



Department Faculty Meeting
Friday, December 6, 2024, 2:30pm
Location: Denny 212, remote option on Zoom: <https://washington.zoom.us/j/99269428294>

Agenda

- I. **Call to Order**
- II. **Vote:** Approval of Minutes (November) (*standing item*; Handel) 2:30-2:35
- III. **Announcements** (*standing item*; Handel) 2:35-2:40
 - Lecturers teaching in Winter (Attota, Chowdhuri, Fowler, Hall, Hul, Le, Sun, Tsujihara, Zhu)
- IV. **Updates** (*standing item*; Handel) 2:40-2:55
 - Search for Assistant Teaching Professor of Vietnamese (Sandjaja)
 - Search for Assistant Professor of Telugu (Mack)
 - EJI Committee survey (Matsuda)
- V. **Discussion and Vote:** Promotion guidelines for full Professor (Mack; Appendix 1) 2:55-3:10
- VI. **Presentation:** Time Scheduling and Classrooms (Lü) 3:10-3:30
- VII. **Update and Discussion:** By-Laws Committee (Pauwels; Appendix 2) 3:30-4:00
- VIII. **Adjournment**
 - Have a wonderful break, see you in the New Year!

Appendix 2: Draft Guidelines for promotion to full professor

Guidelines for Promotion to full Professor

Drafted by an ad-hoc committee consisting of Ted Mack, Chan Lü , and Heekyoung Cho. Version of 11/20/24.

The sentence in green has been revised from the earlier version. The sentence in yellow has been moved to before the sentence in green to improve flow.

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. The normative expectation in all fields but applied linguistics is a second, single-author monograph comprising new, original research in the candidate’s primary field. A candidate may, however, make the case that scholarly work of a comparable quantity in a different format should be considered in lieu of this expectation. A candidate’s work 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. Similarly, the normative expectation is that work should be published, or accepted for publication, to be considered. For a monograph, 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 2: By-Laws Proposal (Committees and Programs)

Part I Committees

Goals: clarity, structure, fairness, efficiency

All committees undertake work on behalf of the entire faculty, their authority being delegated from the faculty as a whole.

The proposals below for standing committees, are revised from last month based on feedback received from colleagues. The **yellow-highlighted items** have been revised/ or not yet discussed.

I. Ad Hoc Committees (needed every year for specific tasks)

A. hiring

B. promotion and tenure

C. reappointment

D. other

II. Standing Committees (needed every year for general tasks)

A. Graduate education (3 to 5 members, chaired by GPC)

1. transmits admission recommendations to GS on behalf of dept
2. shepherds creation and revision of graduate degrees and courses
3. oversees ALC graduate degree program
4. promotes research via colloquia
5. oversees annual graduate student review process
6. recommends graduate students for prizes to chair
7. Oversees issues of equity justice and inclusion as related to GE

B. Undergraduate education (3 to 5 members chaired by UP Coordinator)

1. conducts peer teaching reviews
2. shepherds creation and revision of undergraduate degrees and courses
3. oversees ALC undergraduate degree program
4. promotes pedagogy via workshops
5. recommends undergraduate students and language TAs for prizes to chair
6. Oversees issues of equity justice and inclusion as related to UE

C. Salary committee (all full professors)

1. reviews dossiers and recommend raises for faculty to dean per policy
2. oversees issues of equity justice and inclusion as related to salaries

D. Advancement committee:

engages in or support activities that are likely to lead to donations to the department in support of its teaching and research missions

1. shares information and know how about fundraising
2. sends delegate to attend community events

E. Executive committee: 5 elected members. one from each program?

assists faculty as a whole in governing the department.

- drafts policies for faculty approval
- schedules and cancel faculty meetings
- prepares faculty meeting agendas
- reviews bylaws and proposes revisions as needed
- recommends counteroffers in consultation with relevant program faculty
- proposes/reviews resource allocations by chair? e.g. workstations, travel funds
- shepherds hiring plan process
- advises on budget esp. cuts
- selects Markus lecturer (or recommends to faculty)
- writes ten-year self-study

elected to annual or multi-year terms with limits on consecutive years so that people can be rotated off without hard feelings

NB: What happened to the other committees on current list of standing committees?

- peer teaching review: delegated to UEC
- technology: delegated to Executive committee
- equity justice inclusion: added as part of tasks of the GEC, UEC and salary committee
- TA training: cross-program training: organized by Kirk / TA training per language: done by language teaching faculty/ recommend TA prizes to chair as part of tasks of UEC

Part II Programs

Chinese, Japanese, Korean, South Asian, Southeast Asian

Roles (primarily curricular)

- propose course schedules to the chair via associate chair
- revise degree requirements
- recommend graduate admissions to the GEC
- recommend ASE appointments to the chair
- recommend affiliate and PT lecturer appts to dean
- recommend program-specific fellowship awards to the chair
- propose new hires to the faculty as a whole
- promote the major
- place students into program curriculum and steer towards proficiency tests
- evaluate study abroad credit in program courses
- carry out language-specific TA training
- liaise with language-specific outside entities, eg consulates
- liaise with UW in the High Schools (paid role)
- liaise with College of Education
- (no role in new courses proposals or revision)

The role of the program (and as applicable language) coordinators is

- to preside at program meetings
- to carry out what the faculty proposes and chair has agreed upon
- to serve as a point of contact with other faculty and the public