

Public Statement on Promotion and Tenure School of Interdisciplinary Arts & Sciences (IAS)

The School of Interdisciplinary Arts & Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields and sectors. 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 and creative practice, innovative and effective pedagogy, and dynamic curricula that prepare students to live and work in environments that are diverse and complex. We recognize, reflect on, and challenge unequal relations of power and privilege in our curriculum, scholarship and community partnerships. As part of a public university, we seek to build an inclusive and just community of students, faculty, and staff.

-IAS Mission Statement

Interdisciplinary Arts & 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 local communities, our region, and the world. As a faculty, we dedicate ourselves to integrative and engaged scholarship, responsive and experiential pedagogy, and just and inclusive forms of curriculum and institution building. All faculty in IAS are valued as crucial to our School's mission. We expect members of our faculty at all ranks to demonstrate accomplishments appropriate to those ranks.

IAS full-time faculty members are hired, promoted, and tenured by the school as a whole. All full-time 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 and adjunct appointments, as well as our First Year and Pre-Major Program (FYPP). 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, including classroom teaching, arts practice, and community-based work. Faculty members may engage with and develop national or international reputations through the production of and engagement with the types of artifacts and activities typical of achievement within the university: 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 scholarly engagement 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, including the classroom. 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. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new scholarly areas may mean reduced 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.

All faculty members contribute to the scholarly, teaching, and service mission of the school and campus, though with different emphases across tracks and ranks. The tenure track has a greater focus on establishing a record and trajectory of scholarly activity, most typically in the form of peer-reviewed publications and exhibitions; the teaching track focuses particularly on curriculum development and course delivery; and the artist-in-residence track emphasizes creative practice, arts teaching, and on- or off-campus public arts engagement. Routine institutional service expectations for junior faculty are reduced so as to allow them to launch their careers and develop scholarly, teaching, and service records that will enable them to be promoted and/or tenured. Similarly, associate professors and associate teaching professors should be allowed to balance their responsibilities in ways that will enable them to develop a record that points toward promotion to full professor or full teaching professor.

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](#).

Approved May 2010 (Revised and Approved April 2021)
