



Guidelines and Expectations for Promotion Reviews for Teaching Professors: To Full Teaching Professor

Approved by faculty vote on 10/11/24.

The College of Arts and Sciences (CAS) 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 promotion from Associate Teaching Professor to Full Teaching Professor are found here. For the most part, the Department of Asian Languages and Literature criteria for promotion are aligned with those given in the CAS' guidelines. The purpose of these Departmental guidelines is 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.

As with promotion to Associate Teaching Professor, excellence in teaching is a basic requirement. Two key criteria that distinguish candidates for Full Teaching Professor from candidates for Associate Teaching Professor are:

- i) evidence of sustained excellence in teaching and other contributions over a period of time, and
- ii) evidence of leadership in service activities.

Candidates must present qualifications that meet these key criteria.

The Department interprets "leadership" to mean that the candidate has been an initiator, innovator, and organizer in their teaching or service to the Department, College, University, and/or the pedagogical field(s) to which they belong. Examples of such qualifications are (but not limited to) those illustrated below.

The candidate's "sustained" evidence of contributions does not have to be in all three categories (teaching, service, and research) listed in CAS guidelines. By "sustained", the Department means that the candidates are consistently involved in activities showing their leadership and excellence over the period of their appointment as Associate Teaching Professor. Please note that the Department does not necessarily expect the candidates to perform such activities every quarter, every year, and/or every certain number of quarters/years. However, consistency of involvement in such activities over the period of Associate Professorship is preferable to a concentration of multiple activities in a short time frame either preceded or followed by long periods of time in which no activities take place.

Timeline

The Department views promotion as an important step in career development and highly encourages Associate Professors to prepare for promotion at the early stages of Associate Professorship. The candidates can request that the Department considers their candidacy for promotion to Full Professorship. Or the Department, either through the annual merit review process or through the regular conference with the chair, may encourage the candidates to request consideration for promotion when it deems their accomplishments sufficient to warrant consideration for promotion.

Promotion from Associate to Full Professor is normally considered after the candidates have had at least one reappointment at the rank of Associate Professor, although exceptional candidates may be considered for promotion earlier. By exceptional candidates, we mean those who have demonstrated “sustained leadership” qualities (see below for the examples of such qualities) even before their promotion to Associate Teaching Professor and have continued to exhibit such qualities up to their initial review for reappointment. In such cases, these candidates may request a promotion to Full Teaching Professor prior to being reappointed.

Consideration for promotion will proceed in the following manner:

1. The candidates declare their intention to be promoted by April 1 for review in the following academic year.
2. The candidates write their self-assessment and creates the “dossier” by assembling updated documents, including their CV, course evaluations, class materials (syllabi, evidence of students performance assessment, relevant course materials such as quizzes, homework, projects), and other evidence of scholarship and teaching effectiveness, as specified by the Department and College. Please note that self-assessment is not a narrative overview of the candidates’ CV. It is a statement consisting of reflection of the candidates’ teaching philosophy, teaching experience, interaction with students, service activities, among others.
3. The chair appoints the candidates’ promotion committee from among qualified faculty within the Department. If necessary, the Department may ask a faculty member from outside of the Department to be appointed in this capacity.
4. The committee recommends to the chair names of possible external evaluators. The candidates may also suggest the list of external evaluator(s). Only one external evaluator can be included in the roster of external evaluators from the list of evaluators submitted by the candidates.
5. The committee reviews the “dossier” and assists the candidates to complete it by the end of May.

6. By early June, the “dossier” is sent to external evaluators and the Department must collect their evaluation by mid-September.
7. The committee reviews the collected materials before October 1 and prepares its recommendation.
8. In October, the committee submits its report two weeks before the scheduled personnel meeting.
9. During the two weeks window, the eligible faculty members of the Department review the committee’s report, external evaluation, and the candidates’ dossier while the candidates are allowed to review the committee’s report and if so desired, they can submit their response(s) to the committee’s report within the first 7 days after the committee’s report is published.
10. The candidates’ response will also be publicized to the eligible faculty members.
11. The eligible faculty members meet to vote on the promotion case immediately after the two weeks window closes, following the procedures specified by CAS and the University.
12. The result of the faculty vote is submitted to CAS. 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

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)

CAS 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 ([CAS guidelines](#)).

Following CAS guidelines, the Department hereby predicates “exemplary” contributions that warrant the candidates’ promotion to teaching professor in three categories: (1) teaching, (2) service, and (3) scholarship. The bullet points below are examples of accomplishments in these three categories that demonstrate excellence. Please note that candidates for promotion are not expected to meet all of these criteria.

1. Teaching

In order for an associate teaching professor to be considered for promotion, they must provide evidence of *not only the faculty member's sustained excellence in instruction* in their unit but also at the College, University, and/or field level. [[CAS guidelines](#)].

Since each candidates' contexts in teaching vary broadly, the following list exemplifies some evidence of recognition of teaching excellence but not exhaustive. 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. The candidates must show their leadership, sustained excellence, and/or success in one or more of the areas listed below.

- 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.

- Participation in conferences/workshops as an organizer/planner/facilitator
- Planner or facilitator of cultural programs/information sessions
- Supervision or coordination of language-specific programs at the Departmental level

- Chairing a committee at a program, Department and/or university level.
- Chairing/facilitating 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
- Chair of a review committee of scholarships or conference abstracts
- Serving as President, Vice-president, or similar leadership roles for a professional association in the field

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 candidates' professional and teaching practices. The items below are examples of scholarships that are relevant to teaching-track promotions. It is not necessary for the candidates 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 books, articles, or chapters on pedagogy and/or the candidate's field, in journals, books, newsletters, digital platforms or other media
- Obtaining highly regarded certificates in language assessment

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