



Department Faculty Meeting  
Friday, February 9, 2024, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/93592764707>

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

*Minutes*

I. **Call to Order 3:33pm**

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

Minutes approved

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

Update on *Seattle Chinese Post* endowment

Junghee will update faculty towards end of meeting on new form that will make the process easier; if you are considering going up for promotion this spring and are not scheduled for a review this year, then ask the Peer Teaching Committee to schedule a review.

IV. **Updates** (*standing item*; Handel) 3:40-3:50

- Search for assistant teaching professor of Hindi

Negotiating with top candidate for past few weeks. The position is still not settled.

- Department climate and communications

We have received more funding from Brian Reed. We plan to hold additional sessions facilitated by Dr. Anu Taranath.

Wang: GAEC plans to schedule a graduate faculty meeting in April. Will send out a poll to figure out the best time to meet.

V. **Discussion and Vote:** Establishing ad-hoc committee on department by-laws (Handel, Appendix 1) 3:50-4:00

Every unit must have bylaws by June 2025. Best way to do it is to establish committee. Goal to have at least three members with two programs represented (including both tenure-line and teaching-line faculty).

No discussion.

**Motion passes: 24 yes, 0 no, 1 abstain**

- VI. **Discussion and Vote:** Establishing ad-hoc committees on promotions to full Teaching Professor and full Professor (Handel, Appendix 2) *4:00-4:10*

**Motion passes: 26 yes, 0 no, 0 abstain**

- VII. **Vote:** Department guidelines for associate promotions (Appendix 3) *4:10-4:30*
- Appendix 3a (to associate teaching professor) (Nishikawa)

Discussion around various criteria (professional development, teaching) and Faculty code took place.

**Motion passes: 26 yes, 0 no, 0 abstain**

- Appendix 3b (to associate professor) (Bhowmik)

Discussion around language and criteria took place.

**Motion passes: 22 yes, 1 no, 0 abstain**

- VIII. **Vote:** Faculty Meeting times (Handel, Appendix 4) *4:30-4:45*

Discussion of survey results took place. Moving the meeting time for spring quarter is not practical. Faculty were asked to review their planned teaching schedules and other obligations for 2024-2025, to see if moving the meeting time to Friday 2:30-4:00pm beginning Autumn 2024 will be possible.

- IX. **Presentation:** Classroom scheduling (Handel) *4:45-5:00*

Presentation of classroom scheduling process (slideshow).

- X. New peer teaching review form (J. Kim)

Junghie provided an overview of new review form, which she will distribute to faculty soon.

- XI. **Adjournment 5:00pm**

## Appendix 1: 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](#)

### 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. On January 17, Dean of the College Dianne Harris informed all departments that they are required to have by-laws by June 15, 2025. Dean Harris provided a template.

### Charge

The committee will first survey bylaws at other units, with particular attention to UW departments, as well as the template provided by Dean Harris. 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. The committee may be asked to continue serving in 2024-2025 if necessary to meet the Dean’s deadline for department approval of by-laws.

### 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 2: 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.

## Appendix 3a: 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 2/5/24.*

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.



## **Appendix 3b: 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 2/5/24.*

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**

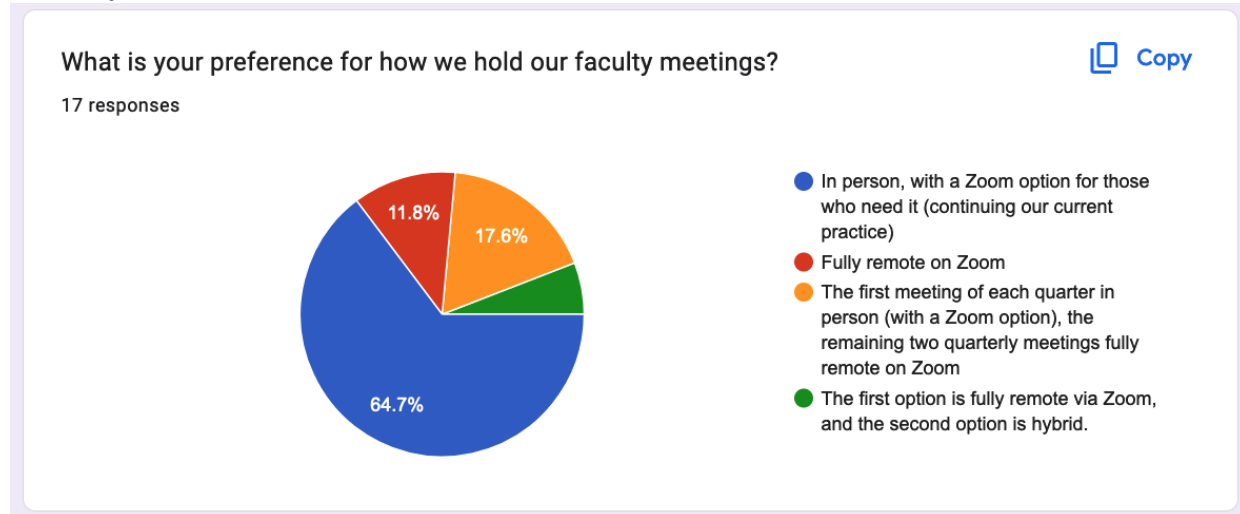
Service takes many forms, but an investment in the department and broader university community should be clear by the time of tenure. These forms may range from committee service to public outreach and university-wide service. The Department expects candidates to have an active record of Departmental 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.

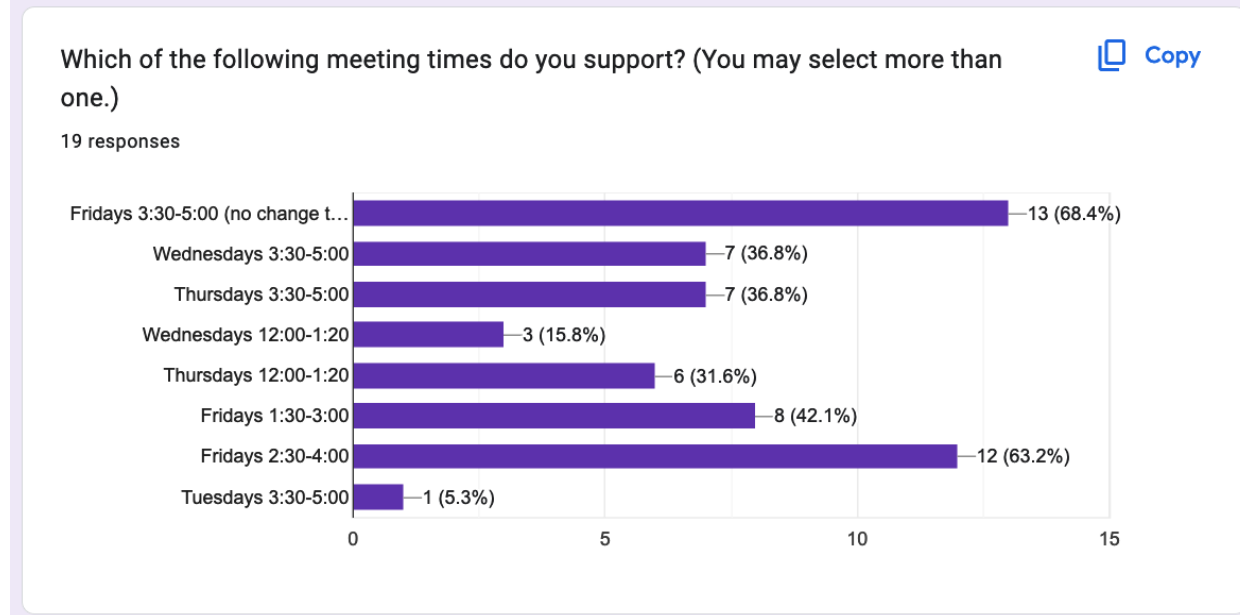
Whereas AL&L faculty are often called upon to consult and assist with the institution-building work of diversifying knowledge, the professoriate, and the student body, we encourage evaluators to consider the full range of a candidate's service in and outside of the university, especially service work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

## Appendix 4: Department Faculty Meetings: Modality and Time

### Modality



### Time



Remember that respondents could select more than one answer, and most did select more than one.

Motion: *Spring 2024 faculty meetings will be held Fridays 2:30-4:00pm.*