

**Promotion and/or Tenure Guidelines
Department of Speech and Hearing Sciences**

June 2023

The following document serves as guidelines for promotion and/or tenure in the Department of Speech and Hearing Sciences (SPHSC) at the University of Washington. The purpose of these guidelines is to provide a clear process and expectations for career advancement for promotion-eligible faculty in SPHSC.

At the University of Washington (UW), the overarching process, requirements, and authority related to promotion and/or tenure for eligible faculty are found in [Chapters 24](#) and [25](#) of the UW Faculty Code, as well as Executive Orders Nos. [V](#) and [45](#). Further, as a department within the College of Arts & Sciences, faculty in SPHSC who are seeking promotion and/or tenure must assemble their record and adhere to the published [guidelines of the College of Arts & Sciences](#). However, it is also imperative to develop department-level guidelines for tenure and/or promotion to ensure transparency and to provide examples around expectations that are discipline-specific.

Please note that these guidelines are a living document. Approximately every five years, eligible voting faculty will review this document and either vote to affirm or revise the content and vote on any applicable revisions. If there are changes to the UW Faculty Code or College of Arts & Sciences guidelines that affect this document, such updates also will be made and voted on by the voting faculty, as necessary.

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General Process for Candidates Seeking Promotion and/or Tenure in SPHSC

Consistent with the UW Faculty Code, every promotion-eligible faculty member in SPHSC below the rank of Professor shall be informed annually of the opportunity to be considered for possible promotion (and/or tenure, where applicable). The notification usually comes in late winter or early spring quarter from the Chair. During this time period, promotion-eligible faculty may also meet with the department Chair¹. This regular conference is conducted annually (assistant professors: tenure-track, teaching, research) or bi-annually (associate professors: tenured, teaching, research) and is a valuable opportunity to discuss and receive feedback about progress toward promotion and/or tenure ([Faculty Code Section 24-57 C.](#)). Assistant professors (tenure-track, research) who have mandatory [promotion/tenure clocks](#) also may meet with their Mentor Committees at this time.

To be reviewed for mandatory promotion and/or tenure, assistant professors (tenure-track, research) who are in the 5th year of their mandatory clock are responsible for submitting their materials to the Chair. All other eligible faculty (assistant professors [tenure-track, research] prior to their mandatory year; assistant teaching professors; and associate professors [tenured, teaching, research]) may elect to undergo promotion and/or tenure review. These candidates are also responsible for submitting their promotion materials² to the Chair. At this time, the Chair will request names of possible external reviewers from the candidate as well as names from the candidate's designated subcommittee. The Chair will independently select names from both the candidate's list as well as the subcommittee's list that are considered arm's length (non-conflicted), so that at least 3 external letters from non-conflicted reviewers are received. Candidates who are being considered for promotion and/or tenure to ranks that require evidence of research success (tenure-track/tenured or research track) will also give a public lecture on their research program. Once all materials, including the external letters, are received, the Chair compiles and distributes the entire record to the designated subcommittee, comprised of at least 3 eligible voting faculty.

¹ If the promotion/tenure review proceeds, the review and vote from the faculty and other entities (college council, dean, provost) will take place in the following academic year, with the decision being effective at the beginning of the next academic year. For example, if the candidate assembled their materials in spring 2023 (end of AY 2022-23), then the faculty vote on candidate's record would take place in fall of 2023 (AY 2023-24), the college council/dean/provost would evaluate and make recommendations in fall/winter/spring (AY 2023-24), and a successful outcome would be effective with the candidate's new title/rank in fall of 2024 (beginning of AY 2024-25).

² Updated CV with bibliography, candidate's self-assessment, student and peer teaching evaluations, and course evaluation matrix. Copies of representative publications will also be requested for promotion and/or tenure to ranks that require evidence of research success. Copies of syllabi and/or evaluation materials will be requested for promotion and/or tenure to ranks that require evidence of teaching success. Candidates should refer to the College of Arts & Sciences guidelines for additional requirements.

In the department of SPHSC, the candidate's faculty review is first conducted by this subcommittee (i.e., called a review committee in the College of Arts & Sciences). In the case of assistant professors with mandatory clocks, the subcommittee will typically be individuals who were members of the candidate's Mentor Committee. For all other promotion reviews, the subcommittee members will be assigned by the Chair. The subcommittee provides the first level review of all promotion and/or tenure materials, summarizes their evaluation and makes a formal recommendation in a written report, and submits the report to the Chair. The Chair then sends the candidate a written summary of the report that identifies members of the subcommittee. For purposes of confidentiality, the summary to the candidate omits specific details (e.g., the identity of external reviewers) and may omit the specific vote count. The candidate, if they choose, may respond in writing to the subcommittee report within 7 calendar days. Documentation that the candidate was provided a copy of the summary of the subcommittee report and opportunity to respond shall be included in the record. This may be as simple as an email from the Chair to the candidate, and an email response from the candidate to the Chair acknowledging receipt.

The second level of faculty review in the department of SPHSC is conducted by all eligible voting members who are superior in academic rank/title to the candidate in accordance with the procedures outlined by the College of Arts & Sciences and the UW Faculty Code. Voting members must receive or have access to a copy of the candidate's entire record, including the external letters, the subcommittee report and recommendation, as well as the candidate's response (where applicable) to the subcommittee report, prior to the discussion and vote. The eligible faculty members shall then meet to discuss the candidate's record and vote whether to recommend promotion and/or tenure.

After the discussion and vote, the Chair prepares a written summary of the faculty discussion and recommendation and sends this summary to the candidate. Again, for purposes of confidentiality, the summary shall omit specific details (e.g., identity of external reviewers) and may omit the specific vote count. The candidate may provide a written response to the summary within 7 calendar days. At minimum, they should acknowledge receipt of the written summary and the opportunity to provide a response. If the faculty vote is mandatory (i.e., for assistant professors in their mandatory year), or if the vote is favorable (i.e., for all other types of non-mandatory promotions), or where the candidate has provided a written response to the faculty report, the department Chair will then send their own independent analysis and recommendation to the Dean. Candidates are referred to other resources at the University (e.g., [Office of Academic Personnel](#)) on the process and timelines associated with the

reviews and recommendations that occur following the level of the department (e.g., review by College of Arts & Sciences elected faculty council, dean, provost).

Discipline-Specific Guidelines for Promotion/Tenure to Ranks in SPHSC

At the University of Washington, promotion and/or tenure is predicated on three standard metrics: research / scholarship, teaching and service. Each of these three metrics will be addressed below in the context of candidate ranks and tracks in the department of SPHSC. However, before outlining these specifics, it is important to note some common guidelines for all candidates in the department of SPHSC.

All candidates should prepare a written self-assessment of academic accomplishments, future plans, and career trajectory across the areas of research / scholarship, teaching, and service. Candidates holding ranks with a primary emphasis in research or teaching should particularly reflect upon accomplishments and experiences consistent with their rank, although all candidates must reflect upon all three areas.

For candidates with an emphasis in research (professorial: tenure-track/tenured, research), the self-assessment may serve as a guide to the significance of each published scholarly piece and connections among them (i.e., program of research). The nature of the candidate's independent research program (and any collaborative, interdisciplinary, or community-engaged research), any gaps in publications, and the direction and trajectory of the program should be addressed.

For candidates with an emphasis in teaching (professorial: tenure-track/tenured, teaching), the self-assessment may also provide an opportunity to reflect on their teaching philosophy, creative and effective use of innovative pedagogical strategies, as well as how they have responded to feedback over time in their efforts to improve teaching effectiveness. SPHSC considers teaching broadly, including curriculum planning, course design, student evaluations and success, and peer/collegial mentoring and feedback. Evidence of pedagogical effectiveness includes, but is not limited to, positive peer evaluations, positive student evaluations (quantitative and qualitative comments), and feedback and response to pedagogical mentorship such as from the UW Center for Teaching and Learning. It is important to note, given various biases documented to exist in student teaching evaluations, that teaching effectiveness is evaluated holistically using multiple indicators, including student evaluations, peer teaching evaluations, and the candidate's self-assessment. The faculty subcommittee and the Chair may also

provide additional context with regard to pedagogical effectiveness in their report and letter, respectively (e.g., whether a course is a required course in the curriculum; whether a course is traditionally one that is considered difficult for student learners, etc.). Further, in 2019, SPHSC adopted a peer teaching rubric as an attempt to standardize peer evaluations.

Consistent with the UW's, College's, and department's expressed commitment to excellence and equity, any contributions in research / scholarship, teaching, and service that address and contribute towards diversity and equal opportunity should also be included in each candidate's record. If a candidate chooses to include evidence of such contributions, it will be considered as part of that candidate's professional and scholarly qualifications for promotion and/or tenure. As a result, discipline-specific examples related to diversity, equity, and inclusion are also included below.

1. Professorial tenure-track and tenured ranks:

1.1.Promotion to Associate Professor with Tenure

Promotion to associate professor with tenure is a University commitment to a lifetime career. This rank requires a record of substantial success in research and teaching, as well as a demonstrated record of service contributions.

1.1.1. Research / scholarship

Of particular importance to candidates to associate professor with tenure is the candidate's record of research, their research trajectory, and indicators of their potential for success. The quality, quantity, and impact of research for associate professors with tenure is measured by several factors including, but not limited to:

Independent line of research:

To be considered for promotion to associate professor with tenure, candidates should demonstrate their own unique line of research inquiry that is independent from their doctoral advisor and/or postdoctoral mentor, and work that goes beyond their doctoral dissertation research. Independence is often evident in senior (first or last) authored peer-reviewed publications and peer-reviewed conference presentations. Also, independence is evident in peer-reviewed papers and/or peer-reviewed conference submissions without their doctoral and/or post-doctoral mentor as co-author. That said, if previous

mentors are included as co-authors, a brief explanation describing the relative contributions of each author is helpful. For example, a mentor may be the principal investigator of a large data set and the candidate requires access to and has used those data to answer unique questions.

Publications:

- i. Number:** There is not an expected number of publications necessary for promotion and tenure to associate professor in SPHSC because the type of research conducted in our field can take a varying amount of time across the subdisciplines to produce important and publishable findings. The number of publications should reflect the specific line of research. For example, in the case where the research program requires an extended time to collect data, fewer and more impactful papers are appropriate compared to a research program that produces meaningful data quickly. A specific example of an extended timeframe is in behavioral treatment research where it can take several months to collect a single data point on a participant's response to treatment. In this case, it is plausible that a major paper describing the impact of treatment on behavior could take upwards of two to three years to produce meaningful and interpretable results. In cases in which publications do not require long-term data collection or analysis, or when the candidate has many colleagues and is co-authoring studies, publications may be more numerous. In all cases, subcommittees will review the entire research portfolio of the candidate to determine whether there is evidence of research/scholarly productivity worthy of promotion and tenure.
- ii. Venue:** Research findings in the speech, language and hearing sciences are disseminated in a wide range of peer-reviewed journals. The area and type of research dictates the most appropriate journal(s) for dissemination. The majority of a candidate's publications should be in journals deemed rigorous by the candidate's subcommittee and external reviewers. Additionally, it is important to note that topics essential to the candidate's research platform, such as tool development or pilot studies, may warrant publication in lesser-known journals.
- iii. Authorship:** With regard to authorship, the field of speech, language, and hearing sciences interprets the order as follows: First authored papers reflect independence and

leadership. Co-authored papers reflect collaboration. The last author position is sometimes used to indicate senior author position. In order to avoid confusion regarding interpretation of authorship role, the candidate should clarify author contributions through annotations on the CV.

Funding:

External grant funding is not required at the time of promotion to associate professor with tenure; however, evidence of attempts to garner external funding is required and is measured by grant submissions. Should a grant not receive funding, the candidate should discuss how they addressed feedback and what their next steps will be. Evidence that the candidate has reflected on this feedback may also be found in the subcommittee's report and/or in the annual Chair's letter (regular conference). For example, it is important to know the context around the grant submission and results of that submission. Promotion and tenure subcommittees consider grant submissions as evidence that a line of work has reached the point where a strong argument for funding can be made, and value junior faculty reaching this point. Therefore, multiple attempts to achieve funding are expected, even when the funding climate makes it difficult to be successful. Examples of acceptable grant funding mechanisms include, but are not limited to, internal UW grants, foundation grants, and extra-mural grants (e.g., National Institutes of Health, National Science Foundation, Institute of Educational Sciences, and Veterans Affairs).

Research reputation:

A growing research reputation in the field of speech, language, and hearing sciences is evidenced by, but not limited to: success in competing for one or more extramural research grants as PI; invited lectures (accepted at university, local, state, national, or international levels); requests to review grants and/or manuscripts for peer-reviewed journals; requests to review conference submissions; invitations to participate in symposia, lead a symposium, chair a conference, or contribute to a conference organizing committee, and invitations to contribute a chapter to a book. Also, public service can be evidence for research reputation as it speaks to work contributing to the greater good. For example, a public intellectual column for a major media outlet, public books, treatment manuals, open-source stimulus websites, press calls to inquire about research projects or research results, etc., all represent evidence that a faculty member is considered an expert in a scholarly domain.

1.1.2. Teaching

A record of effective teaching is essential for promotion to associate professor with tenure. SPHSC views teaching through the lens of transformation. That is, through value, work and consultation, an effective teaching practice can be developed. Evidence of pedagogical effectiveness includes, but is not limited to, positive peer feedback, positive student feedback, and a candidate's demonstrated response to all types of feedback, including pedagogical mentorship from the UW Center for Teaching and Learning. For promotion to associate professor with tenure, classroom courses are weighted more heavily than small seminars or clinical teaching.

Evidence of mentoring is also important for promotion to associate professor with tenure. Mentoring may occur at the undergraduate, masters, doctoral and postdoctoral levels. Successful research mentoring can result in products such as an undergraduate honors project, master's thesis, and publication/presentations of student projects. Research mentoring at a doctoral or postdoctoral level can include committee work and/or committee chair and can also result in fellowship applications. Being asked to serve as a graduate school representative (GSR) shows research mentorship activity. Mentoring a Ph.D. student is not required for promotion to associate professor with tenure. However, evidence that the candidate is mentoring research at some level is expected.

1.1.3. Service

Service is mandatory for promotion and tenure and signals that the candidate is engaged in the life of the department. That being said, the department of SPHSC attempts to protect assistant professors from excessive service duties that may detract from their research platform and teaching duties. However, a record of service is expected to the department/University and to the field. Examples of service in SPHSC include participation on the social justice taskforce, organization of the SHACS seminar series, and participation on student admissions committees (doctoral, master's, and/or postbaccalaureate) or the student progress committee. One example of University-level service might be participation on the faculty senate or a human subject's division reviewer. Examples of service to the field can include reviews of journal manuscripts for high quality disciplinary journals, reviews of grants, and conference committee work.

1.2.Promotion to Professor (tenured)

Promotion to professor requires demonstration of an outstanding, mature record of scholarship as evidenced by accomplishments in both research and teaching. Importantly, candidates must be recognized as major researchers/scholars at the national and international level. For promotion to professor, the entire scholarly career will be evaluated. However, the review will emphasize work developed and completed since the time of promotion and tenure to associate professor. The evaluations provided by external reviewers will contribute to and contextualize the candidate's reputation. It is also expected that candidates will have a record of broad service contributions to the department, University, and the profession.

1.2.1. *Research / scholarship*

Promotion to professor in SPHSC requires a record as an established, independent investigator with a well-developed research program and sustained, high-quality contributions to the candidate's subdiscipline. The quality, quantity, and impact of research in SPHSC is measured by several factors including, but not limited to, the following:

Publications:

- i. **Quality, Quantity, and Impact:** Quality, quantity and impact of research publications are important, with quality and impact being weighted more heavily. The number and trajectory of publications should reflect the specific line of research. For example, in the case where the research program requires an extended time to collect data, fewer and more impactful papers are appropriate compared to a research program that produces meaningful data quickly.
- ii. **Venue:** Research findings in the speech, language, and hearing sciences are disseminated in a wide range of peer-reviewed journals. The area and type of research dictates the most appropriate journal(s) for dissemination. The majority of publications should be in journals deemed rigorous by the review subcommittee and external reviewers.
- iii. **Authorship:** For collaborative work, a significant portion of the overall scholarly record should include works for which the candidate was the lead author or principal investigator (senior author) contributions, indicating the research was driven by the candidate. With

regard to authorship, the field of speech, language, and hearing sciences interprets the order as follows: first authored papers reflect independence and leadership; the last author position is typically used to indicate senior author/principal investigator status. It is expected that candidates to the rank of professor may increasingly serve as senior author/principal investigators, as it is expected that they will increasingly mentor graduate students and postdoctoral scholars as first authors. The candidate should clarify author contributions through annotations on the CV.

Funding:

It is expected that candidates to professor will have an active record of grant submissions. Substantial and sustained success in external funding of research by federal funding agencies (e.g., NIH, NSF, IES, Veterans Affairs, DOD) or private foundations is ideal, but not required. Candidates must clarify their role and contributions to each received grant or award (e.g., principal investigator, co-investigator).

National and International Recognition:

An established national and/or international research reputation in the field of speech, language, and hearing sciences is evidenced by, but not limited to:

- Success in competing for one or more major extramural research grants as PI
- A consistent record of presentations at national/international conferences
- Editorships for scholarly journals
- Permanent or ad-hoc memberships on grant review panels (e.g., NIH study sections)
- Requests to review grants and/or manuscripts for peer-reviewed journals
- Requests to review conference submissions, write tenure and promotion letters for colleagues, etc.
- Invitations to participate in symposia, lead a symposium, chair a conference, or contribute to a national / international conference organizing committee
- Invitations to contribute book chapters or serve as editor for a book or book series
- Awards/nominations for research/scholarly contributions (e.g., fellowships of professional or scientific associations)
- Invited presentations at other universities and prestigious events.

Also, public service can be evidence for research reputation as it speaks to work contributing to the greater good. For example, a public intellectual column for a major media outlet, public books, treatment manuals, open-source stimulus websites, press calls to inquire about research projects or research results, etc., may represent evidence that a faculty member is considered an expert in a scholarly domain; however, this is not a substitute for peer-reviewed publications or awarded grants.

1.2.2. Teaching

A sustained record of effective teaching is essential for promotion to professor in SPHSC. Evidence of pedagogical effectiveness includes, but is not limited to, positive peer feedback, positive student feedback, and how a candidate has responded to all types of feedback in their effort to sustain and/or improve teaching effectiveness over time. For promotion to professor, there may be an increased number of smaller (doctoral) seminar classes taught. Teaching excellence may also be indicated by teaching awards/nominations and recognized innovations in teaching or course development.

SPHSC also considers how mentoring of undergraduate and graduate students and postdoctoral trainees contributes to the teaching mission of the University. For promotion to professor, the candidate is expected to have a significant record of mentoring students, including chairing Ph.D. student committees. Additional evidence of successful mentoring may be reflected in products such as undergraduate honors projects, master's theses, publications/presentations of student projects, and trainee grant/fellowship applications as well as awards, such as research fellowships (e.g., NIH F31, F32). Success in mentoring may also be indicated by involvement in mentoring scholars and students that promotes diversity, equity, access, and inclusion.

1.2.3. Service

Service is mandatory for promotion to professor and signals that the candidate is significantly engaged in the life of the department, the University, and profession that brings visibility to the University. It is recognized that senior faculty members carry heavier responsibility for service than do junior faculty members, thus the standards for excellence, and expectations for leadership, are higher for candidates to professor. Thus, broad service contributions are expected at the level of the department/University, and the field. Examples of service in SPHSC include membership and demonstration of leadership on committees such as, but not limited to, faculty search committees, admissions committees, the student progress committee, the social justice taskforce, faculty mentoring committees, the SHACS seminar

committee, etc. Leadership within the department, via committees or departmental operations (e.g., Program Director) is expected. Examples of University-level service might include participation in the faculty senate, participation in external Chair reviews, serving as a Graduate School Representative, or serving as a human subject's division reviewer. Service to the field is imperative and includes contributions such as:

- Serving as editor or on editorial boards of scholarly journals
- Reviewing for scholarly journals and/or grant funding agencies
- Chairing and serving on conference or other professional committees
- Writing promotion/tenure letters as external referee

2. Professorial teaching track ranks

2.1.Promotion to Associate Teaching Professor

Promotion to associate teaching professor requires a record of substantial success in teaching, and extensive training, competence, and experience in the discipline. Demonstration of scholarship is also required and may be demonstrated in a variety of ways. Service is an obligation of all faculty.

2.1.1. Teaching

Candidates being considered for promotion to associate teaching professor must demonstrate evidence of high-quality teaching and extensive training, competence, and experience in the discipline. SPHSC considers such teaching to involve classroom (i.e., didactic) teaching and/or teaching in clinical settings, which may involve fewer students for each registered course. Some candidates to associate teaching professor in SPHSC may teach a majority of classes in clinical settings. Candidates may wish to contextualize this information in their self-assessment.

Examples of evidence for demonstrating high-quality teaching for candidates to associate teaching professor include, but are not limited to:

- A record of sustained excellence in student and collegial/peer teaching evaluations. Note that student evaluations for clinical courses (e.g., SPHSC 551/552/553 series) may be obtained using standardized forms outside the Office of Educational assessment system.

- Nomination for a teaching or mentorship award (e.g., from department/unit, college/university, or field-specific regional/national association)
- Creative and effective use of innovative pedagogical strategies including new technologies
- Demonstrated commitment to promoting diversity, equity, access and inclusion in student instruction
- The consistency with which the instructor brings to students the latest research findings and professional debates within the discipline
- The extent to which the instructor encourages discussion and debate which enables the students to articulate the ideas they are exploring
- The regularity with which the instructor examines or reexamines instruction/supervision approaches

2.1.2. Scholarship

In SPHSC, promotion to associate teaching professor requires a record of scholarship that may be demonstrated in a variety of ways, including, but not limited to:

- Introduction of new knowledge or methods into course content
- Creation or use of innovative pedagogical methods, including evaluation methods
- Development of new courses, curricula, or course materials
- Developing and leading study abroad programs
- Participation in professional conferences
- Evidence of excellent student performance
- Providing outreach and best practices for non-UW clinical supervisors, in support of student education
- Participating on student committees (e.g., master's thesis, doctoral dissertation) and/or mentoring students in independent studies
- Receipt of grants or awards (e.g., university, private, professional, or federal grants) that support clinical training (e.g., equipment grants)
- Contributions to interdisciplinary teaching (e.g., interprofessional education courses)
- Active participation or leadership in professional associations (e.g., ASHA, WSLHA, or CAPCSD)

- Research on pedagogy or the scholarship of teaching, supervision, and learning, either published³ or presented at scholarly or professional conferences
- Research (either independent or collaborative) in the faculty member's discipline, either published³ or presented at scholarly conferences
- Receipt of grants or awards to support a program of research

2.1.3. Service

Service is mandatory for promotion to associate teaching professor and signals that the faculty member is engaged in the life of the department, the university, and the field. Such service can also serve as evidence of the faculty member's extensive training, competence, and experience in their discipline. The key to service in the promotion to associate teaching professor in SPHSC is a sustained record of contributions to the educational mission of the University through greater involvement with a higher level of responsibility in unit-level teaching issues and engagement in University or discipline-wide teaching programs.

Examples of service in SPHSC may include:

- Participation in department level curricular and/or administrative activities
- Participation in department level committees such as the admissions committees (post-baccalaureate, master's), student progress committee, faculty search committees, the social justice taskforce, etc.
- Service as faculty advisor for student associations (e.g., NSSLHA) at the department level
- Participation in committees related to teaching, supervision, and learning
- Participation in academic advising and counseling

Service that indicates contributions at the University-level may include:

- Participation in programs including, but not limited to, the Center for Teaching and Learning, Faculty Fellows, UW Advance, teaching workshops for faculty, and bridge/enrichment programs for students
- Membership in division or college level advisory groups related to faculty, teaching and student affairs
- Service as faculty advisor for student associations at the University level.

³ While associate teaching professors may choose to demonstrate their scholarship through publication, it is not required.

Examples of service to the field may include:

- Service to scholarly or professional journals (e.g., providing manuscript reviews; book reviews)
- Serving as a board member or contributing to organizations related to individuals/families with communication differences and disorders

2.2. Promotion to Teaching Professor

Candidates being considered for promotion to teaching professor must demonstrate a record of outstanding, mature scholarship as evidenced by accomplishments in teaching. It 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, College, University, and field. For promotion to teaching professor, the entire scholarly career will be evaluated. However, the review will emphasize work developed and completed since the time of promotion to associate teaching professor. The evaluations provided by external reviewers will contribute to and contextualize the candidate's reputation, their excellence in instruction, and contributions to the field.

2.2.1. Teaching

The University expects consistently high-quality teaching from associate teaching professors, but this alone is not sufficient for promotion to teaching professor. For promotion in SPHSC, the candidate must also demonstrate exemplary success in instruction also at the level of the College, University, and/or field. SPHSC considers such teaching to involve classroom (i.e., didactic) teaching and/or teaching in clinical settings, which may involve fewer students for each registered course. Some candidates to teaching professor in SPHSC may teach a majority of classes in clinical settings. Candidates may wish to contextualize this information in their self-assessment. For SPHSC, examples of evidence of recognition of teaching excellence include, but are not limited to

- A record of sustained excellence in student and collegial/peer teaching evaluations. Note that student evaluations for clinical courses (e.g., SPHSC 551/552/553 series) may be obtained using standardized forms outside the Office of Educational assessment system.
- Nomination and/or receipt of a field-specific teaching award from a regional or national association
- Nomination and/or receipt of a university teaching award
- Demonstrated leadership in curricular or pedagogical innovations in and/or beyond the candidate's department

- Commendations or awards of excellence in clinical education and/or mentorship (e.g., WSLHA; ASHA)
- Demonstrated success in promoting diversity, equity, access and inclusion in student instruction/supervision

2.2.2. Scholarship

In SPHSC, promotion to teaching professor requires a record of outstanding scholarship as evidenced by relevant accomplishments in teaching. Individuals considered for promotion to teaching professor may demonstrate scholarship in a variety of ways, including, but not limited to:

- Introduction of new knowledge or methods into course content
- Creation or use of innovative pedagogical methods, including evaluation methods
- Development of new courses, curricula, or course materials
- Developing and leading study abroad programs
- Participation and leadership in professional conferences
- Evidence of excellent student performance
- Participating on student committees (e.g., master's thesis, doctoral dissertation) and/or mentoring students in independent studies
- Receipt of grants or awards (e.g., University, private, professional, or federal grants) that support clinical training (e.g., equipment grants)
- Leadership role in interdisciplinary teaching (e.g., interprofessional education courses)
- Active participation or leadership in professional associations (e.g., ASHA, WSLHA, or CAPCSD)
- Performing accreditation visits for professional educational organization to other colleges/universities (e.g., CAA site visitor)
- Research on pedagogy or the scholarship of teaching and learning, either published⁴ or presented at scholarly or professional conferences
- Research (either independent or collaborative) in the faculty member's discipline, either published or presented at scholarly conferences; it may also involve receipt of grants to support a program of research⁴

⁴ While teaching professors may choose to demonstrate their scholarship through publication, it is not required.

- Invitation to present scholarship to other universities/conferences, such as research findings, innovative programmatic/curricular development, etc.

2.2.3. *Service*

Service is mandatory for promotion and signals that the faculty member is engaged in the life of the department, the university, and the field. Such service can also serve as evidence of the faculty member's extensive training, competence, and experience in their discipline. The key to service in the promotion to teaching professor is a sustained record of contributions to the educational mission of the University through leadership in departmental teaching/clinical supervision and engagement in University or discipline-wide teaching programs or curriculum development.

Examples of service in SPHSC may include:

- Serving as director of an educational program (e.g., undergraduate studies)
- Serving as director of the SPHSC clinic
- Serving in a leadership role in department-level curricular and/or administrative activities
- Service as faculty advisor for student associations at the department level
- Serving on promotion or search committees for professorial teaching track faculty
- Directing learning opportunities or special academic training programs where these are not a regular element in the faculty member's duties

Service that indicates contributions at the University level may include:

- Participation on the faculty senate or on a faculty council
- Participation as a planner or facilitator in programs including, but not limited to, the Center for Teaching and Learning, Faculty Fellows, UW Advance, and bridge/enrichment programs for students
- Membership in division or college level advisory groups related to teaching, student, or faculty affairs
- Service on department, college, and/or university committees that foster diversity, equity, access, and inclusion of students, faculty, and/or staff

Examples of service to the field may include:

- Leadership roles in professional associations, workshops, and conferences

- Service to scholarly or professional journals (e.g., providing manuscript reviews; book reviews)
- Serving as a board member or leader in organizations related to individuals/families with communication differences and disorders
- Writing letters of promotion

3. Professorial research track ranks

3.1.Promotion to Research Associate Professor

Promotion to research associate professor requires a record of substantial success in research; contributions to research mentorship and service are also required.

3.1.1. Research / scholarship

Research associate professors are expected to take active roles in generating research funding and act as principal investigators for grants and contracts. The quality, quantity, and impact of research for research associate professors is measured by several factors including, but not limited to:

Independent line of research:

To be considered for promotion to research associate professor, candidates should demonstrate their own unique line of research inquiry that is independent from their doctoral advisor and/or postdoctoral mentor, and work that goes beyond their doctoral dissertation research. Independence is often evident in senior (first or last) authored peer-reviewed publications and peer-reviewed conference presentations. Also, independence is evident in peer-reviewed papers and/or peer-reviewed conference submissions without their doctoral and/or post-doctoral mentor as co-author. That said, if previous mentors are included as co-authors, a brief explanation describing the relative contributions of each author is helpful. For example, a mentor may be the principal investigator of a large data set and the candidate requires access to and has used those data to answer unique questions.

Publications:

- i. **Number:** There is not an expected number of publications necessary for promotion to research associate professor in SPHSC because the type of research conducted in our field can take a varying amount of time across the subdisciplines to produce important and

publishable findings. The number of publications should reflect the specific line of research. For example, in the case where the research program requires an extended time to collect data, fewer and more impactful papers are appropriate compared to a research program that produces meaningful data quickly. A specific example of an extended timeframe is in behavioral treatment research where it can take several months to collect a single data point on a participant's response to treatment. In this case, it is plausible that a major paper describing the impact of treatment on behavior could take upwards of two to three years to produce meaningful and interpretable results. In cases in which publications do not require long-term data collection or analysis, or when the candidate has many colleagues and is co-authoring studies, publications may be more numerous. In all cases, subcommittees will review the entire research portfolio of the candidate to determine whether there is evidence of research/scholarly productivity worthy of promotion and tenure.

- ii. **Venue:** Research findings in the speech, language and hearing sciences are disseminated in a wide range of peer-reviewed journals. The area and type of research dictates the most appropriate journal(s) for dissemination. The majority of a candidate's publications should be in journals deemed rigorous by the candidate's subcommittee and external reviewers. Additionally, it is important to note that topics essential to the candidate's research platform, such as tool development or pilot studies, may warrant publication in lesser known journals.
- iii. **Authorship:** With regard to authorship, the field of speech, language, and hearing sciences interprets the order as follows: First authored papers reflect independence and leadership. Co-authored papers reflect collaboration. The last author position is sometimes used to indicate senior author position. In order to avoid confusion regarding interpretation of authorship role, the candidate should clarify author contributions through annotations on the CV.

Funding:

A successful track record of grant funding as an independent investigator is required for promotion to research associate professor. The candidate should demonstrate success by serving as PI or major scientific contributor to one or more major grants and/or several smaller grants. Examples of grant funding mechanisms include, but are not limited to, internal UW grants, foundation grants and/or

extramural grants (e.g., National Institutes of Health, National Science Foundation, Institute of Educational Sciences, and Veterans Affairs).

Research reputation:

A growing research reputation in the field of speech, language, and hearing sciences is evidenced by, but not limited to: success in competing for one or more extramural research grants as PI; invited lectures (accepted at university, local, state, national, or international levels); requests to review grants and/or manuscripts for peer-reviewed journals; requests to review conference submissions; invitations to participate in symposia, lead a symposium, chair a conference, or contribute to a conference organizing committee, and invitations to contribute a chapter to a book. Also, public service can be evidence for research reputation as it speaks to work contributing to the greater good. For example, a public intellectual column for a major media outlet, public books, treatment manuals, open-source stimulus websites, press calls to inquire about research projects or research results, etc., may represent evidence that a faculty member is considered an expert in a scholarly domain.

3.1.2. Teaching / mentorship

Professorial research track faculty may participate in classroom teaching, but are not required to do so, except insofar as required by their funding source. However, when they do engage in classroom teaching, evidence of teaching effectiveness (student and peer/collegial evaluations) should be included in the promotion record. The candidate should also reflect upon these evaluations in their self-assessment.

Evidence of mentoring is important for promotion to research associate professor. Mentoring may occur at the undergraduate, post-baccalaureate, master's, doctoral and postdoctoral levels. Successful research mentoring can result in products such as an undergraduate honors project, master's thesis, and publication/presentations of student projects. Research mentoring at a doctoral or postdoctoral level can include committee work and/or committee chair and can also result in fellowship applications. Being asked to serve as a graduate school representative (GSR) shows research mentorship activity. Mentoring a Ph.D. student is not required for promotion to research associate professor. However, evidence that the candidate is mentoring research at some level is expected.

3.1.3. Service

Service is mandatory for promotion and signals that the candidate is engaged in the life of the department. That being said, the department of SPHSC has a long-standing history of protecting research assistant professors from excessive service duties that may detract from their research platform. However, a record of service is expected to the department, University and/or to the field. Examples of service in SPHSC include participation on the social justice taskforce, or organization of the SHACS seminar series. One example of University-level service might be participation on the faculty senate or a human subject's division reviewer. Examples of service to the field can include reviews of journal manuscripts for high quality disciplinary journals, reviews of grants, and conference committee work.

3.2.Promotion to research professor

Promotion to research professor requires demonstration of an outstanding, mature record of scholarship as evidenced by accomplishments in research. Importantly, candidates must be recognized as major researchers/scholars at the national and international level. For promotion to research professor, the entire scholarly career will be evaluated. However, the review will emphasize work developed and completed since the time of promotion to research associate professor. The evaluations provided by external reviewers will contribute to and contextualize the candidate's reputation. It is also expected that candidates will have a record of broad service contributions to the department, University, and/or the profession.

3.2.1. Research / scholarship

Research professors must take active roles in generating research funding and act as principal investigators for grants and contracts. Promotion to research professor in SPHSC requires a record as an established, independent investigator with a well-developed research program and sustained, high-quality contributions to the candidate's subdiscipline. The quality, quantity, and impact of research in SPHSC is measured by several factors including, but not limited to, the following:

Publications:

- i. **Quality, Quantity, and Impact:** Quality, quantity and impact of research publications are important, with quality and impact being weighted more heavily. The number and trajectory

of publications should reflect the specific line of research. For example, in the case where the research program requires an extended time to collect data, fewer and more impactful papers are appropriate compared to a research program that produces meaningful data quickly.

- ii. **Venue:** Research findings in the speech, language, and hearing sciences are disseminated in a wide range of peer-reviewed journals. The area and type of research dictates the most appropriate journal(s) for dissemination. The majority of publications should be in journals deemed rigorous by the review subcommittee and external reviewers.
- iii. **Authorship:** For collaborative work, a significant portion of the overall scholarly record should include works for which the candidate was the lead author or principal investigator (senior author) contributions, indicating the research was driven by the candidate. With regard to authorship, the field of speech, language, and hearing sciences interprets the order as follows: first authored papers reflect independence and leadership; the last author position is typically used to indicate senior author/principal investigator status. It is expected that candidates to the rank of professor may increasingly serve as senior author/principal investigators, as it is expected that they will increasingly mentor graduate students and postdoctoral scholars as first authors. The candidate should clarify author contributions through annotations on the CV.

Funding:

It is expected that candidates to research professor will have an active and successful track record of major grant funding. Substantial and sustained success in external funding of research by federal funding agencies (e.g., NIH, NSF, IES, Veterans Affairs, DOD) or private foundations is required. Candidates must clarify their role and contributions to each received grant or award (e.g., principal investigator, co-investigator).

National and International Recognition:

An established national and/or international research reputation in the field of speech, language, and hearing sciences is evidenced by, but not limited to:

- Success in competing for one or more major extramural research grants as PI

- A consistent record of presentations at national/international conferences
- Editorships for scholarly journals
- Permanent or ad-hoc memberships on grant review panels (e.g., NIH study sections)
- Requests to review grants and/or manuscripts for peer-reviewed journals
- Requests to review conference submissions, write tenure and promotion letters for colleagues, etc.
- Invitations to participate in symposia, lead a symposium, chair a conference, or contribute to a national / international conference organizing committee
- Invitations to contribute book chapters or serve as editor for a book or book series
- Awards/nominations for research/scholarly contributions (e.g., fellowships of professional or scientific associations)
- Invited presentations at other universities and prestigious events.

Also, public service can be evidence for research reputation as it speaks to work contributing to the greater good. For example, a public intellectual column for a major media outlet, public books, treatment manuals, open-source stimulus websites, press calls to inquire about research projects or research results, etc., may represent evidence that a faculty member is considered an expert in a scholarly domain; however, this is not a substitute for peer-reviewed publications or awarded grants.

3.2.2. Teaching / mentorship

Professorial research track faculty may participate in classroom teaching, but are not required to do so, except insofar as required by their funding source. However, when they do engage in classroom teaching, evidence of teaching effectiveness (student and peer/collegial evaluations) should be included in the promotion record. The candidate should also reflect upon these evaluations in their self-assessment.

SPHSC also considers how mentoring of undergraduate and graduate students and postdoctoral trainees contributes to the teaching mission of the University. For promotion to research professor, the candidate is expected to have an established record of mentoring students, which may include chairing Ph.D. student committees. Additional evidence of successful mentoring may be reflected in products such as undergraduate honors projects, master's theses, publications/presentations of student projects, and trainee grant/fellowship applications as well as awards, such as research fellowships (e.g., NIH F31,

F32). Success in mentoring may also be indicated by involvement in mentoring scholars and students that promotes diversity, equity, access, and inclusion.

3.2.3. Service

Service is mandatory for promotion to research professor and signals that the candidate is significantly engaged in the life of the department, the University, and profession that brings visibility to the University. For candidates to research professor, service contributions are expected at the level of the department, the University, and/or the field. Examples of service in SPHSC include membership and demonstration of leadership on committees such as, but not limited to, faculty search committees, the social justice taskforce, faculty mentoring or promotion committees for professorial research track faculty, the SHACS seminar committee, student admissions committee (e.g., doctoral students), etc. Examples of University-level service might include participation in the faculty senate, participation in external Chair reviews, serving as a Graduate School Representative, or serving as a human subject's division reviewer. Service to the field is imperative and includes contributions such as:

- Serving as editor or on editorial boards of scholarly journals
- Reviewing for scholarly journals and/or grant funding agencies
- Chairing and serving on conference or other professional committees
- Writing promotion letters as external referee

Guidelines for promotion and/or tenure, Department of Speech and Hearing Sciences

Department faculty approval: June 7, 2023

Divisional Dean approval: August 10, 2023