

## **Tenure and Promotion Guidelines**

### **Department of History, University of Washington**

The following guidelines and expectations for tenure and promotion in the Department of History 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 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 tenure and promotion 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 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 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 "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 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 contributions to the candidate's field or fields.

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 high-quality academic or trade publisher.

The research portfolio for historians usually also includes at least one to two journal articles, edited volume chapters, and/or edited volumes. It also usually includes evidence of progress on a second monograph or 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 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 College encourages scholars, artists, and practitioners 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. Moreover, the College's "Promotion Considerations" stipulates that "a significant portion of the overall research record should include articles and works to which the candidate has made the primary contributions." They also note "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."

## **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 History and across the College of Arts & Sciences. As effective teaching is essential to advancement, candidates should include in their promotion file a clear narrative about their teaching.

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. The Faculty Code (Section 24-57A) requires that assistant professors should have a peer review of their teaching done each year. 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."

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

### **3) Service**

Service takes many forms, but an investment in the department and broader university community should be clear by the time of tenure. These forms may range from committee service to public outreach and university-wide 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, though not required at this level of promotion. Public service such as involvement 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 Full 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, though 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 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." 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 fulsome service are not sufficient for advancement.

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: 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 well established. 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 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. The Faculty Code (Section 24-57A) requires that associate and full professors have a peer review of their teaching done at least once every three years. 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 **service** expectation is greater for promotion to full professor than for 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 is desirable at this level of promotion. Public service such as involvement 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 24-57C) 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. Chairs should write a letter summarizing these discussions and share that documentation with the faculty member who then has ten days to reply to the summary if they disagree with anything in it. The signed documentation, including any addendums, is then 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/or tenure cases, the University requires three to five evaluations of the candidate's scholarly or creative work by external experts in the discipline. External reviewers are solicited by the departmental chair. College of Arts & Sciences 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 generate a list of five or so potential reviewers whom they feel can offer a credible and rigorous evaluation of their work. Candidates may also share a usually shorter list of people who they feel might be likely to be asked but 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 departmental chair can begin recruiting reviewers – alternating between the two lists – by the beginning of March. When they are recruited, reviewers are

told that research materials will be sent soon after June 15<sup>th</sup> and that their evaluations are due in late August or early September.

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

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. 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." This 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.

Requests to initiate non-mandatory promotion cases (i.e. "early" promotions from assistant to associate professor and all promotions from associate to full professor) may come from an individual interested in becoming a candidate for promotion, the departmental chair, or 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, after that meeting, the request still stands, the chair should bring the matter to faculty of senior rank (associate and full professors in the case of assistant to associate promotions, and 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 College Council. This timing will 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<sup>th</sup>.

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