

Promotion and Tenure Guidelines
Department of Geography
University of Washington

As faculty members, we enact our commitments to undergraduate and graduate students; departmental, college and university colleagues; and members of the profession and public through excellence in teaching, scholarship and service. These guidelines aim to promote a clear process for career advancement for all faculty. At least every five years, the Geography faculty will review our guidelines and vote to affirm this content or make revisions as we find necessary.

The following values guide our departmental promotion and tenure process:

- Candidates for promotion and tenure should have as much agency as possible in their promotion process and the process should be as transparent as possible under the Faculty Code.
- We encourage all faculty seeking promotion and tenure to seek advice and input of chosen colleagues from the very outset of their appointment.
- Each faculty member is accountable to helping ensure a professional and supportive environment for the candidate throughout the promotion and tenure review process.
- We value collaborative research, co-authorship, interdisciplinary and public scholarship, and publication in multiple languages. All of these can be important parts of a candidate's record.
- We value contributions in scholarship, teaching, and service that promote diversity and equal opportunity, and include them as part of a candidate's record in promotion and tenure processes.
- We value sustained contributions in scholarship, teaching, and service, while recognizing that the scope and balance of contributions vary over the course of a career.
- We commit to engaging in all conversations about promotion and tenure in a constructive and professional manner.
- We continue to reflect on how our individual and collective practices support all these values.
- We adhere to Chapter 24 of the University of Washington Faculty Code guidelines and voting procedures for tenure and the College of Arts & Sciences' Promotion and Tenure Considerations guidelines.

1) Regular Conferences with Faculty

The Faculty Code (Section 24-57C) requires the Chair to hold regular conferences with faculty members to discuss their scholarship, teaching, and service responsibilities and requirements, their shared goals for the coming year(s), and strategies for achieving those goals. These discussions should be documented with the mandated documentation and placed in the faculty member's file. At minimum, for all assistant professors, such conferences will occur each year; for all associate professors, every other year; and for all full professors, once every three years.

2) For Promotion to Associate Professor with Tenure

Our expectations for promotion to Associate Professor with tenure follow those articulated by the College of Arts & Sciences: <https://admin.artsci.washington.edu/academic-personnel/guidelines-promotion-associate-professor-tenure>.

a) Scholarship

The successful candidate will demonstrate an original and high-quality research agenda that generates innovative and significant contributions to knowledge in their area(s) of specialization. Measures of the quality and significance of research may include placement of articles in peer-viewed journals regarded by peers in the candidate's areas of research as outlets publishing high quality, innovative, and influential scholarship, publication of chapters in field-framing edited collections, and publication of monographs or edited volumes by presses regarded by peers as outlets that publish high quality, innovative, and influential scholarship. Evidence of research excellence may also include evaluation by the faculty and external reviewers of the candidates' scholarship, awards and other formal acknowledgements by peers at regional, national, and international levels, and extramural or internal research funding. The significance and impact of public scholarly outputs might be evidenced through circulation to important publics affected by the work, size/scope of audiences engaging the work, public reviews detailing its significance and impact, circulation of the work by media outlets, uptake of an open software or digital method by other researchers or users, or other relevant indicators presented in the candidate's personal narrative.

Following Arts & Science guidelines: we value co-authored scholarly outputs as an important part of the candidate's research record. The candidate must identify their contributions to these articles and works. A significant portion of the overall research record should include articles and works to which the candidate has made the primary contributions. We place more weight upon the quality of the candidate's research outputs than quantity. However, there must be sufficient quantity to provide evidence of a significant level of scholarly productivity. Further, given that the decision regarding tenure is very much about future expectations, the trajectory of scholarly productivity is carefully considered. The successful candidate for tenure will show a growing scholarly record.

b) Teaching

The successful candidate will demonstrate a record of high-quality and effective teaching at all levels of instruction. The quality and effectiveness of the candidate's teaching are demonstrated through their personal narrative, peer reviews of class sessions and course materials, and student evaluations. Other signals of excellence may include teaching awards and related recognitions. We encourage creative pedagogies and innovative courses. We understand that a faculty member's trajectory to becoming a highly effective educator may be uneven and that not all classes may be received by students with equal enthusiasm. In cases where the record of high-quality effective teaching is uneven, a successful candidate will demonstrate evidence of sustained effort to improve their teaching and mentoring, such as consultations and participation with the UW Center for Teaching and Learning. Advising and mentoring of undergraduate and graduate students are important aspects of a candidate's

teaching contributions and may take many forms. By the time of promotion and tenure, we expect that candidates will be active in graduate education and serving on graduate committees.

c) Service

Following College of Arts & Sciences guidelines, we expect that candidates for tenure and promotion will demonstrate a record of active participation in the life of our department, through service to department committees and other activities. At the time of promotion and tenure, a candidate may also have an emerging record of service contributions to the University and/or profession (e.g. as a peer reviewer for journals, presses, or funding agencies; as a member of national committees of scholarly professional associations). However, service to the department is most important at this career stage.

3) For Promotion to Professor

The Department of Geography's expectations for promotion to Professor follow those articulated in the College of Arts & Sciences' guidelines: "The decision about promotion to the rank of Professor is based on the same three fundamental criteria that guide evaluations for promotion to the rank of Associate Professor, namely scholarship, teaching, and service. For promotion to Professor, the expectations of attainment in these three areas are higher than for promotion to Associate Professor. ...(T)he common denominator is documented evidence of outstanding quality, productivity, and scholarly impact. As is the case with promotion to the rank of Associate Professor, there is no single scale that can be used even within a single academic unit, as there are many compelling combinations of quantity, quality, and pace of scholarly activity." (<https://admin.artsci.washington.edu/academic-personnel/promotion-full-professor-guidelines>). For promotion to Professor, we expect to see growth and achievement in research, teaching and service. The overall balance of activities and accomplishments in these three areas may vary considerably across promotion candidates.

The research record of a successful candidate for promotion to Professor should include a substantial body of significant scholarly contributions developed since promotion to Associate Professor. Typically, for promotion to Professor, the candidate's research program will have higher visibility and greater reach than at earlier stages of career, achieving national and often international recognition. This might be signaled by, for instance, letters from international external evaluators in the candidate's fields of specialization, growing leadership roles in collaborative research projects, and/or invited scholarly lectures or workshops given at international universities and professional meetings. In assessing the research record of a candidate for promotion to Professor, we recognize that research activity and output are likely to vary across a career. The length of time to promotion is not a factor in assessing the case.

The successful candidate will demonstrate a continuing record of high-quality and effective undergraduate and graduate teaching. Typically, the candidate's role in advising and mentoring students will have expanded since earlier stages in the career. At the time of promotion to Professor, a faculty member will have a record of working with and mentoring students, including, where appropriate, chairing graduate student committees. A candidate for

promotion to Professor will be making deeper and broader contributions to teaching and learning in the department and beyond. Such contributions might involve (but are not limited to) introducing new courses in the Geography curriculum, contributions to development and implementation of interdisciplinary programs on campus, and/or contributions to pedagogy, curriculum, or mentoring initiatives by national professional associations.

The successful candidate will demonstrate a continuing and expanded record of effective service. The service record of a candidate for promotion to Professor typically includes leadership roles within and beyond the department, and a growing scope of service to the profession. This might include (but is not limited to) chairing departmental committees, service to national and international professional associations, editorial board service, and proposal or manuscript review service to prominent funding agencies, journals, and presses.

4) For Promotion to Associate Teaching Professor

For promotion to Associate Teaching Professor, we adopt the College of Arts & Sciences Guidelines without change or addition:

<https://admin.artsci.washington.edu/personnel/promotion-associate-teaching-professor-teaching-professor>

5) For Promotion to Teaching Professor

For promotion to Teaching Professor, we adopt the College of Arts & Sciences Guidelines without change or addition:

<https://admin.artsci.washington.edu/personnel/promotion-associate-teaching-professor-teaching-professor>

6) Procedures for Departmental Assessment of Promotion Cases

- a) *Initial Assessment (typically in Spring Quarter prior to promotion year):*** In consultation with candidate for promotion, the Chair establishes a review committee of faculty of senior rank and identifies one member to serve as chair of the committee. The promotion committee chair will meet with the candidate at least once to familiarize them with the department process and components of the promotion dossier, answer any questions, and seek the candidate's suggestions for external evaluators (and individuals whom the candidate feels may have a conflict of interest). If the candidate is a tenure line faculty member, they submit the following materials to the promotion committee: Current CV, personal narrative five most significant publications, and all student and peer evaluations of teaching since joining the UW (candidates for promotion to Associate Professor), or since the previous promotion (candidates for promotion to Professor), and suggested external evaluators. If the candidate is a teaching professor, they submit the following materials for the initial assessment: Current CV, personal statement, three representative course syllabi, two representative activities or assignments from their courses, and all student and peer evaluations of teaching since joining the UW (candidates for promotion to Associate

Teaching Professor), or since their previous promotion (candidates for promotion to Teaching Professor).

The promotion committee reviews these materials and prepares a written assessment of the candidate's readiness for promotion. The committee chair shares with the candidate this initial assessment, to which the candidate may choose to respond in writing. Any response is included in the promotion materials. The initial assessment, the candidate's response (if any), and all materials submitted for assessment are discussed at a meeting of the faculty of senior rank. At this meeting, faculty suggest the names of external evaluators. After consideration of this list along with evaluator names suggested by senior faculty, the Chair of the Department solicits three to five external evaluators. As required under College guidelines, at least three of the letters must come from evaluators who have no substantial personal connection or professional collaboration with the candidate. For tenure-line faculty, the external reviewers receive the candidate's CV, personal narrative, five most significant publications, and these departmental guidelines. For teaching professors, the external reviewers receive the candidate's CV, personal narrative, three syllabi, two course assignments/activities, two to four collegial and/or student evaluations of teaching (selected by the candidate), and these departmental guidelines. The dossier may include additional materials created by the candidate that reflect their contributions to teaching, learning or curriculum development, such as publications, open-access course materials, textbook or textbook modules.

- b) *Final Assessment & Departmental Vote (typically in Fall of promotion year):*** The promotion committee reviews all external evaluations received, and any new or updated materials from the candidate. These new/updated materials might include, for example, the most recent student or peer evaluations, an updated CV, or an updated personal narrative that incorporates new activities or outputs since the initial assessment. The committee prepares a final report on the candidate's readiness for promotion. This report is shared with the candidate (evaluator names redacted), who may then submit a written response. This report, any new/updated materials, and the candidate's response are discussed at a meeting of the faculty of senior rank. The eligible voting faculty then vote on the promotion case. The Chair of the Department provides the candidate with a written summary of the deliberations and informs them of the outcome of the vote. The candidate may submit a written response.

7) Initiating Non-Mandatory Promotion Cases

By Faculty Code, the Chair must inform all eligible faculty members annually of the opportunity to be considered for promotion. If the Chair believes that a faculty member is ready for non-mandatory promotion, the Chair may invite them to discuss the possibility and process, in the annual conference with the Chair or another time. Requests to initiate non-mandatory promotion cases may also come from the faculty member. An individual seeking to initiate a non-mandatory promotion should meet with the Chair to discuss the possibility and process. Alternatively, the individual could discuss the promotion process with another Geography

faculty member of their choosing, and if they wish, invite this colleague to join a meeting with the Chair for further discussion. This meeting should include discussion of the individual's current CV, the most recent Yearly Activity Report, and the most recent student and peer evaluations of teaching.

If the Chair and faculty member agree the case **should not** go forward at that time, no further actions occur and there is no deliberation with other colleagues.

If the Chair and faculty member agree the case **should** go forward, the Chair initiates the initial assessment process described in 6a.

If the Chair feels the case is premature and the faculty member disagrees, by Faculty Code the faculty member has the right to a promotion review and vote by all eligible faculty superior in rank. In such a case, the faculty member informs the Chair they wish to exercise this right and the Chair initiates the initial assessment process described in 6a. The Chair must strictly avoid any actions that might influence the opinions of other senior faculty as they consider the case.

The initial assessment, the candidate's response (if any), and all materials submitted for the initial assessment are discussed at a meeting of the faculty of senior rank. At this meeting, the eligible faculty vote whether the case should proceed to a final assessment. If the vote is successful, the Chair solicits external evaluations as described in 6a. If the vote is not successful, the Chair must report this outcome to the candidate and provide a summary of the faculty's feedback. By Faculty Code, the candidate may insist on continuing to a full review process. If they wish to do so, they should notify the Chair, who will then solicit external evaluations as described in 6a.

8) Resources

Arts & Sciences Promotion and Tenure Links & Resources:

<https://admin.artsci.washington.edu/personnel/academic-personnel>

Arts & Sciences Promotion and Tenure Guidelines:

<https://admin.artsci.washington.edu/personnel/promotion-and-tenure-guidelines>

Arts & Sciences Guide to the Documentation:

<https://admin.artsci.washington.edu/personnel/guide-documentation>

UW Academic HR Promotion & Tenure General Procedures:

<https://ap.washington.edu/ahr/actions/promotions-tenure/>

UW Faculty Code Section 24-54: Procedure for Promotions:

<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2454>

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