



## **LSJ PROMOTION GUIDELINES**

### **Promotion from Assistant to Associate Professor**

These guidelines for tenure and promotion in the Law, Societies, and Justice Department are intended to delineate a clear process for career advancement for all Assistant Professors. They complement, and align with, the standards set forth by the Faculty Code and the College of Arts and Sciences.<sup>1</sup> The common denominator is a clear record of outstanding research, teaching, and service, and the promise of on-going contributions in these areas. Faculty members can take various approaches to achieving excellence in scholarship, teaching, and service; the Department values the many and varied contributions made by faculty. As a small Department focused on law, rights, and justice, we also value contributions to diversity, equity, and inclusion, as well as public engagement and service. Each promotion case is evaluated on its own merits.

#### **TIMING AND PROCESS**

There is normally a six-year tenure clock from Assistant Professor to Associate Professor, although Assistant Professors may be considered for promotion before this time. During the sixth year of service as Assistant Professor, there is a mandatory promotion review. Assistant Professors who wish to pursue an early promotion should discuss this option with the LSJ Chair during their annual meeting in prior years. The LSJ Chair will bring this request to LSJ faculty to determine if the Department recommends moving forward with a non-mandatory promotion.

Once it is established that a promotion review will occur, the faculty member will assemble documents for the promotion record, which will, at a minimum, include the following:

- Current curriculum vitae
- Self-assessment/personal statement
- Student evaluations
- Collegial peer evaluations
- Publications

The Faculty Code provides additional details regarding these documents.<sup>2</sup> For mandatory promotions, this dossier must be completed by early in the spring quarter directly preceding

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<sup>1</sup> These sources can be found at <https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html> and <https://admin.artsci.washington.edu/promotion-considerations>

<sup>2</sup> See <https://ap.washington.edu/ahr/actions/promotions-tenure/assembly-of-record/>



the academic year of the mandatory review. The LSJ Administrator will work with candidates to make sure that they have the necessary materials assembled in a timely fashion.

Candidates for promotion will be asked to submit the names of four to eight possible reviewers. These should be Full and Associate Professors with established reputations in their fields; most letter-writers should be Full Professors.<sup>3</sup> Candidates will also have an opportunity to provide any names of people that they would prefer that the Department Chair not contact. The Department Chair, in consultation with the promotion committee (and, if the candidate has a joint appointment, the Chair of the other relevant unit), will decide on a final list of typically five to eight (and minimally four) names of possible external reviewers, at least three of whom are at arms-length. The Chair will ask these external reviewers to complete an evaluation of the candidate based on their review of the candidate's research and scholarly activities.

In addition to requesting these external evaluations, the Chair will appoint a faculty subcommittee that includes three faculty members. If the candidate is jointly appointed, the committee arrangement will be developed in consultation with the Chair/Director of the relevant unit; if a joint committee is formed and the candidate's home department is LSJ, at least two LSJ faculty will serve on the committee. This subcommittee will review all promotion materials and submit a written report and recommendation to the Chair of LSJ (and other units if the candidate is jointly appointed). The promotion candidate will receive a written summary of the report and will have an opportunity to respond in writing within seven days.

Full and Associate Professors who are LSJ voting faculty will then review the candidate's record and vote on the promotion. The LSJ Chair will write a summary of the faculty's discussion and recommendation, and provide that to the candidate. The candidate will have the opportunity to respond to the Chair's summary within seven days.

The Chair will prepare an independent analysis and recommendation for the Deans of the College of Arts and Sciences and the Divisional Dean for the Social Sciences. After sharing the promotion materials with the College Council, the Dean will send their final promotion recommendation to the candidate and provost.<sup>4</sup>

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<sup>3</sup> For more information, see <https://admin.artsci.washington.edu/academic-personnel/guide-documentation>

<sup>4</sup> For more details, see <https://ap.washington.edu/ahr/actions/promotions-tenure/part-2-recommendations-and-candidates-opportunity-for-response/>



### **PROMOTION CRITERIA**

While scholarly productivity, quality, and impact are the primary criteria for promotion to Associate Professor, the LSJ Department also recognizes that a faculty career may consist of various phases during which scholarly activity, teaching, or administrative/professional service are afforded different priority. In accordance with the 2012 and 2018 revisions to the Faculty Code (Section 24-32), we particularly value “any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity” and consider them among “professional and scholarly qualifications at all stages in the tenure and promotion process.”

### **RESEARCH AND SCHOLARSHIP**

There is no single scale that will be used to assess scholarship, as there are many compelling combinations of quantity, quality, and pace, but the common denominator is documented evidence of outstanding quality, productivity, and scholarly and/or public impact as well as indicators of on-going and future research activities.

A successful dossier should include articles in peer-reviewed journals and possibly essays in peer-reviewed books. The number of articles required depends in part on their quality and impact, as well as on whether the record also includes a peer-reviewed, scholarly book published with a reputable press. LSJ also recognizes and values other kinds of publications including law review articles and publicly engaged scholarship, and places significant value on research that promotes diversity, equity, and inclusion. Evidence of other participation in areas recognized by the relevant sub-fields, such as a record of talks at scholarly conferences, will also be considered. External research funding can also be viewed as a significant part of a candidate’s scholarly record depending on the nature of the funding and the significance of the questions posed. Invited presentations to talk at other universities and events add to the scholarly record but generally play a relatively minor role independent of other measures of the scholarly record.

We encourage collaborative work; coauthored books and articles are given important weight. A significant portion of the overall scholarly record should include works to which the candidate made the primary contributions. Sustained scholarly activity as seen in conference participation, publications, or grants is important; publicly-oriented research may comprise a significant portion of the candidate’s research portfolio. Because granting tenure is very much about future expectations, the candidate should be able to show the trajectory of their scholarly productivity.



## TEACHING

A strong teaching record and contributions to the Department's teaching mission is a necessary part of a successful promotion. LSJ courses analyze the meaning of justice, the methods used in efforts to realize it, the politics of rights, and the complex roles that law and legal institutions play in structuring social life. Coursework emphasizes close reading of key texts, active classroom engagement with complex ideas, and the development of the capacity to develop and support arguments in oral and written communication. We also strive to create and support classroom environments that are consistent with our commitment to diversity, equity, and inclusion.

In the context of promotion, teaching is viewed broadly, and includes curriculum planning, course design, student learning, and mentoring. Evidence of pedagogical effectiveness includes, but is not limited to, positive peer feedback, positive student feedback, and response to pedagogical mentorship such as the UW Center for Teaching and Learning. Peer evaluations should be conducted annually for Assistant Professors, as per the Faculty Code. It is important to note, given the gender, racial and age biases documented in student teaching evaluations, that peer teaching evaluations, the Chair's letter, and the Assistant Professor's own teaching statement may all be used to evaluate (and contextualize) pedagogical effectiveness.

LSJ follows the advice presented in the UW Center for Teaching and Learning's "A Guide to Best Practice for Evaluating Teaching."<sup>5</sup> Candidates are encouraged to include supporting materials such as syllabi, course materials, and assignments, as well as a self-assessment that provides the instructor's perspective on, and analysis of, their teaching, and contextualizes other forms of data submitted to the committee.

## SERVICE

In the area of service, candidates are expected to have engaged in some sort of service and in relevant professional fora, while also providing some service to the Department such as service on departmental committees. If the candidate is jointly appointed, service to the unit in which the candidate is jointly appointed will also be recognized. Although not required, evidence of professionally-related public service at the local, national, or international levels is also valued. Such service may take the form of participating in the peer review process, conference and panel organizing and participation, event planning, chairing of committees,

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<sup>5</sup> See <https://www.washington.edu/teaching/topics/assessing-and-improving-teaching/evaluation/>



or other comparable activity. LSJ also values service that involves public engagement, and is oriented toward the strengthening of diversity, equity, and inclusion, both on and off campus.