SIAS FACULTY PROMOTION GUIDELINES

I.   **PREAMBLE**

Section 24-32: *"The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time … In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below."*

This document provides a description, for each rank, of how those roles can manifest in SIAS, beginning with key excerpts from the UW Faculty Code (italicized). These guidelines articulate how the Faculty Code applies to faculty advancement in SIAS, but they do not supersede the Code, which is established by the University of Washington. As SIAS faculty advance in rank, we expect that the impact of their work in scholarship, teaching, and service becomes broader and/or deeper, and that they advance to leadership roles in these areas.

As a school, we are built on a pluralistic, interdisciplinary model of the liberal arts and sciences. Thus, the work of individual faculty members may support the mission of SIAS in different ways, including but not limited to developing interdisciplinary ways of knowing, engaging in meaningful community partnerships, and working toward equity and social justice. The guidelines that follow provide examples of valuable contributions, but this list is meant to be illustrative rather than comprehensive.

Faculty applying for promotion across these ranks should make their case based on the underlying values of excellence in all relevant areas of faculty work, articulating connections among the various aspects of their work and the logic of their professional development. Many activities contribute to scholarship, teaching, and/or service simultaneously, appearing below in more than one category. It is the responsibility of the candidate to demonstrate the impact of those contributions and to articulate the value of their impacts in various areas. Faculty may also articulate obstacles they have overcome, including invisible or undercompensated labor. Because investments vary over time, SIAS does not expect a specific timeline or a sequence of milestones without gaps. Instead, narratives should illustrate a holistic trajectory of impact.

SIAS, UWT, and the University of Washington have repeatedly and independently affirmed our commitment to diversity, equity, and inclusion. Leadership in the promotion of equity and inclusion is foundational to the mission of SIAS. We therefore value demonstrated impact on addressing systematic inequalities. As stated in the Faculty Code: "any contributions in

scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below."

II.   TENURE TRACK RANKS
A. Assistant Professor

Section 24-34.A.1: *Appointment with the rank of assistant professor requires completion of professional training, in many fields marked by the Ph.D., and a demonstration of teaching and/or research ability that evidences promise of a successful career. For tenure-eligible or WOT[1] appointments, both of these shall be required.*

Assistant professors in SIAS are expected to devote significant time to developing their teaching and establishing their scholarship and research at UW Tacoma. Assistant professors should begin to evolve their scholarship and research to demonstrate intellectual leadership in their work. Faculty members at this rank are expected to actively participate in major, division, and school meetings, and to contribute to Division and SIAS service after their reappointment review. Although their service obligations should reflect a smaller portion of their efforts than scholarship and teaching, assistant professors must have a demonstrated ability and commitment to service that reflects participation in the university community.

B. Associate Professor

Section 24-34.A.2: *Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.*

To demonstrate a record of "substantial success" required for appointment, candidates for promotion to associate professor shall provide evidence of success in teaching and research (or in unusual circumstances, one or the other) that may include items enumerated in Section IV of this document. Faculty members at the rank of associate professor in SIAS are expected to expand the scholarly impact of their achievements, continue to refine and improve their teaching, and mentor newer faculty. A sustained record of success in rank in teaching is an essential attribute of associate professors and teaching should remain a significant component of the effort of all faculty, commensurate with their course load. Faculty members at this rank are also expected to actively participate in major, division, and school meetings, and to take

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[1] WOT: Without Tenure

on more significant service roles in the Division, SIAS, UW Tacoma, and/or in their wider professional community. Serving on and leading personnel committees, institution building, and contributing substantially to student success are especially relevant.

C. Professor

Section 24-34.A.3: *Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition. For tenured, tenure-eligible, or WOT appointments, both of these shall be required.*

To demonstrate a record of "outstanding, mature scholarship" as "evaluated in terms of national or international recognition" required for appointment, candidates for promotion to professor shall provide evidence of success in teaching and research that may include items enumerated in Section IV of this document. Faculty members at the rank of professor in SIAS are expected to achieve and sustain "national or international recognition" in their scholarship and to be outstanding teachers. Although the relative weight of any faculty member's investments will shift over time, professors are expected to maintain significant contributions in all three areas of scholarship/research, teaching, and service over the course of their careers.

"National or international recognition" in scholarship may be equally evidenced by public or community-engaged impact, scholarly impact, or instructional impact as detailed in Section IV. SIAS values the breadth of impact that its faculty may pursue as all advance the missions of the school, campus, and university. The campus mission distinctly recognizes the need to address issues in our own region, and these regional issues are indicative of larger societal applications. While "national or international recognition" requires that faculty provide some evidence of impact beyond our geographic region, this does not mean that one region is more valuable than another in terms of where research or recognition take place. Rather, SIAS takes this to mean that a candidate's expertise must be disseminated such that its impact is recognized beyond the location where it takes place.

A career record of teaching effectiveness is a fundamental attribute of professors, and teaching should remain a significant component of the effort of all faculty, commensurate with their course load. Professors are expected to take on leadership roles, serving as role-models for the campus community. Mentoring junior colleagues, serving on and leading personnel committees, institution building, and contributing substantially to student success are especially relevant.

III.   TEACHING TRACK RANKS[2]

A. Assistant Teaching Professor

Section 24-34.B.3.a: *Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career.*

Assistant teaching professors in SIAS are expected to devote significant time to refining their pedagogy and developing their service contributions to UW Tacoma. Assistant teaching professors should begin to evolve their teaching contributions to demonstrate leadership in their work. Faculty members at the rank of assistant teaching professor are expected to actively participate in major, division, and school meetings, and to contribute to more impactful service beyond their major after their first year. Although service obligations should reflect a smaller portion of their efforts than teaching, assistant teaching professors must have a demonstrated ability and commitment to service that reflects participation in the university community.

B. Associate Teaching Professor

Section 24-34.B.3.b: *Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.*

To demonstrate a record of "extensive training, competence, and experience in the discipline" required for appointment, candidates for promotion to associate teaching professor shall provide evidence of success that may include items enumerated in Section IV of this document. Faculty members at the rank of associate teaching professor in SIAS are expected to expand the impact of achievements in teaching and service, continue to refine and improve their teaching, and mentor newer faculty. A sustained record of success in rank in teaching is the most essential attribute of associate teaching professors: they will typically engage in professional development or collaborative activities that seek to support other teachers and students beyond their own courses. Faculty members at this rank are expected to actively participate in major, division, and school meetings, and to take on more significant faculty service roles in the Division, SIAS, UW Tacoma, and/or in their wider professional community. Serving on and leading committees, institution building, and contributing substantially to student success are especially relevant.

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[2] Teaching Track ranks are not eligible for tenure and are not expected to evidence their scholarship through publication.

C. Teaching Professor

Section 24-34.B.3.c: *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.*

To demonstrate a record of "excellence in instruction, which may be demonstrated in exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University and field" required for appointment, candidates for promotion to teaching professor shall provide evidence of success that may include items enumerated in Section IV of this document. Faculty members at the rank of teaching professor in SIAS are expected to take on faculty leadership roles, serving as role-models for the campus and wider community. Mentoring junior colleagues, serving on and leading committees, institution building, and contributing substantially to student success are especially relevant. Although the relative weight of any faculty member's investments will shift over time, teaching professors are expected to maintain significant contributions in their teaching and service over the course of their careers.

IV.   EVIDENCE OF SUCCESS FOR ALL RANKS

Evidence of success in scholarship/research, teaching, and service for all ranks are elaborated on below:

A. Scholarship/Research

SIAS values the breadth and diversity that emanates from different fields, methods, and ways of knowing. As such, scholarship in SIAS includes intellectual contributions that have demonstrated impact on the academic community as well as the public at large, programs, policy, social change, or education. Such contributions are all considered equal in value and may be evaluated in terms of scholarly, professional, and/or community recognition of the impact of one's work.

Scholarship/research impact can be evidenced by, but is not limited to:
- Public or community-engaged impact includes contributions stemming from the faculty member's intellectual expertise that positively impact the community, be it local, regional, national, or global in scope. Scholarship that demonstrates leadership, advocacy, or innovation in the promotion of equity and inclusion is foundational to the mission of SIAS. Evidence for public or community-engaged impact may include, but is not limited to:

- Works that grow out of or support the faculty member's intellectual engagement with communities outside of academia, such as publications (including op-eds, TEDed talks, media interviews, public presentations, etc.), creative works, exhibitions or performances or other forms of cultural interventions in civic/popular forums (including electronic media), films or documentaries, or facilitation of community-based/public artistic projects;
- Scholarship that influences policy or otherwise improves the lives of community members at the local level or beyond, including:
  - participatory, community-based, or community-engaged production and dissemination of knowledge, social justice, or activism;
  - government and technical reports;
  - expert testimony in court, congressional hearings, etc.;
  - advising and consultancy;
  - public-focused writing (white papers, OpEds, etc.).

- <u>Scholarly impact</u> includes contribution to one's field(s) of study. Although faculty should articulate a coherent trajectory, SIAS values the freedom to evolve into new areas, particularly those that reflect interdisciplinary, collaborative, socially relevant, and pedagogically mindful contributions. Such evidence may include, but is not limited to:
  - Peer-reviewed journal articles, academic books or book chapters, conference proceedings;
  - Creative activities and dissemination of creative works within academic and public spaces, such as: books of poetry/poetry collections, novels, plays, and creative non-fiction; performances or directing performances; exhibitions or curating/directing exhibits; and production of films/documentaries;
  - Professional contributions that advance fields of study such as editing journals, special issues, books, and readers;
  - Preparation of or securing grants, awards, and fellowships;
  - Inclusion of reprints in anthologies, translations into other languages or other means of dissemination beyond initial publication;
  - Scholarly book or article reviews;
  - Professional contributions in scholarly organizations, such as invited talks, talks at conferences, colloquia, workshops, and exhibits;
  - Professional contributions in public organizations that stem directly from the faculty member's area of scholarly expertise;
  - Scholarship that influences one's scholarly community, as evidenced by one's work being cited, read, requested, incorporated into syllabi, or otherwise recognized.

- Scholarship that influences one's scholarly community by expanding recognition for historically excluded perspectives or communities, as evidenced by
  - participation in budding subfields, such as new antiracist approaches to the field, areas of inquiry that impact historically excluded communities, or marginalized areas of inquiry;
  - collaboration with scholars from marginalized fields or historically excluded communities.
- <u>Instructional impact</u>: According to the UW Faculty Code (24-32), faculty members' scholarship is *"reflected not only in their reputation among other scholars and professionals but in the performance of their students."* Such evidence may include: *"introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions."* Further examples include:
  - Research collaborations with students: for example, capstone projects, thesis projects, student research presentations, publications;
  - Publications or other dissemination of knowledge in the scholarship of teaching and learning;
  - Textbooks (including electronic media).

B. Teaching

Teaching effectiveness is essential to our function as a faculty. In addition, teaching practices that enhance inclusivity and equity in the classroom and community engaged teaching consistent with the UWT Strategic Plan and the designation of the campus as an "urban serving institution" are highly valued.

Section 24-34.C: The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education.

Teaching effectiveness includes, but is not limited to:
- Use of relevant strategies and pedagogical approaches that promote student participation and supported engagement in matters of diversity, equity and inclusion;

- Continuous assessment of teaching
  - Use of student, peer, or self-assessments of student learning;
  - Use of assessment strategies that encourage participation and inclusion of students from all backgrounds and life experiences;
  - Use of established best practice in assessment and instruction that works to disrupt norms that perpetuate systems of oppression;
  - Assessment activities/practices that encourage student exploration of course material, or of SIAS learning goals;
- Pedagogical innovation and improvement - evidence includes, but is not limited to:
  - Consistent integration of current research findings, theories, practices and debates within or across disciplines into courses;
  - Engagement of students in interdisciplinary thought through course content and pedagogical practices;
  - Changes in course organization, readings and assignments, or any exploration of new approaches to effective educational methods;
  - Developing new curriculum in existing courses or developing new courses;
  - Contributing to the development or revision of curriculum, including majors, minors, and techniques of assessment;
  - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
    - Use of the Teaching and Learning Center, etc.;
    - Participation in workshops, conferences, symposia on best practices in pedagogy;
    - Incorporation of Community Based Learning and Research opportunities into courses;
  - Constructive engagement of student evaluations, peer observations, and self reflection to improve teaching effectiveness, as described in narrative statement and teaching portfolio;
  - Incorporating community-based learning, research opportunities, or other high impact practices into courses.
- Professional development in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices) - evidence includes, but is not limited to, the following:
  - Active involvement in organized professional development projects, including classes, programs, and certifications that specifically address SIAS values. Examples have included: SEED, EMBRACE, COIL, Digital

Storytelling, iTech Fellows, Community-Engaged Community of Practice, etc.

- o Pedagogical fellowships - Examples have included: UW Collaborative Online International Learning (COIL) Fellow, eLearning Fellow, etc.;
- o Peer mentoring through peer observations, Teaching Squares, and other structured, collaborative venues to develop teaching;
- o Invited talk/presentation/project collaboration involving teaching methods, pedagogies, learning outcomes, etc., at university, regional, national, or international level.

- Mentoring students - evidence includes, but is not limited to, the following:
  - o The availability of the teacher to the student beyond the classroom environment;
  - o Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements. Examples: contributions to academic success, independent study, individualized study, internships and capstones;
  - o Academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals;
  - o Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and civic engagement should be considered;
  - o Mentoring students on public presentations, event organization, publications, exhibitions, performances and applications for scholarships, grants, jobs or graduate study (including writing recommendation letters);
  - o Advising an SIAS Scholarship and Teaching Fund awardee, a Mary Gates Research or Leadership Scholar, a University of Washington Library Awardee, Global Honors Bamford Fellow, etc.

- Scholarly engagement that impacts teaching and learning through disciplinary expertise in the classroom, the scholarship of teaching and learning, use of research or research methods in the classroom, and/or pedagogical study. The examples of scholarship enumerated in Section IV.A of this document will be considered evidence of teaching effectiveness to the extent that the candidate demonstrates the impact of the scholarship on their teaching. Evidence of scholarly engagement in the development of teaching effectiveness may include, but is not limited to, the following:
  - o Working collaboratively with students on research;
  - o Reviewer for a scholarly journal;

- o Active involvement in discipline-level associations;
- o Organizing a conference;
- o Curating an exhibit;
- o Presenting at a conference/exhibit creative work at shows;
- o Serving as session chair, panel member or discussant at a conference;
- o Publications/exhibitions/performances.

C. Service

Faculty are expected to attend and participate in major, division, and SIAS faculty meetings, and to contribute to the service workload of the faculty as a whole. Service that supports the mission of SIAS, UW Tacoma, or the UW system is an essential component of faculty work. Service to one's academic or professional areas and community engaged service consistent with the UWT Strategic Plan and the designation of the campus as an "urban serving institution" are highly valued. Faculty members may have their service evaluated in the following ways:

- Contributions to institution-building in roles that improve the professional lives of colleagues in one's affiliated major and division, SIAS, UW Tacoma, or the larger UW system - evidence includes, but is not limited to, the following:
  - o Improving the systems and processes in SIAS, especially to reduce the burden of undercompensated positions, to advocate for improved compensation, or to reduce the burden of service in other ways;
  - o Mentoring colleagues in their work toward promotion, including scholarly productivity, teaching effectiveness, and effectively prioritizing varied professional investments;
  - o Creating or contributing to social spaces that promote a collaborative and inclusive professional environment, particularly highlighting the invisible or underappreciated labor that often falls to groups historically excluded from academia;
  - o Incorporating antiracist techniques and practices designed to disrupt existing systems of oppression;
  - o Creating/co-creating new student, faculty, and/or staff initiatives;
  - o Professional development that enhances a faculty member's ability to build or improve systems and processes, to hire and mentor colleagues, to improve workplace climate, or to lead initiatives;
  - o Attending research and community presentations of colleagues;
- Contributions to institution-building by improving the functioning of the university

at the level of one's affiliated major and division, SIAS, UW Tacoma, or the larger UW system are expected of all SIAS faculty. Examples include, but are not limited to:

- Serving on faculty governance bodies, task forces, or ad hoc committees;
- Service in leadership (including faculty administrative) roles on committees, initiatives, campus units, etc.;
- Serving on search committees or in hiring processes;
- Creating/co-creating, assessing, or revising programs or initiatives;
- Contributing to the development of new majors;
- Formally contributing to or presenting at campus meetings through presentations, developing content, meeting planning, facilitating group discussions, etc.

- Contributions to improving instruction in one's affiliated major and division, SIAS, UW Tacoma, or the larger UW system - evidence includes, but is not limited to, the following:
  - Developing new curriculum in existing courses and developing new courses;
  - Contributing to the development or revision of curriculum, including majors, minors, and techniques of assessment;
  - Mentoring colleagues in developing new curriculum for existing courses or developing new courses;
  - Helping to facilitate university-related student events outside of formal class settings, such as discussions, guest speakers, and student presentations of their own work;
  - Serving as a faculty advisor for a student organization;
  - Organizing pedagogical workshops or other instruction-related events;
  - Serving on committees and task forces related to curriculum and pedagogy;
- Contributions in one's academic or professional areas of expertise, for example:
  - Serving on graduate students' thesis or dissertation committees;
  - Serving in professional organizations and in organizing conferences;
  - Serving on editorial boards of academic journals or book series;
  - Providing peer reviews of articles, books, funding proposals, creative works, or other scholarship.
- Community engaged service is also highly valued. Examples of community engaged service include:

- Serving on community boards or organizations consistent with the campus mission;
- Bringing the community to campus as guest lecturers, seminar speakers, etc.;
- Presenting to the community in a public forum, written, visual or oral;
- Collaborative events with community groups, especially K-12 students to spark interest in a field of study or in higher education in general;
- Outreach to the community beyond the University that is directly tied to the faculty member's expertise. Examples:
  - Community workshops;
  - Consultant/advising work;
  - Organizational development;
  - Contributions to the community of scholars in a field or fields such as professional association leadership, editorial board membership, organizing workshops and conference panels, and providing peer reviews.