

Statement on Promotion and Tenure
School of Interdisciplinary Arts and Sciences, University of Washington Bothell

Interdisciplinary Arts and Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields. As a faculty and staff, we inspire our students to engage creatively and ethically with the concerns of the region and the world. We dedicate ourselves to integrative research, innovative and effective pedagogy, and dynamic curricula that prepare students for careers and lives in complex and changing environments. As part of a public university, we provide access to this unique educational experience for an inclusive community of students, staff, and faculty.

-IAS Mission Statement

Interdisciplinary Arts and Sciences and UW Bothell were founded in 1990 with an interdisciplinary mission and a commitment to working closely with traditional and non-traditional students. This mission and commitment underwrite our emphasis on scholarly activities that draw connections across academic disciplines and engage with the concerns of our region and world. As a faculty, we dedicate ourselves to integrative and engaged research, innovative and experiential pedagogy, and creative and responsive forms of curriculum and institution building. We expect members of our tenure-track faculty at all ranks to demonstrate substantial accomplishments in each of these areas and excellence in research or teaching.

IAS faculty members are hired, promoted, and tenured by the school as a whole. All faculty members normally contribute to two curricular areas within IAS, while taking collective responsibility for the governance and well-being of the whole. Faculty members also may work closely with other units on campus through joint appointments or substantial commitments to our lower-division Center for University Studies and Programs. This organizational structure stresses and rewards the ability to forge and sustain generative linkages across varied fields, methods, and sites of inquiry. The creative and careful work of building the school and campus inflects much of our research, teaching, and service.

As a faculty, we are committed to diverse forms of scholarship and we believe that scholarship should be made public in meaningful and significant ways. Faculty members may demonstrate excellence and develop a national or international reputation through a combination of activities typical of achievement within the university, such as scholarly books or articles, presentations at professional conferences, and the exhibition or performance of creative works. Excellence and reputation may also be achieved through forms of scholarship which extend beyond the university and its professional organizations, including public or community projects related to the faculty members' scholarly agendas and intellectual engagements.

All faculty members' dossiers should evince a rigorous and coherent body of work aimed at extending knowledge, engaging and informing others, and creating significant impact in the world. For some faculty members, the lines of demarcation between research, teaching, and service may not be sharp. Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as

excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.

The focus and strategy for IAS associate professors preparing for promotion to full professor will be different than for assistant professors preparing for promotion and tenure to the associate rank. Assistant professors typically have a greater focus on the establishment of a research and teaching program through which they establish a national reputation for the quality of their scholarship in their chosen field or fields. The routine institutional service expectations for an assistant professor should be more modest than for an associate or full professor. Associate professors typically pursue new or additional research directions, as well as new areas of teaching and service.

The process for granting tenure and promotion in IAS is conducted in accordance with policies and guidelines outlined in Chapter 24 of the Faculty Code for the University of Washington. Achievement as it is defined in this public statement is also in alignment with the University of Washington Bothell Campus Mission Statement, as well as IAS Strategic Goals and Objectives developed and used for our annual IAS Faculty Merit Review process. These IAS Strategic Goals and Objectives further define and provide examples of achievement in research, teaching, and service for tenure-track and non-tenure-track faculty members.

This Statement on Promotion and Tenure should be revisited every three years by the faculty and revised as necessary to ensure it continues to reflect our values and practices.

Approved May 2010

<http://www.uwb.edu/getattachment/ias/about/faculty-staff/statement-on-pt-may-2010-approved.pdf>