

UW DEPARTMENT OF HISTORY TENURE AND PROMOTION GUIDELINES FOR TENURE-TRACK FACULTY

The following guidelines and expectations for tenure and promotion of tenure-track faculty in the Department of History at the University of Washington (UW) have been compiled here to help facilitate a clear process for career advancement for all faculty members. As the College of Arts & Sciences' "Promotion and Tenure Guidelines"

(admin.artsci.washington.edu/personnel/promotion-and-tenure-guidelines) 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 UW Faculty Code and Governance (FGC or Faculty Code), Appointment and Promotion of Faculty Members, contains university-wide guidelines for tenure and promotion (policy.uw.edu/directory/fcg/fcg-chapter-24-appointment-and-promotion-of-faculty-members/).

At the start, we affirm the Department of History'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 promotion and tenure process.

These guidelines are a living document. Approximately every five years, Department of History tenure-stream faculty will review this document and either vote to reaffirm 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 & Tenure Guidelines" and the UW Faculty Code (links 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

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. As the College's "Guidelines for Promotion to Associate Professor with Tenure" 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 History 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 and significant contributions to the candidate's field or fields of study.

For historians, an academic monograph is the centerpiece of research portfolios for assistant-to-associate promotions. A candidate's book should be published or nearly published by the time of 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 reputable academic press or trade publisher that engages in peer review.

The research portfolio for historians usually also includes at least one to two journal articles, or edited volume chapters, or edited volumes. It also usually includes evidence of progress on a second monograph or a new research project. Such evidence might include grant proposals and awards, archival or oral history research, presentations, articles, and book chapters. Public scholarship—whether in print, in person, online, or on screen—is a valued but not required component of history promotion files.

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. Appraisals by external referees of publications in scholarly and critical literature, and of works-in-progress, whenever possible, provide testimony as to importance and impact. Due consideration should be given to variations among fields and specialties, to new genres and areas of inquiry, and to the scholarly reputation of candidates.

The College encourages scholars, artists, and practitioners to engage in collaborative work such as edited volumes or anthologies, multi-partner grant projects, or creative projects: "We do encourage collaborative work; thus coauthored articles and creative works are given important weight by the Council. It is, however, necessary to identify the contributions of the candidate to these articles and works. In general, if the contribution of the candidate is primarily technical, it does not count as much as if the contribution is of a more substantial nature." See admin.artsci.washington.edu/personnel/guidelines-promotion-associate-professor-tenure.

Similarly, the department supports many forms of collaboration, including but not limited to collaboration with fellow scholars, museums, research institutes, Indigenous nations and communities, and community organizations. We support public-facing collaborative work as well as collaborative work that does not result in public-facing 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 & Tenure Guidelines" stipulates that "a significant portion of the overall research record should include articles and works to which the candidate has made the primary contributions." It also notes that "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," a statement that seems more

relevant for faculty in science fields than in the social sciences and humanities. Collaborative projects in history could, for example, encompass original scholarship that puts forward new scholarly arguments or methodologies, center underrepresented communities and viewpoints in public-facing or scholarly work, or forge collaborative interdisciplinary approaches to the study of the past. The scholarly output of such collaboration may vary and could include edited volumes, monographs, and articles as well as podcasts, exhibitions and exhibition catalogues, and digital history websites.

2) Teaching

All candidates should have developed a strong and documented teaching portfolio, including student and peer evaluations comparable to their colleagues in the Department of History and across the College of Arts & Sciences. As effective teaching is essential to advancement, candidates should submit a clear narrative about their teaching in their promotion file.

The College's "Promotion & Tenure Guidelines" explains that candidates should have student evaluations of "a large percentage, if not all, of the courses taught at the UW." This expectation exceeds the minimum requirement for merit in the Faculty Code (Section 24-57, A), which stipulates that all faculty must have at least one course evaluated by students in any year in which they teach. The Faculty Code (Section 24-57, A) requires that assistant professors should have a peer review of their teaching done each year.

Mentoring, according to the College's "Promotion & Tenure Guidelines," is vital to the university's teaching mission. The Department of History recognizes that mentoring undergraduate and graduate students can take on many different roles and forms and encourages faculty to document all work in advising and mentoring students in their personal statement and teaching portfolio.

While research and teaching are typically viewed as separate categories, if a candidate believes that there is a compelling narrative around the relationship between the two areas, such as the influence of research on teaching, then the candidate should explain that case in their personal statement.

3) Service

Service takes many forms, but an investment in the department and the broader university community should be clear by the time of promotion and tenure. These forms may range from committee service to public outreach and university-wide service. National and international service, within professional associations and other organizations or editorial service with presses and journals, is recognized as citizenship to the broader profession, but such work is not required at this level of promotion. Public service, such as assisting in pro-bono legal cases or providing counsel for government or non-governmental organizations, is also valued.

B. For Promotion to Full Professor

For promotion to Professor, the same three standard metrics are used across the university: research, teaching, and service.

The body of **research** should have grown significantly since the last promotion, although the time to promotion from associate to full professor is not fixed. As the College's "Promotion to Full Professor Guidelines" puts it, "the faculty member should have established him/herself [themselves] as a major researcher, scholar, or creative artist at the national and often international level." It continues: "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." Such scholarship will involve a degree of visibility and documentable impact on the candidate's field or fields. It should advance the candidate substantially forward on the career trajectory or represent a substantial new body of work. Strong teaching and extensive service are not sufficient for promotion.

In the Department of History, a second academic monograph has often stood as the centerpiece of research portfolios for promotion to full professor. The centerpiece, however, may also be comprised of publications in one or more of the following categories, with the record anticipated to approximate the equivalent of a book in quantity and quality: refereed journal articles; significant chapters in refereed, multi-authored anthologies from academic presses; edited, annotated, and/or translated versions of complicated and important texts; or other substantial scholarship, the importance of which can be established clearly. Appraisals by external referees of publications in the scholarly and critical literature, and of works-in-progress, whenever possible, provide testimony as to importance and impact. Due consideration should be given to variations among fields and specialties, to new genres and areas of inquiry, and to the scholarly reputation of candidates.

The same guidelines and procedures, discussed above for promotion to associate professor, related to additional publications, public scholarship, and collaborative works also hold true for promotion to full professor.

For promotion to full professor, a candidate's **teaching** record should be consistently strong and documented by both student and peer evaluations. The College's "Promotion & Tenure Guidelines" explains that candidates should have student evaluations of "a large percentage, if not all, of the courses taught at the UW." This expectation exceeds the minimum requirement for merit in the Faculty Code (Section 24-57, A), which stipulates that all faculty must have at least one course evaluated by students in any year in which they teach. The Faculty Code (Section 24-57, A) requires that associate and full professors have a peer review of their teaching done at least once every three years. The promotion file is required to include a peer review from the academic year that the file is compiled (admin.artsci.washington.edu/personnel/promotion-full-professor-guidelines).

Regarding mentoring, the College guidelines note that “at the time of promotion to Professor, a faculty member will have a significant record of working with and mentoring students, including, where appropriate, chairing graduate student committees.” The Department of History recognizes that mentoring undergraduate and graduate students can take on many different roles and forms and encourages faculty to document all work in advising and mentoring students in their personal statement and teaching portfolio.

The **service** expectation is greater for promotion to full professor than to associate professor and should involve enhanced investment in the department and university. Such investment might include chairing service committees or participating in university-wide programs and standing committees. National and international service, within professional organizations or on editorial boards, is recognized as citizenship to the broader profession and as desirable at this level of promotion. Public service, such as assisting in pro-bono legal cases or providing counsel for government or non-governmental organizations, is also valued at this level.

C. Regular Conferences with Faculty

The Faculty Code (Section 24-57, C) requires that the chair hold regular conferences with faculty members to discuss the following: their scholarly, teaching, and service responsibilities and requirements; their shared goals for the coming year(s); and strategies for achieving those goals. The chair should write a letter summarizing these discussions and share that letter with the faculty member, who would then have ten days to reply if they disagree with anything in the chair’s letter. The signed documentation, including any addendums, would then be placed in the faculty member’s file. For assistant professors, such conferences should take place each year; for associates, every other year; and for full professors, once every three years.

D. External Evaluations

As part of promotion and tenure reviews, UW requires at least three evaluations of the candidate's scholarly or creative work by external experts in the candidate’s discipline and fields. External reviewers are solicited by the department chair. The College’s guidelines stipulate that “at least three of the reviews should be from persons who have no substantial personal connection or professional collaboration with the candidate.” That is, they should be at “arm’s length.”

Candidates propose a list of five or so potential reviewers who they feel could offer a credible and rigorous evaluation of their work. Candidates may also share a usually shorter list of people who they feel would not provide a credible or rigorous evaluation. The promotion review committee, in consultation with the chair, also generates its own list of five or so potential reviewers. These lists should be compiled during winter quarter so that the department chair can begin recruiting reviewers—alternating between the two lists—by the beginning of March. When they are recruited, reviewers are informed that research materials would be sent soon after June 15 and that their evaluations would be due in late August or early September.

E. Timelines for Promotion and Initiating Non-Mandatory Promotion Cases

Work completed prior to an appointment at UW counts 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. That said, in some cases the chair may recommend that non-mandatory promotion cases not go forward until the candidate has compiled a sufficient record of teaching and service at rank at UW. Once appointed, years at rank are immaterial to promotion, provided that the candidate meets all stated criteria for successful advancement.

That said, the Faculty Code (Section 24-41) stipulates that, for assistant professors, their second three-year appointment "must include a tenure decision." That requirement means that the sixth year of an assistant professor's appointment—excluding any excused pauses in their tenure clock—is a mandatory year for promotion consideration.

A review of an assistant professor's first three-year appointment must take place no later than the spring quarter of the faculty member's second year at UW. Using the candidate's annual review materials as the basis for its work, an internal review committee should provide a written assessment of the candidate's work to date and progress toward promotion and tenure requirements, and make a recommendation on reappointment, in accordance with the College's guidelines (admin.artsci.washington.edu/personnel/reappointment-procedures#regs). After the vote on the recommendation by associate and full professors, the department chair should share with the candidate the committee report and meet with the candidate to discuss the department's feedback on the faculty member's progress toward promotion and tenure. In the case of a positive vote, the discussion should also consider how the department can best support the faculty member as they work toward meeting promotion and tenure requirements. The chair should summarize in writing what was discussed with the candidate. The candidate should then have an opportunity to respond in writing to the committee report and to the chair's summary.

Requests to initiate non-mandatory promotion cases (i.e., "early" promotions from assistant to associate professor and all promotions from associate to full professor) originate from an individual interested in becoming a candidate for promotion, ideally in close consultation with the department chair and the review committees for assistant and associate professors. Individuals interested in becoming a candidate for non-mandatory promotion should meet with the chair to discuss the possibility and process. Similarly, if the chair or a review committee believes that an individual is ready for non-mandatory promotion, the chair should invite the individual to meet to discuss the possibility and process.

If the chair and the candidate agree on proceeding with promotion, the chair should bring the matter to faculty of senior rank (associate and full professors in the case of assistant to associate promotions; full professors in the case of promotions from associate to full). To assist in determining whether a candidate is ready for non-mandatory promotion, the chair

or review committees may require the potential candidate to provide documentation of creative and research accomplishments and teaching effectiveness.

It is university policy that a candidate for non-mandatory promotion has the right to insist that a full promotion packet be prepared and voted upon by all eligible faculty superior in rank, even if the majority of the eligible voting faculty believe that the case is premature. Senior faculty have the right to advise candidates that they believe the case is premature, but they may not prohibit candidates from exercising their right to have their case be fully prepared and formally voted upon by all eligible voting faculty members.

The final decision to initiate a non-mandatory promotion case should be made no later than the middle of winter quarter in the academic year prior to the autumn when the case will be voted on in the department and forwarded to the Dean's Office and the College Council. That timeline would enable the chair to begin recruiting external reviewers in early March. Research portfolios should be complete and ready to send to external reviewers by June 15.

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