

SoA+AH+D Promotion and Promotion + Tenure Guidelines

The following guidelines and expectations for tenure and promotion in the UW School of Art + Art History +Design have been compiled here to help promote a clear process for career advancement for all tenure track faculty members. A career is conceived as a trajectory, but this trajectory is measured at certain critical moments, such as hiring, promotion, and tenure. 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." The tenure and promotion process will reflect our commitment to diversity and inclusion. To ensure success, transparency, and fairness, the standards of measurements should be clear to all parties involved in the process and are intended to complement and align with the standards set forth by the University of Washington Faculty Code (<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>).

The Faculty Code (Section 24-57C) requires that the Director hold regular conferences with faculty members to discuss their scholarly, teaching, and service responsibilities and requirements; their shared goals for the coming year(s); and strategies for achieving those goals. These discussions should be documented with the agreed upon documentation 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.

It is important to note that 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; and, 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.

Every January, the Director invites all eligible faculty to consider engaging in the process for non-mandatory promotion. Any faculty who express interest are then asked to provide an updated cv, along with student and collegial evaluations taken since their last promotion at the UW or from their initial UW appointment in the case of assistant professors, lecturers, or artists in residence. These materials are shared with the eligible voting faculty of superior rank in the individual's division, who then convene and discuss the case. An advisory vote is taken with the division chair informing the Director of the vote tally along with a synopsis of the discussion. The Director then meets with the faculty member relaying the degree of support from the voting faculty regarding their case for promotion. The individual can then determine whether or not they want to engage the official promotion process by informing the Director of their choice. 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.

Please note that these guidelines are a living document. Approximately every five years, School of Art + Art History + Design 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.

As a School with three distinct divisions that vote independently on matters of promotion and tenure, the guidelines are particular to each division and outlined below.

A. DIVISION OF ART

Promotion to Associate Professor with Tenure

The following are guidelines and expectations for achieving tenure in the Division of Art at the University of Washington, established by the faculty in consultation with the School of Art + Art History + Design and the College of Arts and Sciences, and reflected in current and past practice, as well as, inclusive of current changes in the field.

- **Research:** The products of creative research are extremely varied. Distinction in research is required and ordinarily entails the development of a significant line of inquiry and discovery, and an established regional, national or international reputation based on these creative contributions. The distinction of the venues, breadth of its dissemination, and the response of knowledgeable critics and peers are taken into consideration when establishing appropriate levels of distinction. Quality of research is more important than quantity, but a productive and ongoing creative practice is also critical. Assessment of a candidate's cumulative record includes artistic research done before appointment at the UW and artistic research conducted since appointment.

In the visual arts evidence of creative activity may include, but is not limited to juried, invited, solo and group exhibitions in venues such as commercial and non-profit galleries, art centers, museums, web-sites, institutes of contemporary art, virtual environments, alternative spaces, publications, and other appropriate art and non-art public venues. Regional/national/international grants, awards, invitations or fellowships for public works, exhibitions, or research are additional examples. Participation in regional/national/international festivals, conferences, and artist in residencies are also evidence of creative activity. The inclusion of works in scholarly publications, journals, articles and on-line venues or national broadcasts, the purchase or commission of work in major collections, or the invitation to perform creative works in public venues may also be evidence of an artist's success, distinction and productivity. For tenure, it is expected that the candidate will have a reputation beyond the regional.

Forms of work include the full range of practices and materials that constitute the field of art in its broadest sense, recognizing that the practice of art is continually evolving and changing. Modes of creative research practice may be individual, collaborative, interactive, performance based, site-specific, cross-disciplinary or a combination of the above. Some faculty members may innovate across disciplinary boundaries from outside the field of art and will be evaluated for their contribution to both fields of inquiry.

The Division of Art supports a broad diversity of approaches and intentions. The unconventional has historically been the hallmark of important ground breaking art and meant to be included by this set of guidelines.

- **Teaching:** All candidates should have developed a strong and documented teaching portfolio with positive student and peer evaluations, comparable to their colleagues in the Division, School, and across the Division of the Arts in the College of Arts and Sciences. As effective teaching is essential to advancement, candidates should include in their promotion file a clear narrative about their teaching so that readers of the file can understand and distinguish between various arenas of pedagogical practice including studios, seminars, or lectures. The faculty's teaching is evaluated through the strength of specific classes and as it supports the larger goals of the division and curricula of individual programs.

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. Nonetheless, strong teaching alone is not sufficient for tenure and promotion.

- **Service:** Contributions should be evident in the Program and Division in terms of leadership, problem solving, and innovation. Tenure stream faculty should serve their Program, Division and School needs as appropriate and establish themselves in the service of their respective fields (peer reviewing, conference and panel participation, initiating or chairing of events, jurying shows, etc.) Collegiality and appropriate participation in school events is expected.

Promotion to Full Professor

- **Research:** The body of research/creative work should have grown 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. As with promotion to associate professor, “impact” may include the level of engagement with local, regional, or national communities; the work’s influence on other artists or the originality of the work; the receipt of grants or awards; or becoming the subject of reviews and scholarly articles.
- **Teaching:** The 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.”
- **Service:** The service expectation is greater for promotion to full professor and should involve a component of leadership at the Programmatic, Divisional, and School level and continued investment in the Division. Such leadership might include serving as a committee or program chair within the School, or participating in division- or university-wide standing committees or responsibilities. National and international service, within professional organizations or unions, or editorial service with presses or journals, is recognized as citizenship to the broader profession, and is desirable at this level of promotion.

Guidelines for Tenure and Promotion: Division of Art, first established January 2017

Subsequent revisions: May 2019, April 2020

Divisional faculty approval: April 17, 2020

Divisional Dean approval: May 29, 2020

CAS College Council approval: June 1, 2020

B. Division of Art History

Promotion to Associate Professor with Tenure

The standard expectations for achieving tenure in the Division of Art History at the University of Washington, established by the faculty in consultation with the School of Art + Art History + Design and the College of Arts and Sciences and reflected in current and past practice, are understood as follows:

- **Research:** a successful dossier should include a peer-reviewed scholarly book published with a reputable press, some articles in peer-reviewed journals and/or essays in peer-reviewed multi-author books, and other standard demonstrations of participation in and recognition by the field, such as a record of lectures at national scholarly conferences. The book does not necessarily have to be in circulation by the submission of the tenure dossier, but should be accepted and under contract with a reputable press. It is ideal that revisions are complete and the book is in production. If the book derives from a dissertation, it is assumed that the current publication includes significant revision and new reflection. Dossiers are strengthened if the candidate can speak to the outlines of a second significant book project that is being ideated.
- **Teaching:** All candidates should have developed a strong and documented teaching portfolio with positive student and peer evaluations, comparable to colleagues in the Division, School, and across the Division of the Arts in the College of Arts and Sciences. As effective teaching is essential to advancement, candidates should include in their promotion dossier a clear discussion of their teaching. As part of documenting teaching effectiveness, candidates should note that the College of Arts and Sciences' "Promotion Considerations" stipulate that student evaluations should be taken for "a large percentage, if not all, courses taught," while the Faculty Code (Section 24-57A) mandates that all faculty must have at least one course evaluated by students in any year in which they teach. The Faculty Code also requires that assistant professors should have a peer review of their teaching each year. Beyond classroom instruction, student mentoring is stressed in the College's "Promotion Considerations" as vital to good teaching.

It is important to note that while research and teaching are typically viewed as separate categories, they may become closely related in some cases. Candidates who consider that compelling interchanges between their research and pedagogy are critical to the nature and quality of their dossiers should make that case in their personal statements. Nonetheless, strong teaching alone is not sufficient for tenure and promotion.

- **Service:** While the Division has a policy of minimizing heavy committee service for Assistant Professors, tenure-stream faculty should serve the Division and the School as appropriate and be establishing themselves in service in their respective fields (e.g., peer reviewing, session chairing at conferences, etc).

The Division also refers candidates to the extensive general guidelines laid out by the College Art Association; see CAA's "Standards and Guidelines: Standards for Retention and Tenure of Art Historians:"

<http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>

Promotion to Full Professor

Promotion from Associate to Full Professor depends on a number of factors; it is thus difficult to set any one template for a successful dossier. However, it is generally understood that a strong dossier will demonstrate significant publication since tenure; the solidification of a national and international scholarly reputation; continued effectiveness in teaching; and an appropriate record of service both at the Divisional and School level and beyond UW. Some typical parameters of a successful dossier can be understood as follows:

- **Research:** A second significant peer-reviewed scholarly book published by a reputable press, and ongoing publication of essays in peer-reviewed journals and/or peer-reviewed multi-author books, constitutes a particularly strong case. Alternately, research components of successful promotion cases have been built upon an unusually strong series of articles documenting the development of important new directions in

research since tenure. A continued record of lecturing at national and ideally international conferences and related venues is assumed.

- **Teaching and Service:** Candidates should be continuing to practice effective teaching across the curriculum and be receiving positive peer and student assessments of their pedagogy. Candidates for promotion should also have some significant post-tenure service experience in the Division, School, and/or University – committee service, for instance – and continue to make significant contributions in appropriate service capacities in their respective fields (e.g., peer reviewing, session chairing at conferences, etc). The assumption of heavy service obligations will be taken into account in evaluating a dossier. The Division of Art History, in consultation with the School of Art + Art History + Design and the College of Arts and Sciences, believes that the performance of significant and time-consuming service for the unit, university, and field should help rather than harm a promotion dossier.

The Division also refers candidates to the extensive general guidelines laid out by the College Art Association; see CAA's "Standards and Guidelines: Standards for Retention and Tenure of Art Historians:"

<http://www.collegeart.org/guidelines/tenure>

Guidelines for Tenure and Promotion: Division of Art History, first established January 2017

Subsequent revisions: May 2019, January 2020

Divisional faculty approval: February 26, 2020

Divisional Dean approval: May 29, 2020

CAS College Council approval: June 1, 2020

C. Division of Design

Promotion to Associate Professor with Tenure

The standard expectations for achieving tenure in the Division of Design at the University of Washington, established by the faculty in consultation with the School of Art + Art History + Design and the College of Arts and Sciences and reflected in current and past practice, are understood as follows:

- **Research:** A successful dossier should include a strong record of creative achievements and/or scholarly research. The candidate is recognized regionally and nationally as a highly competent professional in his/her area of specialization, and his/her work is respected by their colleagues and peers, both within and outside the university.

Research may manifest itself in various ways: creating innovative and award-winning design work, developing new materials, software, media or design products, disseminating knowledge by writing books, articles, conference proceedings, and reviews and/or advancing design knowledge by conducting research which may be funded by private and public grants. Participation at regional, national or international conferences and other public venues may supplement the scholarly record.

Criteria for assessing the quality of research activity will be the extent to which it is acknowledged and respected by professional peers in:

Contributing to the advancement of knowledge in the field of design

Influencing the development of creative expression in design

Advancing professional design practice

Developing more effective design teaching/pedagogy

Instruments for evaluating creative achievement and professional research may include:

Visual documentation of creative work

Design awards (peer reviews)

Patents (IP Awards)

Client consultation/design record

Published books, articles, reviews, conference papers and proceedings

Relevant design publications

Evidence of curatorial work

Documentation of ongoing research

Organizational and curatorial roles at conferences/symposia

Records of participation and presentation in juried or invitational exhibitions of regional, national or even international significance

Grants applied for and grants received; awards and honors for research, scholarship or artistic achievement

- **Teaching:** All candidates should have developed a strong and documented teaching dossier with positive student and peer evaluations, with results comparable to the Division, School, and College. As effective teaching is essential to advancement, candidates should include in their promotion file a clear narrative about their teaching so that readers of the file can understand and distinguish between various arenas of pedagogical practice including studios, seminars, or lectures.

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. Beyond classroom instruction, student mentoring is stressed in the College's "Promotion Considerations" as vital to good teaching.

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. Nonetheless, strong teaching alone is not sufficient for tenure and promotion.

Additional instruments for evaluating teaching may include:

Special course funding, grants, etc.

Collaborations

New courses developed or curriculum developed

Publications, presentations, exhibits of course or student work.

- **Service:** While the Division has a policy of minimizing heavy committee service for Assistant Professors, tenure-track faculty should serve the Division and the School as appropriate, and be establishing themselves in service in their respective fields (e.g., session chairing or organizational roles at conferences, service to discipline specific organizations etc.)

Promotion to Full Professor in Design

Promotion from Associate to Full Professor depends on several factors; it is thus difficult to set any one template for a successful dossier. However, it is generally understood that a strong dossier will demonstrate significant publication since tenure; the solidification of a national and international scholarly reputation; continued effectiveness in teaching; and an appropriate record of service both at the Divisional and School level and beyond UW. Some typical parameters of a successful dossier can be understood as follows:

- **Research:** Candidates must have a commendable record of creative achievements or scholarly research and be recognized nationally or internationally as a highly competent professional in his/her field. Faculty who excel in research, scholarship or other design activities are engaged in creative work appropriate to their area of specialization and their work is respected by their colleagues and peers, both within and outside the university.

Research may manifest itself in various ways: creating innovative design work, experimentation with new materials and media, writing books, articles and reviews and advancing research and/or receiving private and public grants. A continued record of participation at national and international conferences and related venues is expected.

Criteria for assessing the quality of research activity will be the extent to which it:

Constitutes a contribution to the advancement of knowledge or creative expression,

Influences the development of professional practice,

Contributes to the candidate's own teaching effectiveness,

Is acknowledged and respected by professional peers.

Instruments for evaluating creative achievement and professional research may include:

Documentation of creative work

Client consultation/design record

Published reviews, articles or books

Evidence of curatorial work

Documentation of ongoing research?

Papers and presentations at national and international conferences and related venues

Records of participation in juried or invitational exhibitions of regional, national or international significance

Grants applied for and grants received

Awards and honors for research, scholarship or creative achievement

- **Teaching:** The 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.”

- **Service:** Candidates for promotion should have some significant service experience in the Division, School, and/or University. Full Professors should also be broadly engaged in service in their respective fields (e.g., peer-reviewing publications, session chairing or organizing conferences, serving as external academic reviewers, design competition jurors, on the board of regional, national and international design organizations, etc.) The assumption of heavy service obligations will be considered in evaluating a dossier. The Division of Design, in consultation with the School of Art + Art History + Design and the College of Arts and Sciences, believes that the performance of significant and time-consuming service for the unit, university, and field should assist rather than diminish a promotion dossier. Other desirable activities include committee posts in professional organizations.

Guidelines for Tenure and Promotion: Division of Design, first established January 2017

Subsequent revisions: May 2019, March 2020

Divisional faculty approval: March 1, 2020

Divisional Dean approval: May 29, 2020

CAS College Council approval: June 1, 2020