

Tenure and Promotion Guidelines (2021)

**The School of Politics, Philosophy, and Public Affairs
Washington State University**

Approved by faculty on April 16, 2021.

Political Science Tenure and Promotion Guidelines

School of Politics, Philosophy, and Public Affairs

Washington State University

INTRODUCTION

These guidelines supplement the Washington State University's tenure and promotion guidelines as found in the Faculty Manual and any guidelines adopted by the College of Liberal Arts. In cases of disagreement among different guidelines, the Faculty Manual will prevail.

TENURE and PROMOTION TO ASSOCIATE PROFESSOR

As a prerequisite for tenure consideration, a faculty member must demonstrate a record of conduct consistent with the Faculty Code of Professional Ethics at Washington State University. Furthermore, nothing in these guidelines shall be construed as infringing upon academic freedom or faculty rights to free expression.

Candidates for tenure and promotion to the rank of Associate Professor must demonstrate a record of excellence in scholarship, teaching, and service. While there is no single model for what constitutes a tenurable record, the following criteria serve as general guidelines. Meeting minimal qualifications does not guarantee tenure and/or promotion.

Faculty members on tenure-track appointment will have their progress reviewed annually by the tenured faculty of PPPA, with a more formal and extensive third-year review. The same PPPA criteria used for Tenure and Promotion, elaborated below (I-III), will be used to guide the third-year review. Specifics on process, content, and timeline are provided annually by the Provost's office directly to the candidate.

I. Scholarship

Excellence in creative scholarship is reflected in a record that has garnered national (or international) recognition and evidences both an independent research agenda and a recognizable impact on one's field. Indicators of these may vary but indices include the following:

A. Scholarly Independence

1. A significant number of sole- and/or lead-authored publications in peer-reviewed journals or scholarly press books and anthologies that demonstrate an independent research agenda.¹
2. A coherent substantive thread running through the published work that is produced independently from one's dissertation advisor/committee or other senior faculty.

B. Scholarly Impact

Primary Indicators:

¹ **Peer-reviewed** (def.) – scholarly works subjected to blind (anonymous) external review by a panel of one's peers (as opposed to works reviewed solely by a project's book editors or scholars with a vested interest in seeing the work published).

1. At least 8-10 (sole-authored or equivalent multi-authored) journal articles/book chapters, or a book and 3-5 articles/book chapters published or accepted and in press.² Normally this should include an extensive body of peer-reviewed work in reputable journals and/or academic presses. Quality of publication is more important than quantity. A high-quality record may lessen the need for absolute numbers of publications, whereas a record of publications in lower tier journals or presses may require the candidate to demonstrate greater sustained productivity.³ In general, candidates for tenure are encouraged to focus on building and fostering a national reputation in their field rather than simply seeking a number of publications.
2. The School recognizes that many faculty members will chose to work in specialized, cross-disciplinary, or cognate social science fields, and values this work accordingly. A portion of one's published work, however, should appear in non-highly specialized outlets and demonstrate interaction with general concerns and interests in the discipline. This can be demonstrated through publication in general interest political science journals as defined by the discipline,⁴ in top tier field journals,⁵ or in prestigious university press books.
3. A personal research statement should be able to explain the theoretical and/or methodological threads that ties together published research in a way that constitutes a cognizable research agenda.

Additional Indicators:

1. Highly cited works (e.g. works with significant citation activity in the SSCI, or other relevant databases such as Lexis, Google Scholar, etc.).
2. A relatively high cumulative record of citation activity.
3. Success in obtaining highly competitive grants (e.g. NSF, NIJ, NEH, U.S. State Department, NIH, etc.)
4. Reprinted articles, second editions of books, works translated into foreign languages
5. Evaluations from external reviewers
6. Prestigious post-docs or fellowships
7. Editorships, associate and assistant editorships, editorial board membership, grant review panel membership.
8. Invited prestigious lectures or keynote addresses at peer or better U.S. academic institutions, or at domestic U.S. venues of recognizable national importance
9. Invited prestigious lectures or keynote addresses at *international* institutions

² As a general rule, coauthored works are treated the same as sole authored work. Multi-authored works will be weighted less, though lead authorship will be weighted more heavily.

³ Publication quality is considered holistically. Typically prestigious university and commercial press books should be thought of as the equivalent of 4-5 journal articles and smaller or less prestigious university press or commercial press books should be thought of as the equivalent of 3-4. Editing a volume is normally considered the equivalent of one journal article and individual chapters in each volume as an additional article. Articles in general political science or highly reputable journals (based on ISI, *PS* or other relevant journal rankings) will normally also be weighted more heavily than those in highly specialized journals and or less reputable ones. Other indicators of quality might include the length and theoretical content of publications, selection as a lead article, high levels of citation, second editions, translations, or reprints of work, or other factors listed under the "additional indicators" or impact section below.

⁴ e.g., APSR, AJPS, JOP, PRQ, PSQ, Polity, etc.

⁵ e.g. CP, CPS, IO, ISQ, PAR, Public Opinion Quarterly, Political Psychology, etc.

II. Teaching

Excellence in undergraduate and graduate teaching as reflected in such activities and measures as the following:

1. Graduate student mentorship (chairing committees) and placement
2. Student course evaluations or peer teaching evaluations
3. Student advising
4. Course development or redevelopment
5. Acceptance of special teaching assignments or overloads at the request of PPPA
6. Guest lecturing and participation in seminars at WSU and elsewhere
7. Publication or conference participation in collaboration with graduate students
8. External funding for support of instructional activities
9. Teaching awards
10. Distance education and technology augmented instruction
11. Graduate student recruitment
12. Publication of textbooks

III. Service

Excellence in service to the School, the university, the profession, and the community, as reflected in the quality and quantity of contributions in such activities as the following:

1. Administrative tasks and positions
2. Participation in School, college or university committees
3. Leadership positions in professional associations
4. Scholarly presentations to the university or public
5. Academic advising or advising of student groups
6. Applied research reports for governmental or community agencies and organizations
7. Editorial board memberships, peer reviewing activity for journals, book presses, and major grant-giving entities, program evaluations, etc.
8. Media interviews or commentary
9. Graduate student mentorship

PROMOTION to PROFESSOR

Professor is the highest academic rank in the School and should be conferred only on those who have established a record of eminence in their field.

Normally faculty will be in rank as an Associate Professor for at least five years before being considered for promotion to Professor. Time in rank however is neither a prerequisite nor a sufficient condition for promotion. Promotion is based solely on a candidate's cumulative record and having obtained a reputation as an eminent scholar in their field, not seniority.

In general, promotion to the rank of Professor will depend upon demonstration of sustained effectiveness in all three areas outlined above (scholarship, teaching and service). In addition, the candidate's record of creative scholarship must have moved beyond national recognition so as to have established them as an eminent scholar in their field. While there is no single model for what constitutes such a record the following serve as general guidelines:

1. A substantial body of published work in leading journals and/or scholarly presses. Normally this should include a minimum of 16-20 major journal articles or the equivalent in refereed books and book chapters. Even more than at the time of the tenure decision the quality of publication is more important than quantity. In addition, a significant number of one's publications should have been produced since tenure.
2. Evidence of eminence in one's field. Normally this requires some indication that published work is frequently cited in the scholarly literature. This can be substantiated through citation counts from relevant databases (SSCI, Google Scholar, Lexis-Nexis, etc.).⁶ Other indicators might include national research awards, success in obtaining highly competitive external funding and grants, published reviews of one's work, evidence that one's work has been adopted in graduate education and training, editorships and service on prestigious editorial boards, citation to one's work in the media, etc.
3. Strong emphasis will also be placed on anonymous external letters indicating that the candidate's research has established him/her as a leading scholar in his/her field. At least five letters should be obtained from individuals at WSU peer institutions or better who are free of conflicts per university policy (e.g., professors or other students at the candidate's PhD granting institution during the candidate's tenure there, scholars who have coauthored with the candidate, etc.).
4. Candidates for Professor should be able to demonstrate evidence of mentoring less established scholars. This may include successfully chairing graduate student committees, membership on graduate student committees, assistance to graduate students seeking fellowship, grants or awards, co-authoring with graduate students and the successful placement of graduate students in academic positions.

Promotion Guidelines for Career Track Faculty

Teaching Sub-Track

Faculty in the teaching sub-track have appointments that are primarily oriented toward teaching, with reduced expectations in service and limited or no expectations in research, scholarship, or creative activity. As such, promotion within this sub-track is determined largely by a continuing excellence in teaching.

General Statement on Excellence in Teaching

In considering a case for promotion in this sub-track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates evolution and innovation in a faculty member's teaching over time. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in

program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.

Promotion to Teaching Associate Professor

Candidates for promotion to Teaching Associate Professor are expected in the first instance to demonstrate that their teaching effectively supports course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly sub-track, with particular expectations conditioned by the faculty member's contractual workload.

Regarding teaching, candidates for promotion to Teaching Associate Professor should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and, where appropriate, active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision. For promotion to Teaching Associate, PPPA also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as a Teaching Assistant Professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within regularly reoccurring set of courses, can also demonstrate that a faculty member continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this sub-track.

Promotion to Teaching Professor

Candidates for promotion to Teaching Professor are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to Teaching Associate Professor. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly sub-track, with expectations conditioned by the faculty member's contractual workload expectations.

Candidates for promotion to Teaching Professor should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. PPPA recognizes that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, PPPA will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Especially for promotion to Teaching Professor, PPPS also particularly values efforts and initiative toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance the unit's curricula. Candidates seeking promotion to Teaching Professor are expected to take on active leadership roles in such activities within and/or outside PPPA. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within PPPA.

Scholarly Sub-Track

PPPA Faculty in the scholarly sub-track generally have appointments that include both a primary allocation toward teaching and a significant allocation dedicated to one or more of the following areas: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, administration, or academic service.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the scholarly sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. PPPA recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

General Statement on Excellence in Teaching

In considering the teaching presented for promotion in this sub-track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates evolution and innovation in a faculty member's teaching over time. PPPA also recognizes that teaching occurs in a variety of environments outside of the formal classroom, individual or group lessons, studio, or lab settings. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.

General Statement on Secondary Areas

Given the potential range of secondary areas available to scholarly faculty, PPPA recognizes that the profiles and accomplishments of candidates for promotion in this sub-track may vary widely. Especially given this diversity, expectations for the type of work and its manner of production and dissemination will also likely vary by discipline and should be defined in part by the expectations of a candidate's home department. For its part, PPPA holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, PPPA expects that the following characteristics will inform the evaluation of candidate performance in any of the secondary areas identified above:

- Growth: within their secondary area(s) candidates should demonstrate increasing levels of

accomplishment, responsibility, engagement, and/or leadership.

- Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.
- Impact: activities within secondary area(s) should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but thus accorded lesser significance.

Promotion to Scholarly Associate Professor

While contractual expectations will inform any individual case for promotion to Scholarly Associate Professor, initial promotion within this career sub-track is most frequently determined by a continuing excellence in teaching and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to Scholarly Associate Professor will be evaluated in adherence with the criteria established for promotion to Teaching Associate Professor (above), with particular attention being paid to the demonstration of effective communication, accessibility of the course and assignments, support for student success, and the capacity for further development as a teacher. Proportionate to contractual expectations, performance in the secondary area(s) is to 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 program 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.

Promotion to Scholarly Professor

While contractual expectations will inform any individual case for promotion to Scholarly Professor, promotion to this rank is most frequently determined by a continuing excellence in teaching and a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to Scholarly Professor will be evaluated in adherence with the criteria established for promotion to Teaching Professor. Candidates for promotion to Scholarly Professor who have teaching expectations are expected to demonstrate continuing 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, and classroom or curricular versatility.

Proportionate 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 program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, 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 regional, national, or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank.

Research Sub-Track

PPPA Faculty in the research sub-track generally have appointments that are predominantly or exclusively focused on research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Particular terms of these appointments, including salary, requirements for extramural funding, space, and start-up funds, will vary, and may include the expectation that faculty members to provide all or significant portions of their own salary through extramural funding.

As such, promotion reviews for faculty in the research sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. In general, however, the high level of research/scholarship/creative activity workload for faculty in this sub-track will be reflected in commensurately high expectations for productivity and impact in this area. Similarly, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Where core research obligations involve the individual supervision and/or mentoring of undergraduate or graduate students, however, this work should also be evaluated in any promotion review.

Promotion to Research Associate Professor

While contractual expectations will inform any individual case for promotion to Research Associate Professor, initial promotion within this sub-track is most frequently determined by a candidate's record of accomplishment and growth in the area of research, scholarship, and creative activity. Candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected to contribute positively to the effectiveness of such groups.

The particular markers of such accomplishment will include considerations of productivity in publication; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication, support for student professional development, and adherence to departmental or unit expectations.

Promotion to Research Professor

While contractual expectations will inform any individual case for promotion to Research Associate Professor, promotion to this rank is most frequently determined by a record of sustained accomplishment in the area of research and scholarship. In addition, candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected not only to contribute positively to such groups but also take on informal or formal leadership roles that amplify the effectiveness of these groups.

The particular markers of such accomplishment will include considerations of productivity in

publication; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication, support for student professional development, and adherence to departmental or unit expectations.

Clinical Sub-Track

Faculty on the clinical sub-track generally have appointments in which the primary responsibility rests with clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. They may have secondary expectations in one or more of the following areas: research, scholarship, or creative activity; teaching (when distinct from clinic-based instruction); outreach; educational leadership; administration; or academic service.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the clinical sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. PPPA recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

General Statement on Excellence in Clinical Practice and Clinical Instruction

In considering the clinical practice, supervision, and instruction presented for promotion in this track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates over time the evolution, innovation, and the expansion and extension of a faculty member's knowledge and clinical practice. Of particular value is the extent to which a faculty member's individual clinical practice and instruction contributes to the larger mission of the clinic, department, or unit. While the specific nature of this work will vary among clinics and appointments, PPPA emphasizes in each instance the importance of providing services and instruction that are ethical, evidence-based, and consistent with the best professional expectations of the discipline. PPPA also recognizes that clinical instruction can occur in a variety of environments outside of the formal classroom or clinic. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track. Similarly, when appropriate, scholarship in this sub-track may also be focused on applied professional practice or teaching as well basic disciplinary research. Excellence in clinical practice and instruction should be presented and assessed through multiple measures and with an attention to the work that has occurred throughout a candidate's time in rank.

General Statement on Secondary Areas

Given the potential range of secondary areas available to clinical faculty, PPPA recognizes that the profiles and accomplishments of candidates for promotion in this sub-track may vary widely. Especially given this diversity, expectations for the type of work and the forms of its expression

will also likely vary by discipline and should be defined in part by the expectations of a candidate's home department. For its part, PPPA holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, PPPA expects that the following characteristics will inform the evaluation of candidate performance in any of the secondary areas identified above:

- Growth: within their secondary area(s) candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.
- Impact: activities within secondary area(s) should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship "in progress" or new programs still in development, will be recognized but thus accorded lesser significance.

Promotion to Clinical Associate Professor

While contractual expectations will inform any individual case for promotion to Clinical Associate Professor, initial promotion within this sub-track is most frequently determined by a continuing excellence in clinical practice and/or instruction and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate's appointment.

The clinical practice and instruction of candidates for promotion to Clinical Associate Professor will be evaluated in adherence with the criteria detailed above. In their clinical practice candidates are expected in the first instance to have provided consistently high-quality, evidence-based, and empathetic care to patients and/or clients. Particular attention will also be paid to the candidate's ability to communicate clearly and effectively; the quality of participation in clinic programs and/or student instruction; and the capacity for further development as a clinician. When that work entails formal classroom-based instruction, it will be evaluated in accordance with the "General Statement on Excellence in Teaching" detailed elsewhere in this document. Proportionate to contractual expectations, performance in the secondary area(s) is to 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 support of services provided to the campus community, should demonstrate an emerging reputation for individual excellence and engagement. Candidates emphasizing externally facing work, such as research/scholarship/creative activity or the provision of external services or professional and educational outreach in clinically relevant areas, should demonstrate an emerging regional or national reputation in these areas.

Promotion to Clinical Professor

While contractual expectations will inform any individual case for promotion to Clinical Professor, promotion to this rank is most frequently determined by a continuing excellence in clinical practice and/or instruction that is accompanied by a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate's appointment.

The clinical practice and instruction of candidates for promotion to Clinical Professor will be

evaluated in adherence with the criteria detailed above. In particular candidates are expected to have extended their individual excellence in clinical practice and instruction to broader positive impacts on students, communities, the clinic(s) they serve. Where appropriate and available, candidates will also be expected to have pursued leadership roles in education, clinical program assessment and development, and/or community service programs that serve the mission of the clinic, the department and the university. In their primary role of clinical practice and instruction, candidates for promotion to Clinical Professor who have teaching expectations are expected to demonstrate continuing effectiveness, 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, and classroom or curricular versatility. When that work entails formal classroom-based instruction, it will be evaluated in accordance with the “General Statement on Excellence in Teaching” detailed elsewhere in this document.

Proportionate 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 program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, 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 regional, national, or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank. Letters of support detailing this activity and its impact can be included among a candidate’s materials.

Philosophy Tenure and Promotion Guidelines

School of Politics, Philosophy, and Public Affairs

Washington State University

Introduction

This document explains the procedures and criteria for tenure and promotion for Philosophy faculty in the School of Politics, Philosophy, and Public Affairs (PPPA) at Washington State University (WSU). The goals of the Philosophy Tenure and Promotion Guidelines are excellence in performance as well as due process. Nothing in this document should be construed as infringing upon academic freedom in general or the rights to free expression of any particular individual, including WSU faculty and staff.

These guidelines supplement other tenure and promotion guidelines, specifically the Statement of Tenure and Promotion Policy for the College of Arts and Sciences (CAS) and the WSU Faculty Manual. In cases of apparent conflict between department and other guidelines, the WSU faculty manual takes precedence.

Tenure and Promotion to Associate Professor

Mentoring and Progress Toward Tenure

After consulting with the candidate, PPPA will provide a mentoring committee for each untenured faculty member. The mentoring committee, working with the Director of PPPA, will review progress with the candidate at least annually and provide suggestions for improvement based on a review of accomplishments relative to promotion guidelines.

Faculty members on tenure-track appointment will have their progress reviewed annually by the tenured faculty of PPPA, with a more formal and extensive third-year review. The same PPPA criteria used for Tenure and Promotion, elaborated below (I-III), will be used to guide the third year review. Specifics on process, content, and time line are provided annually by the Provost's office directly to the candidate.

Criteria for Tenure and Promotion to Associate Professor

Tenure and promotion to Associate Professor are granted to faculty based on their continued and expected contributions to the discipline of Philosophy and the academic life of PPPA, CAS, the campuses, and the university. Candidates for tenure and promotion should strive for excellence in the areas of research, teaching, and service and professionalism.

More specifically, and according to CAS policy, the relevant areas of consideration for tenure and promotion to Associate Professor are:

- a) research, scholarship, and creative activity;
- b) extramural funding at a level appropriate to the candidate's discipline (obtaining research funding is encouraged but not required in Philosophy);
- c) classroom instruction, mentoring, and advising;
- d) service to PPPA, CAS, the campus, WSU, and the discipline of Philosophy;
- e) interactions with colleagues, staff, and students.

These areas are explained in more detail below.

Scholarly Independence and Impact

Candidates for tenure and promotion to Associate Professor should provide evidence that their research is independent, productive, influential, and enduring.

Although there is no specific number of publications required for tenure and promotion, the standard for research productivity among comparable Philosophy departments is one single-authored, peer-reviewed article per year. Normally, this equates to 5-7 sole or co-authored journal articles or book chapters. This standard shall serve as a guideline for judging research quantity in Philosophy. Quality is more important than quantity, however, so meeting this quantitative standard does not guarantee tenure or promotion, and failure to meet this standard does not guarantee denial of tenure or promotion.

Primary indicators of scholarly impact include: sole- or co-authored, peer-reviewed books or journal articles as well as book chapters. Co-authored research is treated similarly to sole-authored research provided (a) the candidate is one of the primary authors and (b) the candidate has established an independent research program. Obtaining research funding is encouraged but not required in Philosophy. Seeking and obtaining intramural and extramural funding can strengthen the case for tenure and promotion, although funding alone cannot substitute for a strong publication record.

Secondary indicators of scholarly impact include: edited book volumes; translations; encyclopedia entries; book reviews; lectures; and presentations at conferences, colloquia, and symposia. These may also provide evidence of scholarly activity, but are typically accorded less weight than the primary indicators noted above. Other indicators of impact include: fellowships and awards; organizing conferences, colloquia, or symposia; editorships; and reprinted or translated articles.

Of greatest importance is the impact of the candidate's scholarship on the discipline of Philosophy in general and on his or her area of specialization in particular. Evidence of impact may be judged by the quality of the journals in which the article is published (e.g., impact factor), the quality of the publisher (in the case of books, book chapters, edited volumes), citation indices (e.g., h-index), comments from book reviews, and the evaluations of impact provided by external reviewers in the candidate's field. Candidates are encouraged to fully explain their research program and any possible exceptions to policy in their Research Statement.

Resources that provide information about the impact factor of publishers in Philosophy include:
<http://www.scimagojr.com/journalrank.php?country=US>
http://the-brooks-blog.blogspot.ca/2011/09/journal-rankings-for-philosophy_29.html
<http://blog.apaonline.org/2017/04/13/journal-surveys-assessing-the-peer-review-process/>

Candidates for tenure and promotion must demonstrate ongoing and cumulative research, independent of other scholars. Thus, the emphasis should be on building and establishing a sustainable research plan that results in peer-reviewed publications in high-quality outlets.

Teaching

Candidates for tenure and promotion must exhibit excellence in teaching, mentoring, and advising. Candidates must demonstrate knowledge of the subject matter, breadth of scholarship, skill as a lecturer and discussion leader, skill in preparation and organization of course materials and assessments that are relevant to the stated learning goals of the course, ability to challenge students, and empathy with and fairness toward students. Teaching performance will be evaluated by considering: student course evaluations; peer teaching evaluations; research and thesis advising as well as other ways of mentoring less established scholars; course curriculum, development, and refinement; teaching-related awards and recognition; student advising and mentorship; acceptance of special teaching assignments or course overloads; teaching independent studies; and guest lecturing.

Service and Professionalism

Candidates for tenure and promotion must demonstrate a record of active service both at WSU (e.g., to PPPA, CAS, the campus, and the university), and to their discipline. This includes but is not limited to the following: attending faculty seminars; making scholarly presentations to the public and wider WSU community; media interviews; attending, participating in, and promoting professional conferences; professional leadership positions; serving on PPPA, CAS, campus, and university committees; and serving administrative roles in PPPA or elsewhere at WSU.

Candidates are also encouraged to participate in professional activities, such as: refereeing papers for journals; reviewing manuscripts for publishers; attending and organizing conferences; and serving on professional boards and committees.

Lastly, candidates for tenure and promotion must demonstrate a record of professionalism with colleagues, staff, and students. More specifically, their conduct must be consistent with the Faculty Code of Professional Ethics, as noted in the WSU Faculty Manual.

Promotion to Professor

Mentoring and Progress Toward Promotion to Professor

Associate Professors are encouraged to meet annually with senior faculty and the Director to discuss progress toward promotion.

Criteria for Promotion to Professor

Normally faculty will be in rank as Associate Professor for at least 5 years before being considered for promotion to Professor. Time in rank, however, is neither a prerequisite nor a sufficient condition for promotion. In addition to the qualifications summarized above, candidates must present evidence of national or international recognition and demonstrate impact in their area of specialization. Candidates for promotion to Professor must also show a continued record of excellence in teaching, service, and professionalism.

While there is no single model for what constitutes scholarly impact in the discipline of Philosophy, the following comments serve as guidelines.

- a) Candidates for promotion to Professor must demonstrate an established research record of sole- or co-authored, peer-reviewed publications in high-quality outlets. A significant

number of these must be published since the candidate's promotion to Associate Professor.

- b) Quality of venues is more important than quantity for purposes of promotion to Professor. For this reason, candidates should provide evidence of eminence in their field. Primary indicators of impact include: the candidate's citation counts from established and respected databases, quality of publication outlets, and the perspective of outside evaluators.
- c) Strong emphasis is placed on anonymous external letters from professors who are established scholars in the candidate's field. Letters should be obtained from WSU peer institutions or higher ranked institutions. Letter writers should be free of conflicts. For instance, letters from former professors, colleagues, or collaborators of the candidate are prohibited.
- d) Seeking and obtaining intramural and extramural funding can strengthen the case for promotion, although funding alone cannot substitute for a strong publication record.
- e) Secondary indicators of scholarly impact include: published reviews of one's work; research awards; service on editorial boards or other leadership roles in professional organizations; editorships.
- f) In preparing for promotion to Professor, effective exploitation of professional leave is well advised, as are other opportunities for self-improvement.

Promotion Guidelines for Career Track Faculty

Teaching Sub-Track

Faculty in the teaching sub-track have appointments that are primarily oriented toward teaching, with reduced expectations in service and limited or no expectations in research, scholarship, or creative activity. As such, promotion within this sub-track is determined largely by a continuing excellence in teaching.

General Statement on Excellence in Teaching

In considering a case for promotion in this sub-track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates evolution and innovation in a faculty member's teaching over time. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.

Promotion to Teaching Associate Professor

Candidates for promotion to Teaching Associate Professor are expected in the first instance to demonstrate that their teaching effectively supports course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly sub-track, with particular expectations conditioned by the faculty member's contractual workload.

Regarding teaching, candidates for promotion to Teaching Associate Professor should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and, where appropriate, active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision. For promotion to Teaching Associate, PPPA also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as a Teaching Assistant Professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within regularly reoccurring set of courses, can also demonstrate that a faculty member continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this sub-track.

Promotion to Teaching Professor

Candidates for promotion to Teaching Professor are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to Teaching Associate Professor. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly sub-track, with expectations conditioned by the faculty member's contractual workload expectations.

Candidates for promotion to Teaching Professor should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. PPPA recognizes that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, PPPA will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Especially for promotion to Teaching Professor, PPPS also particularly values efforts and initiative toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance the unit's curricula. Candidates seeking promotion to Teaching Professor are expected to take on active leadership roles in such activities within and/or outside PPPA. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within PPPA.

Scholarly Sub-Track

PPPA Faculty in the scholarly sub-track generally have appointments that include both a primary

allocation toward teaching and a significant allocation dedicated to one or more of the following areas: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, administration, or academic service.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the scholarly sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. PPPA recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

General Statement on Excellence in Teaching

In considering the teaching presented for promotion in this sub-track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates evolution and innovation in a faculty member's teaching over time. PPPA also recognizes that teaching occurs in a variety of environments outside of the formal classroom, individual or group lessons, studio, or lab settings. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.

General Statement on Secondary Areas

Given the potential range of secondary areas available to scholarly faculty, PPPA recognizes that the profiles and accomplishments of candidates for promotion in this sub-track may vary widely. Especially given this diversity, expectations for the type of work and its manner of production and dissemination will also likely vary by discipline and should be defined in part by the expectations of a candidate's home department. For its part, PPPA holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, PPPA expects that the following characteristics will inform the evaluation of candidate performance in any of the secondary areas identified above:

- Growth: within their secondary area(s) candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.
- Impact: activities within secondary area(s) should contribute to the advancement of a

scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but thus accorded lesser significance.

Promotion to Scholarly Associate Professor

While contractual expectations will inform any individual case for promotion to Scholarly Associate Professor, initial promotion within this career sub-track is most frequently determined by a continuing excellence in teaching and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to Scholarly Associate Professor will be evaluated in adherence with the criteria established for promotion to Teaching Associate Professor (above), with particular attention being paid to the demonstration of effective communication, accessibility of the course and assignments, support for student success, and the capacity for further development as a teacher. Proportionate to contractual expectations, performance in the secondary area(s) is to 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 program 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.

Promotion to Scholarly Professor

While contractual expectations will inform any individual case for promotion to Scholarly Professor, promotion to this rank is most frequently determined by a continuing excellence in teaching and a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to Scholarly Professor will be evaluated in adherence with the criteria established for promotion to Teaching Professor. Candidates for promotion to Scholarly Professor who have teaching expectations are expected to demonstrate continuing 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, and classroom or curricular versatility.

Proportionate 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 program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, 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 regional, national, or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank.

Research Sub-Track

PPPA Faculty in the research sub-track generally have appointments that are predominantly or exclusively focused on research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Particular terms of these appointments, including salary, requirements for extramural funding, space, and start-up funds, will vary, and may include the expectation that faculty members to provide all or significant portions of their own salary through extramural funding.

As such, promotion reviews for faculty in the research sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. In general, however, the high level of research/scholarship/creative activity workload for faculty in this sub-track will be reflected in commensurately high expectations for productivity and impact in this area. Similarly, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Where core research obligations involve the individual supervision and/or mentoring of undergraduate or graduate students, however, this work should also be evaluated in any promotion review.

Promotion to Research Associate Professor

While contractual expectations will inform any individual case for promotion to Research Associate Professor, initial promotion within this sub-track is most frequently determined by a candidate's record of accomplishment and growth in the area of research, scholarship, and creative activity. Candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected to contribute positively to the effectiveness of such groups.

The particular markers of such accomplishment will include considerations of productivity in publication; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication, support for student professional development, and adherence to departmental or unit expectations.

Promotion to Research Professor

While contractual expectations will inform any individual case for promotion to Research Associate Professor, promotion to this rank is most frequently determined by a record of sustained accomplishment in the area of research and scholarship. In addition, candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected not only to contribute positively to such groups but also take on informal or formal leadership roles that amplify the effectiveness of these groups.

The particular markers of such accomplishment will include considerations of productivity in publication; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication,

support for student professional development, and adherence to departmental or unit expectations.

Clinical Sub-Track

Faculty on the clinical sub-track generally have appointments in which the primary responsibility rests with clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. They may have secondary expectations in one or more of the following areas: research, scholarship, or creative activity; teaching (when distinct from clinic-based instruction); outreach; educational leadership; administration; or academic service.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the clinical sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. PPPA recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

General Statement on Excellence in Clinical Practice and Clinical Instruction

In considering the clinical practice, supervision, and instruction presented for promotion in this track, PPPA values most highly a demonstrated record of achievement and growth, one that demonstrates over time the evolution, innovation, and the expansion and extension of a faculty member's knowledge and clinical practice. Of particular value is the extent to which a faculty member's individual clinical practice and instruction contributes to the larger mission of the clinic, department, or unit. While the specific nature of this work will vary among clinics and appointments, PPPA emphasizes in each instance the importance of providing services and instruction that are ethical, evidence-based, and consistent with the best professional expectations of the discipline. PPPA also recognizes that clinical instruction can occur in a variety of environments outside of the formal classroom or clinic. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track. Similarly, when appropriate, scholarship in this sub-track may also be focused on applied professional practice or teaching as well basic disciplinary research. Excellence in clinical practice and instruction should be presented and assessed through multiple measures and with an attention to the work that has occurred throughout a candidate's time in rank.

General Statement on Secondary Areas

Given the potential range of secondary areas available to clinical faculty, PPPA recognizes that the profiles and accomplishments of candidates for promotion in this sub-track may vary widely. Especially given this diversity, expectations for the type of work and the forms of its expression will also likely vary by discipline and should be defined in part by the expectations of a candidate's home department. For its part, PPPA holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, PPPA expects that the following characteristics will inform the evaluation of candidate performance in any of the secondary areas identified above:

- Growth: within their secondary area(s) candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.
- Impact: activities within secondary area(s) should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but thus accorded lesser significance.

Promotion to Clinical Associate Professor

While contractual expectations will inform any individual case for promotion to Clinical Associate Professor, initial promotion within this sub-track is most frequently determined by a continuing excellence in clinical practice and/or instruction and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate’s appointment.

The clinical practice and instruction of candidates for promotion to Clinical Associate Professor will be evaluated in adherence with the criteria detailed above. In their clinical practice candidates are expected in the first instance to have provided consistently high-quality, evidence-based, and empathetic care to patients and/or clients. Particular attention will also be paid to the candidate’s ability to communicate clearly and effectively; the quality of participation in clinic programs and/or student instruction; and the capacity for further development as a clinician. When that work entails formal classroom-based instruction, it will be evaluated in accordance with the “General Statement on Excellence in Teaching” detailed elsewhere in this document. Proportionate to contractual expectations, performance in the secondary area(s) is to 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 support of services provided to the campus community, should demonstrate an emerging reputation for individual excellence and engagement. Candidates emphasizing externally facing work, such as research/scholarship/creative activity or the provision of external services or professional and educational outreach in clinically relevant areas, should demonstrate an emerging regional or national reputation in these areas.

Promotion to Clinical Professor

While contractual expectations will inform any individual case for promotion to Clinical Professor, promotion to this rank is most frequently determined by a continuing excellence in clinical practice and/or instruction that is accompanied by a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate’s appointment.

The clinical practice and instruction of candidates for promotion to Clinical Professor will be evaluated in adherence with the criteria detailed above. In particular candidates are expected to have extended their individual excellence in clinical practice and instruction to broader positive impacts on students, communities, the clinic(s) they serve. Where appropriate and available, candidates will also be expected to have pursued leadership roles in education, clinical program assessment and development, and/or community service programs that serve the mission of the

clinic, the department and the university. In their primary role of clinical practice and instruction, candidates for promotion to Clinical Professor who have teaching expectations are expected to demonstrate continuing effectiveness, 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, and classroom or curricular versatility. When that work entails formal classroom-based instruction, it will be evaluated in accordance with the “General Statement on Excellence in Teaching” detailed elsewhere in this document.

Proportionate 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 program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, 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 regional, national, or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank. Letters of support detailing this activity and its impact can be included among a candidate’s materials.