



Department Faculty Meeting  
Friday, May 31, 2024, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/98872357217>

Ahmad, Atkins, Bhowmik, Choi, Dubrow, Hamm, Handel, Iwata, Jesty, J. Kim, U. Kim, Lü, Ma, Mack, Marino, Nishikawa, A. Ohta, K. Ohta, Pauwels, Rominger, Sandjaja, Takeda, Turner, Van Scoyoc, Wang, Won, Zielonka

*Minutes*

I. **Call to Order:** 3:30pm

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

Minutes approved.

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

Announcements made regarding finalized promotions, service assignments (loads, expectations, and equity), and email from Dianne Harris about College's budget.

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

- Potential disruptions of convocation and graduation events
- Salary increases for September
- Hiring (Telugu, Vietnamese, Sanskrit, Khmer)

Updates made regarding potential disruption of convocation and other graduation events, salary increases, and hiring.

V. **Discussion:** Department criteria for promotion to full professor (Mack; Appendix 1) 3:50-4:10

Discussion took place around criteria, historical issues, and language of criteria. The ad-hoc committee will gather more feedback and present an updated proposal to the faculty for approval in October.

VI. **Discussion and Vote:** Department criteria for promotion to full teaching professor (K. Ohta; Appendix 2) 4:10-4:30

Discussion took place around promotion criteria. The ad-hoc committee will present the proposal to the faculty for approval in October.

VII. **Brief updates from Standing Committee Chairs (3-4 minutes each)** 4:30-5:00

Updates made on various committees: Graduate Admissions and Education, Technology, Advancement, TA Training, Peer Teaching, and Undergraduate Education.

VIII. **Adjournment** 5:08pm

## Appendix 1a: Draft Guidelines for promotion to full professor (cf. Appendix 1b)

### **Guidelines for Promotion to full Professor [DRAFT]**

*Drafted by an ad-hoc committee consisting of Ted Mack, Chan Lü, and Heekyoung Cho. Version of 5/28/24.*

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 Full Professor**

Promotion to full Professor 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.

At the UW, "for promotion to Professor, the faculty member should have established him/herself as a major researcher, scholar, or creative artist at the national and often international level. At this stage of career, the scholarly record will normally be larger and also reflect a more mature formulation of questions and a richer exploration of them. A faculty member's entire scholarly career is evaluated, with emphasis placed on work developed since the time of promotion to Associate Professor." 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 scholars may differ. In fields such as literature and film, an academic monograph is normative. A candidate should have a final contract, with corrections completed and a final manuscript submitted, by the time the promotion process begins on May 1. 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.

## **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 describing how their teaching has been evolving to contribute to pedagogical and program objectives. 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. 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**

A record of service commensurate with departmental peers and with the needs of both the faculty member's program and the department is a necessary condition for promotion. Additional forms of service may range from committee service to public outreach and university-wide service, but these cannot be used in lieu of programmatic and 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. 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 1b: Approved Guidelines for promotion to associate professor**

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 2a: Draft Guidelines for promotion to full teaching professor (cf. Appendix 2b)

### **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 2b: 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.