



June 1, 2022

Extended Board of Deans and Chancellors

Dear Colleagues,

We're at the end of another successful promotion and tenure cycle, and I want to thank you for your commitment to carefully managing this important process. This was the first full promotion cycle for the *professorial teaching track*, with 44 faculty members in this track being considered for promotion. It is inspiring to see the success and commitment of these colleagues to our educational mission.

Since this is new territory for us all, I wanted to share some observations and note some opportunities for improvement for your awareness as you begin next year's cycle.

First, I'd like to clarify that **scholarship is an expectation of faculty members appointed in the professorial teaching track**. Unfortunately, in many instances, one or more letters in a promotion record of a faculty member in the professorial teaching track (i.e., dean/chancellor, department chair/campus dean, or committee review) specifically stated that "evidence of scholarship is not a requirement for promotion." In other letters, it was stated that the track only requires teaching and service instead of acknowledging it requires scholarship, teaching, and service.

These statements do not reflect the expectations of the professorial teaching track. Faculty Code Section 24-32 A provides that "scholarship is an obligation of all faculty members." The Faculty Code further states (Section 24-34 B.4) that individuals in the professorial teaching track "may demonstrate their scholarship in a variety of ways ..." This is in addition to the expectations of teaching success and service.

Therefore, all candidates for promotion in the professorial teaching track are expected to demonstrate their scholarship in their record and to be reviewed by their colleagues on the basis of this evidence. To assist you in developing guidelines for use in your units, below are some exemplars of scholarship from this year's promotion records. In next year's promotion cycle I seek your assistance in ensuring the documentation and assessment of scholarship in the promotion records of candidates in the professorial teaching track.

Second, I request that you develop letters soliciting **external reviews** that are tailored to obtain reviews that evaluate the scholarship, teaching and service of candidates for promotion in the professorial teaching track. This year there were cases where the external reviewer did not assess scholarship because the letter of solicitation explicitly stated it was not required for promotion. In addition, there were cases where the external reviewer was not provided teaching materials (e.g., peer and student evaluations, syllabi, lecture notes) and/or review criteria/guidelines. There were external reviewers who specifically noted that performing the review was a significant challenge because of the lack of information and documentation. And finally, in some cases, the external review was solicited from an individual who was not at arm's length, and the resulting letter was one

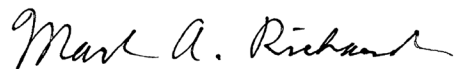
of recommendation rather than review. In summary, external reviews are required from individuals senior in rank and with relevant experience who are at arm's length to the candidate, and who can appropriately assess scholarly and teaching achievements as well as service contributions. Below are exemplars of language from this year's solicitation letters that you may find helpful.

Third, it is important for your **promotion guidelines** to be up-to-date and published. In several cases this year, the candidate was evaluated by the unit and the external reviewers using promotion guidelines for the former senior lecturer and principal lecturer instructional titles. The Faculty Code no longer includes these titles, and the criteria for the professorial teaching track are not equivalent with the prior instructional titles. Please work with your units to ensure that your promotion guidelines are consistent with the changed provisions of the Faculty Code.

I do understand that the somewhat ambiguous meaning of the word "scholarship" is at play here. We often speak of "research and scholarship" as a requirement for tenure track professors, which implies original contributions to the intellectual field of endeavor. In many fields the traditional standard for research is peer reviewed journal publications, whereas in many humanities and social sciences fields original scholarship is more likely to come in the form of books or monographs. In fact, many of our teaching professors make important contributions in these traditional realms. However, the requirement for scholarship by teaching professors also would be inclusive of scholarly work that is directly related to teaching and education in the field, as in the exemplars below. Obviously, there is not an absolute dividing line here, so it is important for your unit to be as clear as possible in these expectations.

Thank you for your partnership in the promotion and tenure process. I hope this summary of observations from this year's cycle and below exemplars, which are not intended to be exhaustive, are helpful as you enter the 2022-23 promotion and tenure cycle.

Sincerely,



Mark A. Richards
Provost and Executive Vice President for Academic Affairs
Professor, Earth and Space Sciences

Exemplars of Scholarship in Teaching Professorial Promotion Packets (see also [Faculty Code Section 24-34 B. 4.](#) for additional examples) – beyond the traditional research/scholarship of publishing research or education articles in peer reviewed journals

Authoring/co-authoring textbooks

Authoring open source resources for students and/or faculty to support teaching/learning

Developing new or revising current courses and demonstrating integration of new pedagogical methods or new evidence into course objectives, content and/or evaluation
Developing or re-envisioning curriculum in own unit or in collaboration with other units
Presentation at national meetings of teaching in specialty
Participating as principal investigator or co-investigator on grants focused on education in specialty
Serving as a peer reviewer for disciplinary or education journals
Serving as a conference planning committee member for disciplinary teaching
Participation in regional or national task forces on education in area of focus
Invited presentations (individual and/or panel) on pedagogy
Writing a column in professional journal on pedagogical scholarship in discipline
Performing accreditation visits for professional education organization to other Colleges/Universities
Invited talks or consultation at other educational institution
Developing reports, white papers in field
Developing and leading study abroad programs for UW students

Exemplars of External Review Solicitation Letters

1. Promotion to the rank of Teaching Professor requires a substantial record of excellence in teaching and scholarship as demonstrated by outstanding success in curricular design and implementation, student mentoring, service and leadership in the department, school/college, university and field. To assist you with the evaluation of candidate's accomplishments in these areas, please find attached a C.V., teaching and scholarship statement and teaching evaluations. Candidate's primary area of instruction is xxxx. I would particularly value your assessment of the candidate's contributions and achievements in this area...
2. I am writing to ask you to evaluate Dr. XXXX (currently Assistant Teaching Professor Full-Time) for promotion to Associate Teaching Professor (Full-Time) in the Department of YYY University of Washington. Your letter will be used in the Department, School and University reviews. Enclosed is a copy of Dr. XXX curriculum vitae, personal statement, and teaching portfolio and a copy of our departmental criteria for your assistance in making this evaluation.

We are primarily interested in your evaluation of Dr. XXXX accomplishments as a scholar and their reputation as an Assistant Teaching Professor. The University of Washington Faculty Code states that an appointment to the rank of Associate Teaching Professor requires extensive training, competence, and experience in the discipline. Appointment to the Associate Teaching Professor does require a primary emphasis on teaching. Further, this 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. I refer you to the attached criteria for a precise definition but our criteria are heavily weighted to include teaching, mentoring and collaborative scholarship where knowledge dissemination is a significant goal. Further criteria for this rank represent an extension of those defined for the rank of Assistant Teaching Professor, and is reserved for those who have extensive training, competence, and experience in their discipline. There should be evidence of specialization and recognition in the form of, for instance, invitations to present or instruct in the area of specialization as well as sustained evidence of scholarly activity which can include instructional materials, published works or implementation of innovative technical advancements. (See attached departmental criteria.) Please also evaluate Dr. XXX' service to the Department, University and community.