.*

The College of Arts and Sciences has general guidelines for promotion and tenure. The general guidelines for promotion found in Faculty Code sections 24-32 and 24-34.B are also relevant. The CAS guidelines that specifically address promotions from Assistant Teaching Professor to Associate Teaching Professor are found here. For the most part, the Department of Asian Languages and Literature's criteria for promotion are aligned with those given in the CAS' guidelines. The purposes of this departmental guidelines are to ensure that the process is more transparent, consistent, and fair to all faculty as well as to take our particularly diverse community into consideration.

### **Process and Timeline**

Promotion from Assistant to Associate Teaching Professor is non-mandatory. The department encourages faculty members to seek promotion as an important step in career development. Consideration for promotion may be requested by the individual interested in becoming a candidate for promotion as described in the Faculty Code or be initiated by the departmental faculty. The assistant teaching professor interested in promotion must consult with the department chair before proceeding. When it is initiated by the department faculty, one pathway is via annual conference 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. The other pathway is via the annual merit review process, during which the faculty can identify candidates for promotion review and notify the chair.

The timeline for promotion processes is as follows:

1. An assistant teaching professor declares their intention to be promoted by April 1 for review in the following academic year.
2. The candidate writes their self-assessment and assembles updated documents, including their CV, course evaluations, class materials, and other evidence of scholarship and teaching effectiveness, as specified by the Department and College.
3. The chair appoints the candidate's promotion committee from among qualified faculty within the Department.
4. The committee recommends to the chair names of possible external evaluators. The Candidate may also suggest external evaluator(s).

5. The assembled promotion materials are collected in May and provided to external evaluators by early June.
6. In early October the committee submits its report and the faculty meet to vote on the promotion case, following the procedures specified by the College and University.
7. The case is submitted to the College. The candidate is informed of the final result in Spring quarter. If promotion is granted, it takes effect at the beginning of the next academic year.

### **Promotion Criteria**

In order for an assistant teaching professor to be considered for promotion, they must provide evidence of *extensive training, competence, and experience in their discipline* [[CAS guidelines](#)]. The department adheres to the CAS guidelines and predicates promotion to associate teaching professor on accomplishments in three categories: (1) teaching, (2) service, and (3) scholarship. The bullet points below are examples of accomplishments in these three areas that demonstrate excellence. Candidates for promotion are not expected to meet all of these criteria.

#### 1. Teaching

Teaching is viewed broadly. The items on this list are not exhaustive, and the candidate does not need to meet all criteria. The department recognizes considerable variability in opportunity and expectations across programs; thus variables, such as the size of the program, number of students enrolled, and course content, are taken into consideration.

- Introduction of new knowledge or methods into course content
  - Creation and/or implementation of innovative and/or inclusive pedagogies
  - Development of new courses, curricula, or course materials
  - Evidence of teaching excellence in student evaluations
  - Evidence of teaching excellence in annual peer evaluations of teaching and/or teaching awards
  - ASE training/mentoring/supervising
  - Mentoring and supervising advanced undergraduate students, for example through Independent Study courses or Internships (such as ASIAN 491)
  - If the candidate is on the graduate faculty, mentoring of graduate students
  - EJI classroom implementation
    - Suitable accommodation of under-represented students in classes
    - Developing and teaching content related to EJI, including lesson plans
- \* Contributions to EJI in mentoring and recruitment are also valued.

## 2. Service

Service can be at the level of the program, Department, College, University, profession, and/or community. The manner of service varies and can range from committee service, to outreach activities to the community and the K-12 sector. Contributing to community diversity and primary and secondary education contributes to the diversity and education at the University, and vice versa. Below are examples of service activities.

- Organization/Co-organization of conferences/workshops
- Organization/Co-organization of cultural programs/information sessions
- Supervision or coordination of language-specific programs at the departmental level
- Committee memberships (program, department, university)
- Community services and outreach activities
  - Translation services for public organizations
  - Creation and/or administration of placement and proficiency tests
  - Creation and/or coordination of cultural programs or events
  - K-12 related outreach activities and collaboration with educational institutions
- Service as Faculty Advisor to UW student associations
- Service as a reviewer of scholarships or conference abstracts
- service as a board member in professional associations

## 3. Scholarship

Research publications are not required for promotion for teaching professors. Scholarship can take many forms, including but not limited to conventional research publications, as described in Faculty Code Sections [24-32.A](#) and [24-34.B](#). As the Department places a high value on teaching, scholarship should reflect growth and innovation in the candidate's professional and teaching practices. The items below are examples of scholarship that is relevant to teaching-track promotions. It is not necessary for the candidate to demonstrate performance in all of these areas.

- Participation and/or presentations in professional conferences or workshops
- Receipt of grants or awards
- Contributions to interdisciplinary teaching across programs or departments
- Participation in collaborative projects
- Publication of articles or chapters on pedagogy and/or the candidate's field, in journals, books, newsletters, digital platforms or other media
- Obtaining certificates in language assessment

Note that some of the items above may be considered to satisfy both service and scholarship requirements.