



Department Faculty Meeting  
Friday, May 10, 2024, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/99319616844>

Attendees: Ahmad, Atkins, Bahrawi, Bhowmik, Cao, Cho, Choi, Hamm, Handel, Iwata, Jesty, J. Kim, U. Kim, Lü, Ma, Mack, Marino, Nishikawa, A. Ohta, K. Ohta, Pauwels, Rominger, Takeda, Turner, Won, Zielonka

*Minutes*

I. **Call to Order**

3:33pm

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

Minutes approved.

Motion was made to add recent issues in the graduate program to today's agenda. No second.

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

- Hiring (past and future) (Appendix 1): Telugu Studies professor and Vietnamese teaching professor
- Bowling and pizza party and celebration of promotions: May 17, 2:30-4:30

Announcements made.

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

- Campus safety, potential disruptions, and academic continuity
- Summer course offerings and summer budget

Discussion around work stoppage, notifying students, and summer quarter drop deadlines.

V. **Discussion and Vote:** Merit Review procedures (Appendix 2) 3:50-4:40

The chair presented information on the 2020 revision to Merit Review process, processes across UW, and pros/cons of various ways of conducting merit reviews. He summarized the new procedures proposed by the Executive Committee.

Motion to move proposal to vote. Seconded. Discussion followed.

Vote: 22 yes, 1 no, 0 abstain.

Motion passes.

VI. **Adjournment**

4:54pm

Appendix 1: Summary of Humanities Division Hiring Over Last Five Years

**TOTALS 2019-2024 for Division of Humanities Hires**

<b>Department</b>	<b>Hired</b>	<b>Retired or Departed</b>	<b>Net</b>
AL&L	7	5	+2
Classics	2	2	/
CHID	1	0	+1
CMS	2	0.25	+1.75
English	13	11	+2
FIS	2	1.75	+0.25
German	2	1	+1
Linguistics	4	2	+2
MELC	3	2	+1
Scandinavian	1	1	/
Slavic	2	2	/
SPS	3	3	/
<b>TOTAL</b>	<b>42</b>	<b>31</b>	<b>+11</b>

*AL&L has made at least one hire in each of the last five years.*

Our Department and our Humanities Division have been **successful** over the last five years by many metrics. We are up in **faculty positions**. We are up in **student credit hours**. We are up in **majors**. We are up in **admitted students** expressing interest in the Humanities. One reason we have been able to hire successfully in the current budgetary climate is that the Division has cooperated to secure outside funding to support many of our new positions.

## Appendix 2: Merit Review Procedures Proposal

### **Merit Review Procedures – DRAFT PROPOSAL**

Department of Asian Languages and Literature  
University of Washington, Seattle

May 6, 2024

(Changes since May 3 **are highlighted**)

Approved by the Executive Committee on May 6

We hereby establish the following procedures for merit reviews, which shall be followed by the department chair and all faculty members in conformance with [Section 24-55](#) of the *University of Washington Faculty Code*, “Procedure for Salary Increases Based on Merit.”

#### 0. Basic principles

- a. Merit determination processes are intended to reduce bias and subjectivity, and maximize transparency.
- b. Merit determinations will have two categories: meritorious and non-meritorious.
- c. The merit rubric for tenure-line faculty (professors), instructional-line faculty (teaching professors) and lecturers will have separate standards for determining merit, as detailed below.
- d. The merit review procedure is not intended to provide fine-grained assessment of the overall quality of scholarship, teaching, and service. Such feedback is provided through other department processes, including reappointment, promotion, peer teaching reviews, and regular chair conferences.
- e. The voting results of faculty merit determinations are advisory to the chair; they will be transmitted to the Dean of the College along with the chair’s merit recommendations. The Dean of the College makes final decisions on merit.
- f. Evaluation of merit is cumulative.

#### 1. Submission of activity reports and preparation of files.

The merit review procedure shall begin with the submission of annual faculty activity reports, which shall be due in early spring quarter on a date and in a format determined by the chair. The report shall cover the previous spring, summer, autumn, and winter quarters. Faculty members being evaluated shall be advised that they will be reviewed, and given sufficient time to ensure that their files are up to date. Normally this period will be two weeks or more.

#### 2. Appointment of Merit Review Committee

The Merit Review Committee consists of all eligible and available faculty holding the rank of full professor, including tenure-line and instructional-line faculty. The department chair will appoint the Committee chair, taking care to rotate the chairship equitably among faculty members.

The Committee members may divide up the work of carrying out the merit reviews as they wish, facilitated by the Committee chair.

#### 3. Documents for review and access

The cumulative record of each candidate will be made available to the Committee.

The primary documentary basis of the review and the determination as meritorious or non-meritorious shall be the current *curriculum vitae* and the most recent faculty activity report. The committee may also consult faculty

activity reports from prior years, peer and student teaching evaluations for the past three years, teaching materials for the past three years, and cumulative publications as appropriate or necessary.

#### 4. Recommendations

The Committee will review the records of each faculty member holding the rank of assistant, associate or full professor. The committee will also review the records of lecturers who can reasonably be expected to be hired the next year, as specified by the department chair. A full professor will not review themselves. It is up to the Committee to devise a procedure that excludes faculty from self-evaluation.

The Committee will recommend either “merit/meritorious” or “no merit/non-meritorious” for each faculty member according to the rubric below in 9. The Committee will produce written merit recommendation documents for the following categories of faculty:

- a. One document for all Lecturers
- b. One document for all Assistant Professors
- c. One document for all Associate Professors
- d. One document for each Full Professor

For each faculty member evaluated, the document will indicate “meritorious” or “non-meritorious”. A meritorious recommendation will not be accompanied by any further explanation or justification. A non-meritorious recommendation will be followed by an explanation and justification. The structure of the document should be simple and list all faculty of the same rank together, for example:

Professor X	meritorious
Professor Y	non-meritorious [justification for non-meritorious recommendation]
Professor Z	meritorious

A separate document must be provided for each full professor, because of round-robin voting (section 6).

The written documents will be submitted to the department chair according to whatever method the chair instructs.

In the case of a “Non-meritorious” recommendation, the chair will invite a written response from that faculty member and will make the response available to voting faculty before the vote takes place.

#### 5. Conducting merit review meetings

The department chair shall schedule one or more merit review meetings. Meetings shall be conducted with the department chair presiding. All permanent faculty (assistant, associate, and full) will be present at the start of the meeting. After the votes on lecturers are concluded, the assistants will be excused. After the votes on assistants are concluded, the associates will be excused. After the votes on associates are concluded, round-robin votes on full professors will be held, with the professor under review excused from the meeting during discussion and vote on their merit.

The department chair will ensure that the files of faculty under review and faculty salaries are available for inspection before and during the meeting. Salaries will be provided in the form of base monthly 100% FTE salary (rather than actual monthly or annual pay) to facilitate comparison. Prior to voting, any faculty member can request additional information beyond what is in the recommendation documents, or request a discussion of the case of any faculty member under review. If a faculty member has been deemed non-meritorious by the

committee, the chair will ensure that a full discussion of that member takes place before the vote. The chair will take notes, to be kept confidential and anonymous, on any discussions.

Ballots will have two options: "Meritorious" and "Non-meritorious". Votes will be by secret ballot and absentee/proxy ballots shall not be permitted. Voting members with a conflict of interest shall recuse themselves from the discussion and vote. The department chair will record the results of each vote.

#### 6. Providing results of vote

Within two weeks of the conclusion of the last meeting, the vote tallies shall be communicated by the chair in writing to the person evaluated. If a majority of votes for any faculty member are "Non-meritorious", the chair will invite a written response from that faculty member at the time the vote tallies are communicated. ~~If a majority of votes for any faculty member are "Non-meritorious", the chair will invite a written response from that faculty member at the time the vote tallies are communicated.~~

#### 7. Chair's recommendations

The department chair shall transmit the voting tallies of the faculty to the dean of the college. Drawing upon the candidates' files, the Committee recommendations, and discussions at the merit review meeting, the chair shall make confidential recommendations to the dean regarding the merit of each faculty member. ~~In the case of faculty members recommended as non-meritorious by the Committee, in the case of faculty members deemed non-meritorious by the faculty vote,~~ the chair will also consider the written response of the faculty member and will forward that response to the dean.

#### 8. Rubric for evaluation of merit

**A faculty member is deemed meritorious if they are meeting the expectations of their position.** The distinction between meritorious and non-meritorious is based on the following criteria:

*Lecturers* are deemed meritorious if:

- They have taught their assigned classes, submitted final grades, and received acceptable student and (if applicable) peer teaching evaluations.

*Teaching professors* are deemed meritorious if:

- They have taught their assigned classes, submitted final grades, and received acceptable student and (if applicable) peer teaching evaluations.
- They have carried out departmental service as appointed by the chair in accordance with the list of service roles published on the department web site, and/or university service outside the department that is deemed equivalent. The Committee may consult the department chair for more information if the service record is unclear or if, as in the case of recently hired assistant professors, departmental expectations of service loads are reduced.

*Tenure-line professors* are deemed meritorious if:

- They have taught their assigned classes, submitted final grades, and received acceptable student and (if applicable) peer teaching evaluations.
- They have carried out departmental service as appointed by the chair in accordance with the list of service roles published on the department web site, and/or university service outside the department that is deemed equivalent. The Committee may consult the department chair for more information if the service record is unclear or if, as in the case of recently hired assistant professors, departmental expectations of service loads are reduced.

- Their record shows evidence of research progress such as scholarly publication, scholarly presentation, scholarship submitted for publication, scholarly projects in process, sabbatical leave. The department recognizes that unlike teaching and service, research progress is not steady and tangible results (such as publications) do not emerge on a regular schedule. Because merit is based on cumulative performance, the committee should look back over the previous three years if meritorious research performance is not evident in the *curriculum vitae* and the most recent faculty activity report.

In all of the above cases, the Committee shall make a reasonable judgment about what constitutes “acceptable” teaching evaluations based on department and university norms. The Committee should be prepared to discuss borderline cases when they present their recommendations.

#### 9. Salary increases beyond the base merit pool

Each year, the university makes a **base merit pool** available that provides a fixed percentage increase to the salaries of all faculty deemed meritorious, typically of 2-4%.

In some years, an **additional merit pool** or a **unit adjustment** is also made available, along with specific instructions from the provost or dean concerning how this funding can be allocated to faculty. When available, these funds are to be allocated by the chair after seeking “the advice of the full professors according to a procedure approved by the voting members of the unit” (Faculty Code 24-55.C). This document constitutes a procedure approved by the voting members of the unit.

The advice of the full professors shall be communicated to the chair in one or more of the following ways:

- The Merit Review Committee may at any time specify a set of guidelines, priorities, or principles according to which the department chair will be guided when allocating salary increases (subject to any constraints imposed by the College). Such guidelines could recommend differential increases based on merit, salary compression, or equity; or recommend equal distribution (by percentage or dollar amount) to all meritorious faculty.
- Upon being notified by the dean of the availability of any additional salary funds, the department chair will communicate the information to the Merit Review Committee, along with the accompanying instructions governing the allotment of the funds. The Committee will then advise the chair on how to allocate salary increases. If the Committee declines to make specific recommendations, the department chair will take any standing guidelines, priorities, or principles into consideration.
- If the Committee wishes to use **degree of merit** as a criterion for allotment of salary increases beyond base merit salary, they may identify specific faculty of high merit, or direct the department chair to do so. When making determinations of high merit, the Committee and/or department chair will consult the below activities and achievements, bearing in mind that teaching professors are not expected to carry out research. While Equity, Justice, and Inclusion work is not a requirement for high merit, it is included here should the Committee or department chair choose to consider it.
- The Committee may choose to solicit additional information from the faculty to aid them in making merit determinations and salary recommendations.

#### **Research (only for tenure-line faculty)**

- The publication of an authored or co-authored book
- An edited book/textbook published
- Publication of critical editions, anthologies, or similar works involving a scholarly contribution
- Articles/book chapters/essays/translations, research reports or digital equivalents published

- Digital Humanities projects such as the creation of a scholarly database or platform
- Reviews, encyclopedia or reference book/reference site entries, or guidelines published
- Serving as an editor of a national or international journal or book series
- Presentations of scholarship as a speaker or discussant at a conference, symposium, workshop, or invited lecture
- Serving as a reviewer for book and article manuscripts
- Awards and prizes related to research

### **Teaching**

- Experimenting with innovative formats and new courses
- Demonstrated commitment to ongoing improvements in existing courses
- Demonstrating commitment to and success in supporting equity, access, and inclusion in the classroom
- Receiving student evaluations that are numerically high across the board, and qualitatively high evaluations from department peers
- Training teachers (including student teaching assistants) and involvement in teacher preparation
- Advising students, including thesis committees, independent studies, undergraduate student mentoring, exam and dissertation committees, and student placements
- Achieving professional certification (such as ACTFL)
- Actively engaging in peer mentoring, including reading and giving feedback on teaching and scholarship
- Receiving awards and prizes related to teaching and mentoring

### **Service**

- Serving in administrative positions (chair, associate chair, summer coordinator, GPC, etc.)
- Chairing committees
- Participating in *ad-hoc* committees (such as promotion and tenure committees, search committees, etc.)
- Serving on departmental committees
- Serving on college or university committees
- Service to one's professional field outside the university (e.g. serving on editorial boards, doing editorial work, chairing or serving on executive committees of national organizations, chairing national award committees, etc.)
- Engaging in public scholarship and outreach for communities beyond the university
- Participating as external reviewer in tenure and promotion cases
- Awards and prizes related to service
- Organizing/running conferences, workshops, symposia
- Mentoring of students and peers outside of formal mentoring structures, especially for traditionally disadvantaged or underserved communities

### **Equity, Justice, and Inclusion**

- Integrating EJI or Diversity-related content into course materials
- Service on UW diversity and equity committees
- Contributing to curricular and structural transformation that increases EJI
- Peer and student mentoring
- Recruiting and retention of under-represented student
- Engaging diverse communities, organizations, and/or agencies
- Working to increase access and equity
- Contributing to department self-reflection
- Cultivating inclusive classrooms
- Participation in or facilitation of department-community collaboration
- Advocacy work that advances the university's EJI mission
- Production of scholarly, institutional, or community-focused publications that contribute to EJI
- Awards and prizes related to diversity, equity, and/or social justice work



### **Appendix 3: Draft Guidelines for promotion to full teaching professor (cf. Appendix 4)**

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

*Drafted by an ad-hoc committee of Kaoru Ohta, EunYoung Won, and Fumiko Takeda. Updated version of 5/3/24.*

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 activities that contribute to the community and profession.

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.

## **Appendix 4: Approved 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 of Itsuko Nishikawa, JungHee Kim, and Akiko Iwata. Version of 2/1/24.*

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.