Digital Technology and Culture

College of Arts and Sciences

Washington State University

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**GUIDELINES FOR TENURE AND PROMOTION**

**FOR THE DEPARTMENT OF DIGITAL TECHNOLOGY AND CULTURE AT WASHINGTON STATE UNIVERSITY**

**INTRODUCTION**

The Department of Digital Technology and Culture (DTC) at Washington State University (WSU) focuses on the theory and production of digital media and digital technologies in cultural, social, and political contexts. Faculty in DTC are deeply engaged in producing scholarship and research that foregrounds the creation of digital media and digital technologies in ethical and social justice-oriented contexts. Faculty share knowledge of digital media and a commitment to the fields it comprises through scholarship, teaching, and service and leadership at the University, throughout Washington State, and at the national, tribal, and international levels through ongoing activities. DTC faculty have diverse academic backgrounds emphasizing multidisciplinary, interdisciplinary, and transdisciplinary approaches comprised of a wide range of disciplines. Therefore, these guidelines for evaluation reflect a breadth of intellectual and creative output. Unique to DTC is the emphasis on both scholarship *and* production of digital media with attention paid to the ethical application of technology to real-world contexts. Thus, the *Guidelines for Tenure and Promotion and Annual Review* address this mission.

The *Guidelines for Tenure and Promotion and Annual Review* describes the evaluation process for DTC faculty. Faculty under review should also consult the College of Arts & Sciences (CAS) guidelines and the University’s Faculty Manual for a complete understanding of the process for tenure and/or promotion and annual review at Washington State University. This document supplements the guidelines pertaining to University and the CAS procedures for tenure and/or promotion of tenure track and career-track faculty (teaching and scholarly sub-tracks). It begins with principles and practices common to all DTC faculty regardless of track followed by the specific guidelines for tenure track faculty and for career-track faculty (including teaching and scholarly sub-tracks).

**GUIDELINE PRINCIPLES FOR ALL DTC FACULTY**

Decisions to grant tenure and/or promotion are among the most critical in academic life. They require careful, deliberate planning by each faculty member who expects to be considered for such action, and responsible, objective, and informed consideration by all who are involved in review and recommendations. These guidelines seek to expand on and contextualize the Tenure and Promotion Policy enacted by WSU and the CAS. The department recognizes that, in matters pertaining to tenure and/or promotion of its faculty, WSU and the CAS support performance that resonates with the University’s mandate as a land grant institution where scholarship/creative work, teaching/learning, and scholarly and community service/outreach are closely interdependent and mutually supportive.

The tenure and/or promotion guidelines for DTC, across all ranks and tracks, reflect and are a direct outgrowth of the mission, vision, and goals of the department. We value collaborative, creative, engaged teaching; scholarship and production; and service and outreach as significant contributions to the larger land-grant mission of the University and the College of Arts and Science. Faculty across all ranks hold a diverse set of academic credentials that provide the unit with a unique and innovative foundation for research, scholarship, creative production, teaching, and community engagement. As such, research, scholarship, and teaching in the unit occurs in a variety of environments inside and outside of the formal classroom and lab settings and candidates may develop creative activities, research and scholarly materials that are multi-, trans- or interdisciplinary; pedagogy that crosses boundaries; and collaborations that extend to varied stakeholders—inside and outside of academia. Broadly, candidates work to fulfill the mission of the department.

**PROMOTION PRINCIPLES FOR ALL DTC FACULTY**  
The criteria and procedures discussed, below, relate to the means used by the department and its faculty for arriving at recommendations for promotion. It is understood that the department, through its faculty, will make every effort to sample adequately the relevant sources of information and to review and consider that information carefully, objectively, and without regard to personal or non-professional considerations, the latter of which are explicitly rejected as relevant to professional advancement. In the final analysis, the integrity and professionalism of the faculty and the individual's right of appeal are the best safeguards against gross inequities.

This document should not be construed as being in conflict with the policies developed by the University (as presented in the Faculty Manual) or the CAS. In case of apparent conflict, the College and the University statements and the Faculty Manual shall take precedence. Moreover, the unit recognizes that in matters relating to tenure and/or promotion of faculty, WSU supports performance consistent with the university’s mandate as a Research 1, land grant institution where teaching/learning, research/creative work, and service/outreach are closely interdependent and mutually supportive and often reach outside the walls of academia. Similarly, and following the Faculty Manual, all faculty are expected to contribute to a positive community and culture in the department, college, campuses, and the university and value the professional and personal well-being of their colleagues, including fellow faculty, staff, administrators, and students.

To warrant tenure and/or promotion, the candidate must demonstrate excellent performance across the areas noted in their workload statements, understanding that faculty within the unit may have different workload expectations and thus recognizing the nature of their performance evaluations may vary. For pre-tenure, tenure track faculty, review for tenure and promotion will take place according to the timeline set forth by the Provost’s office and the CAS in the offer letter. Career-track and post-tenure tenure track faculty become eligible for promotion consideration after their fifth year of service in rank (with promotion, if granted, awarded at end of sixth year); however, time in rank is not sufficient by itself to be considered for promotion to the next rank. Faculty who would not automatically be reviewed for tenure and/or promotion in a given year, but who wish to be considered for promotion (and meet the time in rank criteria), should notify the chair in a written memo in the spring semester before they wish to be reviewed. Cases for early tenure and/or promotion must be justified by achievements that meet the criteria set forth for tenure and/or promotion. Permission to bring an early case forward must be obtained from the dean, provost, and the local VCAA if the candidate is at a non-Pullman campus, *before* the case is prepared. At the request of the faculty member, the chair sends a memo making the case for early promotion and/or tenure to the provost, and the VCAA for cases in Vancouver and Tri Cities, via the dean of the CAS.

All individuals to be considered for tenure and/or promotion are required to develop and maintain context statements for research and service, where appropriate, as well as for other areas mandated by the Provost’s annual guidelines. It is the responsibility of the faculty member to consult these guides.

**MENTORSHIP PRACTICES FOR ALL DTC FACULTY**

**Mentoring Committees**

All the units in the CAS are expected to form and implement effective mentoring committees for career-track and tenure-track faculty. The function of this mentoring is to advise candidates for tenure and/or promotion on local and discipline-specific expectations, including research, scholarship, creative activity, teaching, and service and related sub areas of specialty. Further, because the unit values publicly engaged scholarship, creative activities, and mentorship, the unit will provide informal mentoring in these areas as well.

The unit will appoint a mentoring committee for each untenured tenure track faculty member and each career-track faculty member at the Assistant and Associate Professor levels after consulting with them about the committee’s composition. Mentoring committees are also available for post-tenure faculty across all ranks and tracks. The mentoring committee, ideally composed of faculty from the CAS with similar portfolios, will meet collectively at least one time each year with the faculty member. The committee will review the faculty member’s annual performance and make suggestions based on a review of accomplishments and objectives. The committee will summarize in a memo to the chair the faculty member’s accomplishments, their progress toward tenure and/or promotion, and recommendations for improvement.

**Peer Teaching Observations**

To promote a diversity of evaluation methods, all tenure track and career-track faculty may have peers from within the unit faculty and/or units in CAS or the University with similar portfolios evaluate their teaching in addition to those performed by the chair and/or mentoring committee to meet the CAS guidelines for classroom observations. Faculty seeking to use these observations in their case for promotion should aim to have these observations conducted by individuals at or above the rank the faculty member hopes to secure. Peer teaching evaluations will be initiated and scheduled by the chair in consultation with the faculty member. Evaluations will be completed at least once per year with at least two in the third year and two in the year before consideration for tenure and/or promotion.

**TENURE TRACK FACULTY GUIDELINES**

**Statement On Tenure and/or Promotion within the Tenure Track**

Tenure is both an acknowledgement of past accomplishments of the candidate and the likelihood that the candidate will make further significant contributions to the disciplines and interdisciplinary programs associated with the unit. Thus, the granting of tenure is predicated on the assumption that the candidate will continue their record of scholarly/creative productivity, teaching effectiveness, and dedication to service. Areas of activity that provide evidence of qualifications for tenure in DTC include but are not limited to scholarly output that includes creative production, innovative teaching, and community/civic /public engagement. In keeping with tenure guidelines of other departments and programs in the CAS at WSU, DTC also assesses excellence judiciously through professional activities (i.e., conference presentations, editorial work); departmental and university service (i.e., advising, committee work, programmatic leadership); and developing relationships with colleagues and students that help meet department and university goals.

In accordance with the CAS’s explicit criteria for promotion, candidates for the rank of Associate Professor are evaluated primarily on the basis of their scholarship/creative activity (in alignment with their job description), teaching, and service to the department, college, campus, university, and profession. Time in rank is not sufficient by itself for promotion. Promotion to the rank of Associate Professor is based on evidence of *sustained effectiveness* and *growth* in their creative/scholarly work, effectiveness in instruction, and involvement in service activities at the unit and professional levels.

Extra care must be exercised in the consideration of promotion to Professor, as it is typically the highest rank faculty will achieve. The rank of Professor is reserved for those who have achieved a national, tribal, and/or international reputation and recognition in their own fields of scholarly or creative specialty, as well as sustained excellence in teaching and long-term service to their fields, units, college, and the university. Candidates for promotion to Professor are expected to have maintained a consistent record of creative and/or scholarly work since promotion to Associate Professor that merits national and/or international/tribal recognition.

**General Procedures for Promotion and/or Tenure for All Tenure Track Faculty**

1. It is the responsibility of the faculty member seeking promotion to keep their materials up to date. The unit’s administrative manager may assist in the process of collecting the materials for promotion and/or tenure.
2. Faculty who would not automatically be reviewed in a given year for promotion and/or tenure but wish to be considered, and are eligible, for promotion, should notify the chair in written communication within the spring semester of the year before they wish to be reviewed.
3. In the spring of the third year, a progress towards tenure review will be conducted following the CAS and WSU guidelines.
4. Each year the chair will make the record of the pre-tenure candidate available to all tenured faculty members and lead a meeting of the tenured faculty called for the purpose of discussion and evaluation of the candidate's progress toward tenure.
   1. The chair of the mentoring committee for the candidate for tenure will present the faculty member’s dossier to the assembled faculty, respond to questions, and provide any necessary context for the materials presented.
   2. The department chair will present to the candidate, in writing, a summary and interpretation of the tenured faculty members' opinions.
5. As stipulated in WSU and CAS guidelines, at the time of review for tenure and/or promotion, the candidate’s record shall include confidential letters as stipulated by the provost’s office and CAS fromexternal reviewers who are qualified and have agreed to evaluate the quality of the candidate’s research and scholarly output and the impact of their work as a whole. The chair shall coordinate the selection of the external reviewers. Given the multi-, trans-, and interdisciplinary nature of the department and its faculty, reviewers will be selected based on their alignment with the foci of the candidate.
6. In the summer of the last year of the probationary period for pre-tenure faculty, the candidate and the chair will jointly assure that the materials are complete, including at least: (a) an up-to­-date curriculum vitae, (b) research and service statements, (c) all written statements required by the provost’s office guidelines, (d) confidential letters of evaluation from at least five appropriate experts outside of WSU, (e) other evidence of the candidate’s impact, and (f) copies of the candidate’s prior performance reviews (e.g. progress-toward-tenure). All tenured faculty should complete recommendation forms on the granting of tenure. All tenured Associate, Full, and Regents Professors must complete recommendation forms on the appointment or promotion to Associate Professor. All tenured Full and Regents Professors should complete recommendations forms on the appointment or promotion to Full Professor. The chair will analyze, synthesize, and consolidate the faculty's recommendations and prepare a report based on the faculty's collective recommendations, as well as their own recommendation.
7. For faculty not located on the same campus as their respective dean and department chair, the chair will also consult with the appropriate academic director per EP29. Academic directors will provide input on annual progress toward tenure reviews, intensive third-year reviews, and tenure and/or promotion reviews to department chairs/school directors.
8. After submission to the dean, the tenure and/or promotion recommendation and decision will be handled in accordance with college, campus, and university policies and procedures.

**Criteria For Evaluation for Tenure and/or Promotion**

The unit considers the following factors in considering candidates for promotion and/or tenure as listed below and expanded upon in the following sections with the explicit criteria for each rank in each factor:

1. Research, scholarship and/or creative work reflective of a candidate’s training, expertise and appointment, and disseminated through professional, community/ies, and/or publicly engaged activities, including interdisciplinary outputs;
2. Teaching, mentoring, and informal advising; and
3. Department, college, campus, university, professional, and/or community/ies service, outreach, and engagement.

1. Research, Scholarship, and Creative Activities

Given the multi-, inter- and transdisciplinary nature of the department, candidates will produce a range of scholarship and scholarly outputs. The department shares the understanding that creative production is scholarship and, as such, all types of scholarly outputs, productions, and publications will be evaluated equally and without bias. Of critical importance, however, is the development of an *impactful* body of work that brings recognition to the faculty member's research and scholarship on regional, national/tribal, and/or international levels. The candidate for tenure and/ or promotion must contribute to scholarship at a level sufficiently indicative of their growing presence in the field. Candidate’s scholarly productions, publications, and output will be evaluated through a thorough examination of the candidate’s compiled materials (see below for a list of possible types). While there are different avenues for publication (i.e., print, online, physical displays), it is expected that some form of peer/community review will take place to warrant inclusion in the materials compiled for promotion and/or tenure. Because digital media is a field requiring interdisciplinary, multidisciplinary, and transdisciplinary teams in the production of media objects and the documentation of that production, collaborative publication, display, or exhibition is a normal enterprise. The candidate, however, should provide a statement of participation to delineate their role in collaborative works/publications.

A combination of the following types of work, individual and collaborative, may be considered. Works that are peer-reviewed, refereed, or invited receive more weight.

1. Published books
2. Peer reviewed, published journal articles or chapters in books
3. Exhibitions or installations (physical and/or virtual)
4. Peer-reviewed digital publications, including: archives, exhibitions, virtual displays, podcasts
5. Edited collections and/or curatorial projects
6. Podcast presentations, professional interviews
7. Presentations at conferences, symposia, colloquia, etc.
8. Software including code documented and released (open source or commercially)
9. Digital textual works, such as born-digital literature or web-based texts
10. Video works, productions, and installations in any format
11. Graphic image works, productions, and installations in any format
12. Digital sound and music works (includes podcasts, sound designs, sound walks)
13. Animation works/productions in any format
14. Professional website design and development
15. Funded grants and unfunded grant applications
16. Design and/or creation of virtual and augmented reality environments and elements
17. Design and/or creation of games and game elements
18. Human-Computer Interfaces, wearables, sensory environments, locative works

Due to the fast pace of change in some subfields within the department, there may be work not explicitly listed here but would be considered as part of a larger body of work. Thus, this list should not be considered exhaustive.

*Research/Scholarship Criteria for Tenure and Promotion to Associate Professor, Tenure Track*

In general, candidates for tenure and promotion to the rank of Associate Professor in the department shall demonstrate a record of high-quality scholarship and/ or creative production of sufficient volume with potential for *strong impact* in their chosen field(s) of research. Peer reviewed work is important to evaluation but depending on the venue invited creative and scholarly activities may also carry as much weight. Of critical importance is the development of a body of work with an identified theme and throughline that brings recognition to the faculty member’s research, scholarship, and creative activities on regional, national, and/or tribal levels. The candidate is responsible for crafting a narrative that identifies, demonstrates, and connects their body of work to larger themes and foci. This narrative will provide needed context and connections not readily seen in the body of work.

*Research/Scholarship Criteria for Tenure and Promotion to Full Professor, Tenure Track*

Candidates for promotion to the rank of Full Professor are expected to demonstrate the above as well as *sustained and coherent scholarship* that has attracted national, tribal, or international recognition.

2. Teaching, Mentoring, and Informal Advising

Among the attributes of an effective professor are mastery of the subject matter; ability and willingness to teach at all levels; skill at communicating concepts and knowledge; effectiveness at organizing and managing information; the talent to develop and maintain student interest; understanding of assessment strategies; and capacity to provide meaningful feedback and criticism of student work; and guide students toward a successful outcome of their university experience and engagement with society after graduation. Thus, the candidate should be evaluated on the quality of teaching as both a representative of the program and expert in the field.

Candidates for tenure and/or promotion to Associate Professor, as well as those for promotion to Full Professor, are expected to contribute to the undergraduate and graduate teaching mission of the department, college, and university. All faculty members are expected to contribute to meeting the curricular needs, as dictated by their workload, of the department by teaching core classes as well as teaching in their area of research emphasis. All faculty are expected to mentor and advise individual students beyond the formal advising structure set by the CAS. The unit values creative, adaptive, and explicitly anti-racist, anti-sexist pedagogies. Furthermore, the department is committed to pedagogy that is accessible and inclusive.

In recognition of this necessity, the unit knows that teaching will often include many variables. Signs of excellent performance may include (but are not limited to): positive peer and/or student evaluations, internal and external teaching awards, publication in journals about teaching, invitations to present at professional meetings about teaching, creative practice, research and scholarship that inform teaching practice, participation in university, college, campus or professional teaching workshops/clinics or symposia that emphasize diverse teaching methods, documented teaching innovations in the classroom or lab, the creation of new courses or modules for the unit, shared courses or interdisciplinary courses, creativity and risk-taking in pedagogy, developing high impact courses, developing open educational or shared resources for courses, participation in co-taught or interdisciplinary courses, other materials demonstrating teaching excellence, and engagement with unit and college wide course and curricular assessment.

The unit will follow CAS policies on teaching observations for pre-tenure candidate and as outlined earlier in our guidelines. Candidates for promotion and/or tenure should prepare a teaching portfolio according to the Provost’s instructions.

*Teaching Criteria for Tenure and Promotion to Associate Professor, Tenure Track*

Candidates for promotion to Associate Professor are expected to demonstrate an *effective* commitment to excellence in teaching as listed above.

*Teaching Criteria for Promotion to Full Professor, Tenure Track*

Candidates for promotion to Full Professor are expected to demonstrate an *effective and sustained* commitment to excellence in teaching as listed above.

3. Service

Faculty members are obligated to perform service that supports and benefits the continuing success of the department, college, campus, university, community/ies, and profession/s. Providing service is an important part of the unit for achieving its mission and furthering the University’s land grant mission. Service is also an expression of the professional growth and community engagements of faculty members. Candidates for tenure and/or promotion are expected to provide a detailed description of the service they perform as listed below.

With its special focus on ethics, DTC expects its candidates for tenure to show a record of service not only through activities aimed at and generated from the department and university, such as active membership on committees and leadership roles in the program, but also engagement directed at the community. Community engagement in this context is defined as activities undertaken for non-profit organizations that provide social and cultural services to the area, as well as businesses and individuals that themselves are involved in projects, programs, and events aimed at the betterment of others and improvement of the area. Excellence in service and public/community engagement is evaluated through a thorough examination of the candidate’s materials.

Candidates for tenure and/or promotion to Associate Professor and/or Full Professor will be evaluated on the service they perform in these categories:

1. Department.
   1. Examples include, but are not limited to, serving on departmental committees, or serving as the departmental representative to a college or university committee, serving as a lab manager, or internship coordinator; campus program lead;
2. University (including those specific to campuses and system-wide).
   1. Examples include, but are not limited to, serving on college, campus, or university committees, task forces, mentoring groups, or advising student groups, serving on committees associated with faculty governance;
3. Community, state, national, tribal and/or international entities.
   1. Examples include, but are not limited to, serving on task forces, expert panels, advisory committees, community/tribal boards or committees, curatorial activities and consultations, and advisory boards;
4. Profession/s.
   1. Examples include, but are not limited to, serving as a reviewer for journals, book publishers, exhibits, serving on editorial boards, serving on committees or councils of professional societies or community organizations/institutions, organizing or chairing conferences or sessions for the meetings of professional societies, and reviewing grant proposals for funding agencies. Explaining specific responsibilities and contributions to these committees, editorial boards, or other organizations will help document the candidate’s contribution to service.

It is recognized that faculty members’ service may have different areas of emphasis. Candidates need not balance their service across all categories or provide extensive service in all of these categories.

*Service Criteria for Tenure and Promotion to Associate Professor, Tenure Track*

Candidates for tenure and promotion to Associate Professor are expected to demonstrate they have provided consistent service within and across the categories listed above.

*Service Criteria for Promotion to Full Professor, Tenure Track*

In addition to these areas of evaluation, which are applicable across rank, candidates for promotion to Full Professor are expected not only to demonstrate they have provided consistent service, but to have also *built a record of leadership* in some of these service efforts and show that their service *extends beyond WSU*. Examples indicative of leadership include, but are not limited to, holding office in a professional society, appointment to state or national commissions, representing the department in college and university efforts, chairing unit or professional society committees, serving in a college or university leadership position.

**CAREER TRACK FACULTY GUIDELINES**

**General Procedures for Promotion for All Career Track Faculty**

1. It is the responsibility of the faculty member seeking promotion to keep their materials up to date. The department’s administrative manager may assist in the process of collecting the materials for a promotion folder.
2. Evaluations of non-tenured faculty members will be conducted annually. In years where a comprehensive review is required by the CAS and the university, the chair will meet individually with the faculty member to review their progress.
3. Career-track faculty who wish to be considered for promotion should notify the chair in writing in the spring of the year they wish to be reviewed.
4. It is the responsibility of the faculty member seeking promotion to demonstrate evidence of competency and productivity among functions such as effective teacher, mentor, advisor, program coordinator/lead, researcher, and/or contributor to the department, college, and/or university service.
5. The unit will ensure there are at least two recent peer teaching evaluations to be included in promotion documentation.
6. For faculty not located on the same campus as their respective dean and department chair, the chair will also consult with the appropriate academic director. Academic directors will provide input on annual progress toward tenure reviews, intensive third-year reviews, and tenure and/or promotion reviews to department chairs/school directors.
7. The following faculty submit ballots on promotion from career-track Assistant Professor to career-track Associate Professor: career-track Associate Professors, career-track Full Professors, tenure track Associate Professors, and tenure track Full Professors. The following faculty submit recommendations on promotion to career-track Professor: career-track Full Professors and tenure track Full Professors.

**Guidelines and Criteria for Promotion for Career-Track Faculty as Designated by Sub-Track**

Below are the specific guidelines and criteria for career-track faculty as designated by sub-track. Please note that for career-track faculty whose workload includes research or scholarship, the same extensive, though not exhaustive, list of research/scholarship indicators outlined for tenure track faculty will also be used when appropriate.

**Career-Track—Sub-Track, Teaching Promotion Guidelines**

Career-track, sub-track teaching faculty are non-permanent and non-tenure track in nature whose primary responsibility is teaching undergraduate courses. In career-track, sub-track teaching there are two steps for promotion, from Assistant Professor to Associate Professor and Associate Professor to Professor.

Criteria for Evaluation for Career-Track—Sub-Track, Teaching

The unit evaluates the following factors in considering candidates for promotion at the career-track, sub-track Teaching:

1. Teaching and mentoring students;
2. Departmental, college, university, professional, and community service, outreach and engagement;

*Assistant to Associate Promotion; Career-Track, Sub-Track Teaching*

The primary responsibility of a career-track, sub-track teaching faculty is teaching. As such, the leading criterion of promotion evaluation is excellent performance in teaching. Teaching in the unit entails staying up-to-date with technological and pedagogical changes and ongoing professional development. The unit values creative, adaptive, and explicitly anti-racist and anti-sexist pedagogies. Furthermore, the department is committed to pedagogy that is accessible and inclusive. As such, excellence in teaching will often include many variables. Signs of excellent performance may include (but are not limited to): positive peer and/or student evaluations; internal and external teaching awards; publication in journals about teaching; invitations to present at professional meetings about teaching, creative practice, research and scholarship that inform teaching practice; participation in University, College, or professional teaching workshops/clinics or symposia that emphasize diverse teaching methods; documented teaching innovations in the classroom or lab; the creation of new courses or modules for the unit; shared courses or interdisciplinary courses; creativity and risk-taking in pedagogy; developing high impact courses; developing open educational or shared resources for courses; participation in co-taught or interdisciplinary courses; and engagement with unit and college wide course and curricular assessment. Internal WSU awards and recognition of distinction may also be included as signs of excellent performance.

The unit expects all faculty to promote an excellent educational experience for students, and a safe and inclusive space for faculty, staff, and students. A limited amount of service is expected of career-track, sub-track teaching faculty members. Contractual agreements will determine the service apportionment. Signs of effective service include (but are not limited to): active and engaged membership on department or college committees, mentoring of students, coordination of unit events, symposia, colloquia, and the like, outreach within the multiple community/ies WSU serves, and the promotion of inclusive and diverse projects.

*Associate Professor to Professor Promotion; Career-Track, Sub-Track Teaching*

The primary responsibility of a career-track, sub track teaching appointment is teaching. Thus, the leading criterion of promotion to Teaching Professor is demonstrated *sustained* excellence in teaching. Sustained excellence in teaching can be demonstrated through long-term effectiveness in the classroom, as well as elements of pedagogical growth and active leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of exploration, innovation, risk-taking, development of diverse teaching methods and classroom or curricular versatility that include course and assignment design, adaptability to new teaching scenarios, and efforts toward student success through mentoring and programmatic initiatives that reach groups of students beyond one’s own classroom. The unit particularly values efforts and initiatives toward supporting the growth of colleagues and students (both within and outside the unit) as teachers, and work to enhance a unit’s curricula, assessment, and programmatic pedagogical efforts. Candidates seeking promotion to Teaching Professor are expected to take on active leadership roles in such activities within and/or outside their home unit in the college, campus, university, and nationally. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the college.

The unit expects all faculty to promote an exceptional educational experience for students, and a safe and inclusive space for faculty, staff, and students. Contractual agreements will determine service apportionment. The service component and the ability to interact effectively with colleagues, students, and staff will be considered for promotion to the rank of Professor based on a *sustained record of service*. Signs of *effective and sustained* service include (but are not limited to): active and engaged membership on department, college, campus, or university committees; continuous mentoring of students; on-going coordination of unit events, symposia, colloquia, professional internship opportunities and the like; continuous outreach within the community/ies WSU serves; and the promotion of inclusive and diverse unit initiatives.

**Career-track—Sub-Track Scholarly Promotion Guidelines**

Career-track, sub-track scholarly appointments are non-permanent and non-tenure track in nature. A Career track, sub-track scholarly faculty member’s primary responsibility is teaching courses and a secondary allocation dedicated to one or more of the following areas of emphasis: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, administration, or academic service defined in conversation with the chair and mentoring committee. Secondary areas of emphasis may shift during the course of one’s appointment. Shifts may be valuable for both the unit and the faculty and thus will not necessarily be considered an impediment to a candidate’s promotion. Significant or repeated changes in secondary areas, however, may result in the need for a longer period of work in that area to meet the specific criteria described below. Within the career-track, sub-track scholarly there are two steps for promotion, from Assistant Professor to Associate Professor and Associate Professor to Full Professor.

Criteria for Promotion, Career-Track, Sub-Track scholarly

The unit considers the following factors in considering candidates for promotion at the career-track, sub-track scholarly level:

1. Teaching and mentoring students;
2. Department, college, campus, university, professional, and community/public service, outreach and engagement;
3. Productive secondary area/s of emphasis from the following: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, administration

*Assistant to Associate Professor Promotion; Career-Track, Sub-Track Scholarly*

The primary responsibility of a career-track, sub-track scholarly faculty member is teaching with a secondary emphasis in one or more areas of emphasis defined by the University and CAS guidelines inclusive of: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, and/or administration. The leading criterion of promotion evaluation is exceptional performance in teaching. The unit values growth and innovation in teaching most highly. The unit values creative, adaptive, and explicitly anti-racist and anti-sexist pedagogies. Furthermore, the department is committed to pedagogy that is accessible and inclusive. As such, excellence in teaching will often include many variables. Signs of exceptional performance, growth, and innovation may include (but are not limited to): positive peer and/or student evaluations, internal and external teaching awards, publication in journals about teaching/pedagogy, invitations to present at professional meetings about teaching, participation in university, college-wide, or professional teaching workshops/clinics or symposia that emphasize diverse teaching/pedagogical methods, documented teaching innovations in the classroom or lab, creation of new courses or modules for shared unit or interdisciplinary courses, creativity and risk-taking in pedagogy, developing high impact courses, developing open educational or shared resources for courses, participation in co-taught or interdisciplinary courses, and engagement with unit and college wide course and curricular assessment. Internal WSU awards and recognition of distinction may also be included as signs of excellent performance.

Secondary areas of emphasis will be evaluated based on demonstrated:

1. Growth in the area/s of emphasis. Benchmarks for growth include, but are not limited to, advancement of research projects supported by internal or external grants; national visibility of creative work/research; educational leadership or outreach;
2. Coherence of the products/outcomes of the area/s of emphasis within one’s professional profile. Coherence can be demonstrated through, but not limited to, interdisciplinary connections; a recognized professional profile; development of a related areas of expertise; and/or contribution to a creative field and;
3. Impact beyond areas of professional development that advance one’s scholarly field in research or creative outputs; curricular efforts; the department, college, campus, or university as a whole; specific sets of students; opportunities for public engagement; and/or the university’s land grant mission.

Proportional to contractual expectations, performance in the secondary area(s) will be assessed using the criteria detailed above, with particular attention being paid to the qualities of *coherence and growth*. In terms of impact, candidates emphasizing work internal to WSU, such as advising or unit development, should demonstrate an *emerging reputation* for individual excellence and engagement. Candidates emphasizing externally facing work, such as research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an *emerging regional or national reputation* in these areas.

The Department expects all faculty to promote an exceptional educational experience for our students and a safe and inclusive space for faculty, staff, and students. Contractual agreements will determine service apportionments. Signs of *effective* service include but are not limited to: active and engaged membership on department, college, campus, or university committees; mentoring of students; coordination of unit events, symposia, colloquia, and the like; outreach within the multiple community/ies WSU serves; and the promotion of inclusive and diverse projects.

*Associate Professor to Professor Promotion; Career-Track Sub-Track Scholarly*

Contractual agreements will determine the specifics of expectations for promotion, and time in rank is not sufficient for promotion. In order to be considered for promotion, candidates must clearly demonstrate a *continuing* excellence in teaching and a *sustained* record of accomplishment and leadership in the secondary area(s) relevant to the candidate’s appointment. Continuing excellence in teaching can be demonstrated through continued/sustained effectiveness in the classroom, as well as elements of pedagogical growth and active leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of exploration, innovation, risk-taking, development of diverse teaching methods, and classroom or curricular versatility. Proportional to contractual expectations, performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention at this level being paid not only to continuing potential for growth but also *impactful* leadership. Candidates emphasizing work internal to WSU, such as advising or unit development, should demonstrate a capacity to translate their individual efforts into work with *broader positive impacts* among colleagues, students University-wide, programmatic or interdisciplinary curricula, departments and units outside the unit, or the university as a whole. Candidates emphasizing externally impactful work, such as research/scholarship/creative activity, or public engagement and policy efforts, should demonstrate an *established* national, tribal, and/or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to the rank of Professor.

For career-track, sub-track scholarly faculty members contractual agreements will determine service apportionment. Signs of *effective and sustained* service include (but are not limited to): active and engaged membership on department, college, campus, or university committees; continuous mentoring of students; on-going coordination of department events, symposia, colloquia, and the like; continuous outreach within the multiple community/ies WSU serves; and the promotion of inclusive and diverse unit initiatives.