



Department Faculty Meeting
Friday, January 12, 2024, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/99530793013>

Minutes

Present: Ahmad, Atkins, Bahrawi, Bhowmik, Cao, Cho, Choi, Dubrow, Hamm, Handel, Iwata, J. Kim, U. Kim, Lu, Ma, Mack, Marino, Matsuda, Nishikawa, A. Ohta, K. Ohta, Pauwels, Sandjaja, Takeda, Turner, Van Scoyoc, Wang, Won, Yu, Zielonka

I. **Call to Order 3:32pm**

II. **Vote:** Approval of Minutes (December) (*standing item*; Handel) 3:30-3:35

Minutes approved

III. **Announcements** (*standing item*; Handel) 3:35-3:40

- New administrative assistant; second round of College-funded unit adjustments

Unit adjustments:

Zev: The College considers last year's first round to be successful. Every teaching professor in the department is now at or above the College's "Best Practice Minimum" salary, and the tenure-line faculty farthest behind peer salaries at other institutions got raises. The second round has just been announced. Like the first it is self-funded by the College with the Provost's permission: this means the College is not receiving money, but using their own reserves. I have been asked to submit nominated names for salary increases by Jan 30. Main criteria are (1) tenure-line faculty whose salaries are below peer averages; (2) any faculty "whose contributions to scholarship, teaching, and service in your department have moved the department toward strategic goals in noteworthy ways" (i.e. a kind of exceptional merit).

Unfortunately we are limited to 15% of faculty so I can only nominate five people of the thirty in the department. The College does not know if they will be approved to do this for a third year next year, because the new provost may have different ideas from the last one.

Faculty 1: The exceptional merit—does it refer to the merit ratings we voted in last spring?

Zev: No. It is up to us to decide how to evaluate merit for this purpose. The merit ratings we voted on are one criterion we can use.

IV. **Updates** (*standing item*; Handel) 3:40-3:55

- Search for assistant teaching professor of Hindi (Pauwels)

Heidi: We have proceeded to the interview stage (last week) and are writing up the committee's report, which is nearly done.

- Graduate applications

Zev: We have well over 100 applications, about 40 of them are for the new AI&C track, which has turned out to be a wildly popular option. We are dealing also with a new system (Slate). So there is a lot to adjust to this time around. Ping and Kirk have been working hard on our processes and are available to answer questions.

- Anu Taranath report on workshops

Zev: Dr. Anu Taranath has since provided a very detailed written report, which I have reviewed. She and I both agree that it should be circulated to all faculty and staff with my feedback included. You can expect to receive it from me in the next few weeks.

Faculty 1: Will Anu meet with the full professors?

Zev: We had enough funding from the college to cover only the three sessions in autumn. But the plan all along was to try to get additional funding to continue the work in winter and spring, and that would include a listening session with full professors.

Faculty 1: I think it's strange that the report is being circulated before the full Professors have had their session with her.

Zev: The report is based on what was shared in the listening sessions so far. It's not intended to be comprehensive or represent the views of the entire department.

- EJI Values statement on our web site

Zev: We will not have an orange alert banner, which really should only be used for emergencies. We will have a featured banner on the home page that will point people to the EJI Values statement page, which can also be found under the About menu.

V. **Discussion:** Faculty Meeting times (Handel, Appendix 1) *3:55-4:15*

Zev: I went through the time schedule for the last three quarters and wrote down each course that conflicted with any of the possible meeting times that we discussed at the last meeting. I put in bold the courses taught by voting faculty.

Discussion followed on the pros and cons of moving the meeting time to different proposed slots. Most of the concerns raised were about disruption to the schedule of graduate seminars, which cannot be moved to morning hours.

No clear consensus emerged.

Zev: I think the best way to move this forward is for me to put up a survey on Google to measure people's preferences and concerns about alternative meeting times. I can share the results before the next meeting.

VI. **Discussion:** Department guidelines for associate promotions (Appendix 2) 4:15-4:45

- Appendix 2a (to associate teaching professor) (Nishikawa)

Zev: Because we are the first department to develop guidelines for the promotion of teaching professors who are language instructors, I wanted to bring the committee's first draft informally to members of the College Council for advice. This autumn I got some very good feedback and the committee made some revisions on that basis.

Itsuko: Our committee first read the CAS guidelines. Our guidelines are unique in that we highlight teaching and certain activities associated with it, like TA training which takes up a lot of time from us and we wanted to make sure that effort was included. We also included EJI and program management and implementation. Research is not part of the Teaching Professor's job description, so we had to specify what we consider scholarship. We decided that the most important kind of scholarship was keeping up with current developments in pedagogy and significant outreach to colleagues in our field.

Zev: This was an enormous amount of work. I want to thank the committee for all their work.

- Appendix 2b (to associate professor) (Bhowmik)

Davinder: Our committee met and examined other departments' guidelines and began to draft our own. We have three sections: research, teaching, and service. We spent a lot of time on the research section, which is critical for tenure-track promotions. We spoke to professors at different ranks for our peers' view on what was helpful, what wasn't.

Discussion of the guidelines for promotion to associate teaching professor ensued. A number of suggestions for revision were made.

Discussion of the guidelines for promotion to associate professor with tenure ensued. A number of suggestions for revision were made. The bulk of the discussion centered around ensuring that the

publication requirements sufficiently recognize differences in the various sub-fields that our department faculty engage in; and in particular, what the role of a monograph should be.

Zev: Thank you for all of these suggestions. I will put the drafts on Google Drive so that the suggestions made here today can be articulated as comments on the draft language. Then we can bring revised versions to the next faculty meeting for a vote.

VII. **Discussion and Vote:** Establishing ad-hoc committee on department by-laws (Handel, Appendix 3) *if time*

Zev: I learned today from the Chairs meetings that Dean Harris will soon send out a notification that all departments need by-laws. So the decision of establishing a committee to do this work is no longer purely voluntary. We will be obligated. I will circulate that information from Dean Harris when I receive it. We will vote on this at the start of the next meeting.

VIII. **Discussion and Vote:** Establishing ad-hoc committees on promotions to full Teaching Professor and Full Professor (Handel, Appendix 4) *if time*

Zev: We will vote on this at the start of the next meeting.

IX. **Adjournment**

Appendix 1: Possible AL&L Faculty Meeting times and conflicting courses

Mid-day meetings

| Wednesdays 12:00-1:20 | Thursdays 12:00-1:20 |
|---|---|
| <p><i>Spring 2023</i> Asian 207 (Lee): MW 12:30-2:20 Asian 498A (Zhu): MWF 12:30-1:20 Beng 203 (Abedin): M-F 12:30-1:20 Chin 213 (TA): M-F 11:30-12:20 Indo 313 (Sandjaja): M-F 11:30-12:20 Korean 360 (Hall): MW 12:30-2:20 Snkrt 203/313/513/523/533/550 (Chandekar): MWF 11:30-12:50 Viet 313 (Turner): MWF 1:00-2:20</p> <p><i>Autumn 2023</i> Asian 498C (Park): MW 10:30-12:20 Beng 201 (Abedin): M-F 12:30-1:20 Chin 211 (TA): M-F 11:30-12:20 Chin 451 (Sun): MWF 11:30-12:50 Indo 211 (Sandjaja): M-F 11:30-12:20 Japan 413 (Iwata): MWF 11:30-12:50 Korean 442 (Choi): MWF 1:00-2:20 Snkrt 201/521 (Chandekar): MWF 11:30-12:50 Viet 311 (Le): MWF 1:00-2:20</p> <p><i>Winter 2024</i> Asian 207 (Bahrawi): MW 11:30-1:20 Beng 202 (Abedin): M-F 12:30-1:20 Chin 212 (TA): M-F 11:30-12:20 Chin 431 (Zhu): MWF 11:30-12:20 Japan 304 (Takeda): M-F 12:30-1:20 Japan 411 (Matsuda-Kiami): MWF 11:30-12:50 Korean 402 (Choi): MWF 1:00-2:20 Snkrt 202/312/522/532/550 (Marino): MWF 11:30-12:50 Viet 312 (Le): MWF 1:00-2:20</p> | <p><i>Spring 2023</i> Asian 498C (U. Kim): TTh 12:30-2:20 Beng 203 (Abedin): M-F 12:30-1:20 Chin 213 (TA): M-F 11:30-12:20 Indo 313 (Sandjaja): M-F 11:30-12:20 Japan 203 (Iwata): TTh 11:30-12:20 Japan 325 (Bhowmik): TTh 11:30-1:20 Korean 103 (Won): TTh 11:30-12:20</p> <p><i>Autumn 2023</i> Beng 201 (Abedin): M-F 12:30-1:20 Chin 211 (TA): M-F 11:30-12:20 Hindi 321/421 + Urdu 321/421 (Ahmad): TTh 10:30-12:20 Japan 201 (Iwata): TTh 11:30-12:20 Korean 301 (Won): TTh 11:30-12:20</p> <p><i>Winter 2024</i> Beng 202 (Abedin): M-F 12:30-1:20 Chin 212 (TA): M-F 11:30-12:20 Japan 202 (Iwata): TTh 11:30-12:20 Japan 304 (Takeda): M-F 12:30-1:20 Korean 302 (Won): TTh 11:30-12:20 Viet 496 (Turner): TTh 12:30-2:20</p> |

Afternoon meetings

| Wednesdays 3:30-5:00 | Thursdays 3:30-5:00 |
|---|--|
| <p><i>Spring 2023</i> Hindi 321/421 + Urdu 321/421 (Dubrow): MW 2:30-4:20 Japan 344/544 (A Ohta): MW 3:30-5:20</p> <p><i>Autumn 2023</i> Chin 551 (Sun): MW 3:30-5:20 Japan 433 (Jesty): MW 3:30-5:20</p> <p><i>Winter 2024</i> Chin 463/563 (Hamm): MW 3:30-5:20 Hindi 323/423 + Urdu 323/423 (Dubrow): MW 2:30-4:20 Korean 365 (Hall): MW 3:30-5:20</p> | <p><i>Spring 2023</i> Korean 365 (Hall): MW 3:30-5:20 S Asia 206 (Dubrow): TTh 2:30-4:20 Japan 472 (Atkins): TTh 3:30-5:20 Beng 303 (Abedin): TTh 2:30-4:20</p> <p><i>Autumn 2023</i> Beng 301 (Abedin): TTh 2:30-4:20 Asian 498D (Rominger): TTh 3:30-5:20 Japan 435 (Bhowmik): TTh 3:30-5:20</p> <p><i>Winter 2024</i> Beng 302 (Abedin): TTh 2:30-4:20 Chin 373 (Wang): TTh 3:30-5:20 Chin 531 (TA): TTh 3:30-5:20 Japan 361 (Mack): TTh 3:30-5:20 Japan 442 (Ogihara): TTh 2:30-4:20 Korean 416 (Cho): TTh 3:30-5:20</p> |

Friday afternoon meetings (earlier than 3:30)

| Fridays 1:30-3:00, 2:00-3:30, or 2:30-4:00 |
|---|
| <p><i>Spring 2023</i> Viet 313 (Turner): MWF 1:00-2:20</p> <p><i>Autumn 2023</i> Asian 401 (TA): MWF 1:30-2:50 Chin 442 (Handel): F 1:30-2:20 Indo 111 (Sandjaja): M-F 1:30-2:20 Korean 442 (Choi): MWF 1:00-2:20 Viet 311 (Le): MWF 1:00-2:20</p> <p><i>Winter 2024</i> Indo 112 (Sandjaja): M-F 1:30-2:20 Indo 212 (Sandjaja): M-F 2:30-3:20 Korean 402 (Choi): MWF 1:00-2:20 Viet 312 (Le): MWF 1:00-2:20</p> |

Bold = taught by regular (voting-eligible) faculty (other course are taught by temporary faculty)

Appendix 2a: Draft Department Guidelines for Promotion to Associate Teaching Professor

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

Drafted by an ad-hoc committee consisting of Itsuko Nishikawa, JungHee Kim, and Akiko Iwata. Version of 1/9/24.

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.

Once candidacy is identified, the general timeline 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 suggest their 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 in September of the following 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.

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.

- Evidence of teaching excellence in student evaluations
- Evidence of teaching excellence in annual peer evaluations of teaching.
- Curriculum Development
 - New course development
 - Innovative teaching and pedagogies
 - Material development and implementation
- Course planning and supervision.
- ASE training/mentoring/supervising

- Mentoring and supervising advanced undergraduate students, for example through Independent Study courses or Internships (such as ASIAN 491)
 - Teaching awards
 - Attendance at academic and/or professional conferences/workshops
 - 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 level. 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 of the university, and this is also true 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 ALL language-specific programs at 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

3. Scholarship

Research publications are not a requirement 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.4](#). As the Department places a high value on teaching, the expectation is that 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.

- introduction of new knowledge or methods into course content
- creation and/or implementation of innovative and/or inclusive pedagogy
- development of new courses, curricula, or course materials
- participation in professional conferences
- evidence of exceptional student performance and postgraduate placement
- receipt of grants or awards
- contributions to interdisciplinary teaching across programs or departments
- participation in professional associations
- significant outreach to professionals and scholars at other academic institutions.
- presentations at professional conferences
- publication of scholarly articles in professional journals
- peer-reviewing of submissions to academic journals
- public-facing scholarship, such as contributions to digital platforms or other media

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

Appendix 2b: Draft Department Guidelines for Promotion to Associate Professor

Guidelines for Promotion to Associate Professor

Drafted by an ad-hoc committee consisting of Davinder Bhowmik, Chris Hamm, and Ungsan Kim. Version of 1/10/24.

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 are 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 of Asian Languages and Literature 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, and/or methodologies. 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. For humanists, an academic monograph is the centerpiece of research portfolios for assistant-to-associate promotions. A candidate’s book should be published or nearly published by the time of 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. A candidate working in a field or sub-field in which standards other than monograph publication prevail will be expected to provide convincing documentation of any alternate criteria for publication in their area of specialization.

The research portfolio for candidates usually also includes journal articles, edited volume chapters, and/or edited volumes. It also usually includes evidence of progress on a second monograph or new research project. Such evidence might include grant proposals and awards, archival or field research, presentations, articles, and book chapters. Public scholarship – whether in print, in person, online, or on screen – strengthens a 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. Appraisals by external referees of publications in the scholarly and critical literature, and of works-in-progress, whenever possible, provide testimony as to importance and impact. Due consideration should be given to variations among fields and specialties, to new genres and areas of inquiry, and to 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. 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." In addition to evaluations, candidates are encouraged to include supporting materials such as syllabi, course materials, assignments, and/or statements about pedagogical innovations in the classroom.

While research and teaching are typically viewed as separate categories, if a candidate believes there is a compelling narrative around the relationship of these areas, such as the influence of the research on the teaching, then the candidate should make that case in their personal statement.

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. 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.

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.

Appendix 3: Ad-hoc Committee on Department Bylaws

References

- Bylaws are a *set of rules adopted by an organization that govern its administrative structure and regulate its affairs*. These rules operate within the framework of Faculty Code and University and College regulations.
- Current AL&L policies (mistakenly called “bylaws”): <https://asian.washington.edu/bylaws-and-department-policies>
- Sample bylaws at UW departments
 - [Slavic](#)
 - [Mathematics](#)
- Random sample bylaws at some other institutions of higher learning:
 - [Florida State University](#): contains a link to a Template for department bylaws
 - [Loyola University of Chicago Department of English](#)
 - [Massachusetts Society of Professors](#)

Background

The Department has a set of policies that have been approved by the faculty over decades that govern some of our procedures. These policies are not comprehensive, are not well structured, and in some cases are out of date or inconsistent with our practice. Many aspects of our departmental organization and governance are not explicitly defined, which can lead to uncertainty about duties, responsibilities, and roles of individuals and committees.

Justification

Department bylaws, approved by the faculty, would streamline our processes, eliminate sources of dispute among faculty, and ensure consistency regardless of who is serving in leadership roles in the department.

Charge

The committee will first survey bylaws at other units, with particular attention to UW departments. They will create an outline of department bylaws, and contact individual faculty or committees for appropriate content to slot into different sections. They would bring questions or concerns to faculty on a rolling basis, through regular updates at faculty meetings. A draft should be completed by May if possible.

Membership

The committee will have at least three members, all of whom have experience with department governance and department processes. Tenure-line and instructional-line faculty will be represented, and at least two department programs will be represented.

Appendix 4: Ad-hoc Committees on Department Promotion Guidelines

- 1) Promotion from Associate Professor to Professor
- 2) Promotion from Associate Teaching Professor to Teaching Professor

References

- Academic HR web page on promotion and tenure: <https://ap.washington.edu/ahr/actions/promotions-tenure/> (includes links to Faculty Code)
- College web page on promotion and tenure: <https://admin.artsci.washington.edu/personnel/promotion-and-tenure-guidelines>
- College guidelines: <https://admin.artsci.washington.edu/personnel/promotion-and-tenure-guidelines#cas%20guidelines>
- Department guidelines: <https://admin.artsci.washington.edu/personnel/promotion-and-tenure-guidelines#dept%20guidelines>

Background

The Deans of the College, along with the Elected Faculty Council (our “College Council”) have also begun working with departments to allow them to craft guidelines which are specific to their unit, and which are consistent with the College of Arts and Sciences guidelines and Promotion Considerations, as expressed in these pages, as well as the faculty code. These "Departmental Guidelines" are developed within each department, in collaboration with their divisional deans, approved by their faculty and then approved by the divisional dean, and the College Council.

-- from the College of Arts and Sciences web page on Promotion and Tenure.

Justification

Our colleagues under consideration for promotion, members of department committees charged with making recommendations on promotion, and faculty who vote on promotion cases have all expressed frustration with the lack of clear expectations for promotion. This lack of clarity makes it difficult for individual faculty to decide, in consultation with the chair, when to put themselves forward to promotion. It also makes it difficult for committees and voting faculty to apply consistent criteria from case to case. This has had harmful effects on the career paths of our colleagues in the department. We should follow the practice in other departments of developing our own guidelines or explicitly stating that we follow the College guidelines. (See Figure 1 below.)

Charge

The committees will consult existing Department guidelines for promotion to associate professor and to associate teaching professor and review the Faculty Code and College Guidelines. They will then review guidelines of other departments in the College (see Figure 1 below). They will recommend either that we explicitly adhere to the College guidelines, or will draft departmental guidelines. These guidelines will be circulated to the faculty at large for comment, revised, and then adopted by faculty vote. The committees will consult with the chair as necessary and appropriate. Committees may also seek advice from colleagues in other departments who have gone through the process of developing guidelines.

Membership

Each committee will have at least three members. All members will be in the same promotion pathway as the guidelines being written. In other words, the committee working on guidelines for promotion to Professor will be composed of tenure-line faculty. The committee working on guidelines for promotion to Teaching Professor will be composed of instructional-line faculty. Following best practices, at least one of the committee members will be someone who has not yet been promoted and will be subject to the new guidelines; and at least one will be someone who has been promoted.

Timeline

The committees will develop draft guidelines by the middle of Spring Quarter. The faculty will vote to adopt guidelines by the end of Spring Quarter. Approved guidelines will be operative immediately. They will govern any promotion cases that may come before the faculty in October 2024.

- [School of Art + Art History + Design Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Astronomy Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Dance Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Drama Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [DXARTS Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [English Department Guidelines](#) (for promotion to Full Professor)
- [Geography Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Law, Societies, & Justice Guidelines](#) (for promotion to Associate Professor with tenure)
- [History Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Mathematics Department Guidelines](#) (for promotion to Associate Professor with tenure)
- [School of Music](#) (for promotion to Associate Professor with tenure and to Full Professor)
- [Speech and Hearing Sciences Guidelines](#) (for promotion to Associate Professor with tenure)
- [Statistics Department Guidelines](#) (for promotion to Associate Professor with tenure and to Full Professor)

The following departments have voted to adopt the College of Arts & Sciences guidelines without change or addition:

- Applied Mathematics (February 11, 2021)
- Chemistry (March 11, 2021)
- Biology (May 12, 2020)
- Germanics (April 15, 2020)
- Physics (January 6, 2021)
- Psychology (April 9, 2020)

Figure 1. List of Department Guidelines for promotion on the College of Arts and Sciences web page on Promotion and Tenure.